Request for Research Proposals

Office of the State Project Director
Sarva Shiksha Abhiyan Samithi – Karnataka
New Public offices, Annex Building, Nrupathunga Road, Bangalore – 560001

SSA/REMS/REMS TOR/2014-15
Dated: 20-12-2014

Inviting Proposal/s for Evaluation and Research studies in Karnataka
State. Sponsored by Sarva Shiksha Abhiyan-Karnataka

1. The Sarva Shiksha Abhiyan Mission-Karnataka invites Proposal/s for
Evaluation and Research studies from non-government research
organizations / autonomous research institutions / universities / similar
agencies to conduct evaluation / research studies on concerns of elementary
education.

2. Interested firms / organizations / agencies may obtain ‘Research Proposal’
document through department website. (www.schooleducation.kar.nic.in)

3. The Agency/Organization may submit research proposals on all the studies.
However, a maximum of two proposals shall be considered for awarding the
research work for each selected agency. Selected agency/organization should
submit an EMD of Rs.10,000/- for each study proposal. The Maximum
budget allotted for each study is Rs.5,00,000/- however agency with
suitable justification on the cost involved will be considered for the award of
contract.

4. Agency that do not qualify for the study/studies shall be returned the EMD
and the agency/s who are given the projects shall get back their EMD after
final acceptance of report by Sarva Shiksha Abhiyan.

5. Complete document of ‘Research/Evaluation Proposal’ along with
technical and financial details in two separate sealed covers should
be submitted as per the requirements outlined in the TOR, to the State
Project Director, Sarva Shiksha Abhiyan, New Public Offices, Annex
building, Nrupathunga Road, K.R. Circle, Bangalore-560001, on or
before 4.00 pm of 12.01.2015 in person or by registered post.

6. The technical committee constituted by Sarva Siksha Abhiyan shall evaluate
the technical bids as per the criteria. Agencies shall be ranked on the basis of
their organizational profile and the technical quality of proposal.

7. Financial bids shall be opened after technical evaluation at the office of SSA.
SSA reserves the right to negotiate the financial estimates downwards from
the selected firms.

8. Selected agency should submit the bank guaranty of Rs 5% of the allocated
budget at the time of signing MOU.
9. Selected firm / organization / institution / agency / university shall be invited to enter into a written contract document with the Sarva Shiksha Abhiyan Samiti to take up the study within a given time-frame.

10. The prospective firm/organization/ institution/agency/university will have an opportunity to obtain clarifications regarding scope of work, Terms of Reference, contract conditions, time-line for the study, or any other subject of mutual interest.

11. Agency applying for the research should be proficient both in Kannada and English languages. However the proposals and the research documents should be in English.

12. **Time Frame:** Duration of the study is maximum 4 months from the date of signing MOU and the time frame for the whole process of study is as follows.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Issue of letter of Intent</td>
<td>Within 2 days of finalizing the Qualifier</td>
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<tr>
<td>Acceptance Letter</td>
<td>Within 3 days of issue of letter of Intent</td>
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<tr>
<td>Signing of MOU</td>
<td>Within 3 days of receiving Acceptance Letter</td>
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<tr>
<td>Issue of work order</td>
<td>within 3 days of signing of MOU</td>
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<tr>
<td>Inception Report</td>
<td>within 15 days of signing of MOU</td>
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<tr>
<td>Interim Report</td>
<td>Within 45 days of approving MOU</td>
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<tr>
<td>Draft Report</td>
<td>Within 90 days of signing of MOU</td>
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<tr>
<td>Final Report</td>
<td>Within 4 months of signing MOU</td>
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13. **Mode of Payment:**
1. 40% will be released after the approval of inception report.
2. Another 20% will be released as soon as interim report of initiating fieldwork is submitted to the State Project Office, SSA.
3. The rest of the 40% will be released after receiving the final report.

14. Results of the study should be presented at a sharing meeting with officers of DOE / SSA before it is finalized. Study should not be published without permission of SSA.
15. Any delay in submission of final report will be penalised at the rate of 01% of contract value per week.
16. If the Study cannot be completed the institution shall refund the amount released to them.
17. The data collected for this study should not be used for other purposes without the prior approval of SSA.
18. SSA reserve the right to publish the report after the finalisation.
Information to be provided under Technical Proposal

I. Organization Profile
1. Certificate of Registration
2. Financial stability (Balance sheet having a turnover of Rs twenty five lakhs (Rs.25,00,000/-) for the years 2012-13 & 2013-14).
3. Human resource- Profile of faculty whom the organization intends to depute for the study.
4. Field Investigators: Profile of the Field investigators (They should have minimum D.Ed or B.Ed qualification)
5. Office Infrastructure.
7. Studies undertaken in the field of Education.
8. Any other assignment/Projects in the field of education.

II. About the Research study (Based on Terms of Reference)

A. Skeleton of the Study Proposal
1. Need of the Study
2. Objectives of the Study
3. Design of the Study
4. Methodology of the study
   a) Variables
   b) Tools
   c) Design of the Field Work
   d) Planning for Analysis of data
4. Plan of Reporting

B. Delineation of the perception of the problem
   - Including reference to earlier studies. If any,

C. Design of Fieldwork showing distribution of sample schools across the state reflecting therein sex/social class disparities, Regional disparities, Rural & Urban disparities & LPS/HPS coverage [as applicable].

D. Plan of Field Work
   (Including man power: No. & quality for data collection, supervision & monitoring quality of data).

E. Analysis of Data
   Suitability of technique of analysis to type of Variables and Sub variables and Knowledge of school related records.

F. Language of the Proposal and Study Report
   Proposal and study report should be in English language. It should have Clarity, Simplicity and Consistency

19. For further details, you may also contact Programme Officer, REMS, Sarva Shiksha Abhiyan, during office hours or get information from website www.schooleducation.kar.nic.in/SSA.

State Project Director
SSA–Karnataka
Sarva Shiksha Abhiyan is sponsoring the following Research and Validation Studies during 2014-15. Agencies/Organisation/Institutions/Universities who are interested to take up these studies may express their interest indicating the specific studies thereon. There is no limit on the number of studies to express interest. However, a maximum of two studies shall be awarded on merits to an agency.

**Research Studies :-**

1. A Study on the status of access to elementary schooling facilities in the tribal habitations of the State.
2. A study of the effectiveness of Parental counselling in case of CWSN
3. A Study on the status of distribution, utilisation of school grants, teachers grants, civil work grant and other grants received in schools.
4. A Study of Monitoring and Supervision With respect to School visits
5. A study to know the phenomenon of transition loss from 5th to 6th and 7th to 8th standards.

