

F.No.O-15012/1/16-Research  
Government of India  
NITI Aayog  
(Governance & Research Vertical)

Dated at New Delhi: 4<sup>th</sup> July, 2017

**Public Notice # 2**

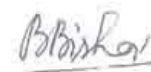
**Sub: EoIs on Research/Study on each of the subjects as mentioned in Annexure-I and II (ToRs).**

NITI Aayog invites Expressions of Interest (EoIs) for conducting research/study on the topics as mentioned in Annexure-I from institutions/organisations of repute (including universities/deemed universities). A brief scope/ToRs of the studies proposed are enclosed as Annexure-II. The detailed Research Scheme of NITI Aayog, 2015 (RSNA-2015) guidelines may be seen in the NITI Aayog website at <http://www.niti.gov.in/guidelines>

2. Here, the aim is to arrive at the policy prescriptions on the issue and to have more focused feedback for future policy-making. The Research/Study Proposals, for which EoIs are being invited, will be funded under the Research Scheme of NITI Aayog, 2015 (RSNA-2015). All the institutions/organisations are requested to go through the Guidelines of the Research Scheme of NITI Aayog, 2015 (RSNA-2015) before responding to this public notice, especially to satisfy themselves that they fulfill all the eligibility criteria for availing of grant under the said scheme and also that they can conduct the research study project as per the guidelines.

1. The hard copy of EoIs must be submitted by hand/by Registered post to SRO (Governance & Research), Room#435, NITI Aayog, Sansad Marg, New Delhi-110001. The EoIs, for the copies submitted by post, must be sent in envelopes superscribed with the words "EoIs on (name of the topic, as mentioned in Annexure-I)" and the same must reach the NITI Aayog within 30 days of the notified date of Public Notice # 2. For any query in this regard, the SRO (Research) (+91-11-23096725) may please be contacted over phone.

2. The organisations are required to submit the following as part of EoI with (i) Copy of the Registration Certificate, (ii) Years of Past Experience in similar works, (iii) Address for communication, (iv) Audited Statement of Accounts (for the last two years), (v) Copy of PAN Card and (vi) if NGO, then Registration Details in the NGO-Darpan Portal.



**(Dr. B.Bishoi)**  
**SRO (Research)**

**Annexures: As above**

**Research Vertical has received the following Thrust Area/ToRs from the following Verticals of the NITI Aayog**

S.No.	Name of the Vertical	Thrust areas/topics
1.	HRD	<ol style="list-style-type: none"> <li>1. Evaluation of Ashram Schools and Tribal Hostels run by the Ministry of Tribal Welfare.</li> <li>2. Evaluation of Schools where medium of instruction has been changed to English in the preceding 4 years.</li> <li>3. Evaluation of the National Early Childhood Care and Education Policy (ECCE)</li> <li>4. Evaluation of the roll out of the New Teacher Education Framework.</li> <li>5. Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBV) scheme and medium term impact.</li> <li>6. National Sample Survey of Households for Estimation of Out of School Children</li> </ol>
2.	Culture	<ol style="list-style-type: none"> <li>1. A study for reviewing the visitor facilities at 50 of 116 ticketed monuments (including world heritage sites) for suggesting the way forward for making them world class tourist places. A study for reviewing the visitor facilities at 50 of 116 ticketed monuments (including world heritage sites) for suggesting the way forward for making them world class tourist places.</li> </ol>
3.	Rural Development	<ol style="list-style-type: none"> <li>1. Deendayal Antodaya Yojana-National Rural Livelihood Mission (DAY-NRLM)</li> <li>2. Drinking Water &amp; Sanitation</li> </ol>
4.	Minerals	<ol style="list-style-type: none"> <li>1. The utilization of the low grade iron ore (+45%Fe) lying in the dumps in Odisha, Goa &amp; Karnataka State and the Technological advancement.</li> <li>2. Extraction of Gold from Mine tailings lying in the vicinity of the Bharat Gold Mines at Kolar Gold Fields, Karnataka</li> </ol>

**HRD Vertical**

**1. Topic: Evaluation of Ashram Schools and Tribal Hostels run by the Ministry of Tribal Welfare**

**(I) BACKGROUND**

***Ashram Schools***

With an objective of reaching out to remote areas where basic education facilities are not available, residential Ashram Schools have been set up to provide education facilities at primary, middle, secondary and senior secondary level to Scheduled Tribes (STs) boys and girls. The main objective behind introducing this scheme is to provide education to each and every ST student. These schools provide an environment that is conducive to learning, in order to increase the literacy rate among the tribal students and to bring them at par with other population of the country. The National Policy of Education (NPE) 1986 and the Programme for Action Plan, 1992 have accorded high priority for establishment of Ashram Shalas on a large scale.

The Ministry of Tribal Affairs has been implementing a centrally sponsored scheme; 'Establishment of Ashram Schools in Tribal Sub-Plan areas' under which central assistance is given to States and Union Territories. The State Governments and UTs are eligible for 100% funding for establishment of Ashram Schools (which comprises; school buildings, hostels, kitchen and staff quarters); for girls in Tribal Sub Plan (TSP) areas and boys in TSP areas in naxal affected regions (as identified by Ministry of Home Affairs from time to time). The States are funded on 50:50 basis for construction of Boys' ashram Schools in non- naxal affected regions. The scheme has been in operation since 1990-91 and was revised in the year 2008-09.

The Sarva Shiksha Abhyan has given special attention to the education of STs. In this regard, the Ministry of HRD conducted a study on the availability of facilities for elementary education in the Tribal areas of 9 States; Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan.

***Tribal Hostels***

The Ministry of Tribal Affairs has also been implementing a scheme 'Hostels for Scheduled Tribe girls and boys'. The primary objective of this scheme is to attract the implementing agencies for undertaking hostel construction programme for ST students studying in middle level and higher secondary schools, colleges, universities and Vocational Training Centres to enable their containment and reduce the drop-out rate. These hostels are constructed at a place where the concerned educational institutions are located, keeping in view the concentration of ST population in the region.

