

**Mid-Term Assessment
of
Implementing Interventions at School Stage:
A Block Level Research Project**

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PREFACE

Since its inception, National Council of Educational Research and Training (NCERT) through its constituents has been engaged in bringing out improvement in the quality of school education and teacher education across the country; and ultimately to bring about improvement in learning as well as overall development of the learners. To achieve these aims, the constituents of NCERT have been working on four broad areas, viz. (i) conduct of educational research; (ii) Training of teachers and teacher educators; (iii) development of learning resources including textbooks, supplementary readers and training modules/packages; and (iv) providing educational support to the state departments of education. The attainment of critical outcomes in all these areas and ultimately to bring about improvement in learning as well as for holistic development of the learners are often questioned by the stakeholders of education, *inter alia*, parents, teachers, administrators, researchers and public representatives. In order to provide reliable and valid answers to the questions/doubts on the outcomes of NCERT activities; and to reflect on the quality and relevance of its functioning, the council authorities decided, in the year 2017, to undertake an in-depth and longitudinal study with a rural block as unit of the study.

The basic purpose of the study was to implement various interventions, including innovations and learning resources brought out, from time to time, by the Council in collaboration with the respective educational functionaries of the state and to study the impact of these interventions on attainment of student's learning outcomes. In this endeavor, a rural block, namely *Ichhawar* of Sehore district, Madhya Pradesh was chosen in consultation with the State department of Education and Regional Institute of Education, Bhopal was designated as the nodal implementing agency.

On the basis of the results of study, various interventions, including training of teachers, were provided with a view to improve learning outcomes of the students. By now five years have been completed, since the year of the implementation of the project. Thus it is high time to assess the effectiveness of various interventions implemented so far in the block under study, so as to provide feedback for correction of any in the intervention process. This mid term study is proposed to examine the effectiveness of the implementation process of various training and resource based interventions in terms of the perception of the key stakeholders of school education of the study area.

It is hoped that the mid term research report would be of immense help in guiding the Council as well as State educational functionaries for correction's any in the intervention process for further improving, *inter alia*, the quality of teachers, teacher education, teaching, learning, learning resources and assessment mechanisms. Suggestions to improve the quality of the project implementation are solicited to enhance the teaching learning.

Investigators

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Executive Summary

The project entitled “Implementing Interventions at School Stage: A Block Level Research Project” was implemented in in the Ichhawar block of Sehore district of Madhya Pradesh as piolet study basis to experiment the effectiveness of various interventions, learning resources and documents brought out by NCERT and its constituents units from time to time. By now, five years have been completed since the year of its implementation. Thus, it was felt necessary to assess the effectiveness of various interventions implemented so far in the block under study in order to provide feedback for corrections and modifications, if any, in the intervention process. The assessment study was under taken with the following objectives:

1. To critically examine various training and resource based interventions envisaged under the block level Research Project in the study area, i.e., Ichhawar block of Sehore District, Madhya Pradesh.
2. To study the awareness of the following key stakeholders of school education of the study area, i.e., Ichhawar block of Sehore District, Madhya Pradesh about various interventions under the project:
 - i. Students
 - ii. Teachers
 - iii. School Heads
 - iv. SMC members
 - v. Cluster and Block Level Educational Functionaries
 - vi. District (DEO/ DIET/ DPO) and State Level Educational Functionaries
3. To examine the effectiveness of the implementation process of various training and resource based interventions in terms of the perception of the key stakeholders of school education of the study area.
4. To identify the bottlenecks vis-a-vis suggestions for corrections, if any, coming on the way of implementation of various interventions under the project.
5. To make an in-depth study of selected schools under the project to explore the grass root realities pertaining to the process related issues in the effective implementation of various interventions under the project.

Descriptive research method was followed in carrying out the study. The sample for the study consisted of 22 Primary/Upper Primary schools spread over three, out of ten, education clusters of Ichhawar block. The education clusters and schools were selected following cluster sampling technique. The key informants of the study consisted of 22 school heads, 62 teachers, 150 students, 45 School Management Committee members, 11 block and cluster level functionaries, and 7 District and State level functionaries. The data pertaining to various interventions implemented in the block through the project was collected with the help of interview guidelines for cluster, block, district and state level education functionaries; and focus group discussion with the students, teachers and school heads through field visits. The data from these informants are collected to study the following issues:

- i. Effectiveness of various training programs
- ii. Implementation of the project
- iii. Impact of training programs and Classroom transaction
- iv. Problems in the implementation of project
- v. Community ownership
- vi. Linkages among implementing agency (RIE, Bhopal), State, District, Block, and cluster level functionaries/ organizations
- vii. Management of project implementation, including execution, monitoring, and review
- viii. Issues associated with rules, regulations, and policy-related matters
- ix. Impacts of the project on the quality of teaching and learning

The bottlenecks, as revealed from the analysis of data, and corresponding measures for corrections, are as follows:

Bottleneck 1: Venue of Training Programme: Most of the training programmes under the project were organized at Regional Institute of Education, Bhopal as result

of which many teachers faced difficulties in attending the training programmes due to distance and communication.

Mid course correction: The further training programmes need to be organized.

Bottleneck 2: Non functioning of Computers provided by RIE, Bhopal: Most of the computers provided by RIE, Bhopal are old and not functioning properly.

Mid course correction: Necessary provisions need to be made by authorities at RIE, Bhopal or State Department of Education to repair the computer for their instructional use.

Bottleneck 3: Overlapping of Training Programme: There is confusion among the teachers on the concept and strategies suggested by multiple organization conducting training on the same themes.

Mid course correction: A joint action committee consisting of the faculties of RIE, Bhopal and State Education Department should be constituted to prepare calendar for different training programmes and take all decision pertaining to project implementation.

Bottleneck 4: ICT integration in teaching learning process: Many teachers are using ICT in their teaching learning process, but are less aware about the use of latest ICT tools.

Mid course correction: Massive orientation of teachers on the use of latest ICT tools need to organized on priority based.

Bottleneck 5: Integration of art in teaching learning process: Although all the teachers, Block Resource Centre Coordinator(BRCC), Cluster Resource Centre Coordinators (CRC), Cluster Academic Coordinators(CAC), have been oriented on Art Integrated Learning (AIL) pedagogy in off line mode and subsequently in on line mode during COVID-19 pandemic, its impact seems to have faded due to lapse of time.

Mid course correction: Orientation of Art Integrated Learning (AIL) strategies need to be provided to all the teachers, Block Resource Centre Coordinator (BRCC), Cluster Resource Centre Coordinators (CRC), Cluster Academic Coordinators (CAC) in off line mode to boost them for their use.

Bottleneck 6: On site support to teachers: The on-site support provided by the faculty members of RIE, Bhopal during 2018-19 and early part of 2019-20 was appreciated, but was stopped on the onset of COVID-19 and lock down.

Mid course correction: The on site support to the teachers by the RIE facilities should resume forthwith.

Bottleneck 7: Short duration of project implementation: Since the duration of the period of the project implementation is short, it is difficult to ascertain its impact clearly.

Mid course correction: The project should continue for substantially long period to make its impact visible.

1.0 Background of the study

Education has been made a fundamental right under the constitution. Hence, the system is slowly but surely moving towards the constitutional goal of Education for all. After independence, efforts have been made to universalize education especially up to the Elementary Stage. Much success has been achieved in this endeavor till date and the country has moved closer towards the desired goal. We have so far achieved impressive success in raising the enrolment and also maintaining a good retention ratio in the primary and middle schools. However, the desired quality of teaching-learning is still eluding us. Needless to mention that there is an urgent need to raise the quality in elementary education in a holistic manner. It is in this context that a strong need has been felt to improve the learning levels of the students at elementary stage.

