

# QUALITY INTERVENTIONS IN ELEMENTARY SCHOOLS

## Report of Quality Monitoring Programme in 100 Clusters of the Country

*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 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. 1<sup>st</sup> April, 2010 has provided strength and acceleration to 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, onsite 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 quality of education and 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.

New Delhi

B.K. Tripathi  
Director  
National Council of Educational  
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## ACRONYMS

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

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## 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 with reference to the preparedness level and effectiveness of the support institutions like District Institutes of Education and Training (DIETs), Block Resource Centers (BRCs) and Cluster Resource Centers (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 Cluster 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 the quantitative and qualitative data were collected from schools, school management committees, clusters, blocks and DIETs. Simple statistical techniques like percentage, Bar and Pie charts were used for analyses and reporting.

## **Major Findings**

### **Enrolment and Attendance**

- The study reveals that the number of teachers in the schools in 40 percent of the States/UTs is short of the required number as prescribed by the RTE Act.
- Students' attendance emerges out a matter of concern as only 55 percent 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 (OoS) children in age appropriate classes is not in a good state. The majority of schools did not enroll OoS children. Others reported very low enrolment (one to four children per school) of OoS children
- 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
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
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 into the achievement data collected and analysed indicate 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 percent 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, multi grade teaching, proper use of TLM, content enrichment, innovative teaching strategies, morality and

teachers' responsibility. Schools suggested that trainings should be organized 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 the 10 percent 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 percent) where separate toilet facility 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 percent and the BRC coordinators (BRCCs) in 35 percent 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 percent) 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 conduct of cluster level SMC meetings, facilitate schools, make school visits, and prepare 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 organized 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 single teacher in many schools. The CRCCs in most of the States/UTs reported that they discuss the academic and 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 a lesser 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 class room 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 percent) of the States/UTs have oriented their teachers about provisions 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 the discussion on 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.

DIETs main contribution in SSA activities has been in organising workshops and training programmes, development of training modules and support material and community mobilization. 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 organized 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 text books, 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 rationalize 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 (OoS) within the age range of 6 to 14 years are brought in schools and given rightful education. Identification of the OoS children 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 OoS children 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 in 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 desired learning outcomes would be achieved by the students. Sincere efforts are therefore required towards improving the class room 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 onsite support to teachers by the competent professionals contribute in improving 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 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 teacher.
- The States/UTs need to work intensively to train the teachers with due regard to their needs using improved training methodologies. The focus should on bringing desired changes in 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 approaching near.
- Schools, CRCs and BRCs need to make serious efforts to aware and empower the SMCs about their role and functions and 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 incidence of physical punishment and mental harassment in some schools. These concerns need to be addressed.
- The CRC and BRC coordinators are the most important functionaries for providing academic on-site resource support to teachers. This requires lot of attention, efforts and

time and therefore they should hold independent charge and not the 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 onsite academic support to teachers, the CRCCs and BRCCs need to be properly trained periodically.
- The BRCs being the centers for conducting training at the block level should be equipped with essential facilities. This has bearing on the quality and targets of trainings.
- Cluster level monthly meeting is an important opportunity for teachers to share their concerns, seek solution 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 be conducted in a professional manner. Block and district authorities need to device proper mechanism so that all teachers get opportunity 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 mobilized 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 up to 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 commitment for universal access of education to all children at elementary stage. Various schemes of education at national and state levels were launched. Operation Black Board (OB), Minimum Levels of Learning (MLL), 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 improve 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, bridging of gender and social categories gaps and improve the quality of education. SSA is the flagship programme of 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 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 26<sup>th</sup> August, 2009. It was enacted to provide free and compulsory education to all children of the age of 6 to 14 years. For the first time it has been also 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 stake holders 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 desired learning outcomes by them is a challenging endeavor before all 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 organizing elementary education.

Based on 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 Caste, Scheduled Tribe, Muslim Minority, Landless Agricultural Workers and Children with Special Needs, etc. The framework highlights equity issues and its redressal and emphasizes quality of school education with reference to management and monitoring.

After the launch of SSA the monitoring of the quality of education was entrusted to National Council of Educational Research and Training in collaboration with the States and Union Territories by the Ministry of Human Resource Development, Government of India.

In order to be continually informed about the status of various dimensions and issues related to quality of elementary education at school and higher levels and provide feedback for improvement, a Quality Monitoring Programme was put in place in the country by the NCERT on the behest of MHRD in 2005-06 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;
- 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 QMTs consist of 14 formats and 3 analytical sheets. Under this programme, information about various quality indicators is collected through Quality Monitoring Tools and analysed at different levels to provide feedback for improvement of 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 and UTs has generated awareness towards quality consciousness.

Recently, the Quality Monitoring Tools 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 Quality Monitoring Tools (QMTs). The *Sarva Shiksha Abhiyan: Framework for Implementation* (2011) has made reference to the implementation of Quality Monitoring Tools 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 for School Education (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 preparedness level and effectiveness of the support institutions like District Institutes of Educations, Block Resource Centers and Cluster Resource Centers in 100 clusters ensuring that at least one cluster is covered in each State and Union Territory. In view of the recommendations of the Project Approval Board a study on Quality Monitoring Programme was taken up in 100 clusters of the country covering all States and Union Territories of the country.

## **1.2 Objectives of the Study**

The objectives of the study are:

4. To study the status of quality interventions in schools.
5. To examine support strategies for improvement of classroom processes at different levels.
6. 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

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 preparedness level and effectiveness of support institutions like Cluster Resource Centres (CRCs), Block Resource Centres (BRCs) and District Institutes of Education and Training (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 Cluster Resource Centre Coordinators

According to the need of the study both the quantitative and qualitative data were collected from school, School Management Committee, 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 to be conducted in 100 clusters covering all States and Union Territories (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, 4 clusters were selected from Uttar Pradesh and 3 from Delhi, both being the largest State and UT respectively.

Ten schools were selected in each cluster under sample of the study thus making 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 need of 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	N
1.	States	28
2.	Union Territories	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
	<b>Total clusters</b>	<b>100</b>

### 2.3 Tools

In order to achieve the objectives of the study relevant data are required to be collection 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 in regional languages in the States/UTs.

### **2.3.1 School Schedule (SS)**

One School Schedule for head teacher was constructed to collect essential information on school related quality parameters. It contains 28 items categorized in to 7 sections. Various aspects covered in the schedule are: School information, enrolment and attendance, curriculum completion, teacher training, functioning of School Management Committee (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 School Management Committee (SMC). The tool was used to collect information on perception of SMCs about school functioning. The schedule contains 14 items. The areas covered include: School visits, organization of SMC meetings, preparation of school development plan, student and teacher relationship, care of children with special needs, drinking water and separate toilet facility for boys and girls, distribution of textbooks, out of school children, physical punishment to children, community support, 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 CRC Coordinators (CRCC) on 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 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 BRC Coordinator (BRCC), District Project Coordinator (DPO) and DIET.

### **2.3.4 Classroom Observation Schedule (COS)**

Classroom Observation Schedule is consisted of 13 items and is meant for the CRC Coordinators (CRCC) for observing classroom teaching. All the 13 items are related to classroom processes and are rated on 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 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 was 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 9 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, 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; organization of meeting; development of learning materials; community mobilization; organization 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, CRC Coordinators, BRC Coordinators and DIETs through the six tools prepared for this purpose. The district teams were responsible for data collection in their districts. Regional workshops were organized for orientation of the field functionaries of the States/UTs by the SSA Cell, NCERT and the Regional Institutes of Educations, Ajmer Bhopal, Bhubaneswar, Mysore, and the North East Regional Institute of Education, Shillong.



The following procedure was adopted for 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 his/her perceptions in the CRC Schedule (Part II).
- (b) Each CRCC observed classroom teaching in two subjects, one in class I/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 him/her. The CRCC also compiled all SMC Schedules received from 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 SMCF 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 Regional Institute of Education (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 analyses 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 & 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
<b>Total</b>			<b>34</b>	<b>96</b>	<b>901</b>

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 bases 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 analyzing the data and developing the report.

### **2.5.1 Teachers' Position in Schools**

With the implementation of 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 Schedule of the Act. In the present study it is considered that a State/UT may be treated having teachers as per RTE norms if 90 per cent or more schools in the State/UT have teachers as per 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 per 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 expressions 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 through 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 categorizing 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 organized 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

Chapter 3 presents the findings on various quality interventions related to students, teachers and classroom process. The findings are based on the analyses 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.

