QUALITY INTERVENTIONS IN ELEMENTARY SCHOOLS

Implementation of Quality Monitoring Programme in 100 Clusters

of the Country

NATIONAL REPORT

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NATIONAL REPORT

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI 110016

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FOREWORD

Sarva Shiksha Abhiyan, a flagship programme of the Government of India aims to ensure access, equity and quality to the children at the elementary stage. The Right of Children to Free and Compulsory Education Act 2009, popularly known as the Right to Education (RTE) Act, implemented w.e.f. 1st April, 2010 has provided strength and acceleration to the nation's commitment to quality elementary education for all children in the country. With this commitment the States/UTs and Central Government have started several quality initiatives, many of them focusing on improvement of teaching and learning conditions in elementary education. The district and sub-district structures like DPOs, DIETs, BRCs and CRCs are supporting the schools to achieve the goal of quality education for all children in elementary schools. The major interventions focus on issues like enrolment of all children of age 6-14 years, special training of children enrolled in age-appropriate classes, inclusive education, children with special needs, girls' education, teacher capacity building, involving school management committees in monitoring of school functioning, students' attendance, teacher-pupil ratio, teaching and learning material, classroom process, learning achievement, on-site support to teachers and monitoring.

The Ministry of Human Resource Development (MHRD), Government of India entrusted the NCERT to undertake a study on Quality Monitoring Programme in 100 Clusters of the Country (all States and Union Territories) focusing on the quality of education and the learning outcomes of children covered under the RTE Act.

The study mainly intended to examine the status of quality interventions in elementary schools through a monitoring mechanism, involving schools, SMCs, CRCs and BRCs. The report provides the status of various quality parameters, processes and interventions in the elementary schools of the country to support the policy planners, implementers, administrators and other stake holders in improving classroom processes and learning outcomes.

I appreciate the efforts of Prof. Yogesh Kumar, Principal Investigator and other members of the research team for their hard work in carrying out the study.

B.K. TRIPATHI
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CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACRONYMS

BRC	—	Block Resource Centre
BRCC	—	Block Resource Centre Coordinator
BS	—	BRC Schedule
CCE	—	Continuous and Comprehensive Evaluation
COS	—	Classroom Observation Schedule
CRC	—	Cluster Resource Centre
CRCC	—	Cluster Resource Centre Coordinator
CS	—	CRC Schedule
CWSN	—	Children with Special Needs
DEE	—	Department of Elementary Education
DIET	—	District Institute of Education and Training
DPO	—	District Project Offices
DTS	—	DIET Schedule
EVS	—	Environmental Studies
GOI	—	Government of India
MDM	—	Mid Day Meal
MHRD	—	Ministry of Human Resource Development
MTA	—	Mother Teacher Association
NCERT	—	National Council of Educational Research and Training
NERIE	—	North East Regional Institute of Education
PAB	—	Project Approval Board
PTA	—	Parent Teacher Association
QMT	—	Quality Monitoring Tool
RIE	—	Regional Institute of Education
RTE	—	Right of Children to Free and Compulsory Education Act, 2009
SCERT	—	State Council of Educational Research and Training
SDP	—	School Development Plan
SMC	—	School Management Committee
SMCS	—	School Management Committee Schedule
SPD	—	State Project Director
SPO	—	State Project Office
SS	—	School Schedule
SSA	—	Sarva Shiksha Abhiyan
TLM	—	Teaching Learning Material
UEE	—	Universal Elementary Education
UTs	—	Union Territories
VEC	—	Village Education Committee

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The Project Approval Board (PAB) of the Ministry of Human Resource Development (MHRD), Government of India (GOI) for *Sarva Shiksha Abhiyan* (SSA) (2012-13) assigned the National Council of Educational Research and Training (NCERT) an intensive study of the quality interventions at the school level. This study dealt with the level of preparedness and effectiveness of the support institutions like District Institutes of Education and Training (DIETs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) in 100 clusters of the country. Accordingly the study was conducted with the following three objectives.

Objectives

1. To study the status of quality interventions in schools.
2. To examine support strategies for improvement of classroom processes at different levels.
3. To study the preparedness and effectiveness of CRCs, BRCs and DIETs for providing quality interventions.

Method

The study was designed in 100 clusters covering all States and Union Territories (UTs) of the country. One district was identified in each State and UT. Three clusters were selected from a block in the selected district in each State. Likewise two clusters were identified in every UT. Ten schools were selected in each cluster of the sample, thus making the sample size to 1000 schools. The sample also included 100 School Management Committees (SMCs) associated with the sampled schools. The DIETs of the identified districts were also included in the sample of the study. Manipur State did not provide the data for the study. In all, 901 schools in 96 clusters of the 34 States/UTs provided data for the study.

In the present study six tools were prepared for the data collection. These were: School Schedule (SS); School Management Committee Schedule (SMCS); CRC Schedule (CS); Classroom Observation Schedule (COS); BRC Schedule (BS); and DIET Schedule (DTS). According to the need of the study both quantitative and qualitative data were collected from schools, SMCs, clusters, blocks and DIETs. Simple statistical techniques like percentage, Bar and Pie charts were used for analyses and reporting.

Major Findings of the Study

Enrolment and Attendance
- The study reveals that the number of teachers in the schools in 40 per cent of the States/UTs is short of the required number as prescribed by the RTE Act.
- Students' attendance is a matter of concern as only 55 per cent of the States/UTs reported good attendance of students. Some of the States/UTs appear to be taking some steps to improve the attendance, prominent of which are interactions and meetings with parents.
- The enrolment status of Out of School Children (OoSC) in age-appropriate classes is not in a good state. The majority of schools did not enroll OoSC. Others reported very low enrolment (one to four children per school) of OoSC.
- While overall enrolment of Children With Special Needs (CWSN) in schools of different States/UTs varies from 1 to 6, in most of the schools it is 0 to 1 per school.
- All schools in the States/UTs allow admission throughout the year. Some of the major problems faced by the schools concerning admission of children include parents' migration, parents' lack of interest and lack of awareness about education, shortage of space in schools and diversity in students' languages.

Textbook Distribution and Completion of Syllabus
- While most of the States/UTs distributed textbooks within one week, there are some States/UTs which provided books after one week or even after one month.
- Schools in a large number of States/UTs (two-third) face problems in completion of syllabi. The biggest problem is the engagement of teachers in non-teaching tasks. Other major problems are the shortage of teachers, over-loaded syllabi and too many holidays and long vacations.

Classroom Process and Teacher Effectiveness
- Most of the classroom processes in the schools of majority of States/UTs are not effective and need improvement. Only the following five classroom processes are found effective in majority of the States/UTs:

  1. Classroom environment free from mental harassment/tension;
  2. free expression of feelings and problems by the children;
  3. answering students' questions/queries gladly by the teacher;
  4. proper use of blackboard by the teacher; and
  5. satisfactory classroom management.

The following eight classroom processes need improvement in schools of majority of States/UTs:

  1. Relevant activities by the teacher during teaching;
  2. encouragement of children by the teacher to ask questions;
  3. sharing students' experiences and developing lesson on the basis of their experience by the teacher;
  4. proper use of relevant TLMs during teaching;
  5. teacher encouraging participation of all children by asking variety of questions;
  6. teacher assessing students' learning along with teaching and moving ahead after ensuring that students have learnt;

7. overall classroom environment conducive for learning; and
8. overall effectiveness of the teacher.

Learning Assessment and Children Achievement
- Primary Stage: There is a large gap in the number of States/UTs showing 'good student achievement' and 'need improvement' in achievement at the primary level. The number of States/UTs showing 'good achievement' is lesser than the number of States/UTs showing 'need improvement' in respect of all Classes (I to V) and all subjects, namely, Language, Mathematics and Environmental Studies at the primary stage.
- Upper Primary Stage: A close look at the achievement data collected and analysed indicates that the number of States/UTs showing 'good student achievement' in Language, Mathematics, Science and Social Science in Classes VI, VII and VIII is lesser than the States/UTs showing 'need improvement' .

Teacher Training
- In-service Teacher Training: The States/UTs have provided in-service training to a large number of teachers. This study has found that more than three-fourth of the teachers in two-third of the States/UTs have undergone in-service training. The remaining one-third of the States/UTs provided training to less than 50 per cent teachers.
- The schools have given suggestions for future in-service training programmes. Some of these are: training in new areas like CCE, ICT, inclusive education, multigrade teaching, proper use of TLM, content enrichment, innovative teaching strategies, morality and teachers' responsibility. Schools suggested that training should be organised during vacations and in the beginning of the session and should be based on activities, demonstration lessons and technology.
- While some teachers reported the use of training inputs in classroom teaching, many of them expressed inability to use them in classrooms.
- Identification of training needs: A good number of the schools of many States/UTs reported that the training needs were identified and that the training programmes were conducted according to the identified needs.
- Training of untrained teachers: No serious efforts seem to have been made for training of a large number of the serving untrained teachers in the States/UTs. Only a few of the States/UTs have initiated action to train some of their untrained teachers.

Functioning of School Management Committees (SMCs)
- All States/UTs, except a few, have constituted SMCs in their schools. Most of the States/UTs have given training to almost all of their SMCs except the10 per cent of the States/UTs which reported training of less than half of the SMCs.
- Most of the SMC members have been visiting schools for various reasons like participating in SMC meetings, observing school functioning, meeting with the teachers/heads of schools regarding school related matters and the study of their own children.
- The SMCs have shown interest in school functioning and provided suggestions to improve schools. SMCs reported that they take part in various activities of the schools.

Perceptions of SMCs about School Functioning

- Some SMCs in one-fifth of the States/UTs perceived discrimination of children by the teachers in schools.
- Majority of the SMCs in almost all of the States/UTs perceived that children are willing to attend the Schools.
- The SMCs reported that the number of CWSN enrolled in schools is very low.
- In the opinion of majority of the SMCs there are many States/UTs (more than 50 per cent) where separate toilet facilities for boys and girls do not exist in all the schools.
- Safe drinking water facility is available in a large number of schools. However, there are some States/UTs where this facility is not available in all schools.
- Majority of the SMCs perceived that schools have been supplying free textbooks to the children.
- In the opinion of majority of SMCs in three-fourth of the States/UTs the children are using the play materials and sports equipments in the schools.
- According to the SMCs in half of the States/UTs there are many schools which have not enrolled Out of School Children in the age-appropriate classes.
- Some SMCs in a few States/UTs perceived that there are incidents of physical punishment and mental harassment in schools.
- SMCs perceived that schools require improvement in many aspects. Some of them are: Proper infrastructure and physical facilities; separate toilets for staff, boys and girls in all the schools; safe drinking water facility; appointment of regular teachers in place of contract or temporary teachers; posting of appropriate number of teachers; security of schools; electricity in all schools; sufficient funds for development; computer-aided learning in all schools; appointment of language expert teachers in the schools; increased involvement of SMCs in school functioning.

CRCs and BRCs: Preparedness, Effectiveness and Support Strategies

- The CRC coordinators (CRCCs) in 40 per cent and the BRC coordinators (BRCCs) in 35 per cent of the States/UTs hold additional charge of some other post. Due to the additional charge, they are not able to discharge their duties in an effective manner. They do not get sufficient time to visit schools and extend support to the teachers.
- A large number (three-fourth) of the States/UTs have conducted training of the CRC coordinators. As compared to the CRCCs the training of BRCCs was conducted in a lesser number (65 per cent) of States/UTs. The CRCCs in a few States/UTs did not find their training useful.
- CRCCs: The major functions reported by the CRCCs include conducting cluster level SMC meetings, facilitating schools, making school visits and preparing annual work plan and budget.
- BRCCs: The functions reported by the BRCCs include academic support to schools to ensure quality education, monitor school functioning, coordinate with CRCCs and undertake research.
- Teachers' monthly meetings: The CRCCs in a large number of the States/UTs organised teachers' meetings on a monthly basis. While some of the States/UTs conducted the meetings more than once a month, others conducted only as and when required. Many

teachers did not attend cluster level monthly meetings. Main reasons reported for this include conducting meetings during working time on working days, multiple programmes at a time and existence of a single teacher in many schools. The CRCCs in most of the States/UTs reported that they discuss the academic as well as administrative issues equally during the meetings.

- A large number of the CRCs and BRCs have space and other necessary facilities to organise training programmes. However, a small number of them reported that they do not have such facilities. According to them the CRCs and BRCs should be provided with essential facilities such as infrastructure, ICT, electricity, water and sanitation.

- A large number of schools have received academic support from the CRCCs.

- Most of the BRCCs have conducted training programmes for teachers. The training of other functionaries like head teachers, community members, SMCs and NGOs has been conducted by relatively fewer number of the BRCs. The BRCs have faced several problems in conducting training like the lack of infrastructure facilities, shortage of subject resource persons, lack of interest in teachers for training and non-availability of training and ICT materials.

- There is large variation in school visits and classroom observations made by the CRCCs and BRCCs across the States and UTs. It varies from 0 to 38 per month for CRCCs and 0 to 30 for BRCCs. The suggestions provided by the CRC and BRC coordinators to the teachers were about the use of group work, field trips, TLMs, ICT, activity-based and child-centric methods, and making classroom teaching more attractive.

- The majority (85 per cent) of the States/UTs have oriented their teachers about the provisions of the of RTE Act.

- BRCCs in more than two-third of the States/UTs have conducted monthly meetings of the CRCCs. Various activities taking place in such meetings include review of various academic activities and discussion on the use of TLM, quality issues and difficulties faced by the CRCCs during school visits.

- According to CRCCs and BRCCs the major achievements in the implementation of RTE Act are improved student attendance, admission of poor and SC/ST children in private schools, appointment of teachers, training of teachers, improved pupil-teacher ratio, conducive learning environment and constitution of the SMCs.

- Major problems in the implementation of RTE Act, according to CRC and BRCCs, are the lack of sufficient infrastructural facilities in schools, constitution of the SMCs and their training, lack of awareness among parents, poor quality of teaching, inadequate teacher-pupil ratio and the implementation of CCE in the right spirit.

DIETs: Preparedness, Effectiveness and Support Strategies

- DIETs perceive that their role and functions in the light of RTE Act and in improving quality of school education are: Create awareness of RTE Act; carry out continuous monitoring and supervision and provide support in the teaching and learning process in schools; develop curriculum and resource material at the primary level; conduct action research; organise in-service training programmes and workshops; implement CCE; prepare work plans; mobilise community; and act as resource centre.

- Most of the DIETs were approached by the SSA officials for support in their programmes and activities. The DIETs (one-fifth) which were not approached for any support mentioned that they are always ready to extend support if approached.

  The main contribution of DIETs in SSA activities has been in organising workshops and training programmes, development of training modules and support material and community mobilisation. The weakest aspect is the action research at school level.

- The academic staff of three-fourth of the DIETs is associated with various committees of the SSA. Two-third of the DIETs participated in preparing the work plans of SSA.

- It has been found that about half of the DIETs made frequent visits to the schools and the remaining half of them sometimes only. The DIETs of Chandigarh and Delhi did not visit the schools. The DIETs of only one third of the States/UTs made frequent visits to the CRCs and BRCs.

- Only a few of the DIETs conducted research on problems and quality aspects of elementary education.

- DIETs in three-fourth of the States/UTs organised meetings with the SSA functionaries. One-fourth of the DIETs could not conduct meetings mainly because there was lack of coordination and communication between DIETs and the SSA.

- Only a few DIETs were involved in developing textbooks, training modules and teaching and learning materials.

- Nearly two-third of the DIETs were involved in conducting in-service training programmes of teachers, heads of schools, CRCCs, BRCCs and SMCs. However, the number of programmes appears to be very less.

  The training programmes covered a wide range of areas, namely the content, pedagogy, teaching-learning materials, CCE, classroom problems, NCF, RTE Act, action research, leadership development, role and functions of SMC, computer literacy, classroom monitoring, enrolment, retention and implementation of SSA.

Recommendations

- The States/UTs, where the number of teachers in schools is short of the required number as prescribed by the RTE Act, need to appoint teachers immediately and also rationalise the posting of existing teachers in schools.

- Low attendance of students in half of the States/UTs needs immediate attention of the policy makers and implementers. These States/UTs need to make concerted efforts to improve the students' attendance in schools.

- Implementation of the RTE Act cannot be accomplished unless all Out of School Children (OoSC) within the age group of 6 to 14 years are brought into schools and given rightful education. Identification of the OoSC in all States/UTs need to be intensified. They should be enrolled in age-appropriate classes and provided special training to complete their elementary education. SMCs may play an important role in bringing the OoSC to enroll in schools.

- There are many Children With Special Needs (CWSN) who are not in schools. Sincere efforts are needed by the schools and SMCs to identify all CWSN in the locality and bring them to the schools. The district and sub-district functionaries are required to provide all necessary resource support to the schools and community in this endeavour.

- There are some schools where textbook distribution gets delayed. Coordinated efforts are needed in the States/UTs for the timely distribution of textbooks to all schools as textbook is one of the basic tools of learning for students.

- Top administration in the States/UTs is required to find ways and means to avoid and exempt teachers' engagement in 'other than school activities' except under the circumstances mentioned in the RTE Act. The local educational administration may find it difficult to resist their engagement. This is extremely necessary in the interest of the children's education.

- In a situation when classroom processes are not very effective in a large number of the classrooms, it is very difficult to assume that the desired learning outcomes would be achieved by the students. Sincere efforts are, therefore, required towards improving the classroom processes.

  Improvement in the classroom process depends on many factors like teachers' competence, teaching-learning material, physical resources, appropriate methodology, proper understanding of students by the teacher, inclusive classroom environment and teachers' willingness, besides several others. Development of an able effective school leadership, proper supervision of classes, proper training and on-site support to teachers by the competent professionals, contribute towards the improvement of the classroom process, leading to students' enhanced learning achievement. The DIETs and the sub-district structures are mainly responsible for this.

- A proper understanding of the learning indicators by the teachers guides them in designing appropriate learning strategies for the students, leading to the achievement of the desired learning outcomes by the students. Use of the teacher performance indicators for elementary school teachers (PINDICS) will also help in improving effectiveness and develop professionalism among teachers.

- The States/UTs need to work intensively to train the teachers with due regard to their needs, using improved training methodologies. The focus should be on bringing the desired changes in the teachers' behaviour. The training should include activities, discussions, sharing of experiences, demonstration lessons and use of ICT. At the same time, it is also necessary to see if the teachers are making use of the training received in their teaching. A systematic follow up of the in-service training programmes is, therefore, needed.

- Urgent action is also required for the training of serving untrained teachers in view of the target date (2015) of the RTE Act.

- Schools, CRCs and BRCs need to make serious efforts to make SMCs aware about their role and functions and empower them to increase their participation in school functioning and monitoring.

- SMCs are concerned about the non-availability of safe drinking water and separate toilets for boys and girls in many schools and incidents of physical punishment and mental harassment in some schools. These concerns need to be addressed immediately.

- The CRC and BRC coordinators are the most important functionaries for providing academic on-site resource support to teachers. This requires a lot of attention, efforts and time and therefore, they should hold independent charge and not dual or multiple responsibilities.

- Functioning of the CRC and BRC coordinators need to be streamlined. The focus of the functioning of CRC and BRC coordinators should be on providing academic support to teachers through school visits and classroom observation.

- In view of the important role to visit schools, observe classrooms and provide on-site academic support to teachers, the CRCCs and BRCCs need to be properly trained periodically.

- The BRCs, being the centres for conducting training at the block level, should be equipped with essential facilities. This has a bearing on the achievement of quality and targets of training.

- Cluster-level monthly meeting is an important opportunity for teachers to share their concerns, seek solutions to their academic problems and learn various things from fellow colleagues. Teachers should be encouraged to attend these follow-up meetings regularly. These meetings need to be conducted in a professional manner. Block and district authorities need to device proper mechanism so that all teachers get opportunities to take part in such meetings.

- Most of the DIETs appear to be well aware about their role and functions. The DIETs seem to be in a position to take active part in the programmes and activities related to 'quality' improvement like training and material development. A few of them are taking part in research activities. Two thirds of them have taken part in quality related activities at the district level. The remaining DIETs also need to be mobilised and included in quality related programmes and activities at the district level by the SSA and education officials. They should be entrusted with the responsibility of empowering and guiding the CRC and BRC personnel. They also need to be involved in monitoring the activities of CRCs and BRCs.

CHAPTER 1

INTRODUCTION

1.1 Background and Conceptualisation of the Project

The *National Policy on Education* (NPE) 1986 (modified in 1992) envisaged 'universal access and enrolment, universal retention of children upto 14 years of age, and a substantial improvement in the quality of education to enable all children to achieve essential levels of learning'. The policy document of NPE emerged after the nationwide debate on National Policy on Education 1968, Challenge of Education 1984, and the Curriculum Frameworks of 1975 and 1988. The nation made a commitment for universal access to education for all children at the elementary stage. Various schemes of education at the national and State levels were launched. Operation Blackboard (OB), Minimum Levels of Learning (MLLs), Programme of Mass Orientation of School Teachers (PMOST), Special Orientation of Primary Teachers (SOPT) and District Primary Education Programme (DPEP) were aimed to improve universal access, retention and improvement of the quality of school education. The impact of these programmes was visible and quality of school education improved to some extent.

The nation launched *Sarva Shiksha Abhiyan* (SSA) in 2000-2001 on a mission mode to accelerate universal access, retention and improvement of the quality of education, bridging gaps in gender and social categories. SSA is the flagship programme of the Government of India, which aims at providing quality elementary education to all children in the age group of six to fourteen years. The *National Curriculum Framework* (2005) was developed by the NCERT and implemented to promote holistic view of education through restructuring of the entire context and process of education.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has received the assent of the President of India on 26th August, 2009. It was enacted to provide free and compulsory education to all children of the age group of 6 to 14 years. For the first time, it has also been accepted that a child admitted to elementary education shall be entitled to free education till the completion of elementary education even after fourteen years of age. It is a challenging task to implement the Act at the ground level in its true sense. The duties of appropriate government, teachers and other stakeholders have been coded and put into sections to achieve the objectives of free and compulsory education. The duties have been

extended for providing funds for the implementation of the provisions of the Act by the Central Government, in partnership with the State/UT governments, development of National Curriculum Framework, enforcement of standards for training of teachers and extending technical support for promoting innovations, researches-planning and capacity-building. The availability of neighbourhood school, enrolment of Out of School Children, students' attendance and completion of elementary education is to be ensured. The Act envisages good quality elementary education, conforming to norms and standards as specified in the Act, with respect to the duties and responsibilities of various governments, agencies and individuals. Providing quality elementary education to all children and achievement of the desired learning outcomes by them is a challenging endeavour before all the agencies The Right of Children to Free and Compulsory Education Act, 2009 also ensures quality education to all children in this age group and individuals responsible for organising elementary education.

Based on the RTE Act, 2009, a framework for implementation of *Sarva Shiksha Abhiyan (*2011) was prepared to promote equity and quality for all sections of the society – children of Scheduled Castes, Scheduled Tribes, Muslim minority, landless agricultural workers and Children with Special Needs, etc. The framework highlights equity issues and their redressal and emphasises quality of school education with reference to the management and monitoring.

After the launch of SSA, the monitoring of the quality of education was entrusted to NCERT in collaboration with the States and UTs by the Ministry of Human Resource Development (MHRD), Government of India.

In order to be continually informed about the status of various dimensions and issues related to the quality of elementary education at school and higher levels and provide feedback for improvement, a Quality Monitoring Programme was put into place into the country by the NCERT, at the behest of MHRD in 2005-2006 with the following objectives:

- To establish a system of periodic monitoring and regular feedback at elementary level within and outside the classroom;
- to monitor the progress of key indicators for each quality dimension;
- to analyse and provide feedback for improvement at different levels; and
- to establish a community based monitoring system at the school level.

NCERT identified the following quality dimensions for the elementary education and developed Quality Monitoring Tools (2005) in collaboration with the States/UTs and MHRD, which were implemented throughout the country.

- Basic Infrastructure and other facilities.

- Management and Community Support.

- School and Classroom Environment.

- Curriculum and Teaching-learning Materials.

- Teacher and Teacher Preparation.

- Opportunity Time (Teaching learning Time).

- Classroom Practices and processes.

- Learners, 'Assessment' Monitoring and Supervision.

The Quality Monitoring Tools (QMTs) consist of 14 formats and three analytical sheets. Under this programme, information about various quality indicators is collected through QMTs and analysed at different levels to provide feedback for improvement of the teaching and learning process. Different levels at which information about quality indicators is collected include — school, cluster (CRC), block (BRC), district (DPOs) and State. The implementation of QMTs in the States/UTs has generated awareness towards quality consciousness.

Recently, the QMTs have been revised in view of the RTE Act-2009, Model Rules, *Sarva Shiksha Abhiyan*: Framework for Implementation (2011) and the experiences gained in the implementation of QMTs. The *Sarva Shiksha Abhiyan*: Framework for Implementation (2011) has made reference to the implementation of QMTs developed by the NCERT. In 2012 these QMTs were reviewed in the context of RTE Act-2009, *Sarva Shiksha Abhiyan*: Framework for Implementation (2011), *National Curriculum Framework* (2005), and the experience gained in the implementation of QMTs-2005.

The Project Approval Board (PAB) of the MHRD for 2012-13 desired that NCERT should conduct an intensive study and analysis of the quality interventions at the school level, with reference to the level of preparedness and effectiveness of the support institutions like District Institutes of Education (DIETs) Block Resource Centres (BRCCs) and Cluster Resource Centres (CRCCs) in 100 clusters, ensuring that atleast one cluster is covered in each State/UT. In view of the recommendations of the PAB, a study on the Quality Monitoring Programme was taken up in 100 clusters, covering all States and Union Territories of the country.

1.2 Objectives of the Study

The objectives of the study are:

1. To study the status of quality interventions in schools.
2. To examine support strategies for improvement of classroom processes at different levels.
3. To study the preparedness and effectiveness of CRCs, BRCs and DIETs for providing quality interventions.

1.3 Organisation of Chapters of the Study

The remaining five chapters are mentioned below:

Chapter II   : Methods
Chapter III   : Findings: Quality Interventions in Schools
Chapter IV   : Findings: Functioning of School Management Committees (SMCs)
Chapter V   : Findings: Preparedness and Effectiveness
Chapter VI   : Summary of Findings and Recommendations

CHAPTER 2

METHODS

This chapter deals with the methodological features like the design, sampling design, tools, data collection procedure and quality standards in the study.

2.1 Design

The study was conducted mainly to analyse the quality interventions in schools and the level of preparedness and effectiveness of support institutions like CRCs, BRCs and DIETs to carry forward the quality agenda of the States/UTs. Therefore, the analytical survey method was used in the study. In order to achieve the objectives of the study, a comprehensive design was formulated.

As a first step, research teams at different levels were formed which are shown in Table 2.1.

Table 2.1: Research Team

National Level	SSA Cell, Department of Elementary Education, NCERT
Regional level	Regional Institutes of Education, coordinated by SSA Nodal Officers
District level	District Project Officer, SSA Principal, DIET Block Resource Centre Coordinators (BRCCs) Cluster Resource Centre Coordinators (CRCCs)

According to the need of the study, both the quantitative and qualitative data were collected from school, SMCs, cluster, block and DIET levels. Simple statistical techniques like percentage and Bar and Pie charts have been used in the study.

2.2 Sampling Design

The study was aimed at conducting in 100 clusters, covering all States/UTs of the country. One district was identified in each State/UT. One block was selected in each identified district. Three clusters were selected from each sampled block in every State and two from each sampled block in every UT. In order to arrive at the target of 100 clusters in the sample,

5

four clusters were selected from Uttar Pradesh and three from Delhi, both being the largest State and UT respectively.

Ten schools were selected in each cluster under sample of the study, thus taking the sample size to 1000 schools. If there were more than ten schools in a cluster, the random sampling method was used for selection of ten schools giving equal opportunity for inclusion of all types of schools, e.g. primary, upper primary, boys, girls, rural and urban in the sample. If the number of schools in a cluster was less than ten, all schools were included in the sample.

The information on perceptions of the School Management Committees (SMCs) about school functioning was also a purpose the study. Therefore, the sample also included 100 SMCs corresponding to the 100 schools of the sample. It was extremely difficult to find out a single criterion for the selection of the districts. Therefore, purposive sampling was used, giving consideration to special focus districts and location of SCERT/SIE in the State/UT. Tables 2.2 and 2.3 present the sample at a glance.

Table 2.2: Sample at a Glance

SI. No.	Description	Number
1.	States	28
2.	UTs	7
3.	Districts	35 (one from each State/UT)
4.	Blocks	35 (one from each district)
5.	Clusters	100
6.	Schools	1000 (10 from each cluster)
7.	SMCs	1000 (1 for each school)

Table 2.3: Sample of 100 Clusters

SI. No.	Description	Clusters
1.	27 States and one UT (Delhi) with 3 clusters each	84
2.	1 State (UP) with 4 clusters	4
3.	6 UTs with 2 clusters each	12
	Total clusters	**100**

2.3 Tools

In order to achieve the objectives of the study relevant data are required to be collected from different sources. In the present study the following tools were prepared for collection of data. Initially the tools were developed in English which were suitably translated into regional languages in the States/UTs.

2.3.1 School Schedule (SS)

One School Schedule for head teacher was designed to collect essential information on school related quality parameters. It contains 28 items, categorised into seven sections. Various aspects covered in the schedule are: School information, enrolment and attendance, curriculum completion, teacher training, functioning of SMC, CRC support structure and learners' assessment.

2.3.2 School Management Committee Schedule (SMCS)

The SMC Schedule was meant to be completed by the chairperson/members of the SMC. The tool was used to collect information on the perception of SMCs about school functioning. The schedule contains 14 items. The areas covered include: School visits, organisation of SMC meetings, preparation of school development plan, student and teacher relationship, care of children with special needs, drinking water and separate toilet facilities for boys and girls, distribution of textbooks, out of school children, physical punishment to children, community support and suggestions for improving school functioning.

2.3.3 CRC Schedule (CS)

This tool has two parts. Part I presents consolidation of school schedules of all the sampled schools of the cluster. It contains 28 items. Part II of the schedule is meant to collect the perception of the Cluster Resource Centre Coordinators (CRCCs) on the quality parameters at the district level. Part-II of the tool contains 14 items on: additional post held; training of CRCC; functions of CRCC; facilities available at CRC level; meetings of teachers; achievement and problems in the implementation of RTE Act; school visit and classroom observation; on-site support; teachers' involvement in other than school activities; orientation of SMC; support needed from Block Resource Centre Coordinator (BRCCs), District Project Coordinator (DPO) and DIET.

2.3.4 Classroom Observation Schedule (COS)

Classroom Observation Schedule consists of 13 items and is meant for the CRCCs for observing classroom teaching. All the 13 items are related to classroom processes and are rated on a three-point scale: 'To a great extent', 'To some extent' and 'Not at all'. Each CRC observed two classes, preferably one in Class I/II and the other in Class III/IV/V in two

subjects in primary schools of the sample. In elementary schools (having primary classes) one class was observed in the primary section and the other in upper primary section, in two subjects. Classroom observations were recorded in COS.

2.3.5 BRC Schedule (BS)

This schedule has three parts. Part I is meant for consolidating the information of Part I of cluster schedules received from all CRCCs. Part II presents consolidated information of Part II of cluster schedules received from all CRCCs. Part III provides perceptions of BRC Coordinators on quality aspects at the block level. The schedule is completed by the BRC Coordinator in each BRC of the sample. Part I and Part II have 28 and 14 items respectively. Part III of the schedule has nine items concerning: Additional post held by BRCC, training received, functions performed as BRCC, physical facilities at BRC, meeting with CRCCs, achievement and problems in implementing RTE Act, school visits, suggestions for improvement of teaching and training programmes conducted.

2.3.6 DIET Schedule (DTS)

The DIET Schedule was completed by the DIET Principal/ faculty. DIET Schedule contains 12 items on the following aspects: academic support to SSA; involvement in and activities of SSA; visit to schools, CRCs, BRCs with purpose; research work undertaken; organisation of meeting; development of learning materials; community mobilisation; organisation of training; perceived role about provisions of RTE Act and improving the quality of school education.

2.4 Data Collection Procedure

The data (quantitative and qualitative) were collected from the schools, SMCs, CRCCs Coordinators, BRCCs and DIETs through the six tools prepared for this purpose. The district teams were responsible for data collection in their districts. Regional workshops were organised for orientation of the field functionaries of the States/UTs by the SSA Cell, NCERT and the Regional Institutes of Education, Ajmer Bhopal, Bhubaneswar, Mysore, and the North East Regional Institute of Education (NERIE) Shillong. Data collection was completed by March 2014.

The following procedure was adopted for the collection of data.

School Level

    (a) The Head Teacher filled up the required information in the School Schedule (SS). A copy of the SS was sent to CRC Coordinator (CRCC).

    (b) The School Management Committee Schedule (SMCS) was completed by the chairperson/members of the SMC and was sent to the CRCC through the Head Teacher.

Cluster Level

    (a) Each CRCC compiled the School Schedules data of the sampled schools in the CRC Schedule (Part I) and filled up her/his perceptions in the CRC Schedule (Part II).

    (b) Each CRCC observed classroom teaching in two subjects, one in Class 1/II, and the other in Class III/IV/V, and recorded classroom observations in Classroom Observation Schedule (COS) for the two classes observed in each school. The CRCC compiled all the filled in COSs for all classes observed by her/him. The CRCC also compiled all SMC Schedules received from the schools/SMCs into one format.

    (c) The CRCC sent the CS, compiled COS and compiled SMCS to the BRCC.

BRC Level

    (a) Each BRCC received the filled in CSs, compiled SMCSs and compiled COSs from the CRCCs of his/her block.

    (b) The BRCC completed Part I and Part II of the BRC Schedule (BS) on the basis of the CSs received from CRCCs. The BRCC also completed the BS (Part III) on the basis of her/his perceptions.

    (c) The BRCC forwarded the BS, compiled COS and compiled SMC Fund to the DPO.

DIET Level

DIET Principal/faculty completed the DIET Schedule (DTS) and sent to the concerned Regional Institute of Education (RIE)/NCERT.

DPO (SSA) Level

The DPO sent the BS, compiled COS and compiled SMCs to the concerned RIE/NCERT.

RIE/NCERT Level

The Regional and State/UT coordinators at RIEs/NERIE analysed the data received from the States/UTs in the respective regions and prepared the State/UT reports of the study according to the common reporting format, in collaboration with the research team of DEE, NCERT.

The process of data collection was monitored by the research team members from RIE/NERIE and DEE. The sample of the study included all the States and UTs of the country. It was, therefore, envisaged that in addition to a national report, reports for all the States/UTs would also be prepared. Therefore, a common analysis plan and a common reporting format were developed and circulated to all RIEs/NERIE.

