Meta - Analysis of the Action Research & DIET Studies

(2002 to 2008-09)

Research, Evaluation, Monitoring and Supervision Unit, SSA
2011-12

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REMS Unit
Sarva Shikshana Abhiyan Mission Karnataka

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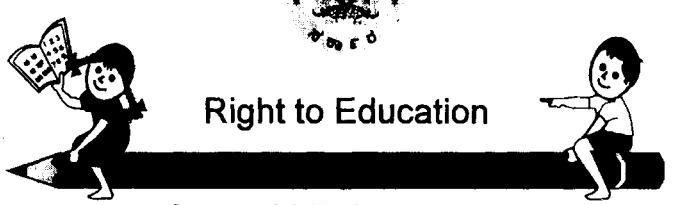

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PREFACE

A large volume of researches have been completed in the State at various levels – State, Districts, Blocks and Schools. More than 50 research studies were sponsored / completed at the State Directorate.

A massive exercise of building capacities of teachers to conduct Action Researches had been completed by SSA with the support of resource institutions in the State. Sensitisation workshops on Multi-centric and Lab Area studies had been held for DIET faculty. The current publications of researches are the outcome of State initiatives, capacity building exercises as well as resource support to DIETs and schools. Most of the researches at DIETs and substantive action researches are also documented at DIETs.

The SSA Mission sponsored analytical studies of documented researches and action researches over the years at the State, at DIETs and in schools during 2010-11. Guidance, direction and resource support was provided by REMS unit / SSA for this purpose. In effect, two publications could be brought out from these efforts.

1) Abstracts of research studies completed at the State Directorate, most of which had been sponsored.
2) Meta-Analysis of Action Researches and DIET level studies. These researches have been completed during the period 2002-2009.

The SSA Mission, Karnataka is pleased to submit these two publications in the public domain. Criticisms, Comments and Constructive suggestions are most welcome.

TUSHAR GIRI NATH, I.A.S
State Project Director

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Introduction

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.

SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

Need & Importance

Research is the life line to systematic growth and development. SSA has facilitated systematic thinking, research and action research by the teachers under the guidance of DIETs, BRCs and CRCs, which have their implications on the regular classroom teaching. It would also be a matter of concern for the state regarding optimum and meaningful utilization of finance and human resource without replication of the areas of study and attention to all important areas. It is also important for the application of the implications of the research and studies thus generated into classroom / school practises. Hence the present Meta analysis intends to address all the above concerns and look into the areas and utility of the studies and action research and its implications.

Objectives & Research Questions

The present study is purported to:

- Identify the **concentration & gaps in Action research studies** undertaken by DIETs in Karnataka
- Identify the **concentration & gaps in areas of the DIET studies** undertaken by DIETs in Karnataka
- Study the **Methodology of the DIET studies** and Action researches undertaken by DIETs in Karnataka

Limitations

- The DIET studies of the 29 DIETs which were produced were analyzed and documented.
- The Action research studies were only analysed for the concentration and gaps in the areas of content and not the methodology.
- The Action research studies were only analysed from the abstracts prepared by the DIET Facilitators, which included only the best amongst the studies.

Details of Methods used in this study:

This is a Meta analysis of the research studies and action research reports to identify the areas of study, concentration, gaps in study and research skills. Hence the Principal investigator recruited 4 scholarly people for each DIET to analyse the studies and action researches in all the 29 DIETs as the quantum of studies done was mammoth.

Four researchers were inducted and oriented regarding analyses of the data, for a day. They were on the field for 24 days and analysed and recorded the data on a given format prepared by the principal investigator. Simultaneously the principal investigator supervised the ongoing investigation in the different DIETs by visiting them and also brought the DIET studies for sampling.

The DIETs were grouped into 6 geographical areas for the sake of conveyance of commuting as follows:

Table: Meta Analysis of DIET Studies & Action

Sl.no	DIETs	No of studies
1.	Bangalore rural, Bangalore urban, Ramnagara, Kolar, Chikkaballapura, Tumkur	13495
2.	Mysore, Mandya, Chamrajnagar, Hassan, Kodagu	16714
3.	Belguam, Dharwad, Gadag, Koppal, Bellary	17254
4.	Chickmangalore, Chitradurga, Haveri, Shimoga	15515
5.	Udupi, D.K, U.K	2771
6.	Gulbaraga, Raichur, Bidar, Bijapura, Bagalkot	5256
Total	29 DIETs	61005

Thus generated data was reviewed, reorganised and presented in a report format after 2 months.

Sampling

Scope and Geographical Coverage (State/s, Districts, Blocks etc.):

29 DIETs (ALL DIETS)

No of DIET research studies from 2002-2009 - 379 (ALL DIETS)

No of Action research studies from 2002-2009 -8008 (ALL DIETS, All abstracted studies)

Data Collection Tools

1. Data sheet
2. Collection and Meta Analysis of documents with reports/abstracts

Over 29 DIETs of Karnataka was reviewed and analysed. The table given below shows the distribution of the sample literature across 29 DIETS.

Sl. No.	District	No. of Research Studies conducted								No. of Action Researches conducted								Progress of Studies during 20090-10		
																			status	
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total	No. of Studies	completed	In progress
1	Bagalkot					5	6	5	16			114	110	148	198	219	789	5		5
2	Bangalore Rural					3	7	2	12						2200		2200	3		3
3	Ramanagar								0								0	5		5
4	Bangalore Urban					5	7	4	16			800	1500	1000	250	60	3610	2		2
5	Belgaum					1	6	11	18				2257	3211	1881	1975	9324	3		3
6	Bellary					1	3	6	10			53	85	137	76	107	458	2		2
7	Bidar					4	2	5	11			156	347	227	149	44	923	5		5
8	Bijapur						5	6	11						700	1198	1898	6		6
9	Chamaraja Nagar					15	5	5	25					197	6	132	335	5		5
10	Chickmagalore			2	1	4	5	8	20				2272	210	176	110	2768	2		2
11	Chitradurga					7	11	3	21					1631	1792		3423	3		3
12	D.K					5	4	7	16								0	2		2
13	Davanagere					8	2	4	14				1679	2278			3957	4		4
14	Dharwad					3	6	6	15			738	478	480	354	10	2060	2		2
15	Gadag						4	8	12			95	76	115	832	219	1337	4		4
16	Gulbarga					1	2	2	5			10	12	15	14	12	63	12		12
17	Hassan							2	2					2342	401	53	2796	1		1
18	Haveri								0				751	409	56		1216	5		5
19	Kodagu					5	7	10	22			50	50	50	50	50	250	3		3
20	Kolar					2	7	2	11			102	162	153	108	10	535	3		3
21	Chikkaballapur								0								0	5		5
22	Koppal					3	2	3	8			645	796	901	870	800	4012	5		5
23	Mandya		4			12	8	1	25	30	50			1654	156	10	1900	2		2
24	Mysore						4	5	9					1350			1350	7		7
25	Raichur					1	2	2	5			20	165	600	300	450	1535	2		2
26	Shimoga	2	3	5	5	6	4	5	30	8	40	1509	1488	731	263	27	4066	4	2	2
27	Tumkur			8	6	1	5	4	24	347	274	867	1936	2177	1101	385	7087	1		1
28	Udupi					2		4	6					751			751	2		2
29	Uttarakannada		1			1	12	5	19	1	5	190	1100	550	55	78	1979	2		2
	Total	2	8	15	12	95	126	250	383	386	369	5349	15264	21317	11988	5949	60622	107	2	105

The above Table shows studies and Action Research conducted by the DIETs of the **State. Note:** Sl No. 3 and 21 DIETs are Newly stated:

		the utilization certificates which were verified by the concerned officials. However, even though 94% teachers had reported complete utilization of the grant for preparation of TLM, only 88% had reported on the receipt of this grant. • Of the schools who had reported complete utilization of civil works grant 32% had used them for the construction of new classr9ooms and 51% for the maintenance of the existing school buildings but interestingly, only 5% had used for rain water harvesting and 2% for the public stage in the playground. • As regards the human resource, nearly 43% teachers teach 8 periods a day and about 97% parents had reported that the teachers were punctual in school and 92% of teachers were present at school on the days of observation by the investigators. Most parents (89%) reported that the teachers check the child's notebooks regularly, 60% of teachers update them on the child regularly with 50% noting that it is done every month. Nearly 80% teachers assist the mid-day meal programme including 69% assisting in cooking the meal. Three-fourth of the public officials interviewed at the district level were satisfied with the competence of the teachers even though only 50% were • In terms of quality of retention measures, almost all the parents were satisfied and reported that they had received uniforms (97%) and textbooks (98%) and it was given on time but only 57% reported that measurements for uniform was taken before stitching them. 41 percent alone had received notebooks, 17% pencils and 24% school bags among the SC/Sts even though all were entitled to them. • Majority of the parents (95%) were satisfied about the mid-day mean received by the children but 5% reported that their children were not availing of this facility because of the presence of worms in the food and sadly 24 parents also stated that they would discontinue it for their children because of the caste of the cook. Only 42% parents noted that the children had received the health card in contrast to 83% reported by the schools. Only 31% parents reported that the health check-up was undertaken by the school in contrast to 95% reporting on its implementation. • As regards co-curricular activities, nearly 69% of the parents had reported of the Prathibha Karanji conducted in schools while 87% schools had reported so but only 34% schools reported on innovative activities conducted in the schools. • In terms of pupil evaluation and promotion, 97% of schools had prepared an academic plan based on school results and 97% of schools had gone through the KSQAO test during 2007-08 and 81% of the teachers appreciated its value and 91% noted that the findings

		matched with school results. Unit test was the commonly followed mode of pupil evaluation as reported by 57% schools and 98% maintain the progress card of every child and 96% of them take the parents' signature on them. 94% teachers had been taking regular remedial classes before and after school hours but only 17% of parents stated that their children attended these classes and those who attended 96% of them felt that these classes had benefited the children. 81% of the schools reported that they had received stipend and scholarships for children. • On classroom interaction and learning experiences, the average strength in the class was reported to be 27 and 90% teachers were satisfied with this even though as reported by 28% teachers the ideal teacher: pupil ratio is 1:30. 85% of the teachers reported on the presence of slow learners in the class who also recommended remedial teaching for them. However, 72% of teachers conducted multi-grade teaching with 79% of them being satisfied with it and 97% teachers had completed the syllabus in time. 91% teachers had prepared TLM in the previous academic year, even though they were just charts which had been used well in the classroom. Even though most of the teachers posed questions in the classroom only one third of them were satisfied with pupil response. Even though most of them give home assignment about half the number of students did not do them. The perception of children about their schools was positive in most of the aspects like the facilities and their satisfaction about the teacher functioning. • Most district officials (96%) had visited the schools in their jurisdiction and were satisfied that the schools approached them on academic matters and could resolve issues (68%). More than 60% of schools had received academic support from CRPs, BRPs and CAEOs but only about 60% found them useful. 98% teachers were satisfied with the support and guidance received from the head of the school. • Towards capacity building, 70 to 80% teachers and public officials had participated in training programmes and were satisfied with them. Not more than 29% of teachers had undertaken action research projects but all had been conducting remedial teaching using the remedial teaching handbook supplied to them. Regular staff meetings had been conducted in 90% of the schools and more than half the number of schools had parents' council and most of them meet regularly even though less than 50% parents attend the meetings and 86%of parents meet the teachers during school hours. • Perception on impact of SSA showed that 98% heads of schools found the standard of education had gone up with the implementation of SSA initiatives, retention of children and increased (71%) and 82% felt the community involvement and participation had

		improved. 95% teachers and 97% heads of schools were satisfied with their job role under SSA, most parents were satisfied with the infrastructure facilities, 90% SDMC members were satisfied with the support extended by them but only 50% teachers were satisfied with their support. There have been instances of hidden costs to be paid by different stakeholders in the school system like from students, teachers and heads of schools for different works to be completed. • Most of the children found current teaching interesting in spite of multi-grade teaching as teachers were also punctual. However, the number of children attending the remedial classes was found to be disappointing.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Since the focus of primary education is the child there seems to be more efforts to be put in towards gaining parental cooperation, provision of essential facilities like drinking water, toilets for them in particular to female teachers and girl children. • As reported by parents hidden cost for admission or scholarships, books and uniforms, by teachers for their problems to be resolved at the block office level or to avoid transfers, the heads of schools to get the school work done needs serious attention since this can hamper the effectiveness of the SSA programme.
3	Title of the Study:	**A Study on Validation and Quality of the Children's Census Data 2008: A Sample Study in 05 Districts of Karnataka**
	Broad Field of the Study:	Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	G.K. Karanth and Shailabala Devi in Association with A.R. Kulkarni, D. Revankar, Sanjeev Kenchalgol, Gururaj Haribhat, Jayatheertha Rajapurohit, Vijaya Veena and V.B. Annigeri
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Centre for Multi-Disciplinary Development Research, 82, Y. Shettar Colony, Lakamanahalli, Dharwad – 580 004
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	• In validating the 2008 Census of children, to estimate the divergences between 2008 Child Census data and the validation survey in respect of the General School Enrolment data, as well as estimates of the different types of Out of School Children in selected districts; • To examine and analyze the functional efficiency of the tools and procedures of 2008 Census, especially of the Margadarshi Document and the Pre-printed Documents and the use of the Proforma of 2008 Census; • To capture the perception of the community members regarding 'Missing Children' who failed to figure in the Census 2008 and the children who might be either in labour or away/out of labour; • To analyze sociologically the caste, gender and other

		social dimensions of the children who are out of school as identified by the Census of 2008 and the Validation Survey data;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	Districts were selected as Educational Districts of Gulbarga, Yadgir, Bagalkot, Chikamagalur and Ramnagar, one each from the Educational Administrative Division, where the concentration of out of school children was higher.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The districts were purposively chosen on the basis of educational administrative division and higher prevalence of out of school children. A total number of ten thousand households, based on their size as per Census, 2001, were randomly chosen from a minimum of ten villages and one urban ward in each of the districts. A larger quota of households was chosen from smaller villages and smaller number from larger villages. Of the ten thousand households validation was taken u of only 6331 households since it was noted at this stage that the rest did not have children below thirteen years. • The questionnaire used for canvassing during the 2008 Child Census with a few additional questions based on the objectives related to socio-economic status and gender dimension of the phenomenon on out of school children was the main instrument with which the data for the validation survey was collected.
	Main Findings and Conclusions:	• A net difference of 0.79%, namely 335 children was found between the SSA date and Validation data pertaining to the entry of names below fourteen years of age with largest difference in Bagalkot (335 – 15.20%) and the least in Chikmagalur (65 – 3.97%). The total number of births since the 2008 Census was 407 and deaths were 34. • The respondents of the validation survey and the Child Census 2008 were not the same to the extent of 44.05% cases. Hence, a considerable difference between the two data sets is a result of the changed respondents. Since the responses in some cases were based on memory they could vary to some extent even I the respondents were to be the same. However, variation with regard to some set responses like sex, religion, type of household, language, is indicative of wrongly coding the data in Census 2008. Another reason for the errors under caste and concepts like pre-school education could also be due to lack in clarifying terms related to caste and other concepts. • The Census 2008 did not have a systematic, predictable pattern of numbering households but had been done in a haphazard manner. Hence, it had become extremely difficult for anyone, including the teachers themselves to re-locate or re-visit the houses. • Comprehending the shift from filling up the age of the child to other aspects of the household has not been indicated clearly in the schedule leading to confusion and possibility of errors. Names of the parents need to

		be included in the schedule and the family identification number should be entered in a cell that has more space. Besides, the data regarding the child being in and out of school and needs to be re-enrolled cannot be easily accessed in the absence of proper reference number. • Another reason for variation could have been because Census 2008 was before the new academic year and the Validation Survey was after the schools commenced. Hence, responses to issues like whether the child has been enrolled to school, poor, illiterate would give it in the negative even though the child would have been admitted soon after. Hence, the reasons for differences had ranged from different respondents answering the two schedules, lapse of time where responses had to be from memory, change of perception on the issue or the concept and faulty data entry at the time of processing.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The four major reasons for the differences in the two surveys which hold a key to the 'missing children' need to taken note of and the Census Schedule need to be revised and re-focused to remove these anomalies.
4	Title of the Study:	**An Evaluative Study on Working of Schemes and Programmes for Promoting School Quality in the Context of Universalization of Primary Education.**
	Broad Field of the Study:	Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Shripad S. Bolashetty
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad, Karnataka
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To list out the schemes and programmes designed and implemented by the Government of India and Government of Karnataka for UEE; • To assess the impact of the schemes and programmes of the UEE designed and implemented by the Government of Karnataka on the quality of the establishment and functioning of primary schools; • To make suggestions foe improving the schemes and programmes of UEE in the light of their impact on the quality of the schools.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited only to the schemes and programmes of Universalization of Elementary education and to only 25 schools in Belgaum Taluk
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and	• The empirical survey method was used for studying the impact of the schemes in the quality of primary schools. • The headmasters, teachers, students and

	Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	SDMC/Managing Committee members of the primary schools and parents of schools from Belgaum were considered the population of the study. Twenty-one Government Schools, two grant-in-aid schools and two un-aided schools were selected randomly for the purpose of the study. The year of establishment, type of management, campus area, human resources, unit cost, alumnae status and contribution to the school, sources of funds other than that of the government, average student-teacher ratio, availability of books and periodicals, audio-visual aids, awards received by teachers, books and articles published, number of days the school worked, games and sports equipment, play-ground and other amenities available were the criteria in the selection of the sample for the study. • School Profile Fact Sheet and a Questionnaire prepared and validated by the investigator were used as tools for the study. The data collected was analyzed using the percentage technique for the data collected from a hundred questionnaires.
	Main Findings and Conclusions:	• The three schemes, namely, Chaitanya Training Scheme, Student Enrolment Drive and Distribution of Progress Cards were implemented in all the schools. The programmes and schemes implemented in descending order were, Chaitanya, Mid-day Meal, School towards Community Scheme, Keli-Nali, Drinking Water and Toilet Provision Scheme, School Evaluation Programme, School Adoption Programme, Computer Training Scheme, Free Education for Girls Scheme, Education Interaction Programme, Classroom Construction Scheme, Shikshan Vaarthe Magazine, Integrated Education for the Disabled, SDMC, Capacity Building for Teachers Programme and Learning Guarantee Scheme. • Chaitanya Programme had helped improve the quality of teaching and the use of audio-visual aids, improved teacher-pupil interaction with activity based learning and made learning joyful and enhanced the achievement level. • With the exception of one school the rest had staff and grocery for managing the mid-day meal programme effectively. However, only 50% respondents opined that it had an impact on the quality of the school but 40% felt that it had helped in saving time and worry of parents about providing food to their children. It has also been responsible for increase in attendance, improvement of health of children and developed a community feeling among them. • All the schools had implemented student-enrolment drive but it has brought in students who lacked motivation and entry-point level of competency, hence creating a problem to the regular students in moving ahead with learning. • All the schools had organized community programmes

		under the scheme school towards community, though there had been variation in the frequency. It has been responsible for transparency and accountability, better teacher-parent interaction and involvement, greater interest in the school and the child's progress, support to the school and motivation to the school for community service. • Among the other programmes Keli Nali has added on to the effectiveness of teaching, radio lessons were found to be far better than the regular lessons and also giving uniform lessons across the state, all the schools selected had access to drinking water and toilets but not all schools could boast of good toilet facility. • The schools that had gone through the school evaluation programme were 68% which has made the school do all the preparatory work in terms of completion of teaching and keeping the campus and documents ready. However, the evaluation team was sufficiently train for the work and the tools were not validated. • The school adoption programme had negligible impact on the schools, as the people would take advantage of the donations made and help given. The progress card scheme has made the students take trouble with their studies even when teachers do not take sufficient trouble at teaching, which too needs to be looked into. Computer training has given a new outlook to the education of students and has improved their learning skills though facilities are not sufficient to the schools. In a word, all the programmes implemented had positive effect on the schools, teachers and the students. • The suggestions given were that the Chaitanya Programme should organized during vacation for a longer period with an examination held at the end and the resource person to be more experienced and mature. It is necessary to relieve the teachers from taking responsibility of cooking the meal at the time of teaching. Enrolment drive again ahs taken away the time of teachers from regular teaching, hence other modes of enrolment drive need to be implemented. The school towards community also had problem of allegations by the public, hence better awareness son this programme and its benefits needs to be given greater publicity and dates of the programmes should be fixed by the schools and not the departmental authorities.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The suggestions to have the Chaitanya Training Programme of a longer duration and to be conducted during vacation would give the time required for the teachers in the classroom. Besides the other suggestions given by the investigator too are valid and needs to be given attention to by the department of education.

5	Title of the Study:	**Census of Children in Karnataka State: A Study in Validation and Quality of Data**
	Broad Field of the Study:	Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. A.S. Seetharamu
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Institute of Social and Economic Change, Bangalore
	Year of Commencement:	2006
	Year of Completion:	2007
	Objectives of the Study:	• To examine the diversities, if any, between estimates of projected population in Karnataka State/Districts (6 to 14 years) and estimates of Census 2006 and arrive at error indexe • To estimate divergences between enumeration survey March 2006 and results of sample survey of this study June 2006 with reference to general school enrolment data, as well as estimates of variety of out-of-school children from the villages and the wards. • To examine the functional efficiency of the meticulously planned enumeration survey as detailed in Margadarshi document. • To capture perceptions of communities regarding missing children, that-is-children who do not figure in surveys but are in labour. • To examine the social class and gender related aspects of children identified in the survey June 2006, as being out-of-school.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study is a sample enumeration study of Chamrajnagar and Kolar districts and is meant to serve as a curtain raiser on issues related to anomalies in data on access and participation, in general, by sex and by social groups, hence, not a representative study of the entire state of Karnataka.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	Documentary Analysis and Descriptive Survey were the chief methods: • The study was set in two educationally backward districts of Karnataka State, in the Southern Region, namely, Chamrajnagar and Kolar Districts. As a purposive sample survey, it involved a complete enumeration of all 6 to 14 year old children of two villages (one with LPS facility and the other with HPS facility in each of the five blocks in Chamarajanagar District and out of eleven blocks of Kolar District, five blocks educationally more backward with two villages from each were selected. • The tool used for the validation of census enumeration of children was the ICR Format of March 2006 with additional questions to explore the out-of-school phenomenon (The tool, Appendix 2, not given in the report) • Census data of 2001, projections of population for 2006, March 2006 Census Enumeration of the

		Department of Education and June 2006 and insight were gathered from select community leaders to capture perceptions of communities.
	Main Findings and Conclusions:	• There are divergences between estimates of projections of 6 to 14 population of the 2001 Census of India and the figures of the same age-range population obtained in the 2006 complete enumeration survey of the Department of Education, namely, 43.02% for Koppal being the highest in the state. • There were no 6+ out of school or 'never enrolled' children in Chamarajnagar district out of 1224 children and three such children out of 1692 in Kolar district but 43 dropouts in both indicating the effect of the variety of programmes of the Department of Education for mainstreaming children into regular schools. • Incorrectness in entry and errors in transfer of information from the non-ICR to ICR formats was noted, especially in regard to age of children resulting in inaccurate enumerations. • There is apathy/disinterest/misinformation about missing children from school identified in the validation study, among the significant community members.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• A significant chuck of children dropped out from schools were first generation learners whose mother-tongue was Telugu, not catered to by the state for whom provision needs to be made. • Alternatives for the family to be looked for to cater to the child labourers who give up labour and attend school and programmes for employment generation, asset creation, food grain distribution and subsidies to these families needs to be looked into to facilitate the children attending school. • Flaws like non-functioning of the teleconference exercise, outsourcing of enumeration workers by enumerators and the like that leads to inaccuracies need to be rectified by finding fool-proof methods for such exercises.
II	**Factors in Free and Compulsory Primary Education**	
6	Title of the Study:	**Effect of School and Home Factors on the Attendance of Children at Primary Stage in Karnataka.**
	Broad Field of the Study:	Factors in Free and Compulsory Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Umme Kulsum
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Bangalore University, Bangalore – 560 056
	Year of Commencement:	2007
	Year of Completion:	2008

	Objectives of the Study:	• To estimate the attendance status of primary school children with reference to regular attendance, irregular attendance, long absence and dropouts; • To estimate the number and percentage of male and female children who remained absent from the school; • To investigate the average attendance rate of children from rural and urban areas; • To find out the effect of school in terms of it type, namely, rural-urban, single-grade classroom – multi-grade classroom, teacher – trained or untrained, availability of free- teaching-learning devices, mid-day meals provided, SC/ST or non-SC/St status, school and home environment affecting the learners' attendance at the primary school level; • To study the responses given by parents, teachers and children on the statement: 'If NOT attending school currently, specify the reasons for not attending school.'
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study attempted to examine the factors affecting the attendance of primary school children enrolled under the compulsory free primary education programme in Karnataka State and the study was conducted in five districts, 69 schools and 1380 children studying in Class I, II, III and IV respectively.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample for the study consisted of five districts of Karnataka, namely, Bellary, Gulbarga, Raichur, Mysore and Shimoga. Fourteen schools each from Bellary, Gulbarga and Shimoga districts were selected while from Raichur fifteen schools and from Mysore district twelve schools both from rural and urban areas were selected for the purpose of data collection. School wise and household wise surveys were conducted. • The tools consisted of the four-point School Environment Scale with physical, social and academic dimensions, the four-point Home Environment Scale consisting of areas like home academic, social, psychological and economical, health, religious/spiritual environment for education, constructed and validated by the researcher. • Attendance particulars of 1380 children were obtained through physical head count, attendance registers through field visits by the investigators to all the schools selected for the study as well as through observation, interview schedules and questionnaires. • Descriptive statistical analysis was done in terms of number, percentage and means depicting them graphically and inferential analysis was taken up for testing null hypotheses using the 't' test, zero order correlation and multiple correlation and regression analysis in order to estimate the effect of each school factor and each home factor affecting attendance of children in terms of variance accounted for by each of the predictor variable (school factor/home factor). Content analysis was carried out to the responses given

		by parents, teachers and children to a question: 'If NOT attending school currently specify the reasons for not attending school'.
	Main Findings and Conclusions:	• The lowest regular attendance in terms of percentage was found to be in Raichur and Gulbarga districts respectively; the percentage of irregular attendance of children was highest in Raichur district followed by Gulbarga district. The highest attendance percentages of dropouts were reported again from Raichur district followed by Gulbarga and Shimoga districts respectively. Mysore district ranked the highest on attendance. • Class Three children were found to be more regular when compared with Class Two, One and Four respectively. It was also revealed that irregular attendance as well as dropout rate was found to be highest in Class Four followed by Class One and Class Three respectively. Besides, more number of urban children dropout compared to their rural counterparts but long absence and irregular attendance was found to be higher among rural children. • The status of regular attendance was comparatively more when the teacher was trained, teaching-learning materials were available, mid-day meal provided and the school environment was found to be positive but long absentees, irregular attendance and dropout rate higher when the teacher was not trained, teaching-learning materials not available, mid-day meal not provided and the school environment unfavourable. • More regularity in attendance was found among urban than the rural children in Class I to Class IV and higher percentage of irregularity of attendance, long absenteeism and dropout rate was found among the rural children of all the classes. • Dropout rate, long absenteeism and irregularity in attendance was found to be higher among children from large families than in small families, last born children than the first born, SC/ST children than non-SC/ST and those belonging to the low socio-economic status and unfavourable home environment in all the classes. While percentage of attendance was higher among boys than girls irregularity in attendance was also found to be higher among boys than girls. • It was found that there was a significant positive relationship between attendance scores of primary school children belonging to small and large families, SC/ST and Non-SC/ST, high and low socio-economic status, favourable and unfavourable home environment respectively as well as children from the four classes of primary education indicating attendance went higher with the increase in score of home variables. • Qualitative analysis on parents' response for reasons for poor attendance indicated that schools are not particularly friendly towards poor children with no clean

		clothes and lack of motivation on the part of children and parents. The analysis of teachers' response showed that the reasons for poor attendance was the parents' reluctance to send them to school and their lack of motivation given to their children, fear of teachers who are strict and gender bias. • The reasons cited by children that ranked high for non-attendance were the inability of parents to bear the cost of education, strictness on the part of teachers, non-availability of learning materials for study, migrant families, child labour, lack of support for education by parents and discrimination towards the girl child, lack of basic facilities in the school like water and toilets.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Enrolment is not the end of education for the children coming from low socio-economic families even when facilities like uniform and books are provided they need personal and emotional support when their own ego level is low and parents lack motivation. It requires much from the teachers to provide such emotional props by means of greater understanding and patience in dealing with such children and their parents. Teachers need to be equipped with skills to deal with diversity within the classroom in terms of age, socio-economic and language background, apathy towards education among the illiterate and the like. While counseling input could be given it requires a great deal of commitment on the part of teachers to apply in these concrete but difficult situations. • Residential and non-residential bridge courses need to be considered as transitional strategies for mainstreaming migrant children and child labourers to the regular schools. Sensitization of the school educational administration and the school system and arrangement for academic support until they get integrated into the school culture is needed. • Children of migrant workers are affected academically, hence the mapping for seasonal migration for particular sectors of work like brick-kiln, building construction, agricultural work and movement during summer/winter in Malnad and dry regions and find ways of accommodating them in schools of regions they migrate to. • Long absenteeism in spite of all facilities for education provided to children is an area that needs to be addressed with special focus, in particular in rural areas where it is higher than in urban areas. Involvement of NGOs and service delivery agencies and even the community, a main plank of Sarva Shiksha Abhiyan, to tackle this serious problem, employment opportunities for migrants with basic amenities may also improve this situation. • Twinning of schools and twinning by pairing of children

		from better-off schools with the economically poor schools can be beneficial to both sides, feeling of their worth-whileness and enhancing the abilities to the poor children and developing of humane values like sharing and compassion in those better-off will be a gain for individuals, schools and the country. • It is noted that among the schools that lack facilities of physical infrastructure there are many government schools. It is desired that the government schools become model schools with the best facilities in terms of physical infrastructure and its maintenance, ICT with continuous electrical power in order that the poor who have access to education without expenditure are highly motivated not only towards education but to enhance their own future.
III	**Education of the Specially Challenged Children**	
7	Title of the Study:	**An Investigation into the Problems of Education of the Mentally Challenged Children of Mysore District**
	Broad Field of the Study:	Education of the Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Pushpa M.
	Name and Address of Organization/institution (and Department) where the study was conducted:	Post-Graduate Department of Studies in Education, Karnatak University, Dharwad
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To identify the problems, of the mentally challenged in general and their level of retardation, in terms of different aspects of education and the extent to which the educational needs of the mentally challenged have been met; • To ascertain the educational standards and conditions that exist in the schools for special education and the facilities provided to cater to the needs of the mentally challenged; • To find out eh effect of qualification and teaching experience of teachers on developing learning ability in the mentally challenged children and to ascertain the difficulties of securing their attention in completing the instructional and other courses; • To identify the attitude of parents towards their mentally challenged child and the problems faced by them in developing the competencies of personal adequacy, scholastic and social adjustment;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	All the institutes for the education of mentally challenged children in Mysore were the scope of study from which select institutes were identified to study the variables.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and	• He sample selected for the study was eight institutes for the mentally challenged children, 43 teachers and sixty parents using the random sampling approach;

	Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• A self-prepared Rating Scale for Teachers related to aspects like learning abilities, health, safety and personal habits, family and civic skills, interaction skills, sensory training, language skills, pro-computational skills, natural science skills, personal adjustment skills, recreational and physical activities. The Rating Scale for Parents included aspects like problems faced with respect to self help skills, adjustment and disciplinary matters. The Check List for Management included aspects like admission criteria, infrastructure of the school, resource room, qualifications and responsibility expected of the teachers. • Data analysis was done finding out the mean and percentage analysis, Standard deviation, t-test, ANOVA and Correlation Test were used.
	Main Findings and Conclusions:	• Most of the Schools for the Mentally retarded were unaided institutions with no grant-in-aid facility from the government but care had been taken to have sufficient infrastructure like building but there has been insufficiency of classrooms, ventilation, learning materials, trained teachers, playground and transportation facility. • No significant difference was found between education of the parents and coping with the problems of mentally challenged children providing even a positive correlation between the problems of such children and coping abilities in terms of self-help skills, adjustment and disciplinary matters. • Significant difference was noted between the qualification of the teachers and learner factors like, learning ability, pre-computational skills, interaction skills, social skills and language development skills which again were found to be inter-related.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Schools for Special Education which were formally under the Department of Education were subsequently brought under the Department of Women and Child Welfare. While the Primary Schools enjoy several benefits under the Sarva Shiksha Abhiyan Scheme on the one hand and facilities of being brought under the grant-in-aid scheme, an important concern of the government, the welfare of the children of the same age group suffers when a majority of such schools are still not under grant-in-aid or salaries are not disbursed fully to the few schools that enjoy grant-in-aid. This step motherly treatment needs to be stopped by even bringing such schools under the Department of Education and providing all the facilities to them.
8	Title of the Study:	**Understanding Inclusive Practice and Community Initiatives to make Education Accessible to All**
	Broad Field of the Study:	Education of the Specially Challenged Children

	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Ruma Banerjee and Dr. Archana Mehandale
	Name and Address of Organization/institution (and Department) where the study was conducted:	Seva-in-Action Association, 36-S.T. Bed Layout, Koramangala, Bangalore – 560 034
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To understand the prevailing perspectives on Inclusive Education in Karnataka among the Government and Non-government Organizations; • To study the extent to which the practice of Inclusive Education facilitates access, retention and achievement among children with impairments; • To understand the practices, processes that have been adopted to overcome these barriers by various stakeholders and the institutionalization of these practices within the schools; • To study the various types of local community initiatives that exist for the purpose of realizing education for all; • To study the various teacher training programmes on Inclusive Education and assess the teachers' own understanding of the practice of inclusion.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The project covered the entire state of Karnataka and the focus being making it a participatory research whereby research and development was worked out to be simultaneous. The stake-holders were treated not only as partners and treated also as repositories of knowledge and insights into the issues of children with special needs. • This practice at the same time built up mutual capacities in the network of individuals and organizations engaged in similar work in the process forming multiple groups of key stake-holders for the purpose of research definition, data collection, data analysis and discussing the final report and plan of action. • The stake-holders included in the study were, the NGOs implementing the IEDC Scheme in the state, IE-Resource Teachers, faculty members of DIETs, general teachers and heads of institutions, SDMC Members, CRPs and Resource Teachers.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data	• It was a study with empirical approach with qualitative approach in collecting and analyzing data. Hence, data collection was carried out through field visits and observation in schools for recording classroom interactions, observing training programmes in progress; small workshops, preparation of testimonials and narratives of children. • The sample of districts was selected based on the prevalence of disability, namely, Belgaum, education status of the district, namely, Bangalore Rural and

	analysis):	Urban, and the presence of inclusive education inputs of NGOs and earlier Government programmes, namely, Tumkur. • For data analysis, qualitative data was coded, tabulated using single and multiple variables using descriptive analytical statistics. Qualitative data was content analyzed thematically, namely, the teacher, training of teachers and the role of the NGOs in providing training, the school and the classroom, the child and the community, and the broad and recurring trends and issues were triangulated with responses from various stakeholders.
	Main Findings and Conclusions:	• Although the IERTs are themselves required to play the role of resource teachers and encourage inclusion, there were several who held that education of children with special needs should happen in a home-based setting or in a special school, so that it does not burden the un-trained teacher. • The regular teachers displayed reluctance towards integrating children with special needs in regular schools, and suggested that such children be dealt with only by special schools. • Resource teachers under the IEDC scheme pointed out that since inclusive education would mean a challenged child being educated along with the normal school children it would provide opportunities to such children to develop an awareness of their abilities rather than their disabilities. • The parents of challenged children felt that inclusion needs to become a way of life, an attitude and a philosophy,. They also felt that special resource teachers are needed to cater to these children otherwise the already overburdened teachers, without proper training and motivation would not be able to meet the targets of catering to the special children. • The NGOs already working in the field of IEDC have a more progressive perspective of inclusive education. The main concern expressed was that it is imperative that we do not treat the impaired children as a separate section of human beings but as they be treated as a part of the mainstream which emanates from human rights and child's rights to education and equal opportunities. • Children with special needs integrated were without uniforms in some cases, no teaching aids and appliances were available and used by the schools thus putting the children at a severe disadvantage in terms of classroom participation and learning. There was found a lack of appropriate physical environment like disabled-friendly buildings, playgrounds, toilets, furniture and lighting conditions. The curriculum adaptation for this purpose too has not taken place. • Even though the teachers use multiple methods to teach the children there was a found a general reluctance to use methods for the benefit of the children with special

		needs. Most of the teachers are not trained, the ones provided with special training had been reluctant to apply the same in the classroom and even the mandatory resource room set up in the school did not seem to have the required teaching aids for the use of teachers. • The community in general has remained by and large indifferent to the needs of the children with special needs and even the SDMCs had not played a direct role in improving the status of these children. Besides, inadequate efforts have been made by the functionaries at all levels in the departments to campaign for the rights of the children with special needs.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The report is not written exactly as research report, hence the points had to be read through and the findings noted from lengthy descriptions. The study does not seem to show any indication of using descriptive analytic statistics to note the opinions of stake-holders in the report. The findings reported above were culled out from the lengthy descriptions reported by the investigators. Hence, one needs to look into the preparation of a proper research study to accept the validity of the findings even though the above reveal several insights into the state of affairs pertaining to Inclusive Education. • It is necessary to arrive at a common understanding among the stakeholders of inclusive education, in particular, a consensus and clarity on the meaning and understanding on inclusion is arrived at in order to reach its goals and arrive at suitable approaches as well as appropriate policy direction can be laid down. • The State Government though has been the fore-runner in implementing Inclusive Education needs to develop mechanisms that can focus on the implementation of Inclusive Education on a sustained basis.
9	Title of the Study:	**An evaluation of the Schemes and Programmes of Inclusive Education of the Disabled Children in Karnataka**
	Broad Field of the Study:	Education of Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. M.N. Venkatesh
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Department of Folklore and Tribal Studies, Dravidian University, Kuppam, Chittor District, Andhra Pradesh
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To assess the impact of Inclusive Education of Disabled in Karnataka; • To study the improvement in the quality of education of the children with special needs in Karnataka;

		• To find out and to make suggestions to improve the facilities available for the education of the children with special needs; • To evaluate the function of teacher training programmes in terms of their duration, content and methodology and to assess the utilitarian value of in-service training; • To identify the problems in planning and organizing the medical camps to identify the severity of disability; • To assess the impact of Inclusive Education on the education of tribal children; • To study the situation of the inter-departmental coordination; • To make recommendations and bringing coordination among the NGOs working in the related fields.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The target group was the SSA District Project Officers, DDPIs, DIET Principals, Education Officers, Block Education Officers, BRC Coordinators, IED Trained Teachers, General Teachers, Peer Group of children with special needs, Parents and Community Leaders, NGOs and Special Schools run by Private Organizations.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample selected for the study were the SSA District Project Officers, BEOs, DIET Principals and Resource Centre Coordinators, NGOs working for the children with special needs and IED Trained teachers from the various districts of Karnataka; • Data was collected through personal visits to the centers and departmental offices to collect documentation and to conduct open-ended interviews of officials and teachers, by participatory observation at the time of training programmes, medical camps and visits to schools; • The data was analyzed through qualitative analysis of description on the findings and extensive presentation of the data sheets and records.
	Main Findings and Conclusions:	• The investigator has listed the different programmes organized for the education of children with special needs which include identification of such children through home to home enumeration work, scholarships, medical assistance and medical camps, training of teachers as IED teachers and awareness programmes to the classroom teachers, parents and the public, • The facilities included providing physical infrastructure and equipment, district level planning, budgeting and conduct of programmes for different categories of persons involved in service to children with special needs and awards to exceptional persons among the specially challenged.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• In order that the children with special needs get a positive acceptance from all categories of citizens greater awareness needs to be provided through the medial and display charts in public places.

		• More programmes for the public, volunteers, university students and parents need to be organized to change the mindset of people towards this special categories of children in our country who still do not get sufficient preference and encouragement. • IED Trained teachers should be appointed in all categories of schools, namely, in aided and un-aided schools and increase the number in government schools.
10	Title of the Study:	**An Evaluation of Integrated Education of the Disabled (IED) Programme in Karnataka**
	Broad Field of the Study:	Education of the Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Nigamma C. Betsur, Dr. S. Srikanta Swamy, Dr. T.M. Geetha, Smt. Masooda Jamal
	Name and Address of Organization/institution (and Department) where the study was conducted:	School of Education, Karnataka State Women's University, Bijapur
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To find out the impact of the Integrated Education of the Disabled (IED) programme on the educational status of Children with Special Needs (CWSN); • To evaluate the nature of IED Programme; • To assess the effectiveness of the IED training programme on teachers; • To evaluate the facilities provided for the children with special needs under IED; • To assess the status of districts regarding the implementation of IED programmes; • To assess the status of districts which have better facilities for the children with special needs.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study to find the impact of the educational status of the children with special needs was restricted to only the teachers trained for integrated education of the disables and to the children with special needs, namely, the visually and hearing impaired, mentally challenged, learning disabilities, loco-motor impairment, cerebral palsy, multiple disabilities in the twenty seven districts of Karnataka State.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample of the study, 1192 children with special disabilities and 102 teachers trained in IED from all the twenty seven districts were drawn based on the stratified random sampling technique. • The tools prepared for the study were, the Questionnaire to find out the impact of the IED programme in the educational status of children with special needs; a Questionnaire to evaluate the nature of IED programme undergone by the teachers; a questionnaire to assess the effectiveness of the training programme on teachers and a Check-list to evaluate the facilities provided for the children with special needs under the IED. • Percentage analysis technique was used to analyze the data collected with representation through bar graphs

		and sector graphs.
	Main Findings and Conclusions:	• The study revealed that Belgaum district had the largest number of Blocks, i.e., 14, with Kolar and Gulbarga coming next and Kodagu the least number of Blocks, i.e., 3, hence the biggest number of schools for children with special needs was in Belgaum, namely, 3510 and Kodagu only 441 such schools. • Gulbarga accounted for the highest percentage of visually handicapped children with 7.55% and Kodagu, 0.5% but the percentage of hearing impaired was highest for Belgaum, 12.5% and Chamrajnagar the lowest, 9.59%. Davangere with 7.026% accounted fro the highest number of mentally challenged children with Kodagu coming lowest in percentage, i.e., 1.197%. The orthopaedically handicapped children were the highest in Gulbarga district with 8.51% and least in Kodagu with 0.65%. • Tumkur had the highest number of IED schools, namely, 3975 as well teachers, i.e., 1930 with a large number of them receiving long term training and the rest at least short term training. Gadag with 725 had the least number of schools. Davangere had more resource persons than elsewhere, i.e., 42 and Chikkmagalur and Raichur the least with only one each. However, the percentage of passes on account of the IED programme was similar in all the districts with 22% on an average but slightly higher in Kodagu with 24.8%. • Among the teachers who had undergone training 95% found the training effective though 60% felt there was scope for improvement and 84% acknowledged that they were implementing the training skills in the classroom. • 75% teachers expressed that the children with special needs could get along with normal children and 58% opined that their performance was on par with normal students. • As regards facilities, Bagalkot, Kodagu and Mysore districts had received more scholarships for children with special needs with Mysore topping the list and a larger number of students were taught by resource persons in Belgaum, Hassan and Mysore districts with Dharwad not getting any coaching from resource persons. The centres in Kodagu, Hassan, Begaum and Bellary districts had receives the highest number of books for children and Mysore and Bellary more equipment as compared with others. Mysore also had hostel facilities for more students.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	Accountability seems to be an aspect that needs consideration in terms of receiving support to the IED Centres where the outcome of results needs to show a proportionate increase. Besides, along with training the teachers too could have evaluation and feed-back sessions in

		terms of the output of training and facilities provided and incentives given for higher percentage and better performance.
11	Title of the Study:	**A Study on the Programme on the facilities provided for the Integration of Physically Challenged Children in Normal Schools in Hubli- Dharwad Taluk.**
	Broad Field of the Study:	Education of the Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. M. Pushpa
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To study the objectives and the provisions under the project of integration of specially challenged children in normal schools and to make an assessment of the such schools; • To find out the effectiveness of the project and its objectives, its implications and the level of success in implementation; • To find out the attitude of teachers, heads of schools and resource persons on integrating the specially challenged children in normal schools and the problems faced by them in carrying out the project; • To assess the facilities provided and available, the efforts and strategies used by the schools chosen for the project; • To make a study of the awareness of the parents and guardians of children on integrating specially challenged children in normal schools.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The present study was restricted to the Government schools under the jurisdiction of Hubli-Dharwad Taluks
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample consisted of 80 government schools in Hubli-Dharwad Taluk selected on a random sampling selection approach and from each school the head teacher, two teachers, two guardians of children and a total of twelve resource teachers were selected; • Four Questionnaires for the Head of the School, Teachers, Resource Teachers and Guardians were prepared and validated on evaluatory aspects related to the project, its implementation and success; • The questionnaires were handed over to the sample selected and collected after they had given the responses. The data collected was analyzed using percentages, mean, standard deviation and 't' test for finding out the statistical significance.
	Main Findings and Conclusions:	• The heads of schools were found to be supportive of the resource teachers in adjustment of time table, admission of disabled children and organizing activities for them. Besides, most of the schools were found to be carrying

		out the personal study programme, revision and examination for such children and more than sixty percent of schools were providing study materials and financial assistance to such children. • Heads of schools within five years of experience were found to be providing greater encouragement and support to the resource teachers and the classroom teachers whereas heads of schools with more than twelve years experience were enlisting support and assistance from the community and local bodies for the implementation of the project. There was no significant difference found on the basis of gender but the city heads of schools could get greater support from the community than their counter-parts from rural locations; • About 43% of schools had not implemented the project and the children with special needs were not admitted. • As expressed by 94% of resource teachers the heads of schools were extending very good support and encouragement for the project and more than 86% of classroom teachers have been extending their total support; • It was discovered that most of the resource teachers had only basic training and not diploma or degree certificates. Besides, they did not get any special allowances for this responsibility even though a small percentage of them were mobile resource teachers. There was no significant difference found in the performance of the teachers based on their eligibility and training. • It was found that resource teachers with more than five years experience as well as teachers from urban location possessed better sense of responsibility and better support from the guardians than the rest of the categories. The male teachers were found to show a better sense of work responsibility but support to the female teachers; • As per the opinion of teachers about 94% of guardians of children were extending support and providing suggestions on the integration project in schools. However, about 45% guardians had no awareness on integration of children with special needs in normal schools as they had not participated in school extension programmes to the community. At the same time the parents of special children did not find the burden of educating these children less than that for the normal children;
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Office, Bangalore.
	Action Points:	• More efforts need to be made to provide better orientation to parents and the public on integration of children with special needs through the media and other modes in order to bring about a positive change in their attitudes.

		• The policy of integrating children with special needs to be extended to other aided and un-aided schools in order that the teachers and children learn to accept all the children with their human rights to get equal opportunities. • More financial support needs to be provided to the schools for educational materials and as grant for the children with special needs.
12	Title of the Study:	**A Study on the Concept and the Learning Difficulties of Integrated Education as faced by the Primary School Teachers and the Preparation and Evaluation of the Self-Instructional Materials to solve the Problems of Teachers.**
	Broad Field of the Study:	Education for Children with Special Needs
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Sr. Leonilla Menezes, Dr. Mrs. Shashikala A., Ms. Vidya Gowri
	Name and Address of Organization/institution (and Department) where the study was conducted:	St. Ann's College of Education (P.G and U.G.), Pandeshwar, Mangalore - 575001
	Year of Commencement:	
	Year of Completion:	2007
	Objectives of the Study:	• To prepare self-learning teaching materials for the use of primary school teachers towards integrated education of children with special needs; • To evaluate the self-learning materials for integrated education by finding out the effect on teachers as an outcome of training.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study is limited to the primary school teachers of Mangalore Taluk the nature of problems is limited to the difficulties faced in the classroom
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was done on the pattern of action research with pre- and post training tests on the knowledge and attitude on integrated education for children with learning disabilities administered to primary school teachers and the post test was administered after the training to the teachers to find its effect. • A Manual with self-learning material for the use of primary school teachers on integrated education for children with disabilities was prepared and validated, based on the findings regarding the knowledge and attitude of primary school teachers after the pre-test findings of the study revealed insufficiency among teachers. • The sample selected was four hundred primary school teachers of Dakshina Kannada district, namely, a hundred and twenty teachers each from the rural and urban locations and eight student teachers each from rural and urban areas. • The learning material as treatment was provided to the

		teachers for self-study and investigators with assistants visited the schools periodically to administer the unit tests and to check on their progress. • Descriptive statistics of mean, average and Ogive and statistical technique of, 't' test were used for studying the significance in difference on the knowledge and attitude of primary school teachers on integrated education for children with disabilities.
	Main Findings and Conclusions:	• The scores of teachers in the pre-test and post-test were found to be statically significant different indicating there was significant gain as an outcome of the self-learning material on integrated education for children with disabilities. • The self-learning materials were found to be an effective way of developing awareness among the primary school teachers on the learning difficulties of disabled children and the mode of handling them and helping the normal children towards being compassionate and supportive to such children and work towards the academic and personal development of these children.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Office, Bangalore.
	Action Points:	• The material prepared by the investigators will have use to all the schools in Karnataka State for implementation in the process of integrating disabled children in normal schools. • The materials can be used for self-learning by teachers with the department of education organizing unit tests periodically through different modes. • The self-learning material can be used by student teachers during their In-service Teaching in schools at the end of the D.Ed. Teacher Training Course to guide them and train them in integrated teaching for the disables children.
IV	**Issues and Problems in Learning at Elementary Level**	
13	Title of the Study:	**Teacher Perception of Difficulties in Learning Science among Primary School Pupils of Hubli-Dharwad City**
	Broad Field of the Study:	Issues and Problems in Learning at Primary School Level
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Noorjehan N. Ghanihar
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To identify the difficulties in learning science among primary school pupils as perceived by their teachers;

		• To list the difficulties in learning Science in the order of strength in terms of Academic, Personal, Student-oriented, Parental and Environmental Factors; • To find out the differences in perception of difficulties in learning Science based on Gender, Age Group, namely, 25 to 35, 36 to 45, 46 and above, Type of School Management, namely, Government, Aided and Unaided; and Teaching Experience, namely, up to ten years, ten to twenty years, twenty one and above, Educational Qualification, namely, Undergraduate, Graduate and Post Graduate.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The study was conducted in the Hubli-Dharwad Cities only on a small representative Sample of a hundred and fifty male and female science teachers of primary schools from different managements and of different age groups, experience. • The study is limited only to Hubli-Dharwad Cities and has taken into account only the has taken into account the personal, student-oriented, parental and environmental factors related to difficulties in studying science.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• Only a Closed Structured Checklist on possible difficulties related to academic, personal, parental, student-oriented and environmental factors as perceived by teachers in studying science by the students was prepared, validated and used for the study; • The sample of a hundred and fifty science teachers based on sex, age, teaching experience, educational qualification and type of management, from primary schools were selected using the stratified sampling technique; • The data was collected through personal visits by the investigator and scoring was done in terms of positive and negative response to the checklist by ascribing +1 score or 0 score respectively. • The analysis of the data was carried our using the percentage analysis through 't' test and F test to find our the significant difference between different groups of teachers.
	Main Findings and Conclusions:	• It was found that more than fifty percent of the statements related to the different factors revealed difficulties in learning science among primary school students, indicating that there existed problems related to personal, academic, parental, student-oriented and environmental aspects in learning science; • It was noted that the problems faced were related mainly to lack of availability of experimental science manuals, audio-visual aids in the academic area; ill trained teachers and lack of in-service training in the personal aspect; lack of awareness among the students on the importance of science and lack of study habits as student-oriented problems; illiteracy and lack of motivation on the part of parents and media and

		entertainment as environmental distracters; • The academic and personal problems as envisaged by teachers from un-aided primary schools was the highest as compared with teachers from government schools but the perception on problems related to learning difficulties was higher in the case of government school teachers; • The perception of teachers with more than twenty years was higher regarding learning difficulties of students than their counterparts with less than ten years teaching experience but the perception of teachers with 11 to 20 years experience was higher for problems related to environmental factors than the teachers of other categories.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• It is desired that the teachers take up the responsibility of motivating the students whose parents are illiterate, those lacking proper study habits and are distracted with extraneous factors as well as make their lessons truly learner centred with stimulating activities and learning experiences. • Teacher motivation in towards commitment to teaching seems to be an area that has to be tackled by the administration through pupil-performance related incentives to them with accountability measures in addition to the in-service training provided to them. • It is needless to say that infrastructure building for learning and training as well as guidance towards using the same needs to be a major concern of the government department of education.
V	**Issues on Teaching Methods and In-Service Teacher Training**	
14	Title of the Study:	**A Study on the Effectiveness of In-service Teacher Training Programmes Conducted for Primary School Teachers of Dharwad District**
	Broad Field of the Study:	Teacher Training for Primary Schools
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Ramesh H. Naik
	Name and Address of Organization/institution (and Department) where the study was conducted:	University College of Education, Dharwad, Karnataka
	Year of Commencement:	2006
	Year of Completion:	2007
	Objectives of the Study:	• To investigate the infrastructure, physical facilities, material and human resources available and their utility at the DIET, Dharwad and its in-service branches; • To evaluate the programmes conducted a different branches of DIET, Dharwad, namely, for Pre-service Teacher Training Department, In-service Field

		Interaction and Coordination (IFIC), Planning and Management (P&M), District Resource Unit Department (DRU), Curriculum Material Development and Evaluation (CMDE) Department, Work Experience Department (WE) and Educational Technology Department (ET); • To assess the in-service programmes in terms of their objectives, planning and organization, institutional resources available and their proper utilization, human resources for the programmes, evaluation system and other miscellaneous aspects like the opinion of experts and the overall impressions; • To study the selection procedure of teachers, areas and aspects and effectiveness of the training programmes, methodologies adopted and the quality gained by teachers.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was restricted to only a few centers and only some of the in-service programmes conducted by DIET, Dharwad.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a descriptive survey with the sample from four Taluks of Dharwad district, namely, Dharwad, Hubli, Kundgol and Kalghatagi, of 20 teachers from each Taluk who had undergone in-service programme between 2003-2004 and 2004-2005, 20 heads of primary schools, 10 students from each of the schools where the teachers taught and the DIET Staff. • The tools prepared were Questionnaire on District Institute of Education and Training (DIET) to know the infrastructure, physical facilities, material and human resources available, A Questionnaire for DIET Lecturers consisting of thirty items to study details regarding the In-service Course, A Rating Scale with thirty items on Teaching Competencies for Teachers to find out different aspect on their teaching quality, a Check List with thirty items on Teacher Competence for Heads of the Institutions to check on teachers' academic behaviour in the classroom and an Opinionnaire on Teacher Behaviour for Pupils consisting of thirty eight items to study the teachers' academic behaviour as perceived by the pupils. All the tools were validated for content and concurrent validity and the reliability coefficient was found out by the test-re-test method; • The data was collected with prior permission from the office of the DDPI and the Principal of the DIET. The programme list was collected from the DIET and the questionnaires were administered to the different categories of the sample by the investigator; • The data was analyzed using Percentage Analysis, mean, Standard Deviation and the 't' value.
	Main Findings and Conclusions:	• With regard to the facilities at DIET, Dharwad it was found out that the in-service programmes were planned a year in advance fixing on the dates of the programme as per the need, number of participants for which a calendar of events was prepared; the programmes

		conducted were mainly for primary school teachers, heads of primary schools, adult education workers, Non-formal Education personnel, Navodaya School personnel, Social Workers and for BRC and CRC personnel; the common library of the institute was being utilized for these programmes as there was no separate library; experts for programmes had been called from colleges of education and the departments of education at the university or other persons involved in the field; a survey was being conducted to select the participants and to know their problems and needs; • The different departments had been organizing different activities and programmes. Among the teachers who had gone through the programmes of the IFIC department, 75% had a positive opinion of the programmes, 85% for relevance of the practical work, 78% for the time provided for discussion and practical work, 80% for the duration of the course though they also expressed that the duration could be of eight days, 75% expressed desire to give the same programme to other teachers. There were teachers, 80% of them who desired to have the programmes in May-June and 50% of them suggested that the programmes be held separately for higher primary and lower primary teachers. • The participants at the P&M department observed to the extent of 70% that the programme organized were valuable, appropriate, value oriented and relevant to their teaching and career development; most of them were satisfied with the techniques used and facilities provided; and half the number preferred to have programmes separately for teachers from higher and lower primary levels; • The teachers who had undergone programmes at the DRU department too as a majority were satisfied with the training and facilities, type of practical work and group discussions, duration of the course and felt they could give this course to the rest of the teachers at the same time they preferred a lengthier programme and during the months of May-June; • About 65% of the teachers who had training at CMDE department appreciated the programmes, the facilities provided time for discussion and practical work, relevance of the content and methods and the attendance of teachers. They found the programems value oriented and motivating and preferred to have lengthier courses and they also desired to be resource persons for similar courses to the rest of the teachers. • 75% of the teachers who had undergone training at the WE department found the programmes valuable, useful, the teaching techniques satisfactory, the facilities ample, the time given for practical work and group discussions sufficient and showed interest in becoming resource persons for similar courses.

	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The plan of the DIET to conduct in-service courses through its different branches/departments is praiseworthy. Such a practice is worth continuing and besides there are colleges of education with their infrastructure and expertise can be handed over some programmes apart from inviting the faculty members as resource persons for better interaction and support system. • As noted by teachers the conduct of programme mainly during the summer vacation would be helpful for teachers to get sufficient time to teach in the classroom as the pupils at this stage need the presence of the teachers constantly. • A high percentage of teachers have expressed their desire to serve as resource persons. It would be beneficial to have a second layer of training and sharing with groups of other teachers after they have gone through the courses themselves.
15	Title of the Study:	**A Study of Difficulties Experienced by Mathematics Teachers in Teaching Mathematics at the Primary School Level**
	Broad Field of the Study:	Teachers and Issues on Teaching Methods
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. H.M. Shailaja
	Name and Address of Organization/institution (and Department) where the study was conducted:	Post-Graduate Department of Education, Karnatak University, Dharwad
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To study the factors that lead to low achievement of pupils in Mathematics in the classroom; • To find out the causes leading to low achievement of the pupils in Mathematics as viewed by the teachers and the headmasters of schools in Hubli-Dharwad City; • To have an idea of the status of teaching of Mathematics in primary schools in Karnataka; • To collect suggestions from teachers and headmasters to improve the teaching of Mathematics in the schools; • To explore the possibility of preparing remedial programme or material for low achievers in Mathematics; • To recommend measures of improvement in courses, textbooks, teaching methods, evaluation scheme and school administration with a view to helping low achievers.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was conducted using the descriptive survey method with a representative sample from the Hubli-Dharwad City.

