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School effectiveness /Enrollment / Dropouts/Teaching-learning process/Pedagogy

1.Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment / Dropouts/Teaching-learning process/Pedagogy
2. Stage of Education:	Middle and Secondary Stages
3. Topic of Research:	A Study of School Engagement: Exploring the Role of Peer Relations and Student Participation at Middle and Secondary Stages
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5. Name of the Institution where the Research was conducted	DEPFE, NIE, NCERT
6. Category: (Research study /Action research /Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2025
9. Published/Unpublished:	
<p>10. Introduction: The study examines students' participation in the context of their interactions, both in and outside the classroom, during questioning in class, involvement in literary activities, games, sports, and various school functions such as the annual day, as well as the learning and socio-emotional support provided by peers. It considers</p>	

the sharing of academic resources (study materials, class notes, audio, and video resources) and takes into consideration factors such as attendance and dropout rates. This research study investigates the influence of peer relationships and student participation on school engagement, focusing on middle and secondary school students in the districts of Punjab and Odisha, which were selected due to their high dropout rates. The study seeks to investigate how these dynamics impact school retention and engagement among students.

11. Objectives:

The objectives of the research are:

- To explore peer relationships among students at the middle and secondary stages.
- To identify the role of peer relations in students' participation and school Engagement

To investigate differences in peer relations, students' participation, and school engagement among students in rural and urban schools.

12. Methodology:

The research is exploratory in nature towards understanding the role of peer relations and students' participation on school engagement.

The study was conducted in two regions of the country (North and East). From Northern region, state of Punjab and from Eastern region, state of Odisha was selected on the basis of high rate of dropout in the respective regions. Both Government and Private schools were selected in urban and rural areas in the respective regions.

The study's total sample size consists of 5397 participants, including students, teachers, parents, and headmasters/principals, drawn from both the middle stage (Grades 6, 7, and 8) and the secondary stage (Grades 9 and 10).

Qualitative tools such as sociometry, focus-group discussion, in-depth interview and observation were used for data collection. Sociometry was conducted on an entire sample population to understand individual student's relation and network with their peers. Focused group discussion was conducted on 20 percent of the total sample population to explore the nature of peer relations and engagement of students in various activities in school, including academic and social activities. Further, an in-depth interview was held with 10 percent of the total sample population to gain an in-depth understanding of the relationship of students with their peers, participation in activities of school and their engagement with school. Along with, interviews were also held with parents of

students who were interviewed, class teachers and headmaster/principal of the school.

In alignment with ethical guidelines, pseudonyms have been used instead of the actual names of the schools to maintain confidentiality.

13. Findings:

The study's major findings reveal that middle school students form friendships based on traits such as kindness, honesty, and helpfulness. In secondary school, students also value trust, academic performance, and popularity. In rural areas, many children prefer friends from the same neighbourhood, which facilitates interaction beyond school hours. Peer group formation is influenced by factors such as seating arrangements, group projects, and involvement in cultural and sports activities. These activities often serve as a platform for forming new friendships. Students with strong peer connections are more likely to participate and remain involved in such activities. However, the degree of support and collaboration depends on friends' abilities and aspirations. A small number of students reported feeling alienated, which resulted in lower engagement and increased absenteeism.

Moreover, teachers' role is vital in shaping and supporting peer relationships within the classroom. When teachers actively participate in constructively shaping peer interactions, positive changes become more noticeable. Students from diverse socio-economic backgrounds often feel more comfortable engaging with peers who share similar life experiences, which can result in social divisions within the classroom. Therefore, it is the teacher's responsibility to actively promote an inclusive learning environment where all children are encouraged to collaborate, regardless of social and economic differences.

14. Implications:

The following are the implications for the policy interventions, schools, and teachers to strengthen positive peer relationships and school engagement.

- Seating arrangement is the most important yet sometimes neglected feature of the

classroom setting. Teachers could group children with different backgrounds or abilities. Teachers also need to observe how children interact and form relationships closely, and shuffle the arrangement from time to time.

- Classroom activities play a role in fostering interaction among children. Teachers should be equipped with the strategies to facilitate collaborative activities among children, where they care and share with each other. For example, mixed grouping

in the classroom while performing any group tasks, such as solving a puzzle, group discussions, etc.

- Engaging in cultural and sports activities provides both fun and learning. Schools need to promote group performances in cultural activities, which help them to respect each other's talent, nurture collaborative skills and leadership, and build a supportive peer culture. In the group performances, there is a need to ensure that all genders and social groups are provided adequate scope to perform, lead, and contribute. Schools need to organise field trips/excursions as it promotes collaboration and teamwork.

- For schools to engage children and retain them, they must focus on building positive peer relationships. In rural areas, particularly in government schools, there is a shortage of adequate teachers and subject teachers. Hence, peer tutoring should be encouraged in mixed-ability groupings so that students can support one another.

- The provision of training for teachers and head teachers/principals should focus on developing positive peer relations among students and utilizing peer tutoring as an approach in their teaching strategies.

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16. **Keywords:** Peer Relation, School Engagement, Participation, Sociology of Education, Peer Tutoring, Social Capital

2. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts / Teaching-learning process / Pedagogy
2. Stage of Education:	Secondary and Senior Secondary Stages
3. Topic of Research:	A Study of the Problems of Students in Jirapet and Meghalaya
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5. Institution where the Research was Conducted:	NERIE, NCERT
6. Category:	Research, PAC
7. Language of Research Report:	English
8. Year of Completion:	2019
9. Published/Unpublished:	Published
10. Introduction:	
<p>In this study the students population denotes school going students of the age group 14 to 17 years of age which is under the adolescent stage. It is well known that this is a very critical and challenging period during which significant changes occurs in their life. It is an important formative phase of an individual's life, which to a large extent shapes the future course of young people's lives. Though the problems faced by the students can be common however there are issues and problems which are State specific.</p> <p>Looking from a sociological perspective, this period is viewed as a time of transition and risk. All teenagers experience growth spurts and hormonal surges that potentially contribute to erratic and impulsive behavior, their interest in the opposite sex which leads to infatuation, they are also found experimenting smoking, alcohol, tobacco or drugs and also with sex for various reasons including peer pressure. Studies have shown that even though students or the adolescents which are also thought of to be the most exuberant and healthy group do prematurely die due to injuries, accidents, suicide, violence, pregnancy related complications and other illnesses that are often quite avoidable, preventable or treatable. . Many more suffer chronic ill-health and disability that can adversely affect their physical growth, cognitive development, performance in school and at work as well as reproduction. In addition, many serious diseases in adulthood have their roots in adolescence. For example, tobacco use, sexually transmitted infections including HIV, poor eating and exercise habits, lead to illness or premature death later in life.</p>	

11.Objectives:

- To identify the diverse and specific problems faced by the students in each state
- To study the causes of these problems in adolescents

12.Methodology:**Population:**

The population of the study was the Schools situated in the state of Meghalaya and Sikkim

Sample:

For the present study purposive sampling was adopted. The sample for the study were taken from 20 schools - 10 rural and 10 urban (10 students from each school) from each State respectively. Further it was delimited to only the students studying in classes IX and XI, Head of schools, teachers and parents

Tools:

- Interview Schedule for Parents and Students
- Questionnaire for Head of School and Teachers

Both primary and secondary data was used for the purpose of getting information

Data Analysis:

The data collected was analysed using both qualitative and quantitative techniques.

13. Findings:

The study examines the challenges faced by students, in their physical, social, and educational development, highlighting key differences between rural and urban areas. Overall most students are content with their physical appearance, they often feel that their friends look better. Students, male and female, actively work to improve their appearances, with rural girls and urban boys showing more effort in this regard.

In terms of social-family relationships, majority reported good relationships with their parents and felt loved and accepted. However, female students in rural Sikkim felt they received less attention from their parents compared to younger siblings. Regarding school stress, students in both rural and urban areas reported low levels of stress, receiving encouragement from teachers and feeling comfortable sharing problems. Female students, in particular, were more likely to open up to teachers.

Regarding friendships, students reported enjoying their relationships with friends and felt supported by them. There were some signs of jealousy, especially in rural Sikkim, where male students felt envious of friends' better academic performance. The study also found students in both regions and genders preferred open communication with friends, and most did not feel pressured into doing things they did not enjoy.

The study highlighted the significant role of social media. While some felt social media kept them up to date, others felt it negatively impacted their studies. Parents in urban areas were more aware of their children's social media use and monitored their online activities, while rural parents were less involved in this aspect. Additionally, substance abuse, particularly smoking and alcohol consumption, was more prevalent among urban students. The study concludes with the importance of addressing student problems through better family communication, guidance, and parental counseling.

14. Implications:

This study was conducted with the objectives to find out the issues and concerns of the adolescence and how to control, reduce or solve these problems. From the present study it is understood that starting or setting up of guidance and counselling cell along with a counsellor in all schools is very essential. Life skills activities should be conducted regularly so that students can be empowered with the required skills to tackle or overcome their problems. Regular meetings should be conducted to discuss on problems and issues of students, community members should be taken into confidence and invited to schools to tackle all issues relating to students. Counselling for parents may also be organised to empower parents with the skills to ensure proper bringing up and development of students and this will reduce insecurity among students. Parents and teachers are the backbone of the students.