Table 2.4:   **State-wise Number of Clusters and Schools which Participated in the Study**

Sl. No.	States/UTs	District	Details		
			No. of BRCs	No. of CRCs	No. of Schools
1.	Andhra Pradesh	Chittoor	1	3	30
2.	Andaman & Nicobar Islands	South Andaman	1	2	13
3.	Arunachal Pradesh	Lohit	1	3	29
4.	Assam	Kamrup	1	3	30
5.	Bihar	Nalanda	1	3	33
6.	Chhattisgarh	Raipur	1	3	30
7.	Daman & Diu	Daman	1	2	20
8.	Dadra & Nagar Haveli	Dadra &Nagar Haveli	1	2	20
9.	Goa	South Goa	1	3	30
10.	Gujarat	Rajkot	1	3	22
11.	Haryana	Ambala	1	3	28
12.	Himachal Pradesh	Solan	1	3	20
13.	Jammu and Kashmir	Ganderbal	1	3	31
14.	Jharkhand	Deogarh	1	3	30
15.	Karnataka	Mysore	1	3	30
16.	Kerala	Alappuzha	1	3	24
17.	Madhya Pradesh	Ujjain	1	3	13
18.	Maharashtra	Nashik	1	3	30
19.	Manipur	Imphal East	INP*	INP*	INP*
20.	Meghalaya	East Khasi Hills	1	3	30
21.	Mizoram	Aizawl	1	3	35
22.	Nagaland	Kohima	1	2	34
23.	Odisha	Puri	1	3	30
24.	Punjab	Amritsar	1	3	31
25.	Puducherry	Puducherry	1	2	28
26.	Rajasthan	Jodhpur City	1	3	25
27.	Sikkim	Gangtok East	1	3	25
28.	Tamilnadu	Kanchipuram	1	3	13
29.	Tripura	West Tripura	1	3	30
30.	Uttarakhand	Tehri Garhwal	1	3	34
31.	Uttar Pradesh	Barabanki	1	3	43
32.	West Bengal	Howrah	1	3	28
33.	Delhi	South Delhi	1	3	30
34.	Chandigarh	Chandigarh	1	2	12
35.	Lakshadweep	Lakshadweep	1	3	10
		Total	**34**	**96**	**901**

*INP-Information not provided

The national report of the study was prepared by the research team at the DEE, NCERT. The national report is based on the data of all States/UTs, except Manipur State which did not provide data for the study.

The status of districts, CRCs and schools which participated in the study are shown in Table 2.4

2.5 Determinants of Standards of Quality in the Study

The following documents formulated the basis of the standards of various quality indicators in the study:

1. *National Curriculum Framework (NCF), 2005*
2. RTE Act, 2009
3. *Sarva Shiksha Abhiyan*: Framework for Implementation (2011)
4. National Achievement Survey, Class V, NCERT

The following unanimous decisions of the committee have been followed in analysing the data and developing the report.

2.5.1 Teachers' Position in Schools

With the implementation of the RTE Act, 2009, it is expected that all the schools in the States/UTs should have teachers as per the norms and Standards for a School prescribed in the Schedule of the Act. In the present study, it is considered that a State/UT may be treated as having teachers as per the RTE norms, if 90 per cent or more schools in the State/UT conform to the RTE norms.

2.5.2 Students' Average Daily Attendance

The State/UT, having more than 75 per cent of schools with students' average daily attendance of 80 per cent or more, is considered as 'good'. The same standard is applicable for average daily attendance of boys and girls as well.

2.5.3 Enrolment/Admission throughout the Year

As per RTE norms, the States/UTs should allow admission to all children throughout the year as envisaged in the RTE Act.

2.5.4 Textbook Distribution in Schools

The States/UTs distributing textbooks within a week of the beginning of the session have been treated as 'good'.

2.5.5 Completion of Syllabus within the Specified Time

The schools of States/UTs completing the syllabus in specified time have been treated as 'good'.

2.5.6 Classroom Process and Teacher Effectiveness

The following classroom processes were observed by CRCCs for determining the teacher effectiveness:

(i)	Students' mental harassment
(ii)	Relevant activities by teachers during teaching
(iii)	Encouraging students to ask questions
(iv)	Free expression of feelings and problems by children
(v)	Gladly answering students' questions by teachers
(vi)	Use of students' experiences for developing lessons
(vii)	Proper use of blackboard
(viii)	Encouraging students' participation though teacher questioning
(ix)	Students' continuous assessment
(x)	Classroom management
(xi)	Teacher effectiveness

The classroom processes were rated on three-point scale, 'to a great extent', 'to some extent' and 'not at all'. A State/UT with classroom processes marked 'to a great extent' in more than 60 per cent schools has been considered having effective classroom processes.

2.5.7 Learning Assessment and Children Achievement

No separate achievement tests were prepared or used to collect students' achievement data. The data of learners' assessment carried out in normal school schedule were used in the study. Learning assessment of students at the Primary stage (I to V) has been described in three grades – A, B and C. At the Upper Primary Stage (VI to VIII) the learning assessment

of students is described in five grades – A, B, C, D and E. The States and UTs have been categorised as 'good' and 'need improvement' from the point of view of learners' achievement according to the following criteria.

(a) The States/UTs in which 50 per cent and more children secured A grade in different subjects have been classified in the category of 'satisfactory' achievement.

(b) The States/UTs reporting less than 50 per cent children securing A grade in different subjects are classified under the category of 'need improvement'.

2.6 Analysis and Reporting

The State/UT-wise information was organised and analysed at the RIE/NERIE level in collaboration with the Department of Elementary Education (DEE), NCERT. The research teams at RIEs /NERIE prepared State-specific reports on the basis of data received through BS, COS, SMCS and DTS. In all, 34 State/UT reports have been prepared. Manipur State did not respond to the research tools. The collection of data was monitored by the research team members of RIEs/ NERIE and DEE, NCERT.

CHAPTER 3

QUALITY INTERVENTIONS IN SCHOOLS

This chapter presents the findings on various quality interventions related to students, teachers and classroom process. The findings are based on the analysis of quantitative and qualitative information provided by 96 Cluster Resource Centre Coordinators and 901 schools of 34 States and UTs in the country. The analyses and findings on different quality components are organised in ten sections. Findings have been presented through text, tables and diagrams.

3.1 Teachers' Position in Schools

With the implementation of the RTE Act, 2009, it is expected that all schools in the States/UTs should have teachers in accordance with the norms stated in the Schedule of the RTE Act. Table 3.1 and Figure 3.1 show the distribution of States/UTs according to the availability of teachers in the schools. It appears that the schools in 60 per cent (18) of the States/UTs have teachers according to RTE norms. On the other hand, the schools of 40 per cent (12) of the States/UTs have lesser number of teachers than stipulated in the RTE norms. Five States/UTs did not provide information.

Table 3.1: Teachers' Position in Schools

Category	Description	Name of States/UTs
A	Teachers as per RTE norms (90-100%)	Andhra Pradesh, Arunachal Pradesh, Assam, Dadra and Nagar Haveli, Himachal Pradesh, Karnataka, Kerala, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh
B	Teachers not as per RTE norms (More than 10% teachers shortage)	Bihar, Chandigarh, Chhattisgarh, Daman and Diu, Delhi, Goa, Gujarat, Haryana, Jharkhand, Lakshadweep, Madhya Pradesh, West Bengal
C	INP*	Andaman and Nicobar Islands, Jammu and Kashmir, Manipur, Maharashtra, Uttarakhand

*INP-Information not provided/Inconsistent information; # RTE Act not implemented in Jammu and Kashmir State
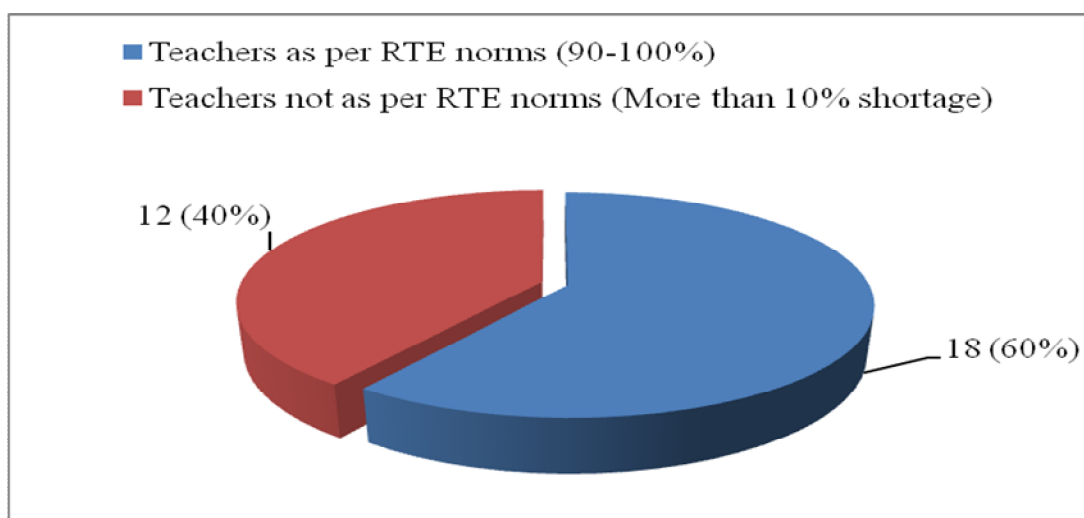
Figure 3.1: Teachers' position in schools in States/UTs

3.2 Enrolment and Attendance

3.2.1 Students' Average Daily Attendance

Table 3.2 and Figure 3.2 show the distribution of States/UTs according to students' average daily attendance in schools. Students' average daily attendance of 80 per cent in a school has been considered as 'good' attendance. A State/UT having 75 per cent schools with 'good' average daily attendance has been considered as having good attendance. With these criteria, it is found that 55 per cent (16) of the States/UTs have 'good' students' attendance. On the other hand, 45 per cent (13) of the States/UTs need to improve students' attendance in their schools. Six States/UTs have not provided any information on students' attendance.

Table 3.2: Students' Average Daily Attendance

Category	Percentage of schools with 'good'* average daily attendance in a State/UT	Name of States/UTs
A	75 and above (good)	Andhra Pradesh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Maharashtra, Mizoram, Nagaland, Odisha, Puducherry, Tamilnadu
B	Below 75 (Need improvement)	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP**	Jammu and Kashmir, Manipur, Meghalaya, Sikkim, Tripura, Uttarakhand

*80 % and above attendance in a school is considered as good attendance;
**INP - Information not provided/Inconsistent information
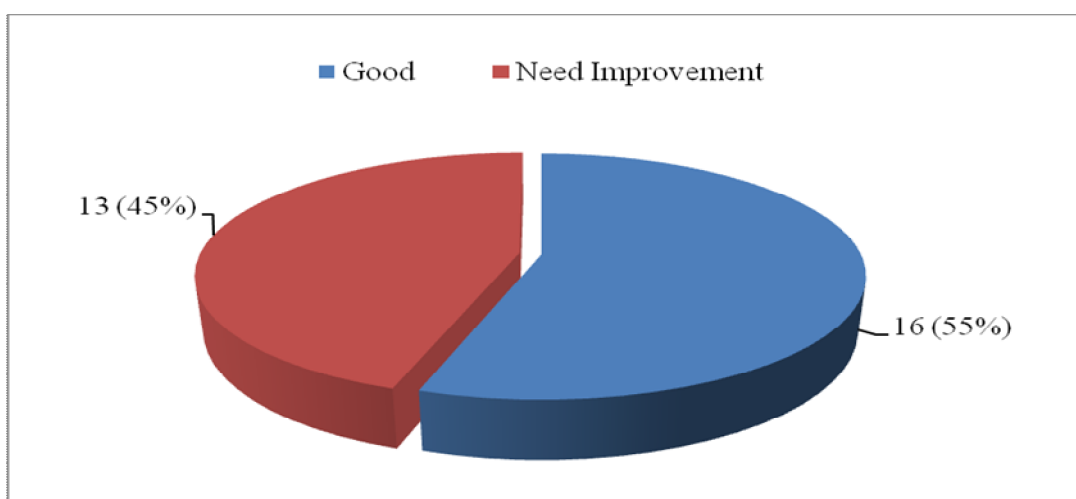
Note: Good — A State/UT having 75% schools with 80% and above average daily attendance

Figure 3.2: States/UTs with 'Good' and 'Need Improvement' students' attendance

Tables 3.3 and 3.4 and Figures 3.3 and 3.4 show the distribution of States/UTs according to average daily attendance of boys and girls in schools respectively. It appears that:

(a) 52 per cent (15) of the States/UTs have good average daily attendance of boys and 55 per cent of the States/UTs (16) have good average daily attendance of girls.

(b) The attendance of boys in 48 per cent of the States/UTs (14) and of girls in 45 per cent of the States/UTs (13) needs improvement.

(c) Six States/UTs did not provide information about the attendance of boys and girls.

Table 3.3: Boys' Average Daily Attendance

Category	Percentage of schools with 'good' average daily attendance of boys	Name of States/UTs
A	75 and above (good)	Andhra Pradesh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Maharashtra, Mizoram, Nagaland, Puducherry, Tamilnadu
B	Below 75 (Need improvement)	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Odisha, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP*	Jammu and Kashmir, Manipur, Meghalaya, Sikkim, Tripura, Uttarakhand

*INP - Information not provided/inconsistent information
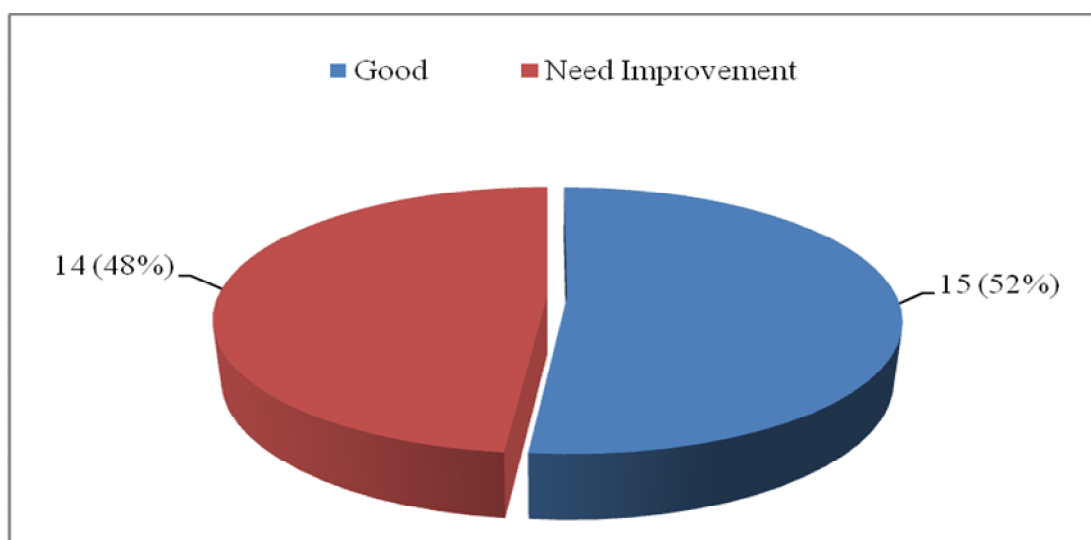
Note: Good — A State/UT having 75% schools with 80% and above average daily attendance

Figure 3.3: States/UTs with 'Good' and 'Need Improvement' boys' attendance

Table 3.4: Girls' Average Daily Attendance

Category	Percentage of schools with 'good' average daily attendance of girls	Name of States/UTs
A	75 and above (good)	Andhra Pradesh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Maharashtra, Mizoram, Nagaland, Odisha, Puducherry, Tamilnadu
B	Below 75 (Need improvement)	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP**	Jammu and Kashmir, Manipur, Meghalaya, Sikkim, Tripura, Uttarakhand

*INP - Information not provided/Inconsistent information

Note: Good — A State/UT having 75% schools with 80% and above average daily attendance

Figure 3.4: States/UTs with 'Good' and 'Need improvement' 'girls' attendance

3.2.2 Steps Taken to Improve Attendance

The States/UTs have tried to handle the low attendance of students' in their own ways. Table 3.5 provides information on some of the major steps taken by the States/UTs to improve the students' attendance.

Table 3.5: Steps Taken by States/UTs to Improve Attendance

SI. No.	Responses	Frequency
1	Interaction with parents	25
2	Meetings with SMCs	10
3	Organise motivational camps	9
4	Conduct home visits	7
5	Conduct co-curricular activities	5
6	Increase interest in classroom by using audio/visual aids	5
7	Monitoring of irregular students by the Head teachers	3
8	Provide special facility to girls and children with special needs	3
9	Conduct remedial teaching for low achievers	1
10	Arrange transportation for students	1

3.2.3 Enrolment of Out of School Children in Age-appropriate Classes as per RTE Norms

Enrolment of Out of School Children (OoSC) in Age-appropriate classes is an important aspect of the RTE Act. Table 3.6 shows the enrolment of 'Out of School (OoS) children in age-appropriate classes as per RTE norms as reported by the schools included in the sample of the study. There are 37 per cent (12) of the States/UTs which did not enroll any OoS children in age-appropriate classes as per the RTE norms. An equal number of States/UTs (12) reported enrolment of less than one OoSC in age-appropriate classes. Thus, in 75 per cent of the States/UTs the schools either did not enroll any OoSC or enrolled not more than one OoSC. There are only 22 per cent (7) of the States/UTs which could enroll between one and four OoSC per school. Chandigarh reported enrolment of 33 OoSC per school, which is largest number in all States/UTs. Three States did not provide information or provided inconsistent information.

Table 3.6: Enrolment of Out of School Children in Age-appropriate Classes in States/UTs

Category	Average enrolment per schools	Name of States/UTs
A	0	Andhra Pradesh, Daman and Diu, Jammu and Kashmir, Jharkhand, Kerala, Lakshadweep, Madhya Pradesh, Odisha, Puducherry, Sikkim, Tamilnadu, Uttarakhand
B	< 1	Meghalaya (10/30)**, Mizoram (4/35), Nagaland (9/34), Tripura (4/30), Andaman and Nicobar Islands (1 girl), Arunachal Pradesh (1 boy), Dadra and Nagar Haveli (1/20), Delhi (24/30), Goa (5/30), Haryana (12/28), Uttar Pradesh (2/43), West Bengal (1 girl)
C	1 – 2	Bihar (50/33), Himachal Pradesh (26/20), Karnataka (38/30), Punjab (31/31), Rajasthan (29/25)
D	3 – 4	Chhattisgarh (87/30), Gujarat (97/22),
E	> 4	Chandigarh (402/12)
F	INP*	Assam, Maharashtra, Manipur

* INP - Information not provided/Inconsistent information;
** Number of OoSC/Number of schools
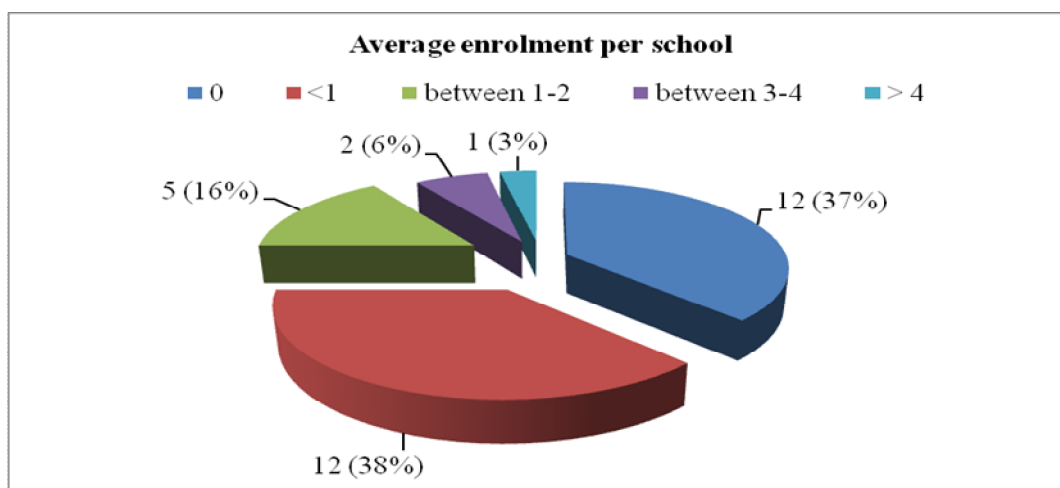
Figure 3.5: Enrolment of OoSC in age-appropriate classes in States/UTs

3.2.4 Special Training Centres

The States/UTs were asked if they have established Special Training Centres (STCs) for the OoSC enrolled under age-appropriate classes as per the RTE norms. The responses of the schools grouped under five categories are presented in Table 3.7. Nearly one-third of the States/UTs stated that they are providing special training to the children in their own schools. An equal number stated 'nowhere' as they mentioned that there are no OoSC to be enrolled in age-appropriate classes. Bihar and Nagaland, besides providing training in their own schools, have also reported residential centres for special training. Karnataka and Meghalaya are providing special training to children in the schools where they are enrolled as well as in other schools selected as STCs.

Table 3.7: Special Training Centres for OoSC Enrolled in Age-appropriate Classes in States/UTs

Category	Type of Centre	Name of States/UTs
A	Own school	Andaman and Nicobar Islands, Bihar, Chandigarh, Dadra and Nagar Haveli, Goa, Karnataka, Maharashtra, Meghalaya, Mizoram, Nagaland, Tripura, Uttar Pradesh
B	Other school/centre	Himachal Pradesh, Karnataka, Meghalaya, Rajasthan, West Bengal
C	Residential centre	Arunachal Pradesh, Bihar, Nagaland
D	Nowhere (No OoSC in age-appropriate classes enrolled)	Andhra Pradesh, Daman and Diu, Delhi, Jammu and Kashmir, Jharkhand, Kerala, Lakshadweep, Madhya Pradesh, Odisha, Puducherry, Sikkim, Tamilnadu, Uttarakhand
E	INP*	Assam, Chhattisgarh, Gujarat, Haryana, Manipur, Punjab

*INP - Information not provided/Inconsistent information

3.2.5 Children with Special Needs

The country will be failing in providing the right to elementary education if Children with Special Needs (CWSN) are not provided with their due right to education. The States/UTs were asked about enrolment of CWSN in their schools. Table 3.8 shows the enrolment of CWSN in States/UTs on the basis of the responses of schools participated in the study. The number of CWSN varies from one to six per school in different States/UTs. Most of the States reported enrolment of zero to one child per school in their schools. While schools of Sikkim have reported zero enrolment of CWSN, schools of Assam, Kerala, Maharashtra and Manipur either did not provide information or provided inconsistent information.

Table 3.8: Enrolment of Children with Special Needs

Category	Average enrolment per school	Name of States/UTs
A	0	Sikkim
B	< 1	Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Meghalaya, Mizoram, Rajasthan, Uttar Pradesh, Uttarakhand
C	1	Andhra Pradesh, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Madhya Pradesh, Nagaland, Odisha, Puducherry, Tripura
D	2	Jammu and Kashmir, Jharkhand
E	3	Delhi, Karnataka, Tamilnadu, West Bengal
F	4	Arunachal Pradesh
G	5	Andaman and Nicobar Islands, Punjab
H	≥ 6	Chandigarh, Lakshadweep
I	INP*	Assam, Kerala, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
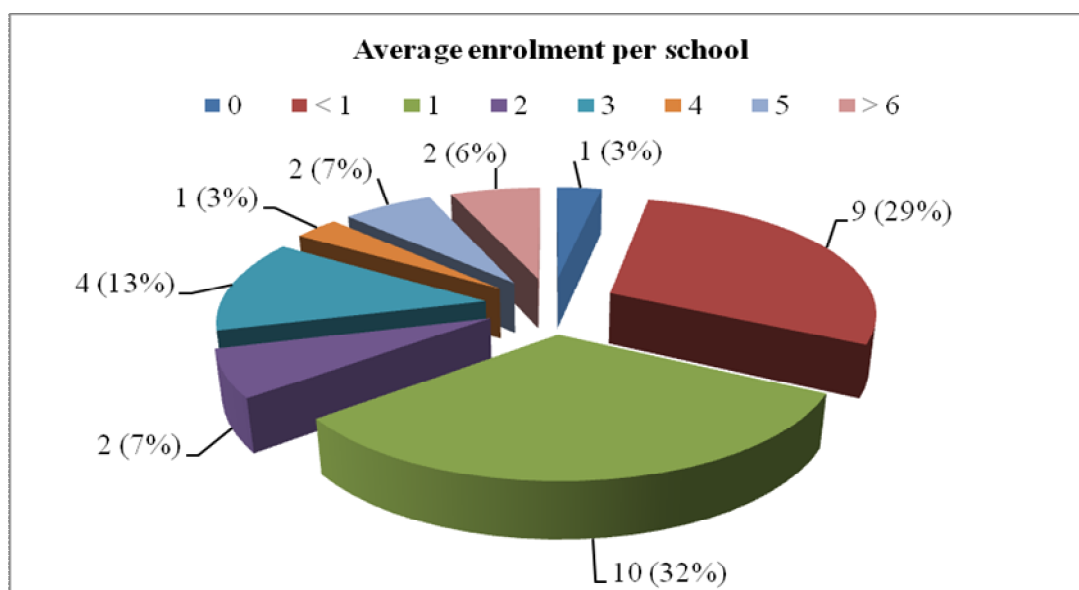
Figure 3.6: Enrolment of children with special needs per school in States/UTs

21

3.2.6 Time of Admission and Problems Faced during Admission

The RTE Act envisages that children should be allowed admission throughout the year. The schools were asked if they allowed admission throughout the year. Table 3.9 and Figure 3.7 show whether the States/UTs are allowing admission throughout the year. Most of the States/UTs (26) stated that they allow admission throughout the year. However six States/UTs stated that they did not allow admission throughout the year.

Table 3.9: States/UTs Allowing Admission in Schools throughout the Year

Category	Description	Name of States/UTs
A	State allowing admission throughout the year	Andaman and Nicobar Islands, Assam, Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Mizoram, Nagaland, Odisha, Pudducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
B	State/UTs not allowing admission throughout the year	Arunachal Pradesh (7%), Delhi (20%), Goa, Lakshadweep (64%), Meghalaya (47%), West Bengal (21%)
C	INP*/inconsistent data	Madhya Pradesh, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
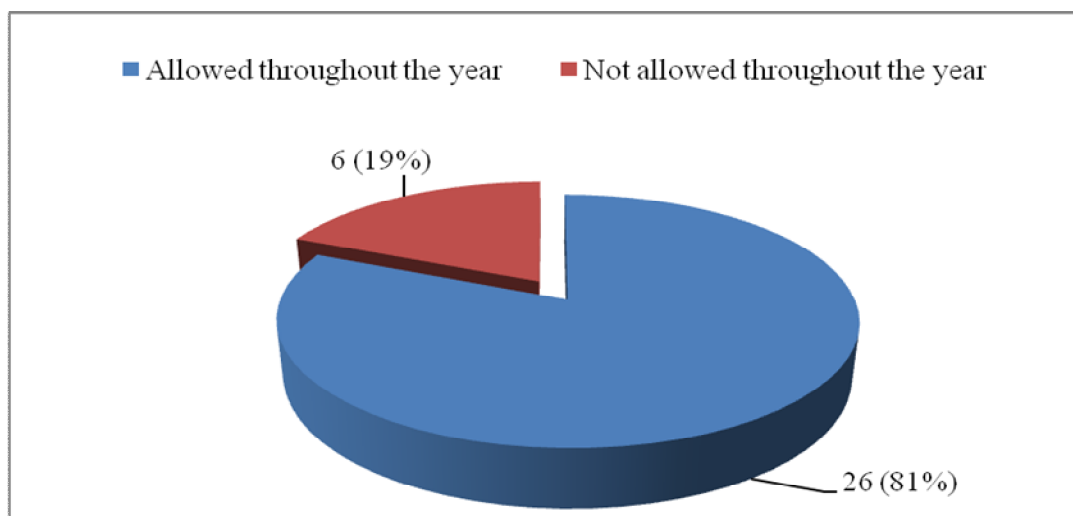
Figure 3.7: States/UTs allowing admission in schools throughout the year

The schools were asked about various problems reported by the schools about the admission of children. Major problems reported are listed in Table 3.10.

Table 3.10: Problems Faced during Admission

SI. No.	Responses	Frequency
1.	Determination of age	18
2.	Lack of awareness among guardians about education in rural areas	6
3.	Migration of parents	6
4.	Shortage of space (classrooms) for teaching	4
5.	Language problems	3
6.	Parents' lack of interest to admit their children	3
7.	Late admissions	2
8.	Non availability of transport facilities in some areas	1

3.3 Textbook Distribution

Table 3.11 and Figure 3.8 show information about the distribution time of textbooks in schools. The figures within brackets show the percentage of schools in States/UTs distributing textbooks within the indicated time. It is found that a large number of schools in most of the States/UTs (two-third) distributed textbooks to the children within one week. There are some schools in some States/UTs which distributed textbooks after one week (but within one month). Some other States/UTs (7) distributed textbooks even after one month in some schools.

Table 3.11: Textbook Distribution in Schools

Category	Distribution	Name of States/UTs
A	Within one week	Andhra Pradesh (93.33%), Arunachal Pradesh (62%), Assam, Bihar (66.67%), Chandigarh, Chhattisgarh, Daman and Diu, Delhi (17%), Goa (80%), Gujarat, Himachal Pradesh, Jammu and Kashmir, Karnataka, Lakshadweep, Madhya Pradesh, Meghalaya (80%), Mizoram, Nagaland, Odisha, Punjab, Rajasthan (97%), Sikkim (52%), Tamilnadu, West Bengal (7%)
B	After one week (Within one month)	Andhra Pradesh (6.66%), A & N Islands (Within one month), Arunachal Pradesh (31%), Bihar (33.3 %), Delhi (80%), Goa (20%), Haryana (22 schools of 28 schools), Kerala, Meghalaya (13%), Puducherry, Rajasthan (3%), Sikkim (48%), Tripura (85%), Uttarakhand, Uttar Pradesh, West Bengal (29%)
C	After one month	Arunachal Pradesh (7%), Delhi (3%), Haryana (6 schools of 28 schools), Jharkhand, Maharashtra, Meghalaya (7%), Tripura (15%), West Bengal (64%)
D	INP*	Dadra and Nagar Haveli, Manipur

*INP - Information not provided/Inconsistent information
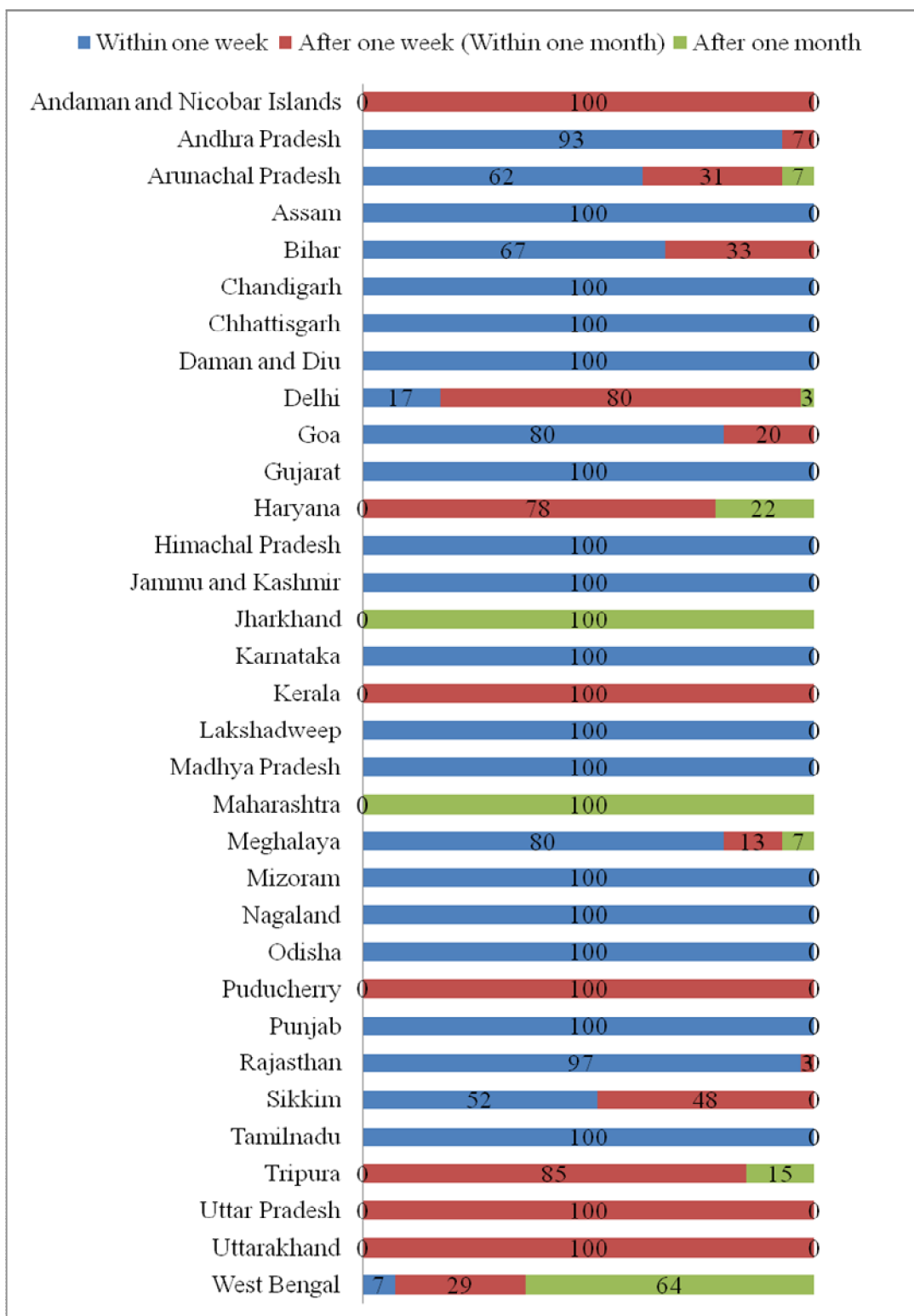
Figure 3.8: Textbook distribution in schools

Such States/UTs were requested to provide various reasons for the late distribution of textbooks. The main reasons are mentioned in Table 3.12.

Table 3.12: Reasons for Late Distribution of Textbooks

SI. No.	Responses	Frequency
1.	Late issue of textbooks	8
2.	Inadequate supply of textbooks	2
3.	Late admission of students	1
4.	Non-availability of transport facility	1

3.4 Completion of Syllabus

One of the important objectives of the study was to study the status of quality interventions in schools, namely, completion of syllabus and various classroom processes. The Heads of schools were asked if the teachers faced problems in the completion of syllabus. The State/UT-wise responses are presented in Table 3.13 and Figure 3.9. The teachers in 39 per cent of the States/UTs (12) reported that they did not face any problems in completing the syllabus. The teachers of 61 per cent of the States/UTs (19) reported that they faced problems in completing the syllabus within the given time. This shows that the number of teachers who face problems in the completion of syllabus is more than those who do not face problems.

Table 3.13: Teachers Facing Problems in Completion of Syllabus on Time

Category	Completion of Syllabus on Time	Name of States/UTs
A	Problem not faced by teachers	Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Chhattisgarh, Daman and Diu, Delhi, Himachal Pradesh, Mizoram, Puducherry, Rajasthan, Sikkim, Tamilnadu
B	Problem faced by teachers in varying number	Andhra Pradesh (50%), Assam (27 teachers), Bihar (15%), Dadra and Nagar Haveli (3%), Goa (2), Gujarat (10%), Haryana, Jammu & Kashmir (20%), Jharkhand (63.33%), Karnataka (84%), Kerala (5%), Lakshadweep (6%), Madhya Pradesh (28%), Meghalaya (15 teachers), Odisha, Punjab (45%), Uttar Pradesh (36%), Uttarakhand (99%), West Bengal (21%)
C	INP*	Manipur, Maharashtra, Nagaland, Tripura

*INP - Information not provided/Inconsistent information
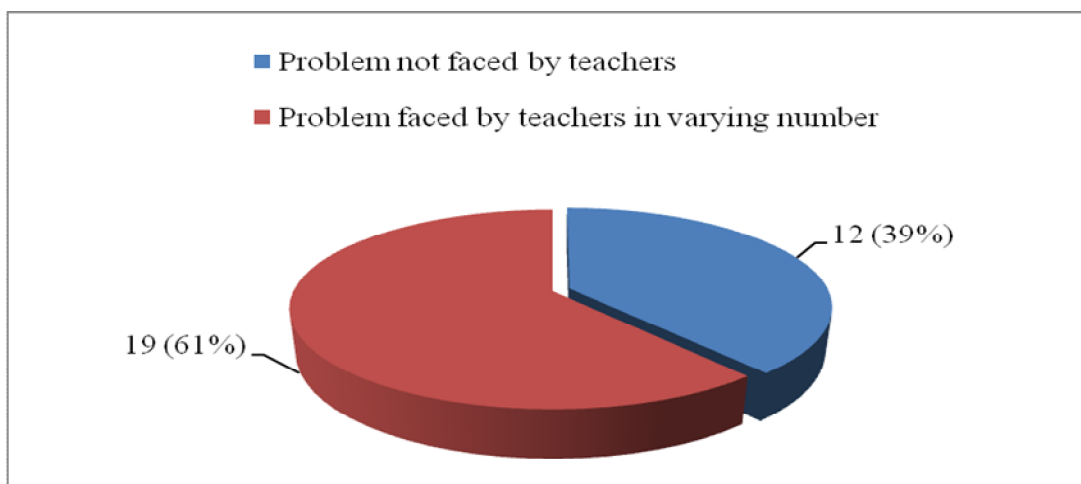
Figure 3.9: States facing problems in completion of syllabus on time

Various problems faced by the teachers in the completion of syllabus as reported by the teachers are mentioned in Table 3.14. The biggest problem reported in completing syllabus is 'engagement in activities other than teaching', followed by 'shortage of teachers', 'too many holidays and long vacation' and 'over-loaded syllabus'.