	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The random sampling method was used to select the sample of 200 Mathematics Teachers, namely, equal number of male and female teachers, from among all the primary school Mathematics teachers of Primary Schools in Hubli-Dharwad city. Age group, number of years of teaching experience, school management, educational qualification and medium of instruction were considered in selecting the sample. • A structured closed questionnaire comprised of seventy items was prepared and validated by the investigator, with items related to factors like Personal, Parental, Familial, Physical, Intellectual, Emotional, Environmental, Social and General in the context of problems in teaching Mathematics. • The questionnaire administered personally to the teachers was scored and analysed using Mean and Standard Deviation and then subjected to the 't' and 'F' and ANOVA Test of significance.
	Main Findings and Conclusions:	• It was found that the Mathematics Teachers in general of the 31 to 40 years age group were high on problems related to curriculum transaction. • Male Teachers were high on problems in general and in particular, in problems related to Workload, Teaching Methods, Student Dealings, Infrastructure of School, Evaluation and Co-curricular Activities when compared to female teachers. • Aided School Teachers were higher on problems in general and in particular, on problems related to Workload, Curriculum, Co-curricular Activities, Evaluation and Student dealings when compared to the teachers from Un-aided and Government Schools. Government School Teachers were higher on Methodology of Teaching compared with the Aided and Unaided Schools. • The Kannada Medium School Teachers were higher on problems in general as well as on writing the Unit Plan and Teaching Methodology when compared with teachers from English Medium Schools.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• An interesting observation is the lowest problem level among teachers from Unaided Schools and English Medium Schools, the latter in general being unaided schools. It seems that salary is not a factor for coping with problems, hence it is to be studied, ascertained and remedies found as to what makes the teachers who are paid salaries from the government and given several refresher courses, to be dissatisfied on many counts and presumably are on a move towards being burnt out teachers.
	(The following study was undertaken through the DSERT; hence the copy should be available at that office)	

16	Title of the Study:	**A Study on the Monitoring and Supervision of the Effectiveness of Chaitanya Training Programmes for the Teachers of Secondary Schools of Dakshina Kannada and Udupi Districts**
	Broad Field of the Study:	In-service Teacher Training at Primary Level
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. (Sr.) Lydia Fernandes, Dr. (Sr.) Leonilla Menezes, Dr. (Mrs.) Shashikala A., Mrs. Vijaya Kumari S.N., Mrs. Flosy C.R.D'Souza
	Name and Address of Organization/institution (and Department) where the study was conducted:	St. Ann's College of Education (P.G. and U.G.), Pandeshwar, Mangalore – 575001
	Year of Commencement:	2002
	Year of Completion:	2003
	Objectives of the Study:	• To scrutinize the resource material, i.e., training module on Chaitanya Training Programme based on its objectives; • To collect, analyze, interpret and consolidate the feedback of the Key Resource Persons of Karnataka State attending the five-day Residential Programme in Science, using the SORT Monitoring Proforma provided by th NCERT and using the specially designed Opinionnaire on the Programme for Key Resource Persons. • To collect, analyze, interpret and consolidate the feedback of the Resource Persons attending the District level Residential Programme in the four subjects, using the SORT Monitoring Proforma provided by the NCERT and using the specially designed Opinionnaire on the programme for Resource Persons. • To collect, analyze, interpret and consolidate the feedback of the Participating Teachers attending the Taluk Level Residential Programme in the four subjects, using the SORT Monitoring Proforma provided by the NCERT and using the specially designed Opinionnaire on the programme for Resource Persons. • To give suggestions for future implementation of such programmes.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to the two districts of Dakshina Kannada and Udupi on the monitoring and supervision of the Chaitanya training programme designed by the DSERT, for resource persons and participants
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample of the study consisted of Forty One Key Resource Persons of the Training Programme for Chaitanya Approach for Secondary Schools at the State level; Forty one Teachers from Udupi District and thirty one teachers from Dakshina Kannada district, of General Science, Social Science, Mathematics and Kannada from Udupi district trained as Resource Persons to train teachers at the Taluk level; Forty one Secondary School Social Science Teachers from Sullia and Puttur Taluks of Dakshina Kannada and Forty eight Mathematics Teachers from Udupi Taluk of the district trained at the five-day residential programme in the Chaitanya

		Approach, and the Research Team Members, the visiting officials at the five-day residential training programme for teachers at the district level. • An Evaluation Proforma constructed by the Research Team after a day's Workshop to scrutinize the Teachers' Handbook for Chaitanya Approach for different subjects in order to evaluate the training programme. The second tool was the Opinionnaire, a four point rating scale, for collecting opinions from the Key resource Persons on the various aspects related to the Workshop like materials and facilities provided and the academic, professional factors of the training and items to distinguish rate the traditional and the chaitanya teaching approaches prepared after a five-day workshop. The third tool was the Interview Schedule for Resource Persons to list difficulties related to the course aspects, process aspects of the module, suggestions for future implementation of the module; the Interview Schedule for Course Director on the difficulties faced in the preparation of the module, selection of the venue for training and transactional aspects of the module. • The SOPT Monitoring Proforma provided by the NCERT was used for rating the training programme by the visiting officials during the residential training provided to teachers and a proforma for writing the report related to the process of data collection and observations by the research team. • The tools were validated and data was collected by the research team through actual visits to the venue of the training programme. The visiting teams that were formed, namely the research team members in pairs, visited the venue and filled up the SOPT Proforma after observing the programme, held interviews with the course director, resource persons and the participants of the workshop. On the last day of the programme the opinionnaire to the participants was administered. • The data collected on the opinionnaire was analyzed through descriptive statistics of mean and percentages and the SOPT data was analyzed through qualitative analysis.
	Main Findings and Conclusions:	• The Key Resource Persons (KRP) from the State were highly satisfied with the quality in the preparation of the material and facilities provided, the opportunity for training and experience gained, the mode and methodology of training given to the participants, the percentage varying from eighty to ninety. 70% of them opined that the Chaitanya Approach was highly beneficial as compared to the traditional mode of teaching. • The Resource Persons from the two districts were satisfied to the degree of ninety percent with regard to the materials and facilities provided but had to face difficulties since no accommodation was provided. Most

		of them noted that the resource material was of quality and was provided in time. As for the facilities, the resource persons from Udupi districts expressed a higher degree of satisfaction, i.e., 96% as against 76% from Dakshina Kannada, that were needed to fulfill the requirements of the workshop they had to conduct to the teachers, but both the categories found that the training material was provided in time and they were sufficiently motivated for the training programme. Besides, a majority of them from both the districts, i.e., 94% from Udupi and 65% from Dakshina Kannada were satisfied with the acceptance of their suggestions by the participants. • While the participants from all the three taluks were satisfied with the facilities provided, they had expected a better quality among the Resource Persons as experts from different fields for better training and exposure, a longer duration for training and subject-wise guidance than a general training on the chaitanya approach. 98% of he teachers from Udupi Taluks and 91% from Puttur-Sullia Taluks were satisfied with the effective utilization of time during the workshop, corroborating the sense of satisfaction of the resource persons. There was no significant difference between the teachers of the two groups on the advantages of the chaitanya approach to teaching as they found it advantageous for teaching even in secondary schools.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	DSERT, Bangalore
	Action Points:	• It is to be noted that whatever be the training, the preparation of quality key resource persons and resource persons is of utmost importance in order that the final set of participants, namely, the teachers should find it highly beneficial for not only for personal satisfaction but also for the success of any innovative programme under the schemes of the government.
VI	**Evaluation and Qualitative Improvement in Primary Education**	
17	Title of the Study:	**A Baseline Assessment Survey on the Terminal Assessment (TAS) of DPEP Phase II Districts in Karnataka**
	Broad Field of the Study:	Achievement in Primary School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. **T. K.** Jayalakshmi and Team
	Name and Address of Organization/institution (and Department) where the study was conducted:	R.V. Educational Consortium, Rashtriya Shikshana Samithi Trust, Jayanagar, Bangalore – 560 011
	Year of Commencement:	2002
	Year of Completion:	2003
	Objectives of the Study:	• To study the average performance of students' achievement on the competency based achievement tests

		in Mathematics at the end of Class I and at the end of penultimate class of primary in the Baseline Achievement Test (BAS), Mid-term Achievement Test (MAS) and Terminal Achievement Test (TAS) • To compare the average performance of students' achievement on the BAS tests administered during the initial survey with that of students' performance on the same/parallel tests re-administered during MAS. • To compare the average performance of Class I students displayed during the MAS with that of the TAS. • To assess the overall hikes in students' achievement from BAS to TAS both in Class I and Classes III/IV. • To study the achievement differences in regard to area, gender and social groups and compare them under BAS, MAS and TAS. • To study the effect of variables like home, school, teacher classroom practices, incentive schemes etc., on students' achievement.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was conducted on all the Districts where the DPEP programme was implemented, namely, the seven districts of Bangalore Rural, Bellary, Bidar, Bijapur, Dharwad, Gulbarga and Mysore in Karnataka State
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• All the seven districts, namely, Bangalore Rural, Bellary, Bidar, Bijapur, Dharwad, Gulbarga and Mysore in Karnataka State were selected as the population and from each district a minimum of four blocks, from the blocks alphabetically arranged were randomly selected for the purpose of the study. • Accordingly, a total of 28 rural and 18 urban blocks, 50 schools from each block with students from Class I/II and III/IV ranging from 680 to 1150 for the subjects – total of 3914 for BAS in 1997, 6902 for MAS in 2000 and 6902 for TAS in 2002, in Language and Mathematics and teachers ranging from 180 to 217 were selected. • The Tools used for the study were the School Record Schedule, Teachers Schedule, Head Teacher Schedule; Tests in Language and Mathematics for Class I and to Class III/IV at the BAS, MAS and TAS (re-administered tests). • The sampling design was multi-stage random sampling. The parameters kept in view for selection were area-wise – each district as urban, rural and tribal; category-wise – SC, St and Others; gender-wise – boys and girls selection. • Data was collected with the help of Master Trainers at the headquarters and Field Investigators at the district levels after providing intensive training for the process. The analysis was done statistically using the Mean, Standard Deviation and CR Values for statistical significance.
	Main Findings and Conclusions:	• The overall achievement of about 20% raise at the TAS was an improvement over the BAS and MAS in both

		Language (Kannada) and Mathematics at the Class I/II level in all the districts. However, at the Class III/IV level only in four of the seven districts, namely, Bangalore Rural, Bijapur, Dharwad and Gulbarga there was significant improvement at TAS over BAS and MAS. • The disparities in performance in terms of Gender as well as Category-wise were not marked but between the two subjects, Language (Kannada) is learnt better than Mathematics. • At the Class III/IV level Mathematics was learnt better than Kannada with minimal Urban and Rural variation though at Class I/II level the mean scores in Language for Rural students are slightly better. In Mathematics boys had an edge over the girls with minimal discrepancies area-wise. • As for Gender-wise too the variation is minimal with boys performing slightly better than girls in Language in all the three surveys. The performance of Categories SC and ST had been good in all the three surveys and even in the TAS. • The achievement in Class III/IV as compared to the lower class is poor in all the three surveys even though marginal improvement, not statistically significant, could be seen in TAS. • The students who took the same test in at the three different levels show mixed results at the Class I/II level in both Language and Mathematics, whereas the students at Class III/IV level show mostly net improvement to the tune of 20% and more in both the subjects in all the districts except Bangalore Rural. • The Teacher profile indicates the availability of teachers in good number as well as qualified persons in all the districts. All the teachers have were trained and had undergone in-service training, though only the BRCs had trained and not any other agencies. Besides, sufficient teaching materials were found with students as well as the teachers. • Parental support was enlisted by way of sending the children to school regularly since attendance at the Class III/IV level ranged from 90 to 100%. Besides, parental occupation did not show any influence on achievement but marginal increase in Mathematics in some districts whose parents were managers of officials. • The medium of instruction did not present difficulty since better achievement was found in the case of those whose mother tongue and medium of instruction was different. • The overall comparison of the three surveys, namely, BAS, MAS and TAS, has shown consistent improvement in the mean percentage of marks in Language from 55.49, to 70.75 and to 71.60, Mathematics from 49.80 to 70.00 and to 71.63 for Class I/II and from 35.67 to 46.65 and to 50.86 in Language

		and from 39.75 to 45.52 and to 47.50 in Mathematics in the case of Class III/IV • The entire study indicates that the impact of the DPEP programme has been in several aspects like increased enrolment, enhancing the level of achievement and mastery in the quest for reaching the minimum levels of learning through competency based learning, minimizing gaps between gender, category of students and location of school apart from teacher availability and learning materials.
	Was the Report Published?:	Yes
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	Competency based learning has had an impact on several aspects of leaning and quality of the school and its stakeholders, hence, a consistent effort in this direction to be continued and periodic repeat surveys in the same districts that now operate under SSA need to be undertaken for finding out its lasting impact.
18	Title of the Study:	**An Investigation into the Achievement Level of Students of Standard Seven of Higher Primary Schools of Raichur and Dharwad Districts – A Baseline Study.**
	Broad Field of the Study:	Achievement in Primary School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Sr. Lydia Fernandes, A.C., Dr. Mrs. Anandi Martis, Dr. Mrs. Shashikala A., Dr. Mrs. Flossy D'Souza
	Name and Address of Organization/institution (and Department) where the study was conducted:	St. Ann's College of Education (PG and UG), Pandeshwar, Mangalore – 575 001
	Year of Commencement:	2002
	Year of Completion:	2003
	Objectives of the Study:	• To make a critical analysis of the question papers of Standard VII of Raichur District as well as of Dharwad District in Kannada, English, Mathematics, Science and Social Studies; • The standardize tests for Standard VII in Kannada, English, Mathematics, Science and Social Studies; • To study the achievement level of the students of Standard VII of Raichur and Dharwas Districts in terms of different subjects on standardized tests; • To find our the level of significance in the mean percentage of marks of the students of Standard VII based on Gender, Location of School, Management of the School, different Subjects, the two Districts and between Teacher made Tests and the Standardized Tests.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was restricted to the two districts of Raichur and Dharwad as a baseline study but confined to the stratified representative sample of 4125 students from the two districts based on the variables of gender, management and location.
	Methodology (Details of Tools of Data Collection; Target	• A sample of 900 students was selected from Mangalore Taluk of Dakshian Kannada District keeping in mind the

	Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	variables of gender, management and location of school for the purpose of standardization of the tests. • Objective type, objective based tests were prepared with the help of resource persons and teachers from higher primary schools in all the five subjects. The tests were standardized by using the procedure of item analysis to determine the difficulty index and the discriminating power, finding out the co-efficient of correlation 'r' by Pearson's product moment method to determine the reliability and validity of the tests and by making use of percentile norms to establish the norms for the tests; • A critical evaluation of the teacher-made tests of the Standard VII district level public examination of two consecutive years, namely, 1998 and 1999, of both the Raichur district and Dharwad district was done by five teams of experts based on specific objectives, weightage, coverage and difficulty level; • The sample of the study was 2157 students 48 higher primary schools from Raichur District and 1967 students of 30 higher primary schools from Dharwad district considering the variables of gender, type of management and location of the school, using the stratified sampling technique based on the population of the districts. • The data consisted of 20620 answer sheets of all the five subjects collected with the guidance of area-wise coordinators and supervisors. The answer sheets were scored with the help of twenty assistants using the specially prepared scoring key and the scores were tabulated in the form of a frequency distribution table for the whole group and sub-groups. • In order to study the achievement level of the students, descriptive statistics of Statistical Mean, Mode and Standard Deviation of achievement scores were computed separately for the two districts in general and in terms of type of schools, gender and different subjects. The co-efficient of correlation, 'r' was used to find the relationship between the scores of teacher-made tests and the standardized tests in different subjects and for scores based on gender, type of schools and subjects separately for Raichur and Dharwad districts.
	Main Findings and Conclusions:	• The analysis of teacher made question papers of two consecutive years of Standard VII district level examination in all the five subjects of the two districts of Raichur and Dahrwad revealed several limitations related to weightage for different objectives, content coverage, types of questions, difficulty level as well as in terms of clarity and specificity of drafting the questions in all the subjects; • The achievement level of the students in all the subjects in both Raichur and Dharwad districts was found to fall between 54 and 58 percent indicating that their level of performance in all the subjects was average and in Mathematics as much lower with about 46 percent, a major point of concern while the

		performance was the highest for Kannada. Further, the achievement of students from government schools was found to be significantly lower than that of students from private schools. • It was also found that there was a significant positive relationship between the teacher made tests, i.e., Class Seven district level examination and the standardized tests in terms of all categories of students – boys and girls and students from government and private schools except for the performance of students in Social Studies foe Raichur district and Kannada from Dharwad district, where the relationship was not significant.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• It is to be noted that while the teacher-made tests might fulfill the objectives to evaluation to a great extent the use of blue-print in terms of weightage and difficulty level are often neglected in particular in the all important public examinations. This point deserves special attention in all evaluation. • While the students were made to answer the public examination at the seventh standard level the performance in Mathematics seems to be dismal. It has a bearing on achievement at the high school and the tertiary education levels, hence, this has to be an area of periodic investigation to enhance the students' performance.
19	Title of the Study:	**Construction and Validation of Battery of Tests in Mathematics for Classes II, V and VII based on Karnataka Quality Assessment Organization (KSQAO) Competencies'**
	Broad Field of the Study:	Achievement as a factor in Universalization of Elementary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. H.M. Kashinath, Shri V.M. Patil, Shri S.B. Bingeri, Shri V.S. Hiremath, Shri G.B. Sajjanar, Shri S.S. Belavatagi
	Name and Add. of Organization /institution (and Department) where the study was conducted:	District Institute of Education and Training, Dharwad
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To construct a battery of tests based on KSQAO competencies in Mathematics for Classes II, V and VII. • To validate a battery of tests based on KSQAO Competencies in Mathematics for Classes II, V and VII. • To evaluate actual learning levels of students in Mathematics at II, V and VII Classes in relation with KSQAO Competencies and to identify the differentiated areas of achievement.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study conducted in Dharwad District was limited to the curricular area of Mathematics and the minimum level competencies to be attained by students as listed in the

		report published by the DSERT for Classes II, V and VII, both for written and oral evaluation were selected for the purpose of the study and variables that influenced achievement in these competencies were taken up.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample of the study consisted of a total of 600 students studying in primary schools in and around Dharwad District. Fifteen Schools each were selected for the three different classes for the try-out; • The competencies selected for Class II were, Numbers, Addition, Subtraction, Multiplication; for Class V were, Numbers, Fundamental Operations, Fractions, Decimals, Percentage and Average, Algebra, Angles, Geometrical Figures and for Class VII were, Numbers and Numerals, Integers, Indices, Fractions, Decimals and Percentages, Ratio, Proportion, Inverse, Ratio, Algebra, Multiplication of Algebraic Terms, Circles, Mensuration, Construction of Triangles. • On construction of test items for all the three classes analysis was done for each class tests separately. Reliability of the test items was determined through coefficient of consistency using the Spearman-Brown Formula and the Coefficient of Stability was determined using the test-retest method. Validity of the test was determined using the square root proportion of true values and content validity was found by giving the items to fie teachers for examination and for verification through teaching the content in the classroom.
	Main Findings and Conclusions:	• The tests in all the three classes were found to have stability reliability and content validity, hence they were considered as objective tests.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksh Abhiyan Office, Bangalore
	Action Points:	• The objective stated in the study to evaluate actual learning levels of students in Mathematics at II, V and VII Classes in relation with KSQAO Competencies and to identify the differentiated areas of achievement, as well as the variable on the factors influencing achievement have not been taken up in the actual study which if done would have been beneficial. • The tests are good and could be utilized as achievement tests by primary schools in Karnataka.
20	Title of the Study:	**An Evaluation and Reformative Study of the Primary School Evaluation Programme of the Government of Karnataka**
	Broad Field of the Study:	Qualitative Improvement in Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Shripad S. Bolashetty
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad, Karnataka

	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To critically study the school evaluation manual prepared by the Government of Karnataka; • To study the opinions of the Headmasters, School Coordinators and School Evaluators about the School Evaluation Process; • To critically study the school evaluation reports prepared by the Evaluation Teams; • To develop tools for school Evaluation in the light of the opinions of the school evaluators, school coordinators and heads of schools; • To prepare guidelines for effectively undertaking the primary school evaluation.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was taken up for twenty-five schools of Belgaum District alone on just six parameters related to the evaluation programme of the Government of Karnataka.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was an evaluative one using the Empirical Survey Method of Research and the investigator selected the head of the school and two teachers each from twenty-five primary schools for the validation of tools and sample institutional evaluation from the district of Belgaum. • A Rating Scale was prepared and validated with the components of, Philosophical Foundation of School, School Plant, Management of School, Teaching and Learning Activities in the School, Testing and Evaluation System of the School and Interaction of the School with Community/Society. Interview Technique, Focused Group Discussion and Content Analysis of the Documents of Evaluation, namely, School Evaluation Manual, were the other tools used for the study. • Analysis of data was carried out using the Mean, Standard Deviation, Stanine Scores (Z-Scores) and Normal Probability Curve (NPC).
	Main Findings and Conclusions:	• The Manual for Evaluation was found to be a useful handbook for academic evaluators as provides specific instructions pertaining to the objectives of evaluation, members and responsibilities of the evaluation team, the aspects to be evaluated and guidelines for evaluation, the evaluation process with well structured questions and a clear strategy for the implementation of the evaluation programme with the one thing missing, i.e., a detailed proforma to be made use of for evaluation. • The data collected from the heads of institutions and teachers of primary schools highlighted good character and conduct of teachers and a well-stocked library as the main essential components of a good school apart for a other aspects identified by them included, learning resources, good governance of the school, lower student-teacher ratio, well-designed building and the like. • A majority of academic and executive personnel of education approve of the practice of school evaluation in

		order to raise the quality of the school, to ascertain teacher competency and pupil performance, to focus attention of the backward and neglected children and to verify the maintenance of records and administrative practices. • Aspects suggested to be evaluated and prioritized with weightage were Vision, mission and aims and objectives of the school; grievance of functionaries and beneficiaries,; availability and utilization of school facilities; performance of the teachers and the management of eh school, management of finances and implementation of government circulars, maintenance of the campus, building and infrastructure, progress of children, maintenance of records and registers. • The positive aspects of the evaluation manual noted by them were, specification of parameters for evaluation, government circular pin-pointing all the aspects, emphasis on academic aspects and the democratic approach of evaluation as well as the annexure provided to collect data, evaluation of co-curricular activities, parameter-wise questions, resource literature and constitution of the evaluation team. • The weaknesses of the manual pointed out were, non-availability of rating scales, availability of the manual only in Kannada, non-availability of supplementary literature, list of documents, non-fixation of weightage for parameters and omission of items like best practices of the school. The persons suggested for evaluation were officers of the cadre of the DPI, DDPI, BEO, education related NGOs, academicians and school coordinators, members of SDMC instead of retired teachers. • The respondents opined that the school evaluators had accepted the data on the school without queries and verification and the reports were prepared mechanically in just summary form without documentary evidence indicating a lack of serious involvement by them in the process of evaluation and giving an impression of an inspection report than an action-oriented evaluation report. • The investigator has prepared and validated a rating scale for school evaluation based on the suggestions provided by the respondents of the study for the purpose of rating, ranking and classification of primary schools and the same has been presented as the appendix to the project report.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	The revised and improved manual for school evaluation of primary schools could be used for periodic evaluation of schools at the state level.
21	Title of the Study:	**A Study on Teacher Absence and Student Attendance in Primary and Upper Primary Schools of Karnataka State.**

	Broad Field of the Study:	Qualitative Improvement of Primary Schools
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Individual Investigators' Names are not Indicated
	Name and Address of Organization/institution (and Department) where the study was conducted:	Catalyst Management Services Pvt. Ltd., #19, 1st Main, 1st Cross, Ashwathnagar, RMV 2nd Stage, Bangalore – 560 094.
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	• To find out the extent of teacher absence in primary schools and the reasons for absence; • To identify the personal and school level factors for teacher-absenteeism; • To measure the effects of teachers' attendance on students attendance and achievement.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The scope of the study was to cover 5% of Primary and Higher Primary Schools considering the location and management aspects across thirty two educational districts of Karnataka State with two educational blocks from each district.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample of 2418 schools were selected from sixty four educational blocks, namely, two each from the thirty two educational districts of Karnataka was selected using the multi-stage stratified systematic random sampling method based on accessibility from the CRC and availability of transport facility. On an average the distance of the schools from the CRC in urban areas was 2.3 kms and the rural areas was 7 kms, the maximum distance being 55kms in a rural area and 30 kms in an urban area. Transport was available within the habitation in rural areas for 33% schools and urban areas for 70% schools but within a maximum distance of 3 kms. The schools selected were stratified according to the different characteristics and arranged in the ascending order of the EMIS Code. • The number of sample schools covered in the rural area based on location, management and category were, 2050 Government Schools – 1133 LPS, 761 HPS, 156 UHPS; 71 Aided schools – 14 LPS, 56 UPS, 1 UHPS. The number of urban schools covered were, 215 Government Schools – 72 LPS, 126 HPS, 17 UHPS; 82 Aided Schools – 9 LPS, 73 HPS, 0 UHPS. • Quantitative and qualitative data were collected for understanding teacher absenteeism and participatory process was used during the entire study period. The four tools used for the study were, School Schedule, Teacher Questionnaire, Teacher and Students Attendance Questionnaire, Other Related Information Questionnaire. • The SPSS Package was used for data punching and the analysis of data collected from the four types of tools. The analysis was done at aggregate, district and North East Karnataka and Other Districts Levels for different

		categories of schools. • The Team Leader and the Team Coordinators continuously monitored the 200 field researchers and at the data entry stage random checks were initiated for reducing data entry errors. The information was gathered in 2006-07 and 2007-08 on absenteeism from the respondents and was cross-verified from school records for more authentic data.
	Main Findings and Conclusions:	• It was found that as against 235 working days 38.5 days were lost on absence from school. The reasons were leave on personal grounds was 15.5 days (6.6%), In-service Training, 5.5 days (2.3%), Meetings, 4.4 days (1.9%), examination related work, 4.4 days (1.9%), Census work, 3 days (1.3%) and other departmental work, 6days (3.00%). The percentage of attendance of teachers in aided schools was found to be 87% as against 78% attendance in government schools. This was noted that the teachers from government schools are more vulnerable to duty away from school (7%) as against 5% in the case of aided school teachers. • The absence of female teachers was marginally higher (15%) as against male teachers (16%) which was due to the higher number of days leave on personal grounds. However, during unannounced visits of the research team in all the three rounds the female attendance was higher (81%) as against that of male teachers (78%) with the incidence of male being absent without intimation being 1% and women teachers, 0.2%. The absence among SC and other minority group showed the attendance of 80% and 84% as against 77% among Muslim teachers with the state average being 80%, with the other minority group taking leave on personal grounds being the lowest, i.e., 10% as against SC and OBC, 12% and Muslim and ST teachers 14%. The absence rate was higher among 25 to 30 years age group (17%) as against the 40 to 50 age group (15%). As regards location the absence of Urban teachers was higher (17%) as compared to rural teachers .(15%). Attendance was found to be higher among teachers along the coastal regions (86%) as compared with other regions, the lowest being 77%. The Tumkur District had the highest attendance of 88% while the lowest was Bangalore Rural district with 76% attendance. • In the case of LPS Schools the absence in single schoolteacher schools was 6% as against 3 teacher schools, namely, 30%. In 12 districts the absence rate was less than the state average, 2)%, the lowest being 15% in Bangalore Urban and Dakshina Kannada but in 16 district the absence was 21 to 31 percent, higher than the state average. The decline in the number of days lost in the period of the survey was lower than in earlier years, i.e., up-to 47 days, because of reducing the number of in-service programmes during school

		working days. • With regard to reasons for absenteeism, no seasonal pattern or location of schools, namely, urban and rural, was found but a significant influence was noted in terms of Management of school, namely, government and aided and the category of school, namely LPS, HPS and UHPS and the personal factors and eh distance from school being the main reasons. • There was also no overall influence on student strength per classroom on the teachers' absence, though in government schools there seemed to have a significant influence, namely, for every one percent increase in teacher attendance there was 0.11 increase in student attendance. However, no significant relationship between teacher absence and student achievement was found, even based on KSQAO results for 2008 in both Class V and Class VII. • The three main reasons for teacher absenteeism according to the head of the school were, family problems (78%), involvement in religious functions and festivals (10%) and Transportation Problem (6%). The strategies adopted by schools during teacher absence were, another teacher takes up the additional class, activities given to students and the class leader handling the class with support from other teachers.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The state policy of 'No training during working days is to be strictly to be adhered to which will also reduce the TA and the teachers going to the departmental offices for scholarships and the like during working hours to be avoided. Other alternatives like cash incentives and like need to be found to see that the teacher absence is minimized and the maximum time is given for classroom teaching; • More female teachers to be employed in primary schools as seen the higher achievement in schools is effected with higher female-male ratio.
VII	**Special Incentives for Primary School Education**	
22	Title of the Study:	**A Study on the Impact of the Incentive Schemes of the Government on the Rate of Enrolment and Retention of Students in Karnataka State**
	Broad Field of the Study:	Incentive Schemes under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Haseena Taj
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Bangalore University, Karnataka
	Year of Commencement:	2007