Raising further the quality of school education through improvement in teaching-learning process as well as by ensuring holistic development of the learners is the key issue before the education system. NCERT has been developing various kinds of learning resources for teachers, teacher educators and learners. Included among these are writing of text books, developing reading materials (print-textual, supplementary etc. and non-print) for students; providing kits in science, mathematics, language, social sciences etc.; training packages for training of teachers and teacher educators in diverse areas such as science and mathematics, Environmental Sciences, social sciences, languages, inclusive classroom environments, art-integrated education, guidance and counseling, gender concerns, integration of Information and Communication Technology (ICT) in teaching-learning, and so on. Several need-based in-service and pre-service training programmes are regularly organized for teachers and teacher educators to equip them with the skills and competencies to help children achieve the required levels of learning vis-a-vis their holistic development. Recently, NCERT has developed learning outcomes in different subject areas for each class at the elementary school stage. It is expected that learners will be able to attain these outcomes by the end of the particular class/grade.

Now it is time to ascertain the impact of these activities at the school level. A need is also felt to find out the impact of these interventions on various aspects of the quality of elementary education including the level of the achievement of learners in different school subjects throughout the country. As it is difficult to conduct in-depth study on the effects of these interventions for the whole country and with larger audience, to start with a small segment of country in the form of Block is considered appropriate. The present research seeks to study effectiveness of the intervention, various training programmes and resource based interventions envisaged under the Block level Research Project in the study area i.e., Ichhawar Block of District Sehore in the State of Madhya Pradesh. In order to study the effectiveness of the project, in which two areas are examined to ensure the level of accomplishments. The following points are taken into consideration:

(a) Activities: During the past five years (2017-18, 2018-19, 2019-20, 2020-21 and 2021-22), the following activities were performed:

2017-18: This year being the initiation year of the project, therefore, lot of discussion of the project team at RIE, Bhopal with NCERT, New Delhi HQ, different functionaries of School Education, Madhya Pradesh and within RIE, Bhopal had taken place to evolve strategies for execution of the project. Actual execution could initiate from the month of August onward. Accordingly, following activities were conducted by NCERT-RIE Bhopal-

- a) Initiation of the project: Allotment of a rural block, namely *Ichhawar* for adoption by Secretary School Education, Madhya Pradesh on request of the Director NCERT- August, 2017.
- b) Orientation of key stakeholders of school education, such as School Heads, Teachers, SMC members, BRCC, CRCCs was undertaken- Nov, 2017.
- c) Conduction of Baseline Achievement Survey of Classes I to VIII (about 17000 students)- Dec, 2017.
- d) Preparation of Base Line Achievement Survey Report depicting learning levels of students in basic school subjects by cluster, class, gender, subject- March, 2018.
- e) Conduction of five-day training program for school heads on Art Integrated Learning (AIL) approach and Learning Outcomes (LOs) at DIET, Sehore- March, 2018.

2018-19: Based on the findings of the Baseline Achievement survey and keeping in mind the NCERT– RIE based interventions already implemented during the first year i.e. 2017-2018, NCERT-RIE; Bhopal has focused on the following interventions-

- a) Conduction of 5-days training program for Elementary School teachers and education functionaries (about 650), in different batches, on Art integrated Learning approach at RIE, Bhopal (July-August,2018).
- b) Follow-up and monitoring of implementation of Art integrated Learning approach in Schools by faculty members of RIE, Bhopal (Nov, 2018 to January, 2019).
- c) Conduction of second achievement survey of students of classes I to VIII, (16500 students) (December, 2018).

2019-20: Based on the findings of the second achievement survey and keeping in mind the NCERT–RIE based interventions already implemented during the first and second years i.e. 2017-2018 and 2018-2019, NCERT-RIE, Bhopal has Focused on the following activities-

- a) Orientation of the Primary teachers in the use of Science and Mathematics Kits (3 days)- July 2019.
- b) Orientation of the Primary teachers in the use of early arithmetic Kits (1 day)- Aug, 2019.
- c) Orientation of Primary and Upper Primary school's teachers in the use of ICT (3 days)-Sept, 2019.
- d) Orientation of Primary and Upper Primary school's teachers in the use of ICT (3 days)- Nov, 2019.
- e) On-site academic support to schools through continuous interaction with students, teachers, school heads and community 5-6 schools/ faculty- Jan, 2020
- f) Conduction of third Achievement Survey for classes I to XI of Govt. Schools of Ichhawar Block (22000 students appeared) - Feb, 2020.

2020-21: During the COVID-19 pandemic following activities were conducted through online mode-

- a) Conduction of five days, Refresher training programme for Elementary School

teachers (about 623), in four batches on Art Integrated Learning.

- b) Conduction of five days, Refresher training programme for Elementary School teachers (about 623), in three batches on use of Science Kits.
- c) Five days, Refresher training programme for Elementary School teachers (about 229), in three batches on Use of Mathematics Kits.
- d) Conduction of fifteen days, Refresher training programme for Primary school teachers (about 423), in four batches on Language Science and Mathematics.
- e) Organized one-day Block Level webinar on NEP 2020 for Ichhawar block teacher and Teacher Educators (about 3245).
- f) Organized one-day State Level webinar for MP state teacher and Teacher Educators (6734) on NEP 2020.
- g) Five days' workshop, on analysis of the Secondary and Senior Secondary level data analysis and report preparation.
- h) Five days Workshop on analysis of the elementary level from class 3 to 8 data and report preparation.
- i) Five days' workshop to Finalize the Elementary, Secondary and Senior Secondary level report.
- j) Five days' refresher training programme in one batch for Senior Secondary School Science Teachers (about 158), of Ichhawar block.
- k) Five days' refresher training programme for Senior Secondary School Mathematics Teachers (143) in one batch.
- l) Five days' refresher training programme for Senior Secondary School Mathematics Teachers (about 43) in 1 Batch.
- m) Five days' refresher training programme for Senior Secondary School Social Science Teachers (about 56) of Ichhawar block in 1 Batch.
- n) Refresher training programme for Senior Secondary School Language Teachers (about 89) of Ichhawar block in 1 Batch.

2021–22: Based on the findings of the fourth Achievement Survey and keeping in mind that NCERT–RIE based interventions already implemented during past four years, in the year 2017-2018, 2018- 2019, 2019-2020 and 2020 -21. In the year 2021 - 22 the following activities were performed-

- a) Five days' secondary and senior secondary school teacher's (about 101) training programme for Science- 17-21 Jan 2022
- b) Five days' secondary and senior secondary school teacher's (about 236)

training programme for Mathematics- 17-21 Jan 2022.

- c) Five days' secondary and senior secondary school teacher's (about 79) training programme for Chemistry- 17-21 Jan 2022.
- d) Five days' secondary and senior secondary schoolteacher's (about 90) training programme for Biology.
- e) Five days' secondary and senior secondary school teacher's (about 78) training programme for Physics.
- f) Five days' Secondary and senior secondary schoolteacher's (about 133) training programme for Hindi- 31 jan-04 Feb 2022.
- g) Five days' Secondary and senior secondary school teacher's (about 115) training programme for English- 31 Jan – 04 Feb 2022.
- h) Five days' Secondary and senior secondary school teacher's (about 130) training programme for Social Science- 31st Jan to 4th Feb 2022.
- i) Secondary and senior secondary school teacher's (about 117) training programme for five days' on Foundation Literacy and Numeracy- 1st to 5th Feb 2022
- j) Five days' school Heads Training on School Leadership (about 47) – 14th to 18th Feb 2022.

(b) Resource provided: During the training programmes RIE, NCERT, Bhopal was provided the following resources-

- i. Computers
- ii. Mathematics Kits for Elementary Level
- iii. Mathematics Kits for Secondary Level
- iv. Science Kits for Elementary Level
- v. Science Kits for Secondary Level
- vi. Early Arithmetic Kits for Classes I and II
- vii. Elementary Mathematics Lab Manual

1.1 Aim of the Study

To assess the effectiveness of various interventions implemented so far in the block under study, so as to provide feedback for correction of any in the intervention process.

