

State Level Studies in 2009-10

- 1. A study on student engagement in teaching learning process of Primary Schools** - Smt.L. Laxmi Prasanna C/o Pedagogy wing, SPO, RVM (SSA), A.P, Hyderabad.
- 2. A study on implementation of MCS programme under NPEGEL in the State** – SCERT, A.P, Hyderabad.
- 3. Impact of Home Based Education of CWSN** – A.N.G.Ranga Agriculture University, Rajendrangar, Hyderabad.
- 4. A study on functioning of KGBVs in the State** – Dept. of Sociology, University of Hyderabad, Gachibowli, Hyderabad.
- 5. 5% DISE 2009 sample check study** – National Institute of Rural Development, Rajendrangar, Hyderabad.
- 6. Achievement levels of mainstreamed children from RBCs** – IASE, Masab Tank, Hyderabad.
- 7. A study on utilization of class room libraries in Elementary Schools of A.P** – R&E wing
- 8. Evaluation of computer literacy training utilization** – Department of Journalism & Communication, Osmania University, Hyderabad.
- 9. A study on utilization of various grants by SSA in A.P** – Centre for Economics & Social Studies, Begumpet, Hyderabad.
- 10. A study on utilization of TLE grant sanctioned to new PS and UPS in the State** – Indian Institute of Economics, Red Hills, Hyderabad.

I. A study on students engagement in Teaching Learning process in Primary Schools.

1. Name of the University/ Institute: L. Laxmi Prasanna, C/o Pedagogy Wing, SPO, A.P, RVM (SSA), Hyderabad.

2. Objectives:

1. To study the planning activities carried out by the teacher for the teaching learning process in a given class.
2. To study the various classroom process in a given period during the teaching learning process.
3. To study the pupils engagement in the teaching learning process.
4. To study the interaction between pupil-teacher, pupil-pupil and pupil-material in the teaching learning process.
5. To study the role and nature of teaching learning methods and material in pupils active engagement and learning.
6. To study the present status of the practical implementation of the innovative in the school.

3. Sample: 3 districts (Vizianagaram, Ananthapur & Mahabubnagar) covering 60 Schools

4. Tools: Observation schedule and documentary analysis.

5. Budget: Rs.1,20,000/-

6. Findings:

1. 21.6% of teachers had the lesson plan with regard to the content to be covered, questions to ask, assignment to give.
2. 11.6% of the teachers started their lesson with the review of previous knowledge
3. 73.3% of the teachers had required teaching learning material.
4. In 58.3% of the schools, teachers are using TL material.
5. 36.6% are using black boards.
6. 71.6% of teachers had quick and adequate supervision of lesson.
7. Only half of the teachers used examples and illustrations to clarify the difficult and abstract concepts.
8. 76.6% of teachers encouraged the active participation of students in the TL process.
9. 58.3% of teachers are providing home work.

7. Suggestions:

1. Teachers have to read the entire lesson before the instructions and develop a clear understanding of the major concepts of it.
2. Prepare a series of Questions based on learning objectives and ask questions to entire class.
3. Involve every student making him/ her a part of learning and also accept variation in responses.
4. Identify the important of the lesson and tell the students.
5. Create interest among the students.
6. Prepare lesson plan with regard to content, concepts, Questions to be asked, assignments to be given and use proper teaching aids.
7. Start the lesson by reviewing previous lesson.
8. Organization of Black board must be proper.
9. Discourage reading of Text book during the teaching learning process.
10. Provide opportunities for frequent teacher student interactions.
11. Encourage students to work in groups.
12. Provide an overview and key points at the end of the lesson.

II. A study on the implementation of Model Cluster School programme under NPEGEL in A.P.

1. Name of the University/ Institute: Dr.S. Suresh Babu, Lecturer, SCERT, Hyderabad.

2. Objectives:

1. To study the inputs/ facilities/ materials provided under NPEGEL Model Cluster School programme such as gender sensitization programmes, development of gender sensitive learning materials, incentives to girls.
2. To study the utilization of the inputs provided under NPEGEL Model Cluster School programme.
3. To study the enrolment and retention of girl children in the model cluster school.
4. To study the community participation in enrolment of the girls.
5. To study the vocational skills and soft skills developed among girl children.