Research Proposal document along with Terms of reference is available in the SSA website(www.schooleducation.kar.nic.in). Last date for submitting the Research proposal is **12.01.2015 before 4.00pm** Address for communication is **SARVA SHIKSHA ABHIYAN, New Public Offices Premises, Nrupatunga Road, K.R. Circle, Bengaluru – 560 001.**

Sd/-
Director (Programmes),
SSA- Karnataka
Term of Reference

DISE Validation Study: 2014-15

1. The study should be carried out as per this term of reference
2. The agency has to draw a sample in at least four districts for random checking of data. Within each sample district 6 percent schools from each block required to be selected.
3. Before starting the field survey agency should give to SSA office the list of sample schools selected for the study. The agency should stick to this sample for field study. In case, any change in choice of school is necessitated, the agency should inform SSA in advance. Suppose in the selected district, required no of schools are not available then the schools can be selected from neighboring blocks.
4. The districts selected for the sample study are, Davagere, Bellary, Chamarajanagar and Haveri.
5. Actual sample of schools will be drawn by the agency to which the task of data checking is entrusted. While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across school managements like Government and Private Aided schools. Due consideration should also be given to schools predominantly located in SC, ST and minority areas. (500 schools across 28 blocks of 4 districts.)
6. Due representation needs to be given to LPS, 1 to 7/8 HPS, High Schools and composite Schools.
7. The agency to take-up a systematic pilot study of 5 schools to get a feel of the data given by the SSA State office.
8. The filled-in school formats of DISE survey will be provided to the agency only after completion of fieldwork.
9. At the time of survey include Programme & DEOs in study tools, as they enter the manual data in the system and generate the report. Prepare the questionnaire for them relating to their job chart.
10. The agency that is entrusted the task of sample checking of data would be required to submit detailed report, which should be discussed with the State Project Office. They should also give the rationale on the coverage of schools in the district.
11. Agency needs to share the
   a. Structure and content of tools.
   b. Plan of analysis and
   c. Draft report with the SSA officers before finalizing the report.
12. The agency that is entrusted with the task of sample checking of data is also required to summarize their field observations regarding training of Head Masters in filling-up of DISE formats, infrastructure in the district MIS unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the
district level, availability of Hardware and Software and computer professionals for the MIS unit, etc. They may also provide their suggestions for improving the quality of DISE data.

13. The prescribed Data Capture Formats shall be used in collecting the required data.

14. Analysis should be made sub variables wise. For every item side by side data must be given ie. SSA’s data set V/s agency’s data set. Data should be given sub variables/% of variables/consolidated variables etc. Deviations if any, should be calculated accordingly.

15. The agency shall submit the report in both hard and soft versions within the time fixed for the study.

16. Agency needs to share the findings at a high-level meeting of SSA officers before finalizing the validation report.

17. SSA will keep the copyright of the collected data. Agency needs to obtain permission from SPD, SSA for publication of the report.

18. Agency agreed to start the field survey after school resumes, before that all other preparatory work would be finalized.

19. The appointed field staff must have their photo identity.

20. SSA office will inform the concerned districts to co-operate for the study.

**Time –line**

The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

**Report**

The report should contain the following chapters

**Chapter 1:** Introduction & Context of the Study

**Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis

**Chapter 3:** Tabulation, analysis of the data and discussion of the results

**Chapter 4:** Findings, Conclusions, suggestions & policy implications

The final report should be submitted along with an executive summary of the study.
**TERMS OF REFERENCE**

**A Study on the status of distribution, utilization of school grants, teacher grants, civil work grants and other grants received in schools.**

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right to Education Act 2009 [RTE] of the Karnataka State and the context and background of the grants provided to schools for various purposes by the State sector. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education and norms and prescribed guidelines/orders/circulars issued by the State education department for various grants provided to schools. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

**Introduction**

Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities. The financial outlays and grants given under the SSA programme as well as by the State government for enhancing physical and academic facilities, improving teaching and learning activities and for various curricular/pedagogical materials and equipment to improve classroom process in schools is suggestive of the State’s intention to bring about qualitative reforms in education. In particular, the SSA programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.
1. Context

Schools receive different kinds of grants to enhance infrastructural needs, academic environment, student enrolment and quality of education. Some of them are given below.

School grant:- School grant is given to all Govt and Govt aided schools. An amount of Rs. 7000/- and Rs.5000/- is released annually to upper primary and lower primary schools. Upper primary schools having class 1/8 classes will get Rs.12000/-. This grant is released for purpose of: making purchases under CG (piece of chalk, duster, paper, pin etc); purchasing for school records, registers, attendance books, TC’s etc; for purpose of develop school development plan; preparation of teaching learning materials; purchase of TV and ROT.

Maintenance & repair grant:- Maintenance grant is released to only Government schools every year according to the availability of class rooms. The amount varies from Rs.5000 to Rs. 10000 in LPS and Rs.5000 to Rs.20000 in HPS. And is utilized for painting, minor repairs, TLM and furniture repairs, sports materials repair, payment of electricity bills, maintenance of drinking water and toilets etc.

Teacher grant:- Every teacher working in Govt and govt. aided school was getting Rs. 500 till 2012-13 for preparation of no cost, low cost teaching learning materials for purpose of enhancing classroom teaching effectiveness.

Civil works: - construction of new schools, additional classrooms, H M room, separate toilets and urinals for girls, CWSN toilets, provision of drinking water, boundary wall, separation wall, electricity, child friendly elements BRC, CRC buildings, KGBV buildings furniture to UPS etc. were taken up under SSA. In addition, repair works were undertaken in schools. All these interventions have significantly improved the overall pedagogical environment in the primary schools. All SSA grants released to SDMC account and these grants will be spent only by VEC/SDMC, transparency in its utilization to be maintained.

Other grants:- Panchasoulabaya grants, GP, TP, ZP grants and MP MLA grants donations etc.

3. The Title of the Study:

A Study on the status of distribution, utilization of school grants, teacher grants, civil work grants and other grants received in schools from state sectors

4. Objectives:

The study should achieve the following objectives and attempt to find answers for the questions raised therein for a period of 5 years (2010-11 to 2014-15). The study should include at least case studies of 20 schools, out of which 10 should be success stories of schools where grants have been effectively utilised.
A) SCHOOL GRANT, MAINTENANCE GRANT, CIVIL GRANT AND OTHER GRANTS

1. To assess the status of distribution of each grant viz., school grant, maintenance grant, civil grants and other grants provided to schools
   (i) What modalities are followed for distribution of grants to schools?
   (ii) Whether distribution of grants is as per prescribed norms? If not –
        ➢ what sort of deviation is found?
        ➢ In which type of schools, grants have not been distributed as per norms?
        ➢ Which kind of grant distribution has maximum deviation from the norms?
   (iii) Whether grants are distributed in full and on time?
   (iv) Is there variation across district/blocks/clusters in the modality of grant distribution to schools? If yes, why and what is the extent of variation?
   (v) Are the grants provided to schools adequate? If not -
        ➢ Which type of schools require more grants
        ➢ How much more grant is required?
        ➢ What are the effects of inadequacy of grants?
        ➢ How are the schools managing a particular activity even though the grants are inadequate?