1.2 Objectives of the Study

Under the Block Level Research Project presently a mid- term assessment has been undertaken with the following objectives:

1. To critically examine various training and resource based interventions envisaged under the block level Research Project in the study area, i.e., Ichhawar block of Sehore District, Madhya Pradesh.
2. To study the awareness of the following key stakeholders of school education of the study area, i.e., Ichhawar block of Sehore District, Madhya Pradesh about various interventions under the project:
 - i. Students
 - ii. Teachers
 - iii. School Heads
 - iv. SMC members
 - v. Cluster and Block level Educational Functionaries
 - vi. District (DEO/ DIET/ DPO) and State Level Educational Functionaries
3. To examine the effectiveness of the implementation process of various training and resource based interventions in terms of the perception of the key stakeholders of school education of the study area.
4. To identify the bottlenecks vis-a-vis suggestions for corrections, if any, coming on the way of implementation of various interventions under the project.
5. To make an in-depth study of selected schools under the project to explore the grassroot realities pertaining to the process related issues in the effective implementation of various interventions under the project.

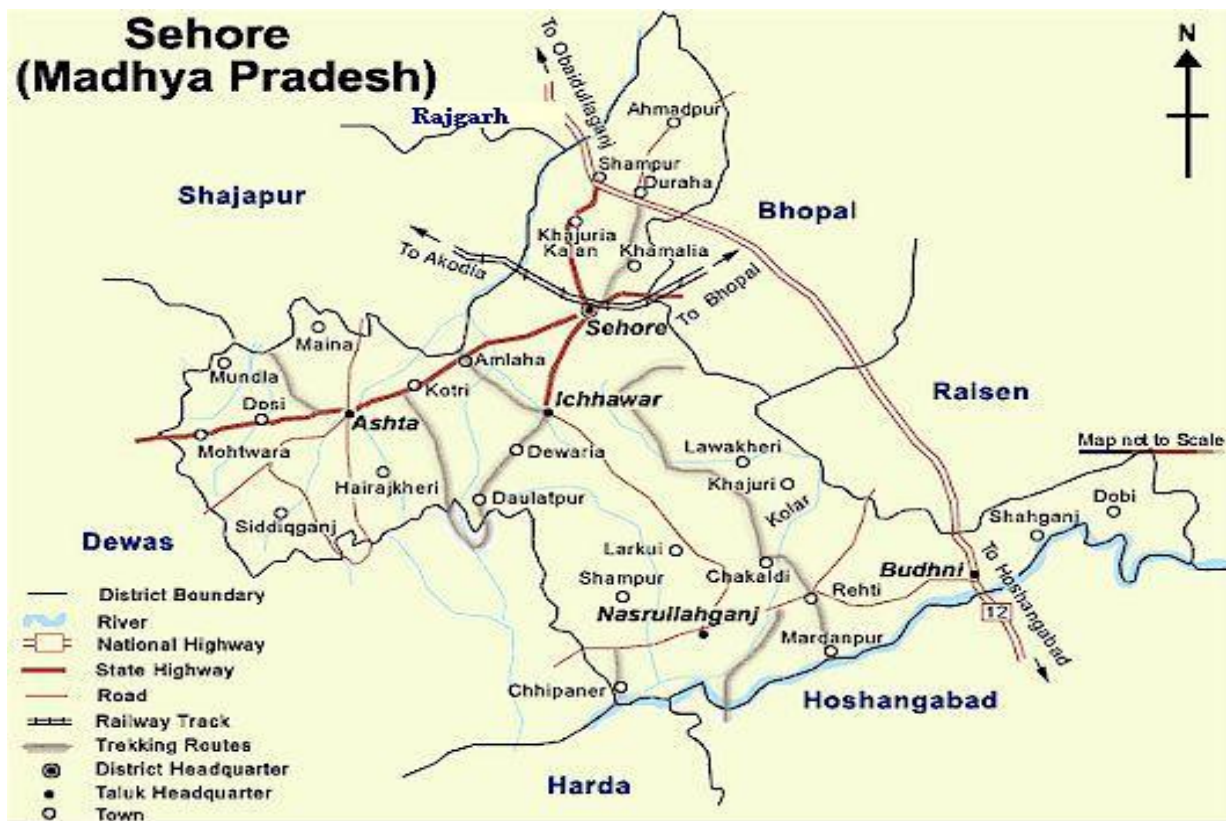
CHAPTER 2

PROFILE OF THE STUDY AREA

2.0 Profile of *Sehore* District and *Ichhawar* Block

2.0.1 Profile of *Sehore* District

Sehore is one of the districts in the Bhopal division of Madhya Pradesh. The district came into existence on 2nd October 1972. It is located at the distance of 40 km from Bhopal, the capital city of Madhya Pradesh. Earlier, it was known as 'NIZAMAT MARHGRIB' of the western District. Sehore is located in the east of Bhopal district, north of Raisen, south of Hoshangabad, north-west Shajapur and the west side of Dewas district. The district falls between 22.32° - 23.40° Latitude and 76.22° – 78.03° Longitude. The location of Ichhawar block, can be seen in the map of Sehore district of Madhya Pradesh, as below:



The block has been divided into 10 education clusters. The block- wise number of clusters and tribal villages of Sehore district are given in table 2.1 below:

Table 2.1 : Block wise Clusters & Tribal Villages (Sehore District)

S.No	Blocks	Number of Clusters	Tribal villages
1	Ashta	14	0
2	Budani	7	24
3	Ichhawar	10	49
4	Nasrullahganj	10	48
5	Sehore	16	0
Total		57	121

Source: District Annual Plan 2021-22

2.0.2 Profile of Ichhawar Block

Ichhawar Block is one of the tribal dominated blocks of Sehore district. It is located at 23.02 degree north and 77.02 degree east with average exaltation of 492 meters (1614 feet) and surrounded by agricultural lands. It is 60 Km away from Bhopal city.



Table 2.2 provides details of number of villages, habitation and *panchayats* in Ichhawar Block:

Table 2.2
Panchayats, Habitations and Villages in Ichhawar Block

Block	Village	Habitation	Panchayat
Ichhawar	159 (49 Tribal Village)	230	70

Source: District Annual Plan 2021-22

It is clear from the table that Ichhawar block consists of 159 villages, 230 habitations and 70 gram panchayats. Out of total 159 villages, there are 49 tribal villages.

2.1 Demographic Profile of Ichhawar block

As per report released by Census India (2011), out of the total population of 147086 in the block, there are 76243 males and 70843 females. There are 913 female per 1000 males as against the state average of 931. Schedule Caste (SC) population constitutes 17.58 % while Schedule Tribe (ST) population constitute 2.17%. The block has 24297 children in the age group of 0-6 years of which 12705 are boys and 11592 are girls. Child Sex ratio in the block is around 907 compared to whole Madhya Pradesh state average of 918.

The literacy rate of the block is 63.92%. (Male: 76.71%, Female: 63.92%). The working population of the block is 79240 as against of 67846 non-working. Out of 79240 working population, about 24161(only 30.49%) are reliant on cultivation.

2.2 Economic Profile of Ichhawar block

In this section the economic profile of Ichhawar Block is presented. The Table 2.3 below depicts the economic profile of the *Ichhawar* Block on some key variables.

Table 2.3: Main, Marginal and Non-workers by sex in Ichhawar Tehsil

Name of Tehsil	Persons/ Males/ Females	Total Population	Main Workers		Marginal Workers		Total workers (main and marginal workers)		Non workers	
			N	%	N	%	N	%	N	%
Ichhawar	Person	162,307	46,547	28.86	37,863	23.33	84,410	52.01	77,897	47.99
	Male	84,198	33,229	39.47	14,184	16.85	47,413	56.31	36,785	43.69
	Female	78,109	13,318	17.05	23,679	30.32	36,997	47.37	41,112	52.63

Source: District Annual Plan 2021-22(Census: 2011)

From the Table shown above it may be inferred that the percentage of non-workers and workers is almost equal. However, the percentage of workers in male category (56.31) is more as compared to that in female category (47.37). But, the corresponding figures in case of non-workers category is reverse (Male: 43.69; Female: 52.63)

2.2.1 Sex wise distribution of economic activities of Workers

As regards Sex wise distribution of economic activities of Workers Table 2.4 given below shows detailed description of various economic activities performed by the workers.