3. Sample:

8 Districts (Adilabad, Warangal, Ranga Reddy, Kurnool, Chittoor, Srikakulam, East Godavari & Guntur), 86 Model Cluster Schools are covered. 240 Teachers, 240 Students

4. Tools: Survey method

5. Budget: Rs.2,55,000/-

6. Findings:

1. 71% MCS have started Vocational Courses.
2. 40% MCS, have conducted enrolment drive.
3. 80% have drinking water facility.
4. 58% of MCS have adequate member of teachers.
5. The flow rate of admission from ECEs to class I is record as 70%.
6. 70% of MCS are conducting remedial teaching.
7. The overall availability of all types of material in MCSs of all districts is found to be good. Warangal top the list whereas Adilabad stood last.
8. Material utilization, in most of the MCSs, it is found to be moderate. High utilization of material is found in Warangal, the poor utilization is found in Adilabad
9. The percentage of girls who scored 'A' grade over the years are fluctuating which varies from 38% to 50% in class V and it is 37% to 47% in class VII.
10. The percentage of girls who score 'C' grade is also fluctuating, which varies from 19% to 25% in class V and 23% to 32% in class VII.

7. Suggestions:

1. Include the long absentee children in to the fold of out of school children.
2. Organize retention drives.
3. Upgrade Primary Schools to Upper Primary Schools. This helps in transition of girls.
4. Monitoring of attendance by parents will give positive results.
5. Ensure 100% of flow from ECE centers to class - I.
6. Intensify remedial teaching and create congenial learning environment in the schools.
7. Text books and class room practices should be gender sensitive.
8. Ensure basic facilities in the Model Cluster Schools.
9. Take assistance from other agencies.
10. A taskforce may be constituted involving Department of Labour, Women & Child Welfare and Police to check child labour, child abuse, child trafficking and child marriages.
11. Vocational courses should be made as integral part of General Education.
12. Cluster Head Masters should play an important roll in organizing NPEGEL activities.
13. Ensure the timely release of budget with specific directions to the Head Masters.
14. Ensure the conduct of certain programmes like International Womens Day, Chely Clubs, Life skills etc., periodically.
15. Ensure 100% transition of girls for effective implantation of Right to Education Act
16. Provide a variety of assessment strategies such as oral, written, visual, narrative, practical work and project work which help children.

III. Impact of Home Based Education

1. **Name of the University/ Institute:** College of Home Science, ANGRAU, Hyderabad

2. **Objectives:**

1. To study the existing demographic profiles of Children, Parents and Resource Teachers.
2. To study the existing demographic profiles of Resource Teachers.
3. To find out the opinion of the Resource Teacher with regard to syllabus being followed for these children.
4. To find out the teachers with regard to the training received in teaching CWSN (duration, content, teaching methodology, supportive material provided etc..)
5. To study the constraints, the staff (Resource Teachers) is facing in terms of availability of Resources, Teaching methodology and problems in teaching children with special needs, feasibility of mainstreaming these children
6. To find out the needs of Resource Teachers with regard to HBE & Job support.
7. To study the impact of Home Based Education on the developmental competencies/ self help skills of CWSN

3. **Sample:** 9 Districts Ranga Reddy, Hyderabad, Warangal, Nalgonda, Kurnool, Kadapa, Krishna, East Godavari & Vizianagaram 430Mandals, 645 Children

4. **Tools:** Purposive Random Sampling procedure, Interview schedule, Checklist, Openended Questionnaire. Data analysis by percentages, standard deviation and T values

5. **Budget:** Rs.1,50,000/-

6. **Findings:**

1. 32% children Mentally Challenged, 27% Hearing Impaired, 20% Cerebral Palsy, 17% Visually Impaired, 4% Multiple Disabilities were found in 9 districts.
2. Out of 258 children 40% were enrolled in 2009, 34% in 2008 and 27% in 2007 were enrolled.
3. Compared to MC Children, the pre-requisite skills of 76% of HI were good. 76% could communicate non verbally.
4. Parents of children with severe problems (36%) needed intensive training and counseling.
5. 50% of parents expressed that HBE programme is very useful and 11% felt useful to some extent.
6. All expressed that Home Based Education programme is very very much needed for CWSN

