

## Information about research studies completed in 2008-09

S. No	Title of the Study	Objectives	Sample	Name of the University/ Research Institute	Findings
1	Post Enumeration study of DISE 2008-09 i.e 5% DISE 2008 sample check	i) Evaluate the quality check of DISE data ii) Measure the precision levels as well as deviation of DISE data.	3 Districts, Krishna, Nalgonda, Chittoor, 535 schools	National Institute of Rural Development (NIRD), Rajendranagar, Hyderabad	1. Overall deviation of DISE data & PES data is 8.49% 2. Highest deviation of data is in status of school buildings, condition of boundary walls, source of drinking water and availability of computers. 3. 33.2% of schools were not maintaining the records. 4. In 26.4% of schools, teachers were not in time for various reasons. 5. 46% of schools do not have photography of DISE format. 6. The items like no. of blocks in schools, sanctioned teacher posts, teachers in position, disability, and repetition rate have not been reported properly.
2	A study on Teachers absence in Primary and Upper Primary schools in A.P	i) To assess the number and percentage of teachers days last. ii) To find out average number of teachers present on a typical working days. iii) To find our different rate of absence in different teachers. iv) To find out reasons for absence.	6 Districts, 30 Mandals, 420 Schools	Department of Sociology, University of Hyderabad (Central University), Gachibowli, Hyderabad	1. 1 out of 5 teachers are not physically present in the school. 2. Absence among male teachers is more compared to female teachers. 3. 1.5% of absenteeism is observed among permanent teachers compared to 17.1% among Vidya Volunteers. 4. 22% of teachers at Primary level were not present compared to 18.5% at U.P level.      5. Absenteeism among OC teachers is 22.84% 5. Absenteeism among BC teachers is 20.47% 6. Absenteeism among SC teachers is 17.5% 7. Absenteeism among ST teachers is 31.48% 8. Main reason for higher level of teachers absenteeism is they feel little risk of being fired or punished. 9. 34.4% of teachers are absent due to distance of their residences (>10 kms) 10. 41% teachers felt their family health is the main reason. 11. 5.45 days are being spent on training during working days. 12. Teachers are devoting 3.86 days to administrative work.

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3	A study on impact of infrastructure facility of SSA programme in improving education in the State	<ul style="list-style-type: none"> <li>i) To examine the status and utilization of physical infrastructural facilities created under SSA.</li> <li>ii) To identify the role of Education Administrators in implementation of programmes such as Training of teachers, and teacher student ratio in schools and to analyze their relationship with students enrolment, retention, absenteeism and achievement.</li> <li>iii) To assess utilization of resources in the context of classroom transaction, and achievement of learners, teacher absenteeism among all disadvantaged groups.</li> </ul>	1 District (Medak), 4 Mandals, 8 Clusters, 40 Villages, 200 SEC members, 240 Students	Center for Economic and Social Studies (CESS), Begumpet, Hyderabad	<ul style="list-style-type: none"> <li>1. 20% of schools, teachers teach Class I &amp; II in high enrolled mandal while 45% V.V.teach in Class I &amp; II Classes in low enrolled mandals teachers teach Class I &amp; II.</li> <li>2. 60% of schools are running by clubbing more than one class in a varandah.</li> <li>3. 35% provided room for each class.</li> <li>4. The tree shade is a classroom represented by 5%.</li> <li>5. 70% from low enrolled mandals and 60% from high enrolled mandal are using charts &amp; modern methods of teaching.</li> <li>6. Community help has encouraged in retaining the children.</li> <li>7. 90% of the selected schools identified slow learners.</li> </ul>
4	Cohort study at Primary level	<ul style="list-style-type: none"> <li>i) To find out the transition, repetition, completion and dropout rates at Primary stage.</li> <li>ii) To find out these vital indicators by gender (boys &amp; girls) and by social groups (SC,ST&amp;OC).</li> <li>iii) To find out the reasons for these indicators.</li> <li>iv) To suggest suitable measures.</li> </ul>	District Chittor, Mandals 3, 1urban, 1rural, 1tribal, All schools in 3 Mandals	District Institute of Education & Training (DIET)	<ul style="list-style-type: none"> <li>1. Transition Rate for class I to V for year 2003-04 to 2007-08: 63.22% (B:61.95%, G:64.53%).</li> <li>2. Repetition Rate for class I to V for year 2003-04 to 2007-08: 0.12% (B:0.97%, G:1.47%).</li> <li>3. Drop out for class I to V for year 2003-04 to 2007-08: 36.13% (B:37.07%, G:34.40%).</li> <li>4. Completion Rate: 61.00 % (B:58.63%, G:62.61%)</li> </ul>

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5	Case studies for capturing the impact of SSA in A.P (EGSs + RBCs)	<ul style="list-style-type: none"> <li>i) To conduct case studies of Residential Bridge Course (RBC) centers in the sample districts to make an in-depth study and analyze their functioning.</li> <li>ii) To make in-depth case studies of Educational Guarantee Scheme (EGS) in the sample districts, and make an honest assessment of their performance.</li> <li>iii) To evaluate the performance of RBCs, while assessing the dropped out children and the children who were mainstreamed into the regular schools.</li> </ul>	6 Districts,	Indian Institute of Economics, Red Hills, Hyderabad	<ul style="list-style-type: none"> <li>1. The parents of children who are admitted in EGS/ RBCs are mostly agricultural labours (38.65%) &amp; marginal farmers (21.20%).</li> <li>2. 69% of children formed that ten months period of coaching in RBCs is adequate.</li> <li>3. 82% of parents felt that RBCs &amp; EGS centers are useful.</li> <li>4. Teacher pupil ration in RBCs was healthy 1:20.</li> <li>5. Sarpanches &amp; Community leaders were satisfied with mid day meals and attendance of teachers.</li> <li>6. 40.3% community leaders told that water tank were not cleaned regularly.</li> <li>7. Parents are happy with EGS centers in their locality.</li> </ul>
6	Qualitative appraisal of SSA interventions in Mahaboobnagar District	<ul style="list-style-type: none"> <li>i) To study the practicing Child Centered, activity based and competency oriented Teaching and Learning Methods in classroom transactions.</li> <li>ii) To evaluate the activities pertaining to Capacity Building of Teachers and Field Functionaries.</li> </ul>	1 District, 5 Mandals, 10 Schools	AMR - A.P Academy of Rural Development, Hyderabad	<ul style="list-style-type: none"> <li>1. 42% of teachers received training in preparing low-cost, no-cost teaching material.</li> <li>2. 83.3% of monthly meetings are on different aspect of classroom transactions.</li> <li>3. 67.2% teachers are following child centered method.</li> <li>4. Large no.of teachers (98.5%) are assessing the students through oral and written methods.</li> <li>5. There is no significant difference in the performance across the classes when me look at the results by taking boys and girls separately.</li> <li>6. High degree of absenteeism is observed in school and boys are scoring more over the girls as far as attendance is concerned.</li> </ul>