	Year of Completion:	2008
	Objectives of the Study:	• To examine the effect of background variables, namely, Gender, Type of Family, Size of the Family, Birth Ordinal Position and Locality, of the Primary School students' attitude towards the governmental incentive schemes, i.e., mid-day meal, free textbooks, free uniforms; • To investigate thee effect of the incentive schemes on primary school students' enrolment and retention; • To study the opinion of teachers of primary schools towards the incentive schemes, i.e., free midday meals, free textbooks, and free uniforms; • To study the opinion of parents towards the incentive schemes, i.e., free midday meals, free textbooks and free uniforms; • To study the opinion of primary school students towards the incentive schemes, i.e., free midday meals, free textbooks and free uniforms; • To compare the opinion of teachers and parents towards the incentive schemes, i.e., free midday meals, free textbooks and free uniforms; • To study the opinion of parents and teachers towards the relative preference for the incentive schemes pf the Government of Karnataka.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was restricted to only three incentive schemes of the government of Karnataka, only a few select schools of the two districts of Bangalore Urban and Bangalore Rural limiting to a small sample of students, teachers and parents alone.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a survey following the stratified sampling technique. The sample consisted of 400 primary school students – 200 of each sex, 200 teachers an d150 parents from Bangalore Rural and Bangalore Urban Districts; • The tools used were the Incentive Scheme Preference Questionnaire consisting of ten items, the Incentive Scheme Battery for the three schemes, a Rating Scale consisting of 71 items and three Information Proformas to be administered to the students, teachers and parents. They were prepared by the investigator and validated; • Data from the sample of the study was collected personally by the investigator by visiting the selected schools from the two districts; • The data was analyzed using descriptive statistics through percentages, mean and standard deviation and 't' test and to find the statistical different between variables.
	Main Findings and Conclusions:	• It was found that there was significant difference in the attitude of students towards the three schemes based on the type, size and locality of family but sex, ordinal position and socio-economic status had no effect on their attitude towards the three schemes; • Except for the size and the locality of the school no other variables were found to affect the attitude of teachers on

		the three incentive schemes; • None of the variables such as sex, age and locality as well as the size, type and socio-economic status of the family were found to have an effect on the attitude of parents towards the three incentive schemes; • The students' and the teachers' opinion was favourable towards the midday meal scheme as the first preference followed by the scheme on supply of textbooks and last being free uniforms but the preference of parents was in terms of free distribution of uniforms, textbooks supply and midday meals.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• In view of the preference for the free supply of textbooks scheme by parents more attention could be given to ascertain that the textbooks are supplied in time and to all the schools including the aided Kannada Primary schools since the children in such schools too are drawn from families of low socio-economic status who would desire that their children perform well; • Since the students and teachers have given the first preference to midday meal it indicates the need for nourishing food for better attention in classroom, which can result in better academic achievement. This scheme which ahs been a success story could be monitored better in order that this scheme is carried out with greatest care by the departmental officials and by schools.
23	Title of the Study:	**Impact of Keli-Kali Radio Broadcast Programme on Primary Schools of Bidar District**
	Broad Field of the Study:	Incentive Schemes under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. R.R. Madankar
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To study the Keli-Nali Programme Literature prepared by the Department of Education; • To study the operational process in the schools for listening to radio broadcast of Keli-Nali lessons and its integration in the school curriculum transaction; • To make a comparative study of the programme implementing and programme non-implementing schools; • To find out the impact of the Keli-Nali Programme on the attitude of teachers towards instruction through radio

		lessons; • To compare the achievement of the students of Class V in the Keli-Nali Radio programme schools of Bidar in terms of gender, caste and location.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The Keli-Nali Radio Programme covers eleven districts in the North Karnataka Region for the benefit of Class IV students and Bidar was one of them in which five Talukas of Bidar were selected for the study.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• Of the eleven districts of North Karnataka the twenty five higher primary schools, namely, fifteen schools that were implementing the Kali-Nali Radio Lessons approach in Class IV and ten private schools that had not implemented the approach, from five taluks of Bidar were selected as the sample for the study. • The first tool used for data collection was the Unit Test with Objective Type Test Items for Class IV prepared based on the twelve Radio Lesson Scripts and another based on the textbook lessons on the same topics. The test items were validated by the investigator by scrutinizing each item for its relevance and grammatical accuracy and the scoring pattern was determined. A four-point Attitude Scale with sixteen positive and thirteen negative statements was prepared to test the attitude of the teachers towards the Keli-Nali Radio Broadcast Lessons. • The data was collected through personal visits to each school and administered at the end of each radio lesson or classroom lesson. Percentage analysis was done to analyze and interpret the data, the 't' test was applied for the comparison of two variables.
	Main Findings and Conclusions:	• The Class IV students of Bidar District exposed to Keli-Nali Radio Lessons perform significantly better that their counterparts from Non-Radio Lesson Schools in Environment Science but not in Kannada and Mathematics. • Girls perform significantly better than boys, rural students perform significantly better than urban students, the students drawn from Higher Primary Schools do better than the ones from Lower Primary Schools but the SC/ST students do not perform as well as their counterparts from other category students in all the three subjects. • In the comparative statistics between three Taluks, the students from Basavakalyana Taluk performed significantly better in the achievement test than the students from Humnabad Taluk and Bidar Taluk with Humnabad coming second in rank in Kannada, Environmental Science and Mathematics. The comparison between the Taluks of Bhalki and Aurad the students from the latter performed significantly better in all the three subjects. • The attitude of female teachers is significantly more positive than the male teachers pertaining to the Keli-Nali Broadcast lessons with no significant difference

		between the rural and urban school teachers.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The study does throws some light on the benefits of the Keli-Nali Radio Lessons with the students exposed to radio broadcast lessons performing better than their counterparts who were not exposed to radio lessons. It seems lead towards a further step towards the use of audio-visual lessons that would create a better learning atmosphere to the students and better concept clarification of terms. Such lessons are already in vogue in many affluent schools. A project in this direction would create a better learning environment for the students from lower economic background.
24	Title of the Study:	**A study on the Perception of Primary School Teachers and Academic Support faculties in respect of Chaitanya – I Training Programme and Teaching Method from Selected Blocks of Gulbarga District: Afzalpur and Gulbarga**
	Broad Field of the Study:	Teachers and Issues on Teaching Methods
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Madane **Suryakant**
	Name and Address of Organization/institution (and Department) where the study was conducted:	Coordinator, Block Resource Centre SSA, Afzalpur, Gulbarga, Karnataka – a Dissertation submitted to NIEPA, New Delhi in partial fulfillment of the requirement for the award of DEPA - 24, Diploma Course, 2003-2004
	Year of Commencement:	2003
	Year of Completion:	2004
	Objectives of the Study:	• To find out the knowledge and understanding of the Teachers and Head Teachers on Chaitanya – I Methodology; • To study the perception of the Teachers, head Teachers, BRCs, CRCs and DIET Faculty Members regarding Chaitanya Training and Method of Teaching; • To identify the problems faced by the Teachers in implementing the Chaitanya Approach at classroom transaction; • To make necessary suggestions for the improvement of the Chaitanya Programme in the future.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to two Educational Blocks, namely, one rural based and the other urban based block out of eleven Blocks of Gulbarga district where the Chaitanya programme had been included in the study with the random selection of teachers, head teachers, education coordinators, BRPs, BRCs, DIET Principals and Lecturers where the Chaitanya Programem had been conducted.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different	• The sample was selected based on the multi-stage, stratified random sampling selection technique. Two Educational blocks from the Gulbarga district, 5 CRCs, two educational coordinators, two BRPs, one BRC

	Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	coordinator as well as two schools, namely, one LPS and the other HPS and three teachers including the head teacher from each school and the Principal and four DIET Lecturers, all keeping in mind the variable of gender, were thus selected. Three Structured Questionnaires on the effectiveness of the Chaitanya – I, Training Programme were prepared and validated separately for the head teachers, teachers and academic support faculties and the structured interview schedule was prepared for the Principal and DIET Lecturers. Relevant records, documentation, circulars and guidelines issued by the DSERT and DIETs regarding the Chaitanya – I programme were studied as secondary data collection; • The investigator visited the schools and CRC centers, EC Zones and BRC Centres for the purpose of data collection. Data analysis was done using descriptive and impartial statistics and qualitative analysis of records.
	Main Findings and Conclusions:	• There was overall positive opinion on the part of teachers and the support faculties as regards the Chaitanya – I Training Programme and that the duration of the programme was adequate and the content and subject matter was adequate for about 58% teachers and 45% head teachers had a clear concept, knowledge and understanding of the Chaitanya – I Methodology; • Over 65% teachers and 60% head teachers felt that the resource persons of the programme were excellent and about 85% teachers and head teachers and 80% CRPs, 75% education coordinators and BRCs and 100% BRC Coordinators found the Chaitanya – I teachers' teaching material was very useful; • As regards the training programme an average of 63% found it excellent, an average of 68% found the training period sufficient, an average of 74% felt that the lesson plan format was fully adequate, an average of 71% felt that the teaching steps of Chaitanya fully adequate, an 84% of them responded that the teaching steps were in the chronological order and an average of 86% indicated that the method of teaching effective and positively different from the earlier methods and was fully adequate for multi-grade and multi-level teaching; • An average of 48% head teachers, CRCs, BRCs and education coordinators noted that some change in the teaching approach of the teachers was observed as an outcome of the training programme and an average of 56% of them noted the change in students' learning attitude; • About 45% teachers and head teachers had read the teacher literature book, 50% of them only partially, 5% had not read and another 5% had not read it due to non-availability of literature and 5% due to lack of interest; • About 68% of teachers and head teachers expressed that they had received guidance from academic support faculties and an average of 78% of the support faculty

		noted that they had discussed, interacted and guided mutually for the effective implementation of the programme; • An average of 25% teachers had faced problems in the implementation of the programme, preparation of lesson plans, teaching, understanding the programme, application of knowledge and skill and recording the procedure of students' learning level. Such problems were due to lack of proper guidance to prepare the lesson plans, indifferent attitude of support faculty, multi-grade situations and lack of time as expressed by about 20% of teachers; • The teachers had problems on an average of 20% at evaluation of students' learning level due to lack of proper guidance, problems of grade and marks, shortage of student attendance, lack of time and large classes.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Since the academic performance was found to have improved in spite of certain shortcomings, the implementation of the Chaitanya Programme needs to be continued with greater vigour and earnestness with repeated training programmes at the pre-service and in-service levels. • Apart from clarifying the difficulties of the teachers at refresher courses a monitoring mechanism needs to be worked out to study the regular implementation of the approach in the classrooms in order that laxity when sets in is handled.
25	Title of the Study:	**A Study on the Effect of the Chitanya - II Programme on the Higher Primary Schools of Dharwad district.**
	Broad Field of the Study:	In-service Teacher Training
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. (Mrs.) Prabha Guddadanveri
	Name and Address of Organization/institution (and Department) where the study was conducted:	University College of Education, Dharwad, Karnataka
	Year of Commencement:	2006
	Year of Completion:	2007
	Objectives of the Study:	• To study the operational process of Chaitanya – II in the school and its integration with school curriculum transaction; • To study the perception of the teachers on Chaitanya – II programme; • To study the perception of the students about their teachers who have undergone the Chitanya – II programme.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	
	Methodology (Details of Tools of	• In the survey study the sample consisted of five Block

	Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	Resource Centres, 66 teachers and 1679 students from Dharwad district selected based on the random sampling technique, keeping in mind the gender of the teachers and the students as well as rural and urban locations from Dharwad and Hubli and the rural taluks of Kundgol, Kalalghatagi and Navalgund; • Two questionnaires were constructed and validated by the investigator to study the perception of the teachers and the students. Data was collected through personal visits to the schools with the help of two assistants. The questionnaires were distributed to the sample and collected after a week. • Data was analyzed on two levels, namely, descriptive analysis by using means, standard deviation and percentages and inferential statistics by applying the 't' test and ANOVA to study the significance of difference between variables.
	Main Findings and Conclusions:	• It was found that 93% teachers responded positively as regards the value and need of the in-service programmes and 94% indicated that they had used the benefits in the classroom and thus had enhanced the quality and efficiency of their teaching but only 68% responded positively on the duration of the programme as too short while the rest seemed to be satisfied with it. The same 94% indicated that the methodology of teaching at in-service training needed to be improved; • The perception of the teachers from Hubli and Navalgund, of the female teachers and of the urban teachers on the Chaitanya – II programme was more positive than the teachers from the rest of the locations, the male teachers and the rural teachers respectively. However, there was no significant difference between TCH trained teachers and the teachers with additional qualifications and between teachers of the age group up to forty and the ones above it; • As for the students it was found that the students from urban schools, female students had a better perception of the teachers who had undergone Chaitanya – II in-service training than their rural counterparts and male students respectively. However, there was no significant difference between the perception of urban boys and girls while the rural girls had a better perception than the rural boys. The SC/ST students had a lower perception than the rest of the students on teacher in-service training.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore.
	Action Points:	• Most of the in-service programmes exist for the precise purpose of staff efficiency in their professional role as teachers and administrators and for the purpose of better performance by the students in this changing world scenario. The need for continuous professional growth requires not only to have the programmes but to work at

		higher quality in-service training programme.
26	Title of the Study:	**A Study on the Effectiveness of Samudayadatta Shale Programme in Pry. Schools of Udupi and Mangalore Taluks.**
	Broad Field of the Study:	Special Incentive for Primary School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Sr. Leonilla Menezes, Dr. Mrs. Shashikala A, Dr. Mrs. Padmavathi M., Dr. Mrs. Vijaya Kumari S.N, Dr. Mrs. Flosy C.R. D'Souza
	Name and Address of Organization/institution (and Department) where the study was conducted:	St. Ann's College of Education (P.G and U.G.), Pandeshwar, Mangalore - 575001
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To study the effectiveness of the Samudayadatta Shale Programme in relation to different aspects as perceived by the teachers of Primary Schools in Mangalore and Udupi Taluks and to find out the difficulties by them while executing the programme; • To study the effectiveness of the Samudayadatta Shale Programme in relation to different aspects as perceived by the SDMC Members of Primary Schools in Mangalore and Udupi Taluks; • To study the effectiveness of the Samudayadatta Shale Programme in relation to different aspects as perceived by the Parents of students of Primary Schools in Mangalore and Udupi Taluks;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to opinion survey and there was no participatory aspect in the study and was limited to Mangalore and Udupi Taluks alone using four Rating Scales.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a descriptive survey study and the sample of the study consisted of 237 teachers, 69 parents and 60 SDMC Members randomly selected from fifty government primary schools, namely, twenty five each from Mangalore and Udupi Taluks, again randomly selected giving consideration to urban and rural locations. • Three Rating Scales to study the opinions of teachers, parents and SDMC Members respectively and a Rating Scale to study the problems encountered by the teachers in the implementation of the programme were prepared and validated. • Descriptive statistics with percentage and frequencies was used for the analysis of data collected.
	Main Findings and Conclusions:	• It was found that the Samudayadatta Shale Programme (SSP) was effective in universalization of quality education in terms of bringing back children to school, creating awareness among parents and motivating them to send children to school, increase in students seeking admission to schools, bringing back the dropped out students back to school and disseminating the programmes of the government to society.

		• The SSP was also found effective in terms of raising the academic performance of students as well as enhancing the growth of the students socially, emotionally and independent dealings with teachers and promoting co-curricular activities in the schools. • The SSP was also found to be effective in encouraging the involvement of parents in the academic achievement of the pupils, communicating the progress of students to the parents and informing the governmental programmes to the parents and the public, thus creating academic enlightenment among them. • The SSP was found to be effective in promoting school-community relationship with respect to better interaction among the members of the community, management and head of the institution and the teachers; in securing the involvement of the members of the community with school practices, school problems and issues as well as motivating the community in adopting needy primary schools for overall development. • The SSP was found to be effective on relation to the functioning of the School Development Management Committee (SDMC) with respect to being the liaison between the school and the community, enlisting the support of the community and solving of the problems of the school. • The problems teachers experienced as highlighted in the study were visiting the homes of dropped out students, taking part in all the programmes of the SSP, convincing the parents on their responsibility of educating the children and enlisting their support and cooperation. The difficulties on a moderate degree were preparing the reports on programme implementation, securing the support and understanding of higher officials and the SDMC Members and managing to secure resources for the school.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The study calls for the continuation of the SDMC in government schools for better collaboration with the community and the school. • It is necessary to take a positive look at eh genuine problems of teachers with regard to their responsibility in the school for the teaching-learning activities and enlisting them in non-essential community and departmental activities.
27	Title of the Study:	**A Study on the effectiveness of the Keli Kali Programme in Primary Schools of Udupi and Mangalore Taluks**
	Broad Field of the Study:	Special Incentive for Primary School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Sr. Leonilla Menezes, Dr. Mrs. Shashikala A, Dr. Mrs. Padmavathi M., Dr. Mrs. Vijaya Kumari S.N, Dr. Mrs. Flosy C.R. D'Souza
	Name and Address of Organization/institution (and	St. Ann's College of Education (P.G and U.G.), Pandeshwar, Mangalore - 575001

	Department) where the study was conducted:	
	Year of Commencement:	2004
	Year of Completion:	2005
	Objectives of the Study:	• To find out the qualitative changes among primary school students as an outcome of the Keli Kali Programme as perceived by the teachers of Mangalore and Udupi Taluks; • To find out the qualitative changes among primary school teachers of Mangalore and Udupi Taluks, as an outcome of the Keli Kali Programme; • To study the change in curricular transaction as an outcome of the Keli Kali Programme in primary schools of Mangalore and Udupi districts, as perceived by the teachers; • To study the qualitative changes at the inter-school level among primary schools as perceived by the teachers of Mangalore and Udupi Taluks, as an outcome of the Keli Kali Programme; • To study the difficulties encountered by the primary school teachers of Mangalore and udupi Taluks, during he Keli Kali programme. • To study the difference in performance of the students of primary schools in Udupi and Mangalore Taluks as an outcome of the Keli Kali Programme;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to opinion survey and there was no participatory aspect in the study and was limited to Mangalore and Udupi Taluks alone using two Rating Scales.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The present project was a descriptive survey study intended to evaluate the Keli Kali Programme launched by the Government of Karnataka in government primary schools through tools of survey and limited to the rural and urban locations of the two taluks of the two districts of the state. • The sample of the study was drawn using the simple random sampling technique from the list of government schools of Mangalore and Udupi Taluks. The total sample consisted of two hundred and thirty seven government primary school teachers and seven hundred and thirteen pupils chosen randomly from the government schools of Udupi and Mangalore Taluks. • A Rating Scales was prepared and validated to study the changes if any that could have taken place among the students and teachers in curriculum transaction as well as at the inter-school level as a result of the Keli Kali Programme. Another Rating Scale was constructed and validated to study the problems encountered by the teachers in the implementation of the Keli Kali Programme. • The descriptive statistics of percentage and frequencies were used for the analysis of the data and the, 't' test was used to find the significance of difference in the achievement of students as result of the Keli Kali

		programme.
	Main Findings and Conclusions:	• The Keli Kali programme was found to be effective in terms of increase in attendance, strengthening learning competencies, creative thinking, clarifying concepts in Science, the ability to develop the skills of hobbies, singing and dramatics, habits of discussing the learning concepts and mastering them and habit of asking questions, among the primary school students of Mangalore and Udupi Taluks. • The qualitative changes brought about among teachers as an outcome of the Keli Kali Programme were clarifying objectives and concepts before teaching, strengthening of content mastery and listening skills, using innovative techniques, electronic devices, increasing student participation and making teaching more systematic, hence increasing effectiveness in teaching among the teachers of Udupi and Mangalore Taluks. • The areas found highly difficult by the teachers of Udupi and Mangalore Taluks in the implementation of the Keli Kali programme were continuously breaking the monotony while using the programme, undertaking all the techniques suggested and covering the syllabus before the examination. The moderate difficulties were managing electrical gadgets when electricity failed, maintaining discipline during activities, availing of the classroom space for activities, getting cooperation from the rest of the teachers, keeping the records on activities and getting sufficient financial assistance and in time. • It was noticed hat there wasa a sight gain in achievement of the students of Mangalore Taluk as a result of the Keli Kali Programme but it was not significantly different in eh case of Udupi Taluk students. • It was also found that the Keli Kali programme was effective in bringing about qualitative change among teachers at inter-school level both in Mangalore and Udupi Taluk primary schools
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The achievement level of students in both the Taluks did not bring about significant gain in the achievement of students. Hence, aspects related to actual learning of competencies and the ability of answering the examination needs to be handled apart from the fact of using the gains of nurturant learning skills in terms of ability in singing and dramatics towards student capacity building. • Teacher difficulties related to infrastructure, finance and equipment and the like need to be addressed so that they are able to go ahead with the programme with greater commitment.
28	Title of the Study:	**An Evaluatory Study on the Mahithi Sindhu Satellite Based Training Programme (Information Technology)**

		conducted at the DIET of Dharwad District
	Broad Field of the Study:	Information Technology in School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. H. M. Shilaja
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnatak University, Dharwad, Karnataka
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To find out the effectiveness of the Mahiti Sindhu Project of the Government of Karnataka which consisted of providing computer education to a thousand government school at the first phase of the project with a view of enhancing the quality of teaching and learning in secondary schools; • To assess the extent to which this programme has been effectively implemented in secondary schools, namely, Standard VIII, IX and X in the selected schools of Dharwad district and to find the difference between schools that were a part of the programme and the ones not involved with the project; • To find out the nature of equipment provided to the schools, the records they were required to maintain, responsibilities carried out by the heads of schools and the utilization of the facilities by the students in the selected schools and the nature of evaluation carried our of the students. • To find out the enhancement in leaning level of the students using this facility and to compaer their performance with those who were not involved in the project.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was delimited to the government schools, namely the heads of schools and students from selected taluks of Dharwad district that came under the DIET of this district without involving the DDPIs, BEOs and the Staff of the DIET in the process of data collection.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a survey and the sample consisted of seventeen schools graded as A, B and C categories, i.e., the heads and the computer teachers of those schools and ninety students from those schools involved with the project, selected using the random sampling selection technique; • Three questionnaires were prepared and validated for the purpose of collection of data from the head of the school with five items related to the responsibility of the head and eight items on the documents and registers used for the purpose, from the computer teacher with nine items related to their responsibility in the implementation of eh programme and for the students going through the course with ten items to evaluate their performance and the utilization of the opportunity and facilities;

		• The data was collected by the investigator by personally visiting the schools and administering the questionnaires to the sample under study and collecting documentary evidence from the DIET Office; • The analysis of the data was done though descriptive statistics using mean and percentages.
	Main Findings and Conclusions:	• It was found that as reported by 94% of the heads of schools the equipment needed for the programme was supplied to the schools by the agency responsible as per the agreement drawn but 6% of heads of schools noted that it was not carried out fully, e.g. UPS system and some software, telephone facility for internet, electricity and ceiling fans, training for a teacher from the Intel Company including a day's orientation to the head of the school as per the agreement. However, all the schools reported that the computers, the Internet and multi-media facility were provided to all of them. • They also noted that the computers were not shifted elsewhere, a teacher had been appointed for supervision of the computer center and the annual report had been sent to the department without fail. However, 88% heads only said that the computer center was in use continuously and 47% of them reported that the public had access to the computers and were being given computer training. Besides, 94% of them stated that the students were given internet training and the rest had not. The same percentage of them also stated that they had stored information in floppy discs which the other six percent of schools had not done; • All the teachers noted that they had undergone a twelve-day training programme and a separate attendance register is maintained for them, were supplied with the syllabus, equipment and were using this for the teaching of Mathematics, Science and English and were giving equal time for the training of students from Standard VIII, IX and X; • It was discovered that the computer tables and chairs were supplied only to 94% of the schools and the rest were deprived of it. 53% of the teachers stated that the name board of the programme was put up in the school but he rest of them had not done so; • All the students reported that they were provided with the textbooks for computer classes, no fee was charged for the course. They also had regular classes in groups and the annual examination in the subject had been conducted but only 89% of them stated that they had tests at the end of every month; • Only 54% of them stated that they had four hours hands on experience classes in the computer lab, besides having the theory classes too in the laboratory, while the rest did not get this opportunity fully both for theory and practical work. 44% students alone had been given training in the use of the Internet and they possessed an E-mail ID but the rest were not given this facility.

		However, 89% of the schools had been given eth certificate of completing the computer course.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The programme eventually has spread to more regions and it is necessary to find out through periodic surveys the effectiveness of this important programme, which is prepared well. In fact, the syllabus needs to be revised and the same institutions could be given the responsibility of this periodic survey in different regions of the state.
29	Title of the Study:	**An Evaluatory study on the Contribution of the Non-governmental Agency, 'The Akshaya Patra Foundation' under the Akshara Dhasoha (Bisiuuta) Project of the Government of Karnataka, in North Karnataka.**
	Broad Field of the Study:	Projects under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. K. Dhakshinamurthy
	Name and Address of Organization/institution (and Department) where the study was conducted:	Post Graduate Department of Education, Karnatak University, Dharwad
	Year of Commencement:	2006
	Year of Completion:	2007
	Objectives of the Study:	• To make a study of the Akshara Dhasoha Programme as worked out and implemented by the Akshaya Paatra Foundation in North Karnataka; • To study the effect of the programme on the academic performance and achievement of primary school children; • To find out the response of the school administrative committees and the opinion of the officers concerned towards the functioning and benefits of this programme.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study is limited to the sample of 300 government and aided school heads of schools, teachers, SDMC President and beneficiaries of Dharwad, Haveri and Bellary districts of North Karnataka where the Akshara Dhasoha Project has been functioning through ISKCON Akshaya Paatra Foundation.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample of the study consists of the three hundred schools in Dharwad, Haveri and Bellary of North Karnataka that have come under the ISKCON Akshay Paatra Foundation for the Akshara Dhasoha Project of Sarva Shiksha Abhiyan; • The tools for data collection were questionnaires prepared for the purpose to collect the opinions of the Coordinator of the Akshaya Foundation, the Chief Cook of the Akshaya Foundation, Heads of Primary Schools, Teachers of Primary Schools, the Presidents of the SDMCs of Primary Schools and the Students, the beneficiaries from Primary Schools;

		• Data was collected personally. A visit to ISKCON in Bangalore and its branch in Hubli was carried out to collect al the necessary information and opinions of the officials on the foundation and the Akshaya Paatra Programme. The opinions of the Chief Cook were obtained though detailed discussion based on the questionnaire. The investigator administered the questionnaires to the sample involved in the study from the three hundred primary schools, namely, the SDMC presidents, heads, teachers and students. A personal interview was also conducted of five students and five parents from the schools to collect their opinions; • The data was collected basically through qualitative analysis by recoding their opinions and finding out the frequencies and percentages.
	Main Findings and Conclusions:	• It was found out that about 1,32,000 children from five hundred schools have been the beneficiaries of the programme during the year and there had been continuous requests from several more schools, which they would be able to fulfill with greater support from the government and voluntary associations and a major support had been obtained from the INFOSYS Foundation. They noted that the government supplies rice and one rupee per child while their expenditure went up to five to six rupees per child with the daily expenditure of about a twenty lakh per day and they found the quality of rice was not up to the mark. About 25 vehicles were being used for the supply of meals to the schools in time; • It was also found out that the programme had been progressing with great success through the cooperation of the heads of schools, teachers, SDMC Presidents, departmental officials, unstinted commitment and labour of the coordinator who ascertains also the quality and quantity of food and the labour of the 35 well trained chief cooks who work for eight hours per day using advanced equipment for rice storage, cooking and cleaning of vessels that had cost the foundation about eight crores, hence all the aspects of cooking and cleanliness too were being taken care of; • The opinions expressed included satisfaction by the parents as 83% of them stated that their children had been taking greater interest in studies and performing better after the project was implemented and the same was expressed by 95% of the SDMC Presidents and 95% heads of schools. The opinion of heads of schools and teachers included that there had been increase in attendance to the extent of about 20%, improvement in health to the extent of about 30% and greater interest in co-curricular activities to the degree of about 10%. • It was discovered that about 75% of heads of schools had been given training for the success of this project and 78% heads of schools found that they were relieved of the burden of arranging for midday meal to the

		children and on the whole the SDMC support is praiseworthy, and the teachers willingly help in serving the meal even though there had been instances of non-cooperation in this regard and the problem of discipline among students while serving meals. • It was found that 95% of the Nodal Officers had visited the schools, evaluated their functioning, solved problems that had cropped up and given suggestions but it was also felt there could be improvement in this aspect in some school where it had not taken place. At the same time according to the opinion of 94% parents, 95% SDMC presidents, 92% teachers and 90% students the midday meal prepared and supplied by the foundation was better that the meals prepared by the school and the quantity of food supplied was as per what was fixed by the department and that it was sent to the school in time.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Periodic evaluation of the project will ascertain that the positive findings noted in this study are strengthened and ascertained and any decline in this regard can be set right while periodic visits by the departmental officials to the main kitchens and the Akshara Paatre Foundation Officials will serve as the stimulant to sustain the performance; • A suggestion made in the study to think of variation in the type of food at different seasons of the year to make the food more suitable to the children will enhance the success of this project.
VIII	**Education of the Girl Child**	
30	Title of the Study:	**An Evaluatory Study of the Awareness Education on the Girl Child conducted in the Belgaum District**
	Broad Field of the Study:	Education of the Girl Child
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Noorjahan N. Ghanihar and Dr. H.M. Shailaja
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Post Graduate Studies in Education, Karnataka University, Dharwad, Karnataka
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	• To develop an awareness on eliminating the attitude of gender discrimination in education by familiarizing on the educational facilities that emphasize girls' education; • To create an awareness in the pupils on the need to utilize the activities and hobbies towards maintaining their health and personal cleanliness; • To bring about gender equality by helping the girl students to grow on self confidence and get rid of their feelings of inferiority by knowing their competencies

		and capabilities; • To create an awareness in the students that they can develop physical strength and strong mental health through play activities, yoga, exercise and programmes like scouting-guiding movements; • To help grow in the conviction that they can utilize all the facilities available to them by learning about their human rights; • To educate the girl students on the prevalent problems of sexual harassment and child trafficking in order that they grow in awareness on ways of countering them, helping other victims and strive for their rights; • To develop a scientific attitude in the students in order that they get over the blind and superstitious beliefs prevalent in the present society; • To provide sex education to the students on the normal physiological changes that take place among boys and girls during adolescence and AIDS awareness in order to develop awareness on the natural processes in human life and for precautions to guard their health;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to only four government primary and secondary students and heads of schools of Belgaum district and on only one aspect of identifying the facilities to be provided to girl students and an awareness in this direction.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The schools selected for the study were students and heads of schools from the government schools where the Awareness Education on the Girl Child programme was implemented in the Belgaum district. • A questionnaire with twenty four items to be answered as 'Yes' or 'No' on the different aspects highlighted in the objectives was prepared and validated to be administered to the girls between six and fourteen years who had participated in the awareness programme. Another questionnaire with twenty one items on the aspects of planning and conduct of the programme, financial grant, facilities provided and their responsibility was prepared to be answered by the four heads of schools; • Prior to data collection a visit to the officials of Sarva Shiksha Abhiyan in Belgaum ascertained that all the relevant items were included in the questionnaire. Data was collected through personal visit to the schools by the investigators to administer the questionnaire to the sample of the study; • The analysis of the data is done through percentages on the information obtained.
	Main Findings and Conclusions:	• It was found that about forty nine percent children felt that there was no discrimination against girls in the giving of free textbooks, uniforms, midday meals and other felicities but the other forty one percent stated that they were not given such facilities; • Ninety five percent students indicated that they had a medical center in the village, good drinking water

		facilities and medical doctors had been visiting their schools to provide information on health habits, for medical check-up. They were also satisfied with the separate provisions made for them for yoga classes and exercises as well as the motivation provided to them for sports activities; • Ninety five percent students also felt that they could vote for a girl as their student leader, the boys were friendly with them and that they had not experienced any harassment from their male teachers or by strangers; • While forty eight percent students gave an indication against superstitious beliefs prevalent among them the rest of the forty two percent students were of the opinion that superstition was strong among people and child marriages had been taking place; • Sixty nine percent students had no anxiety about bodily changes at adolescence but the same number of students were against any child with AIDS being their co-students; • Seventy four percent students felt they could take part in cultural activities, they could do artistic performances and that they had a sewing machine in their house; • As per the opinion of heads of schools all expressed that the students were given all the facilities needed for the awareness programme and that the response of the students was satisfactory but about seventy five percent stated that the teachers and the parents were not involved in this important programme. Yet twenty five percent or one head of schools felt that the organizational responsibility was not given to the school. • The study showed that sixty seven percent of students were happy with the attitude of their parents towards them and the boys at home and in school treated them well.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The study has indicated the benefits of organizing the awareness programme in schools and such programmes extended to all the institutions inclusive of aided and unaided, will help towards developing this awareness among all girl students for they are all children of our country. • Activities like Karate, yoga and certain physical exercises hitherto associated only with boys need to be extended to girls in order that they and the society develops a positive attitude on girls being given such programmes; • Since there are students who opine that they are not given all the free educational facilities it needs to be ascertained if such failures are at the departmental level or at the local levels and such failures need to be rectified.
31	Title of the Study:	**A Study on the Impact of Girls' Awareness of the**