Table 2.4 : Sex-wise Distribution of workers performing economic activities in Ichhawar Tehsil (Census: 2011)

Name of Tehsil	Persons/ Males/ Females	Total Population	Total workers (main and marginal workers)	Category of Workers							
				Cultivators		Agricultural Workers		Household Industry Workers		Other Workers	
				N	%	N	%	N	%	N	%
Ichhawar	Person	162,307	84,410	36,803	43.60	36,741	43.53	1441	1.71	9,425	11.17
	Male	84,198	47,413	21,952	46.30	17,435	36.77	798	1.68	7,228	15.24
	Female	78,109	36,997	14,851	40.14	19,306	52.18	643	1.74	2,197	5.94

Source: District Annual Plan 2021-22

The figures mentioned in Table 2.4 above show that the percentage of cultivator, agricultural workers and other kind of workers in Ichhawar Tehsil are: 43.60%, 43.53% and 11.17% respectively. These percentages do not differ much between male and female. The percentage of workers engaged in household industry is marginal in both the categories.

2.3 Educational Profile of Ichhawar block

Education system provides all necessary requirements to facilitate learning, acquisition of knowledge, skills, value, beliefs, and habits by the children. Schools are the main building blocks of the education system. To fulfill the constitutional provision of universalisation of elementary education all efforts are made to

provide schools in all the villages. There are 190 primary schools and 100 middle schools in Ichhawar Block, thus, forming Gross Access Ratio of 94% at primary level and 74% at Upper Primary level. The Block has government as well as private educational institutions. Some schools in the Block are composite, i.e. Primary, Upper Primary or Secondary schools operate in the same campus.

The enrollment at primary level, as per Annual work plan, 2018-19 was 166178, while at Upper primary level; it was 48142, thus, making Gross Enrolment Ratio (GER) of 94.34% at Primary level and 76.03% at Upper Primary level

2.3.1 Educational Status

The educational status of Ichhawar block is given below in Table 2.6

Table No. 2.6: Educational status of Ichhawar block

Particular	Primary	Upper primary	Elementary Primary + Upper primary
Gross Access Ratio	100	100	100
Net Enrollment Ratio (NER)	99.93	99.88	99.91
Gross Enrollment Ratio	105.25	100.87	103.22
Passed % A grade	27.21	26.12	26.66
Repetition Rate	0.07	0.01	0.033
Pupils Teachers Rate (PTR)	20.91	32.82	24.41
Dropout Rate	1.65	4.03	2.67

Source: District Annual Plan 2021-22

The above Table shows the data regarding educational status of primary and upper primary on the basis of Educational indicators. It is evident that there is availability of schools to the children in the block and its qualitative utilization has to be ensured.

2.3.2 Student enrolment in classes

Total number of students in different classes in government primary and middle

schools of *Ichhawar* block is shown in Table 2.7 below:

Table 2.7: Number of students in government primary and middle school in Ichhawar block

Primary Schools					Middle Schools			Total
I	II	III	IV	V	VI	VII	VIII	
2336	2146	1928	2102	2164	2188	1945	2046	16819

Source: District Annual Plan 2021-22

2.3.3 Schooling facilities

Table 2.8 below shows schooling facilities in the *Ichhawar* block.

Table 2.8: Education Facilities in Ichhawar

Name of Block	No of Habitations	Habitations having Primary Schooling (as per neighborhood norm)	Habitations having Upper Primary Schooling facilities within 3 km	No. of Villages with Anganwadi facilities	Total CRC
Ichhawar	230	230	230	138	10
Dist. Total	1519	1519	100	1004	57

Source: District Annual Plan 2021-22

The figures mentioned in Table 2.8 show that none of the habitation across 10 CRCs of the block is without primary and/or upper primary school. Good number of villages have Anganwadi center facilities.

2.3.4 Sex-wise child population, enrollment and out of school children

Table 2.9 depicts the sex-wise child population, enrollment of children and out of school children in the age groups 6-11 and 11-14 in *Ichhawar* block.

Table 2.9: Child Population, Enrollment and Out of School in Ichhawar block

Age groups	Child Population			Enrolment			Out of School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6-11	8938	7958	16896	8934	7953	16887	4	5	9
11-14	7203	6666	13869	7199	6662	13861	4	4	8

Source: District Annual Plan 2021-22

The Table shows that most of the boys and girls of age groups 6-11 and 11-14 are

enrolled in schools. The number of out of school children is negligible.

2.3.5 GER, NER, Cohort Dropout and overall Repetition of children

Table 2.10 shows GER., NER, Cohort Dropout and overall Repetition of children in the schools.

Table 2.10: GER, NER, Cohort Dropout and overall Repetition

Name of Block	Children of 6-11 Age Group (Primary Schools)				Children of 11-14 Age Group (Upper Primary Schools)			
	GER	NER	Cohort Drop out	Repetition Rate	GER	NER	Cohort Drop out	Repetition Rate
Ichhawar	104.59	99.95	0.70	0.00	100.22	99.94	2.86	0.03
District Total	105.25	99.93	1.65	0.07	100.87	99.88	4.03	0.01

Source: District Annual Plan 2021-22

Table 2.10 above reveals that NER and GER in the age groups 6-11 and 11-14 in Ichhawar block are almost at par with that of the district. Cohort drop-out rates are higher in the age group of 11-14 as compared to that of 11 – 14 but lower as compared to district. Repetition rate is very negligible in both the age groups.

3.0 Introduction

This chapter gives detailed information regarding the approaches adopted for attaining the objectives of the mid-term assessment of block level research project. The present evaluation study adopted descriptive method of research. It includes detailed information about the research methodology, including population and sample, tools and techniques of data collection, procedure of data collection and method of data analysis as follows:

3.1 Population and Sample

The population of the study consisted of all the Elementary Schools and the key stakeholders, including teachers, school heads, students, SMC's members and parents spread over ten education clusters of the study area, viz. Ichhawar, Semli Jadeed, Bhaukhedi, Dhamanda, Ramnagar, Brijesh Nagar, Dewadiya, Balondiya, Kheri and Veerpur Dam.

The sample for the study consisted of twenty-two schools selected clusters sampling technique. In the first phase three, out of ten, education clusters were selected following random sampling technique. In the second phase, ten schools from the three education clusters selected in the first phase were selected following simple random sampling technique. The key informants consisted of the following:

1. School Heads- 22
2. Teachers- 62 (around three teachers from each school- Primary and Middle)
3. Students- 150 (around 5 to 10 students from each school)
4. SMC Members- 45 (around three members from each school)
5. Cluster and Block level functionaries- 10 (available BRCCs, CRCCs, BACs)
6. District and State Level Education Functionaries- 7 (Faculty members from RSK and district Education Officer, Director Samgrah Shiksha etc.)

Cluster wise distribution of schools included in the sample can be seen from the following table 3.1.

Table 3.1: Cluster wise distribution of schools included in the sample

Clusters	Primary Schools	Middle Schools	Total
Ichhawar	4	4	8
Dewadiya	4	3	7
Brijesh Nagar	4	3	7
Total	12	10	22

3.2 Tools

For accomplishing any objective of the study it is necessary to collect data using research tools. As the present study refers to find out the effectiveness of different interventions provided under the project in different clusters of Ichhawar block of Sehore district, the following tools were used:

- i. Interview Schedule for District and State Level Education Functionaries* seeking information from the functionaries about their views on the effectiveness of training programs conducted along with their implementation and the problems encountered in their implementation process along with suggestions.
- ii. Interview Schedule for Cluster and Block Level Education Functionaries* seeking information from the functionaries, including Janshikshak, Saksharata Coordinator, Cluster Academic Coordinators, Block Academic Coordinators, Block Resource Center Coordinator and FLN Coordinator, about their views on the effectiveness of various training programs conducted under the project, problems encountered in their implementation process along with suggestions.
- iii. Focus Group Discussion with Teachers and School Heads* seeking information from the informants about their views on the effectiveness of training programs conducted, issues encounter in implementation along with their suggestions.
- iv. Focus Group Discussion with Students* seeking information from the students about views on effectiveness of learning with respect to the dimensions viz. Teaching-learning strategies, Freedom to learners, teacher behavior, Classroom environment, school environment, use of ICT/computer, use of teaching-learning materials, rewards and punishment, school timing and assessment and feedback.

3.3 Method of Data Collection

The data collection procedure has been carried-out in three different phases. Each phase in details is described below.