Table 3.14: Various Problems Faced by Teachers in Completion of Syllabus

SI. No.	Responses	Frequency
1.	Engagement in activities other than teaching	11
2.	Shortage of teachers	6
3.	Too many holidays and long vacation	4
4.	Over-loaded syllabus	3
5.	Delay in appointment of guest/contract teachers	1
6.	Teachers not being skilled enough	1
7.	Lack of regular attendance	1
8.	Migration of students from other schools	1
9.	Teachers unaware of about multigrade teaching	1

3.5 Involvement of Teacher in 'Other than School Activities'

The RTE Act envisages that teachers should not be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections (Section 27 of the RTE Act, 2009). Majority of the schools reported election duty, census duty and Mid-day Meal as major 'other than school activities' in which teachers are involved. Teachers' engagement as booth level officers for several days, in conducting surveys (BPL, economic) and involvement in pulse polio campaign have been reported as such other activities.

3.6 Classroom Process and Teacher Effectiveness

Classroom process is an important indicator of quality education and determinant of students learning. In the present study, the CRC Coordinators observed classes in Primary and Upper Primary schools and recorded their observations on 13 components of the classroom process in Classroom Observation Schedule prepared for this purpose.

Table 3.15 and Figure 3.10 show the distribution of States/UTs which provided information on COS. As seen in the Table 3.15, only 26 States/UTs provided information on classroom processes. The remaining nine States/UTs either did not provide information or provided inadequate information.

Table 3.15: Completion of Classroom Observation Schedule

Category	Description	States/UTs
A	Completed Classroom Observation Schedule	Assam, Arunachal Pradesh, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	INP*	Andhra Pradesh, Andaman and Nicobar Islands, Goa, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Puducherry, Tamilnadu

*INP - Information not provided/Inconsistent information
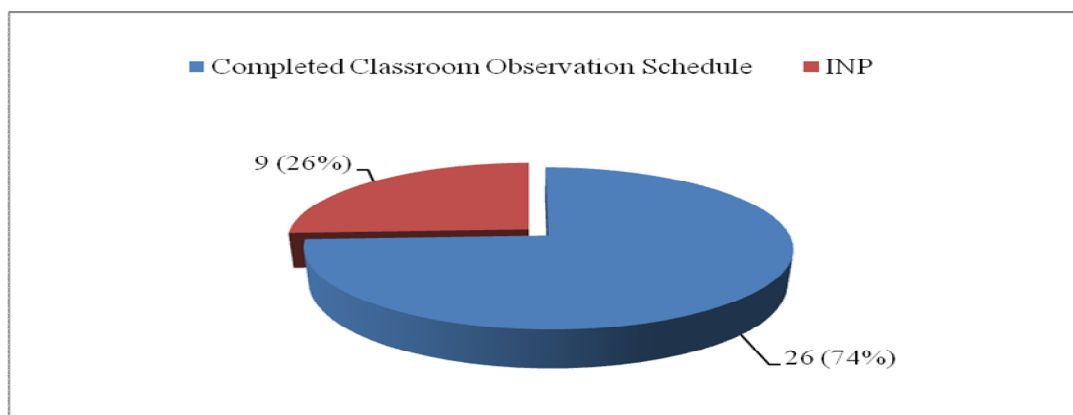
Figure 3.10: Completion of classroom observation schedule

Tables 3.16 to Table 3.28 and Figures 3.11 to 3.23 show the status of States/UTs according to the different components of classroom processes. On the basis of analysis of classroom observation, the States/UTs have been classified into two categories, namely, 'effective' and 'need improvement' in each case.

3.6.1 Mental Harassment of Children

Classroom environment is free from students' mental harassment/tension in 81 per cent (21) of the States/UTs, while it needs improvement in 19 per cent (5) of the States/UTs.

Table 3.16: Classroom Environment Free From Mental Harassment

Process	Effective*(free from mental harassment)	Need Improvement
Classroom environment is free from mental harassment /tension	Assam, Arunachal Pradesh, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Haryana, Jharkhand, Kerala, Karnataka, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tripura, West Bengal, Uttar Pradesh	Bihar, Himachal Pradesh, Lakshadweep, Meghalaya, Uttarakhand

* CRCC's observation in more than 60% schools marked as 'to a great extent' is considered 'effective'.
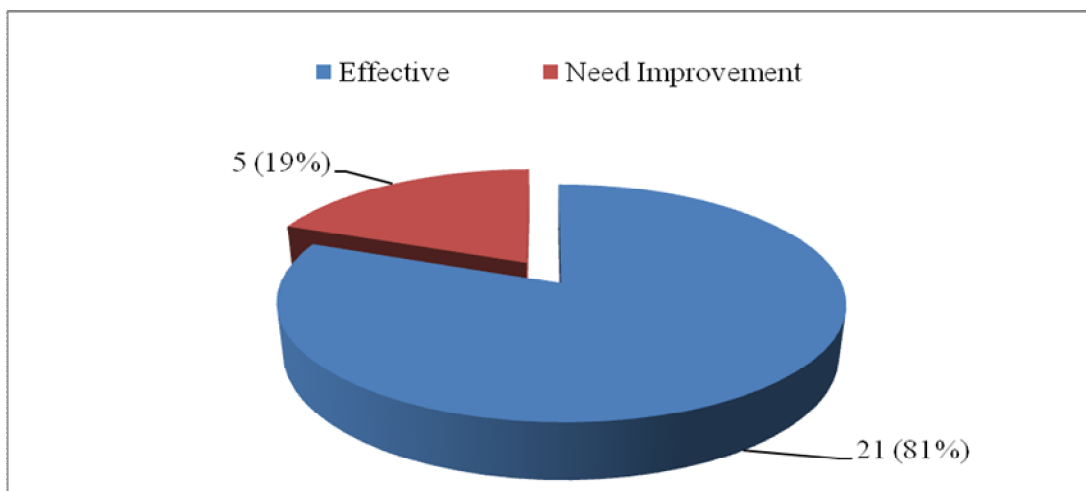
Figure 3.11: Classroom environment free from mental harassment

3.6.2 Relevant Activities by Teachers during Teaching

The schools in only 35 per cent (9) of the States/UTs were found conducting relevant activities by teachers during teaching. The teachers in schools of 65 per cent (17) of the States/UTs are not found conducting relevant activities during teaching.

Table 3.17: Relevant Activities by Teachers during Teaching

Process	Effective*	Need Improvement
Teacher is conducting relevant activities during teaching	Assam, Chandigarh, Delhi, Gujarat, Kerala, Punjab, Rajasthan, Sikkim, West Bengal	Arunachal Pradesh, Bihar, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Tripura, Uttar Pradesh, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
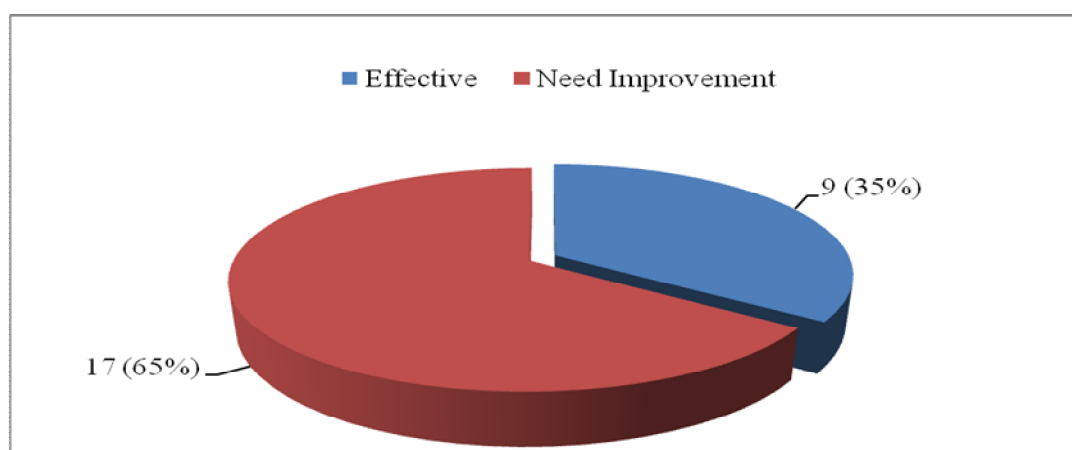
Figure 3.12: Relevant activities conducted by the teacher during teaching

3.6.3 Encouragement of Children to Ask Questions

Only 42 per cent (11) of the States/UTs reported that teachers encourage children to ask questions in the class. In the remaining 58 per cent (15) of the States/UTs, teachers need improvement towards encouraging children to ask more questions during teaching.

Table 3.18: Encouragement of Children to Ask Questions

Process	Effective*	Need Improvement
Teacher encourages children to ask questions	Chandigarh, Chhattisgarh, Delhi, Gujarat, Jharkhand, Kerala, Lakshadweep, Punjab, Sikkim, Tripura, West Bengal,	Arunachal Pradesh, Assam, Bihar, Dadra and Nagar Haveli, Daman and Diu, Haryana, Himachal Pradesh, Karnataka, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Uttarakhand, Uttar Pradesh

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
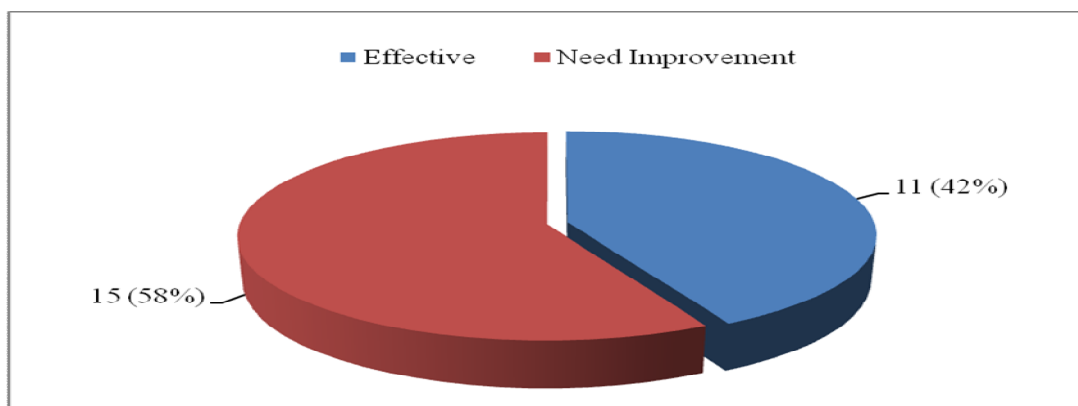
Figure 3.13: Encouragement of children to ask questions

3.6.4 Free Expression of Feelings and Problems by Children

The teachers of only 42 per cent (11) of the States/UTs were observed providing opportunity to children for free expression of feelings and problems during teaching. The 58 per cent of States/UTs need improvement in this aspect of the classroom process.

Table 3.19: Free Expression of Feelings and Problems by Children

Process	Effective*	Need Improvement
Children feel free to express their feelings and problems	Chandigarh, Daman and Diu, Delhi, Gujarat, Kerala, Lakshadweep, Punjab, Sikkim, Tripura, West Bengal, Uttar Pradesh	Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'To a great extent' is considered effective.
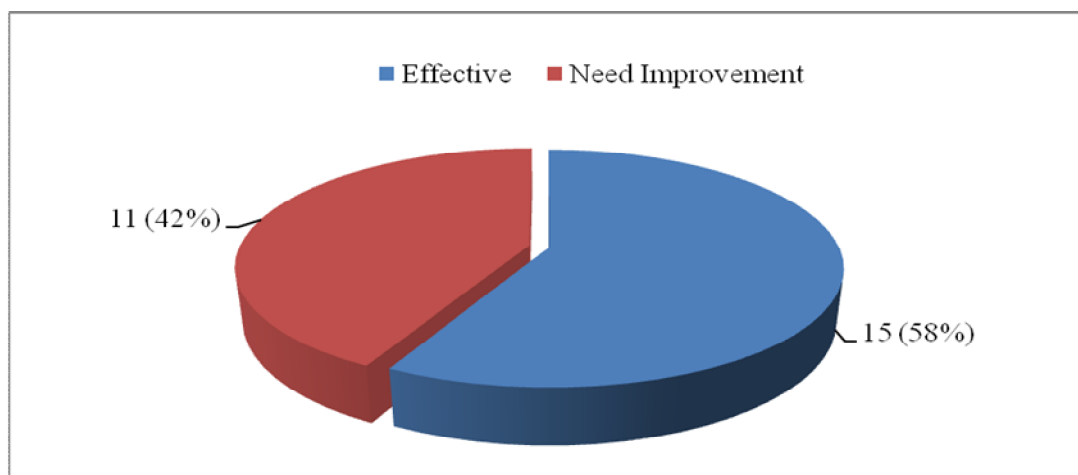
Figure 3.14: Free expression of feelings and problems by children

30

3.6.5 Answering Students' Questions Gladly

Fifty eight per cent of the States/UTs reported that the teachers gladly answer the questions of the students in classrooms. The teachers in remaining 42 per cent of the States/UTs need to improve their teaching by answering students' questions gladly.

Table 3.20: Answering Students' Questions Gladly

Process	Effective*	Need Improvement
Teacher gives answers to students' questions/ queries gladly	Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Daman and Diu, Delhi, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Sikkim, West Bengal, Tripura, Uttar Pradesh	Bihar, Dadra and Nagar Haveli, Haryana, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
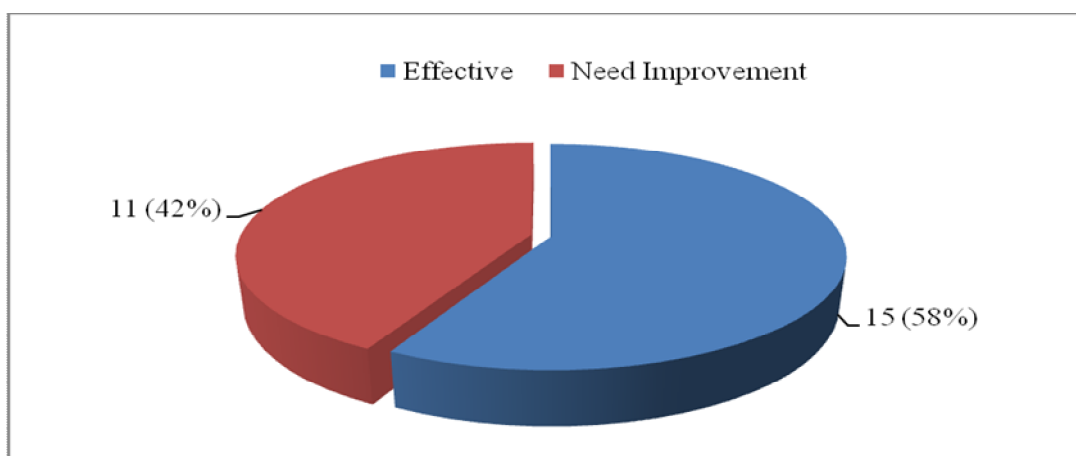
Figure 3.15: Answering students questions gladly

3.6.6 Using Students' Experiences for Developing Lesson

Teachers in only one-fourth States/UTs were making use of students' experiences for developing lesson. Teachers of three-fourth States/UTs need improvement in their teaching in this aspect.

Table 3.21: Using Students' Experiences for Developing Lesson

Process	Effective*	Need Improvement
Teacher is sharing students' experiences and developing lesson on the basis of their experiences	Delhi, Gujarat, Kerala, Punjab, Tripura, Uttar Pradesh, West Bengal	Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Sikkim, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
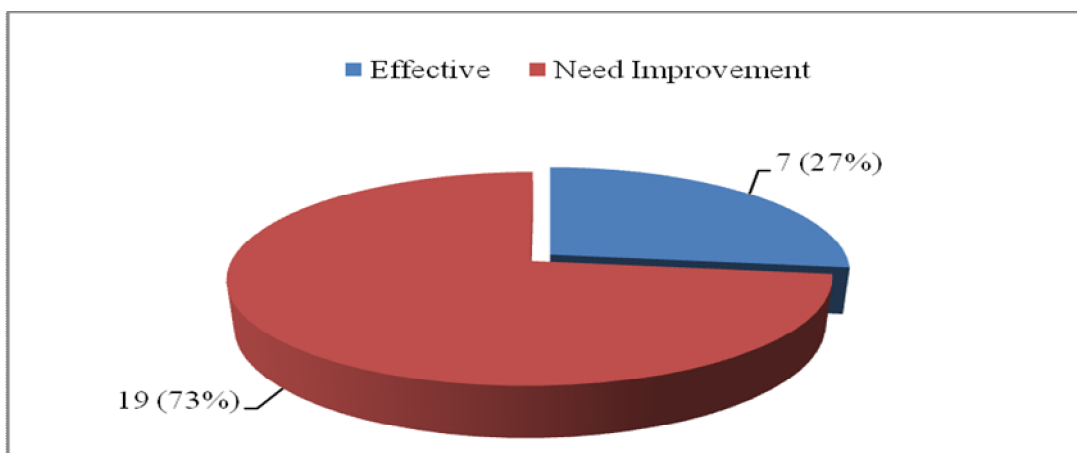
Figure 3.16: Using students' experiences for developing lesson

3.6.7 Proper Use of Blackboard

Nearly 70 per cent of the States/UTs reported proper use of blackboard in their schools by the teachers. The teachers in the remaining States/UTs need to make efforts to improve the use of blackboard in their teaching.

Table 3.22: Proper Use of Blackboard

Process	Effective*	Need Improvement
Blackboard is used properly by the teacher	Arunachal Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Mizoram, Punjab, Rajasthan, Sikkim, Tripura, Uttarakhand, Uttar Pradesh	Bihar, Chhattisgarh, Haryana, Lakshadweep, Meghalaya, Nagaland, Odisha, West Bengal

*CRCC's observation in more than 60% schools marked as 'To a great extent' is considered effective.
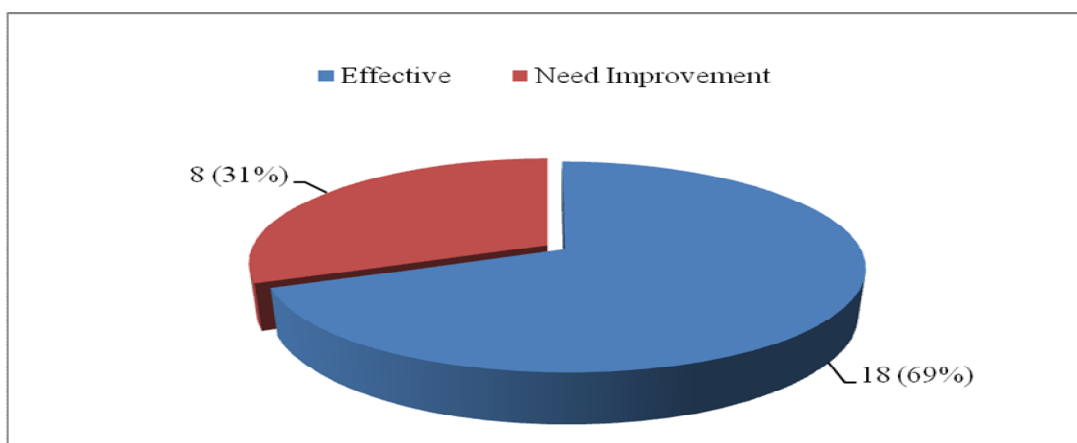
Figure 3.17: Proper use of blackboard

3.6.8 Proper Use of Relevant TLM during Teaching

Teachers in only one-fourth of the States/UTs were found making proper use of the relevant material during teaching. Remaining three-fourth of the States/UTs need to make intensive efforts for the proper use of relevant TLM by teachers during teaching.

Table 3.23: Proper Use of Relevant TLM during Teaching

Process	Effective*	Need Improvement
Relevant TLMs are used properly during teaching	Chandigarh, Dadra and Nagar Haveli, Gujarat, Kerala, Mizoram, Punjab, Tripura	Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Nagaland, Odisha, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
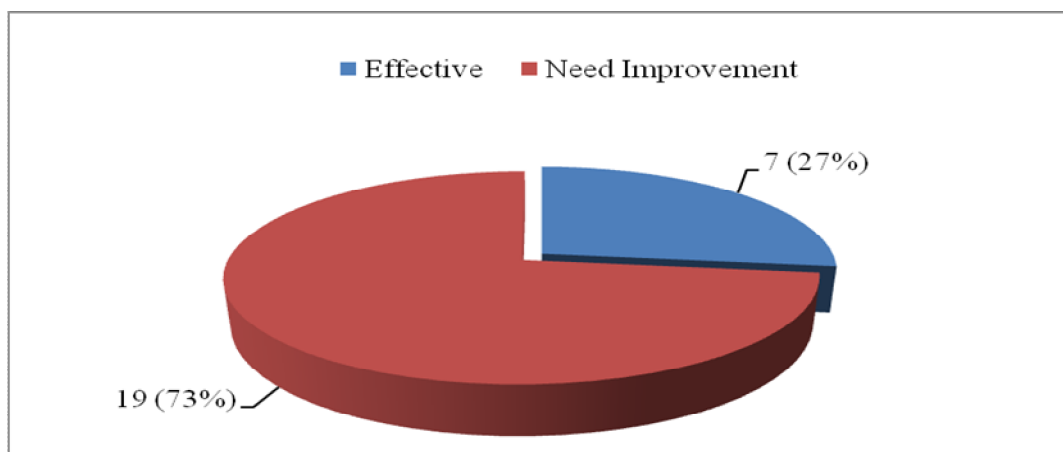
Figure 3.18: Proper use of relevant TLM during teaching

3.6.9 Encouraging Students' Participation though Teacher Questioning

It has been reported that teachers of only 35 per cent (nine) of the States/UTs are asking a variety of questions to encourage participation of all the children in the classrooms. Sixty five per cent of the States/UTs lack in this act of encouraging participation of all children by the teachers.

Table 3.24: Encouraging Students' Participation through Teacher Questioning

Process	Effective*	Need Improvement
Teacher is asking variety of questions to encourage participation of all children	Chandigarh, Chhattisgarh, Daman and Diu, Gujarat, Kerala, Punjab, Sikkim, Tripura, West Bengal,	Arunachal Pradesh, Assam, Bihar, Dadra and Nagar Haveli, Delhi, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Uttar Pradesh, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
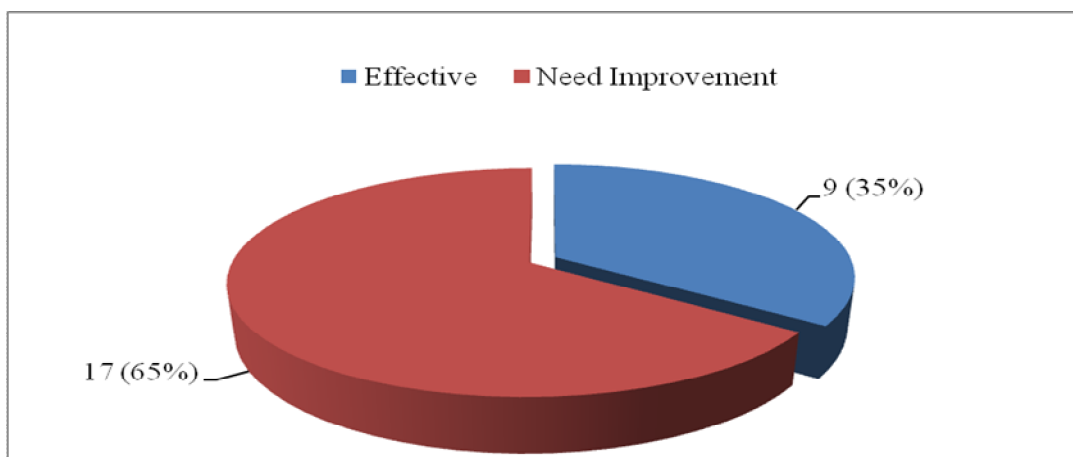
Figure 3.19: Encouraging students' participation through teacher questioning

3.6.10 Continuous Assessment of Students

Classroom observations were made to find if teachers assess students' learning along with teaching and move ahead after ensuring that students have learnt. It was reported that this is done only in about 40 per cent of the States/UTs and teachers in 60 per cent of the States/UTs need to make improvement in this area.

Table 3.25: Continuous Assessment of Students

Process	Effective*	Need Improvement
Teacher is assessing students learning along with teaching and moving ahead after ensuring that students have learnt	Chandigarh, Daman and Diu, Delhi, Gujarat, Himachal Pradesh, Kerala, Punjab, Sikkim, Tripura, Uttar Pradesh, West Bengal	Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Dadra and Nagar Haveli, Haryana, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
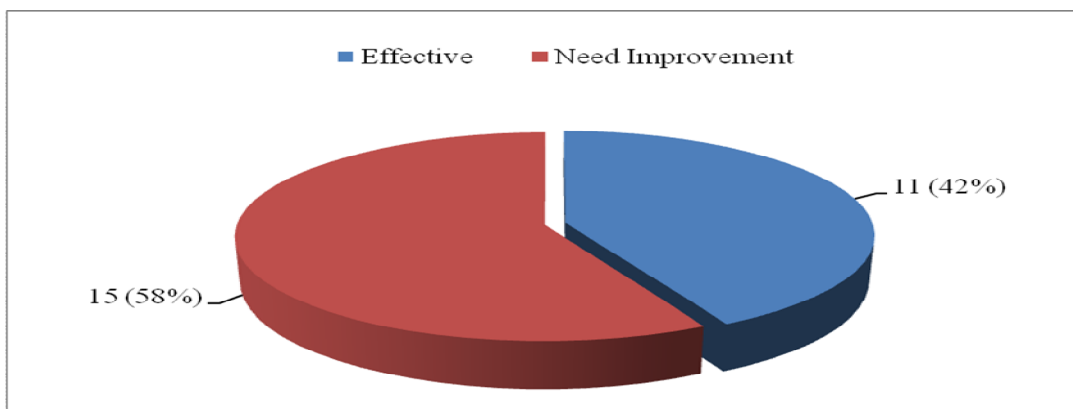
Figure 3.20: Continuous assessment of students

3.6.11 Classroom Environment Conducive for Learning

It has been found that only 38 per cent of the States/UTs have classroom environment which is conducive for learning. The other 58 per cent of the States/UTs need to make efforts for improving learning environment in their classrooms.

Table 3.26: Environment Conducive to Learning

Process	Effective*	Need Improvement
Overall classroom environment is conducive for learning	Arunachal Pradesh, Chandigarh, Daman and Diu, Delhi, Gujarat, Kerala, Punjab, Sikkim, Tripura, West Bengal,	Assam, Bihar, Chhattisgarh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Uttar Pradesh, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
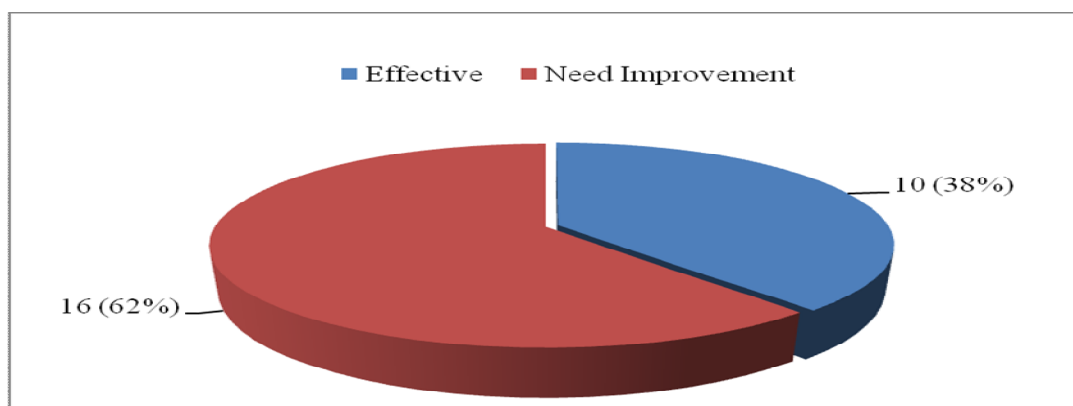
Figure 3.21: Environment conducive for learning

3.6.12 Satisfactory Classroom Management

Slightly more than half (14) of the States/UTs which responded are found to have satisfactory classroom management in schools. The remaining (12) States/UTs need to improve classroom management in their schools.

Table 3.27: Satisfactory Classroom Management

Process	Effective*	Need Improvement
Classroom management is satisfactory	Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Sikkim, Tripura, Uttar Pradesh, West Bengal	Assam, Bihar, Chhattisgarh, Haryana, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'to a great extent' is considered effective.
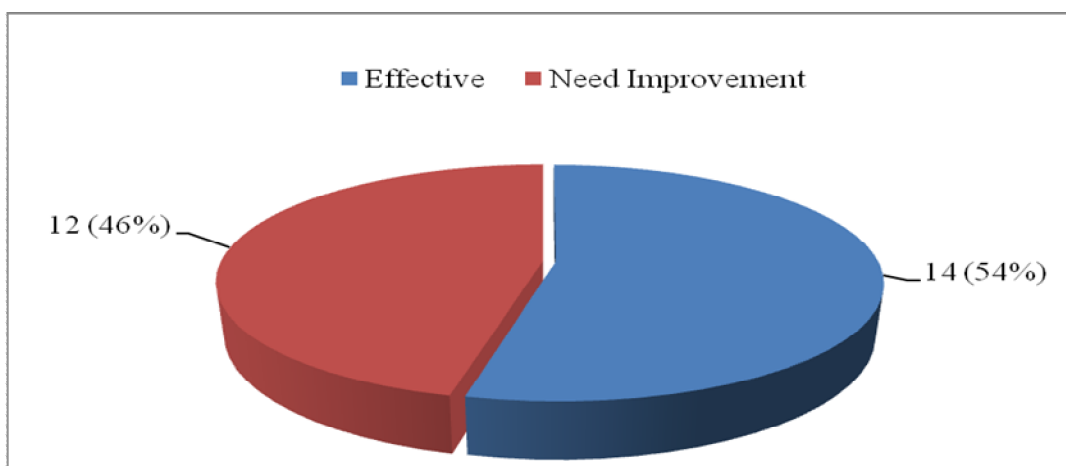
Figure 3.22: Satisfactory classroom management

3.6.13 Teacher Effectiveness

The CRC Coordinators also made classroom observations to assess over all teacher effectiveness. Teachers were found effective in classrooms in 50 per cent of the States/UTs. They need improvement in remaining of the 50 per cent States/UTs.

Table 3.28: Teacher Effectiveness

Process	Effective*	Need Improvement
Teacher is effective	Arunachal Pradesh, Chandigarh, Daman and Diu, Delhi, Gujarat, Himachal Pradesh, Kerala, Mizoram, Punjab, Sikkim, Tripura, West Bengal, Uttar Pradesh	Assam, Bihar, Chhattisgarh, Dadra and Nagar Haveli, Haryana, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Nagaland, Odisha, Rajasthan, Uttarakhand

*CRCC's observation in more than 60% schools marked as 'To a great extent' is considered effective.
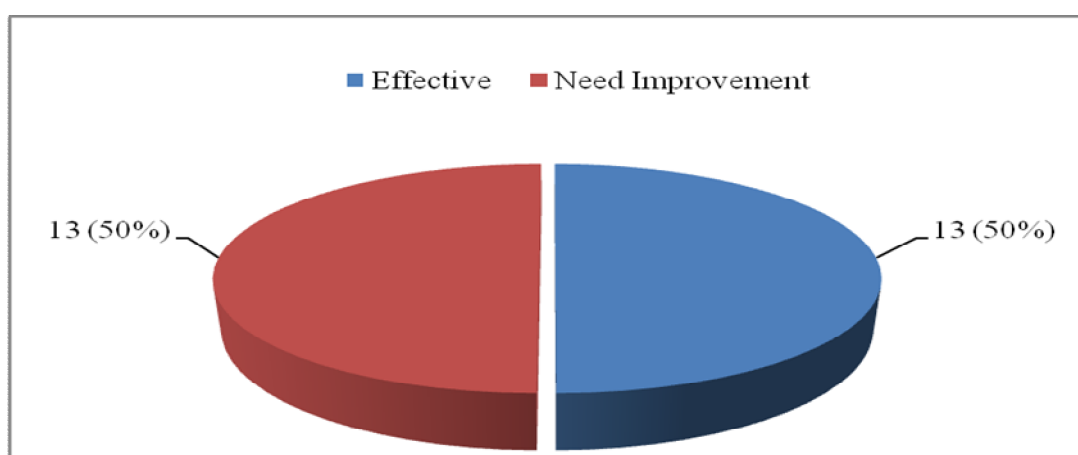

Figure 3.23: Teacher effectiveness

On the basis of the analysis of information on classroom process, it can be concluded that most of the classroom processes (eight out of 13, 60 per cent) in schools of more than half of the States/UTs are not effective and need urgent attention from all those involved from local to national level, who are concerned with and engaged in education of children at the elementary stage, namely – the policy makers, administrators, teacher educators, supervisors and teachers.

3.7 Learners' Achievement

This section describes the learners' achievement of Primary and Upper Primary students as assessed by the teachers during the normal course of teaching in schools and not through any standardised tests. The analysis of information and findings on learners' achievement are presented in the following paragraphs.

3.7.1 Learners' Achievement at the Primary Stage

Tables 3.29 to 3.33 and Figures 3.24 to 3.28 show the distribution of States/UTs on learners' achievement in Language, Mathematics and Environmental Studies (EVS) at Primary stage (Classes I-V). Only 29 States/UTs provided information on learners' achievement. From the point of view of achievement of children as assessed by the teachers, the States/UTs were classified into two categories, namely, 'good' and 'need improvement'. Children are placed in different grades by the teachers on the basis of their achievement in different subjects.

Table 3.29: Achievement of Children of Class I in States/UTs

Class I		
Subjects	**Good***	**Need Improvement***
Language	Andhra Pradesh, Dadra and Nagar Haveli, Goa, Jammu and Kashmir, Karnataka, Kerala, Mizoram, Puducherry, Tamilnadu	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Andhra Pradesh, Dadra and Nagar Haveli, Chandigarh, Goa, Jammu and Kashmir, Kerala, Mizoram, Puducherry, Tamilnadu, West Bengal	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Jharkhand, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand

Grades: A=70% and above; B=30%-69%; C= below 30%

  * Good Achievement: 50% and more children securing A Grade
** Need Improvement: Less than 50% children securing A Grade

The States/UTs in which 50 per cent and more children secured A grade have been classified in the category of 'good achievement'. The States/UTs reporting less than 50 per cent children securing A grade are classified under the category of 'need improvement' in achievement.