Initially the scheme of Girls' Hostels started in the Third Plan and the scheme for Boys' Hostels started in 1989-90. However, both the schemes have been merged in the Xth plan. States/UTs/Universities are given central assistance for construction of new hostel buildings and/or extension of existing hostels. 100% central assistance is provided for construction/extension of hostels for ST girls. However, for construction/extension of hostels for ST boys; central assistance is provided on 50:50 basis. Under special cases,

100% central assistance is given to naxal-affected states and UT Administrations, and 90% financial assistance to Central Universities.

## **(II) OBJECTIVES**

To critically examine the scheme in terms of implementation, in the following areas:-

- a) Number of functional Ashram schools and Hostels, with adequate;
- (i) *Educational facilities* (Classroom teaching practices and ambience, studying material) and  
(ii) *Infrastructural facilities* (Condition of the building; Size of classrooms (if they can accommodate all the students registered for the class), number of classrooms per school, electricity, library, Health worker to attend to students' health needs, quality of food, Access to clean drinking water and sanitation).

\* *Ashram schools (i and ii) and Hostels (only ii)*

- b) Student coverage: Student enrolment, drop-outs, retention and completion rate.

- c) Quality of Education: Educational qualification and attendance of teachers.

- d) Efficacy of Ashram Shalas in terms of outcomes: Learning outcome of students enrolled in Ashram schools, in comparison to a student at their level in a regular non- Ashram school (For example, the English reading and solving a Mathematics problem ability of a student in class 5 of Ashram school should be compared with the English reading and solving a Mathematics problem ability of a student in class 5 of a regular non- Ashram school in the area).

## **(III) Research Methodology**

The study will be sample based with primary data. The following components will be included in the study:-

- Data collection (qualitative and quantitative): Number of functional Ashram schools and hostels (with available educational and infrastructural facilities), student data (enrolment, drop-out and completion rates, learning outcome, and health condition) and teacher data (educational qualification and attendance). This would require extensive observation and interviews.
- Data analysis (qualitative and quantitative)

## **(IV) Sample Size, Study area and target group**

Seven States that are identified with a prominent share of the ST population to the total population and Ashram schools (at Primary, Upper Primary and Secondary level) will be included in the study. These are:

- i. Maharashtra (1,991 Ashram Schools)
- ii. Odisha (1,630 Ashram Schools)
- iii. Madhya Pradesh (1,207 Ashram Schools)
- iv. Uttar Pradesh (1,005 Ashram Schools)
- v. Andhra Pradesh (803 Ashram Schools)
- vi. Chhattisgarh (731 Ashram Schools)
- vii. Karnataka (434 Ashram Schools)

(Source: Department of Educational Surveys and Data Processing, National Council of Educational Research and Training)

From each State a sample of 20 schools and 10 hostels will be chosen. Thus, a total sample of 140 schools and 70 hostels will be studied. Exact sample will be finalised jointly with Research Division, NITI Aayog and selected States.

**(V) Outline of the tasks and final output expected from the consultants**

<b>Tasks</b>	<b>Outputs/deliverable</b>	<b>Timeline</b>
Submission of the research plan, detailed methodology, and finalisation of sample.	Inception report	10 days from signing of LOA
Field work, data entry and analysis.	Interim report	3 months
Report writing	Draft report	20 days
Finalization of report based on feedback from NITI Aayog	Final Report	20 days
Submission of all raw data, questionnaires	Data and field tools	End of engagement

**(VI) Schedule for completion of the study – 4.5 Months from signing of LOA**

**(VII) Any support or inputs to be provided to the consultant:** Facilitation of meetings, access to government officials and letters to State government officials for coordination for field work.

**2. Topic: Evaluation of schools where Medium of Instruction has been changed to English in the preceding 4 years.**

**I. Background:**

With the opening of privatized English medium schools across all states, the enrolment in Government schools has shown a declining trend. Subsequently, the *Badi Bata Programme* was launched to drive the enrolment in the Government schools/Zila Parishad schools, by introducing English medium education and delivery of books, uniforms and mid-day meals, free of charge. Several States have taken the initiative of converting the existing schools (at both Elementary and Secondary level) into English medium schools in order to increase the enrolment of students. The States that had high number of English medium schools in the year 2013-14, which further increased in subsequent years, are (English medium Elementary Government schools);

- i. *Jammu & Kashmir* had the highest number of English medium Elementary Government schools (23,169 schools in 2013-14, which increased further 23,364 schools in 2014-15, but decreased marginally in 2015-16, 23,328 schools)
- ii. *Tamil Nadu* (which increased from 5,405 schools in 2013-14 to 11,427 schools in 2015-16)

- iii. *Andhra Pradesh and Telangana* (6,814 schools in 2013-14, however as Telangana was created in the year 2014, Andhra Pradesh had a total of 4030 English medium schools in 2014-15 and Telangana had a total of 2,951 schools in 2014-15. Thereafter, there was an increase in the number of schools in Andhra Pradesh by 284 and 4 in Telangana in 2015-16),
- iv. *Odisha* (which increased from 4,347 schools in 2013-14 to 4,861 schools in 2015-16)
- v. *Meghalaya* (which increased from 3,817 schools in 2013-14 to 4,273 schools in 2015-16)
- vi. *Uttar Pradesh* (which increased from 856 schools in 2013-14 to 4,310 schools in 2015-16)

The above mentioned States also lead with respect to English medium Secondary Government schools;

- i. *Jammu & Kashmir* recorded 2,506 Schools in 2015-16 from 1,918 schools in 2013-14,
- ii. *Tamil Nadu* recorded 3,449 Schools in 2015-16 from 1,561 schools in 2013-14,
- iii. *Andhra Pradesh and Telangana* (6,540 schools in 2013-14, however as Telangana was created in the year 2014, Andhra Pradesh had a total of 3,931 English medium schools in 2014-15 and Telangana had a total of 2,607 schools in 2014-15. Thereafter, there was an increase in the number of schools in Andhra Pradesh by 190 schools but decrease in the number of schools in Telangana by 210 in 2015-16),
- iv. *Odisha* (which increased from 583 schools in 2013-14 to 657 schools in 2015-16),
- v. *Meghalaya* (which increased from 50 schools in 2013-14 to 66 schools in 2015-16)
- vi. *Uttar Pradesh* (which increased from 94 schools in 2013-14 to 108 schools in 2014-15, but decreased to 92 in 2015-16).