		Instructional Modules Developed by Sarva Shiksha Abhiyan
	Broad Field of the Study:	Education of the Girl Child
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. (Mrs.) L.B. **Patted**
	Name and Address of Organization/institution (and Department) where the study was conducted:	University College of Education, Dharwad, Karnataka
	Year of Commencement:	2006
	Year of Completion:	2007
	Objectives of the Study:	• To find out the significant difference if any between the pre-test and post test scores on the understanding of the instructional modules on the need of girls' education: the modules on 'A School is established if a Girl is Educated', 'Health is Wealth', 'A Boy and a Girl are the Two Eyes on the face', 'A Sound Mind in a Sound Body', 'I Live like You', 'I am Your daughter', 'All that Glitters is not Gold', I am Changing', 'Proceed with Awareness', From Skill to Independence', Personal Development'; • To study the awareness of the organizers of the programme on the implementation of the programme in different schools.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to the high schools of Alnavar Taluk of Dharwad district and girls of only three schools were selected for the study since it was an experimental study.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was an experimental study with the administration of pre-test and post test with the 'Girls' Awareness Instructional Modules' as the Treatment used for Study Material, hence the sample of a hundred students from Standard VIII, namely fifty each in the experimental and control groups, from the three schools in Alnavar were selected using the random sampling technique to select the schools and the girls for the study; • Two tools were constructed by the investigator, namely, the questionnaire as per-test and post-test to find out the awareness of girls on issues related to the modules and the other was the questionnaire with twenty five items for the resource persons who were involved in the preparation and teaching of 'Girls' Awareness Instructional Modules' to find out their opinions. Content validly was established for both the tools, which was found to be 0.8010. The reliability of the material on 'Girls' Awareness Instructional Modules' was established by conducting the pilot study on fifty local students. • The data was collected by conducting the pre-test for the hundred girl students of Standard VIII from the three schools selected, before using the instructional material and the post-test was conducted a month after its use. The Girls' Awareness Instructional Modules were then

		used for the experimental group consisting of fifty students from the three schools. • The data was analyzed by using percentages for descriptive analysis for the tool administered to the resource persons and the significance difference between the pr-test and the post-test was found out by using the 't' test for all the eleven modules together and for the entire test together.
	Main Findings and Conclusions:	• The study established that there was a positive significant difference between the pre-test and post-test scores for all the eleven modules independently, hence, the entire instructional material was found to be effective in creating awareness in the adolescent girls on the eleven aspects related to the empowerment of girls. • The resource persons' assessment revealed that they had received not only government grant for the preparation of the Girls' Awareness Instructional Modules but the education officers and the community persons had extended their full cooperation. The teachers were trained for the use of the material implemented for the first time in all the Taluks of Dharwad district during 2004-2005. The girls between nine and fourteen years who had participated in the programme were provided with the syllabus, learning materials and other facilities and the attendance of the girls for the programme was to be satisfactory.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The programme had been found successful on all counts. The same needs to be extended not only to all the districts and schools. This would imply that the beneficiaries are not only the girl children of government schools but also of aided and un-aided schools who will contribute to our society through their empowerment. • It would be an effective venture if the course designed specially for adolescent girls is made an essential part of the curriculum not only for girls but also for boys since men need to contribute in the empowerment of women through their own attitudes and positive action of acceptance and encouragement.
IX	**Functioning of SSA Bodies**	
32	Title of the Study:	**An Evaluation of the Block Resource Centres of Mysore and Hassan Districts**
	Broad Field of the Study:	Functioning of Sarva Shiksha Abhiyan Programmes
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. N. Lakshmi
	Name and Address of Organization/institution (and Department) where the study was	Department of Post Graduate Studies in Education, Karnataka State Open University, Mysore, Karnataka

	conducted:	
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	• To collect and record the overall information and make an evaluatory study on the status, programmes, capacity building and continuance of programmes at Block Resource Centres (B.R.C.) of Mysore and Hassan Districts; • To evaluate the implementation of the projects of BRCs on 'Avakaasha', 'Retention', 'Capacity Building', Guna Sudhaarane' and other projects and activities; • To study the status of the new schools started and the possibility of their up-gradation; • To study the status and quality of the buildings constructed for schools, block resource centers and cluster resource centers; • To study the status of the educational programmes and activities organized for children, like Jaatha, Art, Chinnara Mela, Chinnara Angala and rallies for the specially challenged children.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was conducted for only two districts with a small sample of school and teacher involvement in the study, hence it has limited scope for application at the state level.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The sample for the study involved five schools each, and twenty five teachers each of primary schools from Mysore and Hassan districts keeping in mind the proportion from the urban and rural locations; • A questionnaire consisting of fourteen items to collect data from the Officer of the BRC on the functioning of the Centres and another one to the Officer with thirty one items to study the functioning of the BRC, BRP and CRC in different taluks of the district and one to the Key Resource Persons too with fifteen items study the above, one questionnaire each to evaluate the four projects of BRCs with thirty items in each and one to new schools with thirty items on the 'Avakaasha Programme, were prepared and validated for the purpose of collecting the data on the variables of the study; • Data was collected by visiting the block resource centers, office of the block education officer to collect documents, meeting the teachers in schools and personally administering the tools to the sample of the study. The analysis of the data was carried out through descriptive statistics using percentages and depicting them in the form of graphs.
	Main Findings and Conclusions:	• The study revealed that both the Block Resource Centres of Mysore and Hassan districts have maintained the records of the projects conducted during the period of 1997 to 2002 and during this period there had been one officer and five resource persons had been functioning which continues till date. During the above period twenty four cluster resource persons have been working in the clusters but at present sixteen cluster resource

		persons have been functioning under Sarva Shiksha Abhiyan. The Executive Committee functions in all the Centres with the BEO as its President and the Taluk Panchayat Members, representative of the Primary School Association, representative of the non-governmental organizations, CDPO, Social Welfare Department Officer and the Medical Officer as its members. These centers also possess sufficient equipment, library books and teaching materials; • As for the schools 2,40.500 boys and 1,88,560 girls from the schedule caste, schedule tribes and other backward communities were admitted to schools that were covered under the DPEP project and coming under the different clusters of the two districts and the number of the teachers from Class I to V was 1032. During this period a total of 208 students had been admitted to Class I and II in the schools coming under the DPEP project and a hundred and sixty schools had been upgraded. • The teachers found that the Consultative Meetings at the BRCs have been successful eyen though it was felt the heads of schools needed to be trained in administrative aspects. There had been positive effect on the teaching-learning process as an outcome of Chaitanya I and Chaitanya – II. Chinnara Mela had been successful as supplementary activities for learning. The meetings and active participation of School Betterment and School Supervisory Committees as well as SDMCs have been responsible for the better functioning of schools; • The admission of students and attendance has been satisfactory and these schools have been provided with basic amenities as well as textbooks and uniforms and the teachers have been provided in-service training opportunities.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• The study has been helpful in finding out the status and functioning of Block Resource Centres and the findings will be helpful in furthering the quality of these centers and through them the quality of primary schools; • Similar studies conducted at other centers will provide effective data base and it will serve as a pointer to future progress of the centers and the primary schools.
33	Title of the Study:	**A Study of Community Participation under Sarva Shiksha Abhiyan Programme for the Improvement of the Quality of Primary School Education in Dharwad, Belgaum and Bijapur Districts.**
	Broad Field of the Study:	Special Incentives for Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Shahpur Nagappa Panchalingappa
	Name and Address of Organization/institution (and Department) where the study was	Post Graduate Department of Studies in Education, Karnatak University, Dharwad

	conducted:	
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To study the opinion of heads of schools in respect of learning performance of students, dropouts in the school, school development, functioning and involvement of the SDMC and the community and their outcome in the school, work culture in the school, problems of teachers and the head of the school, incentive programmes under the Sarva Shiksha Abhiyan; • To study the opinions of the Teachers from Primary Schools about the SDMC Programmes and their effectiveness; • To study the opinions of the SDMC President and Members regarding their activities for the school, nature of school development, infrastructure of the school, academic activities, involvement of parents in the development of the school; • To find out the if there is any significant difference with regard to the three districts of Dharwad, Belgaum and Bijapur, Gender of students, in variables like school dropouts, school development, implementation of incentive programmes, problems of teachers and heads of schools, school activities, academic achievement, functioning and involvement of SDMCs;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was confined to the Kannada medium primary schools of Dharwad, Belgaum an Bijapur districts on certain specific variables of community participation in school development with variables of performance in learning, school dropouts, SDMC activities, incentive programmes, academic activities as perceived by heads of schools, teachers, pupils and parents.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The Survey Method was used for the study and the sample consisted of 60 primary schools from Bijapur, 55 from Belgaum and 70 from Dharwad with a total of 185 each under the categories of heads of schools, teachers, SDMC members, parents and pupils with a proportionate representation from the three districts, selected using the random sampling technique; • Four questionnaire were constructed and validated by the investigator for data collection, namely, a questionnaire on the perception of heads of schools with a total of 77 items on the different variables, a questionnaire for teachers with 26 items related to the teachers' perception on community and school development, a questionnaire for SDMC members/president with 37 items on different variables, questionnaire for primary school children with 12 statements on their perception as regards the effect of the functioning of the SDMC ; • The data was collected by giving the questionnaire by the investigator to different categories of the sample for the study; • The questionnaires were analyzed using descriptive

		statistics of mean and standard deviation, percentages with graphical representation and the ANOVA, F test and 't' test were applied for testing the statistical significance between the pairs of data from the three districts of Dharwad, Bijapur and Belgaum.
	Main Findings and Conclusions:	• The study revealed that as shown through the questionnaire to the heads of institutions a significant difference between the three districts of Dharwad, Belgaum and Bijapur with respect to the performance scores of students indicating a better performance by of students from Belgaum being the highest and that of Bijapur the lowest, as an outcome of the involvement of the SDMC for school betterment. It was further strengthened as the score on the participation of the SDMC with school needs and programmes was the significantly higher than the other two districts with Dharwad coming next. Belgaum district was also at the highest level with regard information pertaining to dropouts, activities conducted in the school and with respect to school progress and activities of SDMC than the other two districts who were at a similar lower level; • With regard to the level of school development as perceived by headmasters there was no significant difference indicating the three districts were at the same level on this count. However, the Belgaum and Dharwad districts were found to have the same status and Bijapur district lower on the performance on carrying out the incentive programmes and on the contribution of the community in school development. • As regards the problems of heads of schools and the teachers the Dharwad district was at the highest significant score with the other two districts coming lower indicating the Dharwad district was experiencing more problems and it was strengthened on the fact that the score on the involvement of the head of the school in the progress of the school Belgaum and Bijapur districts were higher on the same plane with Dharwad lower; • The study found that there was significant difference based on the gender of the school pupils indicating that the all the variables were similar in the two categories of schools; • The questionnaire as perceived by the teachers on different variables, it revealed that Belgaum was the highest with regard to effectiveness of activities with Dharwad and Bijapur being at the same level, but with regard to school development it was on the higher and the same plane for Belgaum and Dharwad with Bijapur trailing behind them. • As regards the perception of SDMC members and the President about the schools in the district, the Dharwad district ranks first with the other two being perceived on the same level indicating that the SDMC of Dharwad has a better perception of their school and their functioning. As for their perception with regard to the

		efforts of the schools towards improvement all the three district are on par with each other. Belgaum and Dharwad SDMCs view their schools on the opinion of community members about the schools at the higher but the same level, however, as seen by them the involvement of the community in school activities in higher in Belagum with Dharwad coming second. The gender difference on any of the above does not exist;
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Office, Bangalore
	Action Points:	• The study makes a case for better SDMC and school interaction. Even though the SDMC seems to be regarded as necessary and their contribution has been acknowledged by schools it seems relevant to enhance their role in supporting the schools without interference.
34	Title of the Study:	**Nature and Extent of Use of ICT in Higher Primary Classrooms.**
	Broad Field of the Study:	ICT in School Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Name of Principal Investigators and Co-investigators (Underlining Surnames): Dr. Mythili **R.** and Team of Researchers
	Name and Address of Organization/institution (and Department) where the study was conducted:	Director, R.V. Educational Consortium, Jayanagar, Bangalore
	Year of Commencement:	2009
	Year of Completion:	2010
	Objectives of the Study:	• To identify the levels to which the teachers integrate ICT in their classrooms; • To find out the strategies adopted by the teachers while making use of ICT in the classroom; • To locate the ways in which the students construct knowledge in ICT-enabled classrooms; • To study the ICT enabled pedagogy that would assist knowledge construction; • To evolve a training module that would promote ICT integration in classroom teaching.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The primary schools of the entire state of Karnataka with Computer Assisted Learning Centres (CALC) were the consideration with the sample limited to Bangalore Rural District.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of daa collected from each such source and details of data	The study was based on purposive sample of twenty four government higher primary schools (two of them lower primary) from the four zones of Bangalore and its neighbourhood, where ICT (radio/computer/edusat) programmes were running effectively; • It was a Case Study with a focus on the classroom processes in finding out the effectiveness of ICT in the schools in order to understand the nature of ICT use in schools; • The tools included a set of seven forms developed for

	analysis):	data collection. They were Forms School Details, Teacher Questionnaire, Guidelines for the Observation of Computer Class, Observation of Radio Lessons, Guidelines for Observation of Edusat Programme. Guidelines for Classroom Observation and Guidelines for Interaction with Students; • The basic quantitative data collected was subjected to frequency analysis for the purpose of finding common threads and specific patterns pertaining to the objectives of the study.
	Main Findings and Conclusions:	• It was found that as regards the use of computers only a few students could operate computers among the 44% of the schools studied, the level of interaction between the teacher and students being very poor or average with 75% of the teachers failing to review or summarizing the competencies provided at the end of the class; • As regards the use of radio it was found that in 54% classrooms radio broadcast lessons were listened to after the same lesson was taught by the teacher. At the lessons that were observed only in three classes the children were seated in a group during the radio lesson and in two third of the cases the teachers were not following the instructions accompanying the radio lessons and were also passive. However, in one third cases the teachers were summarized the radio lessons and in four cases they managed the time effectively in terms of transition from one activity to another, providing the learning material to the pupils in time and helping them with the activities. • In a majority of the TV lessons telecast, namely, 80% of the cases, the teachers had covered the content during classroom teaching. In two of the six schools where the Edusat programme is operational the TV screen was not visible to all the pupils; • It was concluded from the study that the teachers were not able to summarize the lessons intelligently, manage the class effectively and visualize integration on account of the reverse or top-down approach adopted in using the ICT. The outcome was that there was very little scope for encouragement or to harness the power of the audio-visual media. • The ICT lessons were on the whole an extension of the traditional method with both the teacher and the pupil taking down notes extensively during such programmes which as evidenced was due to lack of practical training and orientation, the inability to handle computers comfortably in many cases and a mis-match between the school programme and the ICT programmes.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• Preparing with teacher involvement interesting and stimulating ICT application lessons and integrating

		them into the existing instructional material in the classroom as well as providing long-term practical training to them. The education department could continue the monitoring approach until the teachers themselves develop ease and expertise in independent handling of the ICT programme; • Along-side radio lessons there could also be recorded lessons for strengthening the participative and interactive aspects more effectively. Empowering the teachers to develop convictions on the use of ICT which has come to stay in the current scenario and to use the same with ease will make a difference rather than spend huge amounts only for providing infrastructure and facilities which can remain un-used leading to wastage, in the institutions.
35	Title of the Study:	**Integrated Education for the Disabled Children Scheme in Karnataka**
	Broad Field of the Study:	Education of the Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Archana Mehandale
	Name and Address of Organization/institution (and Department) where the study was conducted:	Independent Researcher, Bangalore (No Address)
	Year of Commencement:	2005
	Year of Completion:	2005
	Objectives of the Study:	• To make a study on the magnitude of children with impairments related to motor, visual and communication disabilities, in Karnataka State. • To identify the broad trends and gaps in the surveys conducted on the children with impairments at the Census, 2001 and the door-to-door enumeration of Chidren with Special Needs done by the Teachers under the Sarva Shiksha Abhiyan, 2005; • To analyze the implementation of the Scheme on Integrated Education for the Disabled Children (IEDC) in Karnataka.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study considered the Karnataka State for this study using survey of existing literature.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The survey of existing literature through referring to the material on the three aspects related to the objectives of the study was taken up; • The literature related to General Census, 2001, the Enumeration of disabled children of SSA, 2005 and the IEDC Scheme in Karnataka formed the base data for the analysis of the objectives. • Descriptive Report on the study was prepared under different Chapter Headings to present the findings.
	Main Findings and Conclusions:	• The Children with Disabilities in Karnataka were found to be 3,27,667 as per Census, 2001 with 57854 in

		Urban Areas and 23280 in Rural Areas in the five to nine year age group; 141710 and 63007 in the Rural and Urban areas respectively in the ten to nineteen year age group, hence, the number being almost double in rural areas for both age groups; • The sex difference for the same age groups was 45039 boys and 36095 girls at five to nine age group and 115218 boys and 89499 girls in the ten to nineteen age group indicating a greater occurrence of disability among boys; • The inter-district variations as found based only on numbers shows that Bangalore has the highest number of children with learning disabilities, Gulbarga ranking second, Belgaum third and Kodagu the lowest, which needs to be verified statistically; • There is discrepancy in data between the Census, 2001 and SSA, 2005 which is could be due to the inclusion of the concepts learning deficiency and learning disability, indicating this comparison is done on a scientific basis; • The magnitude of disability was found to be higher in rural areas than in urban areas, namely, age group five to nine, 57854 and 23280 and age group ten to nineteen, 141710 and 63007 for rural and urban areas respectively; • The number of resource teachers in the different districts was found to be inadequate as required by the IEDC Scheme which again varies from district to district.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	• It is necessary for providing more facilities for inclusive education in rural areas as compared with urban areas; • The data has been presented only as numbers when statistics of districts are compared, hence, a statistical analysis if taken up will give a clearer picture on the situation to strengthen the understanding of the findings and to determine its implications; • The theoretical study that provided valuable information on children with learning disabilities could be taken up as a regular research study to throw more light on this issue and to handle the requirements of IEDC.
36	Title of the Study:	**A Study of Inclusive Education for Disabled Children in Karnataka.**
	Broad Field of the Study:	Education of the Specially Challenged Children
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Shahapur Nagappa Panchalingappa
	Name and Address of Organization/institution (and	Reader, Post-Graduate Department of Studies in Education, Karnatak University, Dharwad.

	Department) where the study was conducted:	
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To study the relationship between family climate and self-concept; self-concept and adjustment; adjustment and family climate; family climate and academic achievement; self-concept and academic achievement; adjustment and academic achievement of blind children and the significant difference between boys and girls; • To study the factors affecting the attitude and value build-up; environmental factors pertaining to blind children; • To study the relations between parental education and academic achievement; • To study the process acquiring knowledge and reproducing it and the effect of cognitive styles on academic achievement of blind children.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was conducted exclusively on visually impaired children, congenital and adventitious, studying in classes VII to X, of the age group ranging from twelve to twenty years from the twin cities of Hubli-Dharwad.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The population of the study was the visually challenged children, namely, congenital and adventitious, in the Special Schools of the twin cities of Hubli-Dharwad which are four. • The sample consisted of 150 visually impaired children of both categories, with 97 boys and 63 girls from four Special Schools of the region using the purposive sampling method. • The Survey Method –cum- Interview Method was used for Data Collection. The former was used for collecting general information like the school teachers' opinion, parents' opinion, and investigators observations and the latter for collecting specific information like individual problems, specifics on performance and family background. • The tools used were 'The Family Climate Scale' as Braille Inventory developed by Been Shah to study the parents' and siblings' guidance and cooperation with the child, General Information Questionnaire prepared by the researcher to find out the personal information, Prolonged Deprivation Scale by Mishra and Tripathi, to study the degree of deprivation experienced, Mental Health Inventory by Jagdish and Srivastava to study mental health on six dimensions, Self-Concept Questionnaire in Braille by R. S. Lekkad to assess their self-control, interests and opinion towards school. • Adjustment Scale developed by the researcher to know the adjustment of the students to the school and the Academic Achievement of the students in their annual examination, 2005-2006. Data was collected personally by visiting the institutions for necessary contacts,

		permissions and collecting the details from the sample students. The Data was analyzed by using the descriptive statistics of mean, standard deviation and coefficient of correlation and the inferential statistics of 't' values, and two-way ANOVA-2x3 Factorial Design were used for drawing inferences.
	Main Findings and Conclusions:	• A significant difference between boys and girls was found with respect to family climate, academic achievement but no significant difference was found among boys and girls with regard to self-concept and adjustment. • With regard levels of deprivation, the low deprived group of visually impaired children showed a better home environment against the moderately deprived and highly deprived children as well as indicating the parental characteristics like mental health, socio-economic status and education being a highly contributory factor for patterns of deprivation. • On comparative study on family climate and self-concept variables, self-concept and adjustment variables, family climate, adjustment variables and family climate and academic achievement, a positive and significant relationship was found indicating that healthy family climate yields motivation and interest in children in various activities and programmes as well as promotes the all-round development and academic achievement. • The adjustment scores and academic achievement scores of boys both in urban and rural locations was found to be higher than that of girls.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan State Office, Bangalore
	Action Points:	• Since boys have a higher score with respect to self-concept and family climate an essential concern is the action to be taken as regards girls self-concept and better family climate as the apathy towards them covers even the visually impaired girl child. • Since home environment has a positive relationship with academic achievement care needs to be taken towards building a more conducive family environment through school betterment committees and other non-governmental organizations as well as visits to families by the teachers. • Providing more vibrant remedial actions through individualized education programmes, and the like as well as recreational activities favourable to the visually impaired would go a long way in improving the lot of the visually impaired children in our state and country.
37	Title of the Study:	**Free School Uniforms to School Children – An Evaluation.**
	Broad Field of the Study:	Special Incentives for Primary School Education
	Name of Principal Investigators and Co-investigators :	Dr. M.D. Ushadevi

	Name and Add. Organization /institution (and Department) where the study was conducted:	Education Unit, Institute for Social and Economic Change, Dr. VKRV Road, Nagarbhavi, Bangalore
	Year of Commencement:	2003
	Year of Completion:	2004
	Objectives of the Study:	• To study the spread of the scheme on Free Uniforms to School Children implemented by the Government of Karnataka, in terms of coverage across the geographical regions and social segments. • To assess the utilization of the scheme across standard and stage of education, across social background and between boys and girls. • To assess the impact of the scheme in improving attendance and participation of children in schools. • To assess the perceptions of the beneficiaries, their parents, school teachers and the educational functionaries with regard to the quantity of the material supplied, the quality of material supplied, timely supply, sufficiency and the benefit derived. • To study the nature of supply and distribution of material from the production centre to the target beneficiary as well as to assess the feasibility of the scheme.
	Scope and Geographical Coverage (States, Districts, Blocks etc.):	All the four educational divisions of Karnataka State were considered for the study covering the government scheme on Free Uniforms provided only to government school children, to assess to what extent it had been able to improve attendance and participation of children in school activities. Even though the scheme came into existence in 1885 it was implemented in 1995, hence, the study covering the period between 1995 and 2003.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• A Multi-stage stratified sampling design based on geographical regions, educational development in terms of literacy attainments, the extent of beneficiary coverage, social status in terms of sex and caste background of the beneficiaries, was employed in the selection of the sample. Two districts from each of the four divisions were selected from which two educational blocks from each district based on high and low literacy attainments as well as high and low coverage of beneficiaries were selected making it sixteen blocks in all from the state. • Only government schools, four from each block were selected randomly giving representation to geographical locations, since the free uniforms were given only to the children from such schools. Thus, in total ten schools from each of the sample blocks, namely, 160 schools from 16 blocks and 8 districts across Karnataka State were covered in the study. The sample drawn worked out to be 2.6 percent, 2.8 percent and 26.7 percent for lower primary, higher primary and high schools respectively. Two parents, i.e., of either sex or from general and SC/ST categories, of free uniform student beneficiaries from each of the sample schools were selected randomly. It worked out to be 20

		parents of student beneficiaries from each sample block. One member of SDMC/VP was randomly selected from each sample school, with a total of ten, five from general category and five from SC/ST category, five of them male and five female. • Quantitative data from secondary source covering the quantitative aspects relating to beneficiary coverage, district-wise, block-wise, standard-wise, sex-wise, General/S.C./S.T.- wise at macro level was collected. Primary data was collected from the field including largely qualitative data relating to school, children's participation rates, utilization and benefits of free uniforms by students and their perceptions about the incentive scheme at the macro level. In addition, quantitative micro-level data relating to coverage of beneficiaries, their participation rates, cost involved in stitching uniforms etc., was also collected as well as the primary qualitative data relating to perceptions of the beneficiary parents, teachers/head teachers, community representatives, educational functionaries with regard to the scheme and its benefits. • The tools prepared were the School Information Schedule to find out the specifics on supply, distribution, utilization and problems associated with the supply of uniforms as well as perceptions of the head teacher/teacher on the above. The Student Beneficiary Questionnaire captured the personal background information of the beneficiaries and their perceptions. Parents of Student Beneficiary Questionnaire, was used to find out the family background and their perception on uniform received, its use and problems related to it. Community Representative Questionnaire was used to find out information as regards their awareness and involvement in monitoring, supply and distribution of the incentive scheme. • The quantitative data was subjected to simple statistical analysis to obtain central trends and patterns and the qualitative data was analyzed descriptively.
	Main Findings and Conclusions:	• The uniform scheme was found to have expanded two-fold between 1995-96 and 2002-03 and a sudden jump in 1998-1999 both for general and SC/ST category and a drop in coverage in the subsequent year mainly by the general category. It was mainly because of the fact that only SC/ST categories were included at the higher secondary stage up to 2002 and all were covered subsequently. • The coverage of uniform was found to be 50.52 lakhs, i.e., 93.95 percent of the total coverage in the state and 56.65 and 43.35 percent for girls and boys respectively, girls outnumbering the boys, suggesting the increasing enrolment of girls. However, this contradicts the facts at the general stage the girls percentage was higher, at the primary stage it was found to be higher for boys

with 50.52 and 49.48 for boys and girls respectively, though the difference was marginal. The coverage of General Category far exceeds that of SC/ST with 65.24, 24.42 and 10.34 respectively both at the overall and primary stage findings. At the secondary stage where only girls were covered, the highest proportion belonged to the general category, 76.77%, followed by SC category, 16.65% and the ST category, 6.28%.