Phase I: Data Collection Phase with *District and State Level Education Functionaries*

Phase II: Data Collection Phase with *Cluster and Block Level Education Functionaries*

Phase III: Data Collection Phase with *Teachers, School Heads and students*

In all the above three phases, before beginning the actual data collection process, the investigators, first, contacted the authorities through correspondence explaining them the purposes and objectives of the study and permission was sought. Afterwards, school education authorities at different levels viz. state, district, cluster and school levels were appraised and chalk-out the plan for conducting FGD/ interview with dates. After getting the confirmation, investigator visited State, District, cluster offices and schools with JPF and collected the data as per requirements. Separate data collection sessions with student, teachers, head-teachers and educational functionaries were conducted, with proper orientation, and required data/information was collected. While collecting data during different phases, tools prepared for the purposes were used as a guideline document. After collecting the data, tabulation of the information according to the objective and a subsequent evaluation of the data were done. It took 1-2 months to complete the collection.

3.4 Data Analysis

The data obtained through above procedure were subjected to tabulation. For further analysis of data, simple descriptive statistical techniques such as averages; percentages etc. as per the nature and need of the collected data, is used. The data so, analyzed as per their nature and need. The analysis and discussions are given in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is devoted to analysis and interpretation of data collected from the key stake holders, including teachers, school heads, students, school management committee members, block and cluster level functionaries and district and state level functionaries through interview and focus group discussion. The chapter is divided into four sections. Section-I captioned (4.1) to analyzed the data collected from the cluster and block level educational functionaries with the help of focus group discussion; Section-II captioned (4.2) to analyzed the data collected from the primary and upper primary school teachers and Head Masters with the help of focus group discussion; Section-III captioned (4.3) to analyzed the data collected from the primary and upper primary student with the help of focus group discussion; and Section-IV captioned (4.4) to analyzed the data collected from the school management committee members with the help of focus group discussion

4.1. Outcomes of Focus Group Discussions (FGDs) with Cluster, Block, and State Level Education Functionaries

The Focus Group Discussions (FGDs) were held, separately with the Cluster and Block Level Education Functionaries; and State Level Education Functionaries, the following issues were focused during FGD:

State Level Education Functionaries



Block and Cluster Level Education Functionaries





Issues in focus

- i. Effectiveness of various training programs
- ii. Implementation of the project
- iii. Impact of training programs and Classroom transaction
- iv. Problems in the implementation of project
- v. Community ownership
- vi. Linkages among implementing agency (RIE, Bhopal), State, District, Block, and cluster level functionaries/ organizations
- vii. Management of project implementation, including execution, monitoring, and review
- viii. Issues associated with rules, regulations, and policy-related matters
- ix. Impacts of the project on the quality of teaching and learning

Key Outcomes of FGD

A. Outcomes of FGD with Block and Cluster Level Functionaries

A focus group discussion with the cluster and block level functionaries was held

with 15 participants, including 1 Block Resource Center Coordinator (BRCC), 7 Janshikshaks, 4 Clusters Academic Coordinators, 1 Block Academic Coordinator, 1 Saksharta Coordinator, 1 FLN Coordinator. The discussion revealed the following issues indicating, strengths, weaknesses, opportunities, and challenges as revealed by the stakeholders:

1. Majority of the teachers and head teachers of the block are using ICT (YouTube) in the teaching-learning process. However, nearly half of the teachers need training in ICT, particularly the use of different ICT tools and MOOCs.
2. All the teachers and head teachers of the block need orientation on the cross-curricular teaching learning strategies, particularly experiential learning approaches.
3. Most of the training programs organized earlier at RIE, Bhopal created problems to the participants to attend the programs on time due to distance and communication. Hence, further training programs should be organized in three different venues of the block, viz. Brijeshnagar, Ichhawar and Dewadiya to enable the teachers of the schools to attend the program comfortably.
4. Many computers provided by RIE, Bhopal to the schools do not work properly.
5. There is confusion among the teachers due to overlapping of training programs conducted by the state authorities, RIE, Bhopal and other non-government organizations; and conceptual variation.
6. The Schools run with one to two teachers find it difficult to participate in various training programs organized from time to time.

7. Often the benefits of training provided to guest teachers do not percolate to the classroom due to the change of such teachers every year.
8. Although Smart TV has been provided to all the schools of the block, no contents have been provided for use in the teaching-learning process.
9. Many teachers have brought out innovations in their teaching learning and assessment process as a result of their orientation on innovative teaching-learning approaches, particularly art-integrated learning, at RIE, Bhopal.
10. The authorities of RIE, Bhopal, State Department of Education and other organizations sit together to plan training programs so as to avoid the conduct of multiple training programs at the same time.

B. Outcomes of FGD with State Level Functionaries

A discussion was held with four senior functionaries of Rajya Shiksha Kendra (RSK), who are associated with formulating various academic programs for school education in the state, and were coordinating with RIE, Bhopal in the implementation of the project under evaluation. The following issues indicating the strengths, weaknesses, opportunities, and challenges are revealed by the functionaries:

1. Since the duration of the period of project implementation is short it is difficult to tell about its significant impact on student learning. The project should continue for a reasonably long period to make its impact visible.
2. The orientation of teachers on Art Integrated Learning (AIL) pedagogy in face-to-face mode and subsequently in online mode during COVID period seems to

have immense impact on their classroom transaction, making the teaching-learning process activity-based and joyful.

3. On-site academic support provided by the faculty members of RIE, Bhopal is appreciable.
4. The training on ICT and the provision of computers to schools of the block has generated interest among the teachers to integrate technology in teaching-learning process. It is also reported that students, who mostly belong to the first-generation learners, enjoyed in seeing and operating computers. However, many computers provided to schools are too old and not working now.
5. The training provided by RIE, Bhopal and RSK, Bhopal often clashes/overlaps in terms of the dates of training programs for which desired number of participants could not be deputed by the RSK, Bhopal.
6. There is a need to prepare a calendar of training programs, jointly by the faculty members of RIE, Bhopal and RSK, Bhopal, so as to avoid overlapping of the dates of training programs.
7. A joint action committee consisting of the faculty members of RIE, Bhopal and RSK, Bhopal with nodal officers from both organizations, should be constituted to take all the decisions pertaining to project implementation.

4.2. Outcomes of Focus Group Discussions (FGDs) with Primary and Upper Primary School Teachers and Head Teachers

The Focus Group Discussions (FGDs) were held with the Primary and Upper Primary School Teachers and Head Teachers, along the following issues in focus:

- Quality of training programs and their effectiveness
- Resource interventions and their usefulness





Key Outcomes of FGD

1. Teachers are found to use different alternative assessment procedures during teaching-learning, e.g., formative assessment; quiz and brain storming; questioning; group work and problem solving.

2. Teachers are not fully aware about the document on Learning Outcome at Elementary Stage brought out by NCERT.
3. None of the teachers are fully aware about the recommendations of NEP 2020 and its implementation process.
4. There is confusion among the teachers on the concept and strategies suggested by multiple educational organization conducting training and other activities on the same themes.
5. Most of the computers provided by RIE, Bhopal are not functioning properly.
6. Most of the teachers are facing difficulties on the use of latest ICT tools during teaching learning process.
7. Most of the teachers are interested in on-site support during class room teaching as well as cluster level meetings.
8. Cent percent teachers want this project to continue for a substantially long period.
9. It was revealed from the interaction that they teach subjects using Art Integrated Learning strategies to make their teaching-learning process participatory, activity-based and joyful so as to motivate the learners.
10. Most of the teachers are interested in Art Integrate Learning and Toy pedagogy based trainings.

