

Topics for State Researches for the year 2011-12

1. Impact of School Complex monthly meetings on Teachers' empowerment.
2. A study on effectiveness of Civil Works.
3. Analytical study of English Teaching at Primary Level.
4. A study on achievement levels of Tribal students of Residential and Non-Residential Schools in Tribal areas.
5. Community Participation in Tribal and non-Tribal Regions with reference to SSA - A critical study.
6. A study on the problems being faced by the urban slum dwellers in the education of their children.
7. A study on achievement level of children whose parents are migrated.
8. A study on students attendance in Primary and Upper Primary Schools of A.P.
9. A study on availability of Girls Toilets and retention of adolescent girls in Upper Primary Schools.
10. A study on the impact of in-service training.
11. A study on the achievement levels of CwSN under Inclusive Education.
12. A study on implementation of CAL (Computer Aided Learning) programme in the State.
13. 5% Sample check of DISE (PES).
14. Analysis of types of TLM and use of TLM by students.

Terms of Reference

1. Title: Impact of School Complex monthly meetings on Teachers' empowerment

Teacher is the main dynamic force in the system of education. He is the facilitator of learning. The success of education depends on his commitment and professional competencies of the teacher. To empower the teacher to make teaching learning process effective, school complexes are established.

6973 School Complexes are functioning in the State in all the 23 districts.

The School Complex constitutes one nucleus school preferably High School/ U.P School with 6-8 constituent schools. The H.M of the nucleus school will be the coordinator for the school complex.

The major role of school complex is to

- a. Function as an Academic Resource Center with adequate resource/ reference materials for concerned teachers.
- b. Undertake regular school visits and provide on-sight academic support to teachers.
- c. Organise monthly meetings to discuss academic issues and design strategies for better school performance.
- d. Visit and hold meetings with members of the School Management Committees (SMCs) and other local bodies for school improvement and support SMC in school development plan.
- e. Ensure that the special training programmes are properly designed and implemented in the complex for out of school children and securing their admission to age appropriate class.

Thus, the school complexes are required to empower the teachers for effective teaching-learning process in classroom and school management.

There is a need to undertake a study on the impact of school complexes and its monthly meetings on teachers empowerment by studying the implementation of the agenda of monthly meetings and the opinions of teachers.

An amount of Rs.3.00 Lakhs is earmarked for this study. The study is to be completed within a period of 6 months.

2. Title: A study on effectiveness of Civil Works

SSA aims to universalize access to elementary education in accordance with the vision of the Right to Education Act (RTA). Quality of the school buildings and availability of basic facilities therein is an important determiner of school access. The built environment of the school has to be inviting, attractive and comfortable to the child so that, the child is motivated to enroll in and attend the school regularly.

The school building has to ensure easy access to all children and students and it has to be built with a sensitive understanding of their different requirements. For instance special design features such as ramps, hand rails, modified toilets etc.. are required to be built for children with disabilities. Similarly separate toilets for girls including environmentally safe incinerators are definitely required for the older girl students at the Upper Primary Stage. The class room design with natural light, ventilation, seating, display, storage must ensure equity and quality in educational transactions.

The built environment of the school along with indoor and outdoor spaces provides ample opportunities for learning. Creative use of spaces inside the classroom, verandahs, outdoor natural environment and play areas can serve to support learning. SSA has several instances of tapping the pedagogic potential of school spaces.

The schedule to the RTE Act lays down the norms and standards for school building. A school building has to be an all weather building comprising at least one classroom for every teacher and an office-cum-store-cum-head teacher's room, barrier free access, toilets, safe and adequate drinking water facility for all children, arrangements for securing the school building boundary wall or green facing, a kitchen for working Mid-Day-Meal, a play ground, equipments for sports and games, a library and teaching learning material.

Civil works include construction of school building, additional classrooms, MRC buildings, Rooms for school complexes, provision of compound wall, toilets, electrification and drinking water facilities.

The effect of the civil works is to be studied in relation to quality of construction, enhancing the school space for academic activities enrollment and retention of the children.