2. To assess the status of utilisation of each grant viz., school grant, maintenance grant and civil grants provided to schools
   (i) What are the existing norms for utilisation of grants in schools?
   (ii) What modalities (procedures and practices) are followed for utilisation of grants in schools?
        ➢ Whether schools follow the prescribed norms of utilisation or evolve their own norms?
        ➢ In cases, where schools do not utilise grants as per norms or where schools have evolved their own norms, what procedure is followed by the schools?
   (iii) Is grant used for the purpose it is meant for? or is there any deviation? What sort of deviation? Which type of schools deviate from the purpose for which the grants are meant?
   (iv) Who controls grant utilization in schools? what is the SDMC role in this direction?
   (v) Whether schools maintain proper records of grants received and utilization?
   (vi) Regarding the extent of utilisation of each rant:
        ➢ Is the grant utilised by schools in full? if not, how much grant has been utilised?
        ➢ How many schools have utilised full, half or less than half the grants released?
3. Regarding the process and factors responsible for effective utilization of each grant viz., school grant, maintenance grant and civil grants provided to schools
   (i) What procedures and practices facilitate effective utilization of grants?
   (ii) Who are the key persons and functionaries playing significant role in this?
   (iii) What strategies are appropriate for better utilization of grants?

4. To identify barriers for effective utilization of each grant viz., school, maintenance and civil grants?
   (i) What procedures and practices prevent effective utilization of grants?
   (ii) Who are the key persons and functionaries responsible for creating barriers for effective utilization of grants?
   (iii) Are there any specific school or non-school factors which come in the way of effective utilization of grants?
   (iv) What kind of role is played by the monitoring and supervisory personnel in effective distribution and utilization of grants?

B) TEACHER GRANTS

   Teacher grants was released till 2012-13.
   (i) What modalities were followed for distributing teacher grant?
   (ii) Whether distribution of grants was as per prescribed norms? If not
       ➢ what sort of deviation was found?
       ➢ In which type of schools, grants had not been distributed as per norms?
       ➢ Which schools had maximum deviation from the norms?
   (iii) Whether grants were distributed in full and on time?
   (iv) Is there variation across district/blocks/clusters in the modality of grant distribution to schools? if yes, why and what is the extent of variation?
   (v) Were the grants provided to schools adequate? If not
       ➢ Which type of schools required more teacher grants?
       ➢ How much more grant was required?
       ➢ What were the effects of inadequacy of grants?
       ➢ How did the schools/teachers manage even though the grants were inadequate?
   (vi) How did the teachers utilise the grants?
   (vii) What is the opinion of teachers, teacher educators, officers of the Education Department and experts with regard to discontinuity of teacher grants from 2013-14?
   (viii) How are the teachers managing without teacher grant during 2013-14 and 2014-15?
   (ix) What procedures and practices facilitate effective utilization of teacher grants?
   (x) Who are the key persons and functionaries playing significant role in effective utilization of teacher grants?
   (xi) What strategies are appropriate for better utilization of teacher grants?
   (xii) What procedures and practices prevent effective utilization of teacher grants?
Who are the key persons and functionaries responsible for creating barriers for effective utilization of teacher grants?

Are there any specific school or non-school factors which come in the way of effective utilization of teacher grants?

whether discontinuity in providing teacher grant affecting the quality of teaching - learning process.

What kind of role is played by the monitoring and supervisory personnel in effective distribution and utilization of grants?

Whether teacher grant is required to be provided in the coming years? If yes, what amount should be given as teacher grant?

After studying all the relevant aspects, the researcher has to provide a framework for effective distribution and utilisation of all types of grants. The framework should be grant wise.

5. Method

The study method will have to be a survey based on field study. Hence it is mandatory to visit the concerned office/centre, schools to collect primary evidence. Large part of the data have to be gathered from multiple secondary sources such as the school records, accounts books, cash registers, bank pass books, visit reports, minutes of the meetings and registers which indicate different aspects of distribution and utilisation of various kinds of grants in schools. Additionally views, opinions, reactions and experiences of head teachers, teachers, SDMC members, CRPs, BRCs, BEOs and other functionaries in the field have to be gathered to supplement the data obtained from secondary sources.

6. Research Tools

The following tools and techniques may be used for collecting data for the study. Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from various sources as required for examining the questions under study.

**Observation Schedule:** to gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

**Documents/record analysis:** records/registers /all documents relating to the grants received in school, minutes of the meeting, field dairies of the concerned functionaries, visit reports, circulars/orders etc,. Provide useful first-hand information about the status of grants. Some kind of checklist with a few references and guiding questions may be used for collecting evidence from the records/documents.

**Questionnaire:** [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO, and SDMC members.
Interviews: [Individual/Group]: wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers, parents, resource persons, volunteers and other officials on issues relating to grants distribution & utilization. If need be group interviews may also be used for gathering deeper insights from the field and from a cross section of the stakeholders and beneficiaries of the programme.

Focus Group Discussion: It is suggested to have focus group discussion to get clarity about the effectiveness of the programme.

7. Sampling Method
The sample for the study has to be representative drawn from the four educational divisions. Two districts from each of the 4 divisions, all the blocks from 2 sample districts, one good performing and another poor performing to be selected. 20 CRPs, representing the 2 sample districts in each of the division, all BEOs and 50 schools from each sample district will have to be included in the sample. Sample selection has to be done in consultation with the BEO, BRC, CRPs.

Note: the numbers given above are indicative of the minimum sampling units. However, in case of higher population, a higher number of sample units may be covered.

8. Data Analysis
All numerical data may be presented in tabular forms using frequencies, percentages and graphs. Even the descriptive data collected through questionnaires/ interviews / observation may also be collapsed into categories/typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual cases depicting certain extreme situations may be presented as case study. Visual and other printed clipping evidences may be used for supplementing the data analysis. Findings of the study should not be opinion based. The findings obtained by the opinion should be triangulated from facts gathered through observations, ground realities, feedback received through FGDs etc...