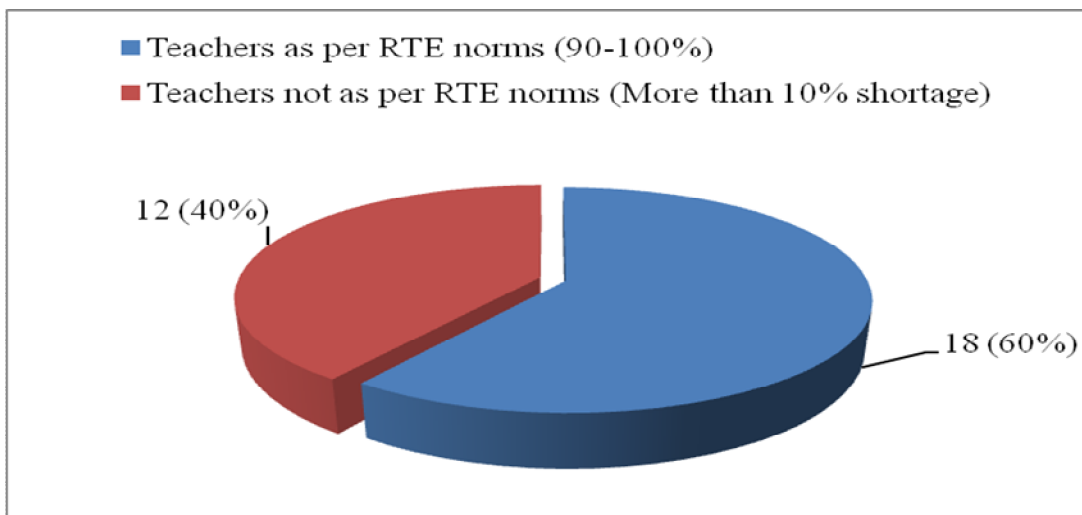
#### 3.1 Teachers' Position in Schools

With the implementation of 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 number of teachers less than 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*	A & N Islands, Jammu & 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

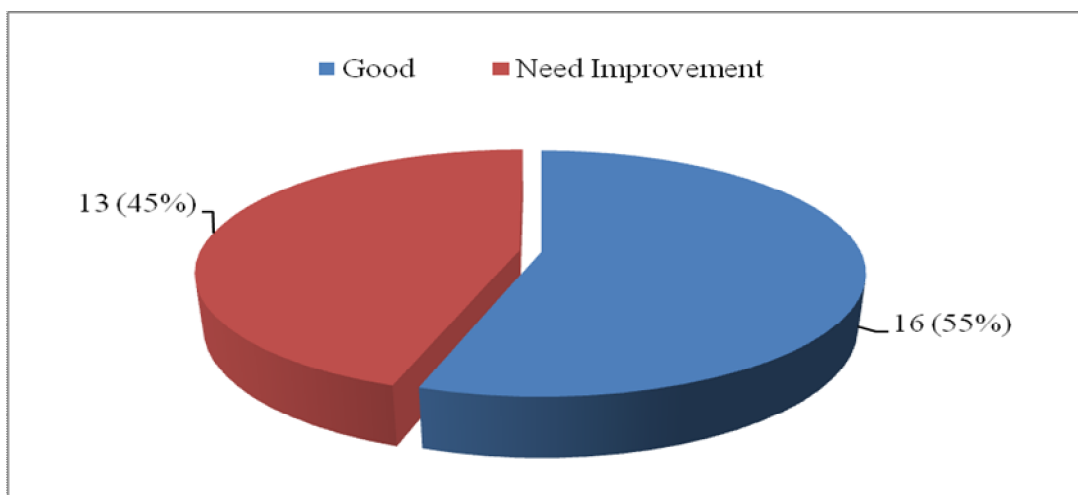
#### 3.2.1 Students' Average Daily Attendance

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. 6 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)	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP**	Jammu & 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 attendance - 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:

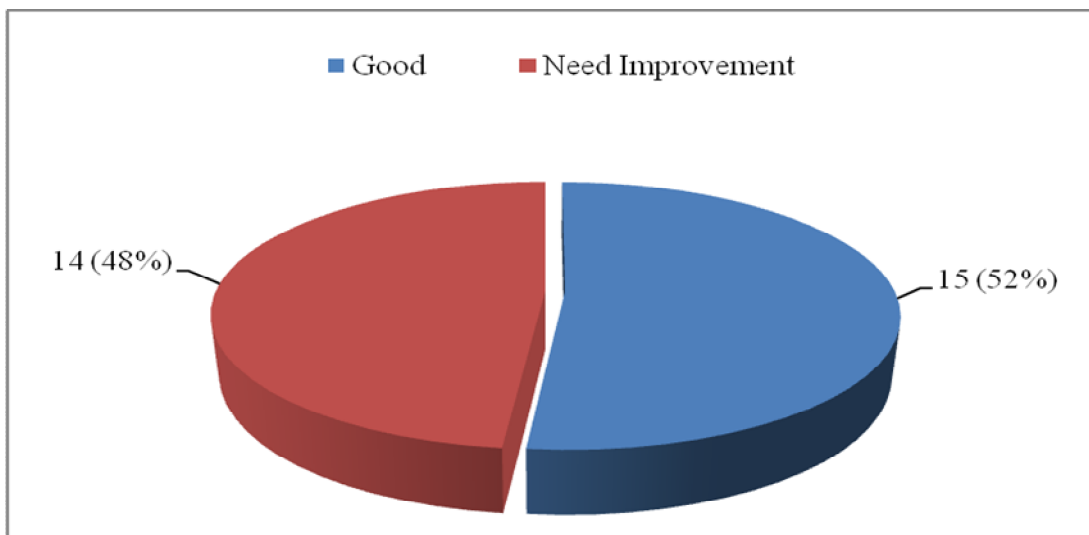
- 52 per cent (15) of the States/UTs have good average daily attendance of boys and 55 per cent of the States/UTs (16) have good average daily attendance of girls.
- The attendance of boys in 48 per cent of the States/UTs (14) and of girls in 45 per cent of the States/UTs (13) needs improvement.
- 6 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)	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Odisha, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP*	Jammu & Kashmir, Manipur, Meghalaya, Sikkim, Tripura, Uttarakhand

\*INP - Information not provided/Inconsistent information





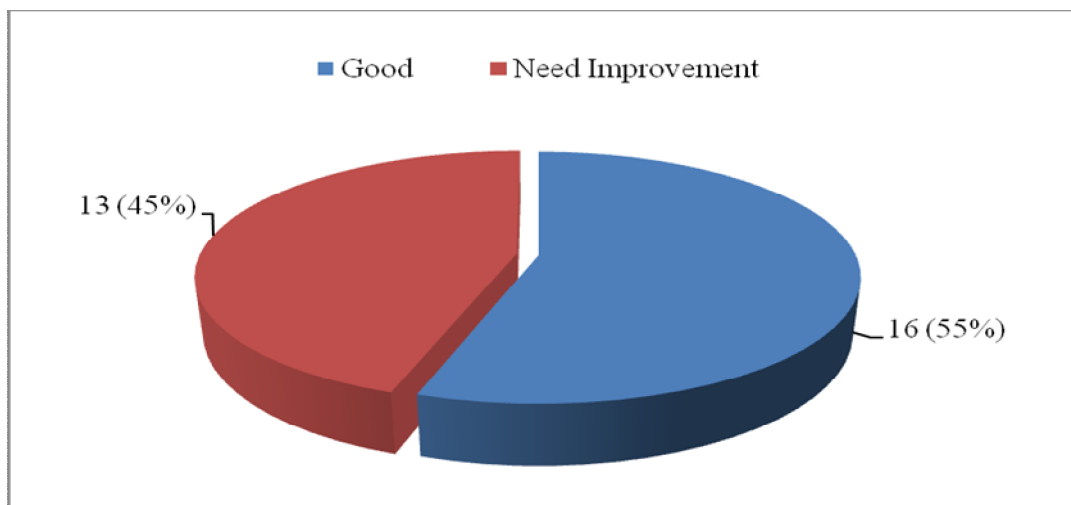
Note: Good attendance - A State/UT having 75 % schools with 80 % and above average daily attendance

**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)	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh, West Bengal
C	INP**	Jammu & Kashmir, Manipur, Meghalaya, Sikkim, Tripura, Uttarakhand

