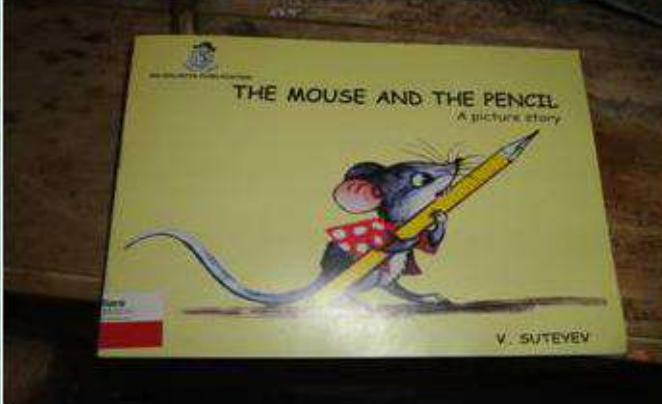


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EVALUATION OF AKSHARA FOUNDATION STRATEGIES IN TEACHING ENGLISH AT PRIMARY SCHOOLS

Report of the Three Year Longitudinal Study

Sponsored by
Akshara Foundation, Bangalore

By
Vinod B. Annigeri
Arunkumar R. Kulkarni
Dattatreya R. Revankar



CENTRE FOR MULTI-DICIPLINARY DEVELOPMENT RESEARCH
Dr. B R Ambedkar Nagar, Near Yalakki Shetter Colony,
Dharwad – 580004
www.cmdr.ac.in

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Submitted to

**Akshara Foundation
Bangalore**



CENTRE FOR MULTI-DISCIPLINARY DEVELOPMENT RESEARCH (CMDR)
Dr.B.R.Ambedkar Nagar, Near Yalakki Shettar Colony, Dharwad – 580004
(KARNATAKA STATE)

Tel: 0836(+) 2460453, 2460472 Fax : +2460464

Web : www.cmdr.ac.in

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CHAPTER 1

INTRODUCTION

Akshara Foundation is a Bangalore-based Public Charitable Trust with a mission to ensure that **‘every child is in school and learning well’**. Established in the year 2000, Akshara Foundation has a range of programmes that provide multiple solutions for universalizing elementary education.

In the interest of reaching out to the vast number of students in Government schools, Akshara has consciously adopted the approach of comprehensive, scalable, replicable and cost-effective education solutions. Akshara works in Bangaluru, and many other parts of Karnataka through its close partnership with the State Education Department and Government school administration, in areas of basic literacy and numeracy. The interventions are designed based on the "ground level" insights that have been acquired by working for over a decade with the elementary education sector in Karnataka.

Ever since it was decided in 2007 to introduce English from 1ststd in Government schools in Karnataka, there has been an acute need for appropriate material for both Teachers and pupils. While the NCF stipulates what is age-appropriate learning content for children, it is also essential to ensure that the content is within the grasp of the teacher in our system today. In this background Akshara Foundation (AF) visualized an innovative program of teaching English and Mathematics at primary schools. The tools so developed seem to be both teacher and student friendly. After an encouraging experiment at Hoskote, AF is trying to bring this idea to northern districts in the state namely Koppal and Gadag.

Akshara Foundation’s objective is to demonstrate the efficacy of these interventions in pilot implementation usually covering entire block or at times even a complete district to demonstrate scale related aspects.

Akshara Foundation’s vision is to implement the NCF 2005 goals of teaching English in classes I- IV in government primary schools in Karnataka. In the same fashion Akshara also tries to teach Mathematics to the students of primary schools by providing a systems approach to teaching the two subjects.

In this background it would be useful to initiate an evaluation of the program before it is launched on a large scale to take stock of the situation at the ground level. Therefore, on the request of the Akshara Foundation, CMDR has undertaken to determine the impact of the program on the learning levels of the students and also the improvement in their skills. Along with such outcome measures it is also required to study the process indicators that have a bearing on the impact of the program. For example, the class room transactions, the way the inputs reach the schools, design and content of the inputs, training of the teachers and feedback from stake holders.

1.2 EVALUATION OF AKSHARA INITIATIVE BY CMDR

CMDR examined the effect of the Akshara intervention in both Akshara (treatment) schools and Non Akshara (non-treatment) schools over a period of three years. For every year data was collected in two phases. The first phase was during the beginning of the academic year and the second phase was just before the close of the academic year. Thus, it is a longitudinal study which would focus on the same students over the whole period of time. By comparing the test scores of the Akshara and Non-Akshara schools one can try to capture the effect of the program on the student community. In a way such comparison between Akshara and Non-Akshara schools will yield the effect of the Akshara program which would consist of teacher training, usage of manual, and usage of kit, classroom strategy leading to universal understanding of basic spoken English skills.

The overall focus of the study considered the Akshara Foundation's Program across the components specified below in both Akshara and Non-Akshara schools:

1. Classroom processes
2. Learning outcomes
3. Teacher and student Perceptions

Focus of the Survey	Tools Used
Pupil Achievement in English	Achievement tests Tests developed for the purpose for Std 2 to 4
<p>Pupil/Teacher/School Variables</p> <p>Pupil: Gender, Attendance as % of Enrolment Mother's education Mother's Occupation Father's Education Father's Occupation</p> <p>Social category PDS card</p> <p>Teacher: Gender, Experience, Educational Qualifications, Teacher Training, INSET medium of instruction at SSLC</p> <p>School: Infrastructure No. of teachers trained in AF teaching strategy in the school</p>	<p>Schedule/s developed for the purpose</p> <p>Schedule/s developed for the purpose</p> <p>Schedule/s developed for the purpose</p>
<p>Class room Seating Teacher student interaction Teaching effectiveness</p>	Observation Record developed for the purpose by the AF
Treatment: AF teaching learning Strategy	Learning materials, training of teachers in AF Teaching Strategy and Training of observers/Field investigators- a package developed by AF.
Feedback from teachers	Interview schedule developed for the purpose by the AF
Feedback from pupils	Interview schedule developed for the purpose by the AF

1.3 SAMPLE FRAME FOR THE STUDY

Gadag and Koppal districts have been chosen for the study. Within these districts, two blocks have been identified which were classified as backward as per the D.M Nanjundappa Committee report. Each cluster within the selected block is identified as one belonging to the intervention category and the other one as belonging to the non intervention category. Following chart would explain the selection of the sample units for the study.

Chart 1.1 Sample Frame of the Study

In the district of Gadag two blocks namely Mundargi and Shirahatti were surveyed. In Mundargi block Hirewaddatti cluster is the Akshara unit with 9 schools. In Shirahatti which is the Non-Akshara block, Surangi is the cluster with 9 schools. Similarly in Koppal district Koradekera is the Akshara unit with 14 schools and Bandi is the Non-Akshara cluster in Yelburga block with 13 schools. The following table would give the number of schools that formed the sample frame for the study. The study focused on Kannada medium schools.

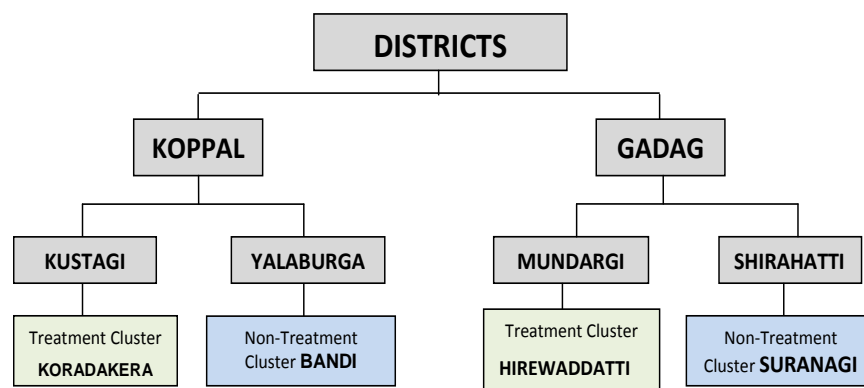


Table 1.1: Sample Schools in Gadag District

Block: Mundargi		Block: Shirahatti	
Cluster: Hirewaddatti		Cluster: Suranagi	
Treatment Schools		Non Treatment Schools	
Village	School Name	Village	School Name
Kelur	GHPS Kelur	Nelogal	GLPS Nelogal
Tambragundi	GHPS Tambragundi	Balehosur	GHPS Balehosur
Hirewaddatti	GMCS Hirewaddatti	Suvarnagiri	GLPS Suvarnagiri
Budihal	GHPS Budihal	Suranagi	GLPS Suranagi Tanda 2
Hirewaddatti	GHPGS Hirewaddatti	Suranagi	GHPGS Suranagi
Hirewaddatti	GLPS Hirewaddatti	Suranagi	GLPS Suranagi (Janata Plot)
Harogeri	GHPS Harogeri	Suranagi	GHPS Suranagi
Harogeri	GLPGS Harogeri	Balehosur	GLPS Balehosur (Kanakadas)
Basapur	GHPS Basapur	Balehosur	GLPGS Balehosur

Table 1.2: Sample Schools in Koppal District

Block: Kushtagi Block		Block: Yelburga	
Cluster: Koradakera		Cluster: Bandi	
Treatment Schools		Non Treatment Schools	
Village	School Name	Village	School Name
Benchamatti	GLPS Benchamatti	Chikkoppa	GHPS Chikkoppa
Madalagatti	GLPS Madalagatta	Ballutagi	GLPS Girls Ballutagi
Hirebannigol	GHPS Hirebannigol	Chikkoppa	GLPS Chikkoppa Tanda
Koradkera	GCHPS Koradakeri	Ballutagi	GLPS Balutagi Tanda
Yeleburthi	GHPS Yalaburthi	Ballutagi	GHPS Balutagi
Chikkanandihal	GLPS Chikka Nandihal	Hagedal	GLPS Hagedhal
Shakapur	GHPS Shakapur	Kadabalakatti	GLPS Kadabalakatti
Hirebannigol	GLPS SC Colony Hirebannigol	Boonkoppa	GLPS Bunakoppa
Bisnhal	GLPS Bisnhal	Tummaraguddi	GHPS Tummaraguddi
Donnegudda	GLPS Donnigudda	Bandi	GHPS Bandi
Hirenandihal	GHPS Hirenandihal	Julakatti	GHPS Julakatti
Parasapur	GLPS Parasapur	Bassapur	GHPS Bassapur
Byalihal	GHPS Byalihal	Bandi	GLPS Girls Bandi
Kanakoppa	GHPS Kanakoppa		

The pre and post intervention survey was carried over the period of three years to examine the cumulative impact of the program on students' performance. The same students were surveyed in all the three years as indicated in the table below.

Table 1.3: Cohort Pattern of the Survey

Survey Schedule	Classes Surveyed		
Year 1	Class 2	Class 3	Class 4
Year 2		Class 3	Class 4
Year 3			Class 4

Instrumentation

The data for the evaluation was obtained from different stakeholders, and accordingly the study team developed different field survey instruments as indicated below.

1. School Schedule
2. Classroom Observation Schedule
3. Teachers' Schedule
4. Students' Schedule

For assessing the skills / competencies of the students, English tests were conducted for 2nd to 4th standard students.

These instruments were initially tested in the Hoskote study and modifications based on the feedback were obtained. Further all the instruments were scrutinized by a committee consisting of experienced researchers and practitioners. Hence all the instruments have content validity.

Procedure of Data Collection

The AF personnel conducted a training program for teachers in the sample with two objectives:-

1. To improve teachers' subject matter competency and
2. To train them in using AF's teaching learning material and teaching strategies.

Design of Akshara Teacher training: On the basis of inputs from teachers, observations of classroom practices, study of various State text-books as well as the NCF guidelines, Akshara has designed a training package, keeping in mind the capacity of the average teacher in a Government school at the primary level.

Critical Inputs of the AF Experiment:

- A) Capacity building for teachers of std 2-4, in basic English

- B) Creating course-content which is appropriate at the ground level, by building skills in spoken English, reading-readiness and writing readiness among students.

Table 1.4: Inputs of the AF Experiment

Capacity-building for Teachers	TLM	Course content for Classes II, III & IV
A five-day teacher training programme in the beginning of the academic year, followed by a two day brush-up session in December	The objectives spelt out in the NCERT Position Paper have been taken as the guidelines in designing the TLM content	Participatory approach has been followed to make best use of the resources. Simple and student friendly tools have been designed to teach English

A host of innovative methods have been introduced keeping in mind the context specific environment that exists in the rural government schools. In this background an evaluation of such an initiative would be useful for pushing further the simplistic way of teaching English at the primary level.

Class Room Observations:

Classroom Observations were conducted along with the test score Assessments. As Nali Kali is operating at the primary levels, the class room observations were conducted as indicated below.

Table 1.5: Class Room Observation Details

Observation of Class Room Transactions	Number of Class Rooms per School
English	One Nali Kali Class Room (2 nd and 3 rd std)

	One Room of Class – 4 th std
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The following tables present the scenario of selected schools in Koppal and Gadag districts. Tables below show Taluks covered for the study, number of Akshara and Non Akshara schools, students and teachers in such schools and period of data collection.