9. Time–line
The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

Report
The report should contain the following chapters
Chapter 1: Introduction & Context of the Study
Chapter 2: Methodology to include the study design, sampling, research tools, data analysis.
Chapter 3: tabulation, analysis of the data and discussion of the results
Chapter 4: Findings, Conclusions, suggestions & policy implications
The final report should be submitted along with an executive summary of the study.
TERM OF REFERENCE
A Study on the state of access to elementary schooling facilities in the tribal habitations of Karnataka

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right To Education Act 2009 [RTE] of the Karnataka State and the context and background of the grants provided to schools for various purposes by the State sector. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education and norms and prescribed guidelines/orders/circulars issued by the State education department for various grants provided to schools. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

1. Introduction

Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities. The financial outlays and grants given under the SSA programme as well as by the State government for enhancing physical and academic facilities, improving teaching and learning activities and for various curricular/pedagogical materials and equipment to improve classroom process in schools is suggestive of the State’s intention to bring about qualitative reforms in education.

2. Context

In particular, the SSA programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen and upgrade existing schools so as to facilitate easy access to children, in particular to the marginalized population segments as per the SSA framework and RTE norms. Despite these efforts, barriers continue to exist in certain areas to achieve 100% enrollment. There are number of tribal habitations scattered in different areas of Karnataka. Tribal people have their own unique culture and lifestyle. Their social, economic, cultural and educational background is totally different from other groups. The demographic structure is not
only diverse but complex too. According to section 6(4) of RTE Act [2009], it is the responsibility of government and local authority to locate school in such a manner to avoid risks of participation for those population living in forest areas and in remote inaccessible terrains by reducing the limit specified under sub rule (1). Since Karnataka state has tribal population inhabiting the hilly terrains and western Ghats regions there appears to be a great challenge for the State Government to provide access to elementary education for tribal population. It is in this context it is worthwhile to study the state of access to elementary schooling facilities in the tribal habitations

3. The Title of the Study:

A Study on the state of access to elementary schooling facilities in the tribal habitations of Karnataka

1. Objectives:
The study should achieve the following objectives and attempt to find answers for the questions raised therein for a period of 5 years (2010-11 to 2014-15). The study should include case studies of at least 20 tribal habitations, out of which 10 case studies should be success stories of access to schools in tribal habitations.

1. To examine the status of access to elementary schooling with respect to physical, social & quality dimensions.
   (i) Whether schooling facility is there or not in the habitation as per RTE norms?
   (ii) what is the kind of schooling facility available –LPS, HPS, Govt, Private, residential, Ashrama or any other (specify)
   (iii) If there is availability of schools within RTE norms, within what distance is the school available?
   ➢ What are the trends of tribal children attending the schools in the habitation; are there any Out of school children in spite of availability of school in the habitation?
   ➢ What are the trends of tribal children attending the schools in other habitations despite availability of school in their own habitation?
   (iv) If schooling facility is not available in the habitation as per RTE norms -
   ➢ what is the distance needed to be covered by children to attend the nearest school?
   ➢ Do tribal children attend the nearby school which is in another habitation?
   ➢ Do tribal children attend the schools regularly?
   ➢ Are there any Out of School Children(including never enrolled and drop-outs) due to unavailability of schools in their own habitations ?
   ➢ What is the number of Out of School Children in such habitations?
(v) Presence of natural/manmade barriers or any other barriers which prevent access to schooling in tribal habitations?
- What barriers are present in the habitation (to specify like forest, river, hill, highway, animals, Naxalites etc)?
- Do the barriers affect children from attending school?
- How are the children managing to attend the schools?
- Do barriers like language, culture and traditions of the tribal people affect the tribal children to attend schools?

2. To find out whether quality of schooling facility affect the tribal children to have access to schools?
   (i) What is the nature of academic facility available in schools?
   (ii) Whether presence of private and non-government schools in the surrounding areas affect access to government schools?
   (iii) Whether structure and pedagogical arrangements in schools affect access to tribal children?
   (iv) To what extent household and cultural factors affect access?
   (v) What kind of actions are initiated by the state in this regard? And what is the response?

3. To capture perceptions and views of the school authorities and the households regarding access to schooling for the tribal children

4. Is there availability of sufficient teachers in schools of tribal habitations?

After studying all the relevant aspects, the researcher has to provide a framework for effective access to schooling facility in tribal habitations.

5. Method

The study method will have to be a survey based on field study. Hence it is mandatory to visit the concerned office/centre, tribal habitation, schools and tribal welfare department to collect primary evidence. Large part of the data have to be gathered through interaction and dialogue with various officials of the education department as well as from the tribal households.

6. Research Tools

The following tools and techniques may be used for collecting data for the study. Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from various sources as required for examining the questions under study.
**Observation Schedule:** to gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

**Questionnaire:** [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO, and SDMC members.

**Interviews: [Individual/Group]:** wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers, parents and other officials on issues relating to access. If need be group interviews may also be used for gathering deeper insights from the field and from a cross section of the stakeholders tribal welfare department and beneficiaries of the programme.

**Focus Group Discussion :** It is suggested to have focus group discussion to get clarity about the effectiveness of the programme.

7. **Sampling Method**
   The sample for the study has to be representative drawn from the four educational divisions. Two districts from each of the 4 divisions having higher concentration of tribal population has to be selected. All schools, habitations have to be selected in consultation with the functionaries at the district/block and cluster levels. All the concerned officials in the sample districts will have to be included in the sample. For purpose of gathering views and perceptions.

   **Note:** the numbers given above are indicative of the minimum sampling units. However, in case of higher population, a higher number of sample units may be covered.

8. **Data Analysis**
   All numerical data may be presented in tabular forms using frequencies, percentages and graphs. Even the descriptive data collected through questionnaires/ interviews/observation may also be collapsed into categories/ typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual cases depicting certain extreme situations may be presented as case
study. Visual and other printed clipping evidences may be used for supplementing the data analysis. The findings obtained by the opinion should be triangulated from facts gathered through observations, ground realities, feedback received through FGDs etc.

9. **Time –line**
The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

10. **Report**
The report should contain the following chapters

**Chapter 1:** Introduction & Context of the Study

**Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis.

**Chapter 3:** tabulation, analysis of the data and discussion of the results

**Chapter 4:** Findings, Conclusions, suggestions & policy implications

The final report should be submitted along with an executive summary of the study.
TERMS OF REFERENCE

A Study of Parental Counseling in case of CWSN

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right to Education Act 2009 [RTE] of the Karnataka State and the context and background of the programme relating to Children With Special Needs [CWSN]. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

1. Introduction

Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities.