4.3. Outcomes of Focus Group Discussions (FGDs) with Primary and Upper Primary school students

The Focus Group Discussions (FGDs) were held with the Primary and Upper Primary School students, along the following issues in focus:

Issues in Focus

- i. Teaching-learning strategies
- ii. Freedom to learners
- iii. Teacher behaviour
- iv. Classroom environment
- v. School environment
- vi. Use of ICT/computer
- vii. Use of teaching-learning materials
- viii. Reward and punishment
- ix. School timing

x. Assessment and Feedback

Key Outcomes of FGD

1. Students are found to like the activities such as: drawing, playing, singing, dancing, participating in group activities.
2. Most of the students possess aspirations to become doctors, teachers, and engineers.
3. Most of the students are reported to enjoying ICT based teaching learning (State education department provided smart TV in each schools).
4. Students like to help their peers during teaching learning process.
5. Corporal punishment is almost nil.
6. Cent percent students are happy with school environment and teaching learning process.

4.4 Outcomes of Focus Group Discussions (FGDs) with School Management Committee Members (SMC)

The Focus Group Discussions (FGDs) were held with the Primary and Upper Primary School School Management Committee Members, along the following issues in focus:

Issues in Focus

- i. School environment
- ii. School timing
- iii. Teaching learning
- iv. Students achievement
- v. Community support

Key Outcomes of FGD

1. Parents frequently visit the schools and talk to teachers regarding the students achievement.
2. Parents are also participating on the occasion of National Day Celebrations as well as in celebration of other functions.
3. Mostly parents are satisfied with the teachers' works.
4. Parents are regularly sending the children to the school.
5. Parents are happy from the school level activities.

4.5. Case Study of Govt. Primary School, Kalukhedi

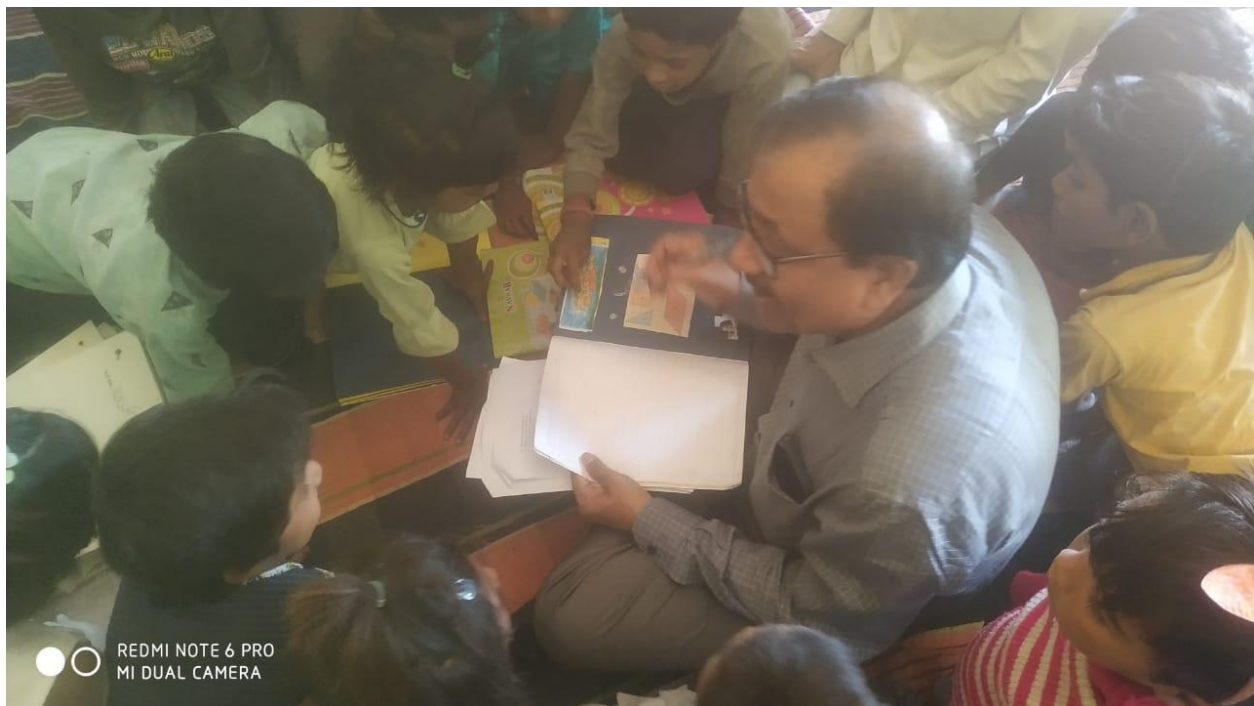
An in-depth case study of a schools covered under the project was conducted so as to explore the grassroots realities pertaining to the issues in the implementation of the project. Govt. Primary School, Kalukhedi, a typical rural schools was selected for the purpose. The basic purpose is to explore the grassroots realities pertaining to functioning of the schools, centered around school environment, classroom environment, pedagogical process, learner assessment, teaching-learning process, professional development of teachers, community ownership and details of implementation of block level project activities, identifying the bottlenecks in the implementation process and suggesting corrective measures.

Govt. Primary School, Kalukhedi, established in the year 1992 as a *Kanishath Prathmik Shala* (classes I to III), comes under Brijesh Nagar cluster of Ichhawar Block. It is situated at a distance of about 8 kms from the Block headquarters. There are 73 students on the roll, out of which 39 are boys and 34 are girls. All the students of the school belong to ST community. Majority of the households belong to BPL category and are laborers in agricultural operations. The school has two *pucca* rooms with *Varandha* used for classroom purposes for all the five classes; an additional classroom, situated at a distance of about 100 meters, is used as *Anganwadi Center*; and a kitchen. The school is situated at the outskirts of the village. The essential facilities like drinking water and separate toilets for boys and girls are available in the school.



The school has three trained teachers, including one female teacher. Two of them are Post Graduates. All the teachers have undergone in-service training in the subjects Hindi, Mathematics, English and Art Integrated Learning pedagogy provided by State Department of Education and Regional Institute of Education,

NCERT, Bhopal. All the teachers stay in nearby towns/villages.



It was observed that classrooms are equipped with art resources, learning corners and blackboards (of 3 feet breadth up from the floor) for the use by the students. A smart TV, provided by the Government, has been installed in one of the classrooms.



From a quick assessment of the learning outcomes of students, particularly in reading, writing, and basic number concept (addition and subtraction), it was found that their performance is age appropriate. The students are found active and smart. It was learned during interaction with the students that they possess high aspirations to become doctors, teachers, and engineers.

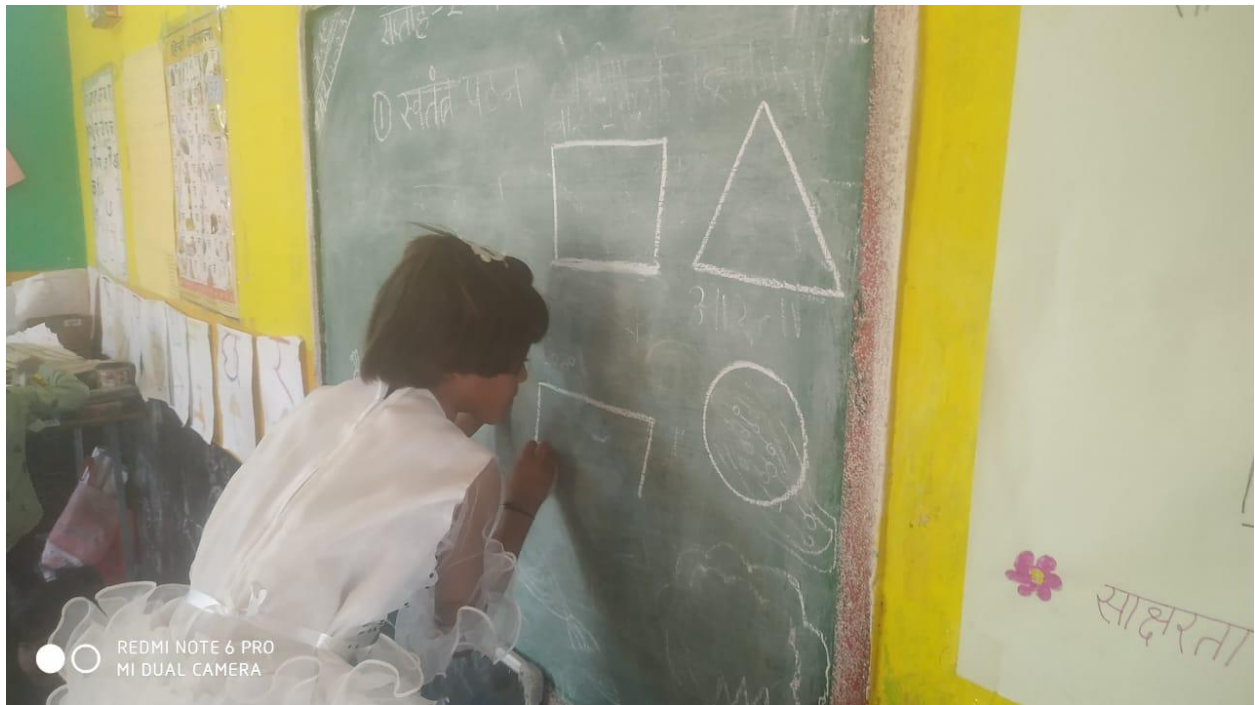
It was revealed from the interaction with the teachers that children are usually regular