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16. Keywords: Students, Problems, Issues and Concerns

3. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment /Dropouts/Teaching-learning process /Pedagogy
2. Stage of Education:	Elementary Stage
3. Topic of Research:	A Study of Factors Affecting Enrolment in the Government Schools at Elementary Level in Tripura
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5. Name of the Institution where the Research was conducted	NERIE, Shillong
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2017-2018
9. Published/Unpublished:	Published
10. Introduction:	<p>After independence, the elementary education system in India saw an exponential growth of government and private schools in rural as well as urban areas. The number of primary schools in the country increased over the years. This expansion of schooling led to a steady increase in enrolment and a reduction in the percentage of children who have never enrolled in schools. Between 2004-05, enrolment in the primary cycle went up and at the upper primary stage also it increased. But the increase in the number of schools could not accommodate all children of school-going age. Though access to education improved a great deal, it did not become universal (Sharma & Chandran, 2009).</p> <p>Universalization of enrolment is still a big problem. For various reasons the number of non-enrolled children at the primary stage (Classes I to V) consists of children at the primary stage (Classes I to V) consists of children from the weaker sections of the society, such as scheduled castes, scheduled tribes, agricultural landless labourers and urban slum dwellers. Two-thirds of non-enrolled children are girls. Even in advanced states low enrolments were found in respect of girls,</p>

scheduled castes and scheduled tribes. In certain states very low enrolments of girls had become a problem.

However, the educational scenario in Tripura shows that there is a gradual decrease in enrolment rates in the government schools at elementary level in Tripura. Many factors may contribute to the decrease of student enrolment. In this study, an attempt was made to find out the factors contributed to gradual decrease in enrolment rates of the government schools at elementary level in Tripura and to suggest remedial measures. This study was carried out keeping in mind the quality of elementary education as well as achievement of Universalisation of Elementary Education (UEE).

11.Objectives:

The main objective of the study is to find out the factors contributing to gradual decrease in enrolment rates of the government schools at elementary level in Tripura.

12. Methodology:

Method of Study

The method, which was followed in the present study, is a survey descriptive type of method. The study is also qualitative in nature.

Population

The population of the study comprised all the elementary schools in rural and urban areas of the state of Tripura

Sample

In this present study purposive- random sampling was adopted. There are eight districts in the state of Tripura. Out of which two districts viz., North District and West District have been covered. From these two districts one rural and one urban area was included during collection of data. A number of five elementary schools were selected from each of the rural and urban area.

Therefore, a total number of 10 schools were covered. From these schools five students have been randomly selected, five teachers, five SMC members, five community members, five parents, 10 students who already left the schools from each of the rural and urban area. All head of schools was also part of the sample. Based on the preliminary data from the Government of Tripura classes and schools that have the lowest enrolment in the last five years were taken as a sample.

Tools

The tools, which were used for collection of data, are as follows.

1. Questionnaire for head of school and teachers.
2. Interview scheduled (un- structured) for parents, SMC members and community members.

3. Focus Group Discussion for students.

For the present study, both primary and secondary sources were used.

Data Analysis

The data collected were analyzed using qualitative technique.

13. Findings:

The main factors affecting school enrolment in the government school in Tripura is the preference over English medium school, in which many of the private schools; their medium of instruction is English. Parents preference is to admit their children in English medium school. Especially in urban schools were many parents felt satisfied may be because these schools have from pre- primary level (play school), KG to X/ XII; they do not have to shift their children from one school to other school. It was found out that in many Government schools they have classes from I to VIII only. In rural school, parents sent their children to the school because of the Mid- Day Meal. Other problems in these schools include irregularity of the teachers, less number of teachers where Head teacher or teachers have to be engaged in all the official work, since there is no group D, peon or clerk in some of these Government schools. Communication problem is one of the main problems that students are facing and the school authority did not provide any transportation to the students. They have to walk many kilometers in order to reach the school. Another factor in rural areas that we found out is early marriage. This is very common and these students are studying in Class VII or VIII. So, after getting married they have to drop out from school and discontinued their studies.

14. Implications:

The findings of the study will benefit the administrators, policy makers, various educational functionaries including school managing committee members, head of elementary school, teachers, educational functionaries, parents, community member as well as elementary school students.

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16. Keywords: Factors, Enrolment, Government Schools, Elementary Level

4. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts / Teaching-learning process/ Pedagogy
2. Stage of Education:	Middle Stage
3. Topic of Research:	Implementing Interventions at Middle Stage: A Block Level Research
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, NCERT, Ajmer
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2018-2023
9. Published/Unpublished:	Published
10. Introduction:	<p>Bringing quality improvement in the teaching-learning process in schools and progress in learning as well as holistic development of the learners has been at the core of the functioning of NCERT. To achieve the desired goal, the research, development, training of teachers and teacher educators, and extension activities are organized every year. Most of them are at the macro (regional and district) level. To study the implementation of interventions at a micro level and to find the effectiveness, the NCERT has taken rural requisite blocks in the country. For studying the effectiveness of need-based interventions in the northern region, the Regional Institute of Education, Ajmer has taken the present study in the Hurda block of Bhilwara district of Rajasthan. The district Bhilwara was chosen for the block identification based on research reports; low performance of the district in the NAS 2017 and due to the diversity of the sample. Under the study the planned need-based interventions were implemented for improving the learning levels of students. The developed learning outcomes and competencies-based test items by NCERT were basis for the assessment of progress in the present study. The study has adopted an integrated approach and involved coherent efforts of different constituent units of NCERT in planning, developing and implementing interventions.</p>

11. Objectives:

- To assess the school-based, competency-based, and Learning Outcomes (LOs) based 21st century skills of the students of classes I to VIII in the HURDA block of Bhilwara district of Rajasthan state,
- To study the effect of the implemented need-based interventions on the holistic development of learners at the elementary school stage,
- To find out the difficulties of teachers in the implementation of need-based interventions in the classroom context,
- To study the changes in the learning levels in the LOs of the students and the classroom process of the teachers,
- To periodically receive feedback/ changes (Mid-term) with a view to incorporating mid-term corrections.

12. Methodology:

The need-based interventions plan is to assess the needs of teachers and the learning level of students. It has been planned strategically that for improving learning outcomes the quality interventions will be imparted using Art Integrated Learning (AIL) and School-Based Assessment (SBA). For this capacity building programme (in face-to-face or online mode) on improving learning outcomes in school subjects has been organized. The follow-up, onsite support and continuous mentoring of quality interventions have been done by the team of faculty of the Institute in collaboration with the Chief Block Education Officer (CBEO), Panchayat Elementary Education Officer (PEEOs) and School Heads. Besides onsite support, the case studies have also been conducted to explore the effect of implemented interventions.

The interventions have also been implemented through alternative strategies. It included a platform in form of app titled “NCERT Research Interventions”, for the teachers to learn and share the practices of the study, promoting teacher circles on Art Integrated Learning for peer-Learning, organizing direct interaction with community, by working with community programme of Institute’s students and career counselling exhibition (September 14, 2019), and by following-up the progress of the interventions implemented in the block by the core team of NCERT. The learning levels and development of competencies amongst the students of the block were tracked regularly by baseline, mid-term and terminal assessment. The hands-on workshop for the attainment of poor performing LOs was also organized for the teachers.

13. Findings:

The integrated efforts for the project study have improved the learning atmosphere of the schools of Hurda block. It has transformed the classroom

processes of the schools. Some of the outcome or findings of the implemented interventions are:

□ The imparted interventions have improved the learning levels of students, is evidenced by regular assessment and NAS 2021.

□ The implemented quality interventions have changed the classroom processes in schools of the block. The learning outcomes of the students have improved by integrating art with subject-specific learning outcomes. The art-integrated learning has enhanced interest, engagement and participation of students. The AIL activities have provided an opportunity for every student to participate and express themselves. Besides improving their learning outcomes, it has also enhanced their confidence, communication skills and attitude for participation.

□ The AIL activities have also supported students for sustainable learning specially at their homes during the COVID-19 situation lockdown.

□ The findings of the case studies on imparted interventions have reflected the effectiveness of implemented interventions.

□ The community sensitization programme (working with the community and a career counselling exhibition) has sensitized the community to improve attendance and retention of students in school and support in basic facilities in school.

□ The sharing platform and teacher circles have given opportunity for teachers to share the practices. The peer learning has created a learning atmosphere in the block.

□ The on-site academic support of the faculty has given a solution of the identified problems/ difficulties with demonstration to the school. The faculty members established personal dialogue and rapport with different stakeholders (CBEO, PEEO, SMC/ SDMC, teachers and parents) of the school, which has encouraged them to improve the academic and infrastructural environment of the school.

14. Implications:

The implemented quality interventions have transformed the learning environment of the identified schools of the block. The imparted interventions have improved the ranking of the District in the NAS 2021 report card. The state report card has shown a significant improvement in the learning level of students and ranking among 33 districts of Rajasthan for Classes 3, 5 and 8. The state report card has indicated that Bhilwara district has ranked 10th among the 33 districts for class 3 which was at 33rd place in NAS 2017.

