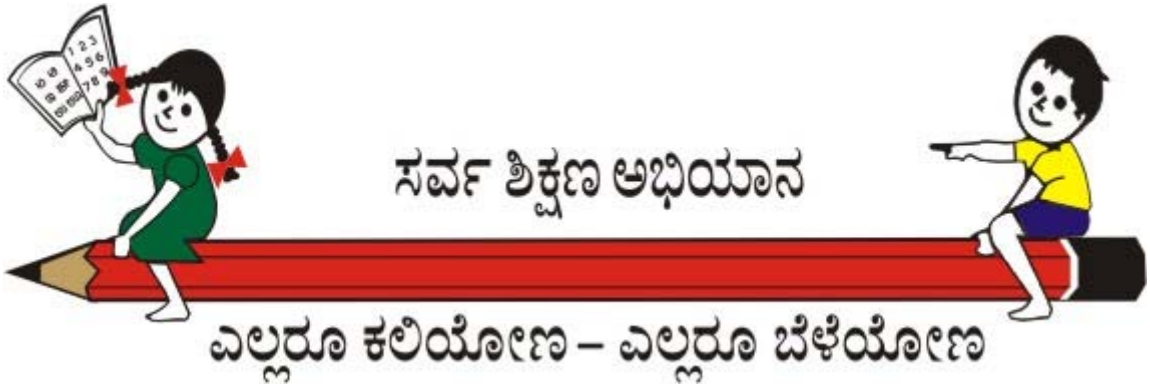


**State level Research Studies Abstract
From 2002-03 to 2008-09**

Research, Evaluation, Monitoring and Supervision



Sarva Shiksha Abhiyan-Karnataka

Sarva Shiksha Abhiyan-Karnataka
(Research, Evaluation, Monitoring and Supervision)

State level Research Studies Abstract (2002-03 to 2008-09)

I	<u>Theme:</u>	<u>Universalization of Elementary Education (UEE)</u>
1	Title of the Study:	Post Enumeration Survey (PES) of District Information System for Education (DISE) Data
	Broad Field of the Study:	Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	G.K. Karanth and Sailabala Debi
	Name and Address of Organization/institution (and Department) where the study was conducted:	Centre for Multi Disciplinary Development Research (CMDR), Dr. B. R. Ambedkar Nagar, Dharwad – 580004, Karnataka
	Year of Commencement:	2007
	Year of Completion:	November, 2008
	Objectives of the Study:	<ul style="list-style-type: none"> • To examine the role of DISE as laid down when introduced; • To verify and validate the data collected through DISE earlier; • To study the usefulness of DISE data required for achieving the goal of primary and higher primary education; • To assess the successful working of DISE units at the district level and school level; • To verify the infrastructure availability (HW, SW and other such accessories, trained computer personnel etc.) at the DISE units at both district and school levels; • To assess the competence and awareness of head teacher and the computer personnel about DISE; • To examine the evidence of sharing/dissemination of data collected through DISE; • To suggest appropriate measures for improving the quality of DISE data.
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	Three districts of Karnataka, namely, Gulbarga, Dakshina Kannada, Chitradurga
	Methodology (Details of Tools of	<ul style="list-style-type: none"> • The sample was the 5% of the total

<p>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):</p>	<p>primary and higher primary schools covering the three districts with the inclusion of also SC, ST and Minority population, girls schools and Moraji Schools making the sample rise to 6.1%. Proportionate distribution between rural and urban, government, aided and unaided schools was taken into consideration.</p> <ul style="list-style-type: none"> • The reference period for the DISE data and PES data, collected towards comparison in all indicators of education, was between September, 2007 and April, 2008 and the data being taken from the school records and the fact that the data was collected by well trained professionals, nullified the response error or recall error. • The scrutiny of the PES data was done by the well-trained computer personnel and the tabulated data were sent to the DISE unit of the SSA division, Bangalore for a comparative data of DISE from the SSA division to further accuracy. • Simple deviation method was used to estimate the deviation between DISE and PES data.
<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • All the three districts showed deviation of 1% between DISE and PES data in the case of number of teachers, enrolment, repeaters, attendance and textbooks. The overall deviation was the lowest for Haveri district and highest in the case of Udupi district indicating the degree of systematic work done in the collection and maintenance of DISE data by the concerned officials in the respective districts. • The highest deviation was observed in Haveri district in respect of the number of teachers and the lowest in the case of class results of Standard V results. Raichur district showed the highest deviation with respect to enrolment of SC children and lowest deviation for general enrolment and textbooks. In Udupi, the highest deviation was found in respect of results and the lowest with