School building construction work is carried out by SMC under the technical supervision of engineering wing of the project. Funds are provided by SSA to the SMCs to carry out these works.

The sample for the study is to be taken from the 3 regions of the State on proportionate basis, as civil works are being taken up in all the districts. While selecting the sample, special focus may be given to tribal areas and backward areas.

An amount of Rs.3.00 Lakhs is earmarked for the study which is to be completed in a span of 6 months duration.

3. Title: Analytical study of English Teaching at Primary Level

The vision of SSA is to enable children to develop language from a social context and use it for thought and expression in their daily lives.

In the school curriculum, English language is taught as a 3rd language, mother tongue Telugu being first language and Hindi as 2nd language. The Govt. is planning to introduce English language as a subject from class I onwards. Presently it is being taught from Class III.

The major objectives of English language teaching are to enable the children to achieve fluency in reading, expression and comprehension of oral and written material and help children to become independent readers.

For the teaching of English language, the following approaches are being adopted at the classroom level.

1. Situational approach
2. Structural approach
3. Oral approach
4. Discourse approach etc.

Teachers are also provided training in teaching English at Primary level. Text books and manuals are supplied to schools. Teacher grant is also provided for each teacher for preparation of TL Material.

The situation demands to make an analytical study of teaching of English at Primary level in the context of making as a medium of instruction from Class VI onwards. As this is an analytical study, the availability of trained teachers, Professional competency of the teachers, the use of TLM the background of the learners and other problems associated need to be studied.

Sample may be selected on a representative basis from the three regions of the State. The sample may include primary schools and upper primary schools.

An amount of Rs.3.00 Lakhs is earmarked for this study and is to be completed in a span of 6 months duration.

4. Title: A study on achievement levels of Tribal students of Residential and Non-Residential Schools in Tribal areas.

There are 35 Tribal groups in Andhra Pradesh. The Tribal population is concentrated in ten Districts viz., Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, West Godavari, Nellore, Kurnool, Warangal, Khammam and Adilabad Districts. There are 10 ITDAs in the State which are looking after the educational development of tribals. These are located at Seetampet of Srikakulam District, Parvathipuram of Vizianagaram District, Paderu of Visakhapatnam District, Rampachodavaram of East Godavari District, K.R Puram of West Godavari District, P.S Nellore District of Nellore District, Srisailam of Kurnool District, Eturunagaram of Warangal District, Bhadrachalam of Khammam District and Utnoor of Adilabad District. In these tribal areas children belonging to different communities are studying in Residential Schools and Non-Residential Schools as well. Children of Residential Schools enjoy Residential facilities, food, clothing, cosmetic charges, pocket money etc. Besides the physical facilities they are also provided remedial education facilities through specially employed Vidya Volunteers.

In Non-Residential Schools the children do not enjoy all these facilities except food facility. Residential Schools are under the administrative control of Tribal Welfare Department and non-residential schools are under the control of Mandal Praja Parishad and Non-Governmental agencies and Private Agencies. This being the status there is need to make a comparative study of the academic achievement of the students studying in Residential Schools and Non-Residential Schools at Elementary level. It is desirable to confine the study to class V and class VII tribal students of Residential and Non-Residential schools. There is need to study the achievement in all five scholastic areas of Mother Tongue, Maths, ES I, ES II and English. Recently in tribal schools MLE programme is in implementation. The achievement levels of students of MLE programme implementation schools and non-implementation schools may also be studied.

Selection of sample may be done based on the number of schools in existence. This is need to spread and the study across the tribal population concentrated districts.

The study carries a financial assistance to the extent of Rs.3.00 Lakhs, to be completed in Six months.

5. Title: Community Participation in Tribal and non-Tribal Regions with reference to SSA – A critical study

SSA envisages decentralized need based and participatory planning in a bottom-up approach. Planning for UEE would inter-alia focus on planning for universal access, equity, participation and quality.

Community participation would be a central and important factor in planning, implementation and monitoring interventions for Universal Elementary Education. SSA would work towards enhancing participation of the community, parents, teachers and children by awareness generation, interventions for community mobilization.