Table 1.6: Resume of the Survey-Koppal District

Details	Type	First Year	Second Year	Third Year
Taluks	Akshara	Kushtagi		
	Non Akshara	Yelburga		
No. of Schools	Akshara	14	14	14
	Non Akshara	13	13	13
No. of Students	Akshara	808	765	558
	Non Akshara	670	654	506
No. of Teachers	Akshara	40	44	36
	Non Akshara	35	36	33
Period of Data Collection		August - September - 2012 and Feb. – March 2013	August 2013 and January 2014	June-July 2014 and January-February, 2015

Table 1.7: Resume of the Survey- Gadag District

Details	Type	First Year	Second Year	Third Year
Taluks	Akshara	Mundargi		
	Non Akshara	Shirahatti		
No. of Schools	Akshara	9	9	9
	Non Akshara	9	9	9
No. of Students	Akshara	484	402	309
	Non Akshara	428	474	353
No. of Teachers	Akshara	22	21	17
	Non Akshara	17	15	14
Period of Data Collection		August - September - 2012 and Feb. –March 2013	August 2013 and January 2014	June-July 2014 and January-February, 2015

CHAPTER 2

REVIEW OF LITERATURE

2.1. INTRODUCTION

India's educational achievements in the recent past have had a mixed record (Kingdon 2006). While there has been significant recent progress in school participation, especially among children of primary school age, drop-out rates remain stubbornly high, and India still is home to around 40 per cent of the world's illiterates. Perhaps the most disturbing feature of India's educational landscape is the low levels of learning attainment of children in primary and secondary levels of schooling – for example, around half of children in Standard III could not read a Standard I text in rural areas (ASER 2009). Das and Zajonc (2009) find that 42 per cent of children enrolled in standard IX in Rajasthan and 50 per cent in Orissa fail to meet a basic international low benchmark of mathematical knowledge. Based on data on test scores for these two states, they also find that the distribution of learning attainment in Indian school-children is highly skewed – while a small proportion of the school-going children are high performers and their learning attainment is comparable to the top performers in most OECD countries, there is a large proportion of the school-going population whose level of learning attainment is abysmal and among the worst for countries where similar data is available.

Low learning attainment imply low cognitive skills, and since cognitive skills are a good predictor of how well the child may do in labour markets when s/he reaches adulthood, the low learning outcomes of a large proportion of school-children, especially in rural India, would act as an important constraint to these children obtaining well-paid jobs, especially as the demand for skilled workers increases relative to demand for unskilled workers with economic growth and in a rapidly modernising economy as we see in India currently. The role of cognitive skills in individuals earnings and economic growth is now well-recognised - as Hanushek and Woessmann (2008, p. 657) note, “individual earnings are systematically related to cognitive skills. The distribution of skills in society appears closely related to the distribution of income. Perhaps most importantly, economic growth is strongly affected by the skills of workers”. Therefore, the low learning outcomes among India's school-going population can act as a significant constraint to future economic growth, and can have an adverse effect on the distribution of income.

Low educational attainment is particularly pronounced among children from socially disadvantaged backgrounds such as Scheduled Castes (SC) and Scheduled Tribes (ST) as well as among girls. For example, using the PROBE-data-set from five North-Indian states, Dreze and Kingdon (2001) suggest that SC children have an ‘intrinsic disadvantage’ with a relatively lower chance of going to school even after having controlled for household wealth, parental education and motivation, and school quality. With respect to gender disparities in educational attainment, Kingdon (2006) notes that among children aged 11-14 years, 10.3 per cent of girls were out of school as compared to 7.7 per cent of boys. Such strong disparities in educational attainment among children from SC/ST background and among girls is a matter of significant concern as potentially low rates of cognitive skill acquisition among backward cast children, and among girls in their childhood years could play an important part in restricting earnings potential and in determining their poverty status later in life.

While the problem of low learning outcomes among a large proportion of school-going children in India is being increasingly recognised, it is not clear; however, what kind of policy intervention can have a significant positive effect on learning outcomes, especially among rural children from relatively poor background.

2.2. LEARNING SKILLS: VIEW FROM LITERATURE

There has been considerable progress in the provision of schooling inputs in the recent period in India. However, an important factor that determines how these inputs translate into learning outcomes is the structure of pedagogy and classroom instruction (Muralidharan, 2013). Developing an appropriate child-centred pedagogy is a daunting task for countries such as India given the situation that several millions of first-generation learners have joined a rapidly expanding national schooling system. Learner-centred education (LCE) is perceived as a solution to a myriad of issues facing the school education system in many developing countries (Tabulawa, 1997; Nakabugo and Sieborger, 2001; Harley et al., 2000), and some researchers even call it as a policy panacea (Sripakash, 2010). It is expected that the effect of LCE would get reflected beyond the realm of education to address such broad and intractable issues as poverty (Brock, 2009); exclusivity (O’Sullivan, 2006); and the need for a democratic political culture (Harber, 2006).

Since the 1990s, child-centred ideas have been part of teacher training programmes and school reforms in many parts of Africa and Asia (Capper et al., 1997; Siraj-Blatchford et al., 2002).

Following this, many countries have brought in reforms at the school level and child-centred ideas have increasingly found a place in the new curriculum. These learner-centred pedagogical practices have been introduced into classrooms or other learning environments using different strategies. National educational reform is one such principal channel using which many countries have introduced LCE into the classroom learning. Countries such as South Africa, where learner-centred pedagogy was promoted in the post-apartheid era (Nakabugo and Sieborger, 2001 and Harley et al., 2000; Spreen and Vally, 2010), Namibia, where LCE has been enacted for teacher educators through Basic Education Teachers Diploma programme (BETD) (Nyambe and Wilmot, 2008; Dembele and Miaro-II, 2003), Poland, where learner-centred pedagogical practices have been part of the education system in the post-Communist period (Vulliamy and Webb, 1996), Tanzania, where a revised curricula for secondary schools developed in 2005 enact the use and promotion of LCE (Vavrus et al., 2011), Zambia, where the Teacher Education Reform Programme (ZATERP) introduced in the late 1990s place the learner at the centre of the educational process (Musonda, 1999), Turkey, which has revised the curriculum for primary schools in 2005 to accommodate student-centred pedagogical practices (Aksit, 2007; Altınyelken, 2010) and India, where child-centred pedagogy was made part of its universal elementary education programme called Sarva Shiksha Abhiyan (SSA) introduced in 2001 (Planning Commission, 2010), are examples of countries that followed this route. There are also innovations that are conceived, developed and implemented at the local level so as to integrate child-centred pedagogical practices into classroom learning. Innovations implemented in a teachers' college in Tanzania (Vavrus, 2009), science classrooms in Kenya (Ndirangu et al., 2003) and school-library program in Karnataka, India (Borkum et al. 2013) are examples of such local innovations.

In the midst of some available evidence on the positive effect of child-centred education on student outcomes (Piper et al. 2014), critics questions its suitability in all cultural and resource contexts, (Schweisfurth, 2011 for a detailed discussion on these challenges). While there has been a lot of policy rhetoric on child pedagogy, implementation plans have rarely matched the rhetoric (Jansen, 1989; Dello-Iacovo, 2009), and “the governments’ desire to be making visible, positive, modern changes drives policy forward at a pace which practice cannot match” (Schweisfurth, 2011). Another set of papers highlight material and practical issues in the implementation of these ideas. The key concerns are infrastructure, class size, teaching materials, and teacher capacity (Schweisfurth, 2011). Teacher quality is another factor determining the success of the programme (Dello-Iacovo, 2009). Some also point to the crucial and powerful role of donor agencies in shaping policy (Chisholm and Leyendecker, 2008). Some commentators, on the other hand, focused on the

intrusion of western ideas into LCE ignoring the current educational needs of developing countries (see Thompson, 2013 for discussion surrounding this issue). While disputing the perception that LCE may be simply a western construct, Thompson (2013) argues that LCE initiatives can make a favourable impact if their professional language has been ‘culturally translated’.

2.3 THE DETERMINANTS OF EDUCATIONAL ATTAINMENT IN INDIA

An emerging literature has studied the determinants of educational attainment in India. Most of these studies have looked at school enrolment and drop-out rates, rather than learning outcomes as captured by test scores, possibly due to the lack of available data on the latter. In common with studies on schooling determinants in other countries (e.g. Holmlund et al. 2011, Barnham 2004, Glewwe 2002), Dreze and Kingdon (2001) find that parental education, school infrastructure, and social background matter in explaining school participation rates, especially among girls. Kingdon and Teal (2007) find that teacher human capital (as proxied by teacher’s education and experience) along with teachers’ pay matter in explaining student achievement in numeracy and literacy. The sociological and anthropological literature (along with an emerging economics literature summarised in Akerlof and Kranton (2002)) highlight the role of social disadvantage and social identity - a person's sense of self - around caste/ethnicity and gender as a primary determinant of learning outcomes (Fuller and Clarke 1994, Nambissan 1996, 2007). In the case of India, SC/ST children and girls would be less likely to finish school or acquire the relevant skills because the social expectation within their community could be that they do not complete schooling or that they are less able or deserving than others. However, the presence of teachers sharing similar social background as the student could significantly help in overcoming this bottleneck and improve the overall student performance (Rawal and Kingdon, 2010). A growing literature on developing countries suggest that the presence of female teachers would lead to higher levels of girls’ enrolment and achievement and argue for hiring more female teachers (UNESCO, 2006). Rawal and Kingdon (2010) find that girls benefit from the presence of more female teachers in schools. Studies have also highlighted the importance of separate sanitary facilities for girl children to attend school, as well as feel part of the learning environment. Studies show that schools that provide better sanitation facilities for girls are likely to improve girls’ participation and help achieve better educational outcomes (Ekpo *et al.*, 2008; UNICEF 2009; Bandyopadhyay, 2012).

There is an emerging literature on the evaluation of educational interventions on learning outcomes in India. Muralidharan et al. (2013) find no correlation between changes in average village-level school infrastructure (between 2003 and 2010) and student test scores. While studying the impact of a school-library program in Karnataka, Borkum et al. (2013) observe that infrastructure intervention had no impact on student reading scores. Using the data from the Andhra Pradesh Randomized Evaluation Studies (APRESt) project, Muralidharan (2013) also finds no relationship between infrastructural availability in the school and measures of student test-score gains. There is also absence of any credible evidence on the impact of teacher characteristics on learning outcomes in schools. For instance, available studies do not report a significant positive relationship between teacher training and increases in test scores for students taught by the trained teacher (Kingdon and Teal 2010; Muralidharan and Sundararaman 2011b, 2013; Muralidharan 2012). Banerjee et al. (2007) in their experimental evaluation study find significant difference in test scores between students who received remedial instruction outside the class room and students who remained in the class room and did not receive any such instruction. The authors thus conclude that reducing class-size may have a limited impact on improving test scores. However, there have been few studies that have systematically evaluated the impact of child pedagogical interventions in the Indian context (except the study on remedial instruction discussed earlier).

2.4 FEW OBSERVATIONS

The studies have shown that the learning levels of students in the primary and secondary levels have been a challenge and deserve attention from all corners. Such a phenomenon is quite severe in the children belonging to children from Scheduled Caste and Tribes. Similarly the girl children still lag behind as compared to the boys. Effective policy measures and interventions have been evading many of us in dealing with this issue for quite number of years. The overall school environment plays an important role in pushing forward the learning skills. Developing appropriate child-centered pedagogy would help in addressing this issue in a meaning full way. In this background the initiative by Akshara Foundation would be quite handy which addresses the needs of the children in a user friendly manner.

CHAPTER 3

FINDINGS OF THE STUDY

This chapter has been organised mainly in 4 sections. The first section presents the availability of school infrastructure, profile of teachers and profile of students in Koppal and Gadag districts. The second section presents results of classroom observation and classroom transactions. The third section presents performance of students during the reference period in Akshara and Non-Akshara schools in both the districts. The last section gives concluding observations.

3.1 SCHOOL INFRASTRUCTURE, PROFILE OF TEACHERS AND STUDENTS: KOPPAL DISTRICT

In this section, the availability of school infrastructure, profile of teachers and profile of students of selected schools in Koppal district have been presented.

3.1.1 SCHOOL INFRASTRUCTURE

A number of studies reveal that availability of pucca school building and other infrastructure facilities play important role in improving the performance of the students. In this section, availability of infrastructure facilities in the selected

schools in Koppal district has been examined. Table 3.1 shows number of selected schools by type of building in Koppal district. It shows that all the selected schools, both Akshara and Non Akshara, had pucca building which is really an encouraging factor.

Table 3.1: No. of Schools by Type of Building in Koppal District

School Category	Pucca	Semi Pucca	Total
Akshara	14	0	14
Non Akshara	13	0	13
Total	27	0	27

Table 3.2 shows availability of infrastructure facilities in selected schools in Koppal district. It can be observed from the table that major concerns in the district with regard to infrastructure in schools are availability of benches, play grounds, girls' urinals, computers and Science Laboratory. Thus there is a need to improve such facilities in the schools.

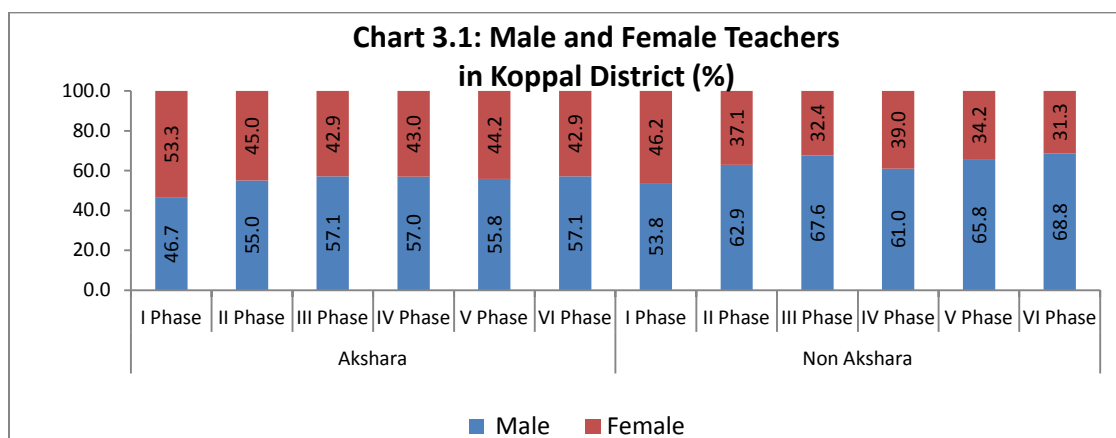
Table 3.2: Infrastructure Facilities at Schools in Koppal District (%)

Facilities	Schools With Facilities	
	Akshara	Non Akshara
Benches	28.6	30.8
Playground	57.1	61.5
Library	85.7	100.0
TV	21.4	7.7
Radio	100.0	100.0
Girls' Urinals	78.6	76.9
Urinals	85.7	92.3
Girls Toilet	71.4	92.3
Drinking water	100.0	92.3
Computer	14.3	15.4
Science Lab	28.6	23.1
Midday meal	100.0	100.0

3.1.2 PROFILE OF TEACHERS

In this section, the proportion of male/female teachers, social category of teachers, teachers' education, professional education of teachers and teachers with English medium learning have been examined. Chart 3.1 shows share of male and female teachers in selected schools of Koppal district. The table reveals that both Akshara and Non Akshara schools have more number of male teachers, except in first phase in Akshara schools.