2. Context

Within the framework of the RTE Act and Inclusive Education [IE], Parental counseling in case of CWSN students is one of the meaningful and significant programmes of the SSA in Karnataka. CWSN students need support and guidance depending on the nature of disability and severity of the physical and mental deformity for effective participation in school activities. Parental counseling is one strategic approach identified by the State to address the issue of disability in its varied form for children with special needs in the age group 6-14 years. Parental counseling assumes that inclusive education needs support of family and community and the same needs to be well integrated into the school activities planned for CWSN.
3. The Title of the Study:

"A Study of Parental Counseling in case of CWSN"

4. Objectives:

The study should achieve the following objectives and attempt to find answers for the questions raised therein:

1. To assess knowledge and understanding of teachers and field functionaries about parental counseling in case of CWSN
   (i) What are teachers’ and field functionaries’ perceptions about parental counseling?
   (ii) Do they have sufficient understanding of parental counseling in case of CWSN, its focus, purpose and operationalization at their school/cluster, block and district level?
   (iii) What kinds of issues and problems do they identify in so far as implementing the programme of parental counseling in their own context?

2. To examine the database relating to parental counseling – the nature, extent and coverage
   (i) What kinds of data are generated under the programme of parental counseling?
   (ii) Who collects, compiles and disseminates data?
   (ii) How is database used for the programme?
   (iii) What is the modality and mechanism adopted for the programme?
   (iv) Do CRCs, teachers and other functionaries have sufficient understanding of parental counseling and its various dimensions, purpose and intentions?
   (v) What kinds of issues and problems are experienced with respect to conceptualization, operationalization and implementation of parental counseling activity?

1. To examine the role performed by different functionaries in implementing the programme
2. To examine the orientation and training of IERT and volunteers in the parental counseling programme
3. To examine the performance of special teachers, IERT, volunteers and other resource persons
4. To review the nature and utility value of the counseling provided to parents in the assuredness camps
5. To find out how medical assessment camps are conducted, extent of coverage, and the kinds of benefits accrued to parents
6. To examine the utilization and maintenance of aids and appliances provided
7. To examine the parental participation and community involvement
8. To examine case studies in case of HBE
9. To Examine the way CWSN is identified in household child census and its follow up by special teachers and IERT’S.
10. To find out how schools create barrier free environment for promoting CWSN’s participation in schools
11. To examine the utilization and maintenance of Braille and home based education kit.
12. To compare the quality of attention given to CWSN with normal children in schools.
13. To understand parental grievances while getting various facilities from the Department.
14. To understand the support received by the public, NGO’s and the department.
15. To assess the activities conducted at school level for parents
16. To know the parental awareness about the nature and kind of disability among their children and the causes for the same
17. To assess parental knowledge regarding the facilities available for disable children from other departments.

5. Method
The study method will have to be a survey based on field study. Hence it is mandatory to visit the concerned office/centre, schools and households to collect primary evidence. Parental counseling in case of CWSN requires proper planning and preparation, methods and techniques. Additionally, the nature of the programme is customized for diverse group and hence depends on the nature and kind of disability to be addressed. Field study of the following needs to be done to capture deeper insights and issues under reference.

• Visiting the HBS centers
• Visiting the SRC’s (School Readiness programmer Centers)
• Survey of households/parents
• School/Camp visits
• Case Studies in case of multiple disorders

6. Research Tools
Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from various sources as required for examining the questions under study. Hence a mix of different kinds of tools will have to be used for the purpose. The following tools and techniques may be used for collecting data for the study.
Checklist: to collect factual data relating to the programme, such as number of camps/sessions conducted, households visited, parents counseled, CWSN identified and enrolled into schools, aids and assistive devices provided, physical infrastructure, equipment, academic facilities, teaching staff in the school/resource centre, etc.,

Questionnaire: [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO, IERT, Education Volunteers and if necessary from students, parents and SDMC members.

Observation schedule: to gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

Interviews: [Individual/Group]: wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers, parents, resource persons, volunteers and other officials on issues relating to training, work situation, tasks to be performed, monitoring & mentor support, etc.,. If need be group interviews may also be used for gathering deeper insights from the field and from a cross section of the stakeholders and beneficiaries of the programme.

Documents/record analysis: records/registers relating to the programme, stock registers, minutes of the meeting, field dairies of the concerned functionaries, visit reports, circulars/orders etc.,. Provide useful firsthand information about the activity concerned. Some kind of checklist with a few references and guiding questions may be used for collecting evidence from the records/documents.

7. Sampling Method
The sample for the study has to be representative drawn from the four educational divisions. Two districts from each of the 4 divisions, all the blocks from 2 sample districts, Sample selection has to be done in consultation with the BEO, BRC, IERT, CRPs. The selection and distribution of sampling design is given in the matrix below
### Sampling Design Matrix

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Districts</th>
<th>Blocks</th>
<th>SRPs</th>
<th>IERT</th>
<th>parents</th>
<th>CWSN</th>
<th>EVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>2</td>
<td>all</td>
<td>all</td>
<td>all</td>
<td>50 for each district</td>
<td>50 for each district</td>
<td>10</td>
</tr>
<tr>
<td>Mysore</td>
<td>2</td>
<td>all</td>
<td>all</td>
<td>all</td>
<td>50 for each district</td>
<td>50 for each district</td>
<td>10</td>
</tr>
<tr>
<td>Belgaum</td>
<td>2</td>
<td>all</td>
<td>all</td>
<td>all</td>
<td>50 for each district</td>
<td>50 for each district</td>
<td>10</td>
</tr>
<tr>
<td>Gulbarga</td>
<td>2</td>
<td>all</td>
<td>all</td>
<td>all</td>
<td>50 for each district</td>
<td>50 for each district</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>all</td>
<td>all</td>
<td>all</td>
<td>400</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

**Note:** the numbers given above are indicative of the minimum sampling units. However, in case of higher population, a higher number of sample units may be covered.

### 8. Data Analysis

All numerical data may be presented in tabular forms using frequencies, percentages and graphs. Even the descriptive data collected through questionnaires/interviews/observation may also be collapsed into categories/typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual cases depicting certain extreme situations may be presented as case study. Visual and other printed clipping evidences may be used for supplementing the data analysis.

### 9. Time –line

The entire study will have to be completed in a period of 6 months from the date of signing of MOU.

### 10. Report

The report should contain the following chapters

- **Chapter 1:** Introduction & Context of the Study
- **Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis
- **Chapter 3:** tabulation, analysis of the data and discussion of the results
- **Chapter 4:** Findings & conclusions

The final report should be submitted along with an executive summary of the study.
TERMS OF REFERENCE

“A Study of utilization of equipment under LEP with reference to Nali-Kali, Geo-Kits and Library”

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right To Education Act 2009 [RTE] of the Karnataka State and the context and background of the programme relating to Learning Enhancement Programme [LEP]. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

1. Introduction

Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities.