		respect to enrolment of ST children.
	Was the Report Published?:	No
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	<ul style="list-style-type: none"> • While the DISE format for collecting data is well structured there are methodological defects with teachers, e.g., lack of a trained substitute when the trained enumerator absents from work for genuine reasons, necessitating rectification through extensive training for a bigger number of teachers. Besides, adequate time needs to be provided to the head of the institution towards careful scrutiny and tabulation of data since they have varied other responsibilities too. • The DISE format could have provision for certain qualitative information about the problems of students, teachers and parents, effectiveness of teaching, status of each classroom (building), opinion of the SDMC members for feedback on teaching, and also a column for writing remarks by the head of the institution. • The PES schedule could include some queries about the DISE unit and its operation at the district level in order to assess the overall performance of the units in acquiring data on the various aspects of education. It could also have provision for finding out details on infrastructure facilities in enhancing the quality of classrooms and not just the number.
2	Title of the Study:	A. A Study of the Impact of the Initiatives of Sarva Shiksha Abhiyan on Universalization of Elementary Education in Karnataka with special reference to Concerns of Quality and Equity
	Broad Field of the Study:	B. Universalization of Elementary Education (UEE)
	Name of Principal Investigators and Co-investigators (Underlining Surnames):	Sita Shekar , Meena Nair , K. Prabhakar , Prarthana Rao
	Name and Address of Organization/institution (and	Public Affairs Centre, No. 15, KIADB Industrial Area, (P.O. Box No. 9912)

	Department) where the study was conducted:	Bommasandra-Jigani Link Road, Bangalore – 562 106,
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	<ul style="list-style-type: none"> • Obtaining feedback from children in schools and their parents on the quality of schooling in terms of accessibility, reliability and satisfaction with the services delivered particularly in relation to the quality of education received and in meeting the equity goals. • Obtaining feedback from teachers on their assessment of the quality of services they provide, the efficacy and helpfulness of the training imparted to them in improving the quality of their performance, in increasing retention and preventing dropouts and the challenges and problems they face in delivering the services. • Assessment of the schools in terms of adequacy and quality of infrastructure provided and their utilization. • Carrying out an assessment of out of school children especially in those districts with special reference to equity where the number of out of school children is high. • To suggest measures to improve the ongoing initiatives in the direction of equity and quality of Sarva Shiksha Abhiyan (SSA) in Karnataka
	Scope and Geographical Coverage (State/s, Districts, Blocks etc.):	<ul style="list-style-type: none"> • The study was limited to three districts of Karnataka, namely, Bangalore Urban, Gulbarga, Raichur and Shimoga based on indices such as access rate, net enrolment ratio, out of school children and geographical location. • The scope of the study included setting up of an Advisory Committee comprising of experts in education for consultation at various stages of the study, a brief but extensive literature review on the history of SSA and its implementation to understand the gaps in the initiatives taken, in various settings of the country. Preliminary field visits in this direction and a micro level

		<p>observation and interviewing too were taken up to understand the impact of SSA in various settings.</p>
	<p>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):</p>	<ul style="list-style-type: none"> • Seven sets of data collection instruments were designed which included observation schedules and interview schedules like Observation schedule for mainstreaming Programmes; for Regular Schools; Interview Schedule for Heads of Schools; for SDMC and CAC Members; for Public Officials; for Parents and Children. • The data collection instruments adapted the aspects covered in the CRC were, Availability, Access and Usage; Service Quality and Reliability; Problem Incidence, Responsiveness and Problem Resolution; Costs including Corruption; Satisfaction and Suggestions for Improvement. • Two Talukas in each of the four districts selected were taken up for the study and from each Taluka five Gram Panchayats/Wards in Bangalore were selected using the random sampling approach. All the villages in the Gram Panchayats/Wards were covered in the survey. A hundred households from each Gram Panchayat/Ward where the children were studying government schools were selected for interviews with parents and their children. All the government and aided schools located in the Gram Panchayat/Ward selected for observation and interviews with the head of the school and one teacher. Public Officials working at the Taluka and District levels for SSA and the Education Department were covered under the public officials segment
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • Nearly 94% of the schools were found to have pucca school buildings out of which 15% of them were in bad condition with leaking roofs and some windows and doors missing. Nearly 71% of schools had the boundary wall with the highest (98%) in Shimoga and the least (41%) in Gulbarga. About 69% had drinking water facility with most of