Community participation enables the RTE mandate of age appropriate admission of every out of school child special training for each child to enable the child to cope in school, promoting child friendly child centered activity based learning process which are free of anxiety trauma and fear.

During 2007-08, School Management Committees (SMCs) were constituted with the Sarpanch of the Gram Panchayath as Chairperson, 4 parents as members and the Head Master as the member-Convener. The members of the SMCs were oriented on their role in taking up school developmental activities and planning process under SSA.

The nature of community participation in relation to the global objectives of SSA and the interventions thereon in both tribal and non-tribal regions is to be critically studied.

The tribal areas constitute 10 ITDAs spread over in the districts of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, West Godavari, Khammam, Warangal, Adilabad, Nellore and Kurnool.

The non-tribal regions include other parts of the State.

The sample for the study may be taken from both the regions on a prepostmate basis.

An amount of Rs.3.00 Lakhs is earmarked for this study. The study is to be completed in a period of 6 months.

6. Title: A study on the problems being faced by the urban slum dwellers in the education of their children.

Urban Slum dwellers generally face problems in the education of their children like access for schooling, child labour, lack of proper housing, parental apathy towards education, migration for labour, engaging children for bread earning etc. As such, many of the children of urban slum dwellers remain as dropouts from schools or out of school children for various reasons.

In order to mainstream these children into regular schools, several initiatives are being introduced by the SSA. Some of these initiatives are

- i) Opening of door step schools for domestic child labour.
- ii) Establishing worksite schools for the children of migrant labour.
- iii) Starting of separate Residential Bridge Course Centres for out of school children of urban slums.
- iv) Opening of transit homes to provide shelter to the out of school children in urban areas.

4 Urban Residential Schools are opened during 2010-11 in Hyderabad (Chanadanagar), Vijayawada (near Gannavaram), Visakhapatnam (near Gajuvaka) and Khammam town for the education of children urban deprived children with an intake capacity of 100 in each school. The schools impart education from class VI to class X.

Transit home are functioning one in each district headquarter for the education of urban out of school children since 2010-11.

Child helplines are being run in every district headquarter preferably in railway stations, busy bus stops to identify the child rag pickers to keep them in transit homes. A mobile van is also engaged for this activity in each district.

As such, there is a need at present to study the efficacy of these initiatives in mainstreaming the urban out of school children and mitigating the problems of urban slum dwellers so as to enable them to enjoy their right to education under RTE Act.

The sample for the study may represent the three regions of the State to assess the functioning of all the initiatives introduced for the education of urban out of school children.

The study carries an amount of Rs.3.00 lakhs to be completed in a period of 6 months duration.

7. Title: A study on achievement level of children whose parents are migrated

It is a common feature in the State that people in both Rural & Urban areas migrant seasonally to distant places to seek livelihood. In such cases they will migrate along with their children either they are in school or out of school for various reasons-like absences of proper caretakers and needed school facilities. Due to this many of the children of migrant parents either dropout from school or continuously absent from schools for longer periods. This will naturally affect the education of these children and ultimately put up poor performance in their educational achievements.

Some special strategies need to be developed for the education of these children like starting of seasonal hostels/ residential camps to retain children in the sending villages/ urban habitats during the period of migration, providing worksite schools at the location where migrant families are engaged in work, appointing peripatetic volunteers who can more with the migrating families to take care of children's education during the period of migration.

In order to tackle this problem SSA has taken up some initiatives like mapping of migration and starting seasonal hostels for such children to continue their studies in schools even through their parents are migrated.

In view of these initiatives, it is necessary to know how far these initiatives helped in maintaining the educational achievement levels of these children in relation to the achievement levels of children who have continuous schooling and reside with their parents in village/ Urban habitats normally.

As such, there is a need to undertake a study on the achievement level of children of migrant parents who avail the facility of seasonal hostels in comparison with the achievement levels of regular children.

An amount of Rs.3.00 Lakshs is earmarked for the study to complete in 6 months time.