- An analysis of district-wise coverage, of the 32 educational districts, Bijapur tops the list of beneficiaries, with 4.76 beneficiaries of the state, followed by Belgaum, Bellary, Chikkodi, Gulbarga, Mysore, Bagalkot, Davangere, Bidar, Raichur and Kodagu at the bottommost position. The same is true even when the primary stage is considered separately. This heavy concentration of the scheme in North Karnataka seems to justify the fact that illiteracy is higher in this region and the position of Kodagu as one of the high literacy regions.
- It could also be noted that Mysore district had topped with the highest coverage both at the higher primary and secondary stages but Kodagu still continuing at the bottommost position. Mandya, Bangalore Rural, Hassan, Shimoga, Chikmagalore, Davangere, Bidar, Chitradurga, Dakshina Kannada, Udupi and Raichur however, follow with the shift moving away from the northern districts. Since the scheme was implemented only for the girls the possibility that the shift is due to the higher number of girls being enrolled in the above districts. The same was found in terms of divisions whereby the Mysore Division topped the percentage of beneficiaries at the higher primary and high school stages followed by Bangalore, Gulbarga and Belgaum Divisions as the coverage was only for girl students. The findings were similar even under category-wise with Mysore Division leading with 35.6% in the case of General category, 35.35 for SC. Bangalore division followed closely with 34.27% and 34.77% for General and SC categories respectively and Gulbarga and Belgaum following them. However, in the case of ST Category it was the Bangalore Division that revealed the highest coverage followed by Mysore,Gulbarga and Belgaum Divisions.
- A comparison between two districts under Bangalore Division, namely, of high and low literacy levels from Std. I to VII indicate that in Chickballapur District with low literacy the proportion of coverage for girls was higher (56.16%) than that for boys (43.84%) considering the fact that only girls were covered at the higher primary stage. The same is true even under categories as girls rank higher under all the three categories. Yet it is interesting to note that at the lower primary level alone, boys rank slightly higher, namely, 50.52% as against 49.48% for girls. Under categories,

		62.42, 25.31 and 12.26 percent coverage is noted for the three categories for boys and 57.79, 28.27 and 13.94 percent for girls under the three categories. • As a high literacy district, Shimoga under Bangalore Division, had the percentage of overall beneficiaries higher for girls (58.84%) with boys at 41.16%. A similar finding was noted under categories too with girls coverage being, 72.04, 23.42 and 4.53 percent and boys being at 61.19, 32.64 and 6.16 percent. However, at the lower primary level the coverage for boys was slightly higher with 50.38% and girls at 49.62% and at the category-wise the coverage was 70.23, 25.12 and 4.64 percent for boys and 70.12, 12.53 and 2.29 percent for girls. • Under Belgaum Division Bagalkot as the low literacy district had again higher coverage was for girls, 55.12% and that for boys was 4.88% and under categories it was the girls coverage was found to be higher. Even at the lower primary level it was the girls who benefited more, Uttara Kannada District, the high literacy district from the same division again had the higher coverage of girls, 59.64% with boys at 40.36%, a relatively big gap. Even under the category-wise coverage it was higher for girls for general category, namely, 89.23, 9.12 and 1.65 percent and boys at 81.99, 15.18 and 2.82. • Bidar as the high literacy district under the Gulbarga Division reveals that the coverage was higher for girls (56.61%) as compared to boys (43.39%) owing to the exclusion of boys under general category at the higher primary stage. However, the coverage at the primary stage is slightly higher for boys, 50.04% as against girls, i.e., 49.96%. In the case of boys the beneficiary coverage for Genera, SC and ST categories was 66.17, 24.37 and 9.47 percent respectively and for girls it was 66.71, 24.86 and 8.44 percent respectively. The low literacy district of Raichur had again a higher beneficiary coverage for girls with 51.44% while the boys had 48.56% for the entire sample. In the case of categories again the girls coverage was higher with 65.05, 17.76 and 17.19 and for boys it was 44.85, 27.96 and 27.19 percent respectively for General, SC and ST categories. • Under the Mysore Division Chamarajanagar, the low literacy district had more percentage of beneficiaries among girls, namely, 54.21% while for boys it was 48.56%, the exclusion for general category at the higher primary stage contributing towards it. It can be seen in the fact that at the primary stage the boys coverage was found to be higher, namely, 50.84% as against 49.16% for girls. Under the categories again the boys have a slight higher coverage, i.e., 60.07, 27.75 and 12.18 percent as against 60.16, 28.48 and 11.36 respectively for the General, SC and ST categories. In the high

		literacy district of Dakshina Kannada the overall coverage at the primary stage is higher for girls with 59.18% for girls as against 40.82% for girls owing to the exclusion of boys at the higher primary stage. Similarly for girls the three categories worked out to be 85.23, 9.88 and 4.89 percent as against 72.08, 20.13 and 7.80 percent for boys. • Based on the above findings it was noted that at the general level the highest beneficiary district was Bijapur in all categories of students excepting for total girls, ST boys and ST girls for which Gulbarga, Belalry and Davangere had the first place. Belgaum Division was the top beneficiary for all categories of students except for ST boys where Gulbarga was the top beneficiary. In the context of higher primary stage it was Bangalore Division that had the top ranking for all categories except general girls, where Belgaum topped the list in the state. However, considering districts Mysore was at the top for overall total, total girls, SC boys, SC girls while Belgaum and Chickody were at the top both for ST boys and ST girls. • As regards adequacy of supply the study revealed that in the case of sample schools only two had reported on the shortfall of supply, hence it was noted that in general the uniforms supplied were in accordance with the indent supplied by the schools. At the Block level it was noted that thirteen out of sixteen blocks selected for the study the supply had not been done as per the indent requirements and both surplus and shortfall was noted. In addition, a discrepancy was noticed in terms of distribution of supply as the BEO offices were required to lift the material in the event of surplus to distant blocks who had no clear indication on the approval for receipt of the material by the block in addition to administrative reasons that caused reluctance among the officials to undertake the responsibility. • Since the uniform material was to be stitched by the beneficiaries there has been delay in the utilization of the same except in the case of schools which facilitated the students to get them stitched as it involved the cost of it by the parents. It was also found out that 56.88% schools had prescribed their own uniforms with the high schools being in large numbers. However, the most beneficiary factor that was found was that in general was that the uniform benefit covered the entire student population belonging to the all the girls belonging to the three categories and the universal coverage of SC and ST categories.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• The study has information to Sarva Shiksha Abhiyan in terms of its coverage and a direction to decide on making

		the uniform available to all categories of students at all levels as the students who attend the government schools are from the lower socio-economic status. However, more attention to be given to children from BPL families. • The study seems to indicate that girls were the greater beneficiaries. Hence, the continuance of he scheme as incentive to girls to participate in education to be fully exploited.
38	Title of the Study:	**A Study of Small Schools in Karnataka**
	Broad Field of the Study:	Qualitative Improvement in Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Mythili R. and Team of Researchers
	Name and Address of Organization/institution (and Department) where the study was conducted:	Catalyst Management Services Pvt. Ltd., #19, 1 Main, I Cross, Ashwathnagar, RMV, 2nd Stage, Bangalore – 94.
	Year of Commencement:	Nov 2009
	Year of Completion:	Sep 2010
	Objectives of the Study:	• To examine briefly the genesis, evolution and community context of small schools; • To examine the shifts in enrolments and retention matrix in the last nine years (2001 to 2010) with special reference to sex, social class and neighbourhood networks of access to LPS and HPS schooling and develop case profiles therein; • To examine the physical infrastructure facilities and human resources available in small schools and develop a typology of schools on the basis of such facilities; • To interact with local community and explore reasons for declining enrolments; • To develop a typology of small schools on the basis of justifications for continuation or closure; • To explore alternative support systems for children of every small school/community which may apparently face the prospects of closure?
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The number of schools in the entire State, district-wise, with enrolment of 6 to 10, which are 1585, based on the 2008 – 2009 data on enrolment were covered through personal visit and collection of information. • The schools covered were 1358 Kannada Medium, 212 Urdu Medium, 12 Marathi Medium and 2 Telugu Medium. A hundred and twenty three schools which were already closed due to shortage of strength were not a part of the study. Details of neighbourhood schools and networking of schools too were covered in the study.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools,	• Field Survey was taken up by 125 experienced research investigators to collect data from the small schools, each team covering about thirteen schools in the two days period of time. Case Study Method, Documentary Analysis Techniques and Interview were adopted with

	Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	the population, namely, all the small schools were considered for the study. The 2008-2009 data on enrolment there are 1585 schools in the state with enrolment of 6 to 10 children and all these schools were treated as sample for the study. • Case Study Profiles of teachers were prepared based on the number working in the schools; their gender, social group and length of service were prepared. Teacher perceptions for low and declining enrolment and suggestions for improving enrolment and community perception for decline in enrolment and feedback on closure of schools or merger with neighbourhood schools too was studied. Case study profiles of students based on number, gender, social group and trend in enrolment and retention were also worked out; • The historical data on enrolment and retention from each of the small schools was collected using a questionnaire that contained the school level information, infrastructure facilities available in the school, teacher details, details on enrolment and retention of children year-wise (2001-2002 to 2009-2010), availability of alternate schooling facilities (nearby or distant), list of students who have already left to go to other schools from Class I to V, perception of the teacher on the issue, perception of the community and information related to the village. Discussions were held with the local community, mainly the parents, teachers, anganwadi teachers and available gram panchayat members on the pattern of the interview and entries were made in the questionnaire prepared. • Qualitative and quantitative analysis was done for the data collected using the SPSS Package and Excel for data punching. The analysis was done at aggregate, district and school levels to assess the easibility of continuing/closing of the small schools studied.
	Main Findings and Conclusions:	• The distribution of 1585 small schools was observed to be concentrated in 13 districts (85% of schools). In six districts, namely, Hassan, Tumkur, Chikmagalur, Uttara Kannada, Ramnagara and Manday, 841 (53%) small schools were located with more than a hundred in each district. In seven districts, namely, Shimoga, Kolar, Bangalore (Rural), Chickballapur, Chitradurga, Madhigiri and Mysore the number of small schools was in the range of fifty to a hundred and the total number of small schools was 499 (32%). • Of the small schools it was observed that 1461 (92%) schools were still functioning and 123 (8%) were closed due to low enrolment and were merged with other schools in the neighbourhood. Among the closed schools the Kannada Medium schools were found to be more as compared to schools of other mediums of instructions. • It was also found that 49% of 1461 schools were ten to

		fifteen years old followed by 30% of the schools were 25 to fifty years old. There were 8% of schools which existed for more than fifty years and a few of them were as old as a century. Only 6% of the schools were new with two to three years of existence; • Only 109 (8%) schools were located in the headquarter villages of the Gram Panchayats including some urban schools. The average distance to the schools from the Gram Panchayat was about 4.5 kms indicating that the small schools were located in other villages of the Gram Panchayat's main village. • One third of the schools were single room schools while nearly 45% of the schools were two-room schools. Just a few schools had five or more rooms in the schools, though the number of rooms used for teaching was only one in most cases. • As per the perception of the teachers the two most important reasons for low enrolment are decline in population and opening of private schools in the vicinity. The perception of the community was too the decline in population and the sending of children to private English medium schools as well as migration of labour households. • The suggestions made by the teachers were the introduction of English language as well as providing more facilities to make the small schools to give the appearance of person-oriented schools and to make teaching attractive through better methods. To track Anganawadi children for government schools only and to give greater awareness of the benefits of education in government schools. It was also noted that the primary schools could be upgraded to avoid the children going to neighbourhood schools at the higher stages of education. The number of teachers too could be increased to ascertain there are teachers to teach in schools when some are enrolled for other duties and meetings. • The community has given suggestions like to refrain from giving permission to start more private schools, providing good and committed teachers and improving the basic facilities of the schools, improving on the quality of mid-day meals and providing higher classes in the same school to avoid dropping out by children. • The medium of instruction of 489 schools, i.e., 25% Kannada and 85% Urdu, needed immediate concern for closure as the enrolment was less than ten. The higher percentage of Urdu schools is due to the number of Muslim children going to Anganavadis is not available. • It was also found that for every government school in the village, a private school was also available to the children which makes it easy for them to find a neighbourhood private school that has attraction for people today. Further, in order to make networking with the neighbourhood schools, availability of pucca

		roads and transport facilities exist 49% of the villages while in the remaining villages the access road is not good. However, 58% of the villages have proper transport facilities. • Another significant finding as regards the 489 schools across the districts with enrolment less than ten was that children from 166 (34%) schools are not accessing the neighbourhood school facilities on account of the non-availability of other children going to higher class education. Hence, while closure is necessitated, the same may lead to children dropping out from schools.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• Considering the present trend there is a strong need for strengthening English education in the government regional medium schools which will no way harm the prominence given to the state language of the regional language. As observed already the model government school where such a trend has taken place are providing true quality education and the local people are vying to be admitted in such schools, e.g., Government High School, Olakaadu, Udupi. • Teacher quality and commitment is an essential aspect and we realize that some of the best teachers are in government schools. A concerted effort to enhance teacher motivation and commitment is the need of the hour.
39	Title of the Study:	**Validation of 2008 EMIS-DISE Data, a Post Enumeration Sample Survey in Four Districts of Karnataka**
	Broad Field of the Study:	Evaluation and Qualitative Improvement in Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	G. K. Karanth, V. Ramaswamy
	Name and Address of Organization/institution (and Department) where the study was conducted:	Centre for Study of Social Change and Development Institute for Social and Economic Change, Dr. V.K.R.V. Road, Nagarabhavi, Bangalore – 560 072
	Year of Commencement:	2009
	Year of Completion:	2010
	Objectives of the Study:	• To carry out a validation of the Educational Management and Information System (EMIS) Data for the year, 2008-2009, based on the sample study of schools in selected districts; • To study aims at offering suggestions for improvement, if any, in the Data Capturing Format (DCF); • To identify needs and suggest means of improving the training of teachers in filling up the District Information System for Education (DISE)/ Data Capture Form (DCF).
	Scope and Geographical Coverage	The study has selected 6% schools under different

	(State/s, Districts, Blocks etc.):	managements from one district each of all the educational administrative divisions in Karnataka State, namely, Chamrajnagar (Mysore Division), Chikkodi (Belgaum Division, Kolar (Bangalore Division) and K oppal (Chikmagalur Division), thus covering the entire state.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from wh om the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study adopted the validation survey method in order to validate the available data of EMIS enumeration; • A sample of 6% of the schoo ls, namely, 362 schools in all, with primary section under categories of schools (as against the 5% as per guidelines from the MoHRD) from one district from each of the educational administrative divisions through the purposive sample technique in order to choose the districts that represent moderate to low level enrollment within the educational divisions; • The tool used for data collection was a template of the questionnaire provided by the SSA Office at Bangalore provided by the SSA Office at Bangalore, c onsisting of xx questions/items on which information had to be gathered from schools to correspond to most of the issues on which information had already been gathered during the EMIS enumeration as on September, 2008; • The original data corresponding to t he schools was obtained from the SSA for the purpose of comparison (SSA or DISE/EMI Data). The validation data (PES) for comparison was collected from different districts by a team of twenty field investigators trained in the field to gain practical experi ence to gather the required information; • The data collected was processed and entered into SPSS format. The SSA data and the validation data gathered for the purpose of corresponding items were compared on a one to one school basis and with respect to each item of information, using the equation: $\sum$ [SSA (i)] – [PES(i)] = ±1, where SSA refers to the original data pertaining to a particular item but as gathered during the Post Enumeration Survey, and (i) refers to the data on specific item of information, e.g., nature of school building etc. If the difference was non-zero (i.e., ±I or more), it was understood that there existed a difference between the two sets of data.
	Main Findings and Conclusions:	• There have been differences between two sets of data pertaining to the school as gathere d by the validation survey. Even though efforts had been made to minimize them some errors could have been due to various factors, one among them being the fresh head of the school (17.5%), the respondent, at the time of the collection of data as the head of the school is responsible to furnish information or fill in information into the DCF, or the respondent head was not on duty on the day of the PES survey. The other factors mentioned were, the records were not updated or maintained properly or reporting was done faultily, the

		question might not have been properly understood, there might have been changes or an effort to conceal data and the like; • The study at the same time revealed that the heads of schools on the whole were very receptive and cooperative, though there were situations otherwise. Over 65% of the schools were viewed as having a good availability of records, while 17% were very good and only five schools were poor in this regard. Apart from this over 60% of schools had maintained records in good condition with an additional 17% in very good condition. 239 schools, i.e., 66% were also good in updating information while 52 schools (14.36%) were very good in this respect; • As regards the ease of availability of data on enrollment and passing nearly all schools (about 90%), with the exception of Chamarajnagar district, which was also a defaulter on proper maintenance of records, were efficient. However, many schools do not follow the practice of maintaining the examination results of all students and of all classes in a neatly accessible manner in two registers and this shortcoming was seen in two thirds of the schools across the districts. The practice of marking the attendance register has been very good practically all the schools but the School Report Card (SRC), namely, the data compiled from each school put together as ready reference for monitoring and comparing performance among schools was found to be a matter of concern as about 41% of the schools had not been maintaining the SRC; • Another point of concern found in the study was the poor picture as regards the retention of the photocopy of the DCFs submitted in the previous rounds as almost a third of the schools had not maintained a copy. Chamarajnagar and Koppal districts were leading in respect of retaining a copy while Chikkodi and Kolar were lowest in this ranking. At the same time the schools when required to give suggestions on the maintenance of records 90% schools had no suggestions; • An aspect that was most satisfying was that in 95% of the schools teachers were reporting to work on time but it is a concern that 14 in schools (3.87%) there was a clear case of irregular reporting by teachers. It was found that a quarter of the schools had less than the approved teaching staff strength and the deficit amounted to even over 50% in some schools and less than ten percent in several schools. The deficit was the highest in the backward district of Chamarajnagar. In spite of this scenario the absenteeism of teachers on the day of the survey again was in Chamarajanagar. The overall picture was fifty percent absenteeism, Kolar had a large number of schools with no absenteeism; • The finding on the quality of food being served to the

		children from the parents and public, a good report was received about majority of the schools with the exception of a few schools that needed to improve on their quality. As for school infrastructure it is sad to note that only 21.3% of the schools had benches for the children to sit, 30% only a mat and but in 220 schools children had to sit on the floor; • The Validation Data in comparison with the SSA data had perfect matching in some cases like type of school. There was 10.5% variation on the point of category of school between the two data and even on the year of establishment the variation was 19% the main reason being the schools do not have a proper system of documenting their data. The situation was worse in Chamarajanagar district with the variation of 32%. Chikkodi and Koppal in the northern part of Karnataka had a better matching record. The variation that occurred on the lowest and highest class in the schools could have been due to the faulty coding of data or no admissions to certain classes but not recorded aptly. • As most of the schools surveyed were government schools the discrepancy or variation in responding to the type of management was only 6.3%. However, in the context of residential schools there was some mismatch as also the categorization of such schools; • On the data pertaining to school building there was a mismatch in respect of eleven schools and on the type of school building it was seen in 32% schools which could also be due to the school improvement at the subsequent period. A similar finding was noted on the number of school blocks as the blocks would mean differently for various people resulting in only 6% of matching in data. Even with regard to the number of classrooms there was deviance in the case of 75.14% of schools, the same was true on the point number of good classrooms and 62% of the schools not matching on the point of needing minor and major repairs of the schools and electrification of the school; • Toilet facilities in the schools the data did not match in 25% of the schools the highest variation being in the district of Chikkodi and more than half the number of schools had a variation on the source of water to school; besides, even on separate toilets for girls there was variation to the extent of 24%. Two thirds of the schools have given contrary data on the point of boundary wall but in the case of 80% there was consistency on the data related to the school playground; • While validating the data on computer availability in the schools, there was a variation to the extent of about 13% of the schools. There was enormous disparity for data related to number of sections for girls and boys, i.e., 80 to 90 percent, which was found to be mainly due to faulty understanding and erroneous entry of data

		in the SSA data. The disparity was found on the point of repeaters in the class which was higher in the case of lower classes. The divergence was minimum with regard to number of SC children admitted but quite marked for OBC children to the extent of 42%. The mismatch between schools on the enrollment of disabled children was found to be more in the case of higher classes than lower classes;
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• As the study points out there are several discrepancies between the two sets of data even though as the investigators point out, the DCF used by SSA was very well designed and all efforts had been made to refine it periodically with detailed coding pattern. This seems to be a further challenge to the SSA to study further the two formats and try to concretize the questions in order to nullify the discrepancies; • The findings of the DCF which are further strengthened through the PES data in terms of deficiencies in schools like lack of furniture, toilets and drinking water, teacher absenteeism, though in a few schools and the like need to be looked into in order that situation in terms of infrastructure and teacher quality are handled for the purpose of sound education at the primary school level in Karnataka; • One of the reasons for discrepancies is mismatch of two sets of information is the inadequate understanding of the seriousness of accurate records, inefficiency in not maintaining records and the responses which lack clarity. The heads of schools and along with them senior teachers need to be trained in accurate and responsible maintenance of documents and records.
40	Title of the Study:	**'Parihara Bodhane' (Remedial Teaching Programme) and 'Oduve Nanu' (Reading Support Programme) in Primary Schools: A Qualitative Study in Karnataka State.**
	Broad Field of the Study:	Qualitative Improvement in Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Akshara Foundation, Bangalore (Names not given)
	Name and Address of Organization/institution (and Department) where the study was conducted:	Akshara Foundation, Bangalore
	Year of Commencement:	Sep 2008
	Year of Completion:	
	Objectives of the Study:	• To study the extent to which the Remedial Teaching Programme and the Reading Support Programme have been implemented in Karnataka; • To make an assessment as to the number of students who have benefited from these programmes;

		• To find out to the extent to which the programmes have been carried out in the spirit of the programme in which they were designed; • To make a study on the problems faced by the teachers, schools and to give suggestions towards their remedies.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The study was carried out in the entire state of Karnataka by dividing it into seven divisions, namely, Bellary, Bijapur, Dharwad, Gulbarga, Bangalore, Mysore and Dakshina Kannada under whose banner a certain number of districts and blocks were taken into consideration for the purpose of the study; • The target was ten thousand schools, in terms of five schools per cluster, 60 schools per block and approximately 300 schools per district which would imply 20% of the total number of schools.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• Survey Method was adopted for the purpose of data collection and analysis of the data; • The sample of the study consisted of 20% of the total number of schools from the Karnataka State. A proportionate number of districts keeping in mind the top districts on literacy, average districts and the rest of the districts, were selected from each of the seven divisions. The total of 33 districts, 201 blocks, 16046 schools were actually selected as sample for the study and visited by the research team; • The sample included a total of 3 schools, namely, 2 higher primary schools and one lower primary schools from each district based on the attributes of the organization of remedial teaching (parihara bodhane) and reading support programme their performance at high medium and low levels; Students of Class III, V and VI were selected for the study; • Data collection included information on the number of schools conducting the remedial teaching programme, adhering to the time table and time schedule, the extent of teacher participation in the programme, number of students enrolled and the attendance of enrolled children and the knowledge on the activity method used for remedial teaching as well as the performance of the students through tests on the curriculum. Data was also collected through interview with teachers, SDMC members and parents from the districts covered, to assess the level of awareness, participation and perception of each group about the programmes; • The analysis of the data was carried out scoring of tests utilizing the scoring tests and checking on their competency at 75% to 80% and 100% and those who had achieved below 75%. Class-wise, subject-wise, competency-wise district profiles were prepared. The top five districts were identified for each Class and Subject.
	Main Findings and Conclusions:	• Consistency has been maintained in the first ranking in all the subjects as well as classes by Bidar district

		except Mathematics in Class V and Kannada in Class VI. Yadagiri and Gulbarga also maintained the first rank status in some subjects; • It is evident from the findings that Koppal, Mysore, Hassan, Chamrajnagar and Dharwad have consistently remained at the bottom level in the five categories, namely, adhering to the time table and time schedule, the extent of teacher participation in the programme, number of students enrolled, attendance of enrolled children and the knowledge on the activity method used for remedial teaching; • As regards the opinions of teachers based on the discussion interviews were that 60% of the teachers had shown interest in the programmes and suitable techniques and methods were adopted for the purpose which had also resulted in sixty to seventy percent improvement in the performance of the students and had also enhanced their self-confidence; • While the 'O' level students had gone up to higher levels of performance very fast, there was an opinion that the remedial progarmme is meant for the weaker students aqnd it is they who should be catered to more through this programme. Besides, while most of the schools had the programme during class hours some had it after class hours who too preferred the classes during working hours due to the setting in of fatigue in the students. Teachers also felt that in addition to their regular teaching this work was taxing and heavy, hence, they needed to be given incentives as motivation. • It was noted that only about five to ten percent SDMC members had visited the programme besides most of them had no concept of the remedial programme. They were also not aware of the extent of the budgetary allocation for the same even though it is one of the agenda at the meetings. However, help of community members was taken for the programme in some of the schools; • The study revealed that about 80% of the parents had an awareness of the programme but they needed to be given greater awareness Parents were satisfied with the programme but felt that the teachers needed better training for the implementation of the programme and additional teachers needed to be appointed for greater effectiveness of the programme. They also felt that while regular classes were needed for the learning of the lessons, remedial classes needed to be on Saturdays and after regular class periods. Yet, not many parents had visited the school and observed the actual classes and its functioning; • The suggestions were also in terms of problems faced like the teachers were not taken into confidence or provided with proper guidance in the implementation of the programme and they lacked expertise in carrying out the responsibility. Further, the children were

		unmotivated as with the classes being held after class hours they were irregular to classes which could even result in disinterest in learning and schooling; • Recording the progress of individual students and maintain the progress record was found to be difficult in particular in the categorization of students; • Parental support was minimal due to their low academic and socio-economic background; besides, even the community support was very forthcoming.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• In spite of the negative findings it is to be noted that the programme has benefited the students. Measures need to be taken towards the continuance of the programme for different category of students with special emphasis to the weaker students; • Efforts need to be put in order to improve on the participation of SDMC members and through them ascertain the motivation to be created in the parents. There is a need to design a definite role of the stakeholders.
41	Title of the Study:	**An Effect of Teacher Absenteeism on the Quality Education at Government Elementary Schools in Karnataka.**
	Broad Field of the Study:	Teachers and Issues in Primary Schools
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	K. B. Praveeana, Lecturer
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Education, Mysore University, Manasagangotri, Mysore – 570 006
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	• To find out the relationship between students' academic achievement and teacher absenteeism in general, as a gender factor, teachers with low and high teaching experience, married and unmarried teachers, young and elderly teachers; • To find out the reasons and extent of authorized and unauthorized absenteeism in lower and higher primary school teachers.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The scope of the study geographically was the State of Karnataka keeping in mind the four educational zones, namely, Bangalore, Mysore, Belgaum and Gulbarga, limiting it to only government higher primary schools.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc.	• The method adopted was the survey method, using the sampling technique, in incorporating the research project; • The sample for the study were teachers working in government primary schools during the academic year, 2006-2007, from the four educational zones, Bangalore,

	from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	Mysore, Belgaum and Gulbarga, and selecting twenty five blocks in each zone, hence, a hundred blocks were considered for the study. The selection of teachers was based on stratified random sampling technique to select the schools and a random sample of 620 teacher, 130 male teachers and 490 female teachers was taken. A hundred primary school headmasters/headmistresses (45 male and 65 female), 120 SDMC members (98 male and 22 female) and 200 community members/parents (120 male and 80 female) were selected as sample for the study; • The tools used were the Assistant Masters' Self-descriptive Questionnaire, Headmasters' Questionnaire, SDMC Members' Questionnaire and Community Members'/Parents' Questionnaire prepared by the researcher. To correlate absenteeism with student performance, the results of the examination conducted by Karnataka State Quality Assurance Organization (KSQAO); • Data was collected by personally by the researcher including the assistance from the BRCs, BEOs for surprise visits to check on absenteeism. The tools were administered personally to the target group under normal conditions; • The analysis of the data was done using descriptive statistics of percentages and the inferential statistics of 't' test.
	Main Findings and Conclusions:	• It was revealed that all the teachers and the head of the schools had attended at least one prescribes in-service programme which has been beneficial to them. However, in more than 69% schools the senior-most teachers were repeatedly sent for the programmes causing absenteeism in schools. Besides, the benefits as opined by them were not as beneficial as per their expectations; • It was also found in 90% schools that the afternoon first hour could not be properly handles on account of the lunch duration getting extended on account of Akshara Dasoha in addition to the purchasing the teachers had to do causing absenteeism; • Absenteeism from school work was again caused as expressed by 53% teachers on account of involvement in social activities during school hours. In addition almost all the teachers observed that absenteeism was caused from school work on account of continuous participation in the compulsory programmes of the government like census work. Teachers expressed difficulty as regards attending the training programmes and many of them were not using the methods and techniques given to them at the training programmes, so much so the lessons were far from activity based but were routine and dry; • It was also found that the teachers were utilizing more time than needed for co-curricular activities causing

		wastage of time which was equivalent to absenteeism from academic work. Besides, it was also found that a big number of teachers come to school on time but would be leaving the school on personal work with permission being absent from school work for long durations of time which again is strengthened by the fact that 43% teachers indicated that they did not take extra classes to make up for their absenteeism from class impacting the academic achievement of the students negatively. It further gets strengthened when one notes that fact that 98% of the teachers had fully availed of their authentic leave leading to authorized absenteeism even though other teachers had kept the students occupied during these times; • It was found out that there was no significant difference in the absenteeism level between the male and female teachers, married and unmarried teachers, but significant difference was found in the case of teacher with longer and shorter duration of teaching experience, interestingly the teachers with fewer years experience had a high absenteeism rate. The interesting finding was that the lower the absenteeism of the teacher, the higher the academic achievement and vice versa; • As regards teachers and other stakeholders, the relations between the teachers/head teachers and the SDMC members and community were found to be very poor. Besides, teachers are not happy with the parental involvement in their ward's education and have not put in any efforts to improve it. On the whole the schools also do not have the parent-teacher association. The relations between the teachers and the students too were not found to be warm and personal as the teachers maintained a distance from the students. • Another finding was that in some schools the vouchers were not maintained for the grants spent even up to a lakh of rupees. Besides, in certain cases the grant provided for the preparation of teaching-learning material was not utilized for this purpose but readymade aids were purchased. The students too seemed have seen the teaching aids shown to the researchers by the teachers, for the first time and were curious to see them. • Lack of commitment was observed on the part of the head teacher and there were instances where they were not able to respond to questions raised by the research team on the utilization of funds, relations with SDMC members, community and parents. It was also observed by the SDMC members that the mid-day meal was not utilized well. Their relations with the teaches too were not cordial as there were instances where they looked down upon the teachers; • It was learnt by the research team that the President of the SDMC was not a parent in a few cases and regular meetings were not held and several cases where the