Overall, it can be concluded that with respect to the total number of schools (Government, Aided Private and Unaided Private schools) at both Elementary and Secondary levels, the abovementioned States had high number of English medium schools in the year 2013-14, which further increased in later years:

- i. *Jammu & Kashmir* recorded 29,091 Schools in 2015-16 from 28,292 schools in 2013-14,
- ii. *Tamil Nadu* recorded 22,701 Schools in 2015-16 from 16,883 schools in 2013-14, *Andhra Pradesh and Telangana* (30,467 schools in 2013-14, however as Telangana was created in the year 2014, Andhra Pradesh had a total of 17,184 English medium schools in 2014-15 and Telangana had a total of 15,578 schools in 2014-15. Thereafter, there was an increase in the number of schools in Andhra Pradesh by 1,179 and decrease in Telangana by 1,886 schools in 2015-16),
- iii. *Odisha* (which increased from 5,837 schools in 2013-14 to 7,591 schools in 2015-16),
- iv. *Meghalaya* (which increased from 7,304 schools in 2013-14 to 9,382 schools in 2015-16) and
- v. *Uttar Pradesh* (which increased from 3,026 schools in 2013-14 to 7,995 schools in 2015-16) (Source: UDISE).

## **II. Objective:**

To critically evaluate the initiative, namely in the following areas:-,

- 1) Efficacy of the initiative in terms of outcomes: Change in enrolment, drop-out, retention and completion rates in the preceding 4 years.
- 2) Quality of education: Educational qualification, competence and confidence to teach all subjects in English and attendance of teachers.
- 3) The reasons for change in the enrolment rate/ drop-out rates in the preceding 4 years.
- 4) Learning outcome, especially;
  - a) Reading and writing ability in English
  - b) Whether students are able to comprehend subjects, such as Mathematics and Science, which are being taught in English.

### III. Research Methodology:

The study will be sample based with primary data. The following components will be included in the study:-

- Data collection (qualitative and quantitative) - Student data: change in enrolment, drop-out, retention and completion rates in the preceding 4 years, reasons for such change, learning outcome: whether the students are able to understand the concepts in subjects, such as, Mathematics and Science that use English as the medium of instruction. Teacher related data: Educational qualification, competence and confidence to teach all subjects in English and attendance of teachers. This would require extensive observation and interviews.
- Data analysis (qualitative and quantitative)

### IV. Sample size, study area and target group:

Seven States; Jammu & Kashmir, Tamil Nadu, Andhra Pradesh, Telangana, Odisha, Meghalaya and Uttar Pradesh will be included in the study. Out of these States, a sample of 5-10 districts will be identified (the districts with a higher concentration of English medium schools). From each district a sample of 5-10 schools will be chosen. The sample should ideally cover Government aided and Private schools. Exact sample will be finalised jointly with Research Division, NITI Aayog and selected States.

### V. Outline of the tasks and final output expected from the consultants:

Tasks	Outputs/deliverable	Timeline
Submission of the research plan, detailed methodology, and finalisation of sample.	Inception report	10 days from signing of LOA
Field work, data entry and analysis.	Interim report	3 months
Report writing	Draft report	20 days
Finalization of report based on feedback from NITI Aayog	Final Report	20 days
Submission of all raw data, questionnaires	Data and field tools	End of engagement



**VI. Schedule for completion of the study:** 4.5 Months from signing of LOA

**VII. Any support or inputs to be provided to the consultant:** Facilitation of meetings, access to government officials and letters to State government officials for coordination for field work.

### **3. Topic: Evaluation of the National Early Childhood Care and Education Policy (ECCE)**

#### **I. Background**

According to the National Advisory Council, 2011, the first six years of a child's life require health, nutrition and education attention that can ensure his/her optimal growth and development. In this regard, Ministry of Women and Child Development (MWCD) has been given the prime responsibility for the Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and state administered programme. ICDS focuses on delivering services such as supplementary nutrition, immunization, health check-up, preschool education, referral services and nutrition & health education. The ECCE is one of the components, which focuses on psycho-social development and school readiness of children below 6 years of age, with the help of participants, like, parents, family members, community members and institutional mechanisms; Public, Private and non-Governmental at each sub-stage of the child's developmental continuum.

The ECCE Policy was approved in 2013, with the following proposals: i) implementation and monitoring of the Policy will be done through National ECCE Council (which is the apex body to monitor the implementation of the National ECCE Policy) and State ECCE Councils; ii) development of ECCE Curriculum Framework and Quality Standards that will be circulated to the States/Union Territories for preparation of Action Plans and its implementation; and iii) delegation of power to the MWCD to make necessary changes.

A constitutional provision has also been made in this regard, through the amended article 45 (Constitution act, 2002) which states that 'the State shall endeavour to provide ECCE for all children until they complete the age of six years'. Further, the RTE (2009) (stated in Section 11), directed states to provide preschool education to all children between 3 to 6 years of age. This would make them ready for formal schooling. The centres responsible for delivering preschool health care and education services are the

Anganwadis. Approximately 1.4 million Anganwadis have covered around 38 Million children thus far.

The target population under this policy is children in the 0-6 years age group. As per the 2011 census, there are 164.48 million children of the 0-6 years age group. The vision of the National ECCE Policy is to promote inclusive, equitable and contextualized opportunities that enable optimal growth, development and active learning capacity of all children upto the age of 6 years.

## **II. Objective:**

To critically examine the ECCE policy in terms of implementation, namely in the following areas:-,

- a) Efficacy of the policy in terms of coverage (for children in 3-6 years category): Enrolment, drop-out, retention and completion rates.
- b) The pedagogical approach at Anganwadis: The curriculum content, pedagogical approach and methods adopted and whether it is aligned with the approach followed in primary schooling in the State, Intra-State variations in the Anganwadi education delivery.
- c) Adequate provision of study material: Activity books and pre-school education kits.
- d) Efficacy of the policy in terms of outcome: Learning outcome assessment, school preparedness of a 6 year old for class 1 curriculum.
- e) Identified challenges faced by the Anganwadis in implementing the pre-school education component of the Policy.