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16. Keywords: Need-based interventions, Art Integrated learning, school-based assessment, onsite mentoring

5. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts/ Teaching-learning process/ Pedagogy
2. Stage of Education:	Preparatory Stage
3. Topic of Research:	Learning Gaps, Challenges and Innovations in Primary Education During COVID In Uttarakhand
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, NCERT, Ajmer
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Published
10. Introduction:	<p>The COVID-19 pandemic has drastically affected the educational systems worldwide. The present study was planned to explore the learning gaps, challenges and innovations in primary education during COVID. The study seeks answers of pertinent questions 'What are the gaps in holistic development of primary students due to COVID in terms of their cognitive, health & wellbeing, socio-personal, vocational development? What were the challenges faced by the teachers, head teachers, education functionaries, parents and students in teaching learning, and innovations adopted by teachers, head teachers and education functionaries to continue education during COVID-19 period. With an emphasis on the academic, socioemotional, and physical aspects of students' lives, this study attempts to investigate how the COVID-19 pandemic has affected their overall development. This study aims to inform educational practices and policies to enhance students' overall well-being and foster holistic development by analyzing the opportunities and difficulties brought about by the pandemic. Based on a survey of 400 Uttarakhand students, the present study provides an in-depth analysis of various dimensions, such as physical wellbeing, social wellbeing, emotional wellbeing, vocational skills and personal development of holistic development.</p>

11. Objectives:

- To study the gaps in the holistic development (cognitive, health & wellbeing, socio-personal) of students due to the COVID period.
- To study the challenges faced by teachers, head teachers, parents, students and education functionaries in teaching learning during COVID period.
- To find out the innovations done by teachers, head teachers, parents, students and education functionaries to continue learning during COVID period.

12. Methodology:

The present study was conducted during the COVID period. To explore the gaps in the holistic development of primary students (classes 3 and 5) a mixed research design and survey method were adopted. Initially, from the northern region, the state of Uttarakhand was selected randomly. As a planned strategy for maintaining uniformity, two districts (one aspirational and one general) were selected randomly by consulting state officials. Two blocks (one rural and one urban) were then selected randomly from each district. From each block, 10 primary schools were selected. Two teachers and 20 students from each school were selected. The investigator used the self-developed tools for data collection as per the objectives of the study including a checklist for students to study holistic development, a questionnaire for teachers to study challenges in holistic development and a focused-group discussion for students to study the progress of their holistic development. The data collected from various stakeholders were entered into the excel sheet for analysis. The appropriate codes were prepared for analysis. The data collected from students about holistic development were analyzed in terms of frequency and percentage, and the data are presented tabularly. The data gathered from the teachers were analyzed thematically.

13. Findings:

The study reveals that COVID-19 pandemic has significantly impacted the students' learning, particularly the cognitive development of students. The performance of grade 3 students was found below the national average in both language and mathematics subjects, as per NAS 2021 data. In the same way, performance gaps were evident in Environmental Studies (EVS) among the grade 5 students, where 11 out of 13 learning outcomes showed a decline in the average state performance of students in NAS 2021 compared to NAS 2017. In terms of holistic development, the survey highlights concerning trends in students' physical and emotional well-being. Only 53% of students reported that they enjoy bathing daily, suggesting issues related to personal hygiene awareness. While a large majority (89%) expressed a liking for outdoor play, only 78% of parents permitted their children to engage in such activities, indicating a possible

restriction on physical development and social interaction, especially during the lockdown period. Among the major challenges reported, teachers faced difficulty in teaching young students via smartphones. They also reported that many students lacked access to smartphones or TVs at home, and financial constraints made it difficult for families to afford data plans suitable for online learning. Parents also cited lack of digital devices, limited internet connectivity, and financial limitations as major barriers to continuing their children's education during the pandemic.

During the COVID-19 period, teachers adopted several innovative strategies to ensure continuity of learning. Many developed e-content and shared it through WhatsApp groups and YouTube, promoting peer learning among students, teachers, and community members under initiatives such as the "Learn and Teach Program." Senior students were encouraged to mentor younger ones to build leadership skills. For students without smartphones, worksheets were delivered through home visits, especially in rural areas. Schools also organized Mohalla classes, conducted yoga and wellness sessions online, staggered school visits for material distribution, and integrated mid-day meal distribution with learning assessments.

14. Implications:

This study affirms that holistic development, as strongly emphasized in the National Education Policy (NEP) 2020, is not merely an educational ideal but also a crucial necessity, particularly during crises such as the COVID-19 pandemic. The pandemic revealed critical shortcomings in these domains, highlighting the necessity of incorporating life skills, socioemotional learning, health education, and digital literacy into the core curriculum. The findings advocate educational approaches that are learner-centered, inclusive, and flexible, fostering resilience, empathy, and well-being in the post-pandemic era.

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16. Keywords: Holistic development, Learning gaps, Cognitive, COVID-19

6. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts / Teaching-learning process/ Pedagogy
2. Stage of Education:	All stages
3. Topic of Research:	A study of effectiveness of the initiatives taken, strategies and practices adopted for fostering the quality education during COVID-19 period for the states of northern region
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, NCERT, Ajmer
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Published
10. Introduction:	<p>The COVID-19 pandemic profoundly disrupted educational systems worldwide. Abrupt school closures left millions of students in uncertainty regarding their learning process. Recognising that learning is a fundamentally social activity extending beyond mere content delivery, the nationwide lockdown forced a sudden halt to regular schooling. For this purpose, various initiatives have been launched to ensure the continuity of learning, aiming for sustainable learning. Although the COVID-19 pandemic has adversely affected the education system, at the same time, it has acted as the catalyst for the complete transformation of learning and teaching styles. The present research highlights various initiatives taken, strategies and practices adopted for fostering quality education during COVID-19 period for the states of the northern region. What were the various initiatives adopted? In what way are these alternate practices attended by the students? What is the effectiveness of the initiatives on the quality of learning? What were the challenges faced in implementing those initiatives? These are pertinent research questions. The present study tries to address these questions. The study has presented the digital & non-digital initiatives adopted by the</p>

states/UTs of the northern region. The research addresses the effectiveness of initiatives in terms of quality of initiatives, quality of learning, quality of sustainable learning of stakeholders. The findings of this study will be helpful in framing alternative modes of learning not only in times of pandemic but also in normalcy.

11. Objectives:

- To identify the initiatives adapted during the COVID-19 period for quality Learning.
- To study the perception of stakeholders on identified initiatives for fostering Sustainable learning.
- To study the challenges perceived in implementing the adopted initiatives for Sustainable learning.
- To study the perception of stakeholders on the utilization of NCERT initiatives for Teaching-learning during COVID-19.

12. Methodology:

In the beginning, a Programme Logic Model (PLM) was developed, to find out the type of information required and the source from which this information is available. The study followed a mixed-method study where basic information was sought through questionnaires in a participatory approach from various stakeholders through a survey, and the implementer and user group were interviewed to find out the quality of the implementation process. From the States/UTs of the northern region a nodal officer was got nominated from the concerned SCERT/SIE. The requisite information from all the stakeholders: State representative, Teacher educator, Teacher, students and parents was collected through a questionnaire with the support of nodal officer. To collect the information, the questionnaire was shared with the nodal officer/state representative of the state/UT. The questionnaires were also developed into a Google Form. The data were collected through direct interaction and through a Google form. The data obtained through interviews were filled in to Google form manually. The data were exported to spreadsheets and analysed. The data were analysed as needed.

13. Findings:

For continuing education, various initiatives have been adopted at the national level, including PM e-Vidya, Diksha, DTH Channels, Swayam, e-Pathshala, Swayam Prabha, Manodarpan, NISHTHA and Alternative Academic Calendar.

Various initiatives: national level and state-specific, digital and non-digital were complied. The perception of stakeholders on the quality of initiatives on the suitability for learning has been collected. Approx. 57% have agreed that initiatives have catered to the needs of the learners and are opined to be contextual as per their context and accessible for diverse learning needs. Furthermore, with respect to the quality of sustainable learning, approx. 50% of the stakeholders agreed that there is scope for long-term implementation, scope for involvement for longer durations and feasibility beyond the COVID-19 period. Regarding perceived challenges in implementing the initiatives for sustainable learning, approx 50% to 55% of teachers and students have reported the following major challenges: lack of digital devices; laptop, desktop, mobile, and limited online/digital access; limited internet connectivity; and the scope of interactive learning and assessment. Most of the students reported the unavailability of the internet and digital devices as a major challenge over other methods, such as understanding subject matter, discussing with friends and doubt clearing, indicating a sign of transformation through alternative modes of learning.

14. Implications:

The findings of the study highlight that various national and state-specific initiatives adopted for continuing education during the COVID-19 period have significant potential for long-term integration into teaching and learning processes and for remote learning. The positive perception of stakeholders on implemented interventions offers their valuable guidance for future enhancements aimed at sustaining educational quality and relevance not only in times of pandemic but also in normalcy.

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16. Keywords: Sustainable Learning, Digital Learning, Stakeholder Perspectives, Quality Education

7. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts/ Teaching-learning process/ Pedagogy
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Impact of RMSA on School Improvement at Secondary Level in Jharkhand
4. Name and Address of the Investigator(s) with email:	Dr. Ramakanta Mohalik E-mail ID: mohalikrk@gmail.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2017
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>The Rastriya Madhyamik Shiksha Abhiyan (RMSA), launched in 2009–10 stands as a cornerstone initiative under India’s centrally sponsored schemes, aimed to universalize access to quality secondary education by addressing structural inequities and systemic deficits across states. Jharkhand, with its unique socio-cultural composition and historically underserved tribal and rural populations, presented a complex terrain for RMSA’s implementation. Prior to its implementation, the state’s secondary education was marked by significant challenges including low Gross Enrolment Ratios (GER), high dropout rates – particularly among girls and Scheduled Tribe (ST) students and acute infrastructural and human resource gaps. Literature from different studies, including evaluations by NCERT and NUEPA, indicates that RMSA interventions has catalyzed notable improvements in school infrastructure, teacher recruitment, and enrolment figures, especially in educationally backward blocks. However, these gains were unevenly distributed, with persistent challenges in pedagogic quality, teacher training, ICT integration, and community participation. Moreover, the scheme’s impact on learning outcomes, curricular contextualization, and institutional governance remains underexplored in Jharkhand-specific contexts. This study aims to critically examine the extent to which RMSA has catalyzed school improvement at the secondary level in Jharkhand, drawing on empirical evidence, stakeholder perspectives, and policy discourse to</p>	

illuminate both transformative shifts and enduring gaps in the state's educational ecosystem.