7. **Suggestions:**

1. Training on developing local & relevant TLM to IERTs may be planned.
2. The teaching should be from simple to complex from known to unknown and from whole to the parts.
3. Before teaching any skill to the child, the child's levels of understanding of that particular skill should be taken into consideration.
4. Activities of daily living skills; Orientation and mobility; Physiotherapy; Occupational therapy; Curriculum focusing on functional academics; Speech therapy etc.
5. Behaviour modification and teaching daily living skills are the two major areas to be addressed through task analysis, modeling, shaping, chaining, prompting and fading.
6. Linkages need to be built between special schools and Inclusive Education practices and between community-based rehabilitation programmes and Inclusive Education.
7. Updating parents on Child Rights, Government Schemes, Provisions and facilities.
8. Wider coverage can only be possible if more trained manpower is made available to reach out to the large number of CWSN.
9. Successful inclusion of children with disabilities is possible only when the regular schools are involved and committed to inclusion.
10. Suitable assessment procedures, curricular adaptations, and innovative teaching procedures need to be evolved to meet the unique needs of CWSN.

IV. A study on the functioning of KGBV in the state of Andhra Pradesh

- 1. Name of the University/ Institute:** Department of Sociology, University of Hyderabad (UOH), Gachibowli, Hyderabad.
- 2. Objectives:**
 1. To study the infrastructure facilities of the KGBV schools.
 2. To examine the academic facilities available in KGBV schools.
 3. To study the Teaching - Learning process as adopted in KGBV schools.
 4. To study the performance levels of the students in KGBV schools.
 5. To suggest measures for the improvement of the functioning of these vidyalays.
- 3. Sample:** 40 KGBVs across 40 Mandals in 5 selected Districts. They are Ananthapur, Guntur, Prakasham, Medak, Nalgonda districts
- 4. Tools:** Methods are both quality and quantity techniques are used. Close ended and Open Questionnaires are used. Interview schedules are also used.
- 5. Budget:** Rs.3,00,000/-
- 6. Findings:**
 1. 94% of girls felt that they are happy to stay back in KGBV hostels
 2. 90% of KGBVs not have lab equipments
 3. 72.5% of KGBVs do not have library facilities
 4. Lack of water facility in many KGBVs
 5. 4% of children have access to purified drinking water
 6. One third rented buildings are Kacha buildings
 7. Hostel rooms are less to accommodated 150 children.
 8. Need to improve quality of food.
 9. 85% of KGBVs have Medical Aid facility.
- 7. Suggestions:**
 1. Scheme should have inbuilt provisions for girls with disability.
 2. Development of a mechanism for tracking students who have passed out from KGBV and its documentation.
 3. There is a need to have an institutionalized mechanism to keep in touch with parents of KBGV girls for ownership of the scheme by them.
 4. Sports and Physical Education and Arts and Aesthetics can be introduced in KGBV schools.
 5. Need to work out strategies which can link schools to Polytechnics and other Vocational Institutes. In this regard National Institute of Open Schooling (NIOs) run courses on Rural Health and Rural Engineering and schemes can be used in KGBVs to enable students to link education with the world of work.
 6. Provision of sports and vocational teachers in KGBVs should be provided for overall development of girls.

V. Post enumeration survey of 5% sample Check of DISE 2009 data of A.P.

1. Name of the University/ Institute: National Institute of Rural Development (NIRD),
Rajendranagar, Hyderabad

2. Objectives:

1. Evaluate the quality check of DISE data.
2. Measure the precision levels as well as deviation of DISE data.
3. Suggest measures for strengthening data base on information pertaining to SSA in A.P

3. Sample: 3 Districts (Karimnagar, Ananthapur, East Godavari), 596 Schools.

4. Tools: Data capture formats design by National University of Educational Planning and Administration (NUEPA), New Delhi.