The tables and figures show that the number of States/UTs with 'good achievement' is less than the number of States/UTs which 'need improvement' in achievement in all subjects under study at the primary stage, that is, in language and Mathematics in Classes I and II and in language, Mathematics and Environmental Studies in Classes I, II and III.
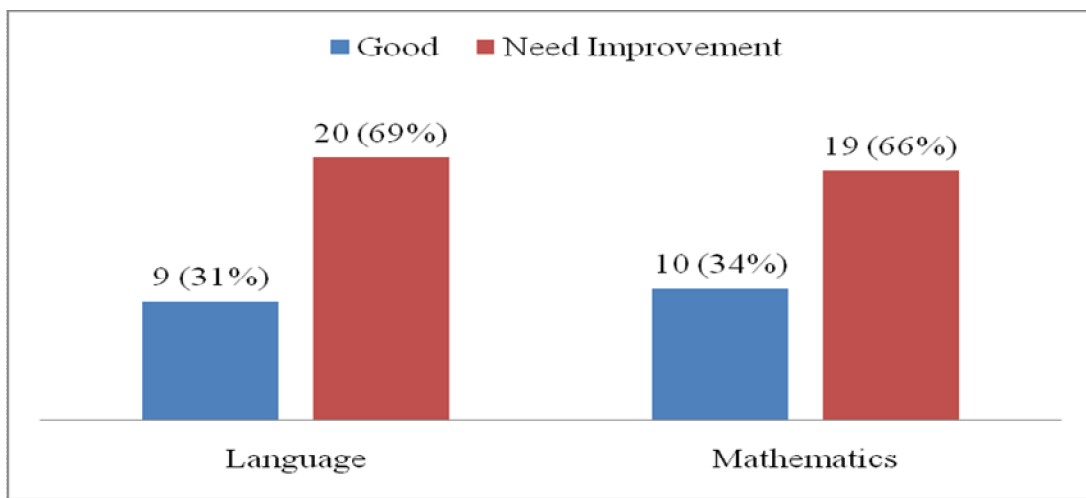
Figure 3.24: Achievement of children of Class I in States/UTs

Table 3.30: Achievement of Children of Class II in States/UTs

Class II		
Subjects	**Good***	**Need Improvement****
Language	Andhra Pradesh, Dadra and Nagar Haveli, Goa, Jammu and Kashmir, Karnataka, Mizoram, Puducherry, Tamilnadu	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Lakshadweep, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Andhra Pradesh, Dadra and Nagar Haveli, Karnataka, Kerala, Mizoram, Puducherry	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jharkhand, Jammu and Kashmir, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal

Grades: A=70% and above; B= 30%-69%; C= below 30%

  * Good Achievement: 50% and more children securing A Grade

** Need Improvement: Less than 50% children securing A Grade
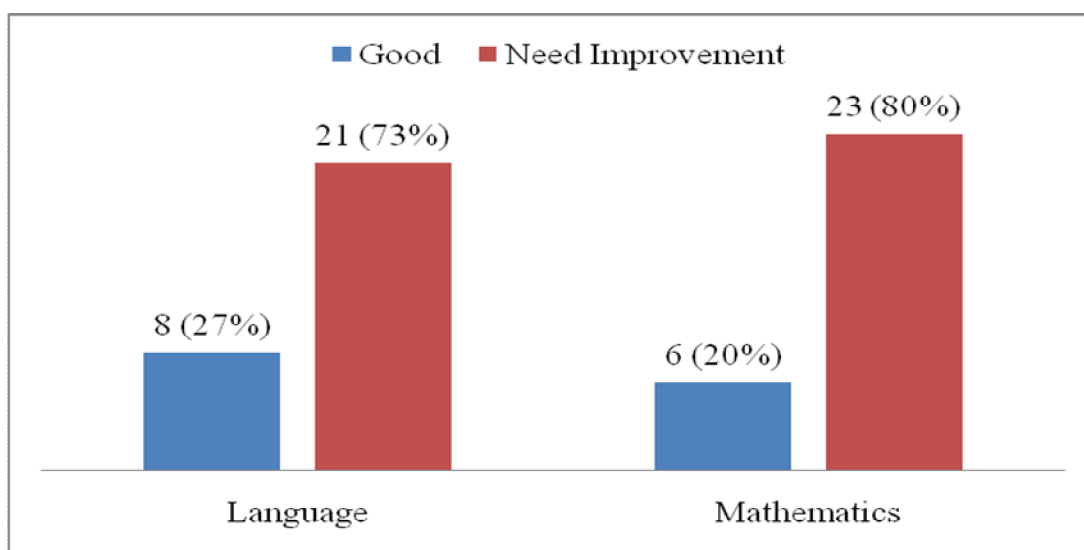
Figure 3.25: Achievement of children of Class II in States/UTs

Table 3.31: Achievement of Children of Class III in States/UTs

Class III		
Subjects	**Good***	**Need Improvement****
Language	Andhra Pradesh, Dadra and Nagar Haveli, Mizoram, Puducherry	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Andhra Pradesh, Dadra and Nagar Haveli, Karnataka, Kerala, Mizoram, Puducherry	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
EVS	Andhra Pradesh, Dadra and Nagar Haveli, Karnataka, Mizoram, Puducherry	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttarakhand, West Bengal

Grades: A=70% and above; B= 30%-69%; C= below 30%

  * Good Achievement: 50% and more children securing A Grade
** Need Improvement: Less than 50% children securing A Grade

Note: Uttar Pradesh did not provide information for EVS

Figure 3.26: Achievement of children of Class III in States/UTs

Table 3.32: Achievement of Children of Class IV in States/UTs

Class IV		
Subjects	**Good***	**Need Improvement****
Language	Andhra Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Karnataka, Lakshadweep, Mizoram, Tamilnadu,	Andaman and Nicobar Islands, Arunachal Pradesh, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Andhra Pradesh, Dadra and Nagar Haveli, Delhi, Karnataka, Kerala, Lakshadweep, Mizoram,	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
EVS	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Goa, Karnataka, Lakshadweep, Mizoram	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal

Grades: A=70% and above; B= 30%-69%; C= below 30%

 * Good Achievement: 50% and more children securing A Grade
** Need Improvement: Less than 50% children securing A Grade
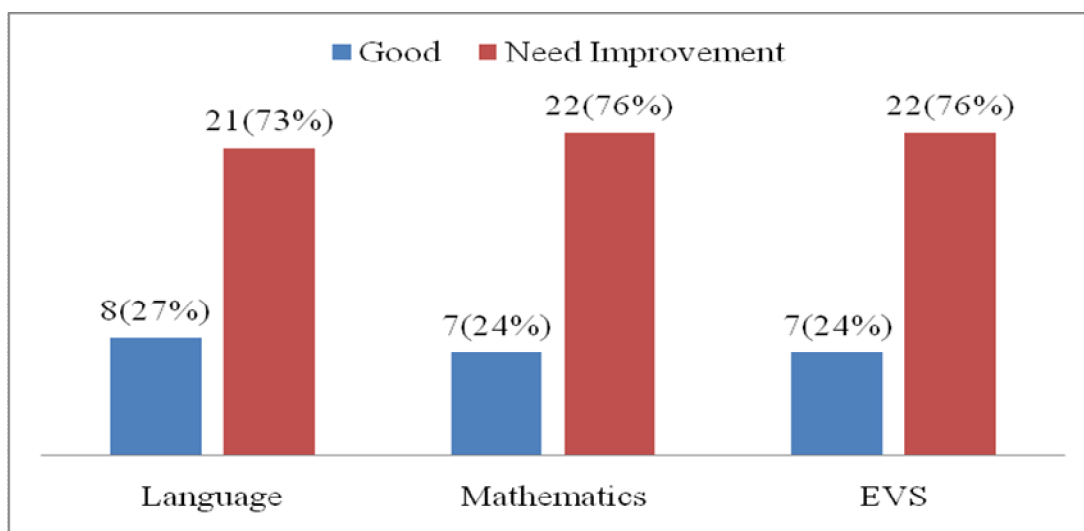
Figure 3.27: Achievement of children of Class IV in States/UTs

Table 3.33: Achievement of Children of Class V in States/UTs

Class V		
Subjects	**Good***	**Need Improvement****
Language	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Lakshadweep, Mizoram, Tamilnadu	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Mizoram, Tamilnadu	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
EVS	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Jammu and Kashmir, Lakshadweep, Mizoram	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal

Grades: A=70% and above; B= 30%-69%; C= below 30%

* Good Achievement: 50% and more children securing A Grade

** Need Improvement: Less than 50% children securing A Grade

Figure 3.28: Achievement of children of Class V in States/UTs

3.7.2 Learners' Achievement at the Upper Primary Stage

Tables 3.34 to 3.36 show the distribution of States/UTs on learners' achievement in Language, Mathematics, Science and Social Science at the Upper Primary stage (Classes VI – VIII). Figures (3.29 to 3.31) are also drawn to depict the status of achievement in different States and UTs. Only 27 States/UTs have provided information on this aspect. Puducherry and Tamilnadu provided information about the achievement of children for the Primary stage but not for the Upper Primary stage.

The States/UTs were classified into two categories, namely, having 'good achievement' and 'need improvement' in achievement. The children have been awarded different grades by the teachers. The State/UT with 50 per cent and more children securing A and B grades (A=80 per cent and above, B=65 to 79 per cent) has been classified in the category of good achievement. Similarly, the State/UT with less than 50 per cent children securing A and B grades has been classified in the category of 'need improvement' in achievement.

The tables and figures show that the number of States/UTs with 'good achievement' in less than the number of States/UTs which 'need improvement' in all the subjects under study at the Upper Primary stage, that is, in Language, Mathematics, Science and Social Science.

Table 3.34: Achievement of Children of Class VI in States/UTs

| Class VI		
Subjects	**Good***	**Need Improvement****
Language	Chandigarh, Arunachal Pradesh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Mizoram, Nagaland	Andhra Pradesh, Bihar, Andaman and Nicobar Islands, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Maharashtra, Meghalaya, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu & Kashmir, Karnataka, Mizoram	Andhra Pradesh, Arunachal Pradesh, Andaman and Nicobar Islands, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Science	Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Mizoram,	Andhra Pradesh, Arunachal Pradesh, Andaman and Nicobar Islands, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Social Science	Chandigarh, Arunachal Pradesh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Lakshadweep, Mizoram, Nagaland	Andhra Pradesh, A & N Islands, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Meghalaya, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal

Grades: A=80% and above; B= 65%-79%; C= 50%-64%; D=35%-49%; E= below 35%

  * Good Achievement: 50% and more children securing A and B grade
** Need Improvement: Less than 50% children securing A and B grade
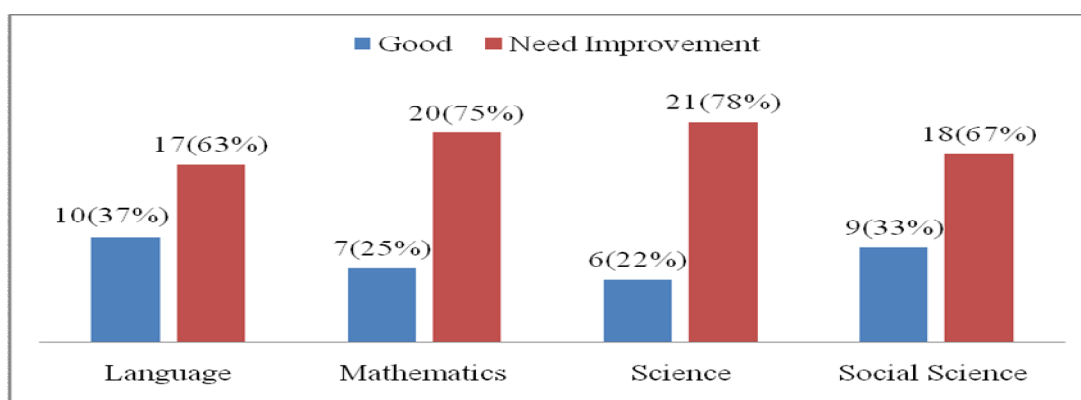
Figure 3.29: Achievement of children of Class VI in States/UTs

Table 3.35: Achievement of Children of Class VII in States/UTs

Class VII		
Subjects	**Good***	**Need Improvement****
Language	Andhra Pradesh, Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Meghalaya, Mizoram, Rajasthan	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Maharashtra, Nagaland, Odisha, Punjab, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Mathematics	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Lakshadweep, Mizoram,	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Science	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Mizoram, Punjab	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Maharashtra, Meghalaya, Nagaland, Odisha, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
Social Science	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Lakshadweep, Mizoram, Uttar Pradesh	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttarakhand, West Bengal

Grades: A= 80% and above; B= 65%-79%; C= 50%-64%; D=35%-49%; E= below 35%

* Good Achievement: 50% and more children securing A and B Grade
** Need Improvement: Less than 50% children securing A and B Grade
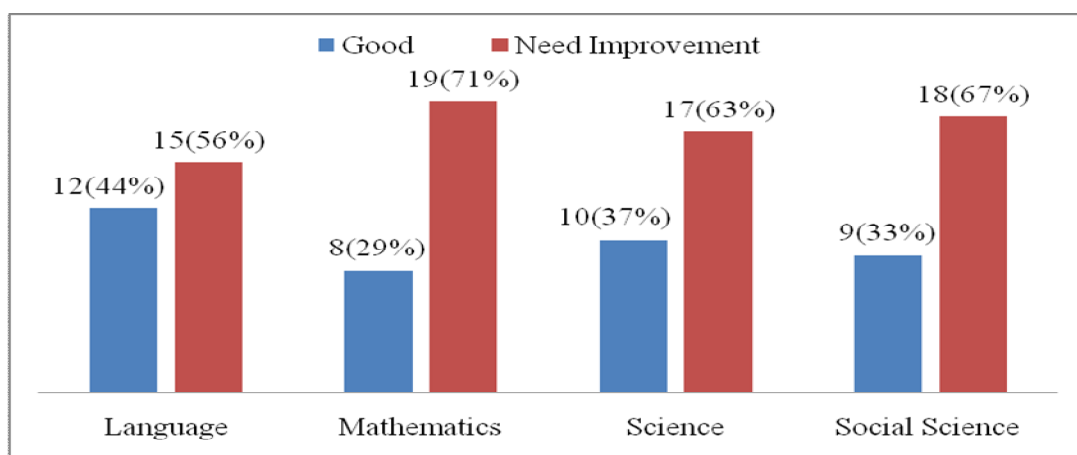
Figure 3.30: Achievement of children of Class VII in States/UTs

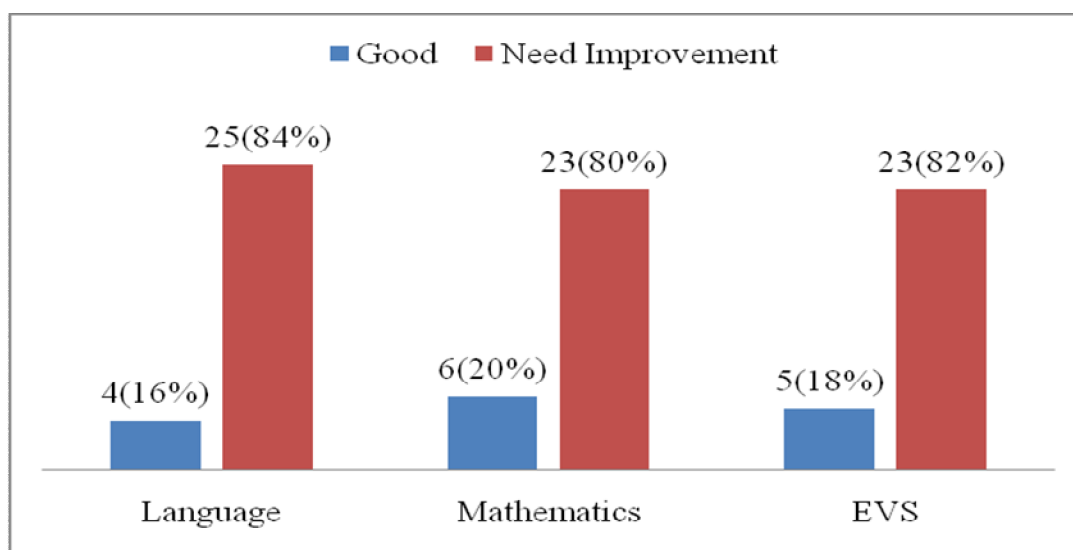**Table 3.36: Achievement of Children of Class VIII in States/UTs**

Subjects	Good*	Need Improvement**
Language	Andhra Pradesh, Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Karnataka, Mizoram, Punjab, Uttar Pradesh	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Lakshadweep, Meghalaya, Nagaland, Odisha, Rajasthan, Sikkim, Uttarakhand, West Bengal
Mathematics	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Mizoram, Punjab, Uttar Pradesh	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Meghalaya, Nagaland, Odisha, Rajasthan, Sikkim, Uttarakhand, West Bengal
Science	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Mizoram, Uttar Pradesh	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttarakhand, West Bengal
Social Science	Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu and Kashmir, Rajasthan, Uttar Pradesh	Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Sikkim, Uttarakhand, West Bengal

Grades: A= 80% and above; B= 65%-79%; C= 50%-64%; D=35%-49%; E= below 35%

* Good Achievement: 50% and more children securing A and B grade
** Need Improvement: Less than 50% children securing A and B grade

Maharashtra did not provide information of achievement for Class VIII.
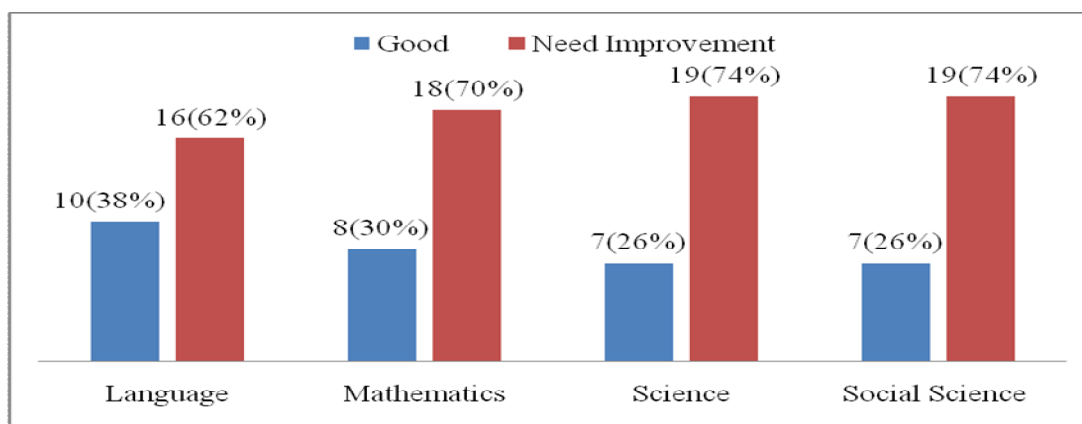
Figure 3.31: Achievement of children of Class VIII in States/UTs

3.8 Teacher Training

3.8.1 In-service Teacher Training

Table 3.37 and Figure 3.32 show the percentage of teachers in different States/UTs who received in-service training. The table also indicates that more than 75 per cent teachers have received in-service training in 64 per cent (14) of the States/UTs. It is noted that 50 to 75 per cent teachers received training is 18 per cent (four) of the States/UTs. It is also found that in 18 per cent (four) of the States/UTs less than 50 per cent teachers have received in-service training. Thirteen States/UTs did not provide information about in-service training.

Table 3.37: In-service Teacher Training

Category	Percentage of Teacher received Training	States/UTs
A	More than 75	Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Daman and Diu, Gujarat, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Punjab, Tamilnadu, West Bengal
B	Between 50 – 74	Kerala, Madhya Pradesh, Odisha, Puducherry
C	Less than 50	Andaman and Nicobar Islands, Assam, Bihar, Delhi,
D	INP*/Inconsistent information	Chandigarh, Dadra and Nagar Haveli, Goa, Haryana, Maharashtra, Manipur, Mizoram, Nagaland, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand

*INP - Information not provided/ Inconsistent information
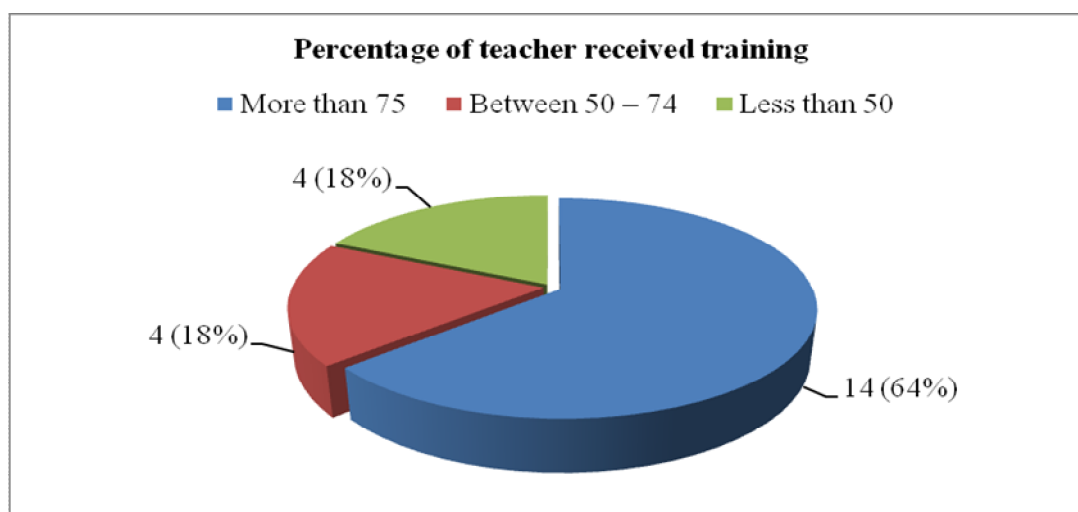
Figure 3.32: In-service teacher training in States/UTs

3.8.2 Induction Training for Newly Appointed Teachers

In response to the question about induction training, most of the States/UTs either did not provide information or provided inconsistent information.

3.8.3 Training of Untrained Teachers

The RTE Act has emphasised on providing training to all the working untrained teachers within a stipulated time. It is found that only one-fourth of the States/UTs which responded, have conducted or initiated action on training of untrained teachers. The details are presented in Table 3.38 and Figure 3.33.

Table 3.38: Training of Untrained Teachers

Category	Training of Untrained Teachers	States/UTs
A	Training organised	Arunachal Pradesh (registered for D. El. Ed.) Chhattisgarh (60 days), Jharkhand (2 years and one year), Nagaland, Odisha (90 days) Tripura (1 year, 2 years, 6 months) Uttar Pradesh (distance mode)
B	Training not organised	Andaman and Nicobar Islands, Assam, Chandigarh, Goa, Gujarat, Himachal Pradesh, Madhya Pradesh, Meghalaya, Mizoram, Rajasthan, Tamilnadu, West Bengal
C	No untrained teachers	Delhi, Haryana, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Uttarakhand
D	INP*	Andhra Pradesh, Bihar, Dadra and Nagar Haveli, Daman and Diu, Maharashtra, Manipur, Puducherry, Punjab, Sikkim

*INP - Information not provided/Inconsistent information
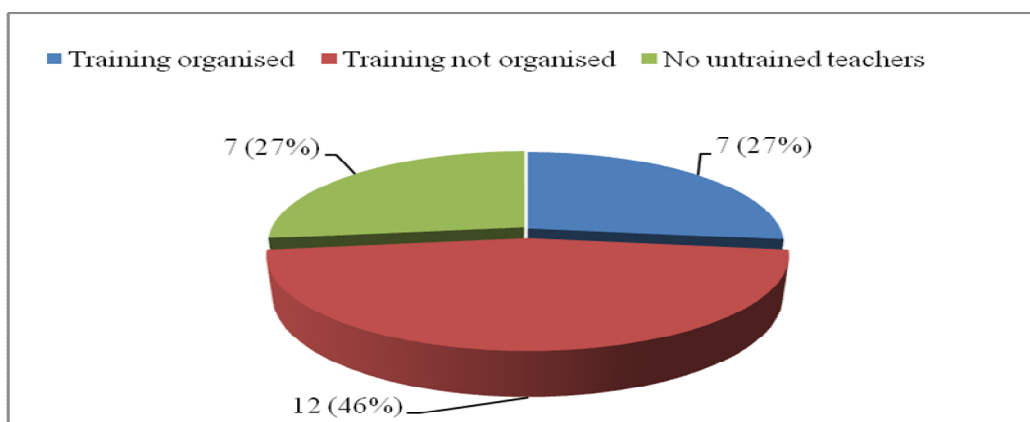
Figure 3.33: Training of untrained teachers

3.8.4 Training Needs

3.8.4.1 Identification of Training Needs

Teachers were asked whether their training needs were identified before organising various training programmes. Table 3.39 shows information on training needs identified by the States before conducting training. More than 75 per cent teachers in half of the States/UTs informed that training needs were identified. However, in one-third of the States/UTs less than 75 per cent teachers stated that training needs were identified. sixteen per cent of the States/UTs informed that training needs were not identified.

Table 3.39: States/UTs Identified Training Needs

Category	Percentage of teachers stating training needs were identified	States/UTs
A	More than 75	Andhra Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Goa, Gujarat, Himachal Pradesh, Jharkhand, Kerala, Odisha, Puducherry, Punjab, Sikkim, Tamilnadu, Tripura, Uttarakhand
B	Between 50 – 74	Andaman and Nicobar Islands, Arunachal Pradesh, Jammu and Kashmir, Lakshadweep, Nagaland
C	Less than 50	Daman and Diu, Delhi, Karnataka (33%), Meghalaya, Rajasthan, West Bengal
D	Not identified	Bihar, Chhattisgarh (NA), Madhya Pradesh (0%), Mizoram (Nil), Uttar Pradesh (0%)
E	INP*	Haryana, Maharashtra, Manipur

*INP - Information not provided
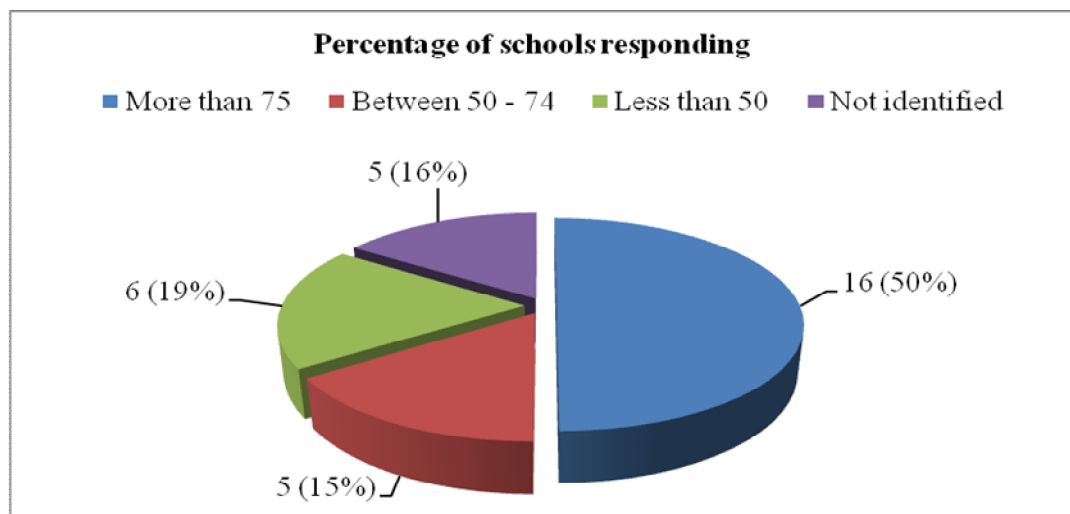
Figure 3.34: States/UTs identified training needs

3.8.4.2 Methods of Identifying Training Needs

The main methods of identifying training needs as stated by the teachers are presented in Table 3.40.

Table 3.40: Methods of Identifying Training Needs

Sl. No.	Responses	Frequency
1.	Classroom observation	12
2.	Discussion in the cluster	9
3.	Through feedback forms	7
4.	Discussion with teachers in different interactions and meetings	6

3.8.4.3 Use of the Identified Training Needs

Table 3.41 and Figure 3.35 provide information about the States/UTs which conducted training programmes according to the identified needs. The Table shows that more than 75 per cent of schools from 61 per cent of the States/UTs reported that training programmes were conducted according to the identified needs. In other States/UTs less number of teachers reported that training programmes were conducted as per training needs.

Table 3.41: States Conducting Training as per Identified Needs

Category	Percentage of schools stating training conducted as per needs	States/UTs
A	More than 75	Andaman and Nicobar Islands, Assam, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Odisha, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttarakhand
B	Between 50 – 74	Arunachal Pradesh, Lakshadweep, Meghalaya
C	Less than 50	Karnataka, Nagaland, West Bengal
D	NA**	Bihar, Chhattisgarh, Madhya Pradesh, Mizoram, Uttar Pradesh
E	INP*	Andhra Pradesh, Delhi, Haryana, Maharashtra, Manipur, Puducherry, Punjab

 * INP - Information not provided/Inconsistent information.

** Teachers training needs not identified.
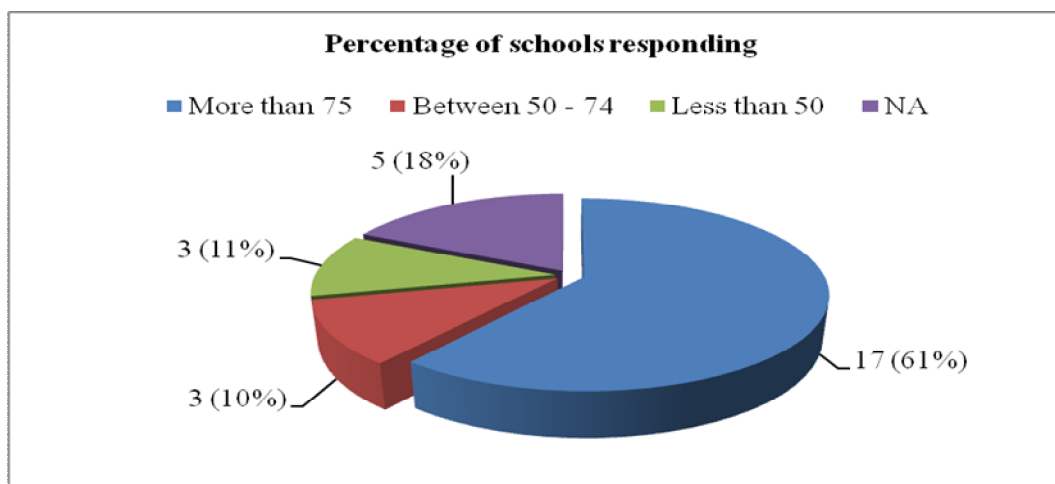
Figure 3.35: States conducting training as per identified needs

3.8.5 Use of Training Inputs in Classrooms

Teachers are expected to use the inputs of 'training received' in classroom teaching. Table 3.42 shows the ways in which training inputs were used by some of the teachers in classrooms.

Table 3.42: Use of Training Inputs in Classrooms

Sl. No.	Responses	Frequency
1.	Use of teaching learning material, videos	19
2.	Conducting group work, seminar, projects, field trips, quiz programmes	18
3.	Ensuring health and hygiene	15
4.	Making classroom more attractive with wall pictures, picture charts and other visuals	9
5.	Projects and assignments are given and are assessed as part of CCE.	7
6.	Remedial teaching and learning enrichment activities	3

Some schools have reported reasons for not using training inputs by teachers during teaching which are mentioned in Table 3.43.

Table 3.43: Reasons for not Using Training Inputs in Classrooms

Sl. No.	Responses	Frequency
1.	Teachers engagement in other than teaching assignments	5
2.	Lack of interest in some teachers to use training inputs	4
3.	Lack of resources	2
4.	Small and unattractive classrooms	2
5.	Lack of adequate teaching staff	2

3.8.6 Suggestions for Training Programme

Various suggestions provided by the schools for conducting training programmes are mentioned in Table 3.44.

Table 3.44: Suggestions for Training Programme

SI. No.	Responses
1	Subject-wise training
2	Content enrichment programmes
3	New areas like CCE, ICT, CBT, inclusive education, making teaching and learning process interesting, multigrade teaching, use of TLM, new techniques and activities child development, innovative teaching strategies, punctuality, morality and teachers' responsibility.
4	More activities, demonstrations and demonstration lessons
5	Use of technology
6	To be conducted by subject experts
7	Need-based training
8	Organised during vacations and in the beginning of the session
9	Regularly conducted for all teachers and made compulsory
10	Conducted for school management committees

CHAPTER 4

FUNCTIONING OF SCHOOL MANAGEMENT COMMITTEES

The Right of Children to Free and Compulsory Education Act, 2009 places high value to the School Management Committee (SMC). According to the Act the SMCs are responsible to prepare School Development Plan and monitor the school functioning. This chapter presents the findings based on the analysis of information collected from the SMCs included in the sample in the States and UTs.

4.1 Functioning of School Management Committees

4.1.1 Schools having School Management Committees

Table 4.1 and Figure 4.1 show the information about the schools in the States/UTs which have SMCs. Thirty States/UTs, reported that they have constituted SMCs in all schools. Three States/UTs, namely, Jammu and Kashmir, West Bengal and Delhi reported that some of their schools do not have SMCs. The information was not provided by Gujarat and Manipur.

Table 4.1: Schools having SMCs

Category	Percentage of schools having SMCs	States/UTs
A	100	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
B	50-99	Jammu and Kashmir, West Bengal
C	Less than 50	Delhi
D	INP*	Gujarat, Manipur

*INP - Information not provided/Inconsistent information
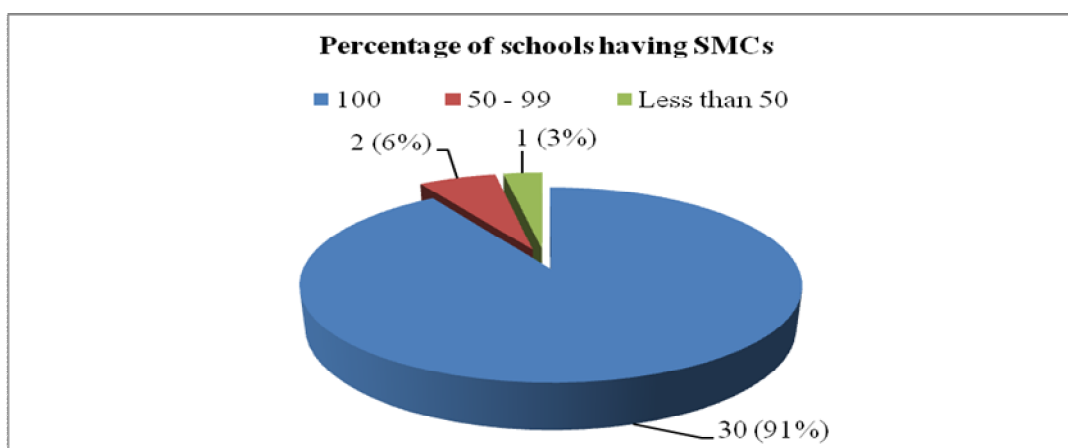
Figure 4.1: States/UTs having SMCs in schools

4.1.2 Capacity Building of SMCs

All the States/UTs are required to make the SMCs aware of the RTE Act and develop their capacity to take part in and monitor the functioning of schools. Table 4.2 and Figure 4.2 show information about the training programmes organised by different States/UTs for the members of SMCs. The table indicates that 90 per cent (28) of the States/UTs have organised training programme for members of SMCs for all schools. Remaining 10 per cent (three) of the States organised training programme for less than 50 per cent of the SMCs. Four States did not provide information about the capacity building for members of SMCs.