Note: The survey as part of the study was spread over three years consisting of two phases per year amounting to a total of six phases

Teachers' Characteristics

Table 3.3 shows proportion of teachers by social category. The table indicates that by and large, teachers belonging to OBC category are higher in both Akshara and Non Akshara schools. The distribution of teachers across different social categories shows that in some years, teachers belonging to 'Others' category will be higher number in Akshara schools.

Table 3.3: Teachers by Social Category in Koppal District (%)

Social Category	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
SC	17.5	11.4	19.0	8.7	20.9	10.5
ST	5.0	8.6	9.5	13.0	2.3	7.9
Minority	7.5	8.6	0.0	4.3	9.3	5.3
OBC	45.0	31.4	38.1	56.5	39.5	44.7
Others	25.0	40.0	33.3	17.4	27.9	31.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Teachers' Education

Table 3.4 shows percentage of teachers by level of general education in selected schools of Koppal district. One can note that in both the categories of schools majority of teachers are educated up-to PUC level followed by graduates. Presence of graduates is certainly advantageous for these schools.

Table 3.4: Teachers by Level of General Education in Koppal District (%)

General Education	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
10th Std	10.0	8.6	11.9	10.8	4.7	5.3
PUC	50.0	51.4	45.2	43.2	51.2	36.8
Degree	37.5	28.6	40.5	40.5	30.2	47.4
Post Graduation	2.5	11.4	2.4	5.4	14.0	10.5
Total	100	100	100.0	100.0	100.0	100.0

Professional Education of Teachers

Table 3.5 shows teachers with different levels of professional education. It reveals that most of the teachers had D.Ed. qualification in Akshara and Non Akshara schools followed by teachers with B.Ed. qualification. It is interesting to note that in the second and third year there were teachers who were trained in some way or the other.

Table 3.5: Teachers with Different Levels of Professional Education in Koppal District (%)

Training	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
D Ed	70.0	54.3	83.3	89.2	83.7	76.3
B Ed	10.0	17.1	16.7	10.8	16.3	23.7
No Training	2.5	8.6				
Others	17.5	20.0				
Total	100.0	100.0	100.0	100.0	100.0	100.0

Teachers with English Medium Learning

Table 3.6 shows medium of instruction of teachers at SSLC. It is interesting to note that more than 90 per cent of the teachers in both the categories of schools had completed their education in Kannada medium. However Akshara schools were marginally better which had teachers with education in English medium.

Table 3.6: Medium of Instruction at SSLC for Teachers - Koppal District (%)

Medium	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
English	7.5	0.0	2.4	2.7	7.0	2.6
Kannada	92.5	100.0	97.6	97.3	93.0	97.4
Total	100	100	100.0	100.0	100.0	100.0

3.1.3 PROFILE OF STUDENTS

The profile of students has been analyzed taking into consideration mothers' and fathers' educational level and occupation. The type of PDS card indicates the economic status of the family of the students.



Table 3.7: Profile of Students in Koppal District (%)

Particulars	First Year			Second Year			Third Year		
	Akshara	Non Akshara	Total	Akshara	Non Akshara	Total	Akshara	Non Akshara	Total
SC, ST & OBC	90.1	90.9	90.46	90.6	93	91.8	87.6	92.6	90
Minority	0.8	1	0.95	1.5	1.2	1.3	2	1.6	1.8
Others	9.03	8.06	8.59	9.6	5.8	7.7	10.5	5.8	8.2
Students by Mothers' Education Level (%)									
Illiterate	60.64	59.7	60.22	55	60.2	57.6	29.8	42.9	36.4
Literate	13.24	9.7	11.64	15.7	10.6	26.2	22	17.7	19.8
Primary	21.66	18.96	20.43	23.8	18.2	21	41.3	24.3	32.8
Higher Primary & Above	4.46	11.64	7.71	5.5	11	8.25	6.9	15.1	11.1
Students by Mothers' Occupation (%)									
Agriculture (Land Owners)	5.45	0.3	3.11	3.4	0.3	1.9	3.6	0.4	2.1
Agricultural labor	63.49	60.3	62.04	65	61.8	63.4	66.9	64.9	66
Housewife	30.45	37.76	33.76	31	37	34	29.1	33.9	31.3
Others	0.62	1.64	1.08	0.7	0.9	0.8	0.4	0.8	0.6
Students by Fathers' Education Level (%)									
Illiterate	44.93	39.25	42.35	43.1	39.3	41.2	14.6	19.7	17.1
Literate	16.71	8.51	12.99	15	10.4	12.7	24.1	15.3	19.8
Primary	26.24	29.4	27.67	28	29.4	28.7	44.2	38.6	41.5
Higher Primary & Above	12.13	22.84	16.98	13.9	20.9	17.4	17.1	26.4	21.7
Students by Father' Occupation (%)									
Agriculture (Marginal Farmers)	77.1	67.46	72.73	75.9	71.4	73.7	80.8	76.3	78.7
Agricultural labor	19.93	25.37	22.4	21.7	22.3	22	17.2	17.9	17.5
Other	2.97	7.16	4.87	2.4	6.3	4.4	2	5.8	3.8
Students by Household PDS Card (%)									
BPL Card	89.11	89.85	89.45	87.7	92.4	89.9	89.1	91.6	90.3

From the above table one can note the Socio-economic Status (SES) of the students. Most of the students belong to the socially backward communities and BPL status. For example in Akshara schools, SC, ST and OBC students are to the extent of about 90 per cent and their respective number in Non Akshara schools is also about 90 per cent. Minorities range between 0 and 1 per cent. Around 90 per cent of mothers of these children are either illiterate, just literate or

have completed primary education. With regard to mothers' occupation, one can note that 'agricultural labor' and 'house wife' account for more than 90 per cent. Similar pattern is found as far as fathers' educational level and Household occupation are concerned. Around 90 per cent of the students belong to the BPL status. On the whole one can say that the socio economic status in both the categories of schools remains the same.

3.2 CLASS ROOM OBSERVATIONS AND TRANSACTIONS: KOPPAL DISTRICT

The study team also took note of the transactions within the classrooms in both Akshara and Non Akshara Schools. The idea was to catch with the kind of atmosphere that exists in the classroom and how the teachers are interacting with the students.

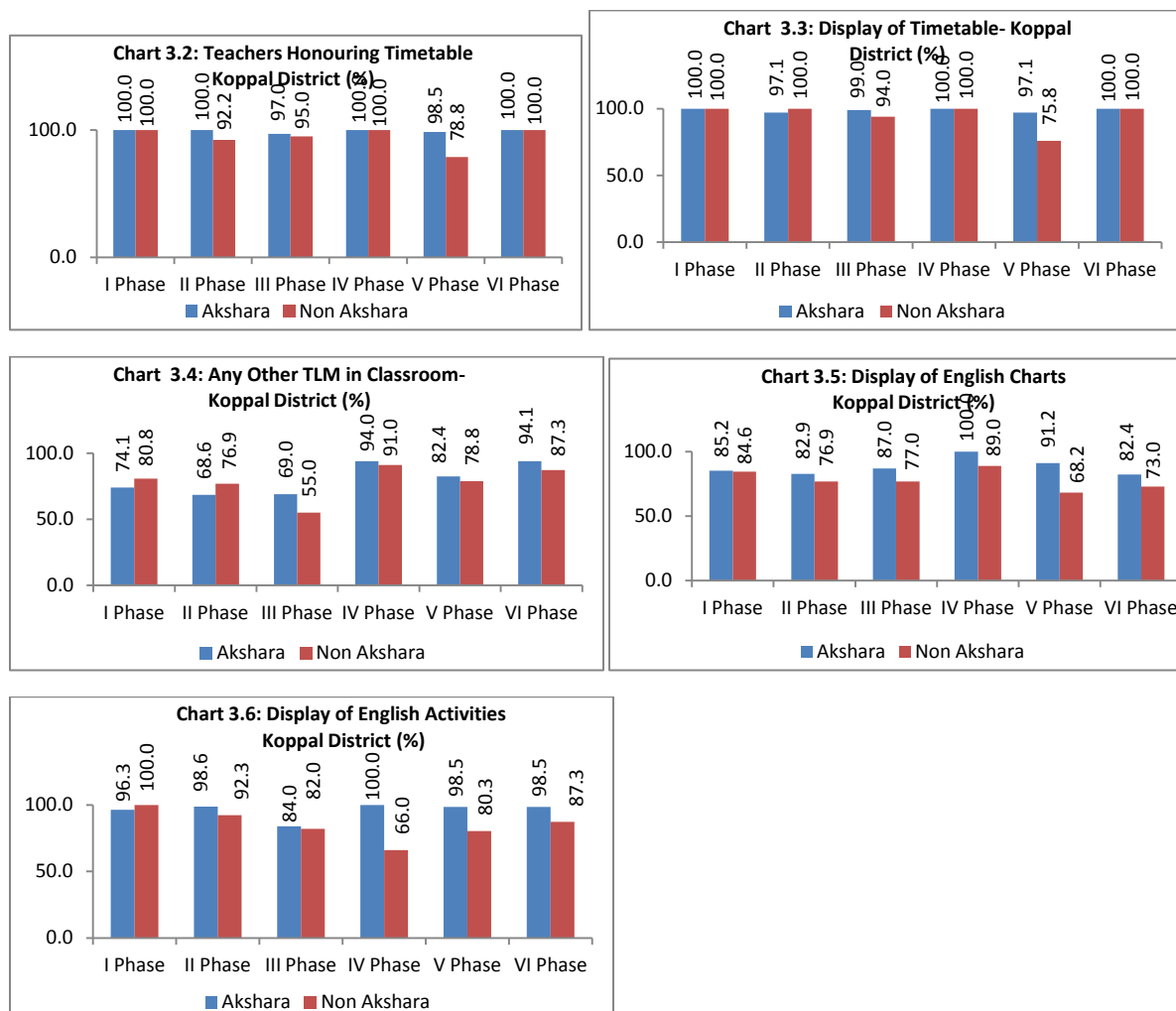
3.2.1 CLASS ROOM OBSERVATIONS

In the selected schools, the class rooms have been observed to know the following.

- Honouring of time table by teachers,
- Display of timetable in the class room,
- Availability of Teaching and Learning Materials in the class room (TLM),
- Display of English charts and activities 20



The following charts reveal that with regard to honoring time table, display of timetable, TLM and display of English charts and activities in the classroom, the Akshara schools are better in all the phases than Non Akshara schools.



3.2.2 CLASS ROOM TRANSACTIONS

Charts 3.7 to 3.13: show classroom transactions in the selected Akshara and Non Akshara schools of Gadag district. The tasks of teachers in the classroom such as; speaking in English, translation of English words to Kannada, Enthusiasm of teachers, giving real life examples to students, love and affection towards the students, overall teaching effectiveness and motivating children to learn have been taken into consideration.

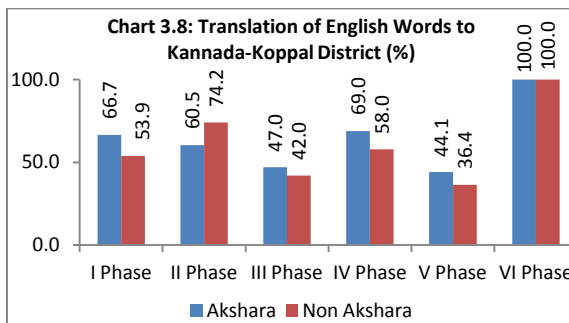
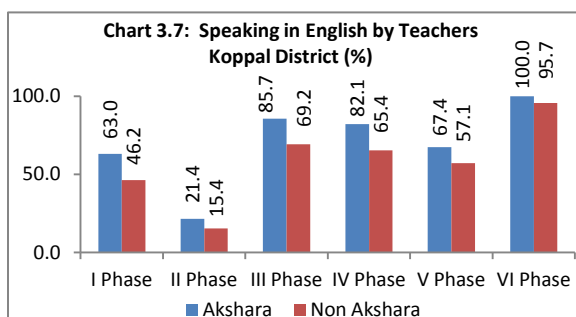
It can be observed from chart 3.7 that as regards Speaking in English by Teachers, Akshara schools are better in all the six phases except second and fourth phases. Interestingly as the

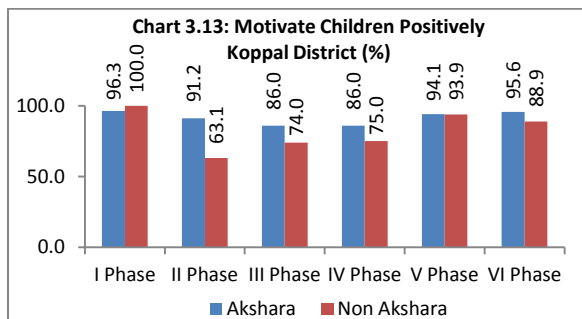
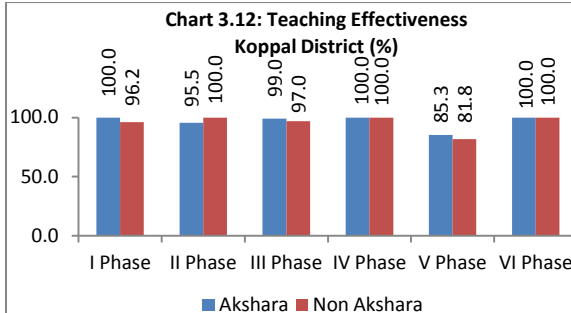
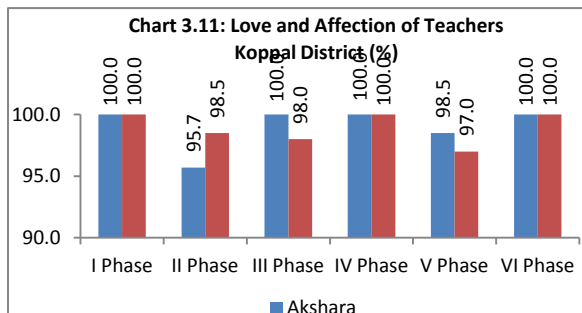
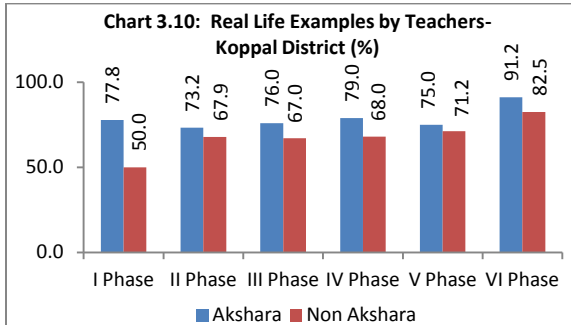
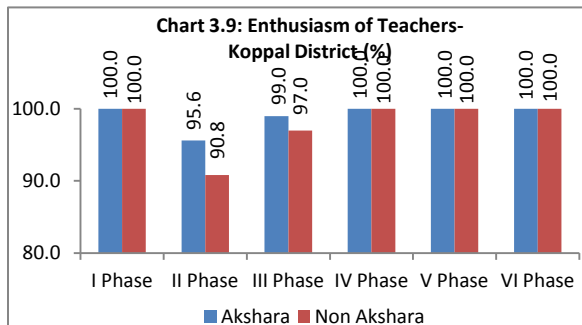
intervention has progressed, the proportion of such behavior has increased among the Akshara Teachers.