8. Title: A study on students attendance in Primary and Upper Primary Schools of A.P.

The RTE Act, 2009 provides for the right of children to free and compulsory education till completion of elementary education in a neighborhood school. “Compulsory Education” means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the 6 – 14 years age group. Also, the act makes provision for a non-admitted child to be admitted to an age appropriate class.

The Act also prohibits physical punishment and mental harassment and screening procedures for admission of children.

In order to fulfil the above obligation Govt. of A.P and SSA are providing several incentives to children in schools like free test books, free uniforms, scholarships, transportation facilities, mid day meal etc to enable the children of 6 – 14 age group to enroll in schools and attend regularly till they complete elementary stage of education.

The RTE Act covers all children both boys and girls, children from disadvantaged groups and economically weaker sections, Children with Special Needs, children involved in child labour and so on.

In order to ensure regular attendance of children to schools, SSA provisions under the RTE Act include

- Provision of school infrastructure
- All weather school buildings
- One classroom one teacher
- Office-cum-store-cum-head teacher room
- Toilets and drinking water facilities
- Barrier free access
- Library
- Playground
- Facing/ Boundary walls
- Provision of teachers as per prescribed PTR
- Training of untrained teachers

- All quality interventions and other provisions.

In view of all the provisions being made by Govt. and SSA to achieve UEE, it is necessary to study how the children are attending to schools and availing the facilities being provided. The patterns of attendance by children (boys and girls) belonging to different sections of the society need to be studied in a comprehensive way to incorporate necessary changes in the educational system.

The study is aimed at to cover children of rural and urban areas, tribal areas, deprived committees, minorities etc.

An amount of Rs.3.00 Lakhs is earmarked for the study to be completed in 6 months time.

9. Title: A study on availability of Girls Toilets and retention of adolescent girls in Upper Primary Schools

There exists a significant gender gap in enrollment and retention at Elementary level which is very low for SC and ST girls. The reduction of this gender gap has not been **plateaved** and further reduction would require a concerted focus on the hard to reach group. Therefore, certain interventions like NPEGEL, KGBVs were in implementation with the following objectives.

1. To develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education.
2. To improve the quality of education through various interventions and to stress upon the relevance and quality of girls education for their empowerment.
3. Promoting facilities to provide access to girl children.
4. Facilitating retention of girls upto the elementary level
5. Ensuring participation of women and girls in education
6. Improving quality of education among girls
7. Quality of girls education for their empowerment.

As such, the provision of toilets in schools separately for girls is expected to improve the enrolment and retention of adolescent girls particularly in U.P Schools. This is because more than 50% of girls at U.P School level dropout from schools in the absence of proper toilets facilities as they are in adolescent stage and reach puberty.

Now, SSA is providing funds to all Primary and U.P Schools in the State under Govt. and Local Body to provide separate toilets for girls to solve this problem. The schools are providing this facility in a phased manner.

It is therefore, there is a need to take up a study on how many schools are provided with this facility and to what extent the retention of adolescent girls has improved in U.P Schools.

The sample for the study is to be representative from Primary and Upper Priamary Schools and cover all the regions in the State.

An amount of Rs.3.00 Lakhs is earmarked for this study and to be completed in a period of 6 months.

10. Title: A study on the impact of in-service training

Under SSA most States of the Country have included a variety of interventions for quality improvement. These include pilot programmes within the Learning Enhancement Programme (LEP), teacher training, material development, specific subject oriented programmes etc. SSA visualize teacher as a capable facilitator, who motivates children to construct their own knowledge. The teacher should be aware about progressive pedagogy and must know the nature and experiences of children from various social and cultural backgrounds. In order to enable the teachers to continuously upgrade their knowledge and teaching skills in-service teacher training programme is being implemented in the State under SSA.