11. Objectives:

- To find out the adequacy of staff, facilities and resources for teaching and learning.
- To study the equity and inclusion in enrolment and retention with respect to gender, socio-economic status, category and CWSN.
- To examine the classroom transaction and assessment for learning.
- To find out the students' achievement on curricular subjects.

12. Methodology:

The study employs a descriptive survey research design to evaluate the impact of RMSA on school improvement at secondary stage in Jharkhand. A multi-stage random sampling technique was utilized to select samples for the study. At first, five districts (Palamu, Deoghar, Chatra, Ranchi, West Singhbhum) were selected from the five commissioners of Jharkhand. Then, ten blocks were chosen from these five districts, followed by the random selection of five secondary schools from each block, culminating in a final sample of 50 schools (20 rural, 30 urban). Three tools were developed and utilized for the data collection that includes a School Information-cum-Questionnaire administered to headmasters to assess infrastructure, resources, and equity; a structured Classroom Observation Schedule to evaluate teaching-learning processes; and a proforma to extract student achievement data from Class X board records (2013-2016). All these tools were validated by taking experts' opinions on each item in a workshop mode and incorporating all the comments and suggestions. Data were collected by personal visit to all sample schools for gathering data from different stakeholders. The collected data were subsequently coded and analyzed using descriptive statistics, including frequencies, percentages, and averages, with the aid of SPSS and Excel software to facilitate a comprehensive interpretation of the findings.

13. Findings:

The findings of the study show mixed outcomes.

- 70% of secondary schools are located beyond the mandated 5-kilometre distance from student habitations, a problem more acute in rural areas (75%).
- The majority of schools have pucca buildings (100%), with 72% in good condition, and basic amenities like drinking water (94%), significant infrastructural deficits persist.
- 76% of schools have a boundary wall (just 55% in rural areas), 74% have electricity (a mere 45% in rural schools), and 66% have separate girls' toilets.

- Overcrowding is severe, with an average Pupil-Teacher Ratio (PTR) of 88.61:1, which skyrockets to 108.98:1 in rural schools, and Student-Classroom Ratios of 85.46 for Class IX and 87.75 for Class X.
- The quality of classroom transactions is largely inadequate. Only 7.92% of teachers effectively introduce lessons, and just 36.08% present content in an audible voice.
- 50% of teachers use familiar language, only 36.08% effectively use varied examples. Science and Maths teachers perform better than others.
- Enrolment in Classes IX and X has decreased, and the overall pass percentage in the Class X board examination reduced in 2015-16 across all categories, with a notable decline for girls. A
- A slight silver lining is perceived as 6.58% increase in students achieving A+ grades in the same year.

14. Implications:

- The implications of this study are multifaceted, offering both policy-level insights and academic contributions to the discourse on secondary education reform in India. The government must urgently address the critical lack of access and infrastructure that includes establishment of new schools to ensure secondary schools within 5 KM along with this essential facility to be provided that includes boundary walls, electricity, separate toilets for girls, and playgrounds.
- A major crisis is the severe teacher shortage, with an average of 89 students per teacher, leading to overcrowded classrooms (86 students per class). Recruiting more teachers, especially for science and math, and appointing regular head teachers is vital.
- To enhance quality, teacher training must be revolutionized. Current teaching practice is largely traditional and ineffective. Intensive, practical in-service training is needed on modern, experiential teaching methods, using ICT, arts, sports and local resources. Pre-service teacher education programs also require revision.
- Further declining in the enrolment and pass-rate must be investigated and solutions to this must be developed with the help of parents and local level committees.
- Every school should have a counsellor to guide students, particularly adolescents, ensuring their holistic development and improving overall educational outcomes.

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16. Keywords: RMSA, School improvement, impact, NCF 2005, Universalization of secondary education

8. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment /Dropouts/Teaching-learning process/Pedagogy
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Functioning of Libraries of Government Schools in Odisha: An Exploratory Analysis
4. Name and Address of the Investigator(s) with email:	Dr. (Mrs.) PushapLataNegi, Deputy Librarian, R.I.E. (NCERT), Bhubaneswar. Email: negipusaplata@gmail.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar.
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	March, 2017
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>In every school, the library creates an environment which is suitable for making a habit of self-learning with its books, magazines, periodicals, newspapers and study environment. Library fulfills the curiosity for reading the material which cannot be provided to them in the class room. The library is the centre of the intellectual and social activities of school and has an effective effect over the work of the school. Thus it is a need to assess the facilities available in the school libraries and steps must be taken for its upliftment.</p>
11. Objectives:	The study was made with the following objectives.

- To explore the resources available in the libraries of the Government schools of Odisha.
- To examine the management and organizational strategy of Library in the schools.
- To find out the status of professional development of the staff in the library.
- To examine the use of the library by the staff and students.

12. Methodology:

The study was based on descriptive or survey-research design which attempts to describe and explain conditions of the present day by using many subjects and questionnaires to fully describe a phenomenon. The survey method has been used here to collect the information from the respondents of the selected high schools of Odisha through administration of the questionnaire. The sample consists of 9 district and 180 schools and library selected stratified random sampling. A self-developed questionnaire was used as a tool for data collection. The data were analysed using frequency percentage.

13. Findings:

- Most schools were established within 30 years of independence, equally in urban and rural areas, with student strength largely between 200–400. Girls' schools have higher enrolment than others. Rural schools usually have fewer students compared to urban schools.
- About 64% of schools have fewer than 10 teaching staff; urban schools have relatively more staff than rural ones. Most schools have fewer than 5 non-teaching staff.
- Nearly all schools have libraries, but 62% lack a separate library room; many share space with offices or labs. Only 9% have classroom libraries.
- 94% lack reading tables and chairs, though most have almirahs. Catalogues and other facilities are absent. Seating capacity is very limited, mostly less than 40.
- Three-fourths of schools have fewer than 2000 books; none exceed 8000. About 60% stock only textbooks, with little variety and no e-books or AV aids. 40% had no new collections in 3 years; most spent very little on books or magazines.
- Only 7% have library committees. 97% lack a classification system, using simple registers instead. Most verify stock annually
- 60% have an annual library budget under ₹5000; only 20% spend more than ₹10,000, mostly urban schools.

- Librarians are teachers with graduate/B.Ed. degrees but no library science training or computer skills. None have received professional development.
- Libraries function less than 90 minutes daily in half the schools; only 14% allow more. About 72% permit open access.
- 90% lack seating facilities. Half the libraries serve fewer than 25 students. Outsiders rarely use them.
- 95% issue books using registers; 96% students borrow weekly, preferring biographies over magazines or newspapers.
- 70% students find libraries clean and organized, but 52% report noise issues. Most use libraries only for borrowing/returning books; no reading programmes or activities are organized.

14. Implications:

This report has a major implication in the school libraries to upgrade the standard of the libraries. Prominently three factors were visualized by the school authorities invariably such as budget for library, permanent librarian and separate room for library and reading purpose. The laxities in the libraries to be identifies as above and steps to be taken for its up-gradation so that the users can take maximum benefit out of it.

The findings indicate that senior secondary school libraries in Odisha lack proper infrastructure, resources, and professional staff, which directly impacts the quality of teaching-learning. The absence of professional librarians, insufficient budgets, lack of proper infrastructure, and poor organization limit the libraries' effectiveness. Regular funding, monitoring, and enforcement of minimum standards are crucial for improving school libraries. Appointment of qualified librarians and capacity-building through training/workshops is necessary for efficient functioning. Provision of separate library rooms, proper seating, furniture, and digital equipment will make libraries more student-friendly. Subject-wise classified books, quality reference materials, e-resources, and systematic organization are needed to meet the academic and intellectual demands of both students and teachers. A well-resourced library can promote reading habits, independent learning, and broaden students' knowledge beyond textbooks.

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9. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts/ Teaching-learning process/ Pedagogy
2. Stage of Education:	Secondary Stage
3. Topic of Research:	A Study of Schools having zero percentage results in secondary and senior secondary stages of Jharkhand: An Analysis
4. Name and Address of the Investigator(s) with email:	Dr. Rasmirekha Sethy E-mail Id: drasmirekhasethy@gmail.com
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6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2018
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Education in Jharkhand centers around the examinations conducted under the State Boards, Universities and Colleges. Jharkhand Madrasa Examination Board, Jharkhand Intermediate Exams Board, Jharkhand Secondary Examination Board, the Universities and Colleges comprise the education in Jharkhand. In order to improve the prospects of education in Jharkhand, the Government has launched many programs. Besides, the Government of Jharkhand is also working towards strengthening the basic formal education of Jharkhand. In spite of all these initiatives some of the secondary schools are not performing well in class 10th and 12th Examination. So keeping in view the present situation, the state coordination committee of Jharkhand proposed to conduct research study on zero result schools at secondary and senior secondary level.</p>
11. Objectives:	<ul style="list-style-type: none"> ● To find out the causes for zero percentage result in secondary and senior secondary schools ● To suggest measures/interventions for improving results.
12. Methodology:	<p>The study adopts a case study research design with a qualitative approach to investigate causes of zero percent results in secondary and senior secondary schools of Jharkhand.</p>

Objectives include examining physical facilities, teaching-learning resources, examination system, and actions taken by authorities. Population carries 21 schools (17 secondary + 4 senior secondary) showing nil or zero results consecutively (2015–2017) in JAC examinations. Sample of all 21 schools were studied; participants included Headmasters/Principals, teachers, and students. Districts covered are Ranchi, Simdega, and East Singhbhum.