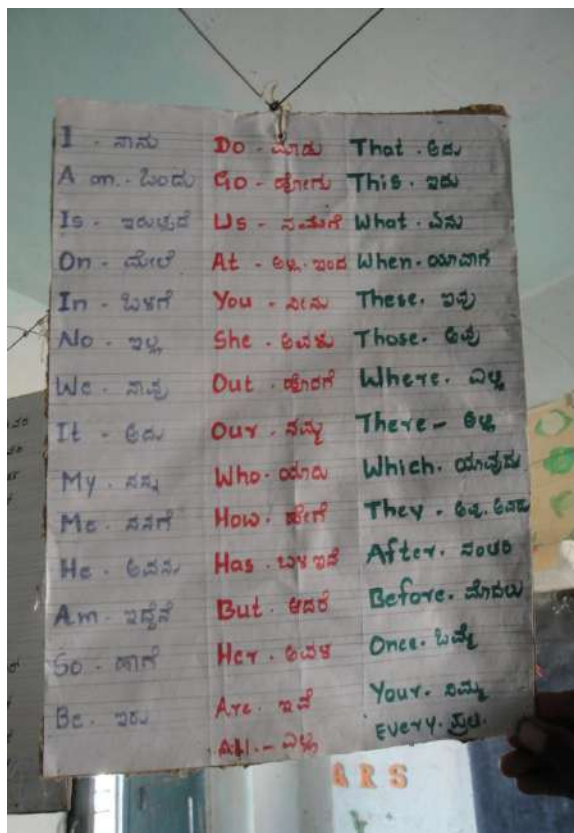
From chart 3.8, one can observe that Akshara Teachers are better in translating English words to Kannada.

Chart 3.9 reveals that all the teachers in both Akshara and Non-Akshara are Enthusiastic in teaching during the reference period, except in phase 2 and phase3. In these phases Akshara schools are better as3 compared to Non-Akshara schools.

As far as providing Real life examples by teachers is concerned, Akshara schools are doing well in all the phases (Chart 3.10). Chart 3.11 reveals love and affection of teachers is slightly better in Akshara schools, except in phase 2. Chart 3.12 shows effectiveness of teachers. It reveals that teaching effectiveness in Akshara schools is better in all the phases, except in phase 2. Chart 3.13 shows proportion of teachers motivating students. It reveals that Motivation by teachers is also good in Akshara schools in all the phases, except phase 1.







3.3 SCHOOL INFRASTRUCTURE, PROFILE OF TEACHERS AND STUDENTS IN GADAG DISTRICT

In this section, the availability of school infrastructure, profile of teachers and profile of students of selected schools in Gadag district have been presented.

3.3.1 SCHOOL INFRASTRUCTURE

Table 3.8 shows number of schools by type of building in Gadag district. It indicates that all the schools had pucca building (except one) which is really an encouraging factor in this district as well. Following table depicts the picture.

Table 3.8: No. of Schools by Type of Building In Gadag District

School Category	Pucca	Semi Pucca	Total
Akshara	8	1	9
Non Akshara	9	0	9
Total	17	1	18

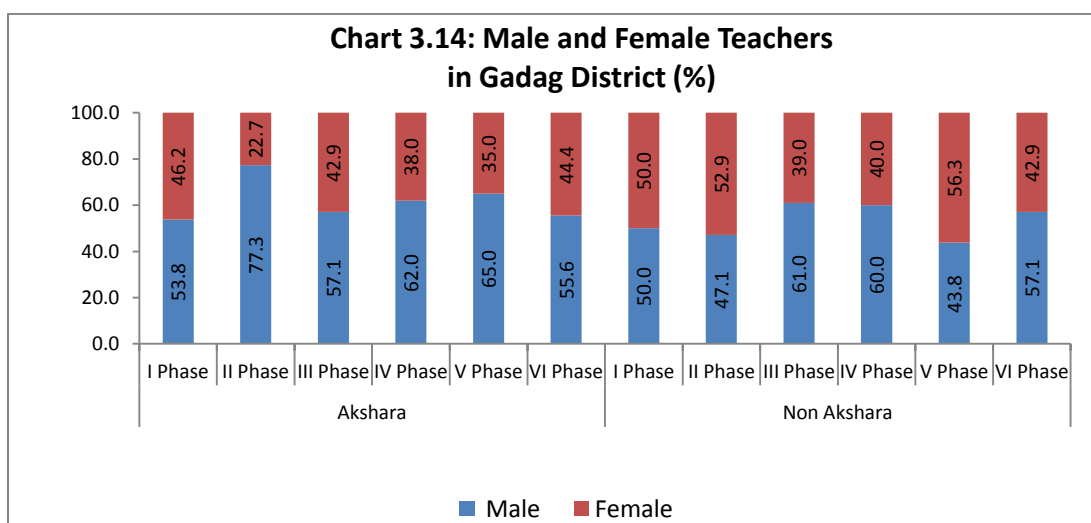
Table 3.9 shows availability of infrastructure facilities in selected schools in Gadag district. It indicates that the major concerns in the district with regard to infrastructure in schools are availability of benches, play grounds, girls' urinals, computers and Science Laboratory. Thus there is a need to improve such facilities in the schools. Library is also a cause of concern in both the categories of schools. Availability of TV needs to be ensured.

Table 3.9: Infrastructure Facilities at Schools in Gadag District (%)

Facilities	Schools With Facilities	
	Akshara	Non Akshara
Benches	77.8	55.6
Playground	77.8	55.6
Library	88.9	100.0
TV	22.2	22.2
Radio	100.0	88.9
Girls Urinals	77.8	55.6
Urinals	100.0	77.8
Girls Toilet	88.9	77.8
Drinking water	77.8	100.0
Computer	77.8	22.2
Science Lab	44.4	11.1
Midday meal	100.0	100.0

3.3.2 PROFILE OF TEACHERS

In this section, the proportion of male/female teachers, social category of teachers, teachers' education, professional education of teachers and teachers with English medium learning have been examined. Chart 3.14 shows share of male and female teachers in selected schools of Gadag district. It indicates that male teachers are more in number than female teachers in both Akshara and Non Akshara schools. In the second phase Non Akshara schools had more female teachers than male teachers.



Teachers' Characteristics

Table 3.10 shows proportion of teachers by social category. It indicates that by and large teachers belonging to OBC category are higher in both Akshara and Non Akshara schools. The distribution of

teachers across different social categories shows that in some years teachers belonging to 'Others' will be higher in Akshara schools except for the third year. The table below gives the details.

Table 3.10: Teachers by Social Category in Gadag District (%)

Social	First Year	Second Year	Third Year
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Category	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
SC	22.7	11.8	19.0	8.7	20.9	10.5
ST	4.5	17.6	9.5	13.0	2.3	7.9
Minority	0.0	11.8	0.0	4.3	9.3	5.3
OBC	54.5	41.2	38.1	56.5	39.5	44.7
Others	18.2	17.6	33.3	17.4	27.9	31.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Teachers' Education

Table 3.11 shows percentage of teachers by level of general education in selected schools of Gadag district. It reveals that in both categories of schools majority of teachers are educated up-to PUC level followed by graduates. However, in the third year, graduates are more in Non Akshara schools. Presence of graduates is certainly advantageous for these schools.

Table 3.11: Teachers by Level of General Education - Gadag District (%)

General Education	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
10th Std	0.0	5.9	9.5	4.3	0.0	12.5
PUC	50.0	64.7	42.9	56.5	65.0	18.8
Degree	50.0	23.5	38.1	30.4	30.0	56.3
Post Graduation	0.0	5.9	9.5	8.7	5.0	12.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Professional Education of Teachers

Table 3.12 shows teachers with different levels of professional education. It reveals that most of the teachers had D.Ed. qualification in Akshara and Non Akshara schools followed by teachers with B.Ed. qualification. It is interesting to note that in the second and third year there were teachers who were trained in some way or the other. The table below gives the details.

Table 3.12: Teachers with Different Levels of Professional Education -Gadag District (%)

Training	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara

D Ed	40.9	52.9	61.9	91.3	90.0	87.5
B Ed	18.2	0.0	38.1	8.7	10.0	12.5
No Training	9.1	5.9				
Others	31.8	41.2				
Total	100.0	100.0	100.0	100.0	100.0	100.0

Teachers with English Medium Learning:

Table 3.13 shows medium of instruction of teachers at SSLC. It is interesting to note that more than 90 per cent of the teachers in both the categories of schools had completed their education in Kannada medium. However Akshara schools were marginally better which had teachers with education in English medium.

Table 3.13: Medium of Instruction at SSLC for Teachers - Gadag District (%)

Medium	First Year		Second Year		Third Year	
	Akshara	Non Akshara	Akshara	Non Akshara	Akshara	Non Akshara
English	0.0	11.8	4.8	0	5.0	
Kannada	100.0	88.2	95.2	100	95.0	100.0
Total	100.0	100.0	100	100	100.0	100.0

3.3.3 PROFILE OF STUDENTS

The profile of students has been analyzed taking into consideration, mothers' and fathers' educational level and occupation. The type of PDS card indicates the economic status of the family of the students.



Table 3.14: Profile of Student in Gadag District (%)

Particulars	First Year			Second Year			Third Year		
	Akshara	Non Akshara	Total	Akshara	Non Akshara	Total	Akshara	Non Akshara	Total
Students by Social Category (%)									
SC, ST & OBC	46.07	67.29	56.03	54.4	68.8	61.6	53.9	74.9	65
Minority	2.07	0.7	1.43	2.5	1.1	1.8	2.9	1.7	2.3
Others	51.86	32.01	42.54	44.8	30.4	37.6	43.2	23.4	32.7
Students by Mothers' Education Level (%)									
Illiterate	33.88	18.46	26.64	36.3	30.8	33.6	40.1	35	37.4
Literate	0	0	0	0	0.2	0.1		0.3	0.2
Primary	47.73	69.86	58.11	47.8	62	54.9	47	61	54.5
Higher Primary & Above	18.39	11.68	15.24	15.9	7	11.45	12.8	3.7	8
Students by Mothers' Occupation (%)									
Agriculture (Land Owners)	0	0.7	0.33	0	0.6	0.3		0.9	0.5
Agricultural labor	83.06	81.78	82.46	84.1	82.9	83.5	85.6	81.1	83.2
Housewife	14.67	16.59	15.57	13.2	15.6	14.4	11.8	16.6	14.4
Others	2.27	0.93	1.64	2.7	0.8	1.75	2.6	1.4	2
Students by Fathers' Education Level (%)									
Illiterate	29.13	14.25	22.15	31.6	23.4	27.5	32.1	25.1	28.4
Literate	0.62	0	0.33	0.7	3.4	2.1	1	4.6	2.9
Primary	41.94	62.62	51.64	44.8	58	51.4	47.2	61.1	54.7
Higher Primary & Above	28.31	23.13	25.88	22.9	15.2	19.05	19.7	9.1	14
Students by Fathers' Occupation (%)									
Agriculture (Marginal Farmers)	13.22	5.84	9.76	11.7	4	7.8	10.8	2.9	6.6
Agricultural labor	75.41	89.49	82.02	75.4	91.8	83.6	78.4	92.3	85.8

Other	11.36	4.67	8.22	12.9	4.2	8.55	10.8	4.9	7.6
Students by Household PDS Card (%)									
BPL Card	50.83	31.54	41.78	44.3	39.2	41.8	51.5	61.4	56.2

From the table 3.14 one can note the Socio-Economic Status (SES) of the students. Most of the students belong to the socially backward communities and BPL status. For example in Akshara schools, SC, ST and OBC students are to the extent of about 90 per cent and their respective number in Non Akshara schools is also around 90 per cent. Minorities range between 0 and 1 per cent. Around 90 per cent of mothers of these children are either illiterate, just literate or have completed primary education. With regard to mothers' occupation one can note that 'agricultural labor' and 'house wife' account for more than 27 per cent. Similar pattern is found as far as fathers' educational level and Household occupation are concerned. Around 90 per cent of the students belong to the BPL status. On the whole one can say that the SES status in both the categories of schools remains the same.

3.4 CLASS ROOM OBSERVATIONS AND TRANSACTIONS: GADAG DISTRICT

The study team also took note of the transactions within the classrooms in both Akshara and Non Akshara Schools in Gadag district. The idea was to catch with the kind of atmosphere that exists in the classroom and how the teachers are interacting with the students.