Table 4.2: Capacity Building of SMCs

Category	Percentage of SMCs received Training	States/UTs
A	100	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Mizoram, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
B	50-99	None
C	Less than 50	Jammu and Kashmir, Meghalaya, West Bengal
D	INP*	Maharashtra, Manipur, Nagaland, Odisha

*INP - Information not provided/Inconsistent information
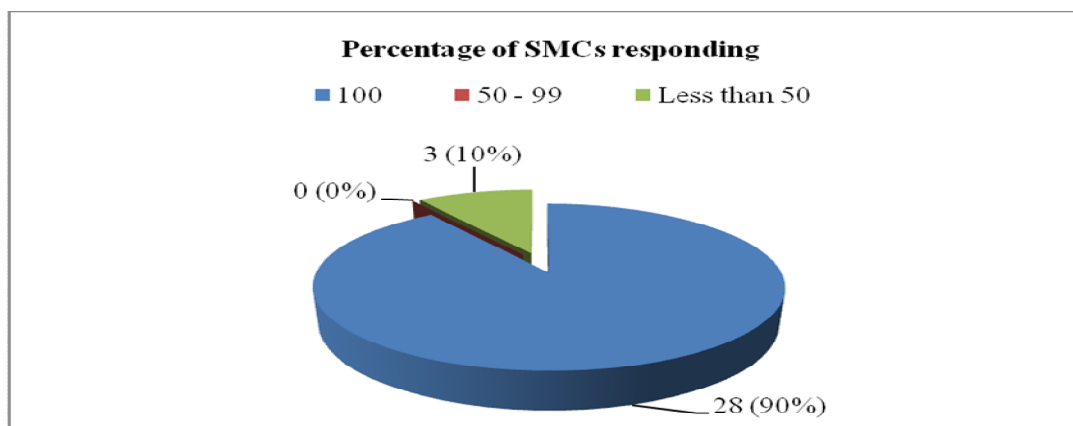
Figure 4.2: States/UTs providing training to SMCs

4.1.3 Visit of SMC Members to Schools

The SMC members were requested to respond if they have visited schools for various reasons, namely, attending SMC meetings, observing school functioning, meeting with teachers/Head teacher, or in connection with the study of their own children.

Table 4.3: School Visits by SMC Members

SI. No.	Purposes for Visiting in Schools	States/UTs
1.	Participating in SMC meetings	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
2.	Observing school functioning	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, West Bengal
3.	Meeting with teachers/Head teacher	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
4.	In connection with the study of own children	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
5.	Not visited the schools	Assam (33%), Dadra and Nagar Haveli, Delhi (37%), Meghalaya (3%), Mizoram (3%), Nagaland (3%), Tripura (3%), West Bengal (29%)
6.	INP*	Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur, Uttarakhand

*INP - Information not provided/Inconsistent information

54

The SMC members of most of the States/UTs informed that they have visited schools for all or some of these reasons. However, some SMC members of eight States/UTs reported that they did not visit the schools. The States of Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur and Uttarakhand did not respond on this aspect.

4.1.4 Suggestions given by SMC about School Functioning

The SMC members were requested to give suggestions about better functioning of schools. Some major suggestions given by them are listed in Table 4.4.

Table 4.4: SMCs Suggestions about School Functioning

SI. No.	Responses
1	Improve infrastructure facilities (toilets, drinking water, compound wall, playground, additional classrooms)
2.	Improve quality of Mid Day Meal
3.	Conduct remedial classes, special classes, house visits
4.	Encourage low achievers to attend special classes
5.	Appoint regular teachers
6.	Improve quality of education
7.	Improve attendance of children
8.	Maintain cleanliness of school
9.	Maintain school discipline
10.	Enroll leftouts and dropouts in the community
11.	Increase sports activities
12.	Procure English kit for developing language skills
13.	Teach children affectionately
14.	Enhance parental awareness about absenteeism of their wards
15.	Use play way methods for making classroom teaching interesting
16.	Conduct the assembly effectively
17.	Start child tracking for OoSC
18.	Check truancy
19.	Curb the problem of stray dogs in schools
20.	Use technology, audio/video in classrooms
21.	Know the learning status of children
22.	Fix the fence in school buildings for the safety and security of the children, plants, school building and its property
23.	Utilise school improvement grant effectively
24.	Follow up the activities of teachers and students (by SMC)
25.	Provide books on time, encourage regularity of children by introducing more play materials
26.	Organise home visit of teachers
27.	Organise more parent teacher meetings
28.	Make more efforts to improve childrens' learning
29.	Identify dropout children of 6-14 years not enrolled in the school
30.	Make proper utilisation of SSA grants for school's improvement
31.	Raise activity fund for better functioning of the school

4.1.5 Involvement of SMCs in the School Development Plan

Table 4.5 and Figure 4.3 show information about the involvement of SMCs in the preparation of a School Development Plan. The information given in the table indicates that more than 75 per cent of the schools in 82 per cent (28) of the States/UTs have participated in the preparation of the School Development Plan. In 18 per cent (6) of the States/UTs, less than 75 per cent of SMCs took part in the preparation of the School Development Plan. One State did not provide information on this aspect.

Table 4.5: State/UT-wise Involvement of SMCs in School Development Plan

Category	Percentage of schools where SMCs were involved in school development plan	States/UTs
A	More than 75	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttarakhand
B	Between 50-74	Lakshadweep, Meghalaya, Uttar Pradesh
C	Less than 50	Daman and Diu, Mizoram (Nil), West Bengal
D	INP*	Manipur

*INP - Information not provided

Figure 4.3: State-wise involvement of SMCs in the school development plan

4.1.6 Activities Undertaken by SMCs

SMCs reported that they have provided support to and participated in various activities of the schools. Some such activities and areas of support are mentioned in Table 4.6.

Table 4.6: Activities Undertaken by SMCs

SI. No.	Activities
1.	Preparation of school development plan
2.	Taking part in activities like civil works, MDM, health and hygiene
3.	Suggesting remedial plan/special classes for low achievers
4.	Monitoring of teacher attendance
5.	Monitoring of utilisation of grant
6.	Beautification of schools
7.	Helping teachers to improve achievement of learners
8.	Making efforts for improving attendance of students like meeting with parents, support teachers' efforts
9.	Organising enrolment drive and supporting admission process
11.	Making efforts to reduce dropout of students
12.	Supporting curricular and co-curricular activities in schools
13.	Ensuring cleanliness and drinking water in schools
14.	Fulfilling resource requirement in schools with the help of community
16.	Monitoring school's activities
17.	Coordinating with authorities about fulfilling the basic requirements and teachers' positions in the school
21	Helping in organising national festivals
22.	Collecting donations for school activities
23.	Visiting school frequently to meet teachers and Head teacher
24.	Helping in the distribution of uniform and free textbooks
25.	Appointing guest teachers, cooks and helpers

4.2 Perceptions of SMCs about School Functioning

The SMCs of the schools in the sample were requested to express their perceptions about the various aspects of the functioning of schools. Their perceptions are described in the following paragraphs.

4.2.1 Discrimination of Children

Table 4.7 and Figure 4.4 show SMCs' perception about discrimination of children by teachers in different States/UTs. The table reveals that –

(a) SMCs in 20 per cent (six) of the States/UTs perceived discrimination of children by teachers.
(b) SMCs in 80 per cent (24) of the States/UTs did not report discrimination of children by the teachers.
(c) Five States did not provide information about discrimination of children by teachers.

Table 4.7: SMCs Perception about Discrimination of Children by Teachers in Schools

Category	Perception about childrens' discrimination	States/UTs
A	Discrimination perceived	Assam (7%), Arunachal Pradesh (3%, 1 school), Daman and Diu (10%), Mizoram (23%, 7 Schools), Nagaland (3%, 1 school), Tripura (7%)
B	No discrimination perceived	Andaman and Nicobar Islands, Andhra Pradesh, Bihar, Chandigarh, Dadra and Nagar Haveli, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
C	INP*	Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information

Figure 4.4: SMCs' perception about discrimination of children by teachers

4.2.2 Willingness of Children to Attend Schools

Table 4.8 and Figure 4.5 show the information of perception of SMC members about willingness of children to attend schools. The States/UTs have been classified into three categories on the basis of information provided about the willingness of children to attend the school. The Table reveals that:

(a) In 97 per cent (31) of the States/UTs more than 75 per cent of SMCs reported that children are willing to attend schools.

(b) In one State (Arunachal Pradesh), less than 75 per cent SMCs opined that children are willing to attend schools.

(c) Four States/UTs did not provide information on the issue of willingness of the children to attend schools.

Table 4.8: SMCs' Perception about Willingness of Children to Attend Schools

Category	Percentage of SMCs expressing children's willingness to attend School	States/UTs
A	More than 75	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	Less than 75	Arunachal Pradesh (3 per cent,1 school)
C	INP*	Chhattisgarh, Goa, Maharashtra, Manipur

*INP - Information not provided

Figure 4.5: SMCs' Perception about willingness of children to attend schools in States/UTs

4.2.3 Enrolment of Children with Special Needs

Table 4.9 and Figure 4.6 show information about the perception of SMCs on enrolment of Children with Special Needs (CWSN). The States/UTs have been classified into four categories on the basis of information provided by SMCs about enrolment of CWSN. It is found that in the opinion of SMCs (more than 75 per cent) of 32 per cent (seven) of the States/UTs the schools have enrolled CWSN. In majority of States/UTs (68 per cent) only a small percentage of SMCs perceived that the schools have enrolled CWSN.

Table 4.9: SMCs' Perception about Children with Special Needs in Schools

Category	Percentage of SMCs stating Schools have CWSN	States/UTs
A	More than 75	Andaman and Nicobar Islands, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Odisha, Uttarakhand
B	Between 50-74	Andhra Pradesh, Arunachal Pradesh, Delhi, Haryana, Mizoram, West Bengal
C	Less than 50	Assam, Bihar, Daman and Diu, Jharkhand, Meghalaya, Nagaland, Puducherry, Sikkim, Tripura
D	INP*	Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Goa, Gujarat, Himachal Pradesh, Jammu and Kashmir, Maharashtra, Manipur, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh

*INP - Information not provided/Inconsistent information
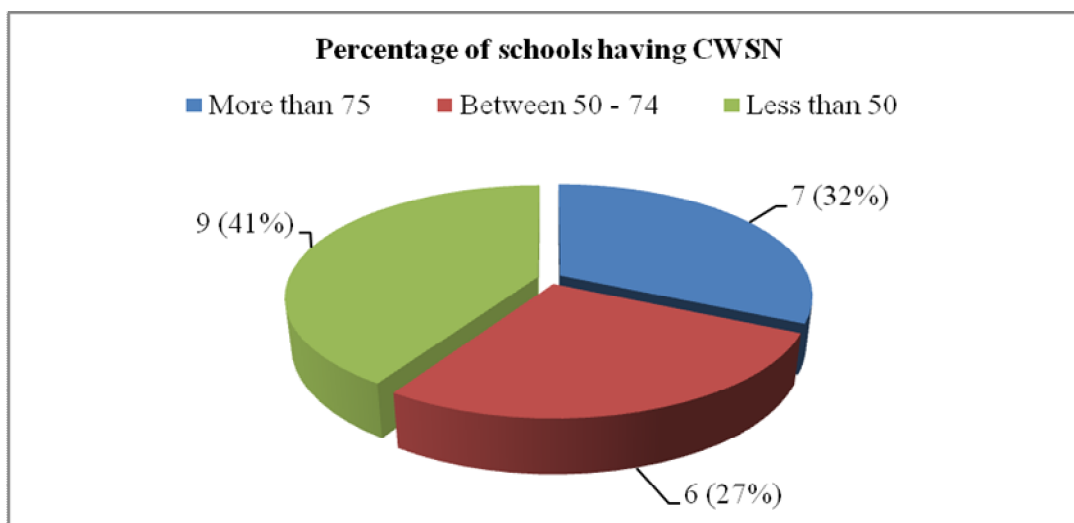
Figure 4.6: SMCs' perception about CWSN in States/UTs

4.2.4 Proper Care and Attention of Children with Special Needs in States/UTs

Table 4.10 shows SMCs' perception about schools having facilities for proper care and attention of the CWSN. The Table reveals that —

(a) In 73 per cent (19) of the States/UTs, more than 75 per cent of SMCs perceived that CWSN receive proper care and attention in schools.

(b) According to SMCs, of the 19 per cent (5) of the States/UTs 50 to 74 per cent of schools are taking proper care of CWSN.

(c) SMCs only in 8 per cent (2) of the States/UTs opined that less than 50 per cent schools take proper care of CWSN.

(d) Nine States/UTs did not provide information.

Table 4.10: SMCs' Perception about Proper Care and Attention of CWSN

Category	Percentage of SMCs commenting about proper care and attention of CWSN	States/UTs
A	More than 75	Andaman and Nicobar Islands, Assam, Arunachal Pradesh Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
B	Between 50-74	Bihar, Delhi, Haryana, Jharkhand, Uttarakhand
C	Less than 50	Daman and Diu, Madhya Pradesh
D	INP*	Andhra Pradesh, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Goa, Gujarat, Maharashtra, Manipur, Puducherry

*INP - Information not provided/Inconsistent information
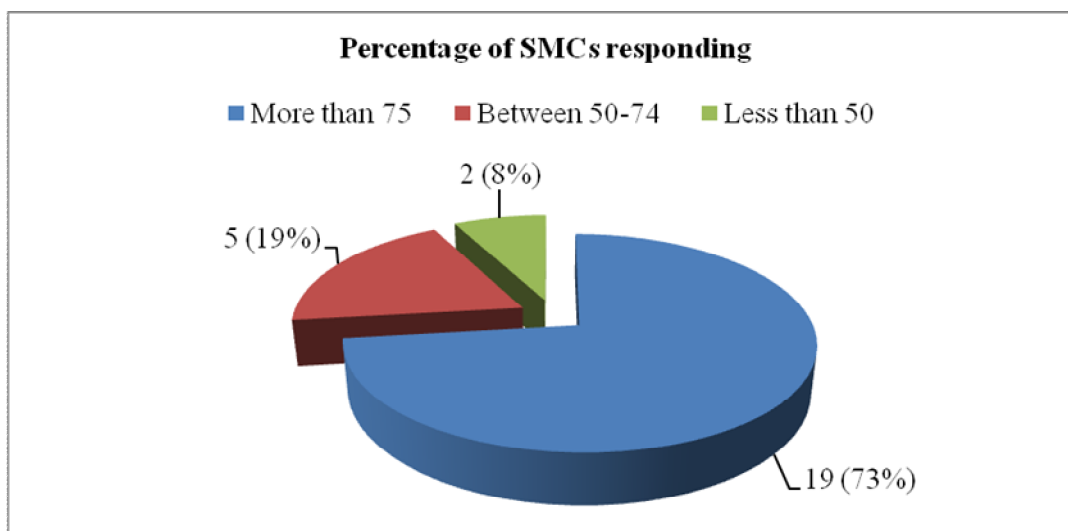
Figure 4.7: SMCs' perception about proper care and attention of CWSN

4.2.5 Separate Toilets for Boys and Girls in Schools

Table 4.11 and Figure 4.8 provide information about the facility of separate toilets for boys and girls in schools as perceived by the SMCs.

(a) In 50 per cent (15) of the States/UTs more than 75 per cent of SMCs opined that there are separate toilets for boys and girls in the schools.

(b) SMCs of 27 per cent (eight) of the States/UTs were of the opinion that 50 to 74 per cent of schools have separate toilets for boys and girls.

(c) SMCs of 23 per cent (seven) of the States/UTs expressed that less than 50 per cent of schools have separate toilets for boys and girls.

(d) Five States/UTs did not provide the information.

Table 4.11: SMCs' Perception about Availability of Separate Toilets for Boys and Girls

Category	Percentage of SMCs perceiving availability of separate toilets for boys and girls	States/UTs
A	More than 75	Andaman and Nicobar Islands (100%), Chandigarh (100%), Daman and Diu (85%), Delhi (96%), Haryana (96%), Himachal Pradesh (100%), Karnataka (100%), Kerala (85%), Meghalaya (77%), Mizoram (87%), Puducherry (85%), Punjab (86%), Rajasthan (90%), Tamilnadu (100%), Uttar Pradesh (84%)
B	Between 50-74	Arunachal Pradesh (55%), Jharkhand (50%), Lakshadweep (60%), Madhya Pradesh (70%), Nagaland (65%), Sikkim (64%), Uttarakhand (50%), West Bengal (71%)
C	Less than 50	Andhra Pradesh (47%), Assam (37%), Bihar (43%), Dadra and Nagar Haveli, Jammu and Kashmir (zero or 0%), Odisha (10%), Tripura (40%)
D	INP*	Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information

Percentage of SMCs responding

■ More than 75　　■ Between 50-74　　■ Less than 50

7 (23%)

15 (50%)

8 (27%)

Andaman and Nicobar Islands	100
Andhra Pradesh	47
Arunachal Pradesh	55
Assam	37
Bihar	43
Chandigarh	100
Dadra and Nagar Haveli	0
Daman and Diu	85
Delhi	96
Haryana	96
Himachal Pradesh	100
Jammu and Kashmir	0
Jharkhand	50
Karnataka	100
Kerala	85
Lakshadweep	60
Madhya Pradesh	70
Meghalaya	77
Mizoram	87
Nagaland	65
Odisha	10
Puducherry	85
Punjab	86
Rajasthan	90
Sikkim	64
Tamilnadu	100
Tripura	40
Uttar Pradesh	84
Uttarakhand	50
West Bengal	71

Figure 4.8: SMCs' perception of schools having separate toilets for boys and girls

4.2.6 Availability of Safe Drinking Water Facility

The SMCs were asked whether the facility of safe drinking water is available in schools. Information obtained from the SMCs is presented in Table 4.12 and Figure 4.9.

(a) In 75 per cent (23) of the States/UTs, more than 75 per cent of SMCs were of the opinion that there are safe drinking water facilities in the schools.
(b) SMCs of 19 per cent (six) of the States/UTs were of the opinion that 50 to 74 per cent of schools have safe drinking water facility in the schools.
(c) SMCs of 27 per cent (two) of the States/UTs expressed that less than 50 per cent of schools have safe drinking water facility in the schools.
(d) Four States/UTs did not provide the information.

Table 4.12: SMCs' perception about availability of Safe Drinking Water Facility

Category	Percentage of SMCs perceiving availability of safe drinking water facility	States/UTs
A	More than 75	Andaman and Nicobar Islands (100%), Andhra Pradesh (80%), Assam (83 %), Bihar (90 %), Chandigarh (100%), Dadra and Nagar Haveli (100%), Daman and Diu (90%), Delhi (100%), Gujarat (100%), Haryana (100%), Himachal Pradesh (100%), Jammu and Kashmir (100%), Jharkhand (80%), Karnataka (100%), Kerala (85%), Lakshadweep (100%), Madhya Pradesh (80%), Mizoram (97%), Odisha (87%), Puducherry (95%), Rajasthan (92%), Tamilnadu (100%), Uttar Pradesh (90%)
B	Between 50-74	Arunachal Pradesh (59%), Nagaland (56%), Punjab (68%), Sikkim (56%), Tripura (70%), West Bengal (67%)
C	Less than 50	Meghalaya (40%), Uttarakhand (32%)
D	INP*	Chhattisgarh, Goa, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information

Percentage of SMCs responding

■ More than 75　■ Between 50-74　■ Less than 50

2 (7%)

6 (19%)

23 (74%)

State	Value
Andaman and Nicobar Islands	100
Andhra Pradesh	80
Arunachal Pradesh	59
Assam	83
Bihar	90
Chandigarh	100
Dadra and Nagar Haveli	100
Daman and Diu	90
Delhi	100
Gujarat	100
Haryana	100
Himachal Pradesh	100
Jammu and Kashmir	100
Jharkhand	80
Karnataka	100
Kerala	85
Lakshadweep	100
Madhya Pradesh	80
Meghalaya	40
Mizoram	97
Nagaland	56
Odisha	87
Puducherry	95
Punjab	68
Rajasthan	92
Sikkim	56
Tamilnadu	100
Tripura	70
Uttar Pradesh	90
Uttarakhand	32
West Bengal	67

Figure 4.9: SMCs' perception about availability of safe drinking water facility in schools

65

4.2.7 Receipt of Textbooks by the Children

Table 4.13 and Figure 4.10 show SMCs' perception about receipt of textbooks by the children.

(a) In all the States/UTs (31) which responded, more than 75 per cent of SMCs reported that the children received textbooks.

(b) SMCs of four States/UTs did not provide information about receipt of textbooks by the children.

Table 4.13: SMCs' Perception about Receipt of Textbooks by the Children

Category	Percentage of SMCs perceiving receipt of textbooks by the children	States/UTs
A	More than 75	Andaman & Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	Less than 75	None
C	INP*	Chhattisgarh, Goa, Maharashtra, Manipur

*INP - Information not provided

Figure 4.10: SMCs' perception about receipt of textbooks by the children

4.2.8 Use of Play Materials and Sports Equipments by the Children

Table 4.14 and Figure 4.11 show the SMCs' perception about the use of play materials and sports equipments by the children according to the SMCs. The information Table and Figure reveals that —

(a) More than 75 per cent SMCs of 73 per cent (21) States/UTs reported that the play materials and sports equipments are used by the children.
(b) In 27 per cent (eight) of the States/UTs less than 75 per cent SMCs opined that play materials and sports equipments are used by the children.
(c) Six States/UTs did not provide the information.

Table 4.14: SMCs' Perception about Use of Play Materials and Sports Equipments by the Children

Category	Percentage SMCs stating use of play materials and sports equipments by the children	States/UTs
A	More than 75	Andhra Pradesh, Bihar, Chandigarh, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Lakshadweep, Madhya Pradesh, Mizoram, Nagaland, Puducherry, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
B	Between 50-74	Arunachal Pradesh, Assam, Kerala, Meghalaya, Punjab
C	Less than 50	Dadra and Nagar Haveli (No), Odisha, Uttarakhand
D	INP*	Andaman & Nicobar Islands, Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
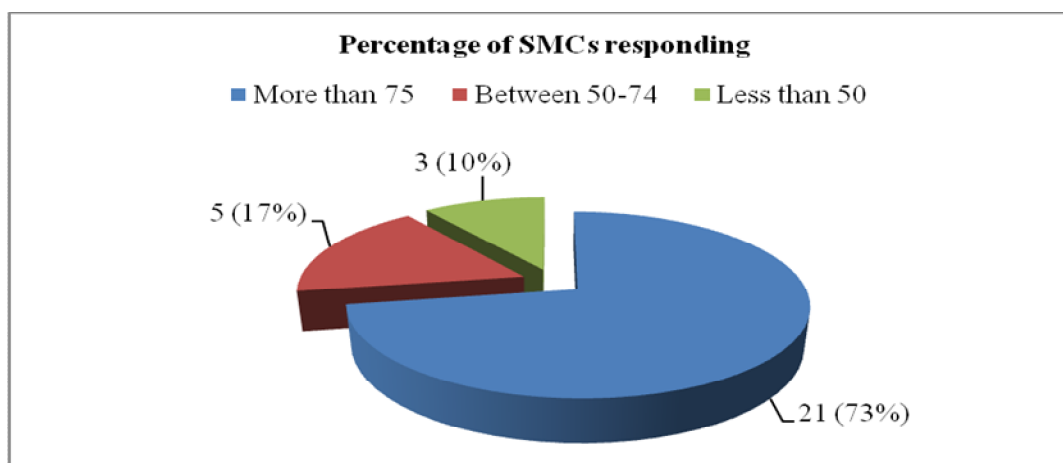
Figure 4.11: SMCs' perception about use of play materials and sports equipments by the children in States/UTs

4.2.9 Out of School Children not Enrolled in Age-appropriate Classes in Schools

Table 4.15 shows SMCs' perception about the OoSC not enrolled in age-appropriate classes in schools. The Table reveals that —

(a) Less than 50 per cent SMCs in half of the States/UTs (13) reported that the OoSC are not enrolled in age-appropriate classes in schools.

(b) SMCs of the remaining half of the States/UTs (13) stated that no OoSC are left behind in age appropriate-classes in schools.

(c) Nine States/UTs did not provide the information about the OoSC not enrolled in age-appropriate classes in schools.

Table 4.15: SMCs' Perception about OoSC not Enrolled in age-appropriate Classes in Schools

Category	Percentage of schools where some children of locality are left without Enrolment	States/UTs
A	Less than 50	Arunachal Pradesh, Assam (3%), Bihar, Daman and Diu, Jharkhand, Karnataka (14%), Meghalaya, Mizoram (10%), Nagaland, Sikkim (20%), Tripura (7%), Uttarakhand (3%), West Bengal
B	No OoSC	Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Delhi, Haryana, Kerala, Lakshadweep, Madhya Pradesh, Odisha, Puducherry, Rajasthan, Tamilnadu
C	INP*	Chhattisgarh, Goa, Gujarat, Himachal Pradesh, Jammu and Kashmir, Maharashtra, Manipur, Punjab, Uttar Pradesh

*INP - Information not provided/Inconsistent information
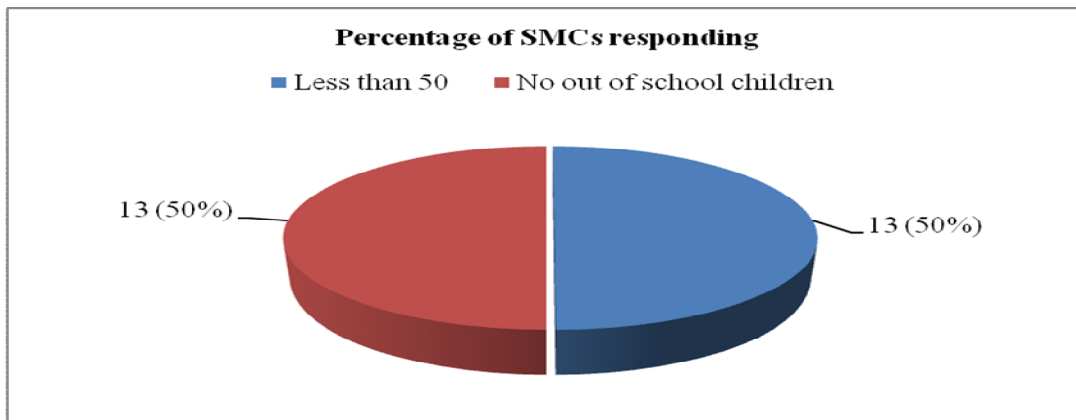
Figure 4.12: SMCs' perception about OoSC not enrolled in age-appropriate classes in schools

4.2.10 Physical Punishment and Mental Harassment

Table 4.16 and Figure 4.13 show information provided by the SMCs about the incidence of physical punishment and mental harassment in schools. The table reveals that

(a) In 10 per cent (three) of the States/UTs, some SMCs stated that there are incidents of physical punishment and mental harassment in schools.

(b) In 90 per cent (27) of the States/UTs SMCs reported that there are no incidents of physical punishment and mental harassment in schools.

(c) Five States/UTs have not provided the information.

Table 4.16: SMCs' Perception about Incident of Physical Punishment and Mental Harassment

Category	SMCs perception about physical punishment and mental harassment	States/UTs
A	Exist	Daman and Diu (5%), Delhi (12%), Sikkim (4%, 1 SMC)
B	Does not exist	Andaman & Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
C	INP*	Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information

Figure 4.13: SMCs' perception about incident of physical punishment and mental harassment in States/UTs

4.2.11 SMCs' Suggestions for Improvement in School Functioning

The SMCs were requested to give suggestions for bringing about improvement in the school functioning. Major suggestions given by the SMCs are listed in Table 4.17.

Table 4.17: SMCs' Suggestions for Improvement in School Functioning

Sl. No.	Responses	Frequency
1.	Proper Infrastructure and physical facilities	34
2.	Appointment of regular teachers in place of contract or temporary teachers	30
3.	Separate toilets for staff, boys and girls in all schools	22
4.	Safe drinking water facility	20
5.	Posting of appropriate number of teachers	20
6.	Security of schools	15
7.	Electricity in all schools	15
8.	Improvement in the quality of Mid Day Meal	14
9.	Sufficient funds for development	10
10.	Computer-aided learning in all schools	8
11.	Increased involvement of SMCs in school functioning	6
12.	Appointment of language expert teachers in the schools	5
13.	Ensuring teachers' regular attendance	2
14.	All members should attend meeting compulsory	1
15.	Increase in co-curricular activities	1
16.	Provision of pre-primary classes in all schools with proper facilities	1
17.	Provision of inspection of the school	1
18.	Emphasis on quality education	1

CHAPTER 5

PREPAREDNESS AND EFFECTIVENESS OF THE SUPPORT INSTITUTIONS

This chapter presents the findings about the level of preparedness and effectiveness of the support institutions, namely – CRCs, BRCs and DIETs and the strategies used in providing support to the schools and educational functionaries of the elementary education system. The support strategies studied included on-site support to schools through visits, classroom observations and monthly meetings. The findings are based on the analysis of data collected from schools, SMCs, CRCs, BRCs and DIETs.

5.1 CRCs and BRCs: Preparedness, Effectiveness and Support Strategies

5.1.1 CRC and BRC Coordinators with Additional Charge

Tables 5.1 and 5.2 and Figures 5.1 and 5.2 show the details of States/UTs where CRC Coordinators (CRCCs) and BRC Coordinators (BRCCs) hold additional charge of other posts. Table 5.1 and Figure 5.1 indicate that the CRCCs in 40 per cent (12) States/UTs hold additional charge of duty.

Table 5.1: CRC Coordinators with Additional Charge in States/UTs

Category	Additional Charge	States/UTs
A	Yes	Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Nagaland, Rajasthan, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Assam, Chandigarh, Daman and Diu, Delhi, Goa, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Odisha, Puducherry, Punjab, Sikkim, Tamilnadu
C	INP*	Bihar, Gujarat, Maharashtra, Manipur, Tripura

*INP - Information not provided/Inconsistent information
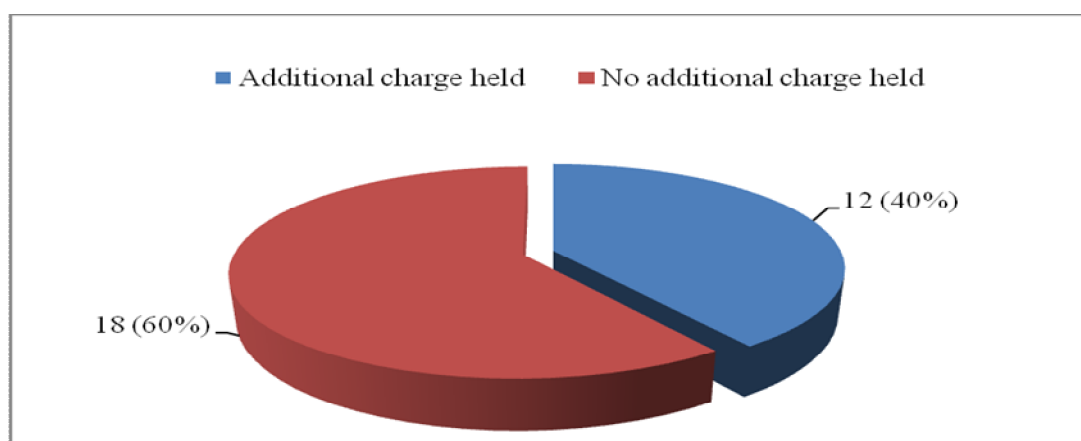
Figure 5.1: CRC Coordinators with Additional Charge in States/UTs

Table 5.2 and Figure 5.2 reveal that the BRC Coordinators (BRCCs) of 35 per cent (11) of the States/UTs held additional charge of other posts.

Table 5.2: BRC Coordinators with Additional Charge in States/UTs

Category	Additional charge	States/UTs
A	Yes	Andaman and Nicobar Islands, Andhra Pradesh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Meghalaya, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Daman and Diu, Delhi, Goa, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Tamilnadu, Tripura
C	INP*	Bihar, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
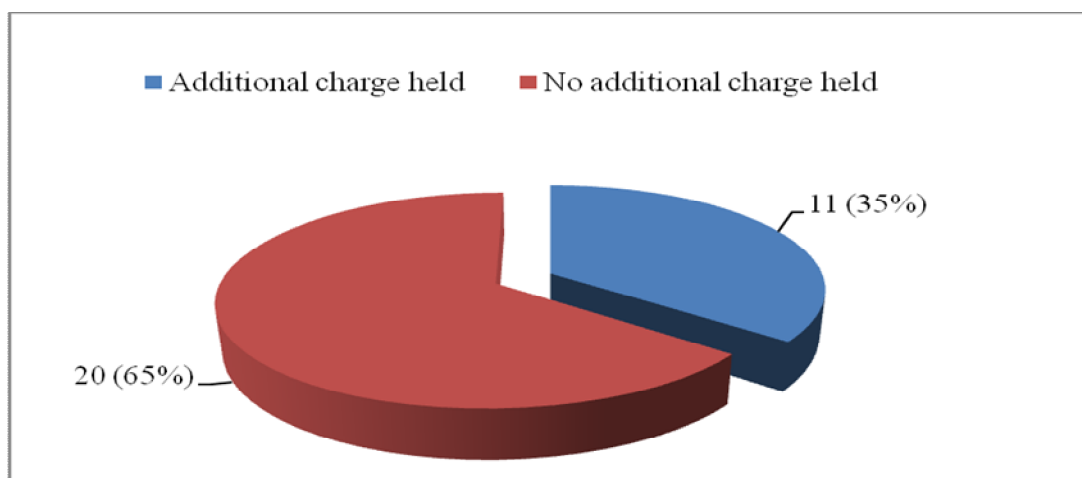
Figure 5.2: BRC Coordinators with Additional Charge in States/UTs

5.1.2 Difficulties Faced by the CRC and BRC Coordinators

CRC Coordinators: The CRC Coordinators holding additional charge were asked about the difficulties faced by them due to their additional charge. Some of them expressed that they are overburdened due to the dual charge. They wished that the post of the CRC needs to be held independently. Some of the Head Teachers of the schools have been given to act as the CRCCs. According to them, they are unable to devote sufficient time for school visits and other SSA activities and it also adversely affects the work and academic activities of their

own schools. It was stated that they are not able to perform all the expected duties of a CRC Coordinator.

The CRC Coordinators also expressed some difficulties in discharging their duties. Some common difficulties are listed in Table 5.3:

Table 5.3: Common Difficulties faced by CRC Coordinators

SI. No.	Responses
1.	Lack of infrastructure facilities like furniture, computer, etc.
2.	Shortage of academic staff
3.	Overburdened due to dual charge
5.	Conduct of regular on-site support to schools
6.	Lack of coordination with schools and authorities
7.	Delay in the submission of schedules/information by the teachers

BRC Coordinators: The BRC coordinators also expressed similar difficulties. Some common difficulties expressed by them are mentioned in Table 5.4.

Table 5.4: Difficulties Faced by BRC Coordinators due to Additional Charge

Sl. No.	Responses
1.	Excessive work load
2.	Non-cooperation of the regular staff of the Education Department
3.	Lack of coordination from schools and authorities side
4.	Adverse effect on academic work and regular school activities

5.1.3 Training Received by CRC and BRC Coordinators

The information about the training received by the CRC Coordinators (CRCCs) and BRC Coordinators (BRCCs) is provided in Table 5.5 and Table 5.6.

CRCCs: A glimpse at Table 5.5 reveals that CRCCs of 26 States were given training, which was found useful by them. The CRCCs of two States/UTs reported that the training received by them was not beneficial for them. The CRCCs of seven States/UTs did not receive any training.

