STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
(An Autonomous Organization of Education Department, GNCT of Delhi)
VARUN MARG, DEFENCE COLONY, NEW DELHI - 110024

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CIRCULAR

Subject: Regarding undertaking interventions and post test survey for the research entitled "A Study of Learning Achievement of Students through Goal Setting of Key Performance Indicators"

SCERT is working on a research titled "A Study of Learning Achievement of Students through Goal Setting of Key Performance Indicators" to achieve the objective of foundational literacy and numeracy. The data for the research was collected from 10 sampled schools of North East District. The sample comprised the government schools of DoE and MCD. Now, the interventions will be done in these schools from 15th-25th Jan., 2024 for the students of Class 1, 2 and 3. The interventions will be done by the teachers with the support of mentor teachers/academic coordinators. After the interventions, the data for the post-test will be collected from 27th-29th Jan., 2024 from the students of Class 1, 2 and 3. The guidelines for administration of tools and the list of sampled schools are given in Annexures. All the HoS of Sampled schools are requested to cooperate with the investigators for the survey. The responses of the survey will be kept confidential. The collection of data will be done by the teachers.

(Dr. Nahar Singh)
Joint Director (Academic)
SCERT

Encl.
Annexure I: Guidelines for administration of tools
Annexure II: List of schools for the survey

Copy to:
- P.S. to Secretary (Education), GNCTD, Old Secretariat, Delhi-110054
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- The Director (Education), MCD, 15th Floor Shyama Prasad Mukherjee Building Civic Center, New Delhi- 110002
- Additional Director (Schools), DoE, GNCTD, Old Secretariat, Delhi-110054
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GUIDELINES FOR DATA COLLECTION

A Study of Learning Achievement of Students through Goal Setting of Key Performance Indicators

In the realm of education, the pursuit of effective teaching methods and strategies that enhance students' learning outcomes remains a paramount concern. In this context, the concept of goal setting and its potential impact on students' academic achievement has garnered significant attention. This research endeavors to delve into the correlation between goal setting, particularly through the utilization of Key Performance Indicators (KPIs), and the learning achievements of students.

In recent years, goal setting has emerged as a powerful pedagogical tool that not only fosters a sense of purpose but also encourages students to take an active role in their own learning journeys. By setting clear and measurable objectives, students are guided toward a focused trajectory, allowing them to monitor their progress and make informed adjustments as needed. The integration of Key Performance Indicators, widely employed in various professional and organizational contexts, into the educational landscape offers a structured approach to tracking and evaluating students' academic progress.

This study seeks to address the following key questions:
1. How does the practice of goal setting, facilitated by the framework of Key Performance Indicators, influence students' engagement and motivation toward their learning endeavors?
2. To what extent does the alignment of students' individual goals with the predefined learning objectives contribute to their overall academic achievement?
3. Are there variations in the effectiveness of goal setting and KPIs across different grade levels, subjects, and socio-demographic backgrounds?

The research adopts a mixed-methods approach, combining quantitative analysis with qualitative insights, to comprehensively explore the multifaceted impact of goal setting and KPIs on students' learning achievements. By collecting data from a diverse range of students across various grade levels and subjects, this study aims to offer a comprehensive understanding of the potential benefits and challenges associated with implementing goal oriented approaches in the educational landscape.

Guidelines for Data Collection from Classes 1, 2, and 3 for Hindi and Maths Subjects

Data collection is a crucial process in educational research. Proper guidelines ensure the accuracy, reliability, and ethicality of the collected data. Here are the guidelines for collecting data from students in Classes 1, 2 and 3 for the subjects of Hindi and Maths:

Ethical Considerations
- Participant Selection District selection: North East district is selected based on the performance of district in NAS 2021.
- 10 schools are selected through randomized sampling through sampling software. (DoE -2, MCD-8) **list of school attached**
- You are requested to administer test on minimum 24 students from each class for each subject.

Data Collection Tools
- There is age-appropriate achievement test for each subject (Hindi and Maths) for each class.
- Test booklets and response sheet will be provided to the DIETs by SCERT.

Data Collection Process

- Conduct the data collection in a quiet and comfortable environment to minimize distractions.
- Ensure that the data collector is approachable and friendly to make students feel at ease.
- Begin with a brief introduction about the purpose of the data collection and assure students that there is no right or wrong answers.
- You are requested to administer the both subject tool to same students and fill the response sheet.

Data Recording
- Fill the google form from response sheet answers. (Google form will be provided at the end of the data collection.)
- Record responses accurately and without bias.

Data Management
- Organize and store collected data in a secure and confidential manner.
- Keep hard copies of the data in a designated storage space and sent to SCERT Delhi

ANNEXURE-I

LIST OF SCHOOLS
1. MCPS Nand Vihar-I
2. MCPS, Sundar Nagari F 2-I
3. MCPS, Dilshad Garden New, C- Block
4. MCPS, Dilshad Garden, 0- Block
5. MCPS, Old Seemapuri-I
6. MCPS, Harsh Vihar-l
7. MCPS, Dilshad Garden, O- Block- II
8. MCPS, Yamuna Vihar C6- II
9. SKV (Raja Ravi Verma), Block- B, Nand Nagri
10. SBV (Gandhi Memorial), GT Road, Shahdara