Tools used for data collection -Questionnaire for HMs/Principals (7 aspects, e.g., facilities, teaching staff, syllabus coverage, results).Interview schedule for teachers (open-ended, focused on reasons for nil results, TLMs, attendance, administration).Focus group discussion with students.

Tools were developed in consultation with experts during a 3-day workshop at RIE Bhubaneswar (Sept 2017) and finalized after modifications. Data collection procedure: DEOs issued letters; project fellows personally visited all schools; faced challenges due to interior locations but received cooperation.

13. Findings:

- Physical facilities in terms of availability of library and laboratory in both secondary as well as senior secondary schools are inadequate.
- Only 10 teachers from 3 secondary schools and one teacher from 1 senior secondary school have attended an in-service training program since the last 5 years.
- 11.55% students in pre-test exam and 9.91% students in test exam failed in secondary stage but 75% students failed in annual exam.
- 88.23% secondary school conducts half-yearly examination but 100% secondary school conducts annual examination.
- 50% senior secondary school conducts half-yearly examination but 100% senior secondary schools conduct annual examination.
- Average students' attendance in secondary school is 70% in the session 2016-17.
- Average students' attendance in senior secondary school is 80% in the session 2016-17.
- Only 35.29% of secondary school teachers cover their syllabus, prepare their lesson plan, and assign homework to the students.
- 70.58% secondary school arranges extra classes for low achievers and arrange parent-teacher meetings.
- 75% senior secondary schools HMs arrange extra classes for low achievers, and arrange parent-teacher meetings.
- No zero percent result showing secondary as well as senior secondary schools receive any letter from DEO and BSE board for poor results in schools.

- There had been no effect on receiving grants for zero pass percent results as stated by secondary school HMs.

14. Implications:

The findings of the study carry important implications for improving the performance of schools with zero pass results in Jharkhand. The foremost requirement is to strengthen the basic infrastructure of these schools by ensuring proper staffrooms, libraries, laboratories, playgrounds, and staff quarters, along with filling up vacant posts of headmasters and teachers. Equally important is the need to provide continuous professional development for teachers through in-service training, pedagogy enrichment programmes, and ICT-based workshops so that they are better equipped to handle the academic needs of students. The study further suggests that students should be given regular remedial support, counseling services, and guidance in study skills, reading habits, and career choices, while also being motivated through parent-teacher meetings and alumni interactions. Effective supervision and monitoring by school inspectors and education officials must be strengthened, and class examination results should be systematically analyzed for timely corrective measures. The integration of ICT facilities and computer teachers in every school is another crucial step for enhancing teaching-learning quality. At the policy level, district-level meetings of headmasters from zero-result schools should be convened to identify problems and devise practical solutions. If, despite these remedial measures, certain schools continue to show poor performance, merging them with nearby well-performing schools may be considered as a last resort.

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16. Keywords: zero percentage result, senior secondary stage, administration and supervision.

10. Research Abstract

1. Theme/Subject:	School effectiveness/ Enrollment/ Dropouts/Teaching-learning process/Pedagogy
2. Stage of Education:	Upper Primary and Secondary Stage.
3. Topic of Research:	Effectiveness of GyanSetu Programme on Quality Improvement of Education at Upper Primary and Secondary Level.
4. Name and Address of the Investigator(s) with email:	Dr. Kalinga Ketaki E-MailID: kalingaketakijnu@gmail.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2022
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>Primary education plays a vital role as it lays the foundation for literacy, numeracy, and essential life skills that shape future learning and overall development. The National Education Policy (NEP) 2020 introduced a new 5+3+3+4 structure, with a strong focus on access, equity, quality, and accountability. One of its key goals is to achieve universal foundational literacy and numeracy by 2025. NEP 2020 emphasizes strengthening the quality of primary education to enhance enrolment, reduce dropouts, and drive social as well as economic progress. In Jharkhand, however, the literacy rate remains at 67.63% (Census 2011), which is lower than the national average. The state continues to face challenges such as low enrolment, high dropout rates, and weak basic education, highlighting the need for better planning and reforms. Strengthening primary education, improving infrastructure, and empowering teachers are essential for raising literacy and fostering the state's overall development.</p>	
11. Objectives:	
<ul style="list-style-type: none"> ● To find out the learning levels (literacy and numeracy skills) of upper primary students. 	

- To study the difficulties faced by the students with regard to literacy and numeracy skills.
- To examine the levels of involvement of the teacher in the teaching learning process after introduction of the Gyan-Setu programme.
- To find out the implementation modalities of the Gyan-Setu programme at the upper primary stage.
- To suggest measures to improve the learning levels of basic literacy and numeracy skills of the upper primary stage.

12. Methodology:

The present study aims to examine the effectiveness of *GyanSetu* in enhancing students' basic literacy and numeracy skills. To achieve this objective, a mixed-method approach using surveys, focus group discussions (FGDs), and interviews was employed.

The sample for the study consists of 20 Head teachers (HT), Teachers and 370 students from 20 upper primary schools of Jharkhand. Sample for this study has been selected by using a multi stage sampling method. Initially two districts were selected from 24 districts using a random sampling method. Further two blocks were selected from each district.

The investigator used to follow self-developed tools for data collection as per the objectives of the study.

- Information blank.
- Achievement test for students
- Focus group discussion with students
- Interview schedule for head teachers
- Interview schedule for teachers

13. Findings:

- The percentage of low achievers in literacy is reduced from 72.2% to 59% and from 69.4% to 59.4% in basic numeracy in the year 2021.
- All HMs and teachers attended GyanSetu training and found it sufficient.
- Reading levels: 23.51% grade A, 34.59% grade B, 20% grade C, 21% unable to read.
- In Hindi, 3.51% boys & 4.32% girls secured grade A; ~15% secured grade B.
- Only 8.65% students secured grade A; ~31% grade B (equal boys & girls).
- Many students struggle with comprehension, especially in Jamshedpur.
- Ranchi students performed better: 36.84% grade A vs. 9.44% in Jamshedpur.
- Less than 10% of students secured the highest grade in reading; most in B & C.

- Math ability: Ranchi better than Jamsheedpur (10.53% vs. 6.67% in grade A).
- 85% HMs received adequate material, conducted baseline tests, and group students (Lakshya, Sugam, Subodh).
- 91.67% teachers received materials on time; others managed with blackboard or other schools.
- 55% of HMs involve parents in Lokvachan to spread awareness on education.
- 60% of HMs said CRPs/BRPs assess learning; 75% said the programme is monitored by CRPs, BRPs, BEO.
- All HMs found GyanSetu books useful as per learning standards.
- Teachers: 56.67% say material fills numeracy gaps largely; 43.33% to some extent. Over 50% say it fills literacy gaps largely; 70% say workbooks enhance outcomes.
- 65% teachers take classes in different classrooms; 95% follow syllabus on time.
- Teachers use varied methods: storytelling, activity-based learning, kits, reading practice, word explanation.
- Suggestions: better-quality colourful books, more practice sets, regular HT, continuous monitoring, more teachers/rooms, non-teaching staff, simpler books for lower groups.
- 60% students feel mixed groups disturb learning, though some benefit from peers.
- Many said teachers can't give individual attention in multi-grade classes; 40% felt rushed syllabus affects understanding.
- All students got books on time; 90% felt their needs addressed.
- Classes mostly teacher-directed (60%), partly peer-directed (20%), self-directed (10%).
- 70% said classes taken by different subject teachers; 30% by the same teacher.
- Many face difficulty when multiple groups share one room; <50% face exam issues since GyanSetu books differ from course books.

14. Implications:

The study on the effectiveness of the GyanSetu Programme reveals significant implications for improving the quality of education at the upper primary and secondary levels, particularly in underserved regions. By addressing post-pandemic learning gaps through structured bridge courses, the programme demonstrates a scalable model for remedial education that aligns with the equity and inclusion goals of NEP 2020. Its emphasis on foundational continuity across grades enhances academic readiness and supports smoother transitions, especially for students in tribal and minority communities. The integration of community

participation – via mothers’ meetings, local volunteers, and school-based support strengthens decentralized educational governance and fosters a sense of ownership among stakeholders. Moreover, the programme’s outreach to out-of-school adolescents, especially girls, through flexible learning pathways and NIOS-linked centers, underscores its contribution to inclusive and gender-sensitive pedagogy. The success of GyanSetu also highlights the importance of teacher mentoring, contextual teaching aids, and experiential learning, suggesting that such innovations be institutionalized within DIETs and SCERTs. From a policy perspective, the findings advocate for embedding GyanSetu-like interventions within Samagra Shiksha and RMSA frameworks, supported by robust monitoring systems that track not only enrollment and attendance but also competency gains and socio-emotional development. Overall, the study provides empirical grounding for reimagining remedial education as a transformative tool for equity, retention, and quality enhancement in India’s schooling system.