in attending school and are punctual; very laborious and understand the contents without any problem; active, free and are able to communicate well with the teachers and supervisory personnel. It was further revealed from the interaction that they teach subjects using Art Integrated Learning strategies to make their teaching-learning process participatory, activity-based and joyful so as to motivate the learners. It is disheartening to learn that none of the teachers are aware about the Learning Outcome document at Elementary Stage brought out by NCERT.

Observation of classroom process broadly revealed that: (i) teachers motivate the students in the classroom for their involvement in learning process; try to make the learning process participatory, joyful and activity based; use Art Integrated approach; use local learning materials; demonstrate the activities of big-small, thick-thin, long-short etc.; and provide opportunity to the students to inculcate values of good hygiene. It was found that individual and group activities are conducted in the classrooms with the help of teaching learning materials. The major focus of the school, however, was on transacting textbooks; and extending school learning in solving real life problems assume low priority and concern. There was not much evidence for developing creative potentials of students. Teachers are found to implement different assessment procedures during teaching-learning, such as formative assessment; quiz and brain storming; questioning; group work and problem solving.







It was learnt from the discussion with the parents that they participate in different school improvement programs despite their hardship to maintain their livelihood. It is reported that parents are invited to the school on the occasion of National Day Celebrations as well as in celebration of other functions.





The key challenges encountered by the school include: lack of opportunities to implement different methods and models they have learnt through different training programs; lack of laboratories; and library; inadequate number of classrooms in the school.

Major findings:

1. The school is not having toilet facility for the Children with special needs.
2. The school is well equipped with basic learning resources for teaching and learning.
3. Local and National festivals are celebrated in the school.
4. Community ownership of the school is satisfactory
5. All the teachers are well-qualified and trained in content and pedagogy through various in-service training programs.
6. The teaching-learning process followed by the teachers is participatory, activity-based and joyful and motivating to the learners.
7. The major focus of the school, however, was on transacting textbooks.

8. Teachers are found to use different alternative assessment procedures during teaching-learning, e.g., formative assessment; quiz and brain storming; questioning; group work and problem solving.
9. None of the teachers are aware about the document Learning Outcome at Elementary Stage brought out by NCERT.
10. All the classrooms are equipped with art resources, learning corners and blackboards (of 3 ft. breadth up from the floor) for the use by the students.
11. Performance of majority of students in reading, writing, and basic number concept (addition and subtraction), is age appropriate.

CHAPTER 5

BOTTLENECKS VIS-A-VIS MID COURSE CORRECTION

5.0 Introduction

The results, as derived through survey as well as case study of one school, explored a set of bottlenecks in the Implementation of Interventions in schools through the Project. The team, on the basis of its observations, juxtaposed corresponding measures for further improvement of the implementation process. The bottleneck and corresponding measures for mid-course correction are presented as follows for the reference of the NCERT and State Department of Education.

5.1 Bottleneck 1: Venue of Training Programme: Most of the training programmes under the project were organized at Regional Institute of Education, Bhopal as result of which many teachers faced difficulties in attending the training programmes due to distance and communication.

Mid course correction: The further training programmes need to be organized.

5.2 Bottleneck 2: Non functioning of Computes provided by RIE, Bhopal: Most of the computers provided by RIE, Bhopal are old and not functioning properly.

Mid course correction: Necessary provisions need to be made by authorities at RIE, Bhopal or State Department of Education to repair the computer for their instructional use.

5.3 Bottleneck 3: Overlapping of Training Programme: There is confusion among the teachers on the concept and strategies suggested by multiple organization conducting training on the same themes.

Mid course correction: A joint action committee consisting of the faculties of RIE, Bhopal and State Education Department should be constituted to prepare calendar

for different training programmes and take all decision pertaining to project implementation.

5.4 Bottleneck 4: ICT integration in teaching learning process: Many teachers are using ICT in their teaching learning process, but are less aware about the use of latest ICT tools.

Mid course correction: Massive orientation of teachers on the use of latest ICT tools need to organized on priority based.

5-5 Bottleneck 5: Integration of art in teaching learning process: Although all the teachers, Block Resource Centre Coordinator(BRCC), Cluster Resource Centre Coordinators (CRC), Cluster Academic Coordinators(CAC), have been oriented on Art Integrated Learning (AIL) pedagogy in off line mode and subsequently in on line mode during COVID-19 pandemic, its impact seems to have faded due to laps of time.

Mid course correction: Orientation of Art Integrated Learning (AIL) strategies need to be provided to all the teachers, Block Resource Centre Coordinator (BRCC), Cluster Resource Centre Coordinators (CRC), Cluster Academic Coordinators (CAC) in off line mode to boost them for their use.

5.6 Bottleneck 6: On side support to teachers: The on-site support provided by the faculty members of RIE, Bhopal during 2018-19 and early part of 2019-20 was appreciated, but was stopped on the onset of COVID-19 and lock down.

Mid course correction: The on site support to the teachers by the RIE facilities should resume forthwith.

5.7 Bottleneck 7: Short duration of project implementation: Since the duration of the period of the project implementation is short, it is difficult to ascertain its impact clearly.

Mid course correction: The project should continue for substantially long period to make its impact visible.

Photo Graphs





















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Research Tools

Tool-1

Mid- term Assessment of Block Level Research Project (*Ichhawar Block of Sehore District, Madhya Pradesh*)

Identifying Information

Name of the school: _____ Cluster _____
Type of Participants: Students
In case of Student Participants, Class (es) Involved: _____
No. of participants: Boys: _____ Girls: _____ Total: _____

Rules for Conducting FGD (Students)

1. The field investigator shall conduct Focus Group Discussions with student (of classes IV- VIII) along the questions listed. These questions, however, are suggestive. More questions can be asked and/or explanations can be made for further probing/clarification.
2. The focus group consists, in any case, of 5-10 members.
3. Purposive/judgement sampling technique will be used in the selection of members.
4. There shall be at least two persons- one called moderator, who asks questions; and the other called rapporteur, who records conversation.
5. The members participating in the FGD should sit comfortably in semi-circle.

Issues in Focus

- xi. Teaching-learning strategies
- xii. Freedom to learners
- xiii. Teacher behaviour
- xiv. Classroom environment
- xv. School environment
- xvi. Use of ICT/computer
- xvii. Use of teaching-learning materials
- xviii. Reward and punishment
- xix. School timing

xx. Assessment and Feedback

(Discussion Questions/points for Students)

1. What approaches do your teachers follow in teaching-learning of different subjects such as Science, Mathematics and Language etc.?
 - i. Lecture
 - ii. Demonstration
 - iii. Discussion
 - iv. Theatre
 - v. Games
 - vi. Painting
 - vii. Story telling
 - viii. Individual / Group activities
 - ix. Projects
 - x. ICT integration
 - xi. Any other (Please specify)

2. What difficulties do you face while your teachers teach different subjects in classroom?
 - i. We fail to understand the contents
 - ii. Teachers do not allow us to ask questions/clarify doubts
 - iii. We are strictly asked to listen to the teachers
 - iv. We are not allowed to discuss among ourselves
 - v. Teachers do not use teaching- learning materials like charts, maps, and computers.
 - vi. Teachers do not provide space for games and activities
 - vii. Teachers rarely ask us questions
 - viii. No ICT/ computer is used in teaching different subjects.
 - ix. Language/ Accent of teachers is difficult to understand.
 - x. Any other (Please specify)

Many students may find a particular concept difficult to understand. However, since every learner is unique, the difficulties may not only vary but also could be numerous, e.g. language of the teacher, pace of teaching/delivery, teaching strategy, lack of teaching aids, competence of teacher, physical ailments, motivation of learners.