		SDMC members had not received training, hence, had no knowledge of their roles and responsibilities; • Parents' ignorance about their children education seems to be a serious drawback due to illiteracy, ignorance and drunken ways, which has resulted in long absence on the part of students.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• As absenteeism, mainly unauthorized absenteeism of primary school teachers contributes towards low academic achievement and negative school environment, real efforts be made toeards non-grant of unauthorized leave. • Non-cordial relations among stake holders and lack of warm relation between the head teacher and the teacher, teacher and the pupils have adverse influence on students' welfare and academic performance. Motivation to the stake holders in this regard should be provided as the most necessary requirement for the growth of the students.
42	Title of the Study:	**Learning Guarantee Programme – A Case Study of Gulbarga District, Karnataka**
	Broad Field of the Study:	Projects under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. K.K. Vashishta, Prof. and Head, Prof. Sandhya Paranjpe, Dr. G.C. Upadhyay, Dr. Shabnam Sinha
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Elementary Education, National Council for Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110 016
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To identify the major initiatives adopted under the Learning Guarantee Programme (LGP), in its pilot phase in North-East Karnataka taken up through the Azim Premji Foundation Project of SSA, to improve retention and learning achievement of children at elementary level; • To document the process adopted on the basis of pre-defined criteria of enrollment and attendance, under the Learning Guarantee Programme for improving the retention and learning achievement of children at the elementary level; • To document significant features of the innovative practice for wider application as a replicable model to integrate into the Karnataka State Quality Assessment Organization (KSQAO) and for up-scaling in the entire state.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was restricted to the educationally backward Gulbarga district of Karnataka, with its 1378 revenue villages, 18 towns, 1860 habitations. All of them where the Learning Guarantee Programme was running, with

		population more than 200 as per the 2001 census were covered in the study.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The Case Study Approach was followed for conducting the study of a qualitative nature based on a detailed field work carried out in the selected school of two blocks of the district; • The district of Gulbarga as one of the seven districts of North-East region of Karnataka where the programme was running was selected based on purposive sampling technique, where the drop-out rate, female literacy rate, low attendance rate, were the highest. Out of the seven blocks of Gulbarga, two blocks, namely, Block Gulbarga, the one nearer to the district headquarters and the Block Anand, the one farther from the headquarters were selected randomly. Within each block four schools each from two clusters were randomly selected where LGP was running. Of the four schools each two active and two non-active were selected; • The tools used to collect the primary data were four interview schedules developed by the research team, each for the district-sub-district functionaries, head teacher/teacher, community and students. Apart from the schedules unstructured interviews and informal discussions were carried out with officials holding different hierarchical positions at the district, block and cluster levels with the objective to obtain information regarding the attitude of the educational bureaucracy towards the functioning of LGP in schools under their jurisdiction. Views of the community members were also collected through focus-group discussions to assess the general level of awareness amongst them about the functioning of the LGP in selected schools. The secondary data was obtained from a number of state government documents and reports, DIETs data, school attendance registers, school records, reports of research studies conducted by Azim Premji Foundation; • The planned field visit to the selected district was undertaken based on which a schedule of visits was prepared and the entire team of researchers visited two closer schools together after which the schools were visited by two members each, thus conducting interviews with selected group of stakeholders and implementers to get a clear picture of the ground realities regarding the functioning of the programme in selected schools; • Data analysis was carried out by examining it carefully and analyzing it manually preparing the qualitative analysis of the data.
	Main Findings and Conclusions:	• The finding on the LGP itself was that the programme has been successful in introducing consciousness among the State functionaries about the notion of quality and the need to improve the quality of education

		in primary and upper primary classes as well as in the parents the awareness to be vigilant about the performance of their wards; • School-community networking emerged as a critical factor in ensuring the regular attendance, retention and monitoring progress of children and providing necessary facilities to promote their active participation. It also facilitated greater interaction between parents, teachers and officers of the education department; • It initiated in the schools the movement towards self-assessment for enabling them to identify their problem-areas and make focused attempts towards overcoming them by building self-correcting mechanisms. Besides, external evaluation as a key factor has helped schools and district functionaries in understanding the learning achievement levels of children of the area; • Regular teaching developed among the children curiosity, interest and consciousness towards their studies, which was not happening earlier and the attention they were receiving from the teachers motivated them towards enhancing their achievement level target and among the weaker students remedial teaching and group learning helped them in improving their performance from lower to higher levels; • While the programme generated a concrete hope of achievement and excellence the whole evaluation effort also appeared to be examination oriented and schools that opted for evaluation appeared to be striving just to get the Learning Guarantee Award, putting the children to rigorous regular testing to clear the tests rather than work at the higher level abilities among the children; • Several schools lacked keenness to adopt the programme since they felt the target of 90% was too high. Besides, apart from the social pressure of the local community and head of the school the teachers felt hat there was no reward or recognition for all the hard work they were required to put in; • Although the programme claims to have raised the attendance and retention rate in the schools in actual practice the mid-day meal appeared to be the main attraction for bringing children to school and this was strengthened by the observation that a sharp fall in attendance was notice after the serving the midday meal, i.e., an instance of attendance in Class II dropped to 17 from 49 after midday meal; • The voluntary participation of schools is a vital feature of the programme but in real sense the modalities followed for its preparation and implementations were found to be done without any involvement of those implementers and stakeholders who were expected to participate in it. Again, community participation was found to be purely related to the award, a prestige symbol and the SDMC Chairman, was active only due

		to gaining mileage to promote his political ambition; • The interaction between the school teachers and the programme coordinator from the foundation remains confined to the evaluation days only. There is no mechanism to evaluate individual teachers' performance leading to frustration as in spite of having cleared the competency criteria, their students were declared failed due to lack of competency in certain specific competencies; • The competitive spirit has resulted in a culture of private tuitions by the teachers and tutoring them during summer vacation by collecting donations from the community for the purpose. Besides, due to this fact, the award winning schools were not able to maintain their achievement levels in subsequent tests, which happened also with the change of a committed teacher or head teacher in some schools; • It was also revealed that there was no special evaluation mechanism to cover children with disabilities; it had yielded high achievement only in schools that had already achieved higher learning under SSA intervention while schools with low level achievement did not exhibit much higher performance and as such it was seen by the district functionaries, headmasters and the teachers just as a survey or data collection exercise about the performance of the schools.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan Headquarters in Bangalore
	Action Points:	• As per the project report, in view of the significance of the programme and the innovative strategies adopted in it, the Government of Karnataka has already expanded this programme and the innovative strategies adopted in it to cover all the 202 educational blocks of Karnataka State into the KSQAO. This bound to enhance the quality of our primary schools; • Areas of concerns could be taken cognizance of in terms of working on gaining in the higher level competencies among the students while achievement in at the lower levels is enhanced in order that the students are also prepared for the challenges of the information and technological age.
43	Title of the Study:	**Evaluation of the Akshara Dasoha Scheme of Karnataka**
	Broad Field of the Study:	Incentive Schemes under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. (Mrs.) Rama K. **Naik**, Professor and Head and Team of Researchers
	Name and Address of Organization/institution (and Department) where the study was conducted:	Department of Food Science and Nutrition, College of Rural Home Science, University of Agricultural Sciences, Dharwad, Karnataka
	Year of Commencement:	
	Year of Completion:	Nov 2010

	Objectives of the Study:	• To study the impact of the Mid day Meal Scheme on the enrollment and attendance of students with reference to girls; • To determine the impact of midday meal served in the school on retention rate; • To emphasize the impact of Mid day Meal on health and nutritional status of children; • To investigate the impact of Mid Day Meal on the learning abilities of beneficiaries.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	All the thirty two educational districts of Karnataka with 50% of the taluks from each district and 40 government schools from each taluk, were selected randomly covering the geographical area to represent the entire district in general
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a field survey involving the educational officers, SDMC members, heads of schools, parents, children and cooks from both rural and urban localities; • The sample was selected based on the random sampling technique to select the representation of the variables of the study from a total of 1280 schools from across the state. Further twenty schools and ten children from Class IV, V and VI from each educational district were randomly selected; • The tools used were in-depth interviews with educational officers, SDMC members, heads of schools, parents, children and cooks and through actual visual of observation and documentation; • The data on attendance of students was collected by actual head count on the day of the survey; further 5% of the total schools in the state were randomly selected to document attendance before and after the initiation of midday meal in the schools (2000 to 2005); • The data of enrollment and dropouts was collected from the record of schools through the head of the school. Morbidity status of the children for the previous one moth on the date of survey was documented through recall method. The nutritional status of the children was assessed through the anthropometric measurements and clinical examination of micro nutrient deficiency mainly vitamin A and iron and height, weight were taken. • Opinion of all the stake holders was collected at the time of interviews and a tests prepared to find the learning ability of the children based on the syllabus of Class IV, V and VI were administered to the sample students; • Analysis of the data was done though descriptive analysis of percentages and graphs and qualitative analysis based on the informal interviews and opinions was also done.
	Main Findings and Conclusions:	• The midday meal that was initiated in all the 32 educational districts revealed that there has been a general increase in enrollment of 3.82% in 2001-2002,

		1.58% in 2002-2003, 1.51% in 2003-2004 but a decrease of 0.79% in the year, 2004-2005 and the increase in enrollment was higher among both boys and girls in Classes 6 and 7; • The increase in increase was most evident in Class 4 all through the five years of data documentation. The urban enrollment was found to be higher than rural increase in strength of pupils. The year of initiation of midday meals documented an increase of 9.7% and 8.88% in Classes 6 and 7 in the northern region of the state and in Classes 3, 5, 6 an d7 in the Southern region, the trend being most evident in Karnataka; • It was also observed that the decrease in enrollment in lower classes was due to the increase in the number of primary schools and the higher classes the increase due to midday meal and the upgrading of primary schools into higher primary schools, giving closer proximity to education; • The trend depicts positive impact of NGO managed schools in better enrollment than the government schools where the school authorities were involved in the meal preparation and management even though the school authorities found the responsibility tedious and a burden on them; • The informal information gathered during the survey revealed that with respect to gender perspective of enrollment 58% of school heads perceived the increase in girls number was due to midday meal the rest would not attribute it to this factor. However, it is noteworthy to observe that the decrease in dropout rate and improvement in attendance was found after the initiation of the midday meal scheme; • The reasons attributed for midday meal for the increase in strength were the taking care of the concern of students situated far away from school, the incentive for children from labour families, the increase in number from poor category students and the sheer motivation due to midday meal; • As baseline information on the nutritional status of children since no data is available prior to the introduction of midday meal, it was noted that when compared with standards of the National Council for Health Statistics (NCHS), irrespective of all variables the height of children was less than 10%. However, the mean anthropometric data of children from Karnataka of the present study when compared with the data of Indian Council of Medical Research (ICMR) study in Karnataka prior to the initiation of midday meal (1999), seems to ascertain the impact of midday meal as marked improvement in the height and weight of boys and girls from 9 years onwards was found and was more pronounced among boys than girls; • The morbidity status of children revealed based on the pre-survey informal interview and the post midday

		meal status that very few children reported to have fallen sick in terms of fever, cold, cough or digestive disturbances during the recall period of the investigation, with negligible difference in finding in terms of gender, categories, type of schools or location; • The findings on the performance in learning ability was to serve as the baseline for future reference but an interesting finding was that the boys fared better in Mathematics and Environmental Studies in Class 4, in Kannada in Class 5 and Mathematics and English in Class 6 while girls scored higher than boys Environmental Studies in Class 5, in Science in Class 5 and in Social Studies in Class 6; • There have been a variety of kitchens like school kitchen, school temporary shed, central kitchen, cooks house, school outdoor or other variations. While in several cases the kitchen condition was not good the situation also indicated that usual delay in cooking and serving was apparent in disturbing the conduct of class. It was an interesting finding that more number of rural schools had constructed kitchen facility as against the urban schools where alternate arrangement was seen more often; • The ration was found to be received in majority of the schools during school hours and they also had facility to store the same while a few made alternate arrangement. It was also noted that the quality of grains was better in NGO supplied schools than meals supplied by government schools. Besides, the cooking vessels were adequate in all the schools as well as the supply of gas; • It was observed that there were intra and inter school variations in menu patterns throughout the state with most of the schools providing for various types of meals during the week. As regards the involvement of stakeholders it was found that several stakeholders were performing several tasks in proper coordination, including the teachers who were active in supervision of meals. A high majority of parents opined that they were satisfied with the meals provided, their children were active due to the meals and attended the school regularly, participated in extracurricular activities. Even a high percentage of children felt that the meals served in school was adequate in satisfying their hunger; • The benefits of midday meal as noted by the heads of schools were that attendance increased and absenteeism deceased, desire to learn improved, became helpful to the poor students, farmer and labour class students, those coming from a distance which in turn enhanced academic performance; • As pointed out by heads of schools it has also put a burden on teachers with pressure of school timings, lack of attention on teaching, difficulty in maintaining records and the difficulty in providing facilities and

		rooms needed for it.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan, Bangalore
	Action Points:	• While the learning ability test administered on students in different subjects serves as baseline data for future use at the state level the studies conducted by several NGOs have shown positive results. Accordingly studies in this direction at this point and in the future would yield the required information and they could be undertaken at the state level; • As pointed out in the study to handle the difficulties in terms of checking on the accuracy, quality and sufficiency of food supplied at the time of delivery, proper strategies need to be worked out like availing of SHG groups in villages and Mahila Mandals in urban areas for monitoring, cooking and serving the food.
44	Title of the Study:	**An Evaluative Study of the Facilities and their Utilization Provided for Integrated Education at Primary Level in Bidar district**
	Broad Field of the Study:	Education for Children with Special Needs
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. R.R. Madankar
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Senior Lecturer, Post Graduate Department of Education, Karnatak University, Dharwad
	Year of Commencement:	
	Year of Completion:	2007
	Objectives of the Study:	• To evaluate the facilities available for integrated education in primary schools in Karnataka; • To study the attitude of primary school teachers towards integrated education; • To study the parents of primary school children towards integrated education; • To study the normal children in primary schools towards integrated education; • To study the role of teachers in identifying the disabled children; • To study about the integrated education given to primary school teachers; • To evaluate the proper utilization of facilities provided by the government.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The study was restricted to the government primary schools all the five Taluks of in Bidar district involving the teachers and pupils of primary schools and the parents of disabled children only in terms of the facilities available to disabled children. • The same was checked in terms of gender and location. • The teacher variable was checked in terms of gender, location, experience in teaching, trained and untrained teachers, science based and arts based teachers and teachers working under different types of

		managements.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was conducted using the descriptive survey method for testing the variables as the descriptive and predictive research was found to be more appropriate; • The sample of the study was a total of 480 primary schools students, 185 teachers and 105parents from the five taluks of Bidar district selected by using the random sampling technique; • The tools used for the collection of data were questionnaires to measure attitude of the students, teachers and parents, prepared and validated by the researcher; • The investigator personally visited all the primary schools and handed over the questionnaires to the respective groups and collected them after the gap of a week; • The data was analyzed by calculating the mean score, median and 't' value to find the significance of variables both as general scores as well as in terms of gender, location and socio-economic status;
	Main Findings and Conclusions:	• Boys and girls differed significantly with respect to their attitude towards integrated education with girls being more favourable towards it. As regards urban and rural students, the former were more favourable towards integrated education than their counterparts in rural schools. • It was interesting to note that the students of Standard VI were more positively disposed than the students of Standard VI with regard to their attitude towards integrated education. The students from rural and urban areas differed significantly in their attitudes but the one sfrom urban areas indicated a more positive attitude; • Male and female as well as rural and urban teachers differed significantly similarly the rural and urban teachers differed significantly in their attitude towards integrated education with female teachers and teachers from rural locations possessing a more favourable attitude; • When experience in teaching and training as teachers were concerned it was noted that teachers with minimum teaching experience and trained teachers had a more favourable attitude towards integrated education. As regards teachers working under different managements the teachers working under private unaided management had the highest positive attitude followed by the teachers working under private aided managements and the lowest being teachers working in governments schools. Teachers with arts background were found to be better disposed than teachers with science background; • Between the two categories of parents it was found that the working parents had a more positive attitude as against non-working parents and between the urban and rural parents the former were more favourable towards

		integrated education than their rural counterparts.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan, Bangalore
	Action Points:	• It is to be noted that among the teachers the highest beneficiaries financially and even in terms of academic and in-service inputs are the government school teachers, yet their attitude towards integrated education seems to be lowest as regards integrated education. This groups needs to be provided with more motivational opportunities as well as their accountability to the society for the benefits they are provided with; • It is heartening to note that the urban category as well as the lower class than the higher class children are more favourably disposed towards the children with special challenges in society. This basic goodness needs to be exploited through activities for twinning with the disabled and less fortunate children
45	Title of the Study:	**An Evaluation of the Functioning of School Development and Monitoring Committees in Karnataka**
	Broad Field of the Study:	Qualitative Improvement in Primary Education
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Smt. K. Vaijayanti, Project Leader, Dr. Niranjan Aradhya, Facilitator, Centre for Child and the Law, NLSIU and Team
	Name and Address of Organization/institution (and Department) where the study was conducted:	Azim Premji Founation, Policy Planning Unit, #4, 100 Ft. Ring Road, Banashankari III Stage, Bangalore - 560085
	Year of Commencement:	2003
	Year of Completion:	
	Objectives of the Study:	• To assess the source and type of information about the SDMCs, their existence in a school, composition and assess the supportive information in the schools; • To study the awareness of the members of the SDMCs of its scope, objectives, powers and duties; • To assess the degree of their participation at the various levels of schooling; • To find out the socio-economic status of its members inclusive of their educational status, occupation and caste; • To assess the perception and participation of the SDMC members, head teachers and teachers, parents, community and government functionaries regarding the existence and functioning of SDMCs;
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study covered the entire state of Karnataka inclusive of the four divisions, with four districts under each division and a total of 469 from eight educational blocks from each district.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different	• The study was a combination of qualitative and quantitative approaches utilizing the Survey Method; • All the four divisions of Bangalore, Mysore, Belgaum and Gulbarga of Karnataka State were taken as the

	Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	sample for the study. A stratified purposive sampling method was adopted for the selection of the sample based on the findings of Child Census, 2003 that provides data on the out-of-school children in the 6 to 14 age group across all the educational blocks of Karnataka State; • Blocks with highest and lowest percentage of out-of-school children, DPEP and Non-DPEP blocks were selected and from the list of clusters three clusters were selected at random from each block and all the schools from the selected twenty-four clusters were selected for the study; • Eighteen tools were prepared to collect the opinions of different stakeholders, which included Check Lists to study the village information, school profile and particulars, teacher particulars, community involvement and SDMC profile and another Check List to find out specific information on the President, SC/ST member, Anganawadi or NGO Worker or Educationist, Ex-Officio ZP or GP Member, Donor and information common to all. A Check Lists were also prepared to get information from the student representative, non-representative student, parent member of SDMC, teachers and community representative; • Data was collected with the help of thirty four field investigators at KGF, N.R. Pura and Molkarmuru blocks, forty two at Kushtagi, Shahpur and Bijapur blocks, ninety two at Honnavara block. The field investigators were students from departments of education. Approximately 2.5 man-hours were spent to cover one school, namely, administration of the tools, case studies and interviews; • The data collected was analyzed through descriptive analysis of percentage and graphs and qualitative analysis of the case studies and interviews.
	Main Findings and Conclusions:	• The profile on the facilities available in villages indicates that 72% villages surveyed had Anganawadi facilities, 33% had the post office, 22% had public libraries19%, the bank and the primary health centre. As regards community linkages in 65% of the villages state sponsored SHGs and 59% villages had NGO supported SHGs, in 58% of the villages had Youth Centres, Dalith Sangha and farmer organization are present in a limited number and 55% of the villages discuss issues related to education at Gram Sabha meetings; • As regards educational facilities in the villages 80% of the villages have government lower primary schools, 53% government higher primary schools and 18% have high schools and 10 to 12% have pre-university colleges, either government or private. Availability of academic support to schools with the presence of BRCs and CRCs as 30% of the CRCs are located about the radius of 8 kms, to provide quality support to schools;

		• Despite increased emphasis on infrastructure facilities for schools there is still a huge gap to be filled as the facts reveal. As per the norms even though 93% reported that they have school buildings, during the survey it was observed that most of them still do not have the structure conforming the norms, e.g., the classrooms were smaller than the requirements, flooring and windows inadequate, the basic accessories like two blackboards, cupboards were not provided, indoor and outdoor sports facilities were available only in around 50% of the schools. In addition, out of 460 schools 44% reported that they had toilets and only 32% separate toilets for boys and girls and just 16% reported that they have separate toilets for teachers. Just 53% have public water tap in the school an d32% fetch water from outside. • Even though library is a requirement for higher primary only 53% of them have this facility but the use of library is very low, namely, 19% never use the library and 64% only occasionally. The interesting part was that while only (13) 3% of schools reported that they have computers 7% stated that they have educational (31) CDs. 15% of the schools are without charts and maps. As far as facilities are concerned 50% of the schools have electrical connection; while 23% have full electricity connection, 26% have partial connection. • As per the norm of 220 working day 2% of the schools have not followed it which could also be due to reasons like single-teacher school having to attend meetings and the like. • The effectiveness of the SDMC as a monitoring body would depend also on the knowledge and response of the schools on this body. While 81% of the schools possessed the circular regarding the SDMC the rest did not have the copy. Besides, only 22% of the schools had a copy of the training literature, Sankalpa, on the functioning of the SDMC. Nearly 61% however, had the document, Nammura Shale on the functioning of SDMCs. An essential document, Spandana, that has the resource material with complete information on various schemes was with only 45% of schools and 42% of the schools had the manual 'Navu Kattuva Shale'. Only a small percentage of schools, hence, had some knowledge on the SDMC that has to play a very important role in the growth and development of the school. • Seventy one percent schools reported that they had formed the SDMC within the stipulated time, 27% within a year while 2% had not formed it. There has also been discrepancies between the findings based on survey data and the opinions of functionaries that has come in the way of securing very accurate information in certain aspects. The responses of 1100 parent members of SDMC revealed that in many schools the

		Presidents are not the natural guardians of the children from the school. 37% of the ZP and GP members and 44% Anganawadi members responded that that they are ex-officio members and 10% Anganawadi and ZP/GP members that they are nominated members which goes in line with the norms. • The nomination of student representative on whole was found to be as per the norms and nearly 70% of them belonged to educated agricultural families and 68% among them were boys. However, it was interesting to note that 35% of them had their parents too as members giving a clue that those whose parents are powerful stand a chance of becoming members. • The majority of the Presidents were found to be male (91%) and only an insignificant percentage are women. Fifty percent of the Presidents had education between 5th and 10th Standard, 6% PUC and 9% graduates. The rest were either below Class V or illiterates. A similar finding was also seen in the case of occupation and caste of the parents. Case studies collected illustrate that the educational level, caste and occupation of the President have a bearing on the development of a school. • It was heartening to note that a majority of the Presidents, women representatives, donours and members were aware of the nature of the formation of SDMC, constitution, composition, tenure, process, functions, and responsibilities. It is interesting to note that when it comes to the process of the selection of the Presidents, i.e., through a democratic process, more than 13% percent Presidents and an equal number of members, donours, ex-officio members did not respond. • On the point of duties, responsibilities and participation the Presidents (95%) were more aware than the members with a large number of members too being active participants (70%). However, 15% Presidents and 30% members were not satisfied with the effectiveness of its functioning and the training received. Besides, 49% students were not confident and faced problems if issues were brought up. • While most of the BEOs expressed satisfaction on the functioning of SDMCs the BRCs had some reservations. The functionaries who expressed dissatisfaction pointed out to the issues like lack of focus on learning levels, misuse of power by Presidents and the like. While the survey of head teachers did not indicate any issues, at interviews it was highlighted in some cases that they could not follow the procedure due to pressure from political interest groups and the communities. Besides, since the President is the joint account holder the head teacher cannot be accountable for misappropriation of funds. Teachers are not a part of SDMC but observers and they felt that the SDMCs

		were effective in carrying out physical improvements and finding solutions to problems. Their noted that political interference needed to be handled and that nominated members needed to be given more powers. • Among parents who were interviewed 46% were active participants in the school affairs; 33% expressed that the impact of the SDMC was mainly on civic works but about 30% found them making a positive impact on retention, attendance and enrolment as well as in improving the mid-day meal scheme. However, they also noted that the head teacher and he President very often took decisions without reference to members. The community response too was in favour of the SDMC in improving the physical aspect of the school and that it has been responsible for improvement of teacher attendance as also noted by students that they visit classrooms and check on the teaching strategies.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan, Bangalore
	Action Points:	• As noted by the research team the SDMCs are meant mainly for improving attendance of the girl child and these needs to be a priority even serving as a pressure group in facilitating it through various groups, departments and NGOs. • A very revealing finding is on political interference and pressure on the schools. This is a serious concern that needs to be looked into in order that it works as collective group for the overall betterment of the schools. • It would benefit the schools if more female Presidents are elected as at present they are an insignificant percentage and at the same time the case studies reveal their greater efficiency and it would be a powerful way of empowerment of women.
46	Title of the Study:	**Mobile Schools in Bangalore City – An Evaluation Study**
	Broad Field of the Study:	Access to Education and Mainstreaming and Retention
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Manjunath N.
	Name and Address of Organization/institution (and Department) where the study was conducted:	
	Year of Commencement:	
	Year of Completion:	August 2006
	Objectives of the Study:	• To analyze the basic essential that for the vital components in providing educational access to the out of school children by this alternative schooling system in the process of providing access to education; • To study the socio-economic background of the children who are inducted into mobile schools;

		• To analyze the process of enrolment that is being followed in approaching the out-of-school children; • To find out the various in-house curricular and co-curricular practices followed in preparing the children for formal education system; • To examine the infrastructure provided and services rendered by the staff in carrying out the programme smoothly and meaningfully; • To study the various factors that influence positively and negatively the retention of inducted children in the mainstream system; • To analyze the process enrolling and status of these transformed into the formal system and the efforts made towards it.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	• The study was restricted to Bangalore city where the project with all the seven mobile schools of Batch VIII, was undertaken. • Access to education was examined in the background of the aspects of enrollment and coverage, educational background of the beneficiaries, socio-economic status, infrastructure facilities provided and the curricular/teaching learning aspects and the staff.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The methodology adopted was the descriptive method of research using survey techniques and the sample comprised of seventy mobile School children, thirty parents as well as the entire staff of the mobile school department, namely, fourteen teachers, seven ayahs, seven drivers and the officer-in-charge. Besides, fifty children at random from Batch I (1999), Batch X (2006) were selected for the tracer study; • Data sources were primary and secondary data. Student, Teacher, Parent, Ayah, Driver and Officer Schedules were prepared as tools for data collection, in addition to which participatory observation, formal and casual interviews and case study techniques were used to supplement data collection. Data was collected from the students, those who had passed out, teachers, parents, ayahs, drivers of the mobile schools as well as the assistant director and other officers of the mobile schools; • Primary data collection was done through administering Schedules, interviews, case study techniques and participatory observations. Secondary data was collected from the office of the project director and from the office of the assistant director, Mobile Schools and Transit Schools, Bangalore. • Data analysis was carried out by subjecting it both to quantitative and qualitative analysis through simple statistical analysis, graphs, tables and personas.
	Main Findings and Conclusions:	• The mobile schools programme during the seven years of its operation has been able to provide access to educational opportunity to around 4000 out of school children spread across sixty habitations in Bangalore