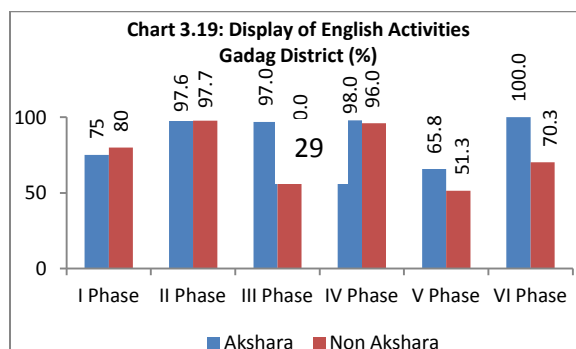
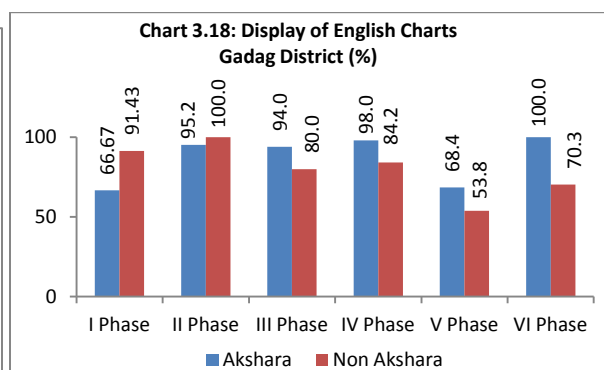
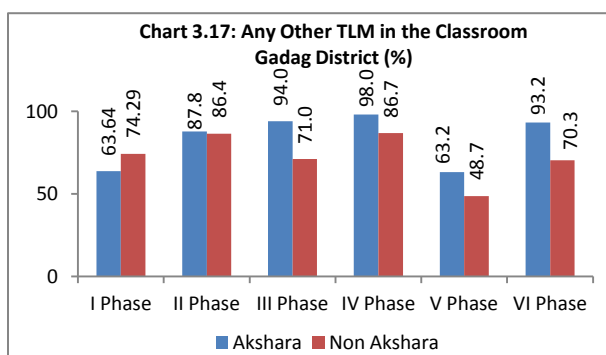
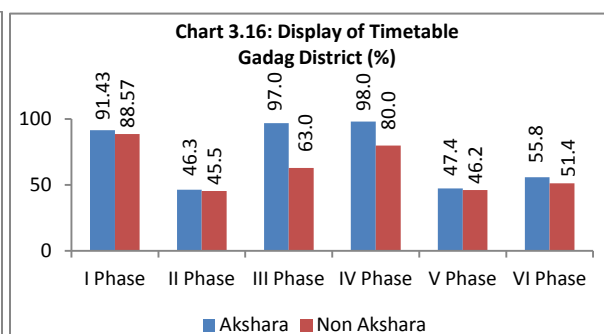
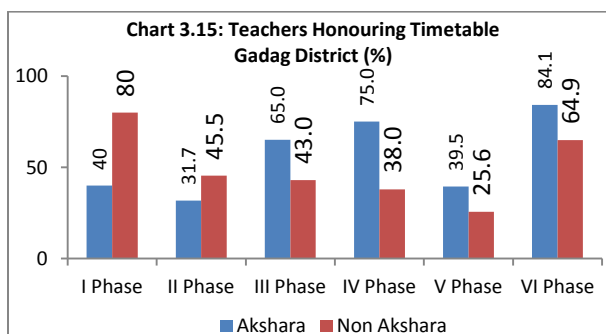
3.4.1 CLASS ROOM OBSERVATIONS

The class room observations reveal following picture.

- Teachers honouring time table – Akshara schools have picked up over the period of time
- Display of time table in classroom – Akshara schools are marginally better
- Presence of any other TLM – Akshara Schools are far ahead
- Display of English Charts – Akshara S 28 s have improved over the period of time
- Display of English activities – Akshara Schools are doing well



Following charts depict the picture



3.4.2 CLASS ROOM TRANSACTIONS

Charts 3.20 to 3.26; show classroom transactions in the selected Akshara and Non Akshara schools in Gadag district. The tasks of teachers in the classroom such as; speaking in English, translation of English words to Kannada, Enthusiasm of teachers, giving real life examples to students, love and affection towards the students, overall teaching effectiveness and motivating children to learn have been taken into consideration.

Chart 3.20 shows that the proportion of teachers speaking in English is more in Akshara schools compared to Non-Akshara schools in all the phases, except phase 2.

From chart 3.21, one can observe that Akshara Teachers are better in translation of English words to Kannada in all the phases. However, in the sixth phase, both the schools have made it with 100 per cent achievement.

Chart 3.22 reveals that Enthusiasm of Teachers has picked up in Akshara schools, after 2 phases. In phase 6, all the teachers in both Akshara and Non-Akshara schools are found enthusiastic.

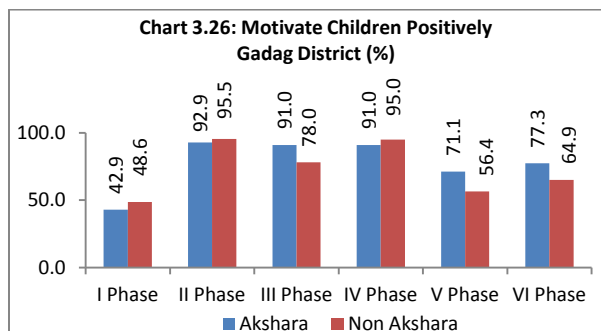
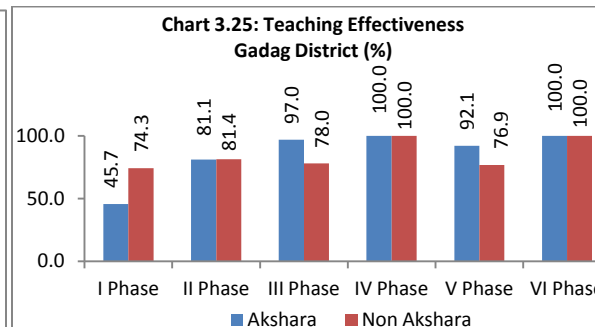
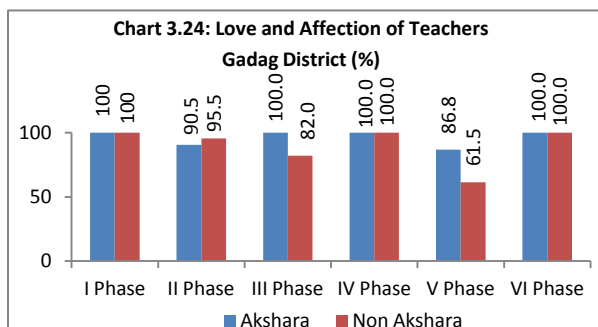
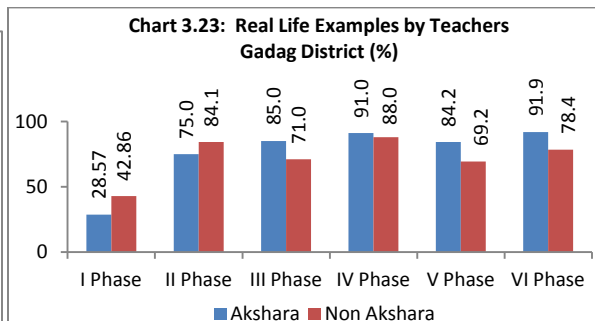
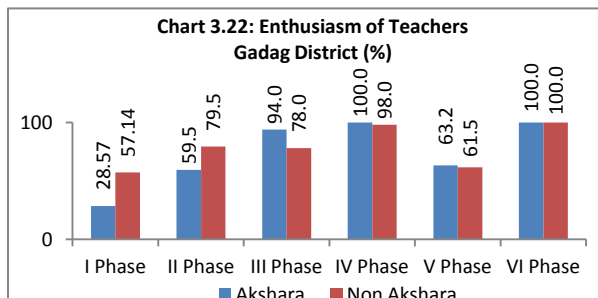
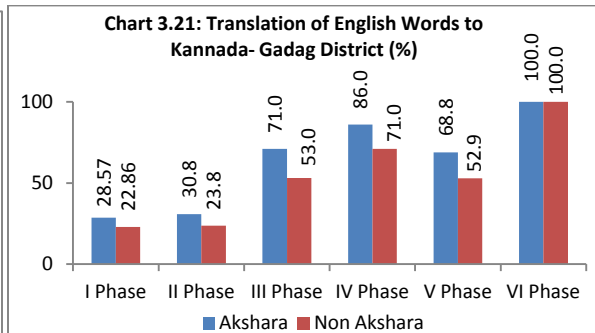
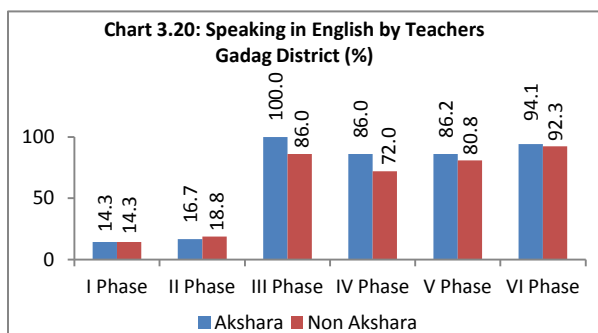
As far as providing Real life examples by teachers is concerned, Akshara schools are doing well in all the phases (Chart 3.23).

Chart 3.24 reveals love and affection of teachers is slightly better in Akshara schools.

Chart 3.25 shows effectiveness of teachers. It reveals that after the first phase, Akshara schools have picked up and teaching effectiveness in Akshara schools is better compared Non-Akshara schools.

Chart 3.26 shows proportion of teachers motivating students. It reveals that Motivation by teachers is also good in Akshara schools in all the phases, except phase 1.





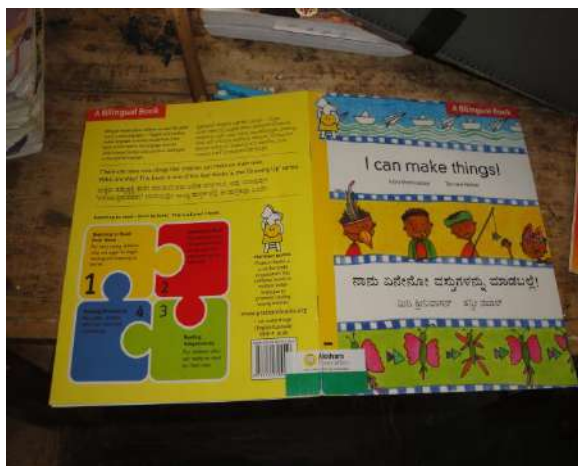
3.5 PERFORMANCE OF STUDENTS IN ENGLISH

Tests were conducted in English for the students of both Akshara and Non Akshara schools to understand the impact of the Akshara initiatives for classes 2, 3 and 4. In the following discussion, an attempt is made to present the results of these tests.



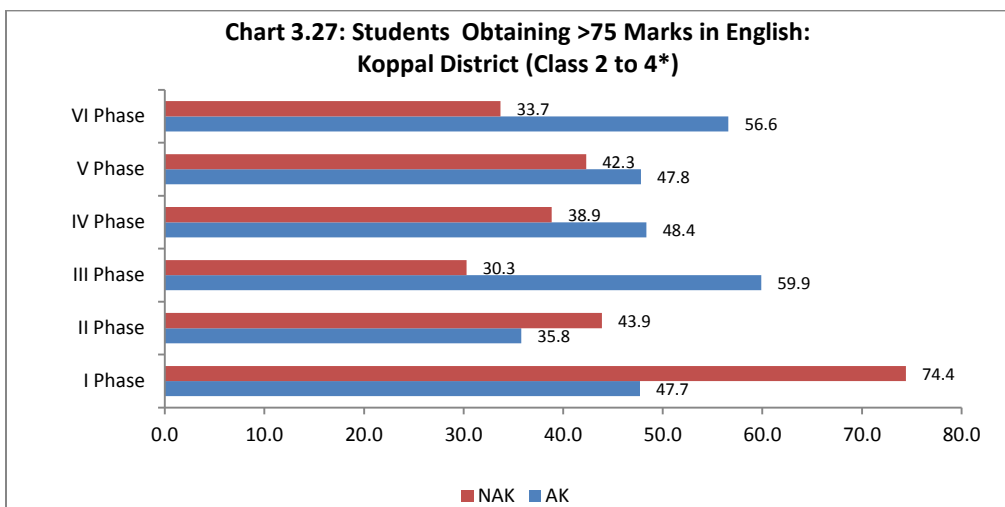
3.5.1 PERFORMANCE OF STUDENTS IN ENGLISH: KOPPAL DISTRICT

The following section presents the performance of students in English for classes 2 to 4, classes 3 to 4 and classes 4 for different phases of the survey in Koppal district.