\*INP - Information not provided/Inconsistent information



Note: Good attendance - 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**

Sl. No.	Responses	Frequency
1	Interaction with parents	25
2	Meetings with SMCs	10
3	Organise motivational camp	9
4	Conduct home visits	7
5	Conduct co-curricular activities	5
6	Increase interest in classroom by use 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

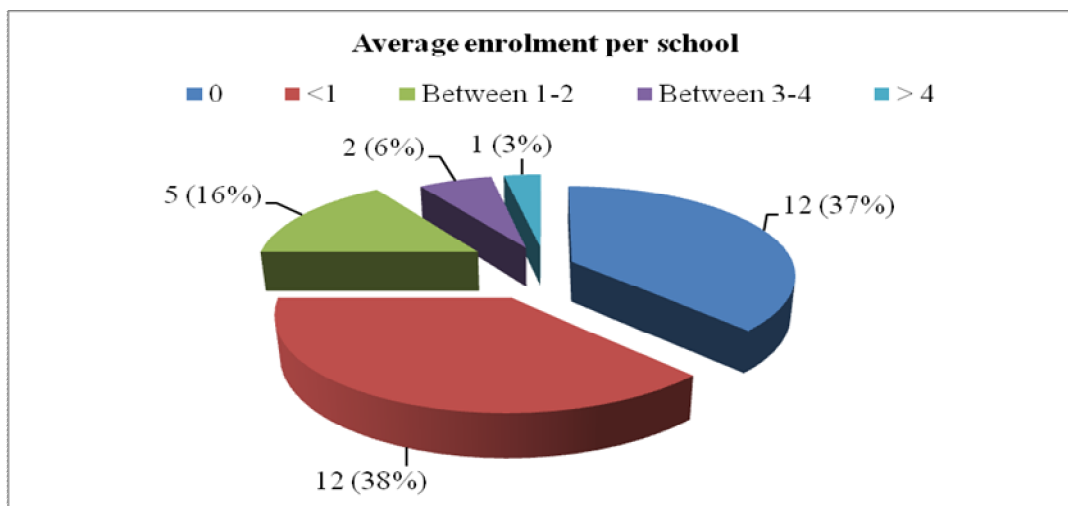
### 3.2.3 Enrolment of Out of School Children in Age Appropriate Classes as per RTE Norms

Enrolment of Out of School Children 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 RTE norms. An equal number of States/UTs (12) reported enrolment of less than one OoS children in age appropriate classes. Thus in 75 per cent of the States/UTs the schools either did not enroll any OoS children or enrolled not more than one OoS children. There are only 22 per cent (7) of the States/UTs which could enroll between 1 and 4 OoS children per school. Chandigarh reported enrolment of 33 OoS children per school which is maximum largest of 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 & 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), A & N 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 OoS/Number of schools



**Figure 3.5: Enrolment of out of school children 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 for the out of school children enrolled under age appropriate classes as per 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 out of school children to be enrolled in age appropriate classes. Bihar and Nagaland, besides providing training in their own schools, have also reported residential centers 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 special training centres.

**Table 3.7: Special Training Centers for Out of School Children Enrolled in Age Appropriate Classes in States/UTs**

Category	Type of centre	Name of States/UTs
A	Own school	A & N 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	No where (No out of School Children in age appropriate classes enrolled)	Andhra Pradesh, Daman and Diu, Delhi, Jammu & 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;

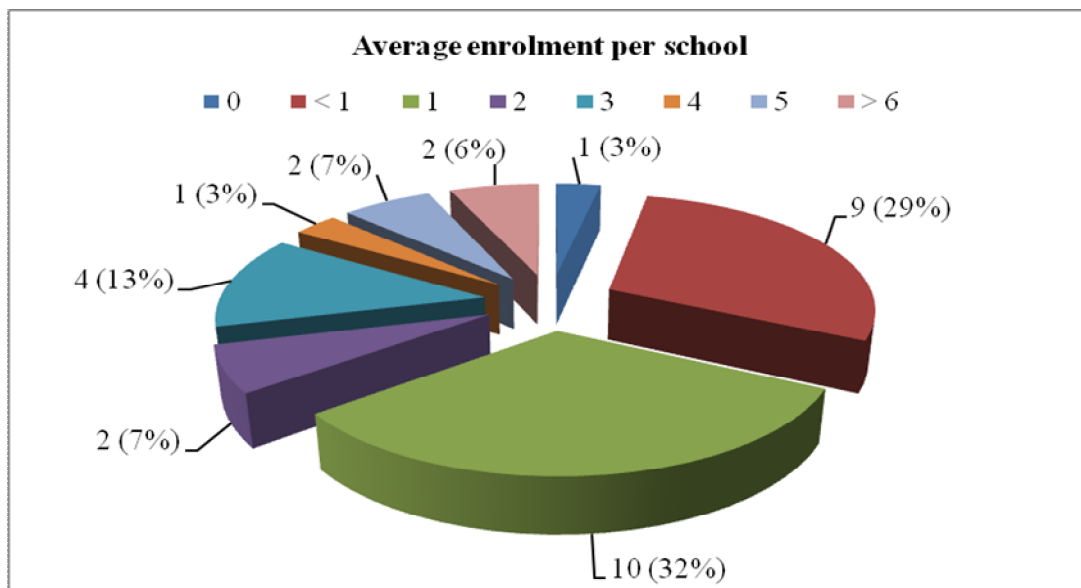
### 3.2.5 Children with Special Needs (CWSN)

The country will be failing in providing 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 1 to 6 per school in different States/UTs. Most of the States reported enrolment of 0 to 1 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	A & N 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**

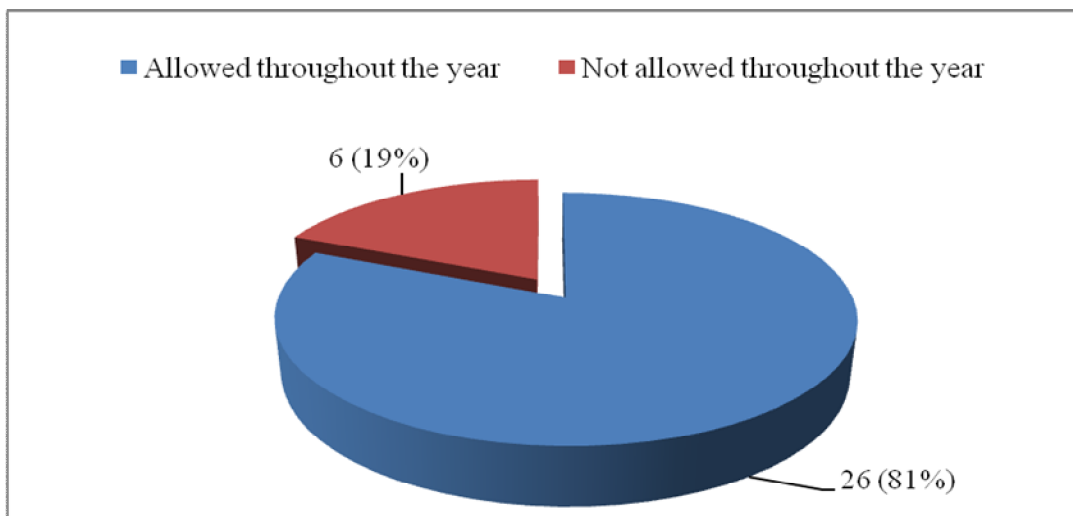
### 3.2.6 Time of Admission and Problems Faced during Admission

The RTE Act envisages that children should be allowed admission throughout the year. The schools were asked if they allow admission throughout the year. Table 3.9 and figure 3.7 show if the States/UTs are allowing admission throughout the year. Most of the States/UTs (27) stated that they allow admission throughout the year. However 6 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	A & N Islands, Assam, Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Mizoram, Nagaland, Odisha, Puducherry, 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 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