2. Context

Despite enhancing access to schooling through a variety of schemes, quality of education in schools is a major issue in Karnataka. Under the SSA initiative, several kinds of activities have been on the anvil to address this issue. Learning Enhancement Programme (LEP) is one such programme in this direction. The LEP begun in 2010-11 which was planned for 3 years and is now continued up to the academic year 2015-16 for all the classes of elementary level and is well integrated into the overall State academic programmes. The activities planned under LEP not only provides additional support to the State’s flagship programme of Nali-Kali, but also supports the broader pedagogical activities of the State to enhance learning in classrooms. Under the LEP, additional resource materials are planned to enhance the teaching-learning process of Language, Mathematics and EVS in lower primary schools and teaching-learning of Science Education, Geography and Maths in upper primary schools. LEP, in general enables students to learn hands on with joy and at their own pace. However at primary level, it enhances their literacy and numeracy skills and facilitates teaching-learning process keeping in view the individual difference; helps teachers to diagnose the deficiencies and plan for corrective measures. At upper primary level, it enables students to apply the concepts learned in class in real life situations.
3. **Study Title:**
“A Study of utilization of equipment under LEP with reference to Nali-Kali, Geo-Kits and Library”

4. **Objectives:**
The study should achieve the following objectives and attempt to find answers for the questions raised therein

1. To assess the knowledge and understanding of teachers and field functionaries about LEP
   (i) What are teachers’ and field functionaries’ perceptions about LEP?
   (ii) Do they have sufficient understanding of LEP, its focus, purpose and operationalization at their school/cluster, block and district level?
   (iii) What kinds of issues and problems do they identify in so far as operationalizing LEP in their own context?

2. To assess the knowledge and understanding of teachers and field functionaries about Nali-Kali
   (i) What are teachers’ and field functionaries’ perceptions about Nali-Kali?
   (ii) Do they have sufficient understanding of Nali-Kali, its focus, purpose and operationalization at their school/cluster, block and district level?
   (iii) What kinds of issues and problems do they identify in so far as operationalizing Nali-Kali in their own context?

3. To assess the knowledge and understanding of teachers and field functionaries about Geo-Kits
   (i) What are teachers’ and field functionaries’ perceptions about Geo-Kits?
   (ii) Do they have sufficient understanding of Geo-Kits, its focus, purpose and operationalization at their school/cluster, block and district level?
   (iii) What kinds of issues and problems do they identify in so far as operationalizing Geo-Kits in their own context?

4. To assess the knowledge and understanding of teachers and field functionaries about Library
   (i) What are teachers’ and field functionaries’ perceptions about Library?
   (ii) Do they have sufficient understanding of Library, its focus, purpose and operationalization at their school/cluster, block and district level?
   (iii) Whether schools received grant in full and on time?
   (iv) Whether the grants were utilized in full and as per prescribed norms?
   (v) What kinds of issues and problems do they identify in so far as operationalizing Library in their own context?

1. To elicit the list of equipment provided under Nali-Kali, its availability and utilization in school.
2. To elicit the list of equipment provided under GEO-Kits, its availability and utilization in school.
3. To elicit the prescribed norms provided under Library, its availability and utilization in school.
4. To identify factors determining effective implementation of equipment under Nali-Kali, Geo-Kits and Library.
   (i) Whether schools have adequate infrastructure for effective implementation of Nali-Kali, Geo-Kits and Library?
   (ii) whether schools have sufficient support from the head teachers for effective implementation of Nali-Kali, Geo-Kits and Library?
   (iv) whether teachers have proper perceptions about implementation of Nali-Kali, Geo-Kits and Library in their school?
   (v) Do schools receive timely and proper feedback from the supervisory staff about problems and issues relating to Nali-Kali, Geo-Kits and Library?

5. To identify factors determining effective utilisation of equipment under Nali-Kali, Geo-Kits and Library
   (i) Whether schools have adequate infrastructure for effective utilisation of Nali-Kali, Geo-Kits and Library?
   (ii) whether schools have sufficient support from the head teachers for effective utilization of Nali-Kali, Geo-Kits and Library?
   (iii) whether teachers have proper perceptions about purpose and utility value of Nali-Kali, Geo-Kits and Library in their school?

5. Method
The survey is essentially based on field study method. Hence it is mandatory to visit all the sample schools to collect actual data from schools by using the following tools and techniques. Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from schools as and when the situation demands.

6. Research Tools

Observation Schedule: To gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

School Checklist: to collect facts and figures such as physical infrastructure, equipment, academic facilities, teaching staff, statistics relating to student enrolment, attendance, retention, completion etc.,
**Questionnaire:** [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO and if necessary from students, parents and SDMC members.

**Observation schedule:** To gather qualitative information by direct observation on the spot of certain activities, issues and problems under the study during the time of school visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

**Interviews: [Individual/Group]:** wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers and other officials. If need be group interviews may also be used for gathering deeper insights from the field and from a cross section of the stakeholders.

**Documents/record analysis:** School records such as the admission, attendance, MDM, cash register, accounts books provide useful first-hand information about the actual reality of the school. Additionally, the meeting registers, visit reports and other documents produced by the schools do provide valuable evidence for the problems and issues under study. Some kind of checklist with a few references and guiding questions may be used for collecting evidence from the records/documents.

**Focus Group Discussion:** It is suggested to have focus group discussion to get clarity about the effectiveness of the programme.

**7. Sampling Method**
School is the unit of study. A representative sample of schools to be drawn from the four educational divisions. One district from each of the 4 divisions, 2 blocks from each district, one good performing and another poor performing to be selected. School selection has to be done in consultation with the BEO, BRC, CRC. The criteria of school selection to include LPS, HPS, Urdu and distance from the Block Head Quarters. The selection and distribution of sampling design is given in the matrix below.
### Sampling Design Matrix

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Districts</th>
<th>Blocks</th>
<th>clusters per district</th>
<th>schools per district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>2</td>
<td>all</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Mysore</td>
<td>2</td>
<td>all</td>
<td>20</td>
<td>50</td>
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<td></td>
<td></td>
<td>all</td>
<td>20</td>
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<tr>
<td>Belgaum</td>
<td>2</td>
<td>all</td>
<td>20</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>all</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Gulbarga</td>
<td>2</td>
<td>all</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>all</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>160</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

### 8. Data Analysis

All numerical data may be presented in tabular forms. Even the descriptive data collected through questionnaires/ interviews/observation may also be collapsed into categories/typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual school depicting certain extreme situations may be presented as case study. The findings obtained by the opinion should be triangulated from facts gathered through observations, ground realities, feedback received through FGDs etc.