## **III. Research Methodology**

Study to undertake a mixed methods approach with the following components:-

- a) Desk Review (qualitative and quantitative): Summary of curriculum content taught at Anganwadis (pre-school level) and at primary schools (class 1 level). Comparative assessment of the two, to understand if the Anganwadi curriculum can prepare a 6 year old child for the curriculum of class 1.
- b) Field Survey and Review (quantitative): Assessment of the actual roll-out of the ECCE policy; (i) number of functional Anganwadis, (ii) number of Anganwadis that provide activity books and pre-school education kits, have adopted the ECCE curriculum and celebrate the ECCE day, (iii) student data (3-6 years old): Enrolment, drop-out, retention and completion rates, learning outcome assessment, school preparedness, (iv) Efficacy of early childhood education: should cover transaction in practice, 'classroom' practices and evaluation of learning.
- c) Data Analysis (qualitative and quantitative)

#### IV. Sample Size, Study Area and Target Group

Pursuant to the RTE act, 2010 that urges the States to provide free pre-school education for children less than six years of age, the following States have adopted the ECCE (by following the curriculum, supplying the activity books, providing pre-school education kits and celebrating the ECCE day):

- 1) *Andhra Pradesh*
- 2) *Odisha*
- 3) *Meghalaya*

Additionally, in the following States either the curriculum or the activity books are under printing:

- 4) *Rajasthan*
- 5) *Tamil Nadu*
- 6) *Mizoram*
- 7) *Himachal Pradesh*

The above mentioned seven States will be chosen for the study. Out of these States, a sample of 5 districts can be identified (the districts with a higher concentration of Anganwadis). From each district a sample of 20 Anganwadis will be chosen. Thus, a total sample of 700 (35x20) Anganwadis can be studied.

The Anganwadis can be categorically studied; according to infrastructure provided (building facilities, such as equipped classrooms – light, ventilation, size, disabled-friendly, toilet and clean drinking water facilities), profile of Anganwadi workers/helpers (age, professional and educational experience) and socio-economic status of dominant children attending the Anganwadis (Castes, income-group, occupation of parents). A sample of Anganwadis from each group can be chosen for a deeper study. Exact sample will be finalised jointly with Research Division, NITI Aayog and selected States.

#### V. Outline of the tasks and final output expected from the consultants

Tasks	Outputs/deliverable	Timeline
Submission of the research plan, detailed methodology, and finalisation of sample.	Inception report	10 days from signing of LOA
Field work, data entry and analysis.	Interim report	3 months
Report writing	Draft report	20 days
Finalization of report based on feedback from NITI Aayog	Final Report	20 days
Submission of all raw data, questionnaires	Data and field tools	End of engagement

VI. **Schedule for completion of the study:** 4.5 Months from signing of LOA

VII. **Any support or inputs to be provided to the consultant:** Facilitation of meetings, access to government officials and letters to State government officials for coordination for field work.

#### 4. **Topic: Evaluation of the roll out of the New Teacher Education Framework**

##### **I. Background:**

The National Council of Teacher Education (NCTE) (constituted under the National Council for Teacher Education Act, 1993), which is a statutory body of the Central Government, is responsible for planning and development of pre-service teacher education in the country. In this regard, the NCTE has taken the charge of setting the norms and standards for teacher education courses, minimum qualifications for teacher trainers, course, content, duration, and minimum qualification for entry of student-teachers for the various courses and granting recognition to institutions (government, government-aided and self-financing) that undertake the teacher education courses. However, in July, 2011, the Central Government superseded the General Council of the NCTE and constituted a six-Member Committee to exercise the powers and functions of the Council.

The National Curriculum Framework (NCF), 2005, is one of the three National Curriculums published by the National Council of Educational Research and Training (NCERT) in India. The others were published in 1986 and 2000. It has been translated into 22 languages and has influenced the syllabi in 17 States. The NCF emphasized on education that can develop a character that is multi-lingual and respects the pluralistic society, reduce the curriculum burden and enrich it with knowledge that allows children to not remain textbook-centric, bring systematic changes that are in tune with curricular reforms and ensure quality education for all children. Also, there has been a special focus on languages, Mathematics, Science, Social Science, Pedagogical Work, Art, Peace, Health and Physical Education.

The National Curriculum Framework of Teacher Education (NCFTE), 2009 has been prepared by the NCTE, which was circulated in March 2009. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education as well as the principles laid down in the RTE act, 2009. The important dimensions of the framework are:

- a. Reflective practice as the central aim of teacher education
- b. Student-teachers be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- c. Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- d. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

However, for providing in-service training to school teachers, there are several government-owned teacher training institutions (TTIs). At the national level, the National Council of Educational Research and Training (NCERT) and National University on Educational Planning and Administration (NUEPA), at the State level, the State Councils of Educational Research and Training (SCERTs) and at the district level, District Institutes of Education and Training (DIETs) coordinate to prepare specific courses and programmes for in-service teacher education. The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) also help in providing in-service training to school teachers at lower levels.

The scheme on Teacher Education systems in India has been revised in several plan periods; the most recent was the Twelfth Five-Year Plan. Thereafter, in 2012, the Ministry of Human Resource Development (MHRD) launched a revised Centrally-Sponsored Scheme for Teacher Education with an approved outlay of approximately INR 63 billion for the next five years, in a Centre-State ratio of 73:25 (90:10 for NER). The scheme focused on strengthening the capacity of Teacher Education Institutes, training of untrained teachers, in-service teacher training, decentralized teacher support by BRCs and CRCs, linkages between elementary teacher education and higher education, and systems for monitoring the performance of teachers and Teacher Education Institutes. From the year 2012, Joint Review Missions were constituted to monitor the effectiveness of the Centrally Sponsored Scheme of teacher education and to evaluate other issues relevant to teacher education like, curriculum, convergence and cadre management of teacher education etc.

## **II. Objective:**

To critically examine the framework in terms of implementation, namely in the following areas:-

- 1) Coverage: trainee enrolment, drop-outs, retention and completion rate.
- 2) Quality of education: Educational qualification and attendance of trainers.
- 3) Quality of teacher education institutions, DIETs, BRCs and CRCs:
  - a. Educational facilities, such as, Classroom practices and ambience, website for online courses, such as,  
MOOC, ICT labs, laboratories, equipped with chemicals and instruments
  - b. Physical facilities, such as, libraries equipped with books, journals, magazines, clean drinking water and  
toilet facilities
- 4) Relevance of curriculum: whether the curriculum has been revised in accordance with the NCFTE 2009 and NCTE regulations, 2014.