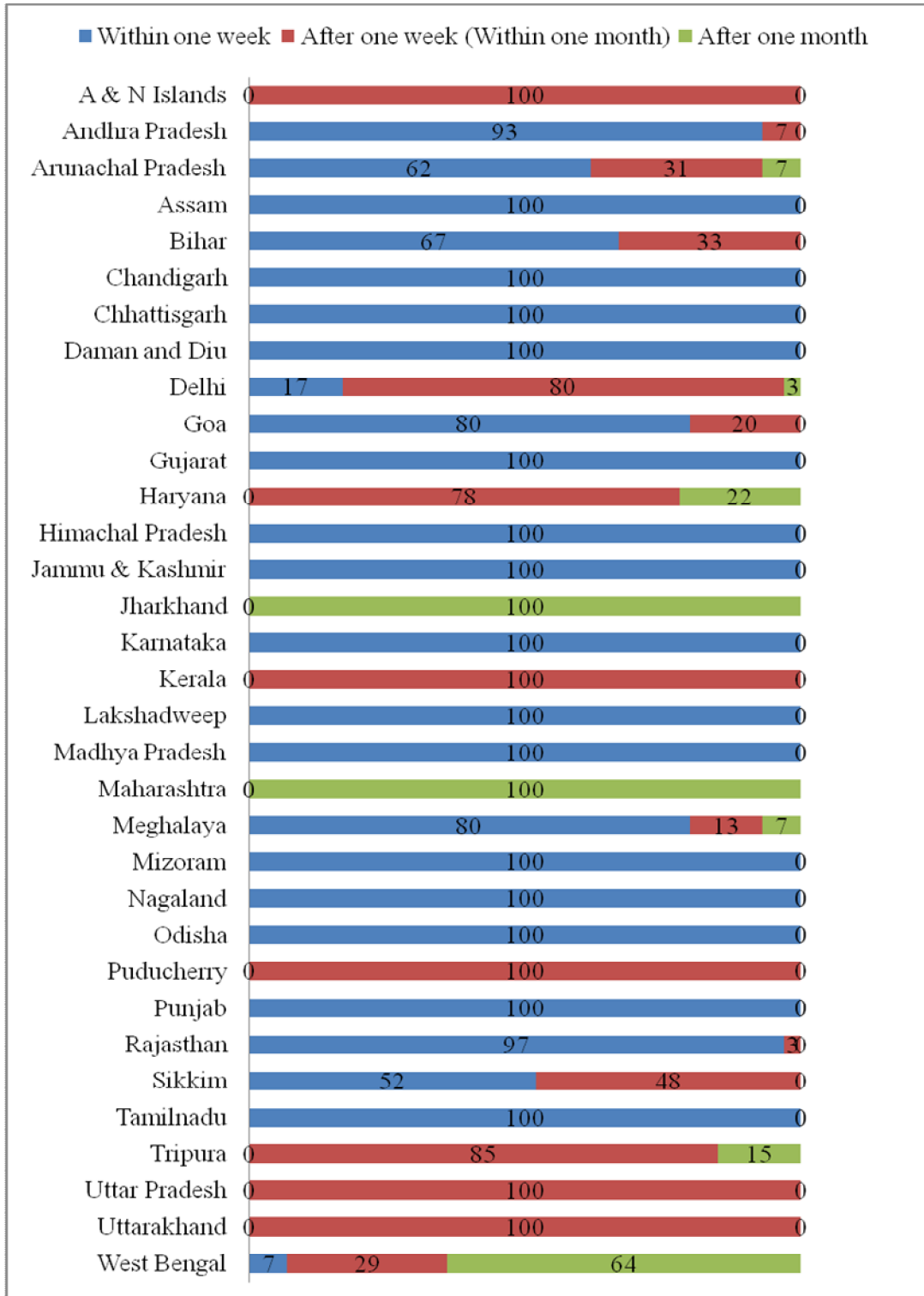
### 3.3 Textbook Distribution

Table 3.11 and Figure 3.8 show information about 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 & 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 %), 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, 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**



States/UTs were requested to provide various reasons for late distribution of textbooks. 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

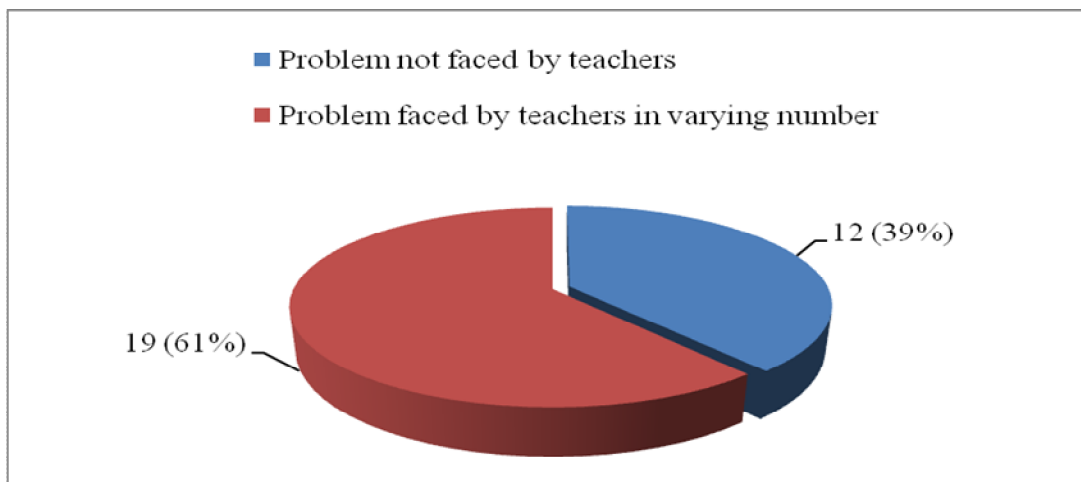
One of the important objectives of the study was to study the status of quality interventions in schools namely, completion of syllabus and various classroom processes.

The heads of schools were asked if the teachers faced problems in completion of syllabus. 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 problems in completing the syllabus. The teachers of 61 per cent of the States/UTs (19) reported that they faced problem in completing the syllabus within given time. This shows that the number of teachers who face problems in completion of syllabus is more than those who do not face problems.

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

Category	Completion of syllabus in time	Name of States/UTs
A	Problem not faced by teachers	A & N 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 in time**

Various problems faced by teachers in completion of syllabus reported by teachers are mentioned in table 3.14. The biggest problem reported in way of 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	Unawareness teachers of about multi grade teaching	1

### **3.5 Involvement of Teacher in ‘Other than School Activities’**

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 RTE Act, 2009). Majority of 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 such other activities.

### 3.6 Classroom Process and Teacher Effectiveness

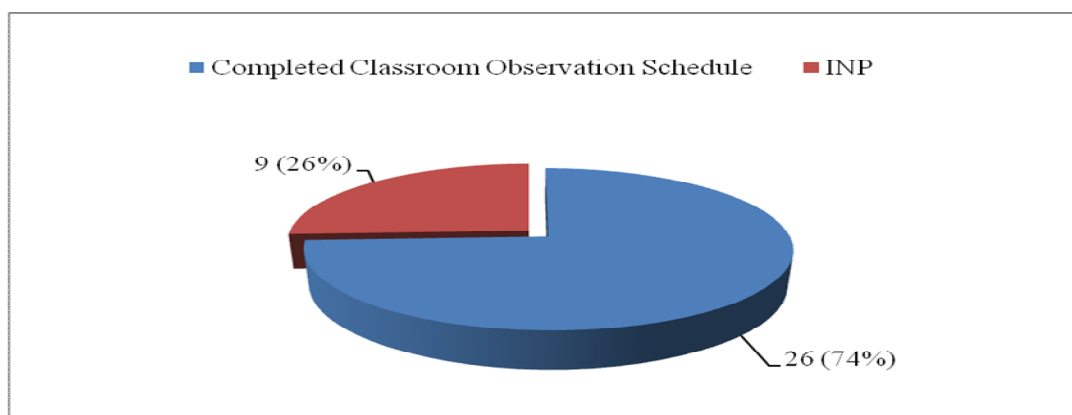
Classroom process is an important indicator of quality education and determinant of students learning. In the present study the CRC Coordinators observed classes in primary and upper primary schools and recorded their observations on 13 components of classroom process in Classroom Observation Schedule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

Table 3.15 and Figure 3.10 show the distribution of States/UTs which provided information on Classroom Observation Schedule. As seen in the table only 26 States/UTs provided information on classroom processes. Remaining 9 States/UTs either did not provide information or provided inadequate information.

**Table 3.15: Completion of Classroom Observation Schedule**

Category	Description	States/UT
A	Completed Classroom Observations 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, A & N Islands, Goa, Jammu & 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 different components of classroom processes. On the basis of analyses of classroom observation the States/UTs have been classified into two categories namely ‘effective’ and ‘need improvement’ in each case.