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16. Keywords: Quality Improvement of Education, Upper primary level, Effectiveness of GyanSetu.

11. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment /Dropouts /Teaching-learning process/Pedagogy
2. Stage of Education:	Primary, Elementary and Secondary Stages
3. Topic of Research:	Identification and Implementation of Socio-cultural Practices in the Schools of Jharkhand – A Study
4. Name and Address of the Investigator(s) with email:	Dr. Kalinga Ketaki E-mail: kalingaketakijnu@gmail.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>This project focuses on understanding the socio-cultural practices in schools of Jharkhand, where students come from diverse cultural and linguistic backgrounds. Recognising that teachers often face challenges in addressing the needs of culturally and linguistically diverse (CLD) learners, the study examines how local traditions, languages, and community practices influence classroom learning and pedagogy. Grounded in the goals of inclusive education, the project emphasises the importance of integrating socio-cultural knowledge into teaching to make learning more meaningful and responsive. By exploring the practices in selected districts, the study aims to provide insights that can guide teacher preparation, curriculum design, and policy interventions for fostering culturally sensitive and equitable education.</p>	
11. Objectives:	
<ul style="list-style-type: none"> ● To study the socio-cultural practices in the schools of Jharkhand. ● To find out the implementation modalities of socio-cultural practices in the schools of Jharkhand. 	

12. Methodology:

This study employed a content analysis-cum-descriptive survey design to examine socio-cultural practices in schools of Jharkhand, focusing on Gumla and East Singhbhum districts. A total of 24 schools (9 higher secondary, 10 middle, and 5 elementary) were sampled using convenience sampling, involving 200 students, 20 headteachers, 50 teachers, and 20 community members. Data were collected through questionnaires for teachers, headmasters, community members, children, and JCERT, along with classroom observations and interviews to capture pedagogical practices, cultural responsiveness, and community participation. Tools were developed, validated, and refined through expert workshops. The Junior Project Fellow conducted extensive field visits, staying in rural residential schools to directly observe local cultural practices, ensuring a deeper contextual understanding of the tribal communities and their role in education.

13. Findings:

- Over 100% of the community members agreed that schools have a positive power in eliminating social evil practices like child marriages etc.
- Local games like hopscotch are being played by the children in the schools which are being practised by the community. The children were happy to celebrate various festivals around their community as they spent quality time with friends.
- Fishing and agriculture were found to be major activities in the Gumla District. Stitching was considered to be a major activity in the East Singhbhum district of Jharkhand.
- Results revealed that 100% Children shared that they are really happy to celebrate different festivals within and around their community. The children are dressed in ethnic wear and come to the school.
- Festivals like Sarhul, Mage parva are majorly celebrated in the schools as well, the children bring the delicate like Gudpitha, meat mithaetc from their home to share among their friends.
- In the textbooks of classes 1 to 6, more than 20% of the topics mentioned were related to their local cultures. But the similar culturally sensitive topics were not much included in the higher secondary students.

14. Implications:

The findings of this project have several important implications. First, they highlight that socio-cultural practices play a crucial role in shaping students' learning experiences and interactions, emphasizing the need for educators to

recognize diversity in race, class, ability, learning styles, ethnicity, and age. The cultural richness of Jharkhand, with its multiple indigenous communities and vibrant traditions, demonstrates the potential for schools to use local culture as a resource for fostering tolerance, intercultural sensitivity, and inclusivity. Active student participation in cultural programs, festivals, and community activities suggests that integrating socio-cultural elements into classroom practices can enhance engagement and strengthen student-teacher relationships. Furthermore, while government initiatives such as JCERT, JEPC, NCERT, and RIEs provide workshops to promote cultural integration in education, the project underscores the need for more structured and widespread teacher training programs to effectively incorporate local cultural knowledge into the curriculum, benefiting both teachers and students.

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16. Keywords: JCERT, JEPC, NCERT, Value Education, Sustainable Development

13. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment / Dropouts/ Teaching-learning process/ Pedagogy
2. Stage of Education:	All Stages
3. Topic of Research:	Study of Status, Quality and Functioning of Eklavya Residential Model Schools of Madhya Pradesh in the Light of NEP-2020
4. Name and Address of the Investigators(s) with email:	Dr. N.C. Ojha
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023-24
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Eklavya Model Residential Schools (EMRS) in Madhya Pradesh aim to provide quality education to tribal students, addressing issues of access, equity, and inclusion. These schools play a vital role in ensuring holistic development through a well-structured curriculum, innovative pedagogy, and residential facilities. Infrastructure, human resources, management, school environment, teaching-learning materials, classroom practices, and student assessment are critical factors influencing the effectiveness of these schools. Despite numerous initiatives, challenges remain in implementing best practices, monitoring student progress, and ensuring community participation. Understanding the status of EMRS, identifying bottlenecks, and analysing the learning outcomes of students are essential for improving the quality of education. This study employs a mixed-method approach, combining surveys, case studies, narrative inquiry, and triangulation to gain comprehensive insights. In Phase I, the status of all schools was studied through structured schedules, checklists, and interviews with stakeholders, providing baseline data. Phase II involves detailed case studies of four schools from different regions, including classroom and hostel observations, interviews, questionnaires, and achievement tests. The study aims to inform actionable strategies for enhancing infrastructure, pedagogy, evaluation, and</p>

overall school management, ultimately improving the quality of education for tribal students and strengthening school-community engagement.

11. Objectives:

The primary objectives of the study are to comprehensively examine the status and functioning of Eklavya Model Residential Schools (EMRS) in Madhya Pradesh. Firstly, the study aims to analyse the schools in terms of infrastructure and other facilities, including classrooms, hostels, libraries, and digital resources, as well as the availability and competence of human resources. Secondly, it seeks to assess the management systems and community support structures that facilitate the effective functioning of these schools. Thirdly, the research focuses on the school and classroom environment, evaluating curriculum design, teaching-learning materials, classroom practices, and pedagogical processes. Additionally, the study aims to examine mechanisms for learners' assessment, monitoring, supervision, evaluation procedures, and remedial teaching practices. The next objective is to conduct in-depth case studies of selected schools to identify problems, challenges, and prospects, thereby gaining a nuanced understanding of school operations. The study also seeks to assess learning outcomes and academic achievements of students across classes and subjects.

12. Methodology:

The study employs a mixed-method approach, combining quantitative and qualitative techniques to provide a comprehensive understanding of Eklavya Model Residential Schools (EMRS) in Madhya Pradesh. The investigation was conducted in two phases. **Phase I** involves assessing the overall status of all EMRS in the state through a survey method. Data was collected using structured tools such as checklists, questionnaires, interview schedules, and documentary analysis from school authorities, teachers, students, parents, and management committee members. This phase focuses on infrastructure, human resources, school environment, curriculum, teaching-learning materials, classroom practices, learner assessment, monitoring, evaluation, and remedial teaching. Quantitative data were analysed using descriptive statistics, while qualitative responses were examined through thematic content analysis. **Phase II** consists of in-depth case studies of four EMRS selected from different regions to understand challenges and innovative practices. Classroom observations, hostel activity observations, rating scales, interviews, and achievement tests were employed to collect data. Triangulation of multiple sources ensures reliability and validity.

13. Findings:

The study revealed several significant insights regarding the Eklavya Model Residential Schools (EMRS) in Madhya Pradesh. In terms of **infrastructure and**

resources, most schools were adequately equipped with basic facilities, but gaps existed in digital resources, libraries, and learning corners, limiting modern teaching approaches. **Human resources** were generally sufficient, though some schools faced shortages of trained teachers in specialised subjects. Classroom observations indicated that while teachers adhered to prescribed curricula, the implementation of innovative and student-centred pedagogical practices was inconsistent. The use of Continuous and Comprehensive Evaluation (CCE) tools varied across schools, affecting the quality of learner assessment and monitoring. **School and hostel environments** were conducive to learning, yet certain behavioural and discipline challenges were observed among students. Community engagement and parental participation were limited, reducing collaborative support for students' holistic development. Achievement tests reflected that learning outcomes were generally satisfactory, though gaps persisted in language, mathematics, and life skills. Case studies highlighted best practices in certain schools, such as integration of arts, experiential learning, and peer-led activities, which positively impacted learner engagement and skill development. Overall, the findings suggest that while EMRS provides a solid foundation for tribal education, focused interventions in teacher training, resource enhancement, community participation, and pedagogical innovation are essential to further improve learning outcomes and overall school effectiveness.

14. **Implications:**

The findings of the study carry significant implications for improving the quality and effectiveness of Eklavya Model Residential Schools (EMRS) in Madhya Pradesh. Firstly, the observed gaps in infrastructure and digital resources highlight the need for targeted investments in modern teaching-learning tools, libraries, and learning resource corners to enhance student engagement and facilitate experiential learning. Secondly, teacher professional development programs should be strengthened to ensure consistent implementation of innovative, child-centred pedagogies and effective use of Continuous and Comprehensive Evaluation (CCE) techniques. Regular training and mentoring can improve instructional quality, classroom management, and student assessment practices. Thirdly, fostering greater community and parental involvement is essential to create a supportive ecosystem that reinforces learning and holistic development outside the school. Encouraging community participation can also enhance school accountability and responsiveness to local needs. Fourthly, the study underscores the importance of monitoring and supervision mechanisms to ensure that best practices are replicated and challenges addressed promptly. Finally, the findings suggest that adopting inclusive approaches—integrating arts, life skills, and

experiential learning—can enhance learner engagement, creativity, and overall achievement. Policymakers, school administrators, and educational functionaries can use these insights to develop actionable strategies for improving both academic and socio-emotional outcomes of tribal students, ensuring the long-term success of EMRS.