### 9. Time –line

The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

### 10. Report

The report should contain the following chapters

- **Chapter 1:** Introduction & Context of the Study
- **Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis
- **Chapter 3:** tabulation, analysis of data and discussion of the results
- **Chapter 4:** Findings & conclusions

The final report should be submitted along with an executive summary of the study.
TERMS OF REFERENCE

A Study of Monitoring and Supervision With respect to School visits

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right To Education Act 2009 [RTE] of the Karnataka State and the context and background of the programme relating to Children With Special Needs [CWSN]. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

Introduction

Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities.

1. Context of the programme: Adequate, vigilant and continuous monitoring and supervision are key elements for successful implementation of any educational Programme. As there are a number of activities and programmes launched by the State under the Sarva Shiksha Abhiyan, monitoring and supervision activities assume even more significance to ensure sufficient progress during the implementation and for realizing the intended goals. More importantly, in order to improve quality of education in schools, it becomes even more important to ensure that appropriate monitoring and supervision mechanisms are in place and are effective in producing the desired outcomes. Monitoring, in a broader sense within the SSA framework is conceptualized as a continuous assessment of progress, diagnosis of weaknesses and understanding the strengths of a given programme and taking corrective steps and appropriate remedial measures. The frame of reference for the study of monitoring and supervision in the present study will be the school visits undertaken by higher supervisory functionaries of schools such as the CRP, BRC, DIET faculty, BEO, DDPI and others.
2. Title of the Study: A Study of Monitoring and Supervision with respect to school visits

3. Objectives of the Study:

- To understand the nature of monitoring and supervision of school visits by higher authority
  (i) Who visits schools?
  (ii) How often schools are visited in a month?
  (iii) What is the purpose of visit?
  (iv) What kinds of inputs are received by the schools during such visits?
  (v) How do these inputs help the schools?

- What kinds of views and perceptions are held by the school head teachers, teachers and the monitoring & supervisory officials in so far as school visits are concerned?
- To make an assessment of the usefulness of school visits by the monitoring & supervisory officials
- Is the mechanism of monitoring and supervision currently in place appropriate for achieving the intended purposes? or
- Is there some serious lacuna and deficiency in the system? If yes, what are they? And how do they manifest?
- To identify the barriers for effective Monitoring and Supervision by visiting authority.
- To find out how supportive are the school visits for improving quality of education in schools? In what way these visits help the schools in general and head teacher and teachers in particular
- To assess the extent of academic enrichment accrued to schools and for effective classroom transaction during the visits by the monitoring & supervisory staff
- To assess the nature of support given by visiting authority in implementing new policies and programmes in schools (RTE, CCE, Nali-Kali).
- To find out whether proper monitoring and supervision of timely utilisation of incentives /grants in schools takes place as per requirement.
- To understand in what way monitoring and supervision during school visits has helped schools in strengthening and enhancing community participation for school developmental activities.
- To find out the extent of support given by the monitoring and supervisory staff for proper maintenance of school records
- To make a critical assessment of the prevailing norms for school visits and for monitoring and supervision tasks by various officials
- To identify appropriate mechanisms and strategies for making school visits more effective and monitoring and supervision tasks purposeful and productive.
5. Method
The study method will have to be a survey based on field study. Hence it is mandatory to visit the concerned schools to collect primary evidence. Large part of the data have to be culled out from secondary sources such as the records, registers, visit books, diary, minutes of the meetings and such other relevant documents available in the school. Additionally views and perceptions of the school head, teachers and supervisory officials such as the CRP, BRC, DIET faculty, BEO, DDPI and other officials of the department have to be gathered to supplement the data gathered from secondary source.

6. Research Tools
The following tools and techniques may be used for collecting data for the study. Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from various sources as required for examining the questions under study.

Observation Schedule: to gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

Documents/record analysis: Visit reports in schools and diaries of the officials provide raw authentic data relating to monitoring and supervision activities of the concerned officials. In addition, circulars/orders, minutes of the meeting and other outputs generated by the schools etc,. Provide useful first-hand information about the status of grants. Some kind of checklist with a few references and guiding questions may be used for collecting evidence from the records/documents.

Questionnaire: [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO.

Interviews: [Individual/Group]: wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers, CRPs, BRCs, and other officials concerned.

Focus Group Discussion: It is suggested to have focus group discussion to get clarity about the effectiveness of the programme.
7. **Sampling Method**
The sample for the study has to be representative drawn from the four educational divisions. One district from each of the 4 divisions is to be selected. Sample school selection has to be done in consultation with the BEO, BRC, CRPs. The selection and distribution of sampling design is given in the matrix below.

### Sampling Design Matrix

<table>
<thead>
<tr>
<th>Districts</th>
<th>Blocks</th>
<th>CRP</th>
<th>Schools</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Monitoring/Supervisory officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>1</td>
<td>all</td>
<td>all</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Mysore</td>
<td>1</td>
<td>all</td>
<td>all</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Belgaum</td>
<td>1</td>
<td>all</td>
<td>all</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Gulbarga</td>
<td>1</td>
<td>all</td>
<td>all</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Note:** the numbers given above are indicative of the minimum sampling units. However, in case of higher population, a higher number of sample units may be covered.

8. **Data Analysis**
All numerical data may be presented in tabular forms using frequencies, percentages and graphs. Even the descriptive data collected through questionnaires/interviews/observation may also be collapsed into categories/typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual cases depicting certain extreme situations may be presented as case study. Visual and other printed clipping evidences may be used for supplementing the data analysis. The findings obtained by the opinion should be triangulated from facts gathered through observations, ground realities, feedback received through FGDs etc.

9. **Time line**
The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

10. **Report**
The report should contain the following chapters
    - **Chapter 1:** Introduction & Context of the Study
    - **Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis
    - **Chapter 3:** tabulation, analysis of the data and discussion of the results
    - **Chapter 4:** Findings, Conclusions, suggestions & policy implications

The final report should be submitted along with an executive summary of the study.
TERMS OF REFERENCE
“A study to know the phenomenon of transition loss from class 5 to class 6 and from class 7 to class 8”

The study needs to be located within the overall framework of the Sarva Shiksha Abhiyan [SSA] and the Right To Education Act 2009 [RTE] of the Karnataka State and the context and background of the programme relating to Children With Special Needs [CWSN]. Therefore it is necessary that the agency undertaking the study should go through the relevant documents/reports/literature of the State government to obtain clear and thorough understanding of the State perspective and policy for universalizing elementary education. A brief introduction to the SSA and RTE framework of the State, the context and the methodological framework for the study is provided hereunder.