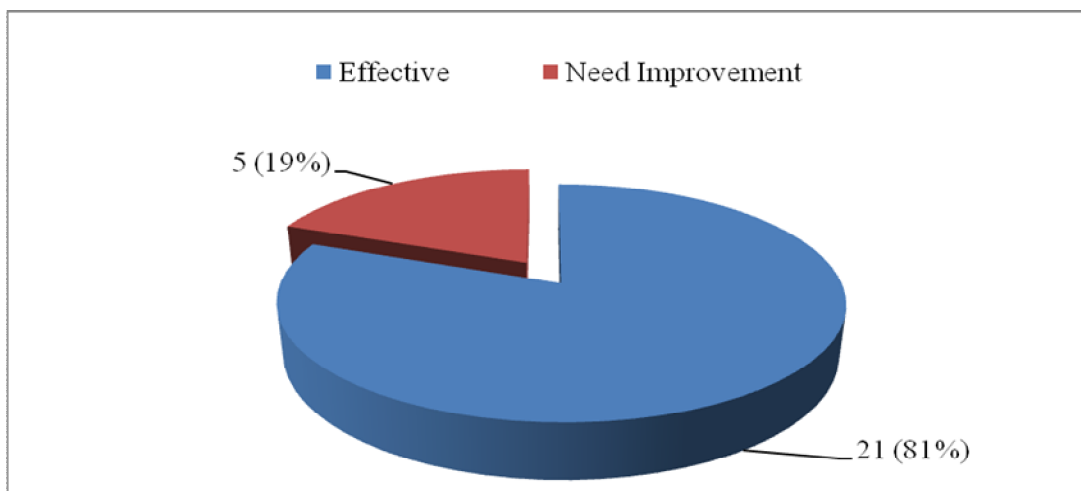
### 3.6.1 Mental Harassment of Children

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**

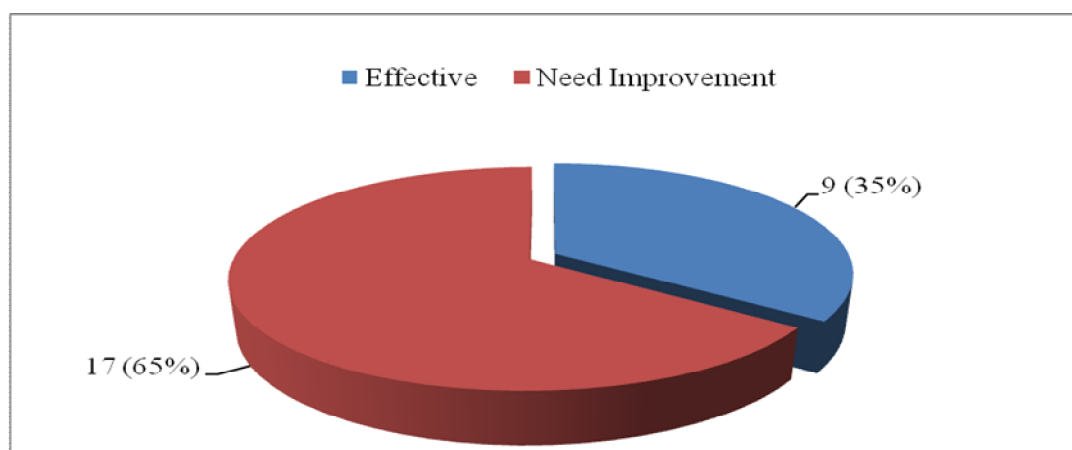
### 3.6.2 Relevant Activities by Teachers during Teaching

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 by the teacher during teaching**

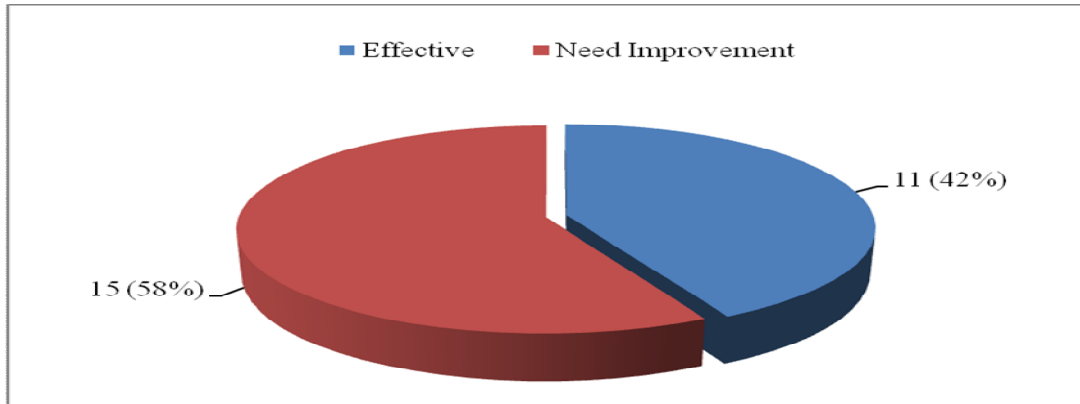
### 3.6.3 Encouragement of Children to Ask Questions

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**

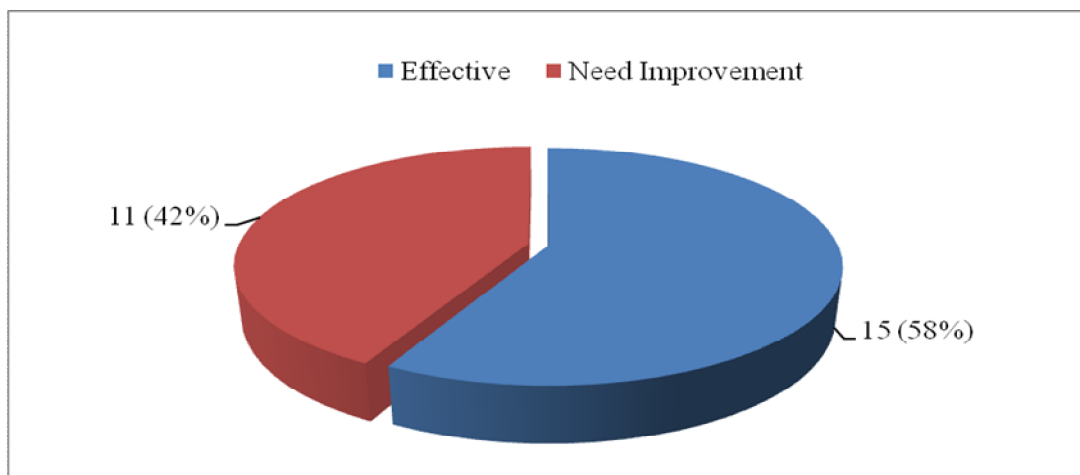
### 3.6.4 Free Expression of Feelings and Problems by Children

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 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**

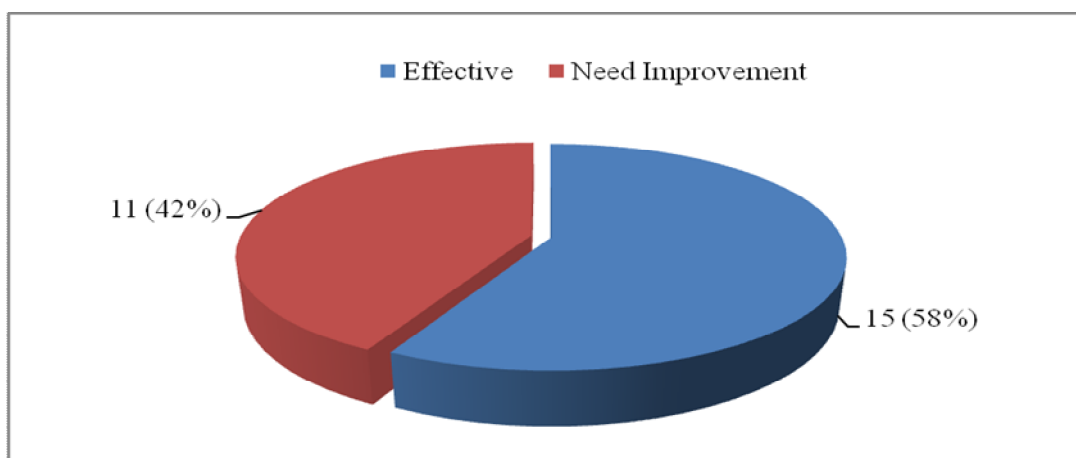
### 3.6.5 Answering Students' Questions Gladly