Table 5.5: Training Received by CRC Coordinators

Category	Training	States/UTs	No. of CRCCs
A	Not received training	Andhra Pradesh (1), Haryana, Lakshadweep (1), Nagaland, Punjab, Sikkim, Tripura, Uttar Pradesh	19
B	Received training, but not beneficial	Lakshadweep (1), Meghalaya	4
C	Received training, it was beneficial	Andaman and Nicobar Islands, Andhra Pradesh (2), Arunachal Pradesh, Bihar (2), Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep (1), Madhya Pradesh, Mizoram, Odisha, Puducherry, Rajasthan, Tamilnadu, Uttarakhand, West Bengal	66
D	INP*	Assam, Bihar (1), Maharashtra, Manipur	10

*INP - Information not provided/Inconsistent information
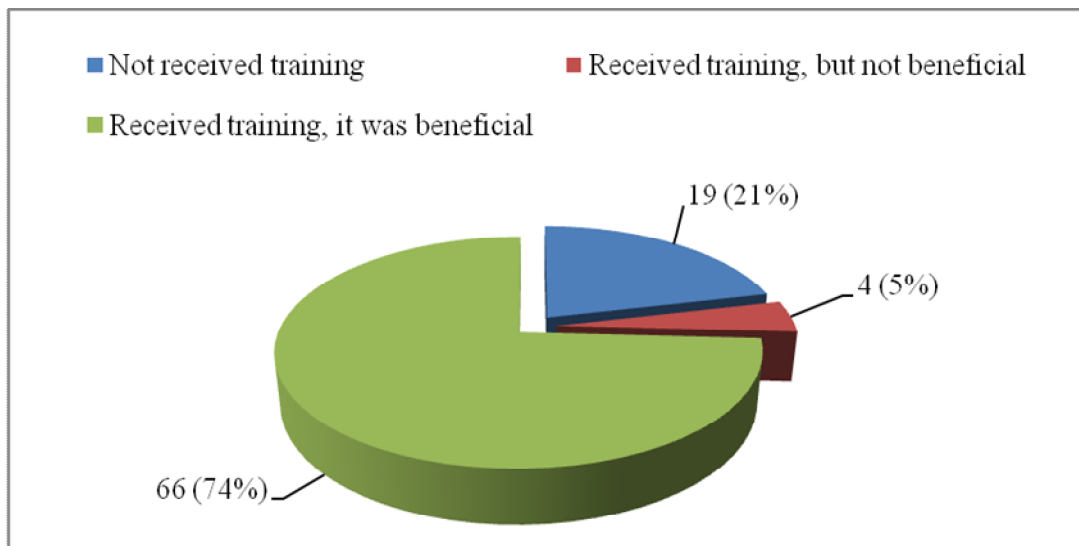
Figure 5.3: Training received by CRC coordinators

BRCCs: Information presented in Table 5.6 reveals that the BRCCs of 65 per cent (20) of the States/UTs received training and it was found beneficial. The BRCCs of 35 per cent (11) of the States/UTs did not receive training.

Table 5.6: Training Received by BRC Coordinators

Category	Training	States/UTs	Blocks
A	Not received training	Andaman and Nicobar Islands, Andhra Pradesh, Bihar, Daman and Diu, Haryana, Jharkhand, Lakshadweep, Nagaland, Punjab, Rajasthan, Sikkim	11
B	Received training, but not beneficial	Nil	0
C	Received training, it was beneficial	Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Delhi, Goa, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Meghalaya, Mizoram, Odisha, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal	20
D	INP*	Gujarat, Maharashtra, Manipur, Puducherry	4

*INP - Information not provided/Inconsistent information
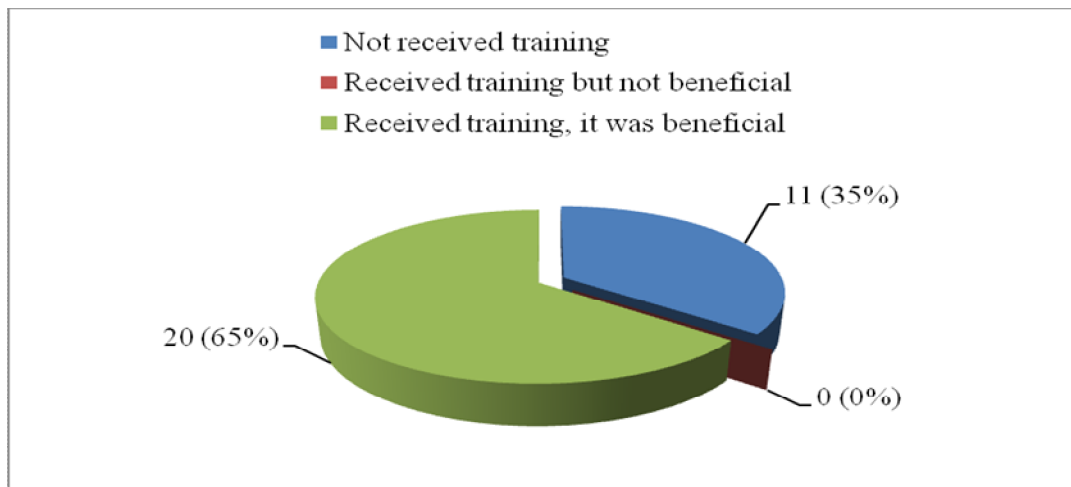
Figure 5.4: Training received by BRC Coordinators

5.1.4 Functions Performed by CRC and BRC Coordinators

CRCCs: Various functions reported by the CRCCs are mentioned in Table 5.7.

Table 5.7: Functions Performed by CRCCs

Sl. No.	Responses	Frequency
1.	Conduct SMC meeting, cluster meeting, State Resource Group meeting	16
2.	Facilitate activities of various schools	9
3.	Make school visit and observe classes	7
4.	Prepare Annual Work Plan and Budget	6
5.	Facilitate enrolment of OoSC	5
6.	Monitor and supervise academic functioning of schools	5
7.	Provide on-site support to teachers	4
8.	Demonstrate classroom teaching	4
9.	Identify CWSN	2

BRCCs: Functions reported by the BRCCs are listed in Table 5.8.

Table 5.8: Functions Performed by BRCCs

Sl. No.	Responses	Frequency
1.	Provide academic support to schools	26
2.	Monitor schools	15
3.	Coordinate with CRC coordinators	10
4.	Undertake research studies	9
5.	Provide on-site support to teachers	8
6.	Coordinate various SSA activities	8
7.	Supervise functioning of CRCCs	8
8.	Conduct training of CRCCs	5
9.	Provide support to CWSN	4
10.	Coordinate with DPO office	3
11.	Prepare teaching learning material	2
12.	Allot funds to CRCCs	1
13.	Provide infrastructure for teacher training	1
14.	Conduct follow-up of training at the classroom level	1

5.1.5   Teachers' Monthly Meetings at the CRC

5.1.5.1 *Periodicity of Teachers' Meetings Conducted by the CRC Coordinators*

Table 5.9 shows information about the meetings of teachers conducted by the CRCCs. The Table reveals that the CRCCs of 62 per cent (20) of the States/UTs conducted teachers' meetings every month regularly. The CRCCs of 22 per cent (seven) of the States/UTs conducted meetings as and when required. The teachers' meetings were conducted more than once in a month by the CRCCs of 16 per cent (five) of the States/UTs. Such meetings at the CRCCs were not conducted in the State of Haryana. Four States/UTs did not provide information about teachers' meetings at the CRCCs.

Table 5.9: Monthly Meetings of Teachers at CRC

Category	Periodicity	States/UTs
A	As and when required	Arunachal Pradesh, Goa, Haryana, Meghalaya, Mizoram, Nagaland, West Bengal
B	Every month regularly	Andaman and Nicobar Islands, Andhra Pradesh, Assam, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Himachal Pradesh, Jammu and Kashmir, Karnataka, Lakshadweep, Madhya Pradesh, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura
C	More than once a month	Bihar, Jharkhand, Kerala, Uttar Pradesh, Uttarakhand
D	INP*	Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
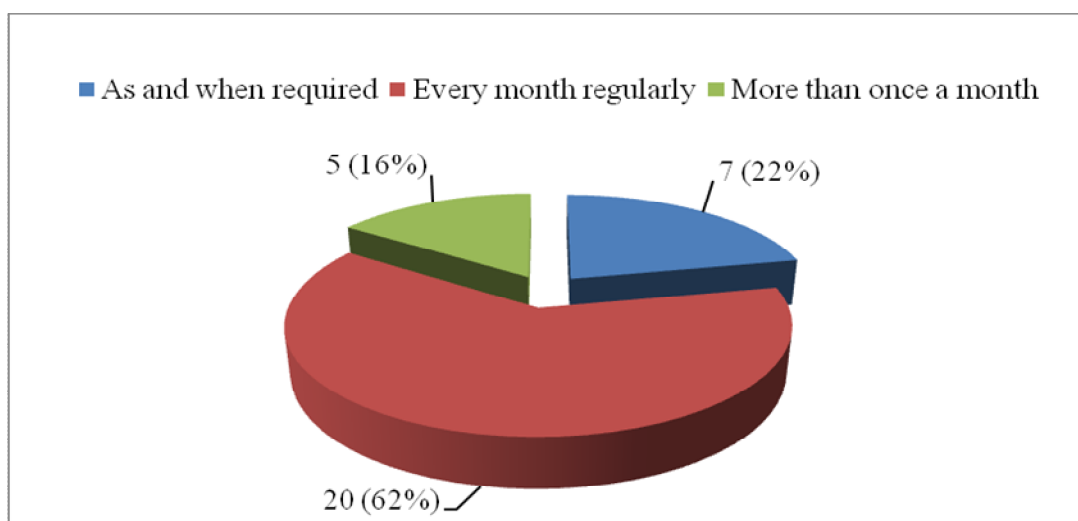
Figure 5.5: Monthly Meetings of Teachers at CRC

5.1.5.2 Reasons for Teachers not attending Meetings

While all teachers should attend monthly meetings at the CRC, many of them do not attend the same. A few reasons reported by the CRCCs are mentioned in Table 5.10.

Table 5.10: Reasons for Not Attending Meetings by the Teachers

Sl. No.	Responses	Frequency
1.	Remaining on leave or deputation for official work	5
2.	Meetings are held on working days and during working hours	3
3.	Multiple programmes run simultaneously	3
4.	Teachers of single teacher school cannot attend meetings	2
5.	Monthly meetings are not held regularly at the CRC	2
6.	Change of the nodal school working as the CRC	1

5.1.5.3 Nature of Discussion in the Teachers' Meetings at CRC

The main purpose of the teachers' monthly meetings organised by the CRCCs is to discuss academic issues for the improvement of classroom process. Table 5.11 provides information about the nature of discussions held in teachers' meetings at the CRC. The CRC Coordinators of 19 States/UTs reported that they discussed both the administrative and the academic issues equally in the meetings. The Andaman and Nicobar Islands informed that mostly the administrative issues have been discussed in the cluster level meetings. On the other hand, six States reported that they mostly discussed the academic issues in such meetings.

Table 5.11: Issues Discussed in Teachers' Meetings at CRCs

Category	Issues	States/UTs
A	Mostly administrative	Andaman and Nicobar Islands, Mizoram (47%), West Bengal (18%)
B	Mostly academic	Andhra Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Goa (20%), Kerala (34%), Meghalaya (13%), Mizoram (33%), Odisha, Tamilnadu, Tripura (7%), West Bengal (18%)
C	Administrative and academic issues	Arunachal Pradesh, Dadra and Nagar Haveli, Delhi, Goa (80%), Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala (54%), Lakshadweep, Meghalaya (80%), Mizoram (20%), Punjab, Rajasthan, Sikkim, Tripura (27%), Uttar Pradesh, Uttarakhand, West Bengal (43%)
D	INP*	Daman and Diu, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Manipur, Nagaland, Puducherry

*INP - Information not provided/Inconsistent information
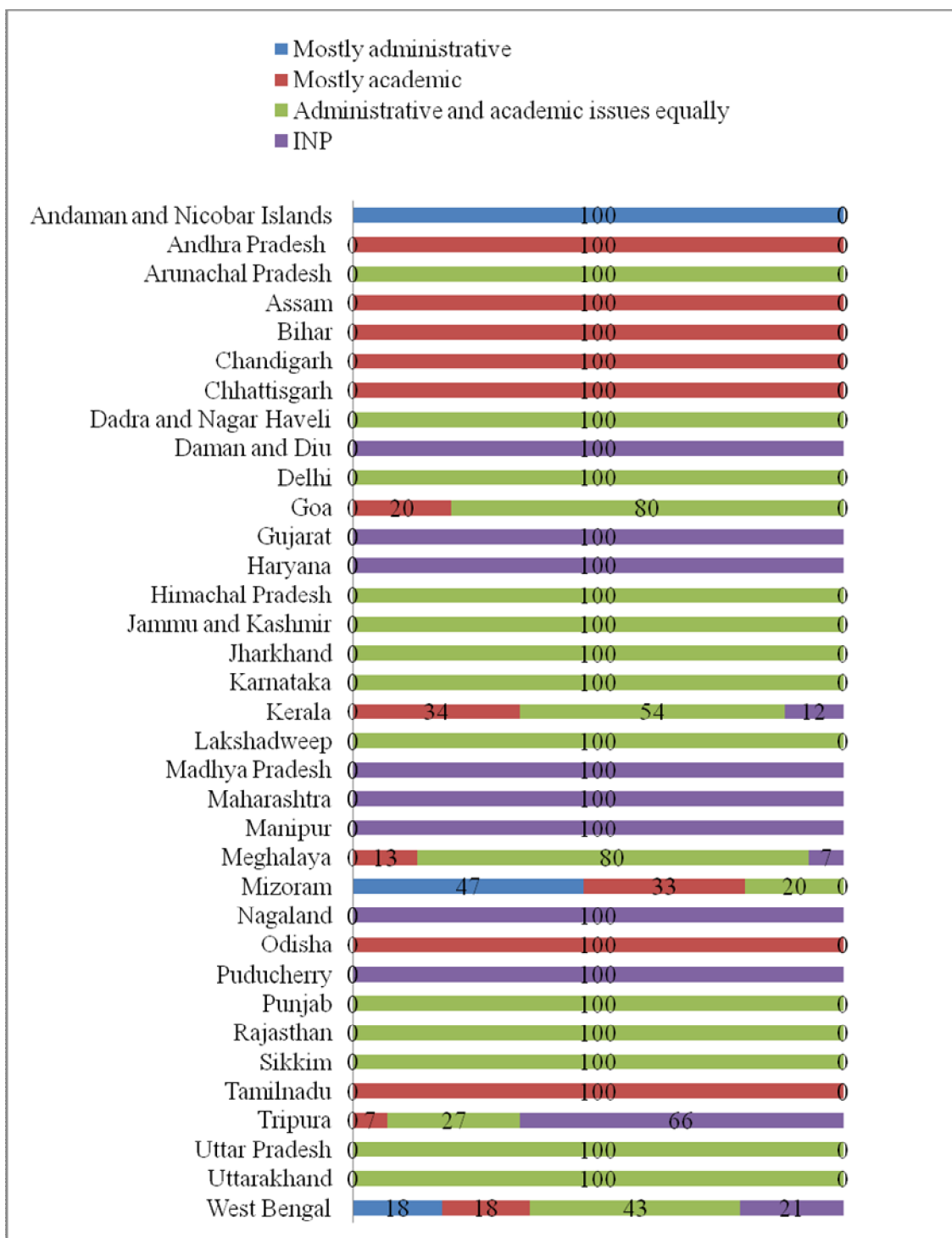
Figure 5.6: Issues for discussion in the meetings at the CRCs

5.1.6 Facilities at CRCs and BRCs to Conduct Meetings and Training

5.1.6.1 Availability of Facilities for Conducting Meetings and Training at CRCs

Table 5.12 shows the availability of space and other facilities in CRCs to conduct training and meetings. Twenty per cent (five) of the States/UTs reported that they have no space and facilities at any of the CRCs included in the sample. Seventy five per cent (19) of the States/UTs stated that they have space and facilities in all the (3/2) CRCs included in the sample. One (5%) State reported facility in a few CRCs only. Nine States/UTs did not provide information about the aspect.

Table 5.12: Availability of Space and Facilities at CRCs to Conduct Meetings and Training

SI. No.	States/UTs	Available	Not available	INP*
1.	Andaman and Nicobar Islands	2	0	0
2 .	Andhra Pradesh	2	1	0
3.	Arunachal Pradesh	3	0	0
4.	Assam	3	0	0
5.	Bihar	3	0	0
6.	Chandigarh	2	0	0
7.	Chhattisgarh	3	0	0
8.	Dadra and Nagar Haveli	2	0	0
9.	Daman and Diu	0	0	2
10.	Delhi	0	3	0
11.	Goa	3	0	0
12.	Gujarat	0	3	0
13.	Haryana	3	0	0
14.	Himachal Pradesh	3	0	0
15.	Jammu and Kashmir	3	0	0
16.	Jharkhand	0	0	3
17.	Karnataka	0	0	3
18.	Kerala	0	3	0
19.	Lakshadweep	1	0	2
20.	Madhya Pradesh	0	0	3
21.	Maharashtra	0	0	3
22.	Manipur	0	0	3
23.	Meghalaya	0	0	3
24.	Mizoram	3	0	0
25.	Nagaland	2	0	0
26.	Odisha	3	0	0
27.	Puducherry	0	0	2
28.	Punjab	3	0	0
29.	Rajasthan	3	0	0
30.	Sikkim	0	3	0
31.	Tamilnadu	3	0	0
32.	Tripura	0	0	3
33.	Uttar Pradesh	3	0	0
34.	Uttarakhand	3	0	0
35.	West Bengal	0	3	0
	Total	**56**	**16**	**27**

*INP - Information not provided/Inconsistent information
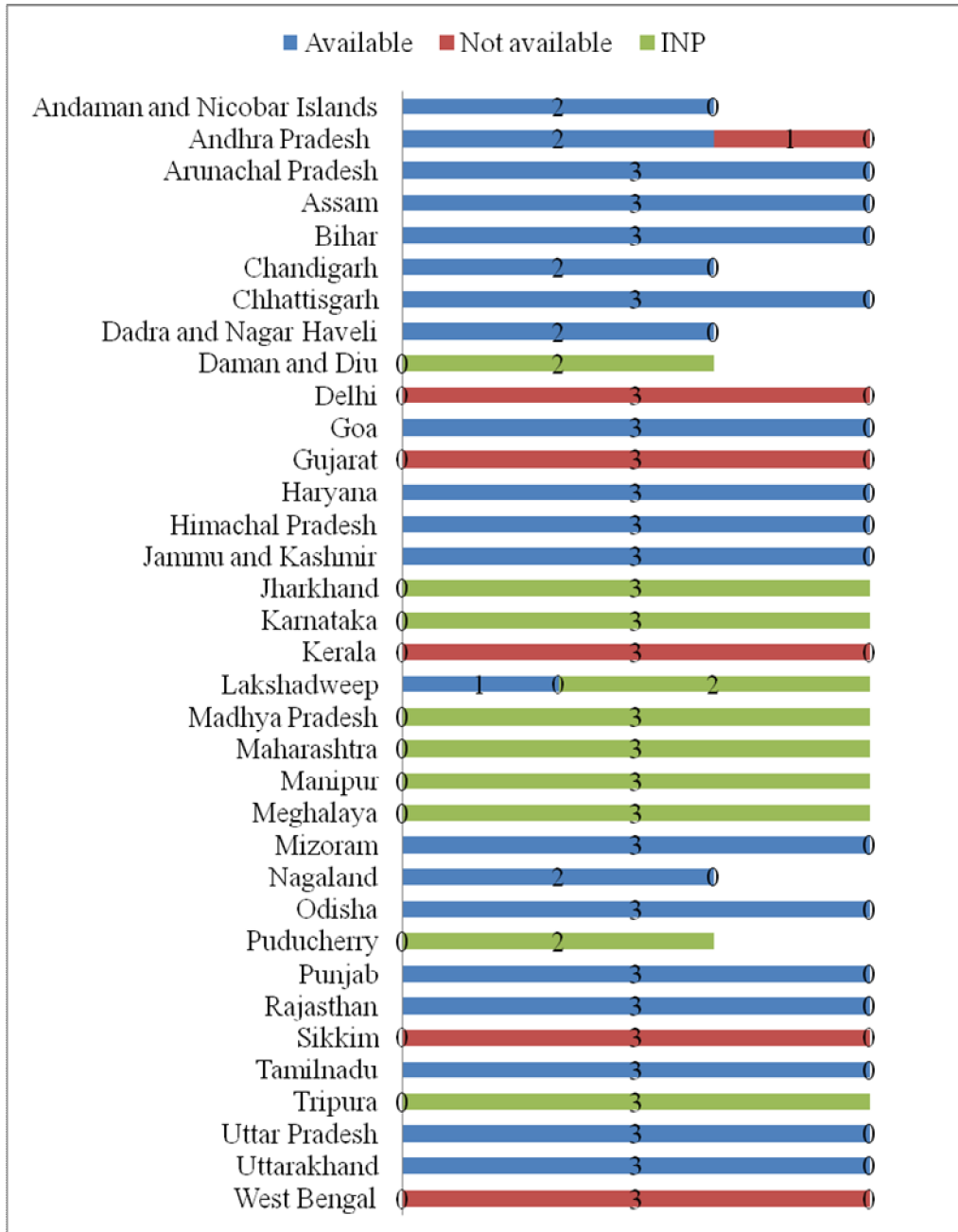
Figure 5.7: Availability of space and facilities to conduct meetings and training at CRCs

5.1.6.2 Facilities Needed by CRCs

The facilities needed by CRCs as expressed by CRC Coordinators are mentioned in Table 5.13.

Table 5.13: Facilities Needed at CRCs to Conduct Meetings and Training

Sl. No.	Responses	Frequency
1.	Computer and internet facilities	17
2.	Better sanitation facility	16
3.	Electrification, water supply, stationery, demonstration tools	15
4.	Furniture	15
5.	LCD projector with screen	10
6.	Appointment of helpers at CRC	8
7.	Training or seminar hall	6
8.	Physical infrastructure	6

5.1.6.3 Availability of Facilities for Conducting Meetings and Training at BRCs

Table 5.14 shows the information about the availability of space and other facilities in the BRCs. The Table also reveals that the BRCs of 80 per cent (20) of the States/UTs have enough space and other facilities while 20 per cent (five) of the States/UTs mentioned that BRCs do not have enough space and other facilities. The BRCs of 10 States/UTs did not provide information.

Table 5.14: Availability of Space and Facilities at BRCs to Conduct Meetings and Training

Category	Availability	States/UTs
A	Available	Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh (yes), Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand (50% reported available), Karnataka (50% reported available), Kerala, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Tripura, Uttar Pradesh, Uttarakhand
B	Not available	Andaman and Nicobar Islands, Dadra and Nagar Haveli, Gujarat (Nil), Sikkim, West Bengal
C	INP*	Andhra Pradesh, Daman and Diu, Delhi, Lakshadweep, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Puducherry, Tamilnadu

*INP - Information not provided/Inconsistent information
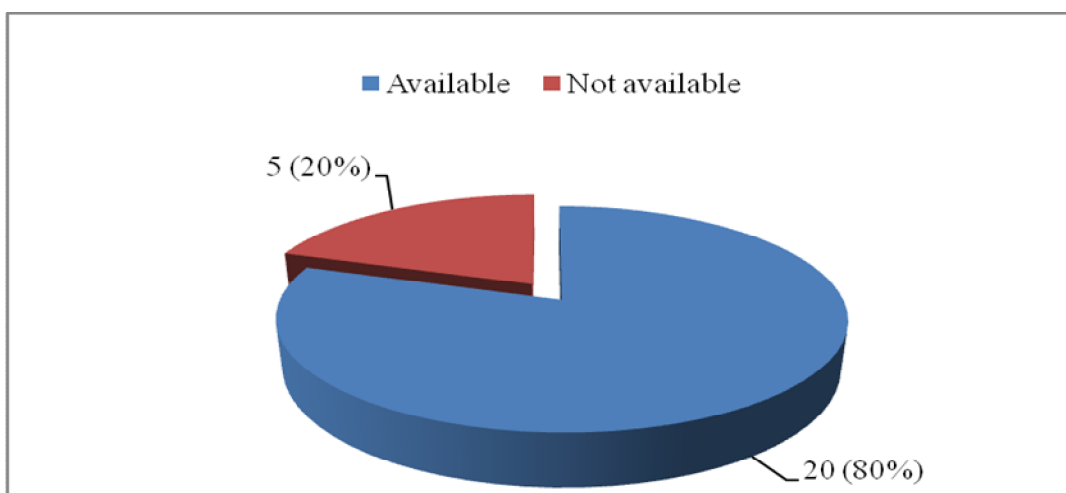
Figure 5.8: Availability of space and facilities to conduct meetings and training at BRCs

5.1.6.4 Facilities Needed by BRCs

Table 5.15 shows the list of facilities needed at BRCs to conduct meetings and training.

Table 5.15: Facilities Needed at BRCs to Conduct Meetings and Training

Sl. No.	Responses	Frequency
1.	Drinking water, sanitation and furniture	6
2.	Fully equipped training hall and rooms	5
3.	Electricity facility	5
4.	Computer with internet connection and printer	3
5.	Avoiding non-teaching work from teachers	3
6.	Appointment of subject teachers at BRC	2
7.	Transportation facility	2
8.	Auditorium/ conference hall	3
9.	Room for BRPs and other auxiliary facilities needed at the training venue	4

5.1.7 Academic Support to Schools by CRCCs

5.1.7.1 Schools Receiving Academic Support from CRC Coordinators

The main role of the CRCCs is to provide academic support to the schools. Table 5.16 shows information about the schools receiving academic support from the CRCCs. The schools in a large number of States/UTs (87 per cent) reported that they have received academic support from the CRCCs.

Table 5.16: Schools Receiving Academic Support from CRCCs

Category	Percentage of schools receiving academic support from CRCCs	States/UTs
A	More than 75	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
B	Between 50–74	Kerala, Lakshadweep
C	Less than 50	Daman and Diu, West Bengal
D	INP*	Andaman and Nicobar Islands, Dadra and Nagar Haveli, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
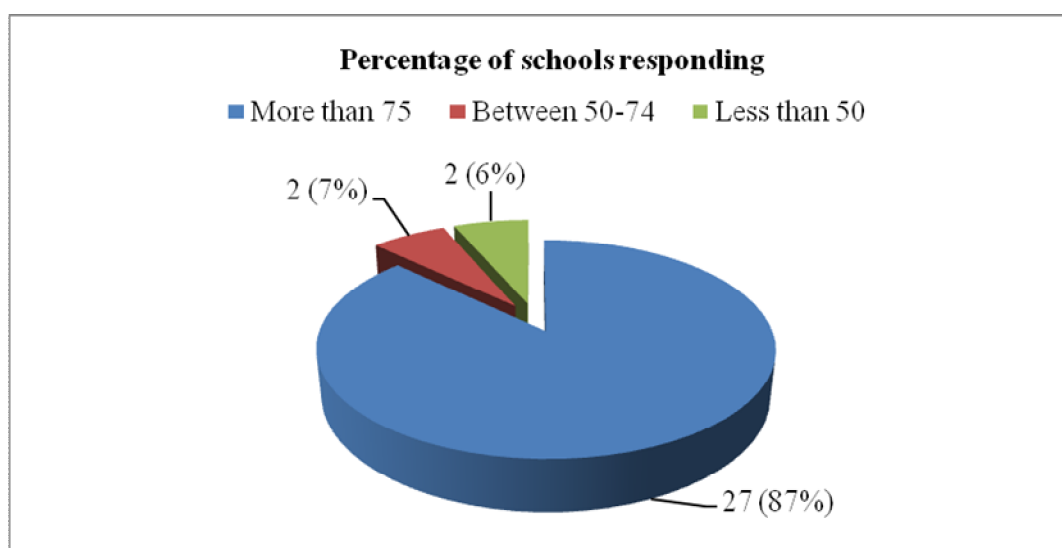
Figure 5.9: Schools receiving academic support from CRCCs in the States/UTs

5.1.7.2 Academic Support Received by the Teachers from CRCCs

Various types of academic support received by the teachers from the CRCCs are listed in Table 5.17.

Table 5.17: Academic Support Received by Teachers from CRCCs

Sl. No.	Responses	Frequency
1.	Model (demonstration) classes in various subjects	6
2.	Clarifications regarding CCE	5
3.	Training of teachers	4
4.	Academic on-site support to teachers during school visits	4
5.	Conducting SRG/SMC meetings	3
6.	Identification of problems and hard-spots and discussion	3
7.	Filling up of DISE	2
8.	Care of CWSN	2
9.	Necessary guidelines from time to time	2

5.1.8 BRCCs Organising Training Programmes

Table 5.18 provides information about the States/UTs in which BRCCs have organised training programmes. The BRCCs of 91 per cent (29) of the States/UTs reported that they organised various training programmes at the BRCs, whereas in the remaining nine per cent (three) of the States, the BRCCs did not organise the training programmes.

Table 5.18: BRCCs Organising Training Programmes in States/UTs

Category	BRCCs conducting training	States/UTs
A	Yes	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Delhi, Andhra Pradesh, Gujarat
C	INP*	Maharashtra, Manipur, Sikkim

*INP - Information not provided/Inconsistent information
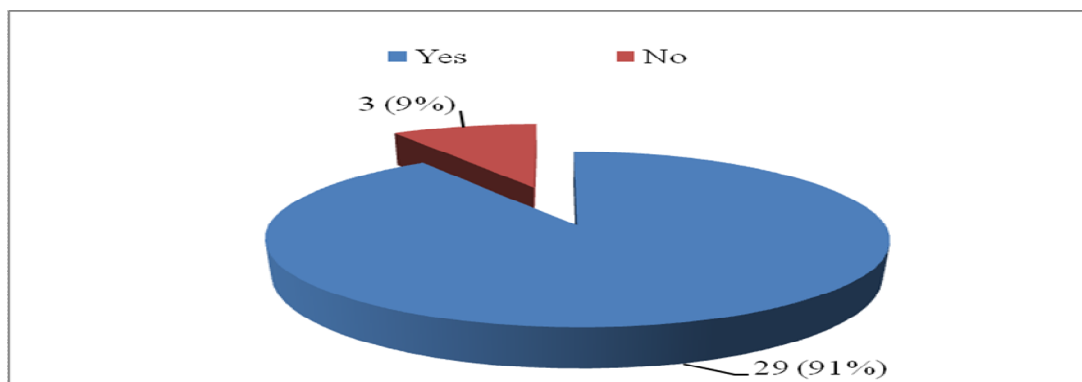
Figure 5.10: BRCCs organising training programmes in States/UTs

Table 5.19 shows information about the people trained by the BRC Coordinators.

Table 5.19: People Trained by BRC Coordinators

Functionaries Trained	States/UTs
Teachers	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
Head Teachers	Arunachal Pradesh, Puducherry
Parents	Lakshadweep, Uttar Pradesh
Community members	Assam, Lakshadweep, Mizoram
NGO	Puducherry
Children	Kerala
SMC Members	Kerala
CRCCs	Arunachal Pradesh, Karnataka, West Bengal
Other Functionaries	Jharkhand, Uttar Pradesh

The BRCCs have reported some difficulties faced by them in conducting the training programmes. These are listed in Table 5.20.

Table 5.20: Difficulties Faced by BRCCs in Conducting Training

Sl. No.	Responses	Frequency
1.	Insufficient infrastructure facilities	8
2.	Shortage of subject-wise resource persons	4
3.	Lack of interest in teachers for attending training	4
4.	Lack of adequate training materials	4
5.	Conducting training programmes during working days adversely affecting the academic work in schools	3
6.	Non-availability of ICT materials	2
7.	Non-availability of training hall/room	2
8.	Indifferent attitudes of many trainees	1

5.1.9 School Visits and Classroom Observations by CRC Coordinators

School visit is an important means to understand the ground realties and extend the desired academic support. Table 5.21 shows the distribution of school visits made every month by the CRC Coordinators in different States/UTs. The information presented in the Table indicates a large variation in the number of school visits made per month by the CRC Coordinators in different States/UTs. It varies from 0 (Delhi) to 38 (Goa) per month. Most reported categories are 0-5, 6-10 and 11-15 visits per month.

All the States/UTs which provided information also informed that the CRCCs also observed classroom teaching and provided on-site support to the teachers (without mentioning the number of visits).

Table 5.21: School Visits per Month by CRCCs

Category	States/UTs
0-5	Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Nagaland, Sikkim, Uttarakhand
6-10	Andaman and Nicobar Islands, Andhra Pradesh, Assam, Bihar, Daman and Diu, Himachal Pradesh, Jharkhand, Kerala, Lakshadweep, Madhya Pradesh, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttarakhand, West Bengal
11-15	Assam, Chandigarh, Chhattisgarh, Daman and Diu, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Puducherry, Tamilnadu, Uttar Pradesh, West Bengal
16-20	Bihar, Dadra and Nagar Haveli, Mizoram, Tripura, Uttar Pradesh
21-25	Dadra and Nagar Haveli, Gujarat, Mizoram
26-30	Goa, Meghalaya
Above 30	Arunachal Pradesh, Goa, Meghalaya
INP*	Delhi, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information

States/UTs appearing in more than one categories: Assam 10-15, Andhra Pradesh 5-10, Bihar 10-16, Dadra and Nagar Haveli 20-25, Daman and Diu 10-12, Goa 30-38, Himachal Pradesh 4-6, Kerala 10-15, Lakshadweep 6-11, Madhya Pradesh 10-13, Meghalaya 26-32, Mizoram 20-25, Sikkim 4-6, Sikkim 4-6, Tamilnadu 10-12, Uttar Pradesh 12-18, Uttarakhand 5-10 and West Bengal 10-12.
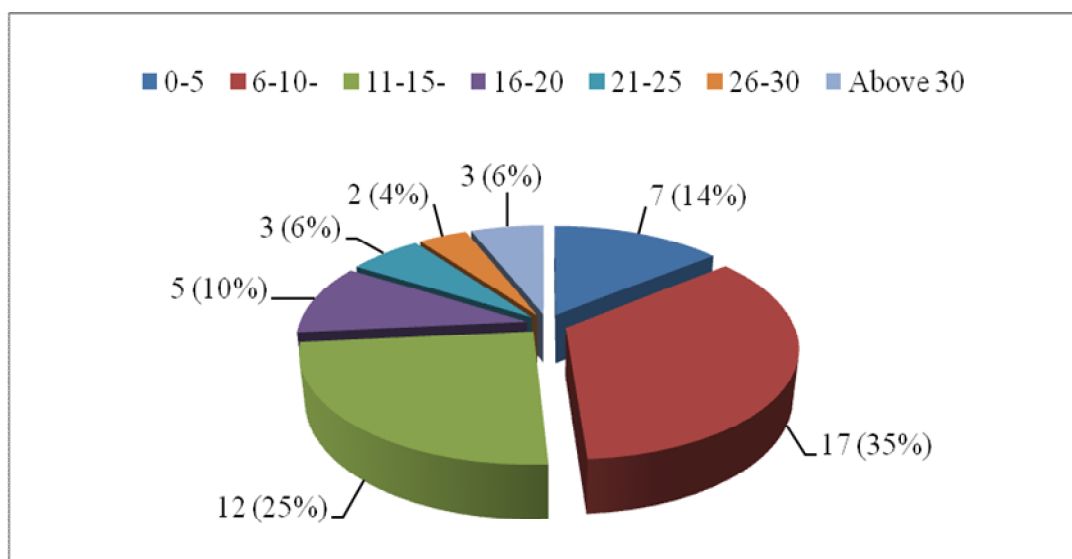
Figure 5.11: School visits per month by CRCCs

Various suggestions provided by the CRCCs to the teachers during school visits are mentioned in Table 5.22.

Table 5.22: Suggestions Provided by CRCCs to the Teachers during School Visits

Sl. No.	Responses	Frequency
1.	Use of group work, seminar, field trips for students' learning	15
2.	Proper use of TLMs	13
3.	Activity-based learning	7
4.	Child-centric method	6
5.	Maintaining CCE documents and child profile	4
6.	Use of blackboard properly while teaching	3
7.	Encouraging students to ask questions	2
8.	Use of library for students	1
9.	Preparation of question bank	1
10.	Teaching according to the prescribed syllabus	1

5.1.10 School Visits and Classroom Observations by the BRC Coordinators

Table 5.25 shows the distribution of school visits made per month by the BRCCs. The information presented in the Table indicates a large variation in the number of school visits made per month by the BRC Coordinators. It varies from 0 (Delhi) to 30 (Uttarakhand). The most reported categories of visits are 0-5, 6-10 and 11-15.