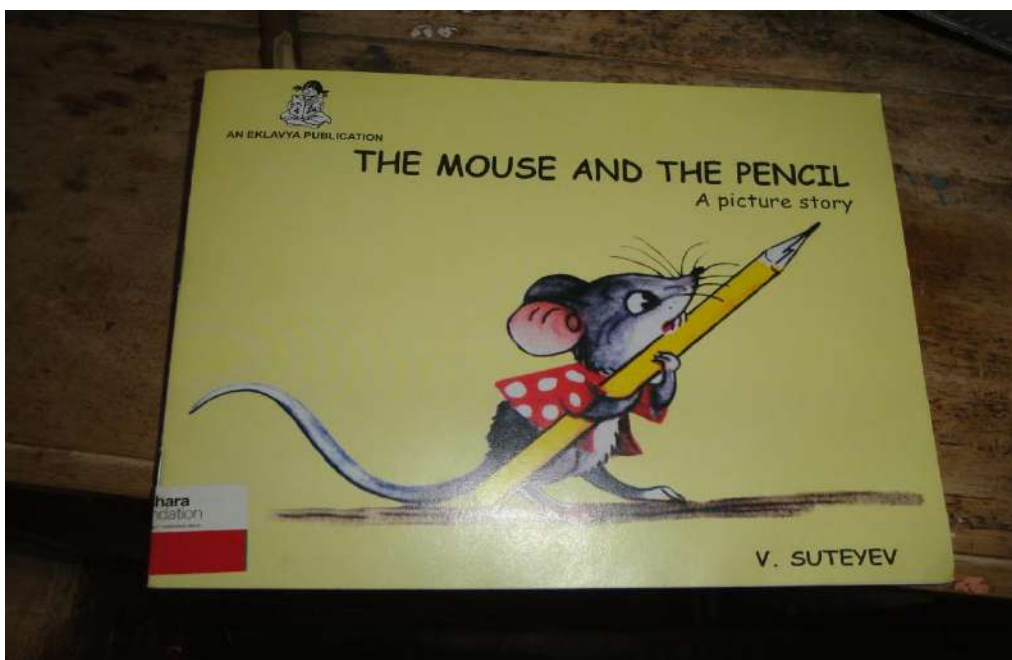


Performance of Students in Classes 2 to 4

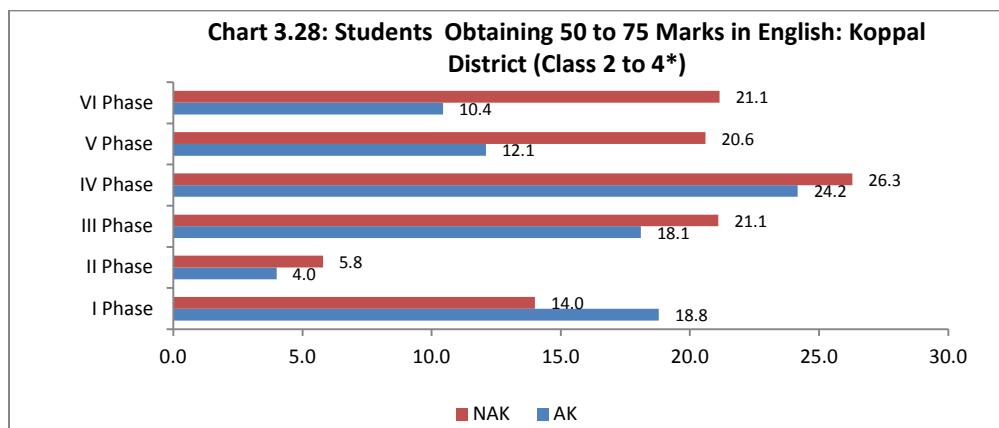
The charts below show the performance of students in English in Koppal district for classes 2 to 4. Chart 3.27 shows the proportion of students who scored more than 75 % marks in English in Koppal district in Akshara and Non Akshara schools. It reveals that except for first two phases, the Akshara students are doing better than the Non Akshara students. The performance of Akshara students has been improving over the period of time, whereas in case of Non Akshara students the performance has been declining. This shows the importance of Akshara initiatives in improving the students' performance in English.



*Class 2 = Phase I & II, Class 3 = Phase III & IV, Class 4 = Phase V & VI

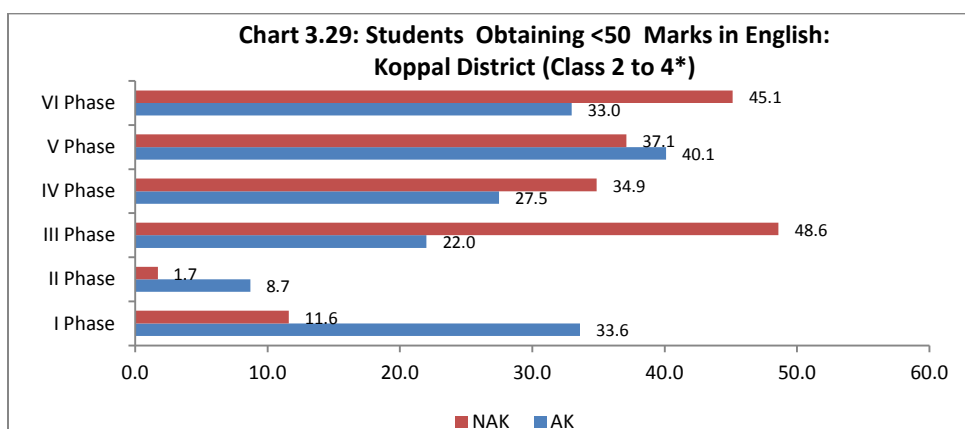


Graph 3.28 shows proportion of students obtaining 50 to 75 % marks in English in Koppal district for classes 2 to 4. It reveals that over the period, the proportion of Non Akshara students has been increasing as far as learning skills in this category are concerned. In case of Akshara students, this proportion is slowly declining mainly because; the Akshara students are appearing, to a large extent, in greater than 75 marks category. This is the positive impact of Akshara initiative.



*Class 2 = Phase I & II, Class 3 = Phase III & IV, Class 4 = Phase V & VI

Chart 3.29 shows proportion of students obtaining less than 50 marks in English in Koppal district for classes 2 to 4. It reveals that over the period of time, the proportion of students who got less than 50 marks has been increasing very fast in case of Non Akshara compared to Akshara students. This shows the relevance of Akshara initiatives.



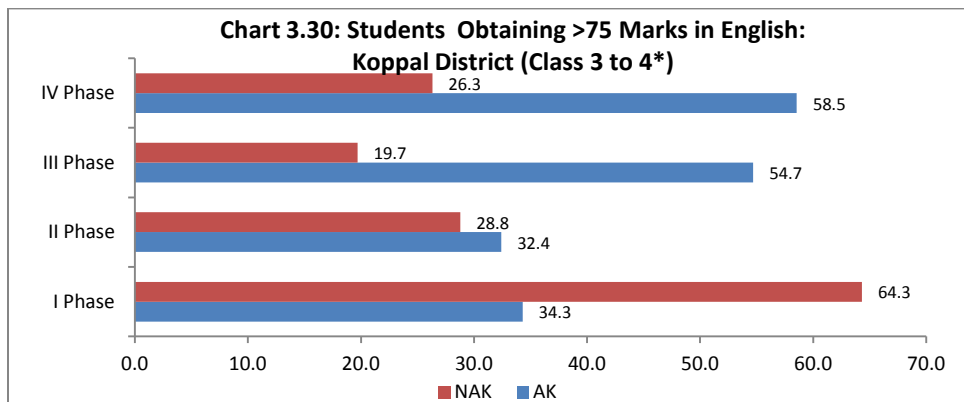
*Class 2 = Phase I & II, Class 3 = Phase III & IV, Class 4 = Phase V & VI

On the whole, Akshara students are doing better than the Non Akshara students. The performance of Akshara students has been improving over the period of time.

Performance of Students in Classes 3 to 4

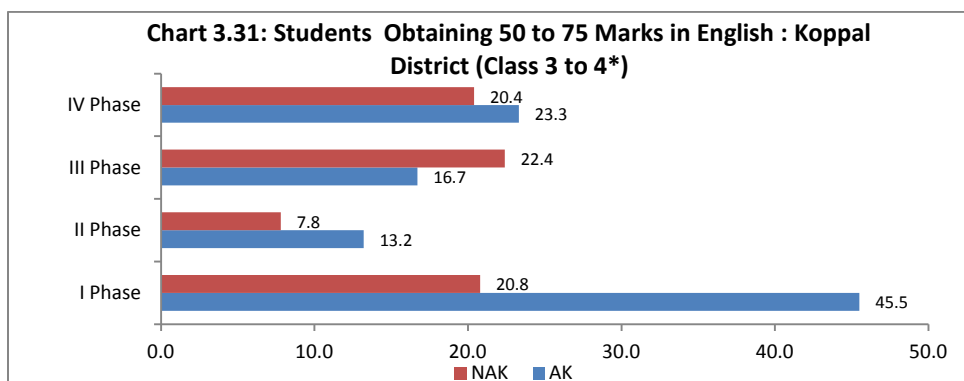
The saga of better performance of Al 33 students continues as we followed them through our subsequent surveys. For example for classes 3 to 4 again the performance of **Akshara students**

in English was miles ahead as compared to the Non Akshara students. Chart 3.30 depicts the picture.



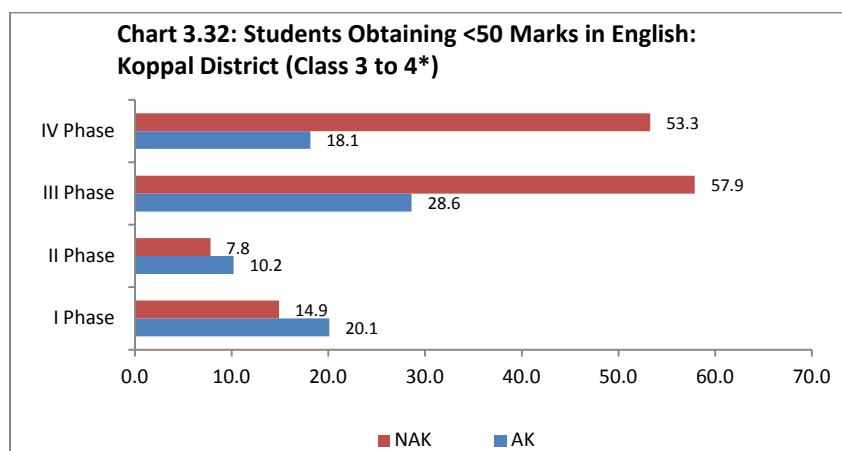
*Class 3 = Phase I & II, Class 4 = Phase III & IV

Chart 3.31 shows proportion of students who got 50 to 75 marks in English in Koppal district for class 3 to 4. Even in this category also the Akshara students are quite ahead of the Non Akshara students.



*Class 3 = Phase I & II, Class 4 = Phase III & IV

Chart 3.32 shows proportion of students who got less than 50 marks in English in Koppal district for classes 3 to 4. It reveals that over the period of time, the proportion of students who got less than 50 marks has been increasing in case of Non Akshara students whereas it is not so in the case of Akshara students. This is again a plus point for the Akshara initiative.



*Class 3 = Phase I & II, Class 4 = Phase III & IV

On the whole, the performance of Akshara students in English for classes 3 to 4 was miles ahead as compared to the Non Akshara students.

Performance of Students in Class 4

The following charts show the performance of students in English in Koppal district for classes 4. Chart 3.33 shows proportion of students who obtained more than 75 marks in English in Koppal district for class 4. **It reveals that Akshara students have done extremely well as compared to Non Akshara students.**

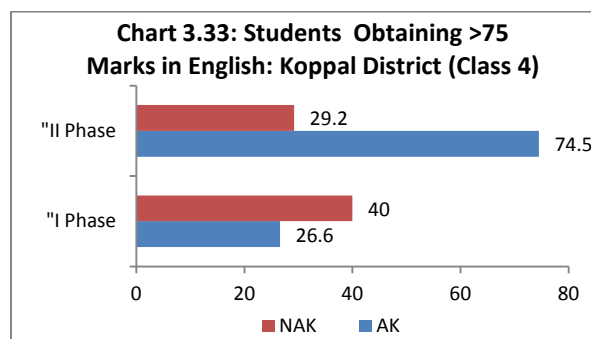


Chart 3.34 shows proportion of students who obtained 50 to 75 marks. Here also the Akshara students have done extremely well as compared to Non Akshara students in second phase.

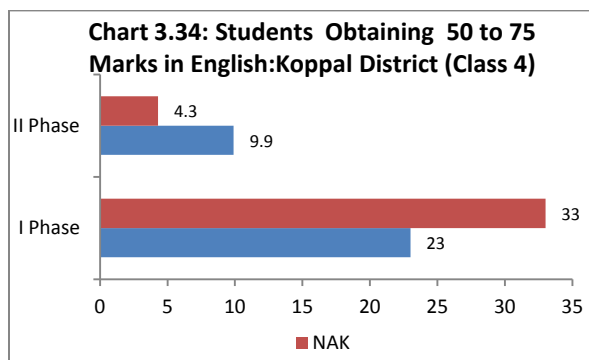
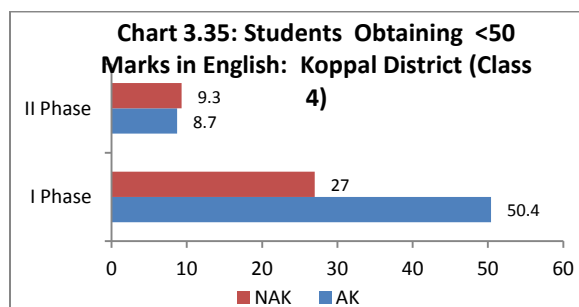


Chart 3.35 shows proportion of students who obtained less than 50 marks in English for class 4. It shows that very less number of Akshara students have scored less than 50 marks in second phase which supports the impact of intervention over the period of time.



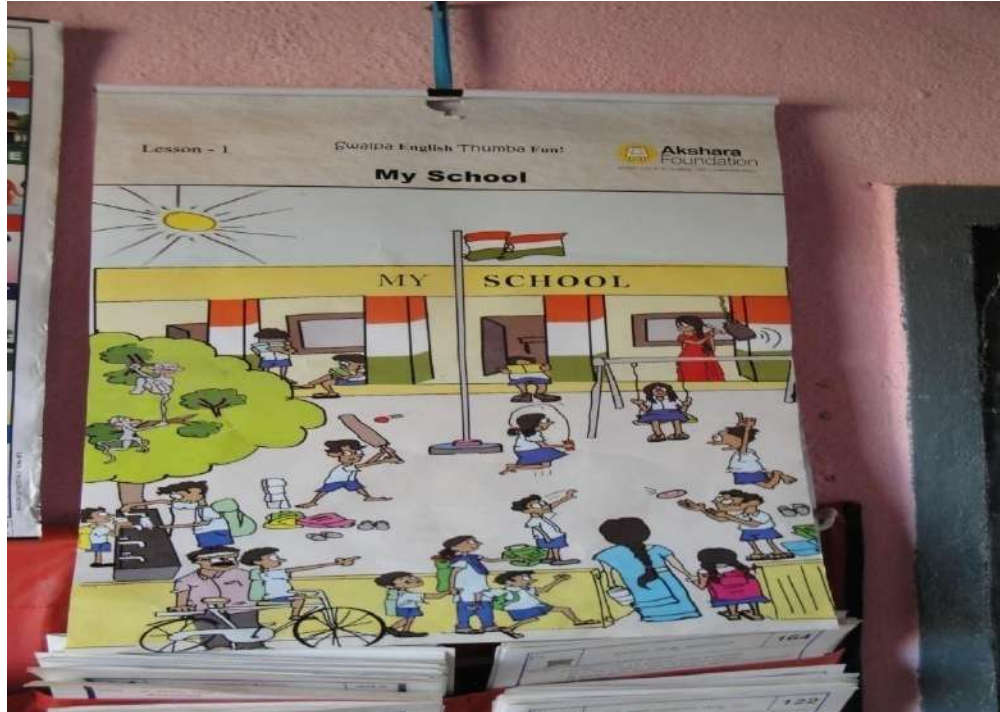
On the whole, Akshara students are doing extremely well compared to Non Akshara students in English in Koppal for class 4. This shows the positive impact of Akshara initiatives on the performance of the students.