Fifty eight per cent of the States/UTs reported that the teachers gladly answer the questions of the students in class rooms. 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**

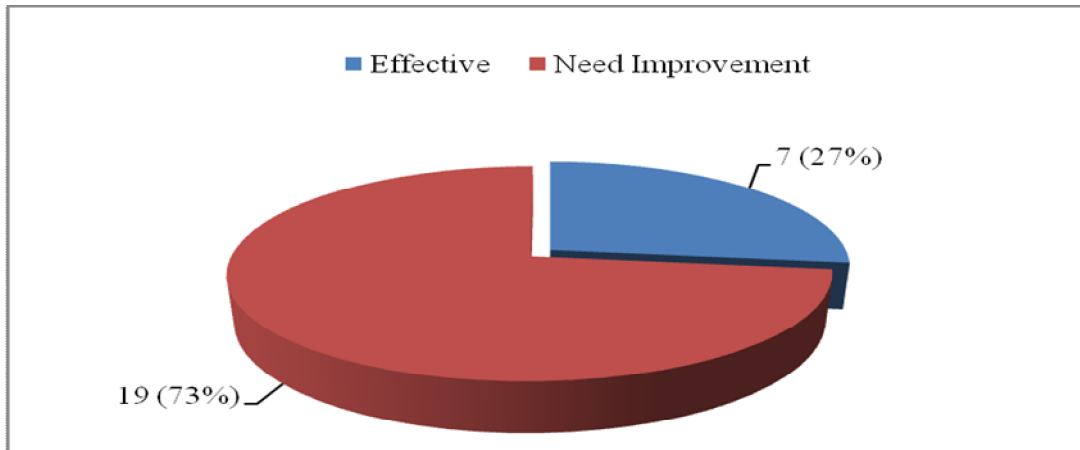
### 3.6.6 Using Students' Experiences for Developing Lesson

Teachers in only one fourth States/UTs were making use of students' experiences for developing lesson. Teacher 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 experience	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**

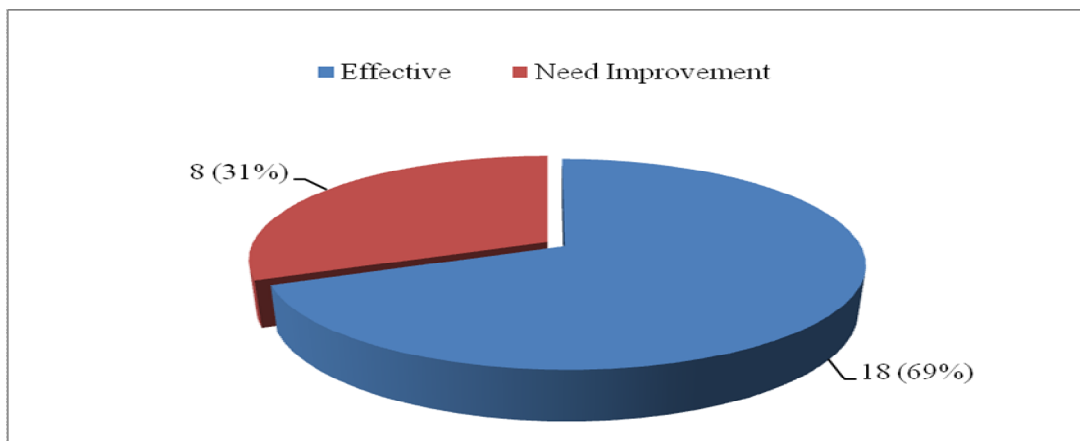
### 3.6.7 Proper Use of Blackboard

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



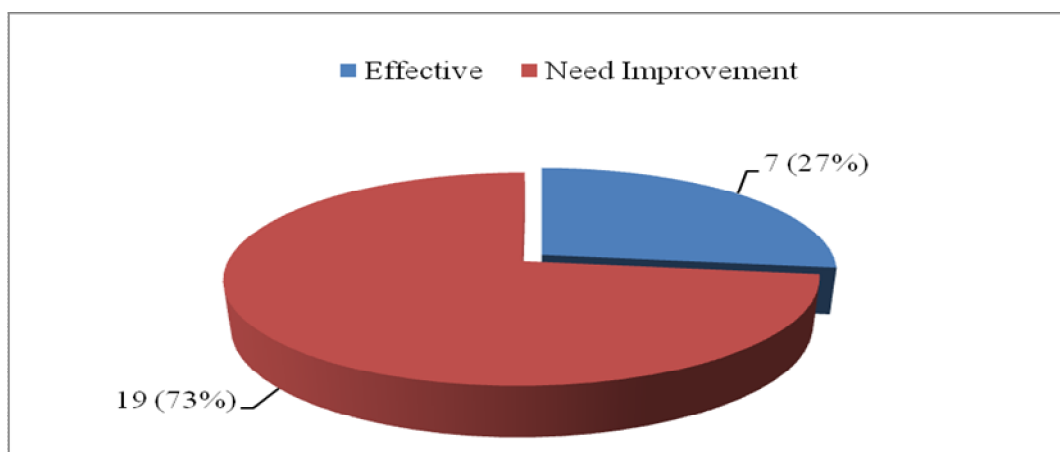
### 3.6.8 Proper Use of Relevant TLM during Teaching

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

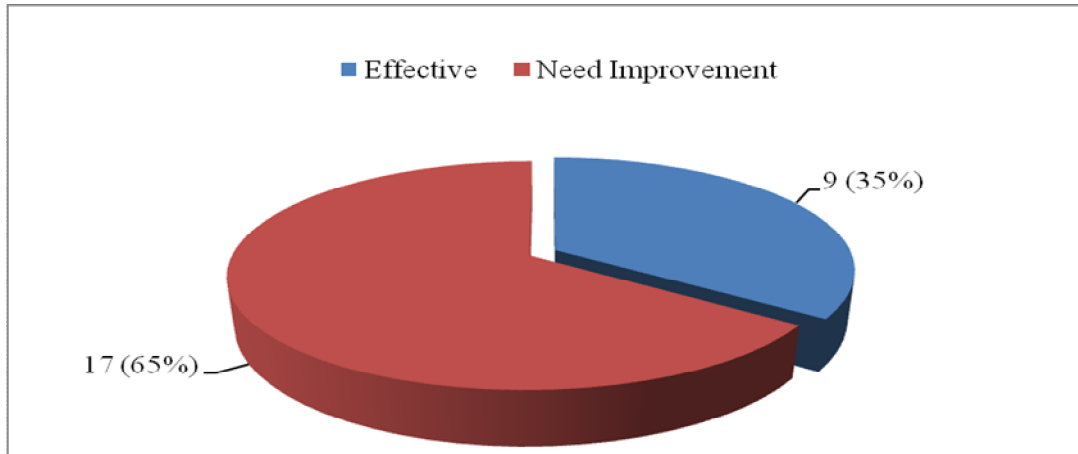
### 3.6.9 Encouraging Students' Participation through Teacher Questioning

It has been reported that teachers of only 35 per cent (9) of the States/UTs are asking variety of questions to encourage participation of all children in class rooms. 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**

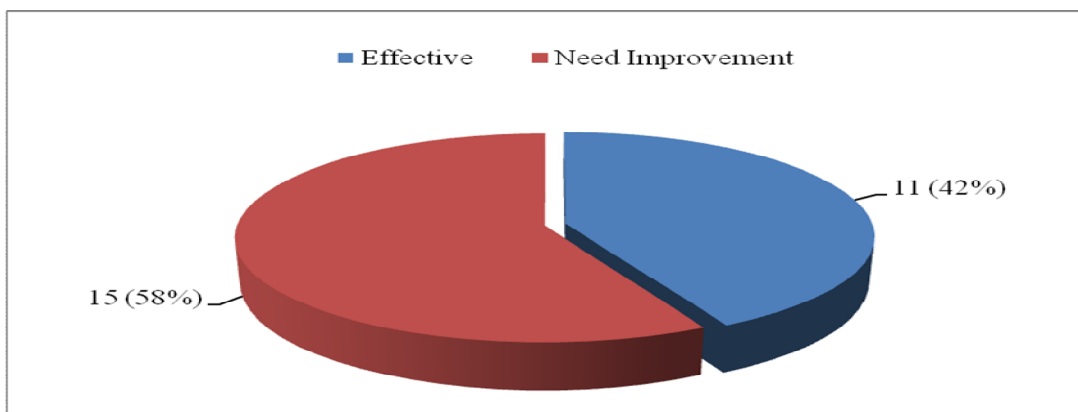
### 3.6.10 Continuous Assessment of Students