5. Budget: Rs.6.21 Lakhs.

6. Findings:

1. The overall deviation of DISE data from PES, in respect of all comparable of items, is 7.49%
2. The highest deviation of data is noticed in status of school buildings, drinking water facility, Management of schools, separate toilets for girls, teacher posts sanctioned.
3. 226 schools do not have photocopy of scrutinized DISE format though requisite instructions were given.
4. 173 schools were not maintaining the records properly resulting in non capture of data.

7. Suggestions:

1. More emphasis should be laid on issues like enrollment, retention, dropouts and attendance rate in the data capture format resulting in effective enumeration of vital statistics.
2. Collection of data through DISE format may be ensured by October of each academic year so that the 5% sample check can be attempted by December of the same academic year so that the results can be appropriately utilized for planning the activities for next academic year.
3. The School Complex Head Masters, Mandal Educational Officers, Officers of District Project SSA and DIET faculty should be given training on collection and utilization of DISE data and its all related soft ware applications for proper planning and implementation of Educational activities.
4. All the teachers must be given proper orientation and awareness that based on this data the budgetary provisions of schools were made hence, it is mandatory to know all these by the concerned personnel of the schools.
5. Through this year scrutiny was under taken by the school complex Head Masters, in most of the places it was quite casual. Hence this has to be relooked and effective supervision and monitoring should ne ensured at Mandal and District level.
6. MIS units should be strengthened right from the mandal level to State level.

VI. Achievement levels of the children mainstreamed form RBCs

1. **Name of the University/ Institute:** Institute of Advanced Study in Education, Masab Tank, Hyderabad
2. **Objectives:**
 1. To study the learning standards of Children in RBC's.
 2. To study the nature and quality of teachers support in RBC's.
 3. To study nature and utilization of TLM.
 4. To study the achievement levels of RBC children in language and Mathematics.
3. **Sample:** RBC' of Five districts are taken for study. They are Nalgonda, Nizamabad, Chittoor, Visakhapatnam & West Godavari.
4. **Tools:** Observation of records, Achievement test children, Interview schedule for Teachers.
5. **Budget:** Rs.2,80,000/-
6. **Findings:**
 1. Most of the volunteers were implementing the techniques which they acquired during the orientation programme conducted by SSA.
 2. Most of the camp volunteers are not able to prepare their own TLM whenever they feel.
 3. The teaching methods were not changed depending upon the situation and need.
 4. The TLM supplied by SSA was used to maximum in language teaching.
 5. The students achieved more than 73% of marks in each of the areas of English language.
 6. The students of RBCs achieved 60.04% in Addition (highest) whereas it is 26.97% in fractions (lowest).
 7. The achievement of RBC students is significantly different in Mathematics among the districts.
 8. 56.7% of RBC students achievement is above average where as only 5% of the students achievement is below average. 38.2% of student's achievement is average.
7. **Suggestions:**
 1. Camp Volunteers may be given training in preparing their own TLM when supplied TLM is not catering to the students needs.
 2. The Camp Volunteers may be asked to adopt different methods depending upon the situations and the need.
 3. The Camp Volunteers may be supplied with books related to content and methodology.
 4. Oral test may be quantified.
 5. The Camp Volunteers may be encourage to use local resources in teaching learning process.
 6. Teaching aids such as Globe and maps of different States in India need to be stressed to develop map pointing skills.
 7. Using of various Mathematical models like fraction discs, grid paper etc., may be encouraged in teaching of different mathematical concepts.
 8. Practice of rhyming words in Telugu may given enough practices as the students achieved low in this.
 9. Word problems and Fractions may be given importance in the process of teaching learning as the students achieved very low in these areas.
 10. Knowledge of regional concepts and human body are to be given to the students as they shown low performance.

VII. Functioning of Class room libraries in Primary & Upper Primary Schools of A.P.

1. Name of the University/ Institute: Research & Evaluation wing, SPO, A.P, RVM (SSA), Hyderabad.

2. Objectives:

1. To study the establishment of Classroom Libraries in Primary and Upper schools.
2. To study the availability of Children literature and other story books in the schools.
3. To study the various activities provided to children under classroom libraries.
4. To study the effect of classroom library in developing reading skill among children.
5. To study the effect of READ programme in 'D' grade schools.