1. Introduction:
Provision of relevant and useful Elementary Education of satisfactory quality for all children between 6 to 14 years of age is a major concern for Karnataka State under the national flagship programme of Sarva Shiksha Abhiyana (SSA). SSA also has a built in focus on social and gender equity and regional parity. Promulgation of the Right to Education Act in the year 2009 provided a fresh impetus to the State to address this major concern within the SSA framework. Several initiatives are launched by the State not only to expand access to schooling for all sections of population including the marginalized segments, but also to promote their regular participation in school as well as their learning outcomes through manifold approaches and customized activities.

2. Context of the program:
Access, Enrollment and Retention are the key goals of Sarva Shikshana Abhiyan program. Once the child enters the schooling system continuity is expected till the completion of elementary classes. Under the RTE Act, the Constitution mandates eight years of schooling at the elementary stage as fundamental right of every child. Karnataka State is seriously committed to ensure that all children attend school regularly and complete eight years of elementary education. A number of strategies and programmes are launched by the State in this direction. However, despite such efforts, children continue to dropout and leave school before completing the compulsory stage. In particular, there is transition loss, when children move from lower primary to upper primary stage; from class 5 to class 6 or from class 7 to class 8, when 8 years of elementary education is offered in two distinct structural arrangements. In addition, physical and natural barriers to
school, socio-economic and cultural constraints pose risks to children to continue their schooling. It is in this context that studying the phenomenon of transition loss and to understand its various dimensions, issues and problems at grassroots would provide better insights into the phenomenon.

3. The Title of the Study:
“A study to know the phenomenon of transition loss from class 5 to class 6 and class 7 to class 8”.

4. Objectives of the study:
The study should achieve the following objectives and attempt to find answers for the questions raised therein

1. To understand the extent and nature of transition loss in schools/clusters/blocks/districts:
   (i) What kinds of trends and patterns are revealed in transition loss across the districts/blocks/clusters/schools?
   (ii) Is transition loss higher from class 5 to class 6 or from class 7 to class 8? If yes, what kinds of specific factors are found to be contributing to the phenomenon?

2. To identify factors contributing to transition loss as school as the unit:
   (i) Are schools typically contributing to this phenomenon? If yes, where are such schools located and what are their characteristic features?
   (ii) What are the views and opinions of the school authorities in such cases? And what efforts have been made to arrest the phenomenon?

3. To study the circumstances of school and community where the transition loss is high:
   (i) Does any linkage exist between the school and community in case of higher transition?
   (ii) If yes, what are the key factors and processes producing the negative impact for children to continue schooling?
   (iii) What kinds of views and perceptions are revealed by the school authorities and the community for the transition loss? And whether there are conflicts of interests?

4. To identify appropriate strategies for tackling transition loss in different contexts and situations.
5. Method
The study method will have to be a survey based on both secondary and primary data. Hence it is mandatory to visit the concerned office/centre, schools and households to collect empirical data. In the first phase of data collection, secondary data of aggregate enrolment statistics of children from lower to upper primary stage in the sample districts needs to be examined. The results of the secondary data analysis will indicate trends and patterns of transition loss across district/block and clusters in the sample districts. These trends will have to be further examined in the background of the region/location, socio-economic profile of the region, school types and demographic composition and spread of schools and households accessing education at upper primary stage. The data for this may be gathered through interaction and discussion with education functionaries at district/block/cluster levels. In the second phase of data collection, schools revealing higher transition loss have to be identified and selected in consultation with BEO, BRP and CRP for visits and gathering further data.

6. Research Tools
The following tools and techniques may be used for collecting data for the study. Both quantitative [factual/numerical] and qualitative [descriptive/narrative] data need to be collected from various sources as required for examining the questions under study.

Observation Schedule: to gather qualitative information through direct observation of certain activities, events in schools, Resource centres and other venues during the time of field visit. Certain key questions and guiding principles may be provided to the field investigator. Proper orientation for capturing the observed incidents and making narrative descriptions of the same may be provided to the field investigators.

Checklist: to collect factual data from sample schools- enrolment, attendance, retention and completion ratios. Physical infrastructure, equipment, academic facilities, teaching staff etc.,

Questionnaire: [structured/semi-structured] to collect views and perceptions from head teachers, teachers, CRC, BRC, DIET faculty & BEO, students, parents and SDMC members.
Interviews: [Individual/Group]: wherever required, an open ended question-answer schedule may be used to gather views, perceptions and experiences of the teachers, parents, and other officials on issues relating to transition loss. If need be group interviews may also be conducted for gathering deeper insights from the field and from a cross section of diverse stakeholders.

Documents/record analysis: Records/registers-annual enrolment statistics, house hold survey data.

Focus Group Discussion: It is suggested to have focus group discussion to get clarity about the effectiveness of the programme.

7. Sampling Method

The sample for the study has to be representative drawn from the four educational divisions. Two districts from each of the 4 divisions, all the blocks from 2 sample districts, one good performing and another poor performing to be selected. 100 schools from each district where the transition loss is based on DISE data is to be selected.

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Districts</th>
<th>Blocks</th>
<th>Schools</th>
<th>Parents/SDMC per district</th>
<th>Others CRP/BRP/BEO/students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>2</td>
<td>all</td>
<td>100</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Mysore</td>
<td>2</td>
<td>all</td>
<td>100</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Belgaum</td>
<td>2</td>
<td>all</td>
<td>100</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Gulbarga</td>
<td>2</td>
<td>all</td>
<td>100</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>all</td>
<td>400</td>
<td>240</td>
<td>80</td>
</tr>
</tbody>
</table>

Note: the numbers given above are indicative of the minimum sampling units. However, in case of higher population, a higher number of sample units may be covered.
8. Data Analysis
All numerical data may be presented in tabular forms using frequencies, percentages, graphs and flow diagrams. Even the descriptive data collected through questionnaires/ interviews/observation may also be collapsed into categories/ typologies and be rendered in tabular form or presented in matrix formats. Some of the qualitative data may be presented in actual description or narrative style so as to supplement the tabular data analysis. Wherever necessary, profiles of individual cases depicting certain extreme situations may be presented as case study. Visual and other printed clipping evidences may be used for supplementing the data analysis. The findings obtained by the opinion should be triangulated from facts gathered through observations, ground realities, feedback received through FGDs etc.

9. Time –line
The entire study will have to be completed in a period of 4 months from the date of signing of MOU.

10. Report
The report should contain the following chapters
**Chapter 1:** Introduction & Context of the Study
**Chapter 2:** Methodology to include the study design, sampling, research tools, data analysis
**Chapter 3:** tabulation, analysis of the data and discussion of the results
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