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**

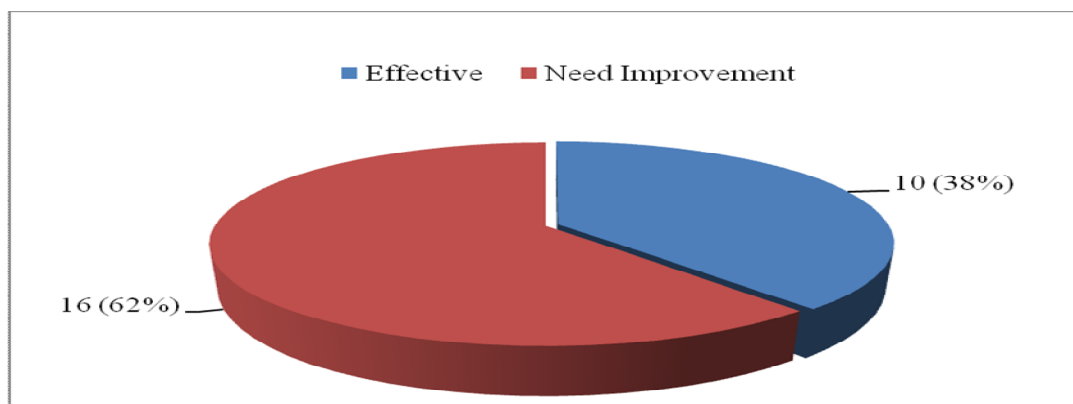
### 3.6.11 Classroom Environment Conducive for Learning

It has been found that only 38 per cent of the States/UTs have classrooms 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 for 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**

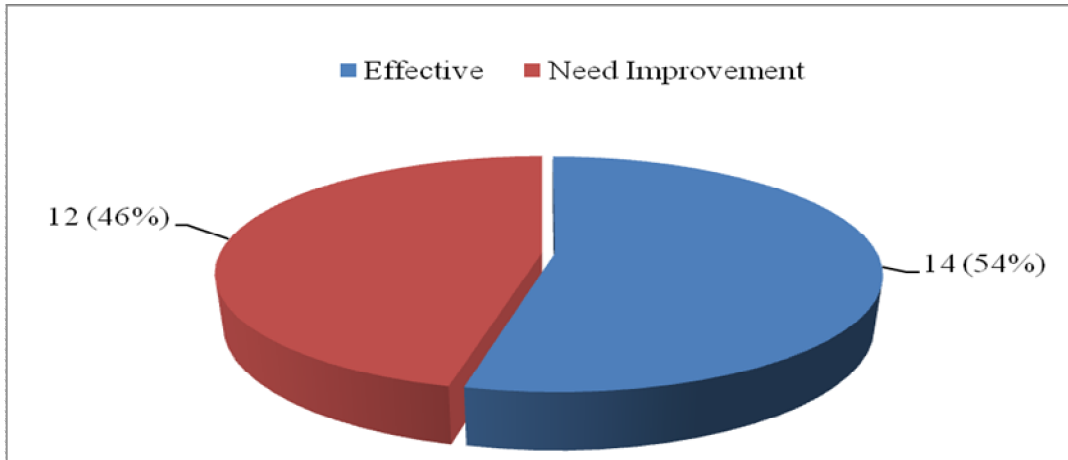
### 3.6.12 Satisfactory Classroom Management

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**

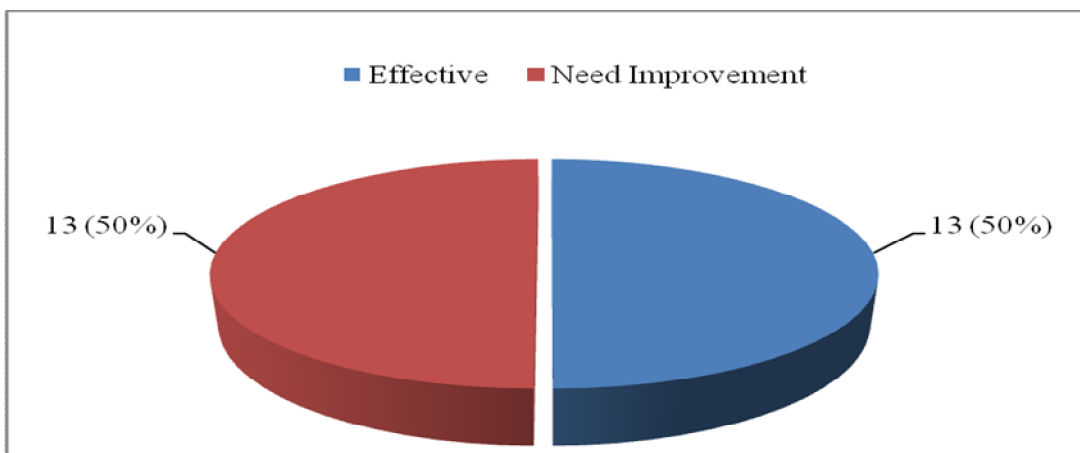
### 3.6.13 Teacher Effectiveness

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 analysis of information on classroom process it can be concluded that most of the class room processes (8 out of 13, 60 per cent) in schools of more than half of the States/UTs are not effective and need urgent attention of all those from school 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 normal course of teaching in schools and not through any standardized tests. The analyses 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 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**
<b>Language</b>	Andhra Pradesh, Dadra and Nagar Haveli, Goa, Jammu & Kashmir, Karnataka, Kerala, Mizoram, Puducherry, Tamilnadu	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
<b>Mathematics</b>	Andhra Pradesh, Dadra and Nagar Haveli, Chandigarh, Goa, Jammu & Kashmir, Kerala, Mizoram, Puducherry, Tamilnadu, West Bengal	A & N Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Jharkhand, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand

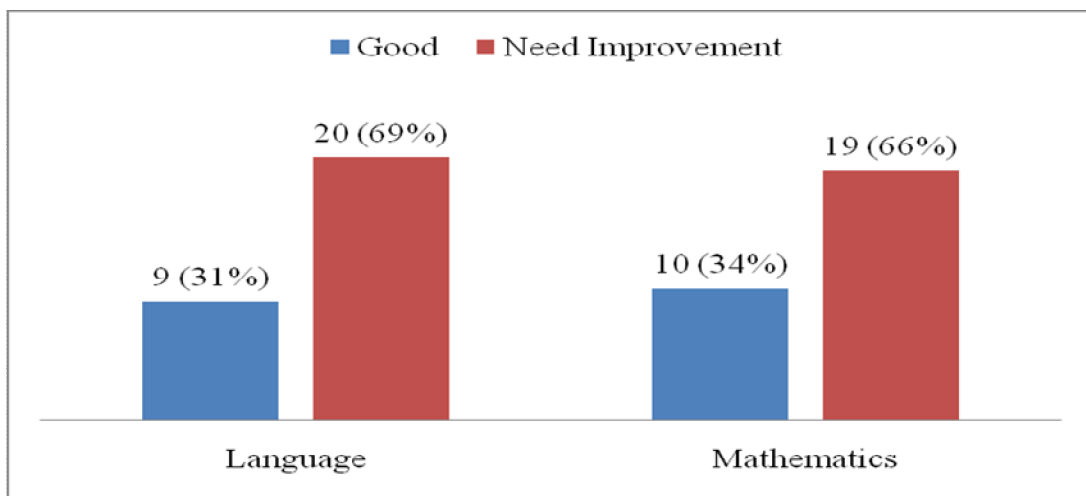
Grades: A- 70% and above; B= 30%-69%; C= below 30%