Table 5.23: School Visits per Month by BRCCs

Category	States/UTs
0-5	Andaman and Nicobar Islands, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Lakshadweep, Nagaland, Tripura
6-10	Assam, Bihar, Dadra and Nagar Haveli, Goa, Kerala, Meghalaya, Mizoram, Odisha, Rajasthan, Sikkim, West Bengal
11-15	Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Gujarat, Punjab
16-20	Andhra Pradesh, Delhi, Jharkhand, Maharashtra, Punjab, Tamilnadu, Uttar Pradesh
Above 20	Madhya Pradesh (25)
INP*	Chhattisgarh, Manipur, Puducherry, Uttarakhand

* INP - Information not provided/Inconsistent information
  Arunachal Pradesh (50 per cent), Dadra and Nagar Haveli 10-15, Punjab 15-20
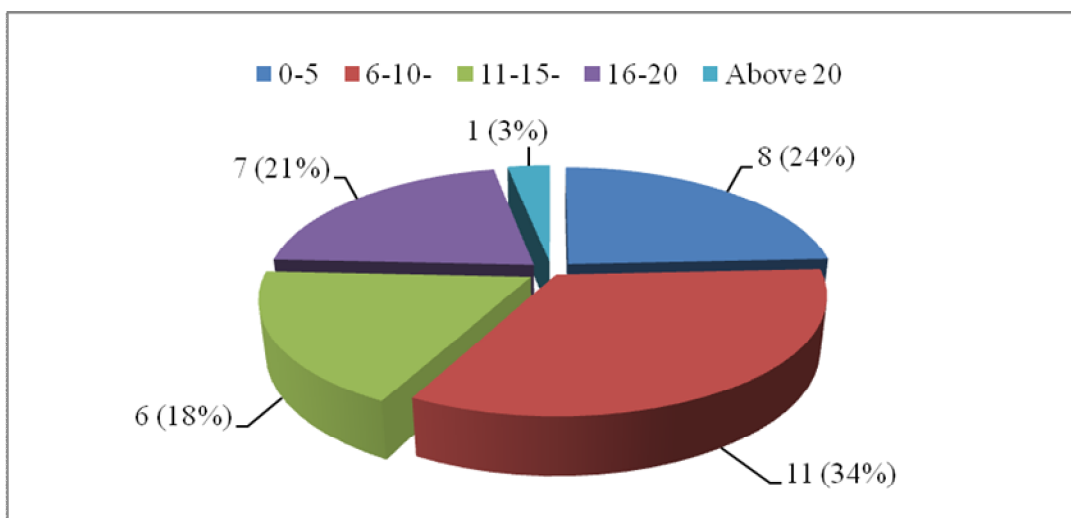
Figure 5.12: School visits per month by BRCCs

Table 5.24 shows the information about classroom observations made per month by the BRC Coordinators. The information presented in the Table indicates a large variation in the number of classroom observations made by the BRC Coordinators in schools per month.

Table 5.24: Classrooms Observed per Month by BRCCs

Category	States/UTs
0-5	Assam, Dadra and Nagar Haveli, Goa, Jammu and Kashmir, Mizoram, Puducherry
6-10	Andhra Pradesh, Bihar, Jharkhand, Odisha, Rajasthan
11-15	Andaman and Nicobar Islands, Chhattisgarh, Karnataka, Tamilnadu, Tripura
16-20	Chandigarh, Delhi, Himachal Pradesh, Kerala, Lakshadweep, Madhya Pradesh, West Bengal
21-25	Arunachal Pradesh, Daman and Diu, Punjab, Uttar Pradesh
26-30	Daman and Diu, Punjab, Uttarakhand
Above 30	Gujarat (90), Nagaland (40)
INP*	Haryana, Maharashtra, Manipur, Meghalaya, Sikkim

*INP - Information not provided/Inconsistent information
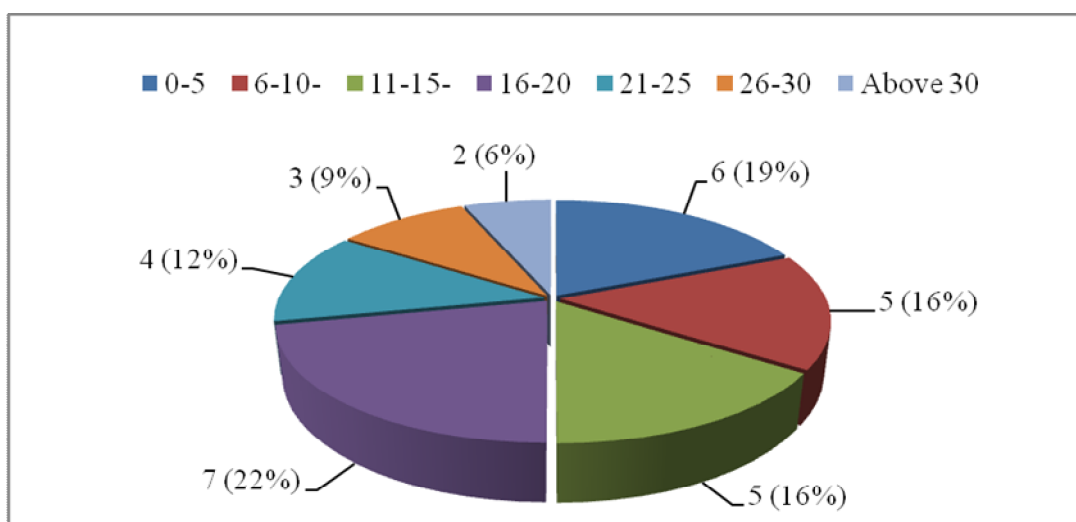
Figure 5.13: Classrooms observed per month by BRCCs

Various suggestions provided by the BRCCs to teachers are mentioned in Table 5.25.

Table 5.25: Suggestions Provided by the BRCCs to Teachers

Sl. No.	Responses	Frequency
1.	Use TLM in classroom teaching	24
2.	Use of group work, seminar, field trip, etc. for students' learning	16
3.	Conduct activities in classroom	9
4.	Give attention to backward students/low achievers	9
5.	Preparing lesson plans before teaching	8
6.	Make use of library books	6
7.	Making classroom more attractive	5
8.	Using ICT in teaching-learning	3
9.	Activating child parliament in school	1

5.1.11 Teacher Orientation about Provisions of RTE Act by the CRC Coordinators

Table 5.26 and Figure 5.14 provide information about teachers' orientation on the provisions of the RTE Act by the CRCCs. It is found that all the sampled CRCs of 84 per cent (26) of the States/UTs oriented the teachers about various provisions of the RTE Act. The CRCCs in Daman and Diu did not orient the teachers about provisions of the RTE Act to provide the required information.

Table 5.26: Orientation of Teachers about Provisions of the RTE Act

Category	Percentage of CRCCs Oriented Teachers	States/UTs
A	100	Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal
A	99-75	Uttarakhand
B	74-50	Chhattisgarh
C	Less than 50	Jammu and Kashmir, Puducherry
D	No	Daman and Diu
E	INP*	Andaman and Nicobar Islands, Delhi, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
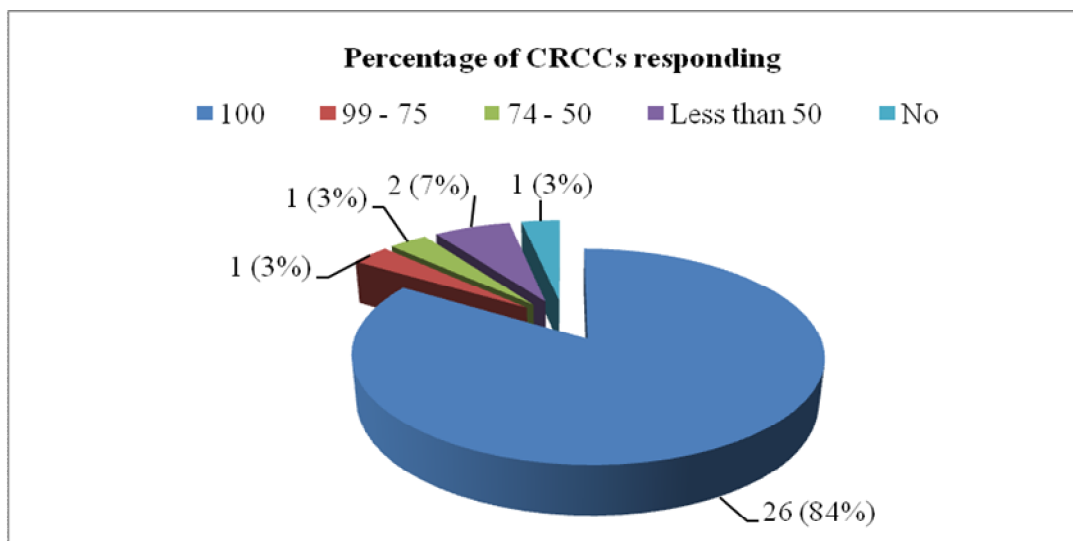
Figure 5.14: Orientation of teachers about provisions of RTE Act by the CRCs in States/UTs

5.1.12 Meetings of CRC Coordinators Conducted by the BRC Coordinators

Table 5.27 shows information about the meetings of the CRCCs conducted by the BRCCs. In 69 per cent (20) of the States/UTs, The CRCCs meetings were conducted by the BRCCs every month on a regular basis. The BRCCs in 17 per cent (five) of the States/UTs conducted CRCCs meetings more than once a month and in 10 per cent (three) of the States/UTs conducted meetings only as and when required. Lakshadweep did not conduct the meetings. No information was provided by six States/UTs.

Table 5.27: Meetings of CRCCs Conducted by the BRCCs

Category	Description	States/UTs
A	As and when required	Andaman and Nicobar Islands, Daman and Diu, West Bengal
B	Every month regularly	Arunachal Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Meghalaya, Mizoram, Odisha, Puducherry, Punjab, Rajasthan, Tripura, Uttarakhand
C	More than once a month	Bihar, Chhattisgarh, Jharkhand, Tamilnadu, Uttar Pradesh
D	Not conducted	Lakshadweep
E	INP*	Andhra Pradesh, Gujarat, Maharashtra, Manipur, Nagaland** Sikkim

* INP - Information not provided/Inconsistent information,

** Yet to start formally
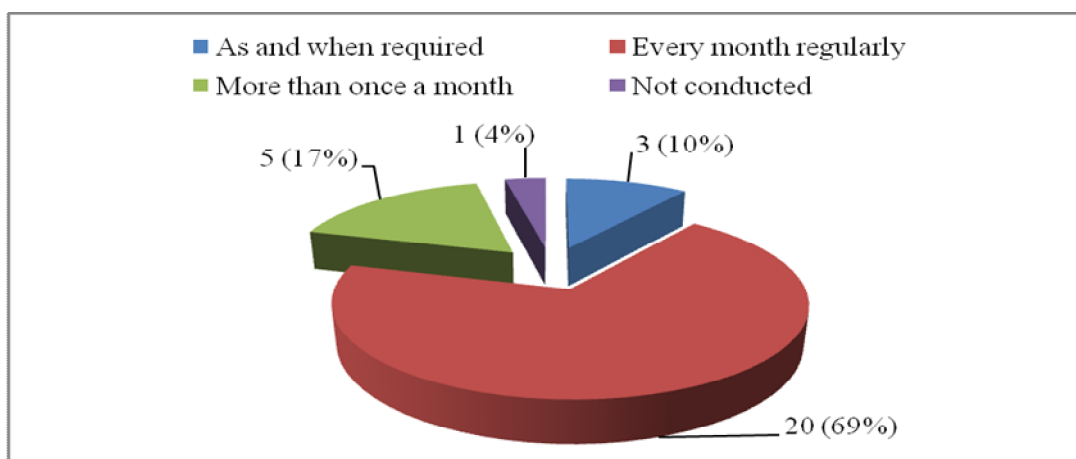
Figure 5.15: Meetings of CRCCs conducted by the BRCCs in States/UTs

Some of the major activities taking place in the CRCCs' meetings conducted by the BRCCs are mentioned in Table 5.28. It is found that the meetings are dominated by academic discussions.

Table 5.28: Major Activities taking Place in CRCCs' Meetings Conducted by the BRCCs

Sl. No.	Responses	Frequency
1.	Review of academic issues	15
2.	Use of TLM in teaching	12
3.	Discussion on quality issues	11
4.	Discussion on difficulties faced by the CRCCs during school visits	9
5.	Discussion on feedback of training programmes	5
6.	Teacher attendance and student attendance	2
7.	Monthly review and planning meetings	2
8.	Implementation of RTE	1
9.	Planning for on-site support to schools	1

5.1.13 Major Achievements in the Implementation of the RTE Act Perceived by the CRC and BRC Coordinators

The CRCCs and BRCCs were asked to provide information about the major achievements in the implementation of the RTE Act in their areas. Their views are mentioned in Table 5.29.

Table 5.29: CRCCs' and BRCCs' Major Achievements in the Implementation of RTE Act

SI. No.	Responses	Frequency
1.	Improved student attendance	26
2.	Availability of common facilities like library and uniform	11
3.	Admission of 25 per cent children of disadvantaged groups and weaker sections in private schools	6
4.	Appointment of teachers and their training	6
5.	Ensuring pupil-teacher ratio as per RTE Act	4
6.	Conducive school environment for children	4
7.	Reduced child labour	2
8.	Constitution of SMCs in schools	2

5.1.14 Major Problems in the Implementation of the RTE Act Perceived by the CRCCs and BRCCs

The major problems in the implementation of the RTE Act as informed by the CRCCs and BRCCs are given in Table 5.30.

Table 5.30: Major Problems in the Implementation of RTE Act

SI. No.	Responses	Frequency
1.	Inadequate teacher student ratio in schools	15
2.	Lack of awareness among parents	8
3.	Lack of facilities to implement CCE in the right spirit	7
4.	Lack of sufficient infrastructure in schools	4
5.	Ensuring quality education	2
6.	Constitution of SMCs and organising their meetings	2
7.	Adverse effect on teaching due to teachers' absence during training or other duties	2
8.	Admission of 25% children of the disadvantaged groups and weaker sections	1

5.2 DIETs: Preparedness, Effectiveness and Support Strategies

One of the objectives of the study was to study the level of preparedness and effectiveness of the DIETs in providing resource support for different programmes and activities aimed at improving the quality of classroom teaching and enhancement of students' learning. The necessary data were collected through a schedule from the DIETs included in the sample.

5.2.1 Academic Support to SSA at the Initiative of DIETs

Table 5.31 and Figure 5.16 show information about the academic support provided for SSA by the DIETs. It is found that the DIETs provided academic support for SSA in 89 per cent (25) of the States/UTs. The sampled DIETs did not provide academic support for SSA activities in 11 per cent (three) of the States/UTs.

Table 5.31: Academic Support Provided by DIETs for SSA

Category	DIET Provided Academic Support	States/UTs
A	Yes	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Chandigarh**, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Andhra Pradesh, Jharkhand, Mizoram
C	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur,

  * INP - Information not provided/Inconsistent information;
** Chandigarh is holding dual responsibilities of SCERT and DIET
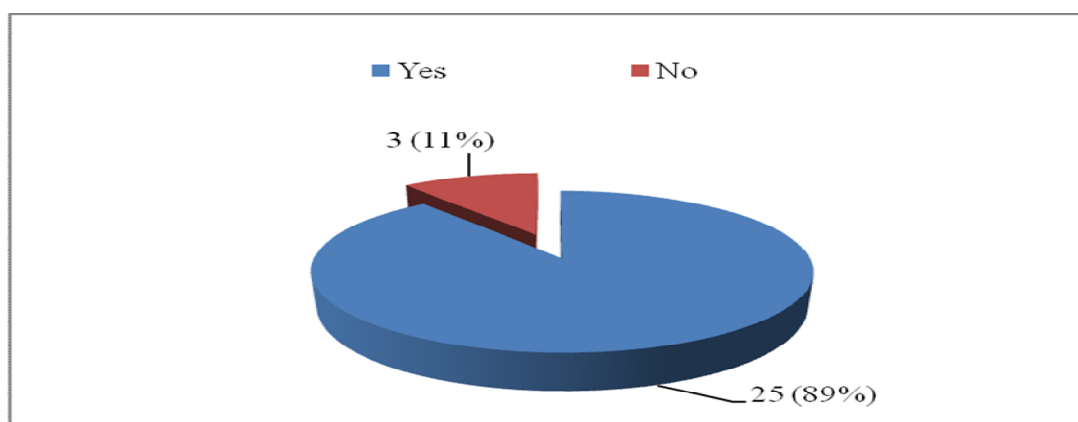
Figure 5.16: Academic support provided by DIETs for SSA in States/UTs

Type of Support: Table 5.32 presents different types of academic support provided for SSA by the DIETs at their own initiatives. It can be seen that training and material development are the main areas in which DIETs provided support to SSA.

Table 5.32: Academic Support Provided for SSA by DIETs

SI. No.	Responses	Frequency
1.	Training (Teachers, KRPs, Master Trainers, Head Teachers)	22
2.	Development of question papers, print material, support material, training modules	10
3.	Monitoring of SSA activities in the district	5
4.	On-site support	3
5.	Feedback	3
6.	Action research at school level with the help of teachers	1

5.2.2 Meetings organised by the DIETs with SSA Officials

Table 5.33 and Figure 5.17 show information about the organisation of meetings for SSA officials by the DIETs. The DIETs in 75 per cent (21) of the States/UTs organised such meetings. The sampled DIETs in 25 per cent (seven) of the States/UTs did not organise meetings with SSA officials.

Table 5.33: Organisation of Meetings by DIET with SSA Officials

Category	DIET organised meetings with SSA officials	States/UTs
A	Yes	Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Mizoram, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Andaman and Nicobar Islands, Andhra Pradesh, Jharkhand, Lakshadweep, Meghalaya, Nagaland, Tripura
C	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur,

*INP - Information not provided/Inconsistent information
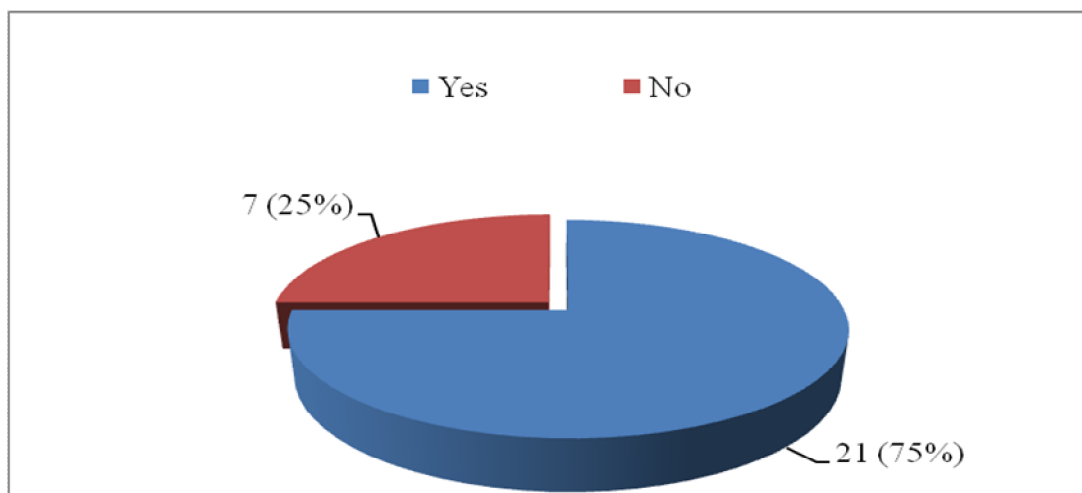
Figure 5.17: Organisation of meetings by DIET with SSA officials in States/UTs

Areas of discussion in meetings organised by DIETs with SSA officials are presented in Table 5.34.

Table 5.34: Types of Meetings by DIETs with SSA Officials

Sl. No.	Response	Frequency
1.	The planning meeting	6
2.	Meetings for coordination at various levels	6
3.	Review of training programmes	4
4.	Discussion on quality issues	2

Some DIETs did not hold meetings with the SSA officials. One reason due to which meetings could not be organised by DIETs has been stated to be the lack of coordination and communication between SSA officials and DIET. A few DIETs mentioned that meetings could not be organised because the DIET and the SSA function as separate units.

5.2.3 Support Sought by SSA from DIETs

The DIETs being the resource institutes in the districts, the SSA functionaries are required to seek support from them. Table 5.35 and Figure 5.18 shows information about the support sought by the SSA functionaries from the DIETs. The Table indicates that in 82 per cent (23) of the States/UTs, SSA officials sought support from the DIETs, while 18% (five) of the States stated that they did not receive request for providing support.

Table 5.35: Support sought by SSA from DIETs

Category	SSA officials sought support from DIET	States/UTs
A	Yes	Arunachal Pradesh, Andaman and Nicobar Islands, Assam, Chandigarh, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Meghalaya, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
B	No	Andhra Pradesh, Jharkhand, Mizoram, Nagaland, West Bengal (Nil)
C	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/Inconsistent information
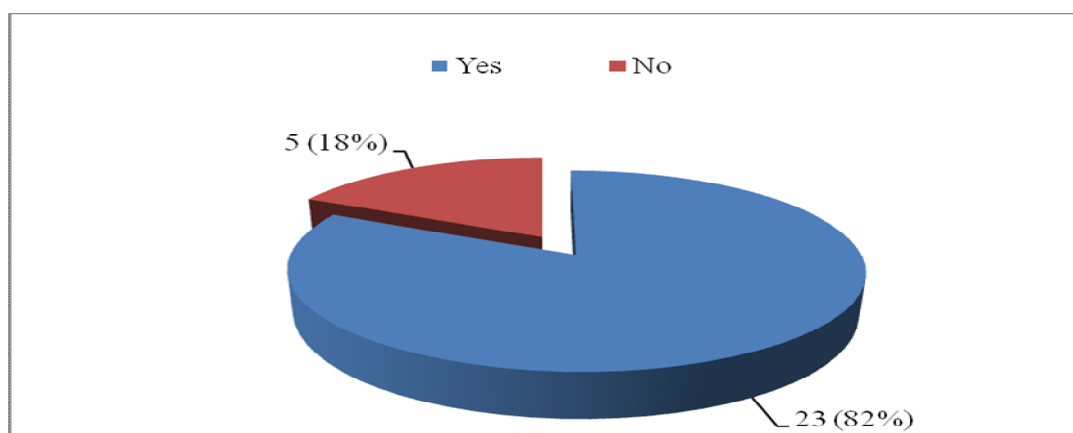
Figure 5.18: Support sought by SSA from DIETs

The DIETs have reported various areas of support sought by the SSA functionaries from them. These are presented in Table 5.36.

Table 5.36: Areas of Support Sought by SSA from DIET

SI. No.	Response	Frequency
1.	Training on various components	10
2.	Academic and on-site support	8
3.	Monitoring	7
4.	Preparation of question paper, annual Work Plan and budget	4
5.	Implementing Continuous and Comprehensive Evaluation (CCE)	3
6.	Action research	3

Most of the DIETs mentioned that they were approached by the SSA officials for providing academic resource support to them. However, a few of them mentioned that the officials of SSA conduct training programmes without involving the DIETs, while DIETs, are ready to extend every possible support to the SSA.

5.2.4 Activities in which DIETs were involved by the District SSA Functionaries

Table 5.37 shows the activities organised by the SSA functionaries in which DIET participated in the district. It is again found that the training and material development are the main activities in which DIETs joined with the SSA functionaries.

Table 5.37: Activities in which DIETs were involved by District SSA Functionaries

SI. No.	Responses	Frequency
1.	Training	19
2.	Material development	9
3.	Monitoring	6
4.	Organising seminars and workshops	4
5.	Conducing action research at school level with the help of teachers	6
6.	Community mobilisation	3

5.2.5 DIET Faculty as Members of SSA Committees

Table 5.38 and Figure 5.19 show that the DIET faculty in 75 per cent (21) of the States/UTs acted as the members in SSA committees. The DIET faculties in remaining 25 per cent (seven) of the States/UTs were not involved in SSA committees.

Table 5.38: DIET Faculty as Members of SSA Committees

Category	DIET faculty as members in SSA committees	States/UTs
A	Yes	Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
B	No	Andhra Pradesh, Delhi, Jammu and Kashmir, Jharkhand, Lakshadweep, Nagaland, Puducherry
C	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur

*INP - Information not provided/ Inconsistent information
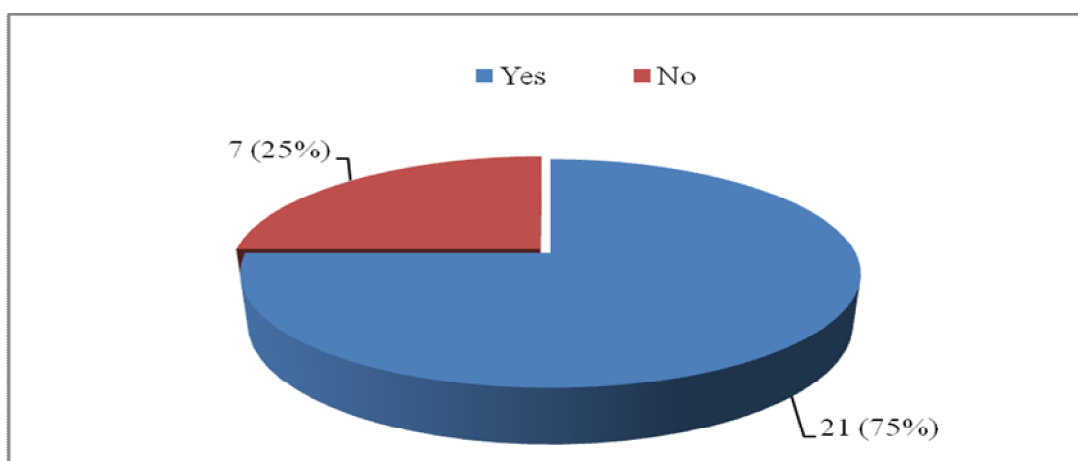
Figure 5.19: DIET faculty as members of SSA Committees in States/UTs

The list of different SSA committees in which the faculty members of the DIETs acted as members is given in Table 5.39.

Table 5.39: Name of SSA Committees in which DIET Faculty Acted as Members

Sl. No.	Responses	Frequency
1.	District Level Committee	6
2.	State Resource Group (SRG)	3
3.	CWSN Committee	1
4.	District DRG on Pedagogy and Research	1
5.	DACG and textbooks distribution	1

5.2.6 Involvement of DIETs in Preparing Work Plans of SSA

Table 5.40 and Figure 5.20 show the status of involvement of the DIETs in preparing Work Plans of SSA. The Table indicates that DIETs in 69 per cent (18) of the States/UTs were involved in the preparation of Annual Work Plan and appraisal of Annual work Plan and Perspective Plan. While 16 per cent (four) of the States/UTs reported that the DIETs were not involved in Work Plan activities, 15 per cent (four) of them mentioned that they did not have any role in such activities.

Table 5.40: Involvement of DIETs in preparing Work Plans of SSA

Category	Involvement	States/UTs
A	Yes	Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Rajasthan, Punjab Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
B	Not Involved	Andaman and Nicobar Islands, Andhra Pradesh, Jharkhand, Puducherry,
C	No Role	Delhi, Mizoram, Odisha, Tripura
D	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur, Meghalaya, Nagaland

*INP - Information not provided/Inconsistent information
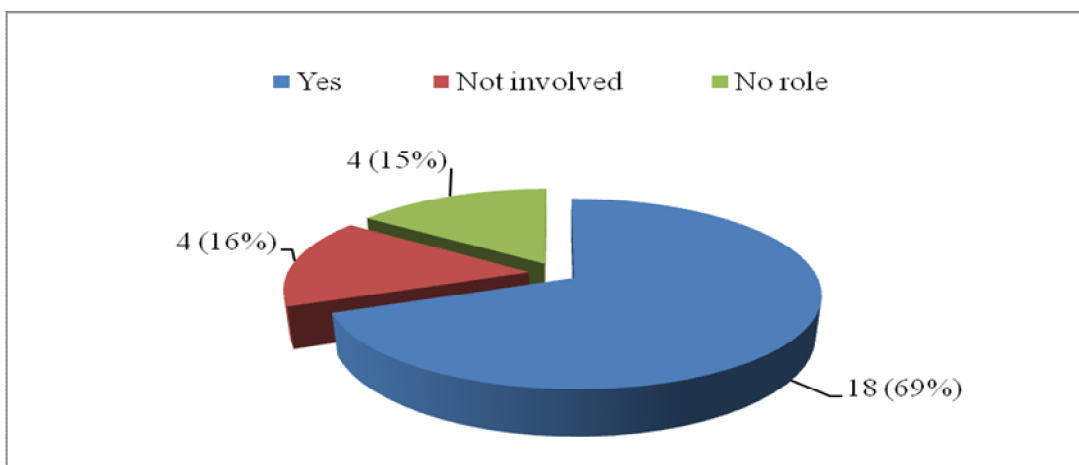
Figure 5.20: Involvement of DIETs in preparing Work Plans of SSA in States/UTs

5.2.7 Visit of DIET Faculty to Schools, CRCs and BRCs

Primary Schools: Table 5.41 and Figure 5.21 provide the status of visits of DIET faculty to the Primary Schools. The Table indicates that the DIET faculty in 50 per cent (14) of the States/UTs made frequent visits to the Primary schools. While 43 per cent (12) of the States/UTs visited only sometimes, the DIETs of Chandigarh and Delhi mentioned that no visit was made by their faculty to the schools.

Table 5.41: Visit of DIET Faculty to Primary Schools

Category	Visit to Primary schools	States/UTs
A	No	Chandigarh, Delhi
B	Sometimes	Arunachal Pradesh, Haryana, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Puducherry, Punjab, Sikkim, West Bengal
C	Frequently	Andaman and Nicobar Islands, Andhra Pradesh, Assam, Chhattisgarh, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Odisha, Rajasthan, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
D	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur,

*INP - Information not provided/Inconsistent information
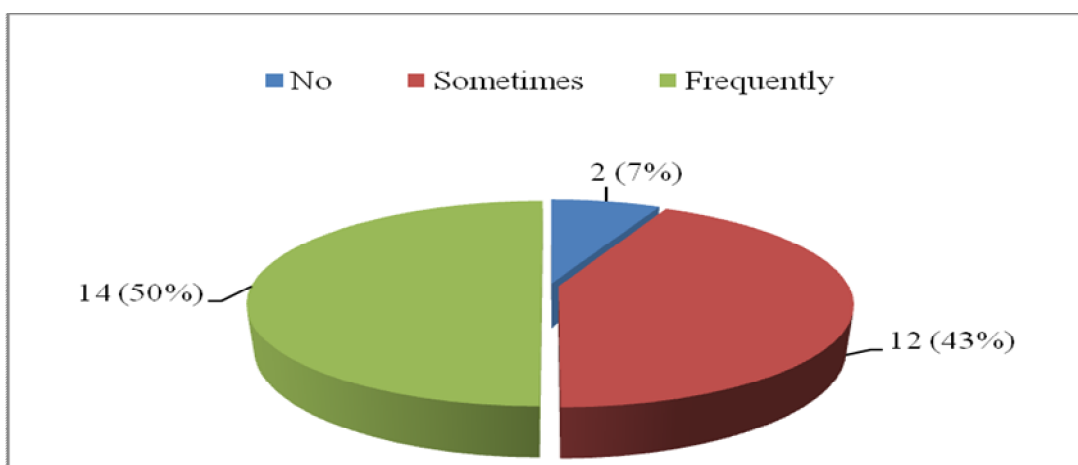
Figure 5.21: Visit of DIET Faculty to Primary Schools

Upper Primary Schools: Table 5.42 and Figure 5.22 provide information about the visit of the DIET faculty to Upper Primary schools. Forty five per cent (12) of the States/UTs reported that the DIET faculty visited the Upper Primary schools frequently, while 48 per cent (13) of the States/UTs visited only sometimes. Chandigarh and Delhi mentioned that no visit was made by their faculty to the Upper Primary schools.

Table 5.42: Visit of DIET Faculty to Upper Primary Schools

Category	Visit to Upper Primary schools	States/UTs
A	No	Chandigarh, Delhi
B	Sometimes	Arunachal Pradesh, Haryana, Jammu and Kashmir, Jharkhand, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Sikkim, West Bengal
C	Frequently	Andaman and Nicobar Islands, Andhra Pradesh, Assam, Chhattisgarh, Himachal Pradesh, Karnataka, Kerala, Rajasthan, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand
D	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur, Puducherry

*INP - Information not provided/Inconsistent information
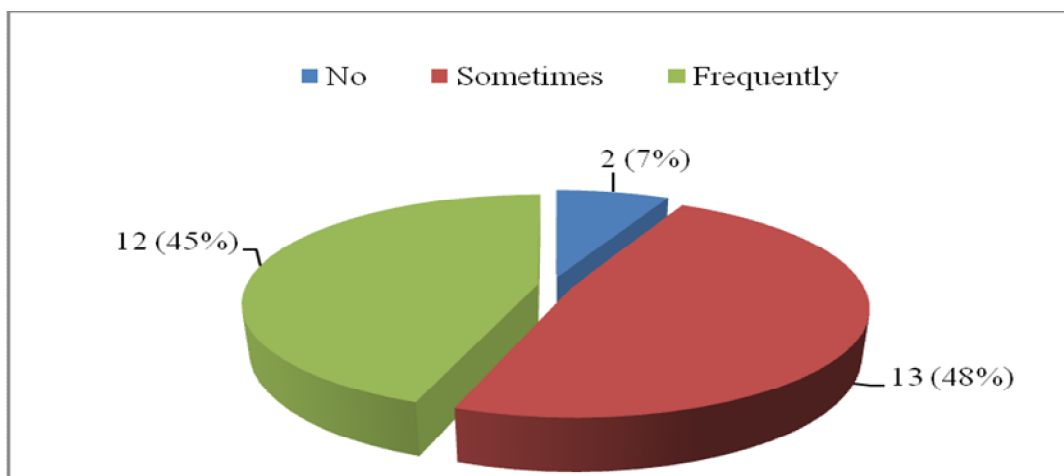
Figure 5.22: Visit of DIET faculty to Upper Primary schools in States/UTs

CRCs: Table 5.43 and Figure 5.23 show that the DIET faculty visited the CRCs frequently, only in 37 per cent (nine) of the States/UTs while in 46 per cent (11) of the States/UTs, they visited the CRCs only sometimes. In 17 per cent (four) of the States/UTs no visit was made by the DIETs.

