List of Tables and Figures

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Table 3.1-Components of the baseline</td>
<td>69</td>
</tr>
<tr>
<td>2.</td>
<td>Table 3.2-Stages of sample Selection:</td>
<td>73</td>
</tr>
<tr>
<td>3.</td>
<td>Table 3.3:Sharanya</td>
<td>74</td>
</tr>
<tr>
<td>4.</td>
<td>Table:3.4The scoring format for P.B.E:</td>
<td>101</td>
</tr>
<tr>
<td>5.</td>
<td>Table3.5Scoring Format for G.D:</td>
<td>102</td>
</tr>
<tr>
<td>6.</td>
<td>Table 3.6:Scoring Format For Open Book Exam</td>
<td>103</td>
</tr>
<tr>
<td>7.</td>
<td>Table3.7-Types of questions To Be Used During P.P.E</td>
<td>105</td>
</tr>
<tr>
<td>8.</td>
<td>Table 3.8:Phases at a Glance:</td>
<td>126</td>
</tr>
<tr>
<td>9.</td>
<td>Table 4.1 Comparison of pre and post level 1 intervention</td>
<td>128</td>
</tr>
<tr>
<td>10.</td>
<td>Table 4.2 Comparison of pre and post level 2 intervention</td>
<td>129</td>
</tr>
<tr>
<td>11.</td>
<td>Table 4.3 z score and the level of significance in each of the subtests of concept, knowledge and language development in level 1</td>
<td>130</td>
</tr>
<tr>
<td>12.</td>
<td>Table 4.4.i Comparative Performance of children in pre and post level 1 intervention in Concept Development</td>
<td>131</td>
</tr>
<tr>
<td>13.</td>
<td>TABLE 4.4.ii Comparative Performance of children in pre and post level 1 intervention in Knowledge Development</td>
<td>132</td>
</tr>
<tr>
<td>14.</td>
<td>Table 4.4.iii Comparative Performance of children in pre and post level 1 intervention in Language Development</td>
<td>133</td>
</tr>
<tr>
<td>15.</td>
<td>Table 4.5 Comparative Performance of children in pre and post level 1 intervention in composite score of Concept, knowledge and</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>Table 4.6 :Comparison between performance of children scoring 40% and below in P.P.E in the other three modes of alternative evaluation.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Table 4.7 Comparison between performance of children in paper pencil exam pre and post level 1 intervention</td>
<td>136</td>
</tr>
<tr>
<td>17.</td>
<td>Table 4.8 Zscore and the level of significance in each of the subtests of concept, knowledge and language development in level 2</td>
<td>137</td>
</tr>
<tr>
<td>18.</td>
<td>Table 4.9 Comparative Performance of children in pre and post intervention at level 2</td>
<td>139</td>
</tr>
<tr>
<td>19.</td>
<td>Table 4.10 Comparative Performance of children in pre and post intervention at level 2 in concept, knowledge and language development</td>
<td>140</td>
</tr>
<tr>
<td>20.</td>
<td>Table 4.11 Comparison of the ratings of each of the 8 schools given post training and post intervention:</td>
<td>142</td>
</tr>
<tr>
<td>21.</td>
<td>Table 4.12 Overall comparison of the ratings given post training and post intervention</td>
<td>144</td>
</tr>
<tr>
<td>22.</td>
<td>Table 4.12 Overall comparison of the ratings given post training and post intervention</td>
<td>145</td>
</tr>
</tbody>
</table>