3.5.2 PERFORMANCE OF STUDENTS IN ENGLISH: GADAG DISTRICT

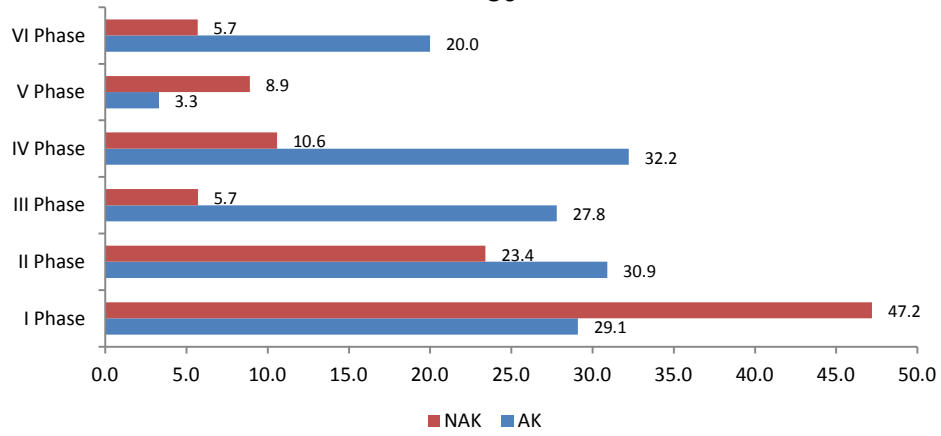
The following section presents the performance of students in English for classes 2 to 4, classes 3 to 4 and class 4 for different phases of the survey in Gadag district.

Performance of Students in Class 2 to 4

Charts 3.36, 3.37 and 3.38 show the performance of students in English in Gadag district for classes 2 to 4. Chart 3.36 shows proportion of students who got more than 75 % marks in English. It reveals that the Akshara students are doing extremely well as compared to Non Akshara students. Over the period of time, proportion of students who obtained more than 75 marks has been declining both in Akshara and Non Akshara schools, but the rate of decline is more in Non Akshara schools. The efforts of Akshara has helped the students to maintain their performance over the period.



**Chart 3.36: Students Obtaining >75 Marks in English:
Gadag Dis 36 (class 2 to 4)**



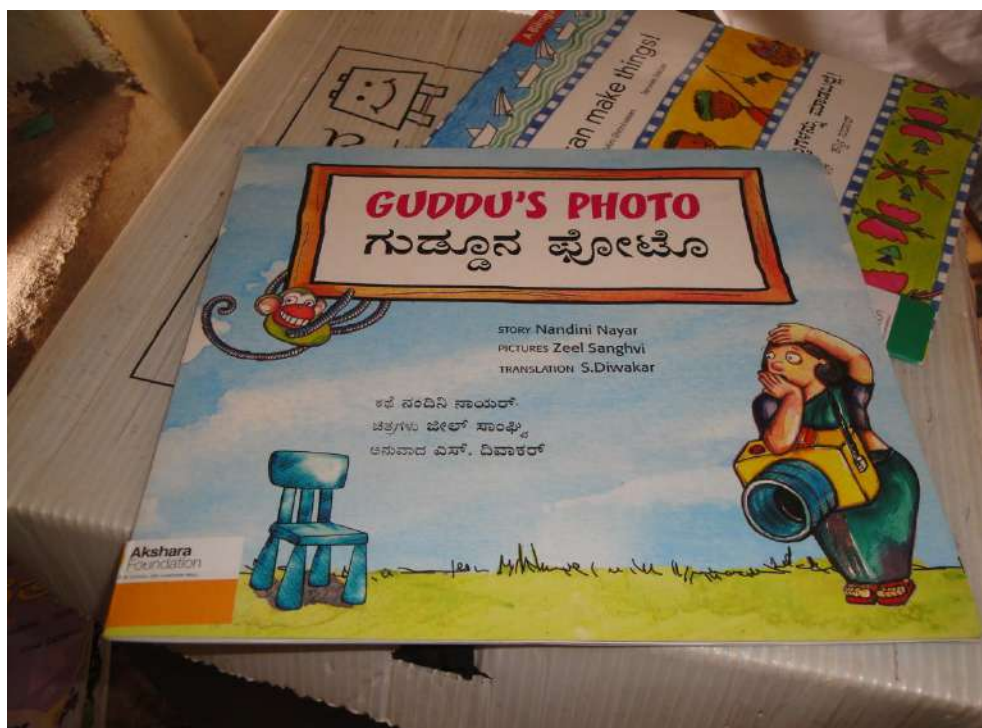


Chart 3.37 shows proportion of students who got 50 to 75 marks in English. It reveals that performance of Akshara students is good in second, third and sixth phases. The performance of students has been declining in both Akshara and Non Akshara students.

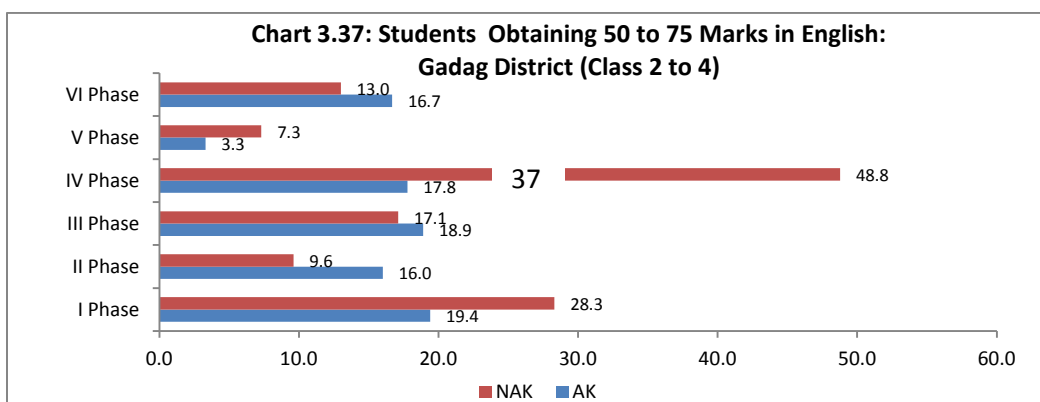
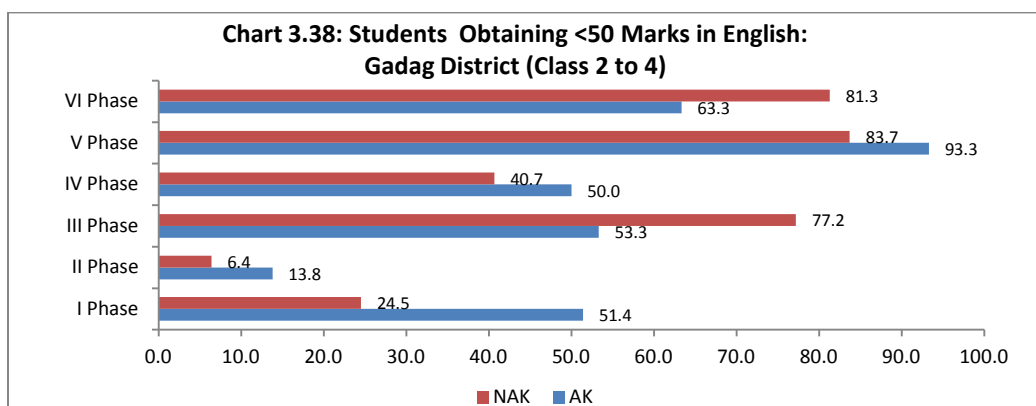


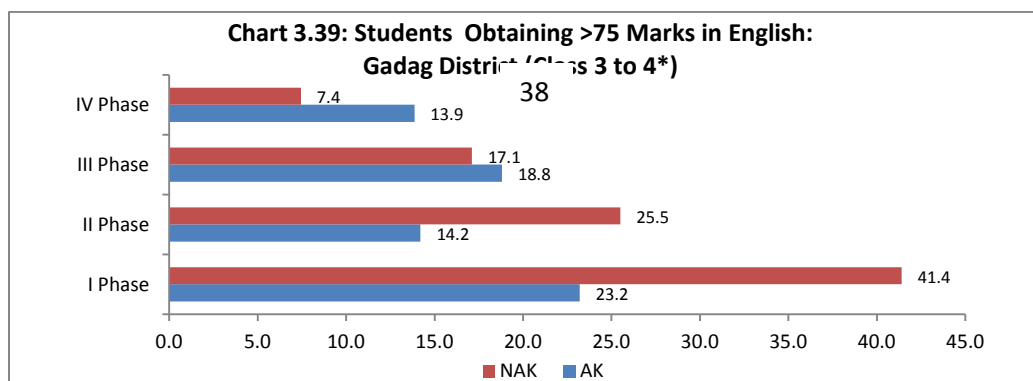
Chart 3.38 shows proportion of students who got less than 50 marks in English. It reveals that significant proportion of students fall in this category and this will be the major cause of concern. Therefore, Akshara team should take necessary steps to improve the performance of students of this group.



On the whole, Akshara students are doing extremely well as compared to Non Akshara students. The efforts of Akshara have helped the students to maintain their performance over the period. But still, significant number of students are getting less than 50 marks. This needs to be improved in due course of time.

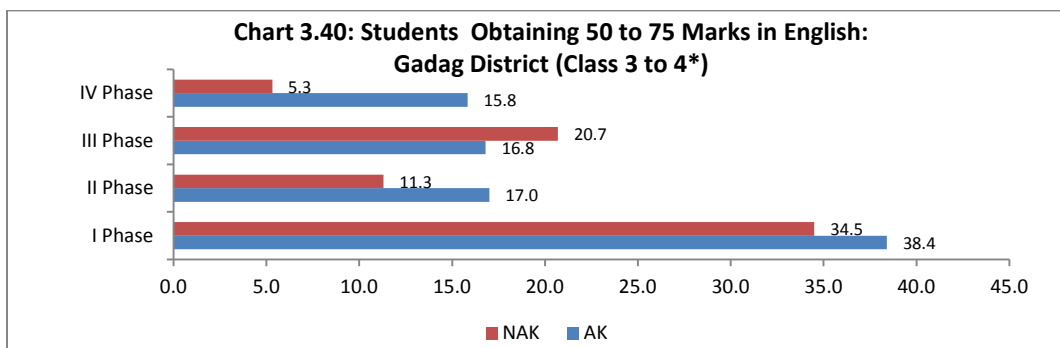
Performance of Students in Classes 3 to 4

Chart 3.39 shows proportion of students obtaining more than 75 % marks in English for classes 3 and 4. It indicates that initially, Non Akshara students were doing well but later on in third and fourth phases Akshara students have gone ahead. This shows positive impact of Akshara initiatives.



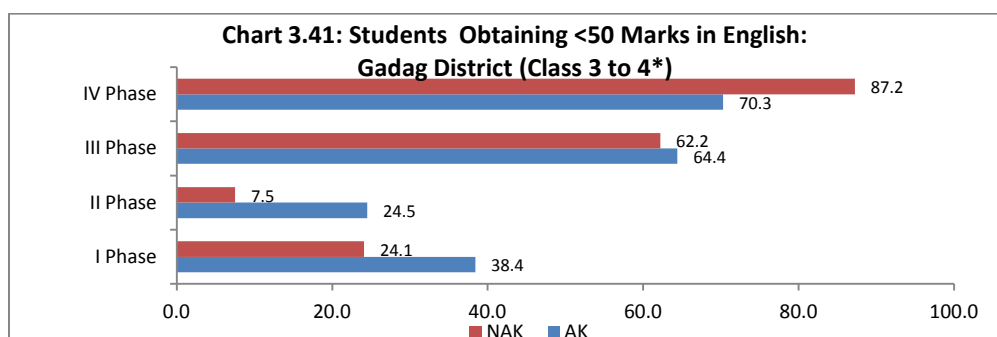
*Class 3 = Phase I & II, Class 4 = Phase III & IV

Chart 3.40 shows proportion of students who scored 50 to 75 marks in English. It reveals that except for phase 3, the Akshara students are performing better as compared to Non Akshara students.