Table 5.43: Visit of DIET Faculty to CRCs

Category	Visit to CRCs	States/UTs
A	No	Chandigarh, Delhi, Jharkhand, Meghalaya
B	Sometimes	Andaman and Nicobar Islands, Assam, Chhattisgarh, Haryana, Jammu and Kashmir, Kerala, Lakshadweep, Madhya Pradesh, Punjab, Sikkim, West Bengal
C	Frequently	Andhra Pradesh, Arunachal Pradesh, Himachal Pradesh, Karnataka, Mizoram, Nagaland, Tamilnadu, Tripura, Uttar Pradesh
D	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur, Odisha, Puducherry, Rajasthan, Uttarakhand

*INP - Information not provided/Inconsistent information
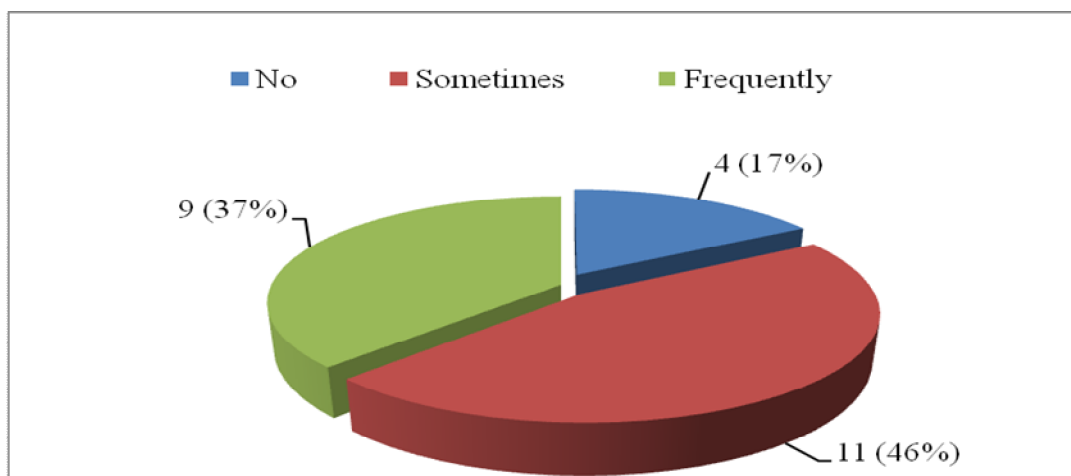
Figure 5.23: Visit of DIET faculty to CRCs in States/UTs

BRCs: Table 5.44 and Figure 5.24 show details about the visit of DIET faculty to the BRCs. The DIET faculty of 46 per cent (11) of the States made frequent visits to the BRCs. DIETs of 37 per cent (nine) of the States/UTs visited the BRCs only sometimes. In 17 per cent (four) of the States/UTs no visit was made to the BRCs.

Table 5.44: Visit of DIET Faculty to BRCs

Category	Visit to BRCs	States/UTs
A	No	Chandigarh, Delhi, Jharkhand, Lakshadweep
B	Sometimes	Andaman and Nicobar Islands, Assam, Chhattisgarh, Haryana, Madhya Pradesh, Meghalaya, Punjab, Sikkim, West Bengal
C	Frequently	Andhra Pradesh, Arunachal Pradesh, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Mizoram, Nagaland, Tamilnadu, Tripura, Uttar Pradesh
D	INP*	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Manipur, Odisha, Puducherry, Rajasthan, Uttarakhand

*INP - Information not provided/Inconsistent information
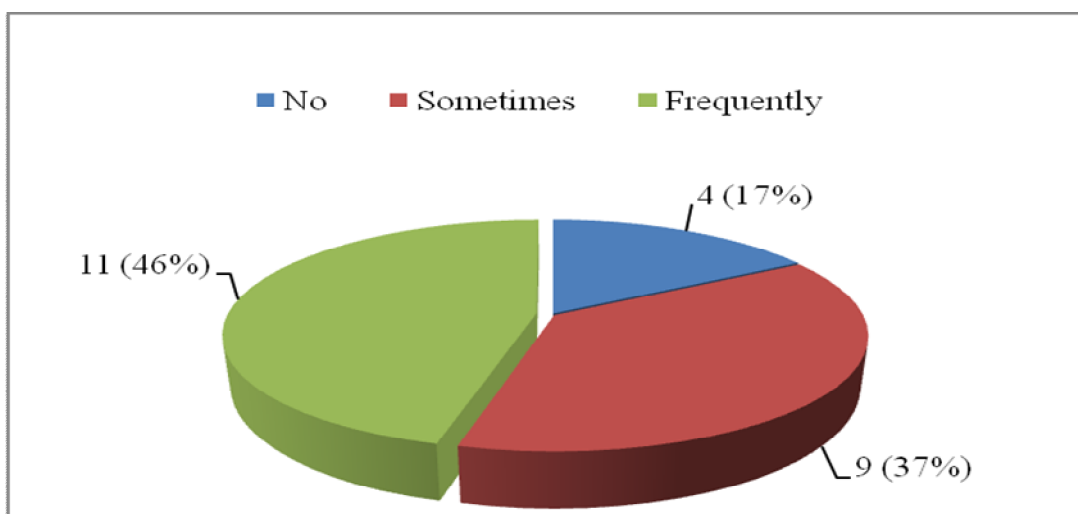
Figure 5.24: Visit of DIET faculty to BRCs in States/UTs

5.2.8 Research Work by the DIETs

One of the important functions of the DIETs is to conduct research on local specific issues and problems. Nearly one-third of the DIETs in the sample reported that they have conducted research studies. Some of the researches conducted by the DIETs are mentioned in Table 5.45.

Table 5.45: Research Work by the DIETs

SI. No.	Research Problems
1.	Environmental awareness among Upper Primary students
2.	Development of self-livelihood skill among CWSN, through skill education programme
3.	Study of parental preference towards private schools
4.	Effect of in-service teachers training programme on professional competency of teachers
5.	A study on monthly interaction meetings
6.	A study on implementation and usage of CWSN facilities in Mysore district
7.	A survey on "*Spashtha vodu- shudha baraha*" (Clear Reading and neat writing)
8.	A study on status of uneconomic schools and primary education in Kerala' has just been conducted. The report is under preparation.
9.	Impact of teacher training in West Bengal under SSA
10.	Impact of SSA for the Universalisation of Elementary Education
11.	Preparing of model question papers for summative II assessment and collection of data for Primary level for comparative analysis of results of different subjects and to identify weakness in different areas
12	Use of research for systemic change
13.	Improvement in evaluation at the Primary level and to suggest for paying attention to deal with the hard spots/areas identified in different subjects
14.	Right to Education
15.	How to simplify Mathematics/Science for students
16.	Learner's achievement
17.	Back to school camp
18.	Effectiveness of SSA training

Use of Research: The DIETs have reported about the use of researches done by them. Their responses are presented in Table 5.46.

Table 5.46: Use of Research by the DIETs

SI. No.	Response of DIETs	Frequency
1.	Improving the implementation of the programmes	6
2.	Improving the quality of teaching	3
3.	Capacity building of Primary teachers	3
4.	Dissemination of findings and suggestions to the higher authorities	3
5.	Making better school environment	1

5.2.9 Contribution of DIETs in Developing Learning Materials

The DIETs also provided information on the development of learning materials by them, which is mentioned in Table 5.47.

Table 5.47: Contribution of DIET in Developing Learning Materials

SI. No.	Response	Frequency
1.	Involved in developing textbooks	13
2.	Participated in TLM workshops conducted by SSA	10
3.	Prepared training modules for teachers and VEC members	7
4.	Reviewed training material /manual for SMCs	1

5.2.10 Training Conducted by DIETs for SSA Functionaries

Table 5.48 shows details of the training programmes conducted by the DIETs for SSA functionaries in the different States/UTs.

Table 5.48: Training Programmes for SSA Functionaries by DIETs

SI. No.	Functionaries	States/UTs
1.	Primary Teachers	Andaman and Nicobar Islands (1), Arunachal Pradesh (20), Assam (3), Chandigarh (10-30), Chhattisgarh (10), Delhi (2-6), Himachal Pradesh (3-7), Jammu and Kashmir (6-10), Karnataka (1-6), Kerala (1), Madhya Pradesh (4-10), Odisha (5-30), Puducherry (3), Punjab (10), Rajasthan (6-10), Tamilnadu (1-2), Tripura (30), Uttar Pradesh (3), Uttarakhand (10), West Bengal (1-10)
2.	Upper Primary Teachers	Andaman and Nicobar Islands (1), Arunachal Pradesh (20), Assam (20), Chandigarh (10), Chhattisgarh (10), Delhi (5-7), Haryana (19 Nov to 10 Jan, 2013), Himachal Pradesh (3-7), Jammu and Kashmir (10), Karnataka (1-6), Kerala (1), Madhya Pradesh (1-10),Rajasthan (6-10), Tamilnadu (2), Tripura (30), Uttar Pradesh (3), Uttarakhand (10), West Bengal (1-10)
3.	Head Masters of Primary and Upper Primary schools	Arunachal Pradesh (5), Chandigarh (5), Himachal Pradesh (3-10), Jammu and Kashmir (2), Karnataka (2-38), Kerala (2-3), Rajasthan (6-10), Tamilnadu (1), Uttar Pradesh (5), Uttarakhand (5-10)
4.	CRCCs	Arunachal Pradesh (5), Chandigarh (10), Chhattisgarh (5), Himachal Pradesh (1), Jammu and Kashmir (10), Karnataka (1-5), Madhya Pradesh (5),Odisha (2), Tamilnadu (1), Uttar Pradesh (10), Uttarakhand (2)
5.	BRCCs	Arunachal Pradesh (5), Chandigarh (10), Himachal Pradesh (1), Jammu and Kashmir (10), Karnataka (1-3), Odisha (2), Tamilnadu (1)
6.	SMC Members	Andaman and Nicobar Islands (3), Arunachal Pradesh (3), Himachal Pradesh (3), Jammu and Kashmir (1), Karnataka (2-3), Tamilnadu (1), Uttar Pradesh (5), Uttarakhand (2)
7.	PRIs	Himachal Pradesh (3)
8.	Others	Jammu and Kashmir (30), Karnataka (1), Kerala (1)
9.	Not organised	Andhra Pradesh (not involved), Jharkhand, Lakshadweep
10.	INP	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim

Note: The figures in the brackets represent the days of training programmes organised.

Areas of Training Programme

The DIETs have reported different areas covered in the training programmes conducted by them for the different SSA functionaries.

Teachers: Content areas — Mathematics, Languages, EVS, English, Science, Social Science; vocabulary and usage; textbooks and handbook; pedagogy, TLM, CCE, local specific issues; classroom problems; motivation, learning, assessment, plugging values in text context, gender sensitisation; NCF; RTE; CCE; action research; rules and regulations.

Head Teachers: Leadership development at school level, management of training; role and functions of SDMC; computer literacy and maintenance; monitoring of classrooms and school activities; school administration; pedagogy, TLM, communication skills, RTE, CCE; implementation of SSA and its various interventions; functions and responsibility of SMC; *CRC Coordinators:* Preparation of progress report of each school; Role and functions of CRCs, BRPs; Quality monitoring; Implementation of SSA and its various interventions; Pedagogy, learning process, solution of subject-wise hard spots, vocabulary and usage; Values, plugging values in text context, recording and reporting CCE;.

BRC Coordinators: Feedback of SSA activities and teachers training; recording and reporting CCE, research and REMS activities; implementation of SSA and its various interventions.

SMC Members: Role and functions of SDMC; enrolments, retention, CCE, Mid Day Meal, CWSN, civil work; Implementation of SSA and its various interventions; RTE Act – role of SMC members, PRIs.

5.2.11 Role and Functions of DIETs under RTE Act

DIETs were asked about what role and functions they perceive in view of the different provisions of the RTE Act. Their responses are presented in Table 5.49.

Table 5.49: Perceived Role and Functions of DIETs in View of RTE Act

SI. No.	Response	Frequency
1.	Create awareness of RTE Act	12
2.	Curriculum formation, module preparation, textbook translation at primary level	9
3.	Continuous assistance to teachers regarding the use of appropriate teaching strategies	6
4.	Monitoring role	6
5.	Organising in-service training programmes and workshops	6
6.	Implementation of CCE	5
7.	Monitoring and reviewing data	5
8.	Facilitate children's enrolment in age-appropriate classes	4
9.	Developing suitable modules and materials for classrooms	2
10.	Act as pace setting institution with the objective to bring qualitative improvement in elementary education	2
11.	Provide resource support to field functionaries through faculty members	1

5.2.12 Role of DIETs in Improving Quality of School Education

The DIETs have reported their role and functions in improving the quality of school education. These are listed in Table 5.50.

Table 5.50: Role of DIET in Improving Quality of School Education

SI. No.	Responses	Frequency
1.	Supervision, monitoring and support	12
2.	Continuous monitoring of teaching-learning process in schools	9
3.	Conduct action research	9
4.	Act as a resource centre	8
5.	Strengthening teacher education	6
6.	Providing on-site support to teachers during school visits	5
7.	Academic support to schools	5
8.	Preparation of Work Plan	5
9.	To address the biggest challenge of having really dedicated teachers in the profession	4
10.	Mobilisation of community	3
11.	Strengthen reading habits of the teachers that are declining and they have no thirst to acquire knowledge	3
12.	Prepare Source books	2

CHAPTER 6

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The present chapter is divided into three parts. The first part presents a summary of findings with respect to the objectives of the study. The limitations of the study are mentioned in the second part. The third part provides recommendations for policy makers and implementers.

6.1 Summary of Findings

6.1.1 The School and Teacher Position

The RTE Act has provided criteria about the number of teachers required in the Primary and Upper Primary schools corresponding to the number of students. The study reveals that the number of teachers in the schools in 40 per cent of the States/UTs is short of the required number, as prescribed by the RTE Act.

6.1.2 Enrolment and Attendance

6.1.2.1 Students' Average Daily Attendance

Students' attendance emerges as a matter of great concern, as only 55 per cent of the States/UTs reported good attendance[1] of students. Almost similar results are found for boys and girls.

Some States/UTs have taken a few steps to improve the students' attendance, prominent of which are the interactions and meetings with parents. Less importance has been given to the methods like making classroom teaching interesting or having arrangement for transportation in this regard.

6.1.2.2 Enrolment of Out of School Children in Age-appropriate Classes as per RTE Norms

The enrolment status of out of school children (OoSC) in age-appropriate classes is not in good state. While schools in three-fourth of the States/UTs did not enroll OoSC (except a few

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[1] Students' average daily attendance of 80 per cent in a school has been considered as 'good' attendance. A State/UT having 75 per cent schools with 'good' average daily attendance has been considered as the State/UT having good attendance.

which enrolled not more than one child), the schools in one-fourth of the States/UTs reported low enrolment of OoSC (one to four children per school), except Chandigarh.

Most of the States/UTs which reported low enrolment of OoSC in age-appropriate classes are engaged in providing special training to them in the schools where they are enrolled.

6.1.2.3 Children with Special Needs (CWSN)

Most of the States/UTs have reported the enrolment of Children with Special Needs (CWSN) in the schools, but in varying number. While the overall range of enrolment in the schools of different States/UTs is one to six, in most of the schools it is zero to one per school.

6.1.2.4 Time of Admission and Problems Faced during Admission

All schools in the States/UTs are allowing admission of children throughout the year (with slight exception of some schools in Lakshadweep and Rajasthan). Schools are facing some problems concerning admissions, which include parents' migration, parents' lack of interest and lack of awareness about education, shortage of space in schools and diversity in students' languages.

6.1.3 Distribution of Textbooks in Schools

While most of the States/UTs distributed textbooks within one week, there are some States/UTs which provided textbooks after one week or even after one month. The delay is mainly caused due to the late supply of textbooks by the department. Another reason for this delay is the unavailability of transport facility in some areas.

6.1.4 Teaching Learning Process
6.1.4.1 Completion of Syllabus on Time

Schools of a large number (two-third) of the States/UTs face problems in completion of the syllabi. The biggest problem in this regard is the engagement of teachers in non- teaching tasks or other than school activities. Other major problems reported include shortage of teachers, overloaded syllabi and too many holidays and long vacations.

6.1.4.2 Classroom Process and Teacher Effectiveness

Most of the classroom processes (eight out of 13, 60 per cent) in the schools of a majority of the States/UTs are not effective and need improvement.

Only the following five classroom processes are found to be effective in the majority of the States/UTs:

1. Classroom environment free from mental harassment/tension
2. Free expression of feelings and problems by children
3. Answering of students' questions/queries gladly by teachers
4. Proper use of blackboard by the teacher
5. Satisfactory classroom management

The following eight classroom processes need improvement in schools of a majority of the States/UTs.

1. Relevant activities by the teachers during teaching
2. Encouragement of children to ask questions by the teacher
3. Sharing students' experiences and developing lessons on the basis of their experience by the teacher
4. Proper use of relevant TLMs during teaching
5. Teacher encouraging participation of all children by asking a variety of questions
6. Teacher assessing students' learning along with teaching and moving ahead after ensuring that students have learnt
7. Overall classroom environment conducive for learning
8. Overall effectiveness of the teacher

6.1.5 Learning Assessment and Children's Achievement

6.1.5.1 Primary Stage

There is a large gap in the number of States/UTs with 'good student achievement' and 'need improvement' at the Primary level. The number of States/UTs showing 'good achievement' is lesser than the number of States/UTs showing 'need improvement', in respect of all Classes (I to V) and all subjects, namely — Language, Mathematics and Environmental Studies at the Primary stage.

6.1.5.2 Upper Primary Stage

A close look at the achievement data collected and analysed indicates that the number of States/UTs showing 'good achievement' in Language, Mathematics, Science and Social Science in Classes VI, VII and VIII is lesser than the States/UTs showing 'need improvement'.

6.1.6 Teacher Training

- *In-service Teachers Training:* The States/UTs have provided in-service training to a large number of teachers. The study has found that more than three-fourth of the teachers in two-third of the States/UTs have undergone in-service training. The remaining one-third of the States/UTs provided training to less than 50 per cent of the teachers.

- *Schools have provided suggestions for future in-service training programmes:* CCE, ICT, CBT, inclusive education, multigrade teaching, use of TLM, content enrichment, innovative teaching strategies, morality and teachers' responsibility. Schools suggested that training should be organised during vacations and in the beginning of the session and has to be designed, based on activities, demonstration lessons and technology.

- While some teachers reported the use of training inputs in classroom teaching, others expressed their inability to use them. Training inputs used in teaching included TLM, group work, seminar, projects, field trips, quiz programmes, projects, remedial teaching and making the classroom more attractive.

    The reasons because of which the training inputs were not used by some teachers are lack of interest, engagement in other assignments, insufficient resources, unattractive and small classrooms and shortage of teachers.

- *Identification of Training Needs:* A good in-service training programme is conducted on the basis of the identified training needs. A large number of schools of many States/UTs reported that the training needs were identified and that training programmes were conducted according to the identified needs. The methods used for identifying training needs were classroom observation, meetings and feedback forms.

- *Training of Untrained Teachers:* Though a large number of working untrained teachers exist in the States/UTs, no serious efforts seem to have been made for their training. Only a few States/UTs have initiated action to train some of their untrained teachers.

6.1.7 Functioning of School Management Committees (SMCs)

- All States/UTs, barring a few, have constituted SMCs in all the schools. Most of the States/UTs have provided training to almost all of their SMCs, except 10 per cent of the States/UTs which reported training of less than half of the SMCs.

- Most of the SMC members have visited schools for various reasons like participating in SMC meetings, observing school functioning, meeting with teachers/Head concerning school related matters and study of their own children.

- The SMCs have shown interest in school activities. They suggested bringing improvement in the infrastructure and basic facilities, teaching process, quality of education, use of teaching learning material, students' enrolment and attendance, school discipline, cleanliness, utilisation of grants, school plan and solving various problems of schools.

- *Activities Undertaken by SMCs:* SMCs reported that they are taking part in various activities of the schools which include preparation of school development plan; civil work; Mid Day Meal; monitoring of teachers, attendance; beautification of schools; appointment of guest teachers, cooks and helpers; monthly meetings; distribution of uniform and free textbooks; enrolment drive; monitoring activities of school; organising national festivals; collecting donations for school activities; support in enrolment of OoSC.

6.1.8 Perceptions of SMCs about School Functioning

An analyses of the perceptions of the SMCs revealed the following facts about various aspects of school functioning.

- Discrimination of children**:** Some SMCs in one-fifth of the States/UTs perceived discrimination of children by the teachers in schools.

- Willingness of children to attend the school: Majority of SMCs in almost all States/UTs perceived that children are willing to attend the schools.

- Enrolment of children with Special Needs (CWSN): The SMCs reported that the number of CWSN enrolled in schools is very low, thereby implying that many out of school CWSN in the community need to be enrolled in the schools.

- Proper care and attention of CWSN: A majority of SMCs in nearly three-fourth of the States/UTs are satisfied with the care and attention of CWSN taken by the schools.

However, a moderate number of SMCs in one-fourth of the States/UTs consider that schools do not take proper care of CWSN.

- Separate toilets for boys and girls: In the opinion of majority of SMCs there are many States/UTs (more than half) where separate toilet facilities for boys and girls do not exist in all the schools.

- Availability of safe drinking water facility: Most of the SMCs were of the opinion that safe drinking water facility is available in a large number of schools in their States/UTs. However, there are some States/UTs where SMCs expressed that this facility is not available in all schools.

- Receipt of textbooks by the children: Majority of SMCs in all States/UTs perceived that free textbooks have been supplied to the children in schools. However, it is desirable that all the children in all the schools are provided with textbooks.

- Use of play materials and sports equipments by the children: In the opinion of a majority of SMCs in most of the States/UTs (three-fourth) the play materials and sports equipments are used in schools by the children.

- Out of school children not enrolled in age-appropriate classes: According to SMCs in half of the States/UTs there are many schools which have not enrolled OoSC in age-appropriate classes. The schools in a large number of States/UTs also confirmed that the status of enrolment of OoSC in age-appropriate classes is not good.

- Physical punishment and mental harassment: Some SMCs in a few States/UTs perceived that there are incidents of physical punishment and mental harassment in schools.

- Improvement needed in school functioning: The SMCs perceived that the school functioning requires improvement in certain aspects. The main suggestions include: Proper infrastructure and physical facilities; separate toilets for staff, boys and girls in all the schools; safe drinking water facility; appointment of regular teachers in place of contract or temporary teachers; posting of appropriate number of teachers; security of schools; electricity in all schools; sufficient funds for development; computer-aided learning in all schools; appointment of language expert teachers in the schools; increased involvement of SMCs in school functioning.

6.1.9 CRC and BRC: Preparedness, Effectiveness and Support Strategies

6.1.9.1 Additional Charge with CRC and BRC Coordinators

The CRC coordinators in 40 per cent and BRC coordinators in 35 per cent of the States/UTs hold additional charge of other posts. Due to additional charge, they are not only unable to discharge their duties in an effective manner but also face difficulties. It is not possible for them to get sufficient time to visit schools and extend support to the teachers.

6.1.9.2 Training Received by the CRC and BRC Coordinators

A large number of States/UTs (three-fourth) have conducted training of the CRC coordinators. As compared to the CRCCs, the training of the BRCCs was conducted by a lesser number of States (65 per cent). The CRCCs in a few States did not find the training useful.

6.1.9.3 Functions Performed by the CRCCs and BRCCs

CRCCs: The major functions reported by the CRCCs include organising cluster level SMC meeting, facilitating schools, making school visits and preparing Annual Work Plan and budget.

BRCCs: The functions reported by the BRCCs include providing academic support to schools, ensuring quality education, monitoring school functioning, coordinating with the CRCCs, undertaking research, etc.

Monthly meeting by the CRCCs: Monthly meeting of teachers for academic discourse is an important function of the CRCC. It was reported that the CRCCs of all the States/UTs conducted monthly meetings of teachers. The CRCCs in a large number of the States/UTs organised teachers' meetings on a monthly basis. While some States/UTs conducted the meetings more than once a month, others conducted them as and when required.

Many teachers did not attend cluster level monthly meetings. The main reasons reported include teachers' on leave, meetings on working days and during working time, multiple programmes and single teacher school. In most of the States, the CRCCs discussed the academic and administrative issues equally during the meetings.

6.1.9.4 Training Facilities in CRCs and BRCs

The CRCs and BRCs require enough space and other facilities to perform well. The study reveals that a large number of the CRCs and BRCs have space and other necessary facilities

to organise training programmes. However, a small number of them do not have such facilities. The CRCCs and BRCCs have expressed the need for facilities like infrastructure, ICT, electricity, water and sanitation.

6.1.9.5 Academic Support to Schools from the CRC and BRC Coordinators

A large number of schools have received academic support from the CRCCs. The types of support included training and on-site support in areas like model classes, various academic problems and CCE.

As expected of the BRCCs, most of them have conducted training programmes for the teachers. Training of other functionaries like Head teachers, community members, SMCs and NGOs was conducted by a small number of BRCs. The BRCs have faced several problems in conducting training like lack of infrastructure facilities, shortage of subject resource persons, lack of interest in teachers for training and non-availability of training and ICT materials.

6.1.9.6 School Visits and Classroom Observations by CRC and BRC Coordinators

There is a large variation in the number of school visits and classroom observations made by the CRCCs and BRCCs across the States and UTs. It varies from zero to 38 per month for the CRCCs and zero to 30 for the BRCCs. While CRCCs in Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Nagaland, Sikkim, Uttarakhand made upto 30 observations, CRCCs in Arunachal Pradesh, Goa, Meghalaya made more than 30 observations per month. The suggestions provided by the CRC and BRC Coordinators to the teachers included the use of group work, field trips, TLMs, ICT, activity-based and child-centric methods, and making classroom teaching more attractive.

6.1.9.7 Teachers' Orientation about Provisions of RTE Act by CRCCs

A majority (85 per cent) of the States/UTs have oriented their teachers about the provisions of the RTE Act.

6.1.9.8 Major Achievements in the Implementation of the RTE Act

A major achievements in the implementation of the RTE Act as reported by the CRCCs and BRCCs include improved student attendance; availability of common facilities like library and uniforms; admission of poor and SC/ST children in private schools; appointment of teachers;

training of teachers: improved pupil-teacher ratio; creating conducive learning environment; and constitution of SMCs.

6.1.9.9 CRCCs Meetings conducted by the BRCCs

BRCCs in more than two-third of the States/UTs have conducted monthly meetings of the CRCCs. Activities taking place in the meetings include review of academic issues and discussion on the use of TLM, quality issues and difficulties faced by the CRCCs during school visits.

6.1.9.10 Major Problems in the Implementation of the RTE Act

According to the CRC and BRC Coordinators, the major problems in the implementation of the RTE Act are related to: lack of sufficient infrastructural facilities in schools, constitution of the SMCs and their training, lack of awareness among parents, poor quality of education, inadequate teacher-pupil ratio, lack of facilities to implement CCE in the right spirit.

6.1.10   DIETs: Preparedness, Effectiveness and Support Strategies
6.1.10.1 Perception of DIETs of their Role and Functions in the Light of the RTE Act
   and in improving the Quality of School Education

The role and various functions perceived by the DIETs are: Creating awareness of the RTE Act; continuous monitoring, supervising and supporting teaching-learning process in the schools; curriculum formation, module and source book preparation at the Primary level; conducting action research; assisting teachers regarding the use of appropriate teaching strategies; organising in-service training programmes and workshops; implementing CCE; preparing Work Plan; mobilising community; and acting as resource centres.

6.1.10.2 Academic Support to SSA by DIETs

Most of the DIETs (90 per cent) confirmed academic support to the SSA activities in the district. The DIETs' main contribution was towards conducting workshops and training programmes, developing the training modules and support material and mobilising the community. Some DIETs were also involved in conducting meetings of SSA officials and providing on-site support and feedback in schools. The weakest aspect reported was conducting the action research at school level with the help of the teachers.

6.1.10.3 DIET Faculty as Members on SSA Committees

There are various committees and groups which work in different areas of Elementary Education in SSA in the district. Academic staff of most of the DIETs (75 per cent) is in the district level committee of SSA and some of them are also members in the State Resource Group (SRG). The DIETs are also expected to participate in the planning and appraisal of SSA Annual Work Plan and Perspective plan. Two-third DIETs confirmed that they participated in preparing the work plans of SSA. One-third of them were either not involved or did not perceive any role in providing support to the preparation of work plan of the SSA.

6.1.10.4 Visit of DIET Faculty to Schools, CRCs and BRCs

The DIETs are district level institutes to provide academic resource support to the schools and field functionaries. This essentially requires visiting schools, CRCs and BRCs. It has been found that about half of the DIETs visited the schools frequently and about half of them visited sometimes. The DIETs of Chandigarh* and Delhi did not visit schools. The DIETs in only one-third of the States/UTs made frequent visits to the CRCs. In the remaining two-third of the States/UTs, either visits were made sometimes or never. Frequent visits made to the BRCs were slightly more than the visits made to the CRCs.

6.1.10.5 Research Work taken up by DIETs on Problems and Quality Aspects of Elementary Education

Only some of the DIETs have conducted research. The research problems were related to environmental awareness, self-livelihood skills among CWSN, parental preference towards private schools, effect of in-service teacher training, monthly interaction meetings, implementation and use of CWSN facilities, clear reading and neat writing, Universalisation of Elementary Education, use of research for systemic change, evaluation at the Primary level, right to education, simplification of Mathematics and Science for students, learners' achievement, back to school camp and effectiveness of SSA training.

The research conducted was utilised for the better implementation of programmes, for improvement of the quality of education, capacity building of Primary teachers, submission of findings and suggestion to the higher authorities for further action, creating better school-friendly environment.

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*SCERT Chandigarh discharges the function of its DIET

6.1.10.6 Organisation of Meetings by DIET with the SSA Officials

The DIETs of three-fourth of the States/UTs reported that they have organised meetings with the SSA functionaries. The meetings were organised for various purposes like coordination at various levels, planning, review of training programmes and discussion on quality issues. One-fourth DIETs could not conduct meetings with SSA officials mainly because, according to them, there is a lack of coordination and communication between DIETs and SSA and they function as separate units.

6.1.10.7 Support sought by SSA Functionaries from the DIETs

Most of the DIETs, which responded, stated that the SSA officials sought support in their programmes and activities from them, with the exception of a few DIETs (one-fifth) which said they were not approached for any support.

Areas of support sought by the SSA officials included: Training on various components, on-site academic support, monitoring of activities and preparation of question papers, preparation of Annual Work Plan and budget, implementing CCE and conducting action research.

The DIETs which were not approached by the SSA for any support have mentioned reasons for that. According to them, they are ready to extend every possible support if invited, but the SSA officials conduct training programmes on their own without consulting the DIETs.

6.1.10.8 Contribution of DIETs in Developing Learning Materials

A few DIETs are involved in developing textbooks, training modules and teaching and learning materials by the department.

6.1.10.9 Involvement of DIETs in conducting Training of Different Functionaries under SSA

Nearly two-third of the DIETs are involved in conducting in-service training programmes of teachers, Heads of schools, CRCCs, BRCCs and SMCs under SSA. However, the number of programmes appears to be less.

The training programmes covered a wide range of areas namely—the content, pedagogy, teaching-learning materials, CCE, class room problems, NCF, RTE Act, action

research, leadership development, role and functions of SMC, computer literacy, classroom monitoring, enrolments, retention, implementation of SSA and its various interventions and quality monitoring.

6.2 Limitations of the Study

1. The study was planned for 100 clusters in 35 States/UTs of the country. Initially, all of the States/UTs actively participated in the study. But at a later stage, Manipur State, with a sample of three clusters, failed in responding to the tools. Uttar Pradesh, which had a sample of four clusters, provided data for three clusters only. Therefore, the findings of the study are based on the data from 34 States/UTs and 96 clusters, while it was planned for 35 States/UTs and 100 clusters.

2. Although the study was planned for 1000 schools, only 901 provided data for the study.

3. The findings of the study are based on the data collected through the six tools namely — School Schedule (SS), School Management Committee Schedule (SMCs), CRC Schedule (CS), Classroom Observation Schedule (COS), BRC Schedule (BS) and DIET Schedule (DTS).

4. The national and regional research teams organised training of all the State/UT level teams involved in the administration of tools, but some members could not participate in the training. A few members of the State teams were replaced by the States/UTs. This might have caused some variation in data by the different respondents, particularly on the classroom observations.

5. The standards of various quality parameters in the study have been determined on the basis of the opinion and experience of the experts. These quality standards form the base of findings of the study.

6.3 Recommendations

6.3.1. The States/UTs, where the number of teachers in schools is short of the required number as prescribed by the RTE Act, are required to appoint teachers immediately and rationalise the posting of the existing teachers in schools.

6.3.2 Low attendance of students in half of the States/UTs needs immediate attention of policy makers and implementers. These States/UTs need to make concerted efforts to improve the students' attendance in schools.

6.3.3 The implementation of the RTE Act cannot be accomplished unless all OoSC within the age limit of 6 to 14 years are brought into schools and given rightful education. Identification of OoSC in all the States/UTs need to be intensified. They should be enrolled in age-appropriate classes and provided special training to complete their elementary education. The SMCs may play an important role in bringing the OoSC in to schools.

6.3.4 Several children with special needs (CWSN) are not in schools. Sincere efforts are needed by the schools and SMCs in identifying all CWSN in the locality and bringing them to the schools. The district and sub-district functionaries are required to provide proper resource support to the schools in this endeavour.

6.3.5 There are some schools where textbook distribution gets delayed. Coordinated efforts are needed in the States/UTs to improve the distribution of textbooks in all schools, as textbook is the basic tool of learning for students.

6.3.6 The States/UTs are required to find ways and means to avoid and exempt teachers' engagement in 'other than school activities' except under the circumstances mentioned in the RTE Act. The local educational administration may find it difficult to resist their engagement. This is extremely necessary in the interest of the children's education.

6.3.7 The learning achievement/outcomes of students largely depend on how effective are the classroom processes. In a situation where classroom processes are not effective in a large number of classrooms, it is very difficult to assume that the desired learning outcomes could be achieved by the students. Sincere efforts are, therefore, required towards improving the classroom processes. Improvement in the classroom process depends on many factors like teacher's competence, teaching learning material, physical resources, appropriate methodology, proper understanding of students by the teacher, inclusive classroom environment and teacher's willingness, besides several others. Development of an able school leadership, proper supervision of classes, proper training and on-site support to teachers by competent professionals also contribute to the improvement of the classroom process leading to enhanced learning achievement.

6.3.8 A proper understanding of the learning indicators by the teachers guides them in designing appropriate learning strategies for the students, leading to the achievement of the desired learning outcomes by the students. Use of the teacher performance indicators for elementary school teachers (PINDICS) will also help in improving their effectiveness and develop professionalism among teachers.

6.3.9 The States/UTs need to work intensively to train the teachers with due regard to their needs, using improved training methodologies. The focus should be on bringing the desired changes in the teachers' behaviour. The training should include activities, discussions, sharing of experiences, demonstration lessons and the use of ICT. At the same time, it is also necessary to see if the teachers are making use of the training received in their teaching. A systematic follow-up of the in-service training programmes is therefore, needed.

6.3.10 The schools, CRCs and BRCs need to make serious efforts to spread awareness and empower the SMCs about their role and functions and increase their participation in the school functioning and monitoring.

6.3.11 The SMCs have expressed concerns about the non-availability of safe drinking water and separate toilets for boys and girls in many schools and incidents of physical punishment and mental harassment in some schools. These concerns need to be addressed.

6.3.12 The CRC and BRC coordinators are the most important functionaries for providing academic on-site resource support to the teachers. This requires a lot of attention, effort and time and therefore, they should hold independent charge and not have dual or multiple responsibilities.

6.3.13 The functioning of the CRC and BRC coordinators need to be streamlined. The focus of functioning of the CRC and BRC coordinators should be on providing academic support to teachers through school visits and classroom observation.

6.3.14 In view of the important role to visit schools, observe classrooms and provide on-site academic support to the teachers, the CRC and BRC coordinators need to be properly trained periodically.

6.3.15 The BRCs, being the centres for conducting trainings at the block level, should be equipped with essential facilities. This has a bearing on the quality and on achieving the targets of training.

6.3.16 Cluster level monthly meetings of the teachers is an important opportunity for teachers to share their concerns, seek solutions to their academic problems and learn various things from their colleagues. Teachers should be encouraged to attend these follow-up meetings regularly. These meetings should be conducted in a professional manner. Block and district authorities need to devise proper mechanism for this and monitor that all the teachers get an opportunity to take part in such meetings.

6.3.17 The DIETs appear to be well aware about their role and functions. The DIETs are in a position to take active part in the programmes and activities related to 'quality' aspects like training and material development in elementary education. Some DIETs are taking part in research activities. Two-third of them have taken part in quality related activities at the district level. The remaining DIETs also need to be mobilised and included in quality related programmes and activities at the district level by the SSA and education officials. They should be entrusted with the responsibility of empowering and guiding the CRC and BRC personnel. They may also be involved in monitoring the activities of the CRCs and the BRCs.

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