## **III. Research Methodology**

The study will be sample based with primary data. The following components will be included in the study:-

- (a) Data collection: Number of functional institutes providing pre-service and in-service training in the State, educational and physical infrastructure available in the institutes, assessment of the curriculum content (in accordance with the NCFTE 2009 and NCTE

regulations, 2014), and trainee data: enrolment, drop-outs, retention and completion rate. This would require extensive observation and interviews.

(b) Data analysis (quantitative and qualitative)

#### IV. **Sample Size, Study Area and Target Group**

The study will cover a randomly drawn sample of 10-15 institutes each across seven States that were identified with a high number of Teacher Education Institutes in 2016 (D.El.Ed., B.Ed, M.Ed and others). These are:

- i. *Uttar Pradesh* (6,803 institutes),
- ii. *Tamil Nadu* (2,165 institutes)
- iii. *Maharashtra* (1,782 institutes)
- iv. *Andhra Pradesh* (1,742 institutes),
- v. *Madhya Pradesh* (1,487 institutes),
- vi. *Rajasthan* (1,339 institutes)
- vii. *Haryana* (944 institutes)

(Source: Department of School Education and Literacy)

Exact sample will be finalised jointly with Research Division, NITI Aayog and selected States.

#### V. **Outline of the tasks and final output expected from the consultants:**

Tasks	Outputs/deliverable	Timeline
Submission of the research plan, detailed methodology, and finalisation of sample.	Inception report	10 days from signing of LOA
Field work, data entry and analysis.	Interim report	3 months
Report writing	Draft report	20 days
Finalization of report based on feedback from NITI Aayog	Final Report	20 days
Submission of all raw data, questionnaires	Data and field tools	End of engagement

VI. **Schedule for completion of the study:** 4.5 Months from signing of LOA

VII. **Any support or inputs to be provided to the consultant:** Facilitation of meetings, access to government officials and letters to State government officials for coordination for field work.

## **5. Topic: Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBV) scheme and medium term impact.**

### **1. Introduction**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in 2004 for setting up residential schools at upper primary level in Economically Backward Blocks (EBBs) for girls belonging predominantly to the SC, ST, OBC and minorities. The KGBV programme is primarily meant to bring out-of-school girls of 11+ age and girls from scattered habitations back into formal schooling. In exceptional cases girls who are in difficult circumstances and are unable to complete primary education would also be enrolled in the KGBVs. As of 2015, there are 3451 EBBs in the country and 3609 KGBVs are operational.

### **2. Background**

Since its inception, the scheme has been comprehensively evaluated twice. The second national evaluation of KGBVs conducted in 2013 examined the overall implementation of the scheme and found many gaps in the quantity and quality of provisions in KGBVs. The main areas of concern were as follows:-

- a. Management of residential hostels: presence of male staff and/or staff vacancies, poor infrastructure, lack of toilets, beds etc.
- b. Poor attention to nutrition and hygiene for girls
- c. Lack of compliance with RTE norms namely Pupil teacher ratio, required space for teaching-learning, qualification of teacher, availability of learning material etc.
- d. Running of KGBVs by NGOs where norms as per the central guidelines on KGBV were not being followed.

At the same time, the report made positive observations about the potential of KGBVs to provide educational access to girls who would otherwise be out of school. No subsequent evaluation of the scheme has been conducted.

### **3. Objective**

The objective of the sample survey based assessment would be to assess whether the objective of the scheme is being met and whether this intervention has facilitated greater participation of girls at upper primary stage in terms of enrolment, attendance and learning achievements, especially for girls from SC, ST, OBC, minorities and BPL families. It should also evaluate operational and management issues.

In most States, Class VIII is the terminal grade at KGBVs which is in keeping with guidelines of the scheme, through emphasis has been made on converging with secondary girls hostels. Some States have also extended KGBVs to Class XII from their own resources e.g. Tamil Nadu and Jharkhand. The present study may focus on KGBVs which are till class VIII only and focus on the following points:-

- a. State level: an assessment of arrangement at State level for management and facilitation of KGBV schools, status of recognition of selected KGBVs, linkages with other government initiatives (e.g. NRHM, access to benefits for adolescent girls under ICDS scheme, teacher training under SSA etc.)

- b. Enrolment in KGBVs: whether the girls enrolled in KGBVs are actually drawn from the target population of never enrolled/drop out girls or are enrolled as routine from pass outs of primary schools, examine process of identifying out of school girls and challenges faced in reaching out to targeted girls, assess representation of CWSN girls and nature of inclusion etc.
- c. Retention in KGBVs and transition to Secondary: status of drop outs and reasons for dropping out at upper primary stage. Assess transition rates to secondary schools and reasons for any failure to transition to secondary schools.
- d. Teacher and staff: record if all posts are filled as per KGBV Central norms (and against State guidelines if there is a deviation from Central rules), training of teachers, wardens and other non-teaching staff, length of vacancy in any position and method of teacher/staff recruitment.
- e. Learning: Evaluate the appropriateness of class room pedagogy, availability and use of teaching learning material, use of bridge course to help new entrants in KGBVs to catch up with Class VII – VIII level and adoption of remedial teaching practices, conducting of extra-curricular activities and sports. Additionally, agency should also assess learning achievement at the point of completion of upper primary.
- f. Evaluation of operational and management of schools: Explore issues related to safety, health and hygiene, administration of KGBVs (per student cost received in the KGBV and appropriate utilisation of funds) and infrastructure/facilities.
- g. Achievements against stated objectives of the scheme and highlight any good practices.

#### **4. Research methodology**

The agency will undertake primary data collection by visiting selected KGBVs and interacting with school authorities, girls, along with interacting with parents of girls through the following methods:-

- a. Interviews: teachers, hostel warden, KGBV non-teaching staff and girls that have passed out of KGBV in last three years
- b. Group Discussions: Girls, parents of girls enrolled and SMC members
- c. Observations: school building and facilities, quality of class room instruction, hostel conditions, over all living conditions and experience of girls
- d. Study of school and hostel records: all relevant registers (admission, attendance etc.), records of incentives provided, SMC meeting minutes, health records etc.

The tools/format of all the above will be designed by the research agency and vetted by Research Division, NITI Aayog.

