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**Project title**: Learning outcomes and teacher effectiveness for children facing multiple disadvantages, including those with disabilities: India and Pakistan

The following files have been archived:

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| **File name** | **File description (Short description of content, sample size, format, any linking between different types of data, i.e. survey and interviews/focus groups)** |
| India\_Household\_merge | Household questionnaire and learning assessment data for India (includes basic information (village\_id, school\_id and child\_id) so it can be matched with the School data) – 5,778 observations, 362 variables |
| India\_School\_Merged\_Clean&Anon | Village survey, head teacher survey, child questionnaire, long and short teacher questionnaire data for India – 2,525 observations, 1,702 variables |
| Pakistan\_HH\_Merged\_Clean&Anon | Household questionnaire and learning assessment for Pakistan (includes basic information (village\_id, school\_id and child\_id) so it can be matched with the School data) – 7,688 observations, 426 variables |
| Pakistan\_School\_Merged\_Clean&Anon | School information and observation, village survey, head teacher survey, child questionnaire, Urdu and Maths Teacher questionnaire data for Pakistan – 2,652 observations, 2,694 variables |

**Publications**: (based on this data, if any)

**Social distance, teachers’ beliefs and teaching practices in a context of social disadvantage**  
De, A. and Malik, R. Chapter 12 (Open Access) in '[Reforming education and challenging inequalities in Southern contexts: Research and policy in international development. A tribute to Christopher Colclough](https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9780429293467-14/social-distance-teachers-beliefs-teaching-practices-context-social-disadvantage-anuradha-de-rabea-malik)' (Eds.) Rose, P., Arnot, M., Jeffery, R. and Singal, N. Routledge Series: Education, Poverty and International Development, 2021

**Are children with disabilities in school and learning? Evidence from a household survey in rural Punjab, Pakistan**  
Malik, R., Raza, F., Rose, P. and Singal N. 2020  
[Compare: A Journal of Comparative and International Education](https://www.tandfonline.com/doi/full/10.1080/03057925.2020.1749993) DOI:10.1080/03057925.2020.1749993

**Do government schools improve learning for poor students? Evidence from rural Pakistan**  
Aslam, M., Malik, R., Rawal, S., Rose, P. and Vignoles, A. 2019  
[Oxford Review of Education, 45 (6)](https://www.tandfonline.com/doi/full/10.1080/03054985.2019.1637726)

**Methodological lessons on measuring quality teaching in Southern contexts, with a focus on India and Pakistan**  
Aslam, M., Malik, R., Rawal, S., Rose, P., Vignoles, A. and Whitaker, L. 2018  
[Research in Comparative and International Education, 14 (1)](https://www.repository.cam.ac.uk/handle/1810/289940)

**Identifying disability in household surveys: Evidence on education access and learning for children with disabilities in Pakistan**  
Bari, F., Malik, R., Rose, P. and Singal, N. 2018  
 [Research and Policy Paper No. 18/1](https://www.educ.cam.ac.uk/centres/real/publications/REAL_Policy_Doc_Disability.pdf)