3. Sample: 5 districts, 5 Mandals in each district, 10 schools in each Mandal.

4. Tools: Observation of Classroom Libraries (Stock Registers), Questionnaires (Teachers & Children), Interview schedule (Headmaster & community).

5. Budget: Rs.2,00,000/-

6. Findings:

1. 90% of PS & UPS have allotted library books reading in their time table
2. All the schools have been supplied with library books and available to children
3. In 68% of schools, teachers are making children to read and tell what they have selected.
4. There is freedom to select any book.
5. 60% children are reading story books.
6. Incentives have been provided to children in 65% of schools.
7. In 8% of schools, books are in boxes, not being utilized.
8. In 66% of school class-wise stock is being maintained.
9. In 79% of schools library week was organized.

7. Suggestions:

1. Stock register of books to be maintained.
2. Class wise books have to be classified.
3. Competition like creative writing among the children may be organized.
4. Instructions may be issued to all Head Masters to monitor this and ensure the utilization of books by the children.

VIII. Utilization Evaluation of Computer Literacy Training under 'Shiksha' Programme.

1. Name of the University/ Institute: Department of Communication and Journalism, Osmania University, Hyderabad.

2. Objectives:

1. To assess the recall of training given under Shiksha.
2. To assess the use of training given under "Shiksha".
3. To determine the extent and frequency of use of the skills acquired.
4. To determine the infrastructure available in schools.
5. To examine whether the teaching/learning environment in schools is conducive to use new technologies.
6. Evaluation of factors determining continued utilization.

3. Sample: 5 Districts, 554 Teachers for Interview.

4. Tools: Survey method and random selection of sample and multistage sampling

5. Budget: Rs.2,96,250/-

6. Findings:

1. 80.8% of the respondents are confident about using MS Word
2. 70% teachers use power point presentation
3. Over 61% of teachers use computers regularly for teaching related activity.
4. 86% had electricity in their schools.
5. 50% of the schools have access to internet.
6. 37.2% schools have AMC.
7. 47% of trained teachers accessing computers at internet cafes.
8. 25.2% access it at home.

7. Suggestions:

1. Better access to computers and internet will ensure greater use of training skills.
2. Logistical issues like AMCs and better speeds for internet need to be addressed.
3. Access appears to be a very important issue for women teachers as they do not appear to seek and use alternatives like internet cafes.
4. Need to study why a fairly good percentage of teachers are not using computers in classroom.

IX. A study on Utilization of Various Grants provided by RVM (SSA) in A.P.

1. Name of the University/ Institute: Center for Economic and Social Studies (CESS), Begumpet, Hyderabad.

2. Objectives:

1. To know about the pattern of the utilization of grants provided by Rajiv Vidya Mission during the last 3 years.
2. To observe the facilities provided in the schools by utilizing the grants.
3. To assess the improvement in the schools by utilizing the grants.
4. To examine whether accounts, cashbooks and other registers are maintained properly in schools, school Complexes and mandal resource centres.
5. To know the impact of utilization of grants.

3. Sample: Districts-5, Mandals-50, School complexes-50, Primary schools-100, Upper Primary schools-100, Teachers-200, Headmasters-200, Sarpanches-100.

4. Tools: Questionnaires, interview schedules

5. Budget: Rs.3,00,000/-

6. Findings:

1. The grants are not released in time. They were released at the end of academic year.
2. Teachers are not aware of the methods of grant utilization. No training on maintenance of accounts and cash book.
3. The teachers, in some schools, together spending the TLM grant depending on over all requirement.
4. Schools are not keeping the copies UCs and bills after submitting to MEOs/ PO office.
5. The TLM grant of Rs.500/- to the teachers of UPS is not sufficient
6. There is no continuing in office records. If one MEO is transferred he is tasking all the records of his period.
7. About 90% of MRCs are not being maintained clean and green in their surroundings.

7. Suggestions:

1. For Upper Primary Schools the existing TLM grant of ₹500.00 is not sufficient and higher amount would be desirable.
2. Proper intimation given to the Head Masters while releasing grants.
3. Purpose of grants is to be informed to all the Head Masters.
4. The joint account with sarpanch some times is a controversy at all level of schools.