#### **5. States to be visited**

The study will cover KGBVs in five states –Uttar Pradesh, Madhya Pradesh, Assam, Rajasthan, and Chattisgarh– with 5 KGBV surveyed in each. An appropriate sampling methodology for selection of KGBVs at State level in order to ensure representative sample will be suggested by research agency. Sample finalisation will be done jointly with Research Division, NITI Aayog and with information to the selected States.



## 6. Outline of tasks and final outputs expected from consultants

Tasks	Outputs/deliverable	Timeline
Submission of the research plan, detailed methodology, and finalisation of sample.	Inception report	One week from signing of LOA
Field work, data entry and analysis	Preliminary findings	3 months
Draft report	Draft report	1 month
Finalization of report based on feedback from NITI Aayog	Final Report	15 days
Submission of all raw data, questionnaires	Data and field tools	End of engagement

## 7. The specific objectives to be covered in the KGBV evaluation would include:-

- a. State level: An assessment of arrangements at the State level for management and facilitation of KGBV schools at SPO SSA and for infrastructure creation, teachers appointment, KGBV teachers/staff training, curriculum/supply of textbooks/teaching learning material, pupil evaluation/CCE, gender sensitization , life skills education in KGBV schools, fund flows, audit, trouble shooting and supervision.
  - i. Ascertain whether State Governments have accorded recognition to KGBV schools as regular residential upper primary schools.
  - ii. Ascertain whether UDISE data on annual schools statistics covers KGBV schools.
  - iii. Review State data on KGBV schools to ascertain if all KGBVs sanctioned by GoI are operationalized and reasons for not starting them, if any.
  - iv. What is the States own vision of developing linkages of KGBV girl pass outs in furthering their secondary schooling? Is there any dialogue with RMSA/Girls hostel scheme or any relevant state specific scheme for ensuring that KGBV girls move on to the next level of education? What steps in this direction have been envisaged?
  - v. Examine the process by which NGOs or other non-governmental players are identified to run KGBVs and what formal arrangements are worked out between SPO and them e.g. MoU/Contract etc.
  - vi. How does the State Government view relevance and efficacy of KGBV schools and explore if they are running any similar programmes of their own funds. Issues of overlap or redundancy may be brought out if found.
- b. **Profile of KGBV students:**
  - i. Examine whether the girls enrolled in the KGBV schools reflect the schemes' objectives to bring drop out/never enrolled girls or girls in difficult circumstances into KGBVs. Examine the social profile of the enrolled girls to assess if they are in accordance with the guidelines of the scheme.
  - ii. Examine the process of identification followed for enrolment of girls in KGVSs and challenges faced if any particularly in reaching out to targeted girls in EBBs.

- iii. Examine the process of admission- records created for each girl at the time of admission and documents obtained from parents/guardians.
- iv. Assess reasons for lesser representation of minority girls in KGBV if seen particular in blocks with substantial minority population.
- v. Assess representation of CWSN girls in KGBVs and the factors which facilitate their inclusion
- vi. Age profile of KGBV girls
- vii. Assess why some KGBV seats remain unfilled and identify if this is a chronic problem in some KGBVs and why
- viii. Status of drop outs and retention of girls enrolled in the KGBVs and assess reasons for dropping out
- ix. Assess transition rates of girls from KGBVs to secondary schools. In States where girls hostels from class 9-12 under the GoI scheme have been converged with KGBVs or where States have themselves extended classes 9-10 in KGBV premises assess impact of transition to KGBV pass outs continuing their education.
- x. To assess if KGBV maintain any record of girls passing out of there is any mechanism to assess their further educational progression.

**c. Teachers/staff**

- i. Number of teachers sanctioned per KGBV scheme in position, vacancies, subject teachers, analysis of turnover of teachers
- ii. Assess issues pertaining to the teachers viz recruitment processes, categories of teachers, gender break up, qualifications etc.
- iii. Assess training and academic support system for KGBV teachers
- iv. Assess training and orientation of wardens in running the KGBVs in terms of frequency, content and supervision systems
- v. Adequacy of support staff in the KGBV their remuneration and their supervision for the smooth functioning of the institution
- vi. Parent teacher interaction arrangements, sharing of girls progress reports etc
- vii. Distribution of KGBV management responsibilities between teachers
- viii. Stay arrangements for residential staff
- ix. Good case studies if any must be highlighted

**d. Management**

- i. Assess management and operational issues as to whether priority is being accorded to security and safety of girls in KGBV.
- ii. Examine the per student cost actually received and how this is expended. Compare KGBV norms of the GoI scheme against state guidelines. Assess impact on girls viz food provided.
- iii. Examine health records and health status of girls
- iv. Explore any convergence with NRHM and ICDS
- v. Availability of uniforms, shoes, other clothes and monthly provisions
- vi. Holidays for girls and arrangements for parental contact with the students
- vii. In NGO run KGBVs explore management structures in details to ascertain level of adherence with guidelines

viii. Assess audit arrangements for KGBV expenditures

**e. Infrastructure and facilities**

i. Assess the availability of infrastructure including progress in construction of buildings hostels approved so far.

ii. Condition of rented accommodation for KGBV

iii. Examine adequacy and maintenance of infrastructure for learning. Any cost effective measures adopted maybe highlighted

iv. Availability of electricity and water

v. Assess condition of kitchen and storage facilities

vi. Assess sanitation and hygiene conditions.

**f. Learning quality, curriculum transition and assessment of girls**

i. Review the pedagogy and classroom practices used and comment on teaching learning practice adopted by teachers

ii. Availability and usage of State prescribed textbooks

iii. Assess availability of library and supplementary books, and other types of academic support e.g. labs, math kits, computers

iv. Teachers available – part time and full time

v. Examine strategies to assess learning levels of new entrants and their placement in appropriate classes

vi. Use of bridge courses, and remedial classes

vii. Arrangements for supervision of homework

viii. Assess time given for extracurricular activities in the day. Review the quality of extra classroom activities. Exposure of girls to sorts outdoor activities, tours, learning about child rights and women rights etc. assess the inputs on life skills, martial arts if any

ix. Holding of annual day/sorts meet

x. Overall assessment of daily time table for girls activities, its appropriateness and actual execution

xi. Assess status of learning levels. Explore whether any system fo continuous an comprehensive class room assessment is in place and if student teacher interaction on learning assessments of the girls is undertaken to strategize improvements with remedial teaching, child counselling etc. what is the nature and frequency of class tests or end of term tests?

xii. Explore whether KGBV maintains non-partisan secular environment that facilitates active participation of girls from all communities

xiii. Explore what kind of enriched curriculum is being followed, especially those that break gender stereotypes, encourage physical activities and sports and educate girls about their rights as citizens. In particular explore if taboos related to menstruation are observed or if they are discussed and challenged.