		<p>them in working condition (96%) and were being used (97%) by children.</p> <ul style="list-style-type: none"> • Many schools had toilet facility with a majority (81%) having stored water and some others (39%) running water facility. 55% of the toilets were without water facility in the school and only 53% of the schools had separate toilets for girls but half of them without water facility. More than half the number of schools had other facilities like playground, library, first-aid kit and electricity supply in the schools but only half the number of schools were disabled-friendly with ramps provided for physically challenged children. • Most of the parents interviewed (75%) too reported the availability of infrastructure facility in line with those observed by the investigators. Nearly 16% of heads of schools reported the availability of CDs and DVDs in the schools and 12% reported the availability of computers. Nearly 29% schools had staff room facilities but while 51% noted that they had sufficient storage space for books in schools, 49% of them alone reported that they store their personal belongings and notebooks in the school. Non-availability of toilets had been a major concern with 43% stating that they shared toilets provided for the children. • Many schools had received the grants for maintenance (67%), the school grants (92%) and grants for civil works (50%) apart from incentives like free uniforms, textbooks and mid-day mal facility from the state government. The utilization of the grants and facilities was good with 90% schools reporting complete utilization of them, 96% reporting about submission of 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
--	--	--

		<p>complete utilization of civil works grant 32% had used them for the construction of new classrooms 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.</p> <ul style="list-style-type: none"> • 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 meal 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
--	--	---

		<p>on its implementation.</p> <ul style="list-style-type: none"> • 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
--	--	---

		<p>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.</p> <ul style="list-style-type: none"> • 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 had 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
--	--	---

		<p>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.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 Five 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 Address 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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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 up 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

		<p>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.</p>
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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 if 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,

		<p>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.</p> <ul style="list-style-type: none"> • 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 a 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:	<ul style="list-style-type: none"> • The four major reasons for the differences in the two surveys which hold a key to the ‘missing children’ need to be 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:	<ul style="list-style-type: none"> • To list out the schemes and programmes designed and implemented by the Government of India and Government

		<p>of Karnataka for UEE;</p> <ul style="list-style-type: none"> • 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 for 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 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):	<ul style="list-style-type: none"> • The empirical survey method was used for studying the impact of the schemes in the quality of primary schools. • The headmasters, teachers, students and 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, playground 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:	<ul style="list-style-type: none"> • The three schemes, namely, Chaitanya Training Scheme, Student Enrolment Drive and Distribution of Progress Cards were

		<p>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.</p> <ul style="list-style-type: none"> • 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 involenment, 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,
--	--	--

		<p>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.</p> <ul style="list-style-type: none"> • 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	State Sarva Shiksha Abhiyan Office, Bangalore

	Report be Obtained?:	
	Action Points:	<ul style="list-style-type: none"> 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 Address 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:	<ul style="list-style-type: none"> 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 indexes. 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.):	he 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):	<p>Documentary Analysis and Descriptive Survey were the chief methods</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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

		<p>programmes of the Department of Education for mainstreaming children into regular schools.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • A significant chunk 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	<u>Factors in Free and Compulsory Primary Education</u>	
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 Address 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:	<ul style="list-style-type: none"> • 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 its 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):	<ul style="list-style-type: none"> • 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

		<p>Environment Scale consisting of areas like home academic, social, psychological and economical, health, religious/spiritual environment for education, constructed and validated by the researcher.</p> <ul style="list-style-type: none"> • 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'.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
--	--

		<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> • 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	<u>Education of the Specially Challenged Children</u>	
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:	<ul style="list-style-type: none"> • To identify the problems, of the mentally challenged in general and their

		<p>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;</p> <ul style="list-style-type: none"> • 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 the 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;
	<p>Scope and Geographical Coverage (State/s, Districts, Blocks etc.):</p>	<p>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.</p>
	<p>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):</p>	<ul style="list-style-type: none"> • The sample selected for the study was eight institutes for the mentally challenged children, 43 teachers and sixty parents using the random sampling approach; • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.):	<ul style="list-style-type: none"> • 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 stakeholders 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