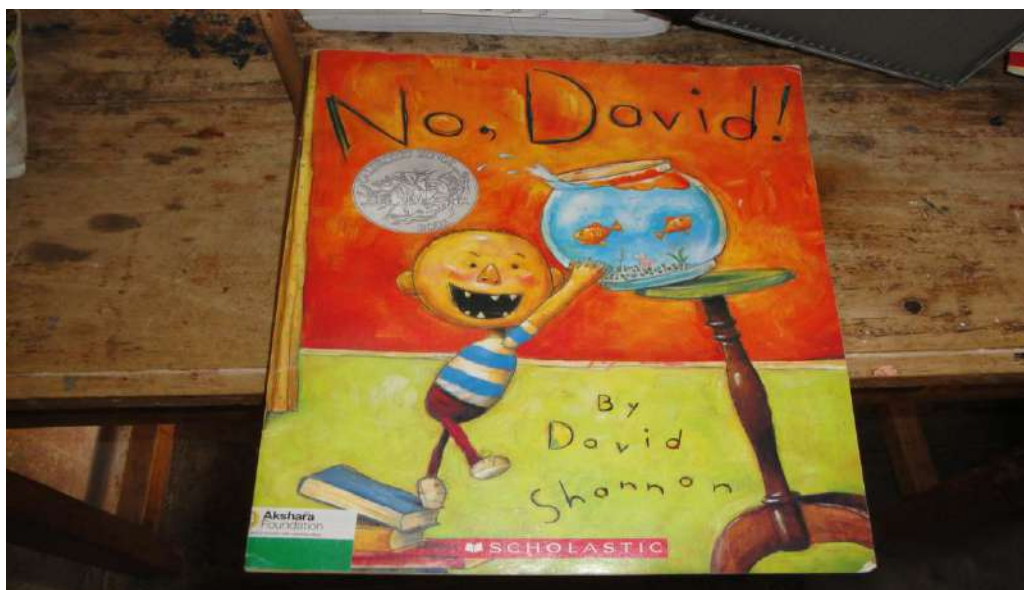


*Class 3 = Phase I & II, Class 4 = Phase III & IV

Chart 3.41 shows proportion of students who scored less than 50 marks in English. It reveals that the proportion of students in this category has been increasing over the period of time in both Akshara and Non Akshara schools. Therefore, efforts must be made to improve their performance in future.



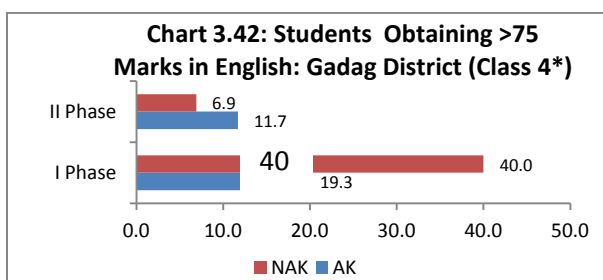
*Class 3 = Phase I & II, Class 4 = Phase III & IV



On the whole, after the intervention, the performance of Akshara students has improved as compared to Non Akshara students. However, significant proportions of students are still getting less than 50 marks and this needs to be reduced by improving their performance.

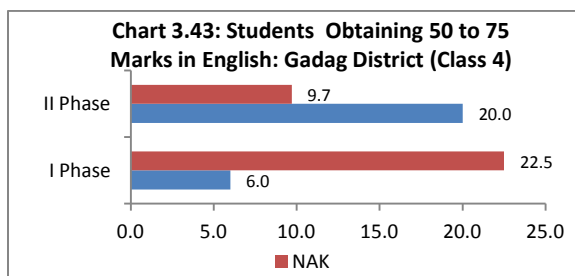
Performance of Students in Class 4

The following charts show performance of students in English in Gadag district for class 4. Chart 3.42 shows proportion of students who got more than 75 % marks in English. It reveals that in the first phase Akshara students were trailing but in the second phase they have done better than Non Akshara students.



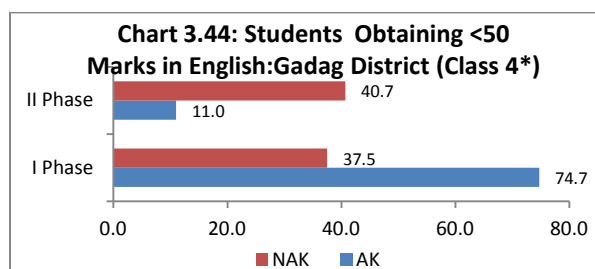
**Class 4= Phase I & II*

Chart 3.43 shows proportion of students who got 50 to 75 marks in English. It reveals that in this category also the Akshara students have picked up after the intervention and they are performing better than Non Akshara students.



**Class 4= Phase I & II*

Chart 3.44 shows proportion of students who got less than 50 marks in English. It reveals that the proportion of students who got less than 50 marks has declined in case of Akshara whereas it has increased in case of Non Akshara. This indicates better performance of Akshara students.



*Class 4= Phase I & II

The Akshara students are performing well after the intervention i.e. in second phase in the categories of >75 and 50 to 75 marks. The proportion of students getting lesser marks in English is very less in case of Akshara i.e. 11 percent.

3.6 CONCLUDING OBSERVATIONS

Infrastructure, Teachers, Students, Class Room Observations and Class Room Transactions KOPPAL DISTRICT

Inputs	Findings
Infrastructure	All the selected schools had a pucca building. Availability of benches, play grounds, girls' urinals, computers and Science Laboratory are lacking.
Teachers Profile	Male teachers are more. Teachers belonging to OBC category are higher in both Akshara and Non Akshara schools. Majority of teachers are educated up-to PUC level. Most of the teachers had D.Ed. qualification in Akshara and Non Akshara schools. More than 90 per cent of the teachers in both the categories of schools had completed their education in Kannada medium.
Students Profile	About 90 per cent of the students belong to SC, ST and OBC category in both Akshara and Non Akshara schools.
Classroom Observations	With regard to honoring time table, display of timetable, TLM and display of English charts and activities in the classroom, Akshara schools are better in all the phases than Non Akshara schools.
Classroom Transactions	Akshara Teachers are better with regard to; speaking in English by Teachers and translation of English words to Kannada. Similar trend is also found with regard to Enthusiasm of Teachers, providing Real life examples by teachers, Love and affection of teachers, Effectiveness of teachers and Motivation by teachers.

Inputs	Findings
Infrastructure	All the schools had pucca building (except one). Availability of benches, play grounds, girls' urinals, computers and Science Laboratory are lacking.

Teachers Profile	On the whole Male teachers are more in number. Teachers belonging to OBC category are higher in both Akshara and Non Akshara schools. Majority of teachers are educated up-to PUC level. Most of the teachers had D.Ed. qualification in Akshara and Non Akshara schools. More than 90 per cent of the teachers in both the categories of schools had completed their education in Kannada medium.
Students Profile	About 90 per cent of the students belong to SC, ST and OBC category in both Akshara and Non Akshara schools.
Class Room Observations	With regard to honoring time table (picked up over the period of time in Akshara schools), display of timetable (marginally better in Akshara schools), TLM and display of English charts and activities in the classroom, the Akshara schools are better than Non Akshara schools.
Class Room Transactions	With regard to speaking in English by Teachers and translation of English words to Kannada, Enthusiasm of Teachers, providing Real life examples by teachers, Love and affection of teachers, Effectiveness of teachers and Motivation by teachers it is interesting to note that Akshara Teachers are better.

Gadag District

GADAG DISTRICT

Performance of Students in English

KOPPAL DISTRICT

Classes	Performance
2 to 4	Akshara students are doing better than the Non Akshara students. The performance of Akshara students has been improving over the period of time.
3 to 4	The performance of Akshara students in English for classes 3 to 4 was miles ahead as compared to the Non Akshara students.
4	Akshara students are doing extremely well as compared to Non Akshara students in English in Koppal for class 4.

GADAG DISTRICT

Classes	Performance
2 to 4	Akshara students are doing extremely well compared to Non Akshara students. The efforts of Akshara have helped the students to maintain their performance over the period. But still, significant number of students are getting less than 50 marks. This needs to be improved.
3 to 4	After the intervention, the performance of Akshara students has improved as compared to Non Akshara students. However, significant number of students are still getting less than 50 marks and this needs to be reduced by improving their performance.
4	The Akshara students are performing well after the intervention i.e. in second phase in the categories of >75 and 50 to 75 marks. The proportion of students getting lesser marks in English is low in case of Akshara

In sum if one looks at the Akshara intervention in both the districts, the news seems to be good and encouraging. For example, both input and outcome indicators due to such intervention have improved in Akshara schools as compared to the Non Akshara schools. The indicators of

Classroom transactions as well as Classroom observations have been better in Akshara schools and they have also improved as the intervention has progressed. Such improvement has its

impact on the learning skills of the students which is exhibited by the performance of Akshara students in English tests that were administered to both Akshara and Non Akshara schools. Out of the total six phases spread over three years, one can observe

that by and large Akshara students have performed better than Non Akshara students. This only brings home the fact that Akshara intervention has served the purpose for which it was initiated. This also supports the argument of scaling up such intervention in other parts of the state.

3.6.1 COMBINED REPORT OF ECONOMETRIC ANALYSES BASED ON DATA FROM PHASES 1 TO 6

Before we discuss the results based on Akshara intervention, there are two points we would like to mention: First, since this is a cohort study with intervention in English for students from Standard 2 to 4. This implies that after 4th phase, students in 2nd had already moved to standard four. Correspondingly students from Class 4 would have moved to Class 6, thus not part of the sample.

Further, to ensure comparability, our analysis included only those students who have attended both pre-test and end-line test. For different phases we estimated the impact in three different ways:

- a) Each standard separately,
- b) Each district (Koppal and Gadag) separately;
- c) Combined (both districts together) but each standard separately.

Following are our key findings based on analysis of phases 1 to 6.

- ❖ Irrespective of standard, location, or class, students who secured higher percentage marks in phase 1 or phase 3 or phase 5, their gain is statistically lower than that of students who secured lower marks in subsequent phase.
- ❖ In phases 1 and 2, intervention in English benefited students in 3rd and 4th standards benefited in Koppal. For Gadag it is only students in standard 4th that have benefitted.
- ❖ For 3rd and 4th phase, Akshara students have done statistically better for English intervention in Koppal. For Gadag for English intervention, there is no statistical difference in gain in scores of Akshara and non-Akshara students irrespective of the class.
- ❖ In 5th and 6th phases Akshara intervention yielded higher results in most cases except for Standard 3 students in Koppal with or without controls for English in Koppal or Gadag. Results were statistically significant.
- ❖ With respect to Control Variables - not all controls are significant irrespective of location and standard. Only variable which is consistently significant, though against our hypothesis, is “BRC distance from School”. A school with greater distance tend to have higher improvement. Occasionally, Minority or OBC have gained more, whereas in some cases, SC and ST have done worse. Occasionally School infrastructure, Family size, or mother’s education have impact – sometimes counter-intuitive.

Table 3.15: Impact of Akshara Intervention on English Test Scores (Phase 1 & 2)

District		Without Controls			With Controls		
		Class2	Class3	Class4	Class2	Class3	Class4
Koppal	Intervention	-12.3*** (3.56)	-8.2*** (2.61)	-14.2*** (3.70)	-7.56* (4.04)	-5.6* (3.41)	-14.4*** (4.67)
	Interaction	4.30 (4.67)	7.82* (4.50)	14.00*** (5.50)	4.30 (4.30)	8.21* (4.38)	14.00*** (5.31)
Gadag	Intervention	-11.51* (6.04)	-15.5*** (4.88)	-25.0*** (4.51)	-47.45*** (17.66)	6.58 (12.43)	-12.62* (7.38)
	Interaction	6.66 (7.78)	-1.21 (6.82)	37.13*** (5.90)	6.66 (6.59)	-0.28 (6.47)	36.96*** (5.80)

Notes: Same as above.

Table 3.16: Impact of Akshara Intervention on English Test Scores (Phase 3 & 4)

District	Without Controls		With Controls	
	Class 2	Class 3	Class 2	Class 3
Koppal	1.032* (0.530)	1.970*** (0.448)	1.553** (0.681)	2.407*** (0.538)
Gadag	0.587 (0.605)	0.299 (0.576)	3.215 (2.395)	2.620 (1.816)

Dependent Variable: Change in Test Score for English from pre-intervention to 4th intervention

Table 3.17: Impact of Akshara Intervention on English Test Scores

District	Class 3			Class 4		
	Without Controls	With Controls	With controls (without Mother education)	Without Controls	With Controls	With controls (without Mother education)
Kopal	0.936 (3.056)	-4.119 (4.140)	2.586 (3.549)	10.36*** (3.395)	19.21*** (4.383)	15.91*** (3.581)
Gadag	18.03*** (3.00)	33.17*** (6.189)	33.92*** (6.151)	20.20*** (4.069)	24.74*** (6.633)	24.51*** (6.691)

Dependent Variable: Change in Test Score for English from 5th intervention to 6th intervention

On the whole, we can say that results show somewhat positive evidence on the role of Akshara intervention on student outcomes. We find that intervention has led to an improvement in average test scores for students belonging to certain standards and this effect varies across districts.

3.7 FEW OBSERVATIONS

In sum, if one looks at the Akshara intervention in both the districts, the news seems to be good and encouraging. For example both input and outcome indicators due to such intervention have improved in Akshara schools as compared to the Non Akshara schools. The indicators of Classroom transactions as well as Classroom observations have been better in Akshara schools and they have also improved as the intervention has progressed. Such improvement has its impact on the learning skills of the students which is exhibited by the performance of Akshara students in English tests which were administered to both Akshara and Non Akshara schools. Out of the total six phases spread over three years, one can observe that by and large Akshara students have performed better than Non Akshara students. This only brings home the fact that Akshara intervention has served the purpose for which it was initiated. This also supports the argument of scaling up such intervention in other parts of the state.

3.8 RECOMMENDATIONS:

The study team would like to make the following recommendations which would go a long way in further fine tuning the intervention for the benefit of the student community.

- ❖ The issue of teacher transfer who are trained by the Akshara initiative has sometimes created irritants in the effective implementation of the initiative. The trained teachers need to be retained in the same place till the intervention is in progress.
- ❖ Another issue with regard to teacher training is that all the teachers in the same school need to be trained by Akshara. Now those who are not trained feel that they have been neglected by this kind of intervention. Time schedule of training and supply of kits need to be in accordance with the academic calendar of schools.
- ❖ The need is also felt to train BRPs and CRPs for effective monitoring of the program. SDMC members also need to be sensitized with regard to such intervention.

- ❖ Usually such interventions would lose the steam as soon as the intervening agency withdraws from the scene. Thus, in-order to sustain the initiative even after the exogenous factor withdraws; the need is felt with regard to use the trained teachers as trainers for training the other teachers. This would help the program to get internalized in the public schooling system.
- ❖ Now the intervention of the Akshara initiative is trying to make a dent into the public education system at the school level. The need is felt in this regard from the Education Department to own this initiative which would give greater mileage to the efforts put in.

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