In-service training of teachers aims to facilitate a shift in the understanding of teaching and learning as stipulated by the RTE Act and NCF 2005. It enables a shift in perspective and practices from

- Teacher directed to learner centric.
- Learner receptivity to participative in learning
- Knowledge as given to knowledge as constructed.
- Learning is individual act to learning as a collaborate process.
- Disciplinary focus to multi disciplinary educational focus.
- Assessment judgmental to Assessment for learning.

The following were the themes/ conceptual areas on which training was conducted to teachers at Primary and Upper Schools.

- On school Readiness Programme
- On approaches in classes I and II
- On CLAPS competencies
- On the implementation of various innovations like classroom libraries, the school post box, the wall magazine, the school cabinet, the children diary, the teacher diary etc.
- On organizing remedial teaching to the teachers of C and D grade schools.
- LEP competencies.

The training programmes were organized by adopting participatory approach by taking the services of experts of different fields. Each training programme has a specific objective in view. In this connection a need is felt to study the impact of each in-service training programme with respect to behavioral changes brought in among the children and the change in classroom behavior.

All the teachers in the State are exposed to these in-service teacher training programme for the last three years.

Adequate sample may be selected keeping in view the large number of teachers working in Primary and Upper Primary schools in the State.

An outlay of Rs.3.00 Lakhs is earmarked for this study. Which is to be completed in six months time.

11. Title: A study on the achievement levels of CwSN under Inclusive Education

A group that forms a very important part of equity issues under SSA is Children with Special Needs (CwSN). SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability is provided quality Inclusive Education. The thrust of SSA is also on providing inclusive education to all children with special needs in general schools. It is also supporting a wide range of approaches, options and strategies for education of children with special needs. This includes special training education through open learning system and open schools, special schools and home schooling wherever necessary, itinerant teaching, remedial teaching, Community Based Rehabilitation (CBR) and vocational education.

SSA sees the inclusive education of CwSN in terms of physical access, social access and quality of access. For children who could not attend the school due to their severe and profound nature of disabilities, home based services were provided in an itinerant mode by the resource support of Multi-Category Resource Teachers (Special Educators). SSA organized Special Residential Bridge Course Centers for out of school CwSN through public private partnership.

The following are the different categories of CwSN children other than severely impaired.

1. Visually Impaired
2. Hearing Impaired
3. Mentally Retarded (Mild & Moderate)
4. Orthopedically Handicapped
5. Learning Disabled
6. Autism.

The children are mainstreamed and they are in the normal school with other normal children. A need is felt to study the achievement levels of these categories of children with normal children, Besides achievement the other aspects like adjustment problems, retention of these children also need to be studied. The schools where the CwSN children are mainstreamed need to be selected and the study carried out. Achievement in scholastic and co-scholastic areas are to be studied.

An amount of Rs.3.00 Lakhs is earmarked for this study and the study is to be completed in Six months period.

12. Title: A study on implementation of CAL (Computer Aided Learning) programme in the State.

Computer Aided Learning (CAL) is an intervention introduced by SSA and Govt. of A.P in some Primary & Upper Primary Schools of the State to enable students to easily understand different school subjects by using CDs in the computer.

This programme is mainly intended to make available the technological development in the schools to bridge the gap between rural students and speedily developing urban area students in the matters of acquisition of knowledge and competencies. As such, the programme helps the students of Primary and Upper Primary Schools to acquire basic knowledge about computers and computer literacy.

The objectives of Computer Aided Learning programme are

- To enable students to develop knowledge through games.
- To attract students to schools who are so far disinterested to join schools.
- To improve the students' attendance
- To enrich the achievement levels of children
- To develop creative learning among children
- To provide quality education
- To develop professional competencies among teachers
- To reduce the digital divide between rural and urban students

The salient features of this programme are

- Children operate computers themselves and learn through CDs.
- A group of 3-5 students work with a computer under the supervision of teacher.
- Teachers guide students to select appropriate in this CAL programme.

So, ultimately the main purpose of CAL programme is to enable students of classes I – VII learn school subjects by using computer individually with the Hardware & Software in the computer.

The CAL programme is non implementation in 1,000 Primary and Upper Primary schools of the State. The software is provided by SSA. The CDs provided to schools in different school subjects are as follows.