**g. Miscellaneous**

i. Highlight state specific good practise which could be shared, disseminated

ii. Crystallize at least 2 key recommendation on each sub section of the state report if not more

- iii. Suggest measures to improve the design of the present KGBV scheme with well supported justifications that may apply to most KGBV
- iv. Suggest how to improve the quality of teaching learning practices in KGBVs for holistic development

## 8. Approach and methodology

The evaluation will include visits to KGBV schools and also scrutiny of relevant materials of the scheme. The agency may use the following structure for field work

Interviews to include	1	Person in charge of SSA
	2	Teachers – full/part time
	3	Head teachers
	4	Hostel warden
	5	Cook/watchmen
	6	Accountant
	7	Concerned BRCC
	8	Concerned District/Gender Coordinator
	9	NGO management of KGBV
	10	Girls who have passed out in last three years
Group discussions	1	Girls – 1or 2 FGDs in each KGBV
	2	Parents of girls enrolled in KGBVs – 1 FGD
	3	SMC members – 1 FGD
Observations	1	On all above listed parameters
Study of school and hostel records	1	Admission register
	2	Attendance register
	3	Records of incentives provided
	4	Record of academic performance of girls
	5	Availability of KGBV guidelines issued to wardens
	6	Capacity building of teachers and supervisors
	7	SMC meetings register
	8	Defence/life skills/other training
	9	Records of health check up
	10	Accounts – bank statements , expenditure statements
	11	Mess/dining hall registers and store/kitchen records

## 9. Duration and schedule for completion of the assignment

Duration: 4.5 months from signing of LoA

## TERMS OF REFERENCE

### Topic No. 6: NATIONAL SAMPLE SURVEY OF HOUSEHOLDS FOR ESTIMATION OF OUT OF SCHOOL CHILDREN

#### 1. BACKGROUND INFORMATION

The main goal of the Right of Children to Free and Compulsory Education (RTE) Act, 2010 is to achieve universalisation of elementary education for the children of the age group of 6 to 14 years. It implies that all the children enter school at the age of 6 years (or at 5 years of age in some States) and continue to remain in school, progressing from one grade to the next, at least upto the age of 14 years. Ideally, they should complete Grade VIII successfully after 8 years of schooling, which means that no child should dropout from school and no child should repeat any grade.

It is also of interest to know how many children are studying in Government school, aided schools, private schools or in a Special Training Programme for school dropouts.

This proposal is for conducting a sample survey of households in all the States and Union Territories of India to estimate the number and percentage of children who are out-of-school in the age group 6-13 (that is, below 14 years of age) in different States and Union Territories.

#### 2. OBJECTIVES

The objectives of the Survey are:

- (i) To estimate State-wise child population and to provide estimates of number and percentage of children who are out of school by sex, social class, religion, age (single year age as well as age groups 6-10, 11-13 and 6-13) separately for rural and urban areas and for Children (of different categories) with Special Needs.
- (ii) To provide estimates of number and percentage of children attending different types of school or are enrolled in Special Training Programmes envisaged under RTE Act.
- (iii) To provide estimates of number and percentage of school going children enrolled in different grades
- (iv) To provide estimates of number and percentage of (a) dropouts and (b) those who never went to school among the out-of-school children belonging to different categories.
- (v) To find out the reasons of not attending school or dropping out from school in the case of out-of-school children.

#### 3. Methodology

In each state, a stratified multistage sampling procedure will be adopted for selecting households. For conducting the Survey, the agency will select a random sample of about 3000 villages and 2000 urban blocks, using the list of villages and towns from the census of 2011 or the list of sampled villages and urban blocks in the latest round of NSS as sampling frame. The average number of households to be selected randomly in each sampled village and urban block will be approximately 20. Thus the total sample of households to be covered in sample survey will be about 100,000. For selecting households, listing of households will be required for the entire village/ urban ward or a part of it to be decided in consultation with Research Unit, NITI Aayog.

In the Survey, data will be collected on:

- (i) Occupation and Social group (SC/ST/OBC and Religion) of the head of the household
- (ii) Number of members in the household
- (iii) Age, Sex, disability, if any, schooling - type of school and class in which enrolled (for those attending school) and whether dropout or not (if not attending school) for all children in the age group 6-13.
- (iv) For dropouts, the class completed before dropping out and whether enrolled in Special Training or not.
- (v) Reasons of children not attending school or Special Training in the case of those who are out of school.

The household schedule to be used for data collection will be suggested by Research Unit of NITI Aayog. It will have to be tried out at least in two villages and two urban areas of at least three states before being finalised for actual data collection. The agency will adhere to the definition of 'out-of-school' children to be given by MHRD.

The agency will select field investigators, supervisors and provide them training before starting data collection. A manual for field staff will be developed which will have to be approved by Research Unit, which may also observe some of the training programmes.

The agency will provide information on the actual sample of villages and urban blocks drawn for the Survey and on the sampling procedure followed for selecting them and for sampling households within the selected villages / urban blocks. Also it will submit a Monthly Progress Report and will follow the guidelines to be given by Research Unit from time to time. On-the-spot checking of data in a sample of villages in different states may be carried out by NITI Aayog to ensure that data collection is being done according to the given guidelines.

The agency shall collect the data during the period when schools are open. They shall submit a set of all the tables and main indicators (number and percentage of boys and girls in the age group 6-10, 11-13 and 6-13 who are out of school) after 7 (seven) months and the full report on completion of 10 (ten) months. They should collect the data from households when the schools are open and not during vacation time.

The agency will make projections of population in the age group 6-13 for every State and UT using appropriate methodology and use the same along with the data from the household survey to estimate the number of out-of-school children.

In the main Report, the agency will provide estimates of the number and percentage of out-of-school children along with standard errors, State-wise (for all major States) and for the whole country.