\* 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**

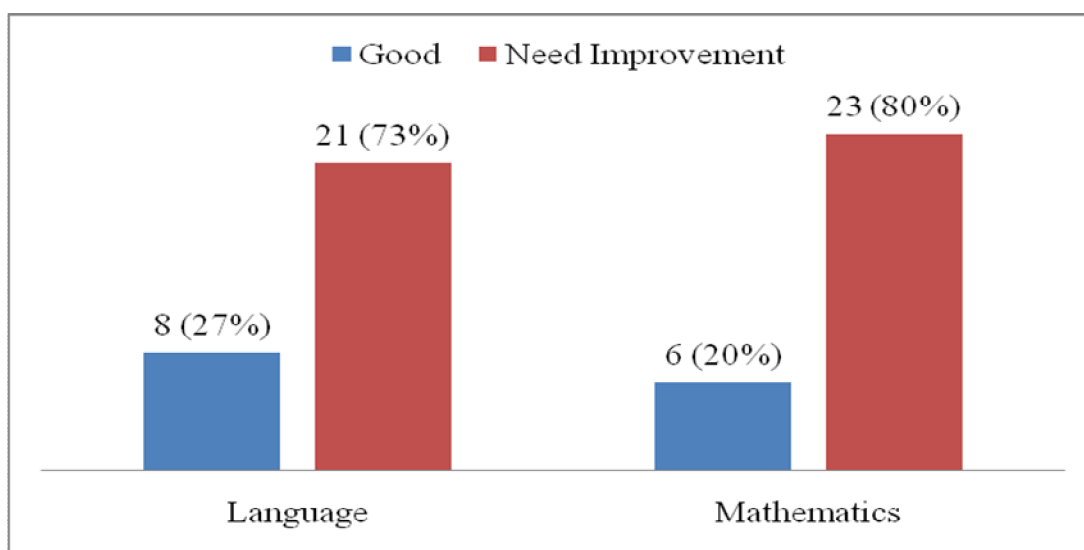
**Table 3.30: Achievement of Children of Class II in States/UTs**

Class II		
Subjects	Good*	Need Improvement**
<b>Language</b>	Andhra Pradesh, Dadra and Nagar Haveli, Goa, Jammu & Kashmir, Karnataka, Mizoram, Puducherry, Tamilnadu	A & N 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
<b>Mathematics</b>	Andhra Pradesh, Dadra and Nagar Haveli, Karnataka, Kerala, Mizoram, Puducherry	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jharkhand, Jammu & 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**

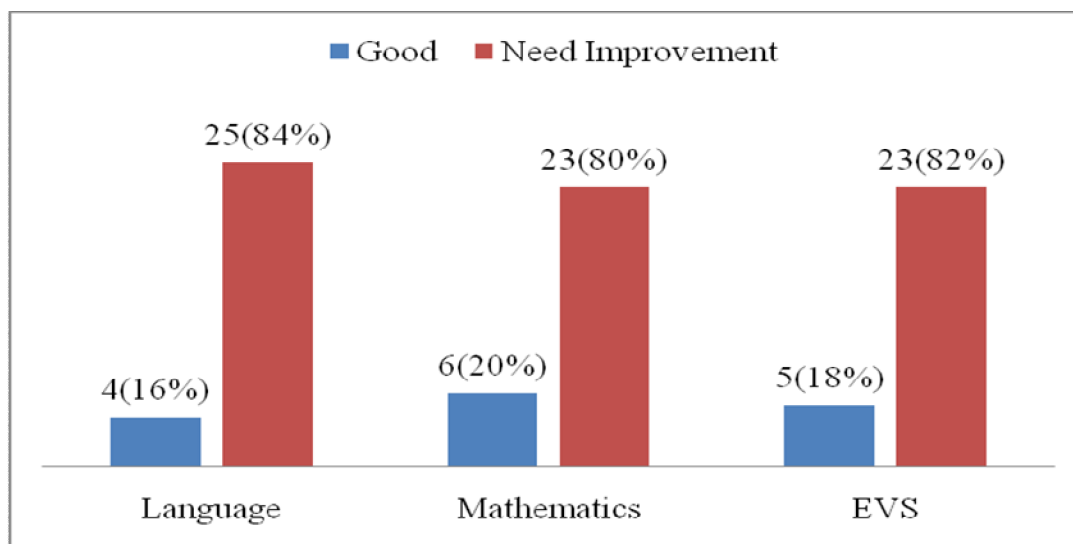
Class III		
Subjects	Good*	Need Improvement**
<b>Language</b>	Andhra Pradesh, Dadra and Nagar Haveli, Mizoram, Puducherry	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Meghalaya,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

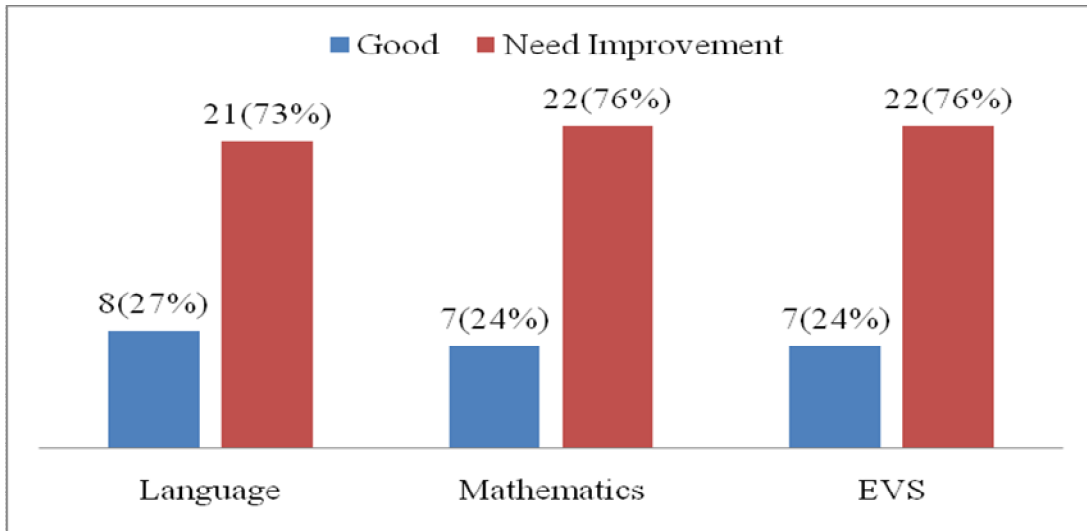
Class IV		
Subjects	Good*	Need Improvement**
<b>Language</b>	Andhra Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Karnataka, Lakshadweep, Mizoram, Tamilnadu,	A & N Islands, Arunachal Pradesh, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Kerala, Maharashtra, Meghalaya,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

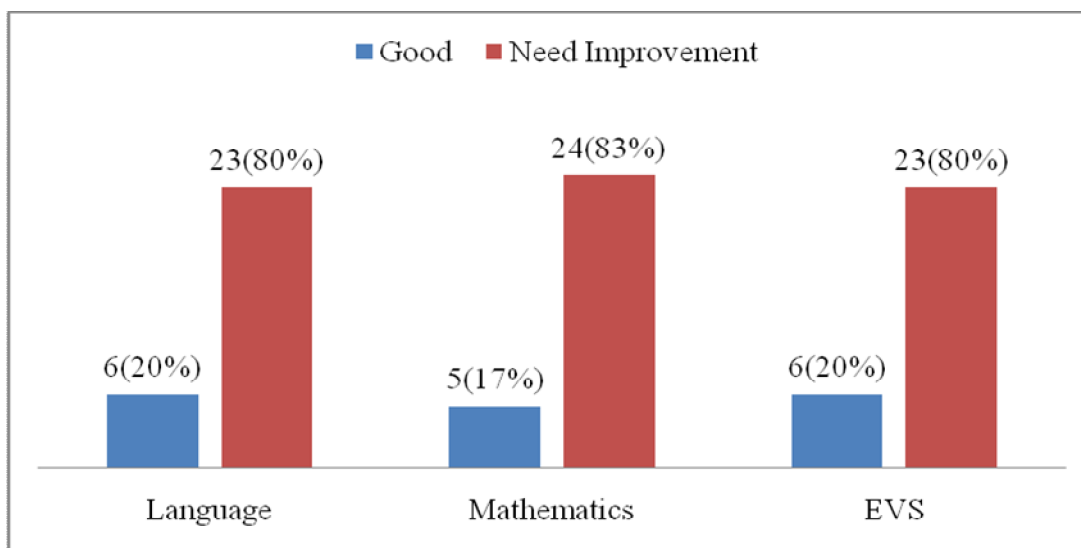
**Table 3.33: Achievement of Children of Class V in States/UTs**

Class V		
Subjects	Good*	Need Improvement**
<b>Language</b>	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Lakshadweep, Mizoram, Tamilnadu	A & N