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16. **Keywords:** Eklavya Schools, Tribal Education, Teaching-Learning Process, School Infrastructure, Student Achievement, Community Engagement

14. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment /Dropouts/Teaching-learning process/Pedagogy
2. Stage of Education:	Primary Stage
3. Topic of Research:	Learning Gaps, Challenges and Innovations in Primary Education during COVID in Chhattisgarh
4. Name and Address of the Investigators(s) with email:	Dr. Suresh K.Makwana
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2022-23
9. Published/Unpublished:	Unpublished
10. Introduction: <p>The COVID-19 pandemic created unprecedented disruptions in education systems globally, with primary education being particularly affected due to the formative nature of these years in students’ cognitive, emotional, and social development. In India, and specifically in Chhattisgarh, prolonged school closures and the sudden shift to online learning highlighted systemic inequalities in access to technology, digital literacy, and support structures. Primary school students, teachers, parents, and education functionaries faced multiple challenges in maintaining learning continuity. Children struggled with limited digital access, language difficulties, inadequate teacher preparedness, curriculum challenges, and reduced parental support. Simultaneously, teachers, school heads, parents, and communities adopted innovative strategies to sustain learning, including e-content creation, activity-based learning, community teaching, and use of radio, television, and door-to-door methods. This study focuses on the districts of Durg and Mahasamund to examine learning gaps, challenges faced by stakeholders, and innovations employed during the pandemic. It assesses cognitive outcomes in subjects like mathematics, language, and EVS, as well as holistic development aspects, including emotional wellbeing, socio-personal skills, and vocational abilities. The findings aim to inform policymakers and educators about remedial interventions, ICT integration, experiential and toy-based pedagogies, and</p>	

socio-emotional support strategies to ensure equity, resilience, and quality education during crises and beyond.

11. **Objectives:** The objectives of the study are:

- To identify and analyze learning gaps in the cognitive and holistic development of primary school students during the COVID-19 pandemic in the districts of Durg and Mahasamund, Chhattisgarh.
- To explore the challenges faced by key stakeholders—including teachers, head teachers, parents, and education functionaries—in the teaching-learning process during school closures.
- To document and examine the innovative strategies adopted by stakeholders, such as e-content creation, ICT-based teaching, activity-based learning, community interventions, and parental support, to ensure continuity of education.
- To assess the impact of digital access, socio-economic background, and home environment on students' learning outcomes and overall development during remote learning.
- To provide evidence-based recommendations for remedial plans, pedagogical improvements, socio-emotional support, and ICT integration to bridge learning gaps and enhance preparedness for future educational disruptions.
- To inform policymakers and educators about effective interventions that ensure equity, resilience, and quality in primary education while integrating digital and experiential learning methods.

12. **Methodology:**

The methodology of the study combined both **quantitative and qualitative approaches** to capture a comprehensive understanding of the impact of COVID-19 on primary education in Durg and Mahasamund districts, Chhattisgarh.

1. **Population and Sample:** The population included primary school students (Classes 3 and 5), teachers, head teachers, parents, and education functionaries in government schools of the selected districts. A stratified sampling method was used to select representative schools and participants to ensure diversity in socio-economic background and digital access.

2. **Data Collection Tools:**

- **Learning Assessments:** Standardized achievement tests were conducted for students in subjects like EVS, Mathematics, and Language to identify cognitive gaps.

- **Questionnaires and Interviews:** Structured questionnaires and semi-structured interviews were administered to teachers, head teachers, parents, and functionaries to understand challenges, teaching practices, and innovations.
 - **Observations and Field Notes:** Researchers documented classroom sessions (where possible), remote learning practices, and home-based learning support through field observations.
3. **Data Analysis:**
- Quantitative data from student assessments and surveys were analyzed using descriptive statistics, including frequencies, percentages, and mean scores to determine learning gaps.
 - Qualitative data from interviews, observations, and open-ended survey responses were analyzed through thematic content analysis to capture challenges, innovations, and stakeholder perspectives.
4. **Triangulation:** Data from multiple sources were triangulated to validate findings and ensure reliability.
- This mixed-method design allowed the study to identify not only academic learning gaps but also holistic development issues and innovative practices adopted during the pandemic.

13. Findings:

The study revealed significant gaps in both **cognitive and holistic development** of primary students due to COVID-19 disruptions:

1. **Learning Gaps (Cognitive):**

- **Class 3:** Students showed gaps in EVS (family relations, food needs, good/bad touch) and Mathematics (place value, division, 2D shapes, tally marks). Language outcomes remained low (60–67%).
- **Class 5:** Greater gaps were observed in EVS (observation, hygiene, institutions, customs) and Mathematics across all outcomes. Language performance remained weak (54–55%).

2. **Holistic Development:**

- Increased screen time and preference for video games (45%) reduced social interaction.
- Emotional issues included irritation (53%), nervousness (50%), anger (54%), and exam fear (53%).
- Vocational skill gaps were noted in handwriting and task completion, though 67% could handle digital devices.
- Socio-personal issues included poor communication, weak time management, and reduced interest in school routines.

3. **Challenges:**

- **Teachers and Head Teachers:** Limited digital resources, low ICT skills, difficulty in video-based teaching.
- **Parents:** Device sharing, poor connectivity, online addiction, limited support.
- **Functionaries:** Irregular assessment and training challenges.
- 4. **Innovations:**
 - E-content via YouTube, DIKSHA, MadhuApp, WhatsApp.
 - Community teaching, radio, TV, and door-to-door support.
 - ICT training programs and activity-based learning promoted.

14. Implications:

The study underscores several critical implications for improving primary education post-COVID-19:

1. **Remedial Interventions:** Targeted remedial plans are essential, particularly for Class 5, to address cognitive gaps in Mathematics, EVS, and language skills.
2. **ICT Integration:** Incorporating ICT tools and e-learning platforms into regular classroom teaching can enhance learning continuity and engagement. Teachers need ongoing training in digital pedagogy and content creation.
3. **Socio-Emotional Support:** Policies must address students' emotional wellbeing, promoting activities that reduce stress, anxiety, and online overuse, while enhancing social interaction.
4. **Holistic Learning Approaches:** Experiential, toy-based, and activity-based learning strategies, aligned with NEP 2020, can help bridge cognitive and skill development gaps.
5. **Parental Engagement:** Awareness programs for parents can improve support for children's learning, proper device usage, and home-based learning strategies.
6. **Infrastructure Investment:** Strengthening digital infrastructure, internet connectivity, and availability of devices is crucial to ensure equitable access for all students.
7. **Crisis Preparedness:** Lessons learned during the pandemic should inform contingency planning for future disruptions, integrating flexible, blended learning strategies to maintain continuity in education.
8. **Policy Alignment:** Findings suggest that state and district education departments must prioritize holistic development, inclusive pedagogy, and adaptive strategies to enhance resilience in the education system.

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16. Keywords:COVID-19, Primary Education, Learning Gaps, ICT, Holistic Development, Remedial Strategies

15. Research Abstract

1. Theme/Subject:	School effectiveness /Enrollment / Dropouts/ Teaching-learning process/ Pedagogy
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Effect of Constructivist Teaching Strategies on Academic Performance of Students in Science at the Secondary School Level
4. Name and Address of the Investigators(s) with email:	Dr. Chitra Singh
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2017-18
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Constructivism as a learning theory emphasises that knowledge is actively constructed by the learner based on personal experiences, prior understanding, and interactions with the environment. Unlike traditional objectivist approaches, which view knowledge as fixed and transferable from teacher to student, constructivism advocates that knowledge is subjective, contextual, and constantly evolving. According to Piaget (1971), learning involves adaptation and refinement of existing knowledge structures, making it a dynamic process unique to each individual. This paradigm shift from behaviourism to cognitive and constructivist perspectives highlights the importance of learner-centred pedagogy, where exploration, problem-solving, and critical thinking form the core of the educational process.</p> <p>Constructivist epistemology assumes that learners actively interpret and reconstruct reality rather than passively receiving information. It stresses the role of social interactions, collaboration, and inquiry in shaping meaningful learning experiences. The four key epistemological assumptions underlying constructivist learning include: learners' active role in building knowledge, the contextual nature of understanding, the importance of prior knowledge, and the meaning of social construction. By integrating these principles into classroom practices, education</p>

moves away from rote memorisation toward deeper understanding. Thus, constructivism not only redefines teaching and learning but also equips learners with skills essential for lifelong learning in a complex world.

11. **Objectives:** The primary objective of this study is to explore the effectiveness of constructivist approaches in enhancing teaching and learning practices by shifting the focus from teacher-centred instruction to learner-centred engagement. Specifically, the study aims to achieve the following:

1. **To examine the principles of constructivist learning** and how they influence the teaching–learning process at the secondary stage.

2. **To identify the differences** between traditional objectivist methods and constructivist approaches in terms of student participation, motivation, and achievement.

3. **To analyse how learners construct knowledge** through interaction with their environment, peers, and teachers within a constructivist framework.

4. **To evaluate the role of prior knowledge** and learner experiences in shaping new understanding under constructivist pedagogy.

5. **To design and implement teaching strategies** based on constructivist principles that encourage inquiry, critical thinking, and collaborative learning.