X. A study on Teaching Learning Equipment (TLE) grants in A.P.

- 1. Name of the University/ Institute:** Indian Institute of Economics, Federation House, 11-6-841, Red Hills, Hyderabad.
- 2. Objectives:**
 1. To assess whether, each school received total grant of Rs.50,000/- towards TLE.
 2. To assess whether amounts were utilized for the purpose for which they were sanctioned for.
 3. To assess whether the equipment/ material was put to proper use benefitting the student community.
 4. To identify the constraints in the implementation of the scheme.
 5. To look into the emerging trends and systems a way forward.
- 3. Sample:** Warangal, Mahabubnagar, Adilabad, Krishna, Srikakulam, Nellore, Ananthapur & Chittoor (8 districts), 10% mandals in each district, 10% schools in each mandal.
- 4. Tools:** Questionnaire to children, Interview schedule to HMs & Teachers.
- 5. Budget:** Rs.3.00 Lakhs
- 6. Findings:**
 - 1. Proper Ground work was not done, to induct TLE material into the upgraded Upper Primary Schools.**
 - a) Many science teachers positions were vacant.
 - b) Laboratory facilities non-existent in the upper primary schools regular class room being used to conduct any experiment.
 - c) For available teachers, training programme for usage of TLE are not by taken up on a regular basics.
 - d) Many Head Masters did not maintain proper records and supervise the utilization of TLE.
 - 2. TLE under utilized or poorly utilized.**
 - a) Easy to use material like charts, maps, models and a few scientific items like Screw Guage, Glass prism etc were in use.
 - b) Chemicals, slides, glass ware were almost not touched and kept in safe custody.
 - c) Many television sets are found in working condition. However, their usage showing the televised teaching lessons is very minimal. Unelectrified school buildings, not having power at all times are impediments in the regular usage.
 - d) No where, the involvement of village Education committee parents committees / parents committees are active.
 - e) There is no reviewing and monitoring system of TLE in the schools
 - f) No where consumables like chemicals were totally used and additional supplies sought for. Most of the chemical are in spoilt condition or expired.
 - 3. Students are happy with the TLE, to the extent they have seen.**
 - a. Maps, charts and models and a few easy to use science equipment were shown to them. Students are very much enthused with whatever they have seen.
 - b. All students have mentioned about the charts models like digestive system, respiratory system, blood circulation system and other science equipment like periscope, thermometer, Prism etc.
 - c. Pupils have informed that their teachers helped and guided them in making models with low-cost available materials.
 - d. A few of them asked for supply of computers and Compact Discs with relevant software on subjects.
 - e. Students know about the hands – on –experience because of TLE material.
 - f. Teachers approach to TLE is mostly causal.

7. Suggestions:

1. Proper Assessment of the needs of the TLE should be done before purchases are affected. The items from the list may be prioritized for usage in schools depending on the practicality. A district level workshop may be organized at least once in a year to indentify the scientific lab equipment and the audio – visual aids required for teaching in the SSA schools to improve the quality of education and promoting scientific temper in the younger students.
2. A work book is conducting the required scientific experiments as per the syllabus may be prepared in such workshops, which will serve as a guide to the teacher in the respective schools in the districts.
3. List of items in TLE, should be finalised only when there is assurance of utilization at the field level.
4. Vacancies of Science Teacher posts should be filled and proper orientation may be given to them for utilization of TLE. For usage in primary /upper primary school.
5. There should be periodical review and monitoring system to look into utilization of TLE.
6. Parents committees / village education committees should be fully informed of the facilities like TLE, so that they send their children to schools with certain degree of confidence.
7. Innovative practices adopted by any school, should be publicized for emulation by other schools.
8. Students may be encouraged to prepare charts and models relevant to there lessons as per the curriculum in school or at home.
9. 100 percent Electrification of all schools, should be done on a war footing, to facilitate TLE.
10. The K-Yan programme taken up in certain schools to improve the learning capabilities of the students through multimedia equipment, and training the teachers in operating the K-Yan equipment, need to be replicated in all the schools to improve audio-visual education and thus the quality of teaching. This process can also supplement the teaching especially in schools where a regular teacher is not available or unqualified teacher posted.