3. Do your teachers give freedom to the students to do different activities, including asking questions while teaching?

Ideally the teachers are supposed to make their teaching-learning process interactive, activity-based and joyful and hence allow, rather encourage, learners to put questions any time in the classroom and/or outside. The field investigator need to explore these facts as freedom to the learner is at the heart of teaching and learning.

4. Name the activities, other than teaching curricular subjects like Science, Mathematics and Language, organised in your school.

The Field Investigator should try to explore, with the help of additional questions, to learn whether the curricular activities, e.g. literary, health, physical; and other curricular activities, e.g. Art education, work education, yoga education, life-skills education, organised in the school.

5. Name the activities your school organises outside the school.

The Field Investigator should explore, with the help of additional questions, to learn whether the community-based out-of-school activities, e.g. health and environmental awareness rally, plantation on the village road-side, cleaning of community road/public places, are organised by the school.

6. Which activities of your school are stressful?

- i. Learning of basic school subjects like English, Hindi, Science, Mathematics, Social Sciences
- ii. Examination / Evaluation
- iii. Duration of school time
- iv. Approaches of teaching
- v. Behaviour of teachers
- vi. Home assignments
- vii. Inadequate use of teaching learning mater
- viii. School environment (Drinking water, playground, working toilets, garden, etc.)
- ix. Any other, please specify

It is seen that many students remain at mental pressure, inter alia, due to load of homework/assignment, frequent tests, low learning achievement level, and heavy physical work assigned (e.g. collection of fuel, fetching water) at school. The field investigators need to explore these by asking additional questions but in a modest way.

7. Which of your school programme distract (s) you to come to the school?

- i. Excessive importance on teaching of basic school subjects like English, Hindi, Science etc.,
- ii. Examination/Evaluation
- iii. Duration of school time
- iv. Approaches of teaching
- v. Behaviour of teachers
- vi. Home assignments
- vii. Corporal punishment
- viii. Inadequate use of teaching learning materials
- ix. School environment (Drinking water, playground, working toilets)

- x. Any other (Please specify)

One of the obvious factors that demotivates/distracts the learners to attend school regularly is punishment-physical and/or mental. Besides, the factors such as load of homework/assignment, frequent tests, low learning achievement level, and heavy physical work assigned (e.g. collection of fuel, fetching water) at school too distract learners to come to school.

8. What do you expect from your teachers and/or school which would make your schooling enjoyable?
- i. Nearly equal importance to teaching of basic school subjects and organization of curricular activities,
 - ii. Examination/Evaluation
 - iii. Change of school timing
 - iv. Approaches of teaching
 - v. Introducing vocational subjects
 - vi. Behaviour of teachers be cordial
 - vii. Home assignments be reduced
 - viii. No corporal punishment
 - ix. More use of teaching learning materials
 - x. Providing essential facilities in school (Drinking water, playground, working toilets)
 - xi. Any other (Please specify)

**Mid-Term Assessment of Block Level Research Project
(Ichhawar Block of Sehore District, Madhya Pradesh)**

General Information

Name of Teacher/ School Head.....
Designation.....
Name of School.....
Name of Cluster.....

Rules for Conducting FGD (For Teachers and Head Masters)

- 1. The field investigator shall conduct Focus Group Discussions with student (of classes IV- VIII) along the questions listed. These questions, however, are suggestive. More questions can be asked and/or explanations can be made for further probing/clarification.*
- 2. The focus group consists, in any case, of 5-10 members.*
- 3. Purposive/judgment sampling technique will be used in the selection of members.*
- 4. There shall be at least two persons- one called moderator, who asks questions; and the other called rapporteur, who records conversation.*
- 5. The members participating in the FGD should sit comfortably in semi-circle.*

Points of Discussion: Discussion should focus on following points with reference Ichhawar Block level research project of Madhya Pradesh

- Quality of training programs and their effectiveness
- Resource interventions & their usefulness

(Discussion Questions/points for Students)

1. What was the purpose (s) of the project “Block Level Research project in Ichhawar Block of Madhya Pradesh”?
2. Can you name the training program (s) conducted under the project?
 - i. Art Integrated Learning for Cluster Resource Coordinators, Block Resource Coordinators, Block Academic Coordinators, School Heads and Teachers of Elementary Level
 - ii. Achievement survey of students
 - iii. Use of Science and Mathematics Kits with pedagogy of Science and Mathematics Teachers of Elementary and Secondary Level
 - iv. Use of ICT (Computers) for Elementary Teachers
 - v. Academic support to Head Master and Teachers of Elementary and Secondary Teachers
 - vi. Training of Secondary and Senior Secondary level Teachers of the subjects- Hindi, English, Social Sciences, Physics, Chemistry, Biology, Mathematics and Foundation literacy and Numeracy
 - vii. Orientation on National Education Policy 2020
 - viii. Training of Secondary and Senior Secondary level Science Teachers

Teachers and Head Master may identify few of the above mentioned training program(s) under the project. However during the discussion prompts may be given about the other training program(s) not mentioned by the respondents.

3. How effective are the training programs conducted under the project in terms of classroom implementation w.r.t. their effectiveness in terms of teaching learning process?
 - i. Infrastructural Facility
 - ii. Use of ICT (Computer, Smart Phone etc.)
 - iii. Mismatch between academic level of students and level of teaching
 - iv. Availability of time/days
 - v. Regularity of students
 - vi. Attitude of different stakeholders
 - vii. Support from the other educational functionaries
 - viii. Overload of work
 - ix. Others (Please specify)

Teachers / HM may be reminded of the points a mentioned as above.

4. What is your opinion about the training program(s) conducted by Regional Institute of Education, Bhopal under the Block Level Research Project on the following dimensions?

- i. Duration
- ii. Venue
- iii. Resource Persons
- iv. Resource Materials
- v. Training Strategies
- vi. Language of Communication
- vii. Interaction between Resource Persons and Trainees
- viii. Activities conducted
- ix. Others if any (Please specify)

Kindly provide suggestions for improvement if required

5. During Block Level Study, Regional Institute of Education, Bhopal Have provided following resources for enhancing of the effectiveness of teaching learning process. Give your views on the usefulness of the resources.

- i. Computers
- ii. Science Kits for Elementary Level
- iii. Science Kits for Secondary Level
- iv. Mathematics Kits Elementary Level
- v. Mathematics Kits Secondary Level
- vi. Early Arithmetic Kits for classes I and II
- vii. Any Other (Please Specify)

Give your Suggestion(s), if any, for better use

6. How you feel about the implementation of the interventions discussed during the training program, for betterment of students learning. Also provide suggestions, if required

7. What suggestions you would like to provide for the better implementation Block level study for the effectiveness of teaching learning in School(s)

Mid- term Assessment of Block Level Research Project

(Ichhawar Block of Sehore District, Madhya Pradesh)

(Interview Schedule for District and State Level Education Functionaries)

Identifying Information

Name of the Respondent: _____	Designation _____
Level: State / District: _____	
Date of data collection: _____	

1. What is your overall view about implementation of Block Level Research Project in Ichhawar Block of Sehore District by Regional Institute of Education, Bhopal on the following point?
 - i. Effectiveness of training program
 - ii. Effectiveness of their implementation
 - iii. Classroom transaction
 - iv. Problems encountered in the implementation of the project.

2. What, according to you, are your suggestions for the effective implementation of intervention (s) envisaged under the project?

i. Academic

ii. Rules, regulations and policy related matters

iii. Managerial (Coordination, monitoring, execution)

iv. Linkage with the State and District Education authorities

v. Community ownership

3. What overall suggestions you would like to offer to improve the quality of the project implementation in future?