6. **To assess the impact** of constructivist pedagogy on students’ conceptual clarity, problem-solving abilities, and reflective thinking.

7. **To suggest improvements** in classroom practices and teacher training for the effective integration of constructivist approaches in mainstream education.

Through these objectives, the study seeks to validate constructivism as a viable and impactful paradigm for modern education, fostering deeper learning and long-term intellectual growth.

12. **Methodology:**

The present study adopts a **quasi-experimental research design** to examine the effectiveness of constructivist approaches in comparison to traditional teaching methods. A non-equivalent control group design was selected, involving two groups of students: the **experimental group**, which was taught using constructivist pedagogy, and the **control group**, which continued learning through conventional teacher-centred methods.

The study was conducted at the secondary school level, where two intact classes of students were selected through **purposive sampling**. The experimental group was engaged in constructivist learning experiences such as collaborative group work, inquiry-based activities, problem-solving tasks, and the use of ICT tools. The control group received instruction through lecture-based teaching and rote practices.

Tools for data collection included pre- and post-tests to measure students' achievement, observation schedules to record classroom interactions, and student feedback questionnaires to capture perceptions of learning. Content analysis was also applied to qualitative data obtained from reflective notes and group discussions.

For **data analysis**, quantitative data were processed using descriptive statistics (mean, percentage, standard deviation) and inferential statistics (t-test) to compare the performance of both groups. Qualitative data were analysed thematically to identify patterns in student experiences.

This mixed-method approach ensured reliability, validity, and deeper insights into the impact of constructivist pedagogy.

13. **Findings:**

The analysis of data revealed that the **constructivist approach significantly enhanced student learning outcomes** when compared with traditional teaching methods. The experimental group demonstrated higher scores in the post-test, indicating improved conceptual understanding, problem-solving ability, and application of knowledge. The use of inquiry-based activities, group discussions, and ICT-supported learning created opportunities for active engagement, which helped students clarify misconceptions and develop deeper insights into subject matter.

Observation records highlighted that students in the experimental group were more **interactive, collaborative, and motivated** than those in the control group. They exhibited greater curiosity, asked more questions, and engaged in meaningful discussions, which reflected a shift from passive learning to active knowledge construction. Teachers also reported that constructivist practices encouraged creativity and critical thinking among students.

On the other hand, the control group, taught through conventional lecture methods, performed relatively better on recall-based tasks but struggled with higher-order skills such as analysis and synthesis. Student feedback further indicated that constructivist classrooms were perceived as more enjoyable, flexible, and learner-friendly.

Overall, the findings suggest that constructivist pedagogy not only improves academic achievement but also fosters positive attitudes toward learning, making it a viable alternative to traditional behaviourist methods.

14. **Implications:**

The findings of this study hold significant implications for teachers, students, and policymakers. First, the effectiveness of the constructivist approach demonstrates

the need to **shift from teacher-centered instruction to learner-centered pedagogy**. Teachers should act as facilitators, creating environments where learners actively engage with content, question assumptions, and construct knowledge through collaboration and exploration. Integrating ICT tools into constructivist classrooms further supports interactive and multimodal learning experiences, making complex concepts more accessible.

For students, the constructivist model encourages the development of **critical thinking, problem-solving, and decision-making skills**, which are vital for success in the 21st century. By participating in inquiry-based tasks, learners not only achieve better academic outcomes but also develop self-confidence, creativity, and the ability to take responsibility for their own learning.

At the policy level, the study highlights the importance of **curriculum reforms and teacher training programs** that prioritize constructivist strategies. Schools and educational boards should provide resources, infrastructure, and professional development opportunities to enable teachers to adopt this approach effectively.

In conclusion, the study implies that embracing constructivist pedagogy can transform education into a dynamic, participatory, and empowering process that prepares students for lifelong learning and active citizenship.

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16. **Keywords:** Constructivism, ICT integration, Teaching-learning practices, Student achievement, Innovative pedagogy, Secondary education

16. Research Abstract

1. Theme/Subject:	School effectiveness / Enrollment / Dropouts/Teaching-learning process/Pedagogy
2. Stage of Education:	Elementary & Secondary Stages
3. Topic of Research:	Implementing Interventions at Elementary & Secondary School Stage: A Block Level Research Project
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, Mysore
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2020-21
9. Published/Unpublished:	Published
10. Introduction:	<p>The Regional Institute of Education (RIE), Mysore, initiated a focused intervention in the Hunsur block of Mysore district, a predominantly rural area with diverse socio-cultural and educational landscapes. With a population nearing 2.83 lakhs and comprising 31 wards, 260 villages, and 41 panchayats, the block's educational network includes 439 institutions ranging from government to minority schools, distributed across 26 clusters and 5 hobalis. The socio-demographic composition is skewed with over 53% OBCs, 23% SCs, 22% STs, and less than 2% in the General category, posing significant implications for equity and inclusivity in education. The RIE conducted a Baseline Achievement Survey (BAS) in December 2018, covering 20,618 students from classes 1 to 8 across all clusters, using instruments adapted for Kannada and Urdu languages. BAS results highlighted uneven academic achievement across grades, with Class 3 students performing relatively</p>

better than other classes. Subject-wise, Kannada was the strongest, followed by Science and Mathematics; Social Science scores were the weakest. Girls consistently outperformed boys, and urban students excelled in language subjects, while rural students showed strengths in mathematics and select science areas. The stark disparities in social categories and the subsequent decline in achievement with progression indicate systemic challenges, motivating the intervention focus.

11. Objectives:

- To assess learning achievement levels and patterns in Hunsur block across elementary and secondary stages.
- To identify systemic and socio-demographic challenges affecting educational outcomes.
- To design, implement, and evaluate targeted interventions addressing identified gaps.
- To strengthen teacher capacity and academic mentoring within the block.
- To engage stakeholders in promoting equity and quality education.

12. Methodology:

The research employed a mixed-methods block-level intervention design spanning 2018 to 2021 in Hunsur block. A Baseline Achievement Survey was administered to 20,618 students from classes 1 to 8 across 439 schools in 26 clusters, using the National Achievement Survey (NAS) Test Form-1 tailored into Kannada and Urdu. The comprehensive school network encompassed government, social welfare, subsidized, non-subsidized, minority, and central schools. Data collection ensured linguistic appropriateness and item reliability through translation and moderation. Following baseline assessments, capacity-building initiatives were rolled out, covering four thematic areas: Art Integrated Learning, School-Based Assessment, use of Mathematics Kits, and Community Mobilization. Teacher training programs were carefully scheduled to avoid overlap, covering 255 resource teachers. Approximately 100 mentor-teachers, including both regular and contract RIE faculty, provided on-site academic support across 5 hobalis through regular school visits. Qualitative data were gathered via classroom observations, pedagogical suggestions, use demonstrations, and diagnostic assessments. Data triangulation captured perspectives of teachers, students, and school administrators about educational challenges, teacher workload, subject-teacher mismatches, and student motivation. Ethical practices, informed consent, and confidentiality were ensured throughout the research process.

13. Findings:

The Baseline Achievement Survey results displayed a pattern of relatively higher achievement in lower primary classes, especially Class 3, followed by a decline in performance in upper primary and secondary levels. Students performed best in Kannada, then Science and Mathematics, with Social Science scoring lowest. Girls consistently outperformed boys, and urban students excelled in languages, while rural students showed strengths in mathematics and some science domains. Social category analysis revealed that General category students were leading in early grades, but their performance declined in later grades, indicating systemic and motivational challenges. Teacher shortages were notable: 4% vacancy at the elementary level, 9% at the high school level, and 37% vacancy in Cluster Resource Person posts, weakening academic supervision capacity. Mentor-teachers identified challenges including teacher workload due to non-teaching duties, subject-teacher mismatch impacting English, Science, and Mathematics teaching, and low student motivation exacerbated by lack of academic support at home and high absenteeism. Nevertheless, teachers were committed and open to tech integration. Students showed enthusiasm for activity-based learning but were hindered by absenteeism and home support gaps. School infrastructure was adequate for basics but lacked libraries, labs, and computer facilities. School Development and Monitoring Committees varied in functionality, requiring financial and capacity strengthening. RIE interventions in capacity building and mentoring were positively received, with ongoing demand for further training in core subjects.

14. Implications:

Findings underscore the necessity for sustained, focused capacity-building initiatives addressing core academic subjects, pedagogical strategies, and teacher workload management. Strengthening the functional capacity of academic support systems such as Block and Cluster Resource Persons is critical to improve supervision and mentoring. Addressing CRP vacancies and redistributing workload can enhance teacher efficacy. Activity-based learning and community mobilization should be scaled to improve student engagement and compensate for the lack of home academic support. Upgrading school infrastructure, including libraries, laboratories, and digital facilities, is essential to foster holistic learning environments. Empowering School Development and Monitoring Committees through training and funding will increase their role effectiveness in school governance. The positive response to RIE-driven interventions highlights the value of institutional mentoring models for localized improvement. Policy actions should focus on aligning teacher assignments with subject specialization and

reducing non-teaching responsibilities to maximize instructional quality. Coupled with continued monitoring and feedback mechanisms, these measures can promote equity and quality in education within Hunsur block and beyond, ensuring that socio-economic and structural challenges do not hinder meaningful educational outcomes for all students.

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16. **Keywords:** Block-level research, Educational interventions, Teacher capacity, Student achievement, Rural education, Mysore district