		<p>collection, data analysis and discussing the final report and plan of action.</p> <ul style="list-style-type: none"> • 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.
	<p>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):</p>	<ul style="list-style-type: none"> • 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 Urban, and the presence of an 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 analysed 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>schools.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 Address of Organization/institution (and	Department of Folklore and Tribal Studies, Dravidian University, Kuppam, Chittor District,

	Department) where the study was conducted:	Andhra Pradesh
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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;

		<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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	School of Education, Karnataka State Women's University, Bijapur

	Department) where the study was conducted:	
	Year of Commencement:	2005
	Year of Completion:	2006
	Objectives of the Study:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • The study revealed that Belgaum district

		<p>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.</p> <ul style="list-style-type: none"> • 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 for 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:	<ul style="list-style-type: none"> • 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;

		<ul style="list-style-type: none"> 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):	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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;

		<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

	<p>from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):</p>	<p>after the training to the teachers to find its effect.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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.
	<p>Was the Report Published?:</p>	<p>No</p>
	<p>From whom can the Copy of the Report be Obtained?:</p>	
	<p>Action Points:</p>	<ul style="list-style-type: none"> • The material prepared by the investigators will have use to all the schools in Karnataka

		<p>State for implementation in the process of integrating disabled children in normal schools.</p> <ul style="list-style-type: none"> • 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	<u>Issues and Problems in Learning at Elementary Level</u>	
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:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The study was conducted in the Hubli-

	(State/s, Districts, Blocks etc.):	<p>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.</p> <ul style="list-style-type: none"> • 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.
	<p>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):</p>	<ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>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;</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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	<u>Issues on Teaching Methods and In-Service Teacher Training</u>	

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:	<ul style="list-style-type: none"> • 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,	<ul style="list-style-type: none"> • 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

	<p>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):</p>	<p>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.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>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;</p> <ul style="list-style-type: none"> • 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 programmes value oriented and motivating and preferred
--	--	--

		<p>to have lengthier courses and they also desired to be resource persons for similar courses to the rest of the teachers.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 the 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
	<p>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):</p>	<ul style="list-style-type: none"> • 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

		<p>collection and observations by the research team.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>were satisfied with the acceptance of their suggestions by the participants.</p> <ul style="list-style-type: none"> • 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 the 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:	<ul style="list-style-type: none"> • 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	<u>Evaluation and Qualitative Improvement in Primary Education</u>	
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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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

		<p>ranging from 180 to 217 were selected.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>compared to the lower class is poor in all the three surveys even though marginal improvement, not statistically significant, could be seen in TAS.</p> <ul style="list-style-type: none"> • 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 been 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
--	--	---

	Was the Report Published?:	Yes
	From whom can the Copy of the Report be Obtained?:	State Sarva Shiksha Abhiyan Office, Bangalore
	Action Points:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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 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):	<ul style="list-style-type: none"> • A sample of 900 students was selected from Mangalore Taluk of Dakshian Kannada District keeping in mind the 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

		<p>scores were tabulated in the form of a frequency distribution table for the whole group and sub-groups.</p> <ul style="list-style-type: none"> • 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 coefficient 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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 for 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:	<ul style="list-style-type: none"> • It is to be noted that while the teacher-made tests might fulfill the objectives to evaluation to a great extent the use of blueprint 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 Address 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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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 five teachers for examination and for verification through teaching the content in the classroom.
	Main Findings and Conclusions:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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):	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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

		<p>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.</p> <ul style="list-style-type: none"> • 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 annexures 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
--	--	--

		<p>evaluation report.</p> <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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, 1 st Main, 1 st Cross, Ashwathnagar, RMV 2 nd Stage, Bangalore – 560 094.
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

	<p>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):</p>	<p>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.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • It was found that as against 235 working days 38.5 days were lost on absence from

		<p>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.</p> <ul style="list-style-type: none"> • 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
--	--	--

		<p>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.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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

		<p>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;</p> <ul style="list-style-type: none"> • More female teachers to be employed in primary schools as seen the higher achievement in schools is effected with higher female-male ratio.
VII	<u>Special Incentives for Primary School Education</u>	
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:	<ul style="list-style-type: none"> • 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 the 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.,