### **Time schedule**

The last date for submission of draft report will be 10 months after payment of the 1<sup>st</sup> installment. The agency will make necessary additions and modifications in the Report on the basis of comments, if any, given by Research Unit, NITI before payment of the last installment.

The Final Report will have to be submitted' within two weeks after receiving comments on the draft report. The agency will submit all the raw data along with results of data analysis and will provide details of the sampling method and method of estimation in the Survey Report to be submitted after completion of the Survey. The cleaned data and the Report shall be submitted on CD along with 10 hard copies of the report.

## **6. SUPPORT/INPUTS TO BE PROVIDED BY THE CLIENT**

The agency will be provided the following Support/ Input by NITI Aayog:

- \* Technical advice on sampling, preparation of tools and analysis of data.
- \* Official letter to help in conducting the survey in the States & UTs.

## **7. REVIEW COMMITTEE:**

Review Committee will be constituted. It will have the following composition:

- Representative of NITI Aayog.
- Representative of NCERT.
- Three experts.

This Committee will review the progress of the Study from time to time and provide advice wherever necessary. Finally, the Report may get evaluated by experts.

## Culture Vertical

### **1. Topic: A study for reviewing the visitor facilities at 50 of 116 ticketed monuments (including world heritage sites) for suggesting the way forward for making them world class tourist places.**

#### **I. Background**

There are 116 ticketed monuments including world heritage sites are situated in 17 States/UTs across the country. E-ticketing facility has been launched in coordination with Canara Bank with the aim of providing online booking facility for visitors. ASI has also identified 25 monuments as "Adarsh Monuments" where the emphasis is on provision of visitors Movement plan, Garbage removal, rain water harvesting, Storm water drainage, Disposal of waste, the provision of public conveniences, wastewater management etc. in the centrally protected monuments.

#### **II. Objective**

- (a) To know facilities provided at the Adarsh Monuments;
- (b) To know the impact of facilities on footfall;
- (c) To know effectiveness and use of e-ticketing facility; and
- (d) To Identify the exemplary monuments to be the role-models for others Achievements against stated

#### **III. Research methodology**

Both types of data i.e. Secondary and Primary are required for the study. The data may be analyzed qualitatively as well as quantitatively.

#### **IV. Sample Size, Study Area and Target Group**

Secondary Data may be obtained from ASI Website and Ministry of Culture, GoI. All 17 States may be taken for the study. Further, 25 Adarsh Monuments and 25 other Monuments (about 50% of the total ticketed monuments) may be taken for the study. Questionnaire for different stakeholders (Visitors (5), Director/Curator/Deputy Curator/In-charge (1) and other Staff (2)) will be developed for primary data collection.

#### **V. Outline of the tasks and final output expected from the consultants**

The task will be conducted by the Research team of the consultants. Exemplary works need to be found out; impact of the facilities provided to the Adarsh Monuments and their impact need to be explored

#### **VI. Duration of the study: 8 Months**

**VII. Any support or inputs to be provided to the consultant:** Possible support will be provided to the researcher as and when s/he will approach Culture Unit of NITI Aayog for consultancy for setting up of objectives; development of questionnaire and evaluation of draft. The final evaluation of the report will be done in Culture Unit of NITI Aayog.



## **Rural Development Vertical**

### **1. Topic: Deendayal Antodaya Yojana-National Rural Livelihood Mission (DAY-NRLM)**

The Government is implementing Deendayal Antodaya Yojana – National Rural Livelihood Mission (DAY-NRLM) across the country in a mission mode with the objective of organizing the rural poor women into Self Help Groups (SHGs) and continuously nurturing and supporting them to take economic activities till they attain appreciable increase in incomes over a period of time to improve their quality of life and come out of abject poverty. Under DAY\_NRLM, 3.74 crore households have been mobilized and 30.9 lakh Self Help Groups (SHGs) have been promoted in 3,396 Blocks of 524 Districts of 30 States/UTs in the country (upto March, 2017).

In this context, a study is being undertaken to measure the economic improvement of SHGs members in terms of increase in their income, reduction of their debt after coming under SHG-fold. The types of economic activities in which SHGs members are engaged; problems in availing credit from the banks, market linkages of the economic activities undertaken by them may also be assessed.

### **2. Topic: Drinking Water & Sanitation**

An study may be undertaken to examine the impact of coverage of habitations with piped water supply through individual household water connection and the use of toilets by comparing the situation between connected and unconnected households on the health of the household inhabitants. The study may suggest the ways to make the improvement in the situation.

It is expected to explore the important connection between piped water supply, use of toilets and health of households. There is not much literature available on this topic and this topic become even more important in light of recently launced ‘Swachh Bharat Mission’ which also emphasizes the importance of hygiene as a factory affecting health.

## Minerals Vertical

Subject : Research Studies.

1. **The utilization of the low grade iron ore (+45% Fe) lying in the dumps in Odisha, Goa & Karnataka State and the technological advancement** : This study is aimed to augment the iron ore reserves and may significantly enhance the Mineral Inventory of Iron ore. In earlier years, cut off for the iron ore mining in terms of Fe content was 58% and the lower grade material has been dumped as waste, but now in view of current threshold value of iron ore at 45% Fe content, substantial part of it could be recovered as ore.
2. **Extraction of Gold from mine tailings lying in the vicinity of the Bharat Gold Mines at Kolar Gold Fields, Karnataka** : Bharat Gold Mines at Kolar Gold Fields (KGF), were once considered world's second deepest gold mine. This mine have so far produced 800 tonne of gold. During 1972, Bharat Gold Mines Limited (BGML) took over the Kolar Gold Mine (KGM). The KGM yielded 47g of gold per tonne of ore during 1881-1890. However, during 1990's the returns were 03g/t due to the depletion of the high grade ore reserve and increase in production costs, which lead to its closure few years later. Mine wastes in the form of rock fragments and mill tailings have been stacked in huge piles and heaps in KGF, occupying about 15-20% of the lease area. BGML has 33 million tonne of tailings with 0.72g/t gold spread all over the mining township of KGF. Rehandling the mine tailings from the dumps has the following advantages :
  - (a) Extraction of gold
  - (b) Significant amount of land can be brought back to the normal use thereby enhancing the sustainable development.
  - (c) This is also an opportunity to create employment.