Telugu	08
English	08
Maths	24

E.V.S II 16

E.V.S I 02

Co-circular
activities 06

The students of classes VI and VII are provided more time in the time-table for CAL programme.

Now, it is felt necessary to know the status of implementation of this programme in schools and its impact on the achievement levels of children by undertaking a study with an appropriate sample of Primary & Upper Primary Schools.

An amount of Rs.3.00 Lakhs is earmarked for this study to be completed within a period of 6 months.

14. Title: 5% Sample check of DISE (PES)

For the preparation of Annual Plans at District level with latest and most relevant data from school and from the community, data are being collected through District Information System for Education (DISE). The data collected through DISE throw light on infrastructure, access, enrolment, retention, quality and teacher related issues from all schools in the State irrespective of its type, recognized or unrecognized and Government and Private with 30th September of the year as reference date.

Since every district has an EMIS unit the DISE data is collected annually by SSA/ State Education Department. The data collected through DISE will enable the State to develop the Educational Development Index (EDI) for the district and sub-district levels to know the progress made in the direction of achieving Universal Elementary Education (UEE).

The DISE data also enable to undertake teachers rationalization, prioritization of physical infrastructure and teachers training issues.

The DISE data also provides information on dropout, retention, promotion and transition rates of children at the school level.

In view of the importance of the DISE data being collected, proper scrutiny and validation of data the field level is necessary to ensure its reliability and validity, since data are being collected from nearly 66,000 Primary Schools, 15,000 Upper Primary Schools and 18,000 of High Schools in the State.

In this context it is necessary to scrutinize and validate the DISE data atleast with 5% sample check in all the districts of the State.

An amount of Rs.3.00 Lakhs is earmarked to carry out the 5% sample check of DISE data of 2010-11. This work is to be completed within a period of 3 months.

15. Title: Analysis of types of TLM and use of TLM by students.

SSA visualizes teacher as a capable facilitator, who motivates children to construct their own knowledge. The teacher should be aware about progressive pedagogy and must know the nature and experiences of children from various social and cultural backgrounds. As such, teachers are now encouraged to develop child – centered active pedagogy through various training programmes.

The inservice training programme being provided to teachers expect teachers.

- To design and implement activities taking into consideration the individual differences of each child.
- To formulate innovative techniques and practices for the class.
- To facilitate activities during classroom interactions.
- To use local resources for designing class activities.

In turn, the child in classrooms will be able to

- Interact freely, meaningly and joyfully with peer groups, teachers and teaching learning materials.
- Interact in groups and makes use of other resources for developing his/ her knowledge.
- Gain confidence in facing problematic situations.

The training programmes enrich teachers of Primary & Upper Primary schools to develop Teaching Learning Material (TLM) for use in classrooms to make learning joyful and meaningful.

SSA is providing an amount of Rs.500/- to each teacher per year as teacher grant for the purpose of developing TLM and use in teaching learning process. The features of teacher grant are

- 50% of grant to be utilized for temporary TLM and 50% grant for permanent TLM.
- Xeroxing of question papers, TLM etc.
- Every teacher should prepare the list of required material and submit to the H.M
- The material procured and prepared to be finalized by conducting a meeting with H.M and all teachers
- Material procured by the teacher should be displayed in school complex meetings.

The main purpose of developing TLM by the teacher is to making learning effective and joyful and facilitate to easily understand difficult concepts in different school subjects. The TLM may be used in individual, group and whole class activities by the teacher and the students.

The teacher grant of Rs.500/- is provided annually to all teachers teaching classes I to VII in Primary & Upper Primary Schools in the state which are managed by Govt. and Local Bodies.

In view of the above position, it is proposed to undertake a study to asses the extent of utilization of teacher grant for developing TLM and the ways the TLM is being used by the children in classrooms by selecting a representative sample of Primary & Upper Primary Schools in the state functioning in the three regions of the state.

An amount of Rs.3.00 Lakhs is earmarked for the study to complete within a period of 6 months.