		<p>free midday meals, free textbooks and free uniforms;</p> <ul style="list-style-type: none"> • To study the opinion of parents and teachers towards the relative preference for the incentive schemes of 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):	<ul style="list-style-type: none"> • The study was a survey following the stratified sampling technique. The sample consisted of 400 primary school students – 200 of each sex, 200 teachers and 150 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 difference between variables.
	Main Findings and Conclusions:	<ul style="list-style-type: none"> • 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-

		<p>economic status of the family were found to have an effect on the attitude of parents towards the three incentive schemes;</p> <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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 has 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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • The Class IV students of Bidar District exposed to Keli-Nali Radio Lessons perform significantly better than 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:	<ul style="list-style-type: none"> • The study does throw 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:	<ul style="list-style-type: none"> • 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 ht eChaitanya Programem had been conducted.
	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.	<ul style="list-style-type: none"> • 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 coordinator as well as two

	<p>from whom the Data was collected, indicating the type of data collected from each such source and details of data analysis):</p>	<p>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.</p> <ul style="list-style-type: none"> • Three Structured Questionnaires on the effectiveness of the Chaitanya – 1, 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>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;</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Since the academic performance was found to have improved in spite of certain shortcomings, the implementation of the Chaitanya Programme needs to be

		<p>continued with greater vigour and earnestness with repeated training programmes at the pre-service and in-service levels.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 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):	<ul style="list-style-type: none"> • In the survey study the sample consisted of five Block 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.

		<p>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.</p> <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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 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 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:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The study was a descriptive survey study and the sample of the study consisted of 237 teachers, 69 parents and 60 SDMC

	<p>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):</p>	<p>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.</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>needy primary schools for overall development.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 the 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 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:	<ul style="list-style-type: none"> • 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 the 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):	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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

		<p>activities and getting sufficient financial assistance and in time.</p> <ul style="list-style-type: none"> • It was noticed that there was a slight gain in achievement of the students of Mangalore Taluk as a result of the Keli Kali Programme but it was not significantly different in the 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:	<ul style="list-style-type: none"> • 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 District Institute of Education and Training (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:	<ul style="list-style-type: none"> • To find out the effectiveness of the Mahithi Sindhu Project of the Government of

		<p>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;</p> <ul style="list-style-type: none"> • 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 out of the students. • To find out the enhancement in learning level of the students using this facility and to compare their performance with those who were not involved in the project.
	<p>Scope and Geographical Coverage (State/s, Districts, Blocks etc.):</p>	<p>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.</p>
	<p>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):</p>	<ul style="list-style-type: none"> • 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 the programme and for the students going through the course with ten items to

		<p>evaluate their performance and the utilization of the opportunity and facilities;</p> <ul style="list-style-type: none"> • 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 through descriptive statistics using mean and percentages.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>and X;</p> <ul style="list-style-type: none"> • 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 the 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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 Akshaya 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 all the necessary information and opinions of the officials on the foundation and the Akshaya Paatra Programme. The opinions of the Chief Cook were obtained through detailed discussion based on the questionnaire. The investigator administered the questionnaires

		<p>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;</p> <ul style="list-style-type: none"> • The data was collected basically through qualitative analysis by recoding their opinions and finding out the frequencies and percentages.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>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%.</p> <ul style="list-style-type: none"> • 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 than 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:	<ul style="list-style-type: none"> • 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	<u>Education of the Girl Child</u>	
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:	<ul style="list-style-type: none"> • 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;

		<ul style="list-style-type: none"> 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):	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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;

		<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • The study has indicated the benefits of

		<p>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.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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	The study was limited to the high schools of

	(State/s, Districts, Blocks etc.):	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):	<ul style="list-style-type: none"> • 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 validity 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:	<ul style="list-style-type: none"> • 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

		<p>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.</p> <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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	<u>Functioning of SSA Bodies</u>	
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 conducted:	Department of Post Graduate Studies in Education, Karnataka State Open University, Mysore, Karnataka
	Year of Commencement:	2007
	Year of Completion:	2008
	Objectives of the Study:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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

		<p>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;</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> The teachers found that the Consultative Meetings at the BRCs have been successful even 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:	<ul style="list-style-type: none"> 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 conducted:	Post Graduate Department of Studies in Education, Karnatak University, Dharwad
	Year of Commencement:	2005
	Year of Completion:	2006

	Objectives of the Study:	<ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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

		<p>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 ;</p> <ul style="list-style-type: none"> • 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.
	<p>Main Findings and Conclusions:</p>	<ul style="list-style-type: none"> • 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

		<p>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.</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.