		City. The ratio between boys and girls was 1: 0.9 a satisfactory index as it was on the same level; • There has been an increase and decrease in the number of children enrolled to mobile schools and the number of habitations over the years, mainly from the year 2003-2004, through the inclusion of more buses, from 4 to 8, and the deputation of additional staff, but there has been a decline in 2005-2006, i.e., from 8 to 6; • It was found out that the maximum number of children enrolled were dropouts (80%) and only the remaining were fresh learners. The reasons for dropping out was found out as re-location and shifting, school being very far, health concerns, taking care of siblings, child labourers, shutting down of the school, lack of interest and the like; • It was noted that almost fifty percent of the parents were illiterates with thirty percent only the father was literate and ten percent the mother was literate (ninety percent being illiterate), thus the support system for literacy lacking the families. • The occupations of the majority of them were mainly time-bound, I.e., construction labour, laying of cables, household workers, vendors, hawkers, small industry workers like garments employees, sewage cleaners or part time employees in government and private organizations. The situation that had led to under-nourishment or poverty forced the children to take up similar employment compelling them to remain illiterate; • The entire process of teaching-learning was customized according to the learners' needs, ability and the various other factors that impact curricular transaction like specially designed programme to address the varying competencies, grading them according to their learning levels, effective and clear teaching aids to bring about clear assimilation, evaluation at different levels of competencies; • One of the aspects pertaining to the medium of instruction was noted, namely, the medium of instruction considering the fact that a good number of them were children of migrant labourers. While several of them had learnt Kannada, 20% had difficulty of adjusting to the medium of instruction; • During the 180 to 200 working days per batch with other various intervening factors the students had difficulty in learning the content in particular, the basic arithmetic operations and reading and writing the language with the complexity in the learning of English being 100%. Besides, the parental support for home study was absent in the case of 70% and over 36% had no possibility of studies at home; • Basic amenities like toilet facilities and health check-up were lacking in most of the cases as a result they were compelled to use open spaces and open drains for

		personal needs. However, the mid-day meal provided was nutritious and with sufficient supply of uniforms and textbooks; • Most of the teachers were on deputation for a year with most of them in the age group of 30 to 40 years and teaching experience of six to ten years. They were isolated from attendance at refresher courses to equip them with the necessary skills and competencies of teaching as mobile school teachers. Besides, at the end of the year they were also left in a state of uncertainty over the yearly renewal of staff appointments; • The drivers, ayahs and lady assistants too were of the similar age group and experience and on deputation, the latter from the Bangalore Metropolitan Transport Corporation (BMTC). In addition regular monitoring and supervision by the officers concerned was not adequate with just casual interactions with the children; • The study reveals that most of the children who were mainstreamed had discontinued from the schools for reasons of migration, shut down of school or the difficulty of coping, some of them the same year and the rest after a while. It also shows that the follow up practised by the mobile schools is almost nil as a result, only 15% were tracked for a month and in the case of 85% there was no follow up. Besides, accountability on the part of parents in retaining the child in the mainstream of educational process was present only in the case of 10% children while the rest were negligent;
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shiksha Abhiyan, Bangalore
	Action Points:	• In spite of the many seeming negatives, the mobile school has provided a novel approach and a motivating factor to the beneficiaries suggesting a strong case for continuing and strengthening this system. A SWOT analysis would give insights into the strength and weaknesses and a direction of improvement in continuing the system; • Involvement of the community, neighbouring schools, tie-up with agencies, and twinning with schools that can use this as an occasion for service learning can consolidate the efforts at sustaining this system of education for the children would otherwise be deprived of education.
47	Title of the Study:	**Critical Analysis of the Performance of the Sarva Shiksha Abhiyan at Joida Taluk of Uttara Kannada district of Karnataka**
	Broad Field of the Study:	Projects under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Sri N. Srinivasa Murthy and Sri. B. Srinivas
	Name and Address of Organization/institution (and Department) where the study was	Shushruthi Academy of higher Education trust and Gurusri Rural Services, Bangalore

	conducted:	
	Year of Commencement:	
	Year of Completion:	
	Objectives of the Study:	• under the Sarva Shiksha Abhiyan Scheme, with the coordination of the community; • To estimate the extent of community involvement and participation in the remote forest areas and to estimate the enrolment of children of 6 to 14 years; • To identify the problems faced by students in utilizing the educational facilities provided to them under the SSA and to measure their learning achievement; • To identify the problems faced by teachers in utilizing the educational facilities provided to them under the SSA and to develop and suggest strategies to provided access and facilities and resources; • To assess the possibility of utilization of local resources – physical and human, in remote areas and to assess community ownership to protect the school for its continued usefulness; • To assess the degree of maintenance of the school plant and to identify and suggest possible local specific solutions to the school related issues, problems of teachers, students, parents and community.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to the Joida Taluk of Dandeli District of Karnataka State. It dealt with issues related to the students, teachers and heads of schools, parents, community and SDMC of the primary schools in the taluk.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study employed the descriptive analytical survey method for the purpose of data collection and analysis of the data; • The sample of the study was the teachers, students, parents, community members, dropouts, BRPs and CRPs of Joida Taluk using the purposive sampling technique. Fort seven schools were selected by dividing the taluk into four quadrants and eleven schools from three and fourteen schools from one of them based on the criteria of poor and good performance of schools, transportation facility, geographical area/terrain of the location of the school, distance from the highway and access for students to school. After the selection of the schools, thirty five teachers, 130 students, seventy two parents, seventy three community members, 61 SDMC Members, thirty one dropouts, BRPs, CRPs were selected randomly. • The tools used for data collection were the Students' Schedule, Head Teacher/Teachers' Schedule, Parents' Schedule, Community Schedule, SDMC Schedule, BEO Schedule, BRP/CRP Schedule, School Information Schedule and Dropouts' Schedule. Interview and observation were used and case studies were done of eight selected schools based on the criteria distance, teacher strength, infrastructure, learner performance, school accessibility and participation of

		the SDMC. • Data was collected in two phases. In Phase One the research team visited Joida to identify local interpreters and involve them in data collection as interpreters. Twelve were selected and training was provided for them at a workshop to clarify the objectives, to familiarize them on the tools and on the data to be collected. Two teams of researchers and assistants collected the data by administering the research tools to the different categories of sample selected. The techniques of interview and observation were a part of data collection and the sessions were videographed. In Phase Two data collection was done through case studies of eight selected schools which were selected with the assistance of local participants in the study. • Descriptive analysis was done of the data collected by converting the responses into percentages.
	Main Findings and Conclusions:	• It was found that the school is within a distance of half to a little more than a kilometer for about 98% of the children and thus they walk to school, indicating that education is accessible to the children and at an easy distance. However, it would be necessary to look into the problem of the rest of 4% students who commute from a distance of 6 to 8 kilometres, in order that they continue in the school without difficulties; • It was also noted that while the distance may be little the schools are situated in the rough terrain causing problems for children, in particular 14% of them who have to walk for over a kilometer in such a situation, in particular during the monsoons and at other times of rough weather. Remedial measures have been taken in the case of about 18% of such cases but the rest have still to be handled. • An encouraging finding was that in spite of the difficulties 95% of the students are regular to school which is much higher than the state average and the only reason for any absence seems to be ill health. This is strengthened further in the response of the teachers that 83% of the students are regular and only 9% face the problem of irregularity and that the causes for any irregularity are the home related problem and not school related. The same holds good for parents too as 90% of them express that their children are regular to school; • As per the educational background of the parents as indicated by the students, 29% of fathers and 43% of mothers are illiterate, 55% of fathers and 2% of mothers have primary school education 9% and 2% of fathers and mothers respectively have secondary education, while at the same time there were several students who were unaware of their parents' education and that the educational support they get from home was minimal; • The response of the parents indicates that 46% of the

		fathers are primary school educated and 39% are illiterate but 67% of the mothers are illiterate and 53% have completed their primary school and 75% of the fathers and 61% of the mothers are engaged in farming and 50% of the fathers and 42% of the mothers earn through daily wages indicating low financial status. However, 49% of them pay at least the minimum school fees; • As per the medium of instruction 80% children study through the Kannada Medium while 19% are in Marathi medium but at the same time about 30% of the students have stated that they have difficulty as regards the medium of instruction and only 40% among them receive support from the teachers in coping with it, mainly academic support; • It is disheartening to note that nearly 40% teachers do not use teaching-learning aids regularly but in 83% cases the students just observe these aids in order to understand the learning concepts. However, 84% are taught using the Chaitanya based activity method of teaching in primary schools; • Ninety five percent students study at home and only 2% of them do not and among those who study at home 25%, 8% and 18% of them spend 1, 2 and three hours on study respectively. 925 of the parents see to the studies of their children but only 54% teachers give home assignment regularly. Nearly 22% of the children do not get cooperation in their homes from their parents; • As per the facilities in schools 71% of children are not provided with transportation facilities, 24% have no drinking water facilities, 43% have no toilet facilities and 15% are not provided with supplementary reading materials and a substantial number, 55% have no play ground facility and 38% are not provided with any medical checkup facility. However, 98% are given midday meal, 93% are provided with uniforms and books, 85% have seating facility and almost all schools possess a blackboard. However, they have not given any suggestions for improvement. According to the heads of institutions they are satisfied with school timings but a mere 32% and 5% are satisfied with the availability of audio-visual aids an detaching-learning materials and only 53%, 49%, 26%, 32% and 36% of the schools are satisfied with the status of the school building, lighting and ventilation, electricity, drinking water facility and toilet facility respectively; • Only 8.5% of the students lack interest in going to schools while 91% are happy to be in school. However, high competency of the students is not seen in spite of their interest in studies. One of the problems the teachers face is lack of sufficient number of teachers and their inability to communicate with the students whose mother tongue is either Konkani Marathi or

		Marathi as a result of which the students themselves are not able to answer the questions in the examination, in spite of the continuous evaluation techniques used by 85% of the teachers. Seventy percent parents get information of the performance of their children but 30% state that they do not get it; • Among the factors that that help improving the school programme are, repair of school building, change in teaching methods and overcoming teacher shortage. Nearly 34% have also contributed to the development of the school in various ways like vessels and the like but 35% show helplessness in this regard due to their poverty. The SDMC makes no suggestions. According to 62% of heads of schools the participation of parents is satisfactory and in 60% schools the Samudayadatta Shale is satisfactory. 88% of the community members are associated with the school out of which 47% are members on school committees and a few are involved with school celebrations; • It is seen that 80% of the SDMC members are male and the rest of the small percentage are women and only one president among them; 17% of them are illiterate and 62% of them feel that it has an important part in the daily school activities like improving school management, teaching-learning, collecting resources and creating a better society. 95% have a good relationship with the school but the rest feel it is due to the difference of opinion among the teachers and the SDMC members. 64% heads of schools are satisfied with the participation of the SDMC members but the resources collected by them are satisfactory only according to 15% schools but 14% of them do not hold any meetings. It was also noted that 44% of the community members have no contacts with the education department officials which necessary for quality improvement. The role of BRC/CRC and heads of schools is satisfactory in 53% and 49% schools respectievly; • Among the dropouts majority of them had given up schooling at the age of 12, 13 or 14 at Class 5, 6. 7 but 13% had dropped out after Class 1, the majority of them due to poverty, sibling care, dislike for school, distance to school or working in cities (Goa) or absence of hostel facility. However, 61% of them as well as their parents had a desire to continue their studies and mainly through evening classes;
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• Since language was found to be a major hurdle both on the part of students and teachers it would be helpful to post those teachers who are fluent in Marathi or Konkani who can help the students better to learn Kannada;

		• Regularity to school and good home study habits are the strong point of the students, yet their performance is average. This needs to be looked into seriously in particular, the lack of quality teaching by the teachers who can motivate the students greatly; • There seems to be a need for greater role given to women by increasing the number of them as SDMC members and to have more of them as women from the point of view of their empowerment as well as the greater concern the mothers/women have towards the education of their children.
48	Title of the Study:	**Method of Developing Instructional Materials in English to Overcome Learning Difficulties of Dyslexic Primary School Children**
	Broad Field of the Study:	Education for Children with Special Needs
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. S. **Karthiyayeni**
	Name and Address of Organization/institution (and Department) where the study was conducted:	Lecturer, R.V. Teachers College, Jayanagar, Bangalore
	Year of Commencement:	
	Year of Completion:	
	Objectives of the Study:	• To identify the children with learning difficulty in English; • To develop instructional materials in English for dyslexic primary school students to overcome the learning difficulties; • To examine the impact of the instructional materials developed on the reading and writing abilities of primary school children; • To study the effect of gender on the performance as on multi-sensory approach to teaching English to overcome difficulty among the Standard VI children; • To study the pre-test and post-test scores on the performance of Standard VI children in general and between boys and girls.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited just to one school, namely, Government Kannada Higher Primary School, Yelahanka New Town, Bangalore, Karnataka, selected on the basis purposive sampling method.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The design of the study was the experimental design, namely, one group pre-test post-test experimental design to measure the effect of the dependent variable, achievement on the independent variable, multi-sensory approach on the Kannada Primary children; • The sample was selected using the purposive sampling technique keeping in view that most of the government primary school children face difficulties in learning English; • The Achievement Test to study their performance was developed by the researcher to serve at the same time as

		the pre-test and post-test as well as the instructional materials in the form of lesson plans based on the multi-sensory approach were developed by the researcher; • Data was collected in two phases, i.e., at the first phase the achievement test as the pre-test was administered to the students of Standard VI studying in a Government Higher Primary School with difficulties in reading. The second phase of data collection was carried out by taking up remedial lessons using the multi-sensory approach to overcome learning difficulties for a period of one month. The same achievement test was administered to them as the post-test in order to find the difference in achievement scores; • The analysis of the data was done through graphical representation of the polygon to compare the distribution of achievement scores for the pre-test and the post-test. The Skewness value was determined using the Karl Pearson formula by finding the mean, median, standard deviation and coefficient of skewness. The statistical technique of 't' test was used to find the significant difference between two means, namely, the pre-test and post-test scores in general as well as between boys and girls;
	Main Findings and Conclusions:	• The multi-sensory approach was found to be positively effective in overcoming the learning difficulties in English among dyslexic primary school children, i.e., both boys and girls; • A significant difference was found in the effectiveness of the multi-sensory approach between boys and girls. While both had benefited it was the boys who had shown a higher level of performance leading to the conclusion that the approach was more beneficial in the case of boys than girls.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• Since it was found that the multi-sensory approach was effective in overcoming the learning difficulties in the study of English the same could be used in the process of remedial teaching in our vernacular medium primary schools; • Modules on multi-sensory teaching materials could be refined and standardized for use in our primary schools for the benefit of teachers and students.
49	Title of the Study:	**Evaluation of the Effectiveness of the Nali Kali Programme in Karnataka**
	Broad Field of the Study:	Incentive Schemes under Sarva Shiksha Abhiyan
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Vinod B. Annageri, Arunkumar R. Kulkarni, Dattatreya R. Revankar
	Name and Address of Organization/institution (and Department) where the study was	Centre for Multi-Disciplinary Development Research (CMDR), Yalakki Shettar Colony, Dr. Ambedkar Nagar, Lakamanahalli, Dharwad, Karnataka

	conducted:	
	Year of Commencement:	2008
	Year of Completion:	2010
	Objectives of the Study:	• To assess the Minimum Levels of Learning competencies set for Standard I and II (apart from basic skills) in order to develop base-line data at the Standard III level (2009-10) and to examine the differentials in attainment of competencies in class, sex, rural-urban context at the Standard III level; • To examine the efficiency of implementation of Nali-Kali Programme 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 programme, TLM prepared by teachers and the documentation of progress of children for the sub-sample of Nali-Kali schools of 2008-2009; • To acquire feed-back on the adequacy of training on role-performance of teachers in management of multi-grade classrooms and children with multi-level abilities in schools, during 2009-2010; • To observe and report on the activity-orientation in classroom transactions in Nali-Kali schools during 2009-2010; • To examine the factors in the effectiveness of Nali-Kali programme with regard to the variables: Teacher 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.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was undertaken on primary school students of Standard III, of nine districts of all the four revenue divisions of Karnataka State, namely, Belgaum, Gulbarga, Mysore and Bangalore Divisions, covering eight variables related to the Nali-Kali Programme of the government of Karnataka.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was conducted using the survey method in all the divisions of the Karnataka State; • The sample schools for the study were selected from the nine districts where Nali Kali was introduced before 2007-2008, of all the four revenue districts of the state. The schools were selected randomly from the urban and rural areas, LPS and HPS categories, based on distance from CRC and BRC. In the sample schools the students of Standard III based on social categories and sex were selected to assess the competencies they had gained in Class 1 and 2, in different subjects. Teachers who had been trained to teach Nali Kali were selected from social categories, age groups and sex • The survey instruments prepared were the School Schedule, Classroom Observation Schedule, Teachers Schedule, Students Schedule and the Competency Test Papers were: separate Standard I and Standard II

		Kannada Test, Mathematics Test and Environmental Studies Test.
	Main Findings and Conclusions:	• As regards the Nali Kali work of the teachers and students it was found that out of twelve indicators only two needed special attention since the rest of them had reached the desired target of 100%. Identification of Logos and Naming by Children was the first aspect and for Pragathi Nota and Checking of Pragathi Nota, Writing of the Progress after Completion of Activity by the students was the second dimension. It shows that Nali Kali had made significant dent in pushing further the new culture of learning and teaching in government schools; • The performance of the students was found to have reached the desired target in most of the districts except for the children of Mysore district who were found to be lagging behind in Kannada and Environmental Studies in Standard I and Mathematics in Standard II. It was also noted that most of the children were enjoying the teaching method of Nali Kali Activities and were found to be active in performing activities, confident in responding to queries, helping and motivating one another and working cooperatively with one another; • The Work Books were found to be used extensively and fully by 77%, 74% and 71% of the students in Kannada, Mathematics and Environmental Studies respectively. Partial use was found to be highest in Kannada and Mathematics for Tumkur, Raichur and Mysore and in Environmental Studies for Chitradurga, Mysore and Mandya; • It was noted that the learning material on Nali Kali as well as on Belli Chukki as well as teachers' cards, students' cards and other materials were supplied to the extent of almost 1005 to the schools even though there has been a delay and the teachers had also paid sufficient attention towards the preparation of learning material. However, the need to change learning materials was felt in only 3% schools, the highest being in Uttara Kannada and Mysore; • Almost all teachers have expressed satisfaction as regards the training in particular, the female teachers, with a few exceptions from the districts of Gulbarga, raichur and Hassan. The main reason for dissatisfaction also emerged as the training on handling non-Nali Kali classes along with Nali Kali classes was not handled. On an average about 40% teachers in each district have been facing problems of handling the classes which was more pronounced in Uttara Kannada, Raichur, Gulbarga and Mysore and the cause mainly being single teacher classes; • The visits of the district functionaries were oftener where the schools were closer to their offices. Even at the meetings of SDMC Nali Kali was found to be figuring just marginally with the members not taking

		much interest but with Mandya district SDMC taking keener interest than the rest. Gulbarga, Bijapur and Raichur districts had paid the least attention even though all the functionaries felt that the programme had a positive impact on the schools; • The performance of students in all the subjects of Standard I was found to be above 80% and Standard II above 75% indicating that the mastery of competencies under Nali Kali was high. It seen in the subjects individually too. When the performance in general was studied based on locality and categories, it was found that the rural children and the SC category children had performed better when compared with the urban and the other categories respectively; • Among the factors influencing the effectiveness of Nali Kali it was noted that the experienced teachers are better in managing it, smaller classes do better and the schools closer to the BRC perform better, is supported by the study. However, there seems to be insignificant relationship between the visits of the officials to the schools and the performance of the students.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• As found in the study the Nali Kali programme has been effective in the primary schools, mainly in rural areas where there is a higher percentage of government schools. In order that the situation improves further it would be necessary to enhance the coverage in terms of better facilities of building up the library, electronic equipment, girls' urinals and toilets, drinking water, computers and laboratory as it would benefit the rural children and the socially lower categories of children greatly; • A few issues that have come out in the study which has work adversely in better performance need a closer attention, namely, shortage of rooms or the rooms are small, language problem in border and tribal areas, need to manage weaker students, single teacher schools and teacher motivation.
50	Title of the Study:	**A Study on the Educationally Deprived Children of Devadasi Families of Belgaum and Bijapur Districts of Karnataka**
	Broad Field of the Study:	Education for Children with Special Needs
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Leela Sampige, Dr. Ningamma Betasanur, Sri. C. Yathiraju, Sri. V.S. Manavade, Sri. C.B. Hiremath
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Women's University, Bijapur
	Year of Commencement:	
	Year of Completion:	
	Objectives of the Study:	• To find out the root causes of the practice of Devadasi System;

		• To understand the socio-economic and cultural background of these families; • To study the educational situation of the children from Devadasi families; • To make an analysis of the extent of out of school children, namely, 6 to 14 years of age, from such families; • To work out strategies to bring such out of school children involved with the sale of incense sticks material, to the mainstream mainly from the Savadatti Block; • To make an effort to create an awareness among the people of the community on the evils of Devadasi System.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was limited to the children of Devadasis in the sample Taluks of Bijapur and Belgaum districts
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study was a general Survey Method to test variables and the objectives of the study in the districts of Bijapur and Belgaum known as the cradle of Devadasi system; • The sample for the study consisted of 18 families from the 15 villages of Bijapur Taluk, 95 families from 4 villages of Bagewadi Taluk (Bijapur District) and from Savadatti Taluk 101 families from 8 villages (mainly the hilly regions around Ellamma's Hill, the main area of Devadasis and from Athni Taluk 100 families from 10 villages. While the families were studied the 6 to 14 year old children, namely, 675 of them from those Devadasi families too were selected as the sample of the study; • The tools used for data collection were the Questionnaire to the Devadasis to get information on the family, socio-economic situation, children and life-style, Interviews with the officials involved with the rehabilitation of devadasis and evidence from Documents on the status of devadasis; • Qualitative analysis was done base on data collected and on case studies of localities taken up as well as some data was analyzed through percentages;
	Main Findings and Conclusions:	• It was found out that 11.70% girls and 15.40% boys among the children of Devadasis were out of school by not being admitted to the school at all. Besides, 43.08%, namely, 22.35% girls and 20.73% boys who had been enrolled in schools had dropped out of schools. • Out of 280 children who were in schools most of them were first generation learners, 73.21% were staying within a kilometer distance from the school, 92.85% were getting free books, uniform and midday meal but 44.64% had also the responsibility to look after their siblings at home and 28% had to bear the pressure of work at home; • It was noted that being first generation learners most of

		the children were facing the problem of motivation for study, proper living conditions; • As children of Devadasis they have also been facing the problem of being discriminated against as no efforts were being made by the schools or the department officials to identify this situation as a an important social issue and organize sessions for enhancing the self concept and self-worth of such children; • None of the Devadasis were members of the SDMC Committee in the school where their children were studying; • In the specific case study of Yallamma's Hill with the concentration of Devadasis had 74 children in child labour who were eager to be enrolled into schools
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• As revealed in the study there is discrimination against the children of Devadasis on account of the stigma attached to them. It is necessary that the government addresses this and provide for special residential facilities to them in order that as first generation learners they get the atmosphere conducive to education; • This being the first study on this issue more detailed studies needs to be made to find out the specific issues related to the education of the children of devadasis.
51	Title of the Study:	**An Evaluation Study of Education Guarantee Scheme**
	Broad Field of the Study:	Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. Vasanth **Gumasthe,** Principal Investigator
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Sankalp, Bijapur, Karnataka
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	• To assess the indicators of the Education Guarantee Scheme (EGS) for out of school children, namely, Class-wise children's enrollment, age distribution of learners, daily attendance, visits of the CRPs, meetings and confabulations of the SDMCs, progression to higher grades from year to year and number of children mainstreamed, in Bijapur District; • To make a study of the classroom environment, education volunteers' (EV) competence and relationship with children, the teaching-learning process and the children's achievement levels at periodic assessment through the education guarantee scheme, in Bijapur district
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was mandated and was restricted to the Bijapur district covering the children, the target group, parents of

		children, education volunteers, the SDMC Chairmen and members, CRCs, BRCs, BEOs and DPC officials.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study undertaken was through survey method using both quantitative and quantitative techniques; • The purposive sampling method was used with the purpose of choosing centres that are farther from the main village where the variables could be tested more effectively. It was identified after a study of the six educational blocks in the districts and selection of four out of six of them, namely, 21 out of 30 EGS Centres in Bijapur district; • Quizzing the children, their parents, their teachers (EVs) in order to get the knowledge, information and the nuances of the working of the EGS was the tool that was used for the collection of data. In addition, information and opinion was collected from the SDMC, CRC and BRC Officials. A set of questions for probing using certain parameters or indicators based on the objectives of the study, were prepared by the investigators; • The data envisaged was collected personally even though it was difficult to get the children and their parents speak due to the background of illiteracy; • The data thus collected analyzed by getting frequencies for quantitative analysis and a descriptive indicators as qualitative analysis was done.
	Main Findings and Conclusions:	• It was found that the children attending the EGS classes, Classes I to IV, are not very regular in attendance which again is done by the education volunteer (teacher) by going round to the vasatis (residence) to muster them to his/her school as there is a constant temptation to stay back and be involved with farm work in this agricultural neighbourhood. Besides, children kept shifting their loyalty between the two schools when the EGS Centres were of equidistance to them; • It was also found that the monthly orientation training to the teachers was conducted at the cluster level and their training is of the same caliber as that in the formal sector; • The EVS Centres though most of them are in thatched huts and some of them even in pitiably poor conditions like roofs, walls, floors, teaching aids in bad shape, have created an enduring model for partnership between the state government and the local communities and are providing modicum of educational services to the nighbourhood though they are not perfect substitutes for formal schooling; • It was noted that some EGS Centres are with bore wells which has taken care of drinking water for the children, so essential in dry and hot places like Bijapur; • Among the not so pleasant findings was that two EGS Centres or rather the EVs of these centres kept enticing the children to come to their centre deserting the earlier

		one due to which the attendance became shaky and fragile. Even after coming to the centre the children could not sit with comfort as the floor was rough and un-smoothened. The teachers impart lessons in Kannada, numerals and some similar topics with no TLMs in these places, besides due to lack of motivation several of them desert the job and go in for green pastures; • While micro-planning is not conducted qualitatively, as community oriented community centres they have to some extent responded to the demand for schools in the absence of primary schools, cost effective in providing elementary education, cost effective also in terms of monitoring mechanism and have created a wholesome natural link between the community and education volunteer.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• A concept as fertile as the bare-foot doctors, the education guarantee scheme needs to survive if the deficiencies like the provision for a simple yet well-built and well-provided building is provided by the government and maintained and monitored by the local authorities; • The education volunteered need to get certain guarantee of job security based on their performance in order to motivate them and to perform more effectively.
52	Title of the Study:	**Identification of Training Needs of Primary School Teachers for Designing Competency Based training Programmes**
	Broad Field of the Study:	In-service Teacher Training at Primary Level
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Dr. G. Sheela, Lecturer
	Name and Add. of Organization /institution (and Department) where the study was conducted:	Post Graduate Department of Education, University of Mysore, Mangalagangotri, Mysore, Karnataka
	Year of Commencement:	
	Year of Completion:	Nov 2010
	Objectives of the Study:	• To identify and prepare a list of competencies to be possessed by an effective teacher as well as to identify competencies in which the teachers perceive that training is needed; • To develop a questionnaire to identify the competencies in which teachers require in-service training; • To find the percentage of male and female teachers and north and south zone teachers needing training in a particular category of competencies.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	The study was conducted in the North and South Zones of Karnataka with six districts, namely, Bijapur, Gulbarga, Belgaum, Dharwad, Bidar and Raichur in the North Zone and Bangalore, Mysore, Mangalore, Mandya, Shimoga and

		Tumkur in the South Zone but restricting it to just 500 teachers only as perceived by them alone.
	Methodology (Details of Tools of Data Collection; Target Population, Sampling Design and Sample Size for the Different Types of Units, e.g., Schools, Teachers, Pupils, Households etc. from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):	• The study conducted was a descriptive survey to understand the present scenario of training for teachers and to make predictions for the future; • The sample consisted of five hundred higher primary and primary school teachers from government schools in the state of Karnataka selected from twelve districts of the two zones through the stratified random sampling technique; • The Teacher Training Needs Inventory constructed by the researcher based on the ten competencies as given by the NCTE and another on action research, was used for the study; • The data was collected by the field investigators selected and trained by the researcher visited the schools to collect the data personally after handing the questionnaires to the sample teachers and collecting them after a couple of days; • Percentage analysis was used as statistical analysis to find out the percentage of respondents who needed the in-service needs of primary school teachers with regard to the eleven teaching competencies. Percentage analysis was done both based on gender and the zones.
	Main Findings and Conclusions:	• It was found that the majority of the teachers (99%) needed training in contextual competencies for assisting exceptional children and in conducting action research. As regards multi-grade training 96% teachers felt competent to handle them and were in favour of training by the DSERT; • As regards catering to individual differences and understanding the MLL approach through conceptual competencies 87% and 98% respectively noted that they needed training in identifying the characteristics of special children and identifying their needs; • As regards content competencies for relating the subject content to relevant competencies 74% teachers felt they needed training and a smaller percentage of them felt the need of training in analyzing a textbook, knowing various committee reports and its adaptation by the state, analyzing the existing curriculum for utilizing the media for content enrichment competencies; • The study revealed that as regards transactional competencies 100% of the teachers had acquired the competencies for planning a lesson and all related skills including activity based teaching with the exception of 8% who needed training in oral skills exercises. Most of the teachers felt competent in motivating students and communicating effectively though a smaller number expressed the need to learn communicative skills, reciting a poem, narrating stories, dramatization as well as identifying learners' needs and interests. However, most of them expressed the need for training

		in new approaches to teaching and providing experience based teaching; • All the teachers, 100% of them felt that they had the competencies related to other educational activities like conducting sports and games, organizing morning prayers and assembly, organizing national and social festivals as well as other outdoor and community activities and just an insignificant number felt the need for this training; • As regards the preparation and development of teaching learning materials and utilizing them about 70% felt the need for training while all felt the need for training in developing software and knowing hardware technology; • While a majority of the teachers felt they possessed the skills of evaluation competencies about half of them noted that they needed training to prepare evaluation tools, conducting continuous comprehensive evaluation, assessing student performance, providing effective feedback, diagnosing learning difficulties, organizing and conducting guidance activities and follow up activities; • Even though a hundred percent teachers state that they have management competencies 20% of them felt the need for training in such skills like establishing rapport with the students, promoting their participation, managing classroom discipline and learning environment, maintaining records and team spirit with colleagues. At the same time over 60% felt the need to learn the preparation of institutional plan, organizing competency based teaching and catering to mixed ability groups; • It was found that a majority of the teachers felt they possessed the competencies of dealing with the parents and just a few asking for this capacity building. However, over 40% noted that they needed the competencies for convincing the parents about the impact of vigilance of parents to improve quality and for enlisting their support and cooperation; • Majority of the teachers possessed the skills related to working with the community, however, nearly half of them felt the need to learn to prepare community profile, utilize community resources, identify local resources, participation in social service activities, assisting in conducting surveys and the like; • It was noted that 99% of the teachers possessed the teacher support competencies like the capacity to organize various programmes of the school and 64% felt that they were competent to bring about qualitative improvement of the school. However, only an insignificant number possessed the skills in theatre art to and majority desired training in this direction, to supplement classroom teaching, testing services for teachers and training students for Talent Search

		Examination. Eighty eight percent of them expressed the need for training in skills related to testing services and generating funds for self-management of schools; • In most of the competencies a higher percentage of female teachers had expressed the desire for training than male teachers whereas both the zones equally felt the need for training in the competencies.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	Sarva Shikshana Abhiyan, Bangalore
	Action Points:	• The study points out specific competencies the teachers feel they do not possess certain higher order competencies. More attention needs to be given to these competencies in order that not only teacher quality is enhanced but also the beneficiaries of this training, the students develop capabilities that are needed in the context of the present societal scenario; • A much higher percentage of female teachers than male teachers express the need for training in competencies. Further studies need to be taken up to ascertain the veracity of this finding, namely, whether the true higher competency level in male teachers or higher motivation to enhance one's competencies is higher in female teachers or self satisfaction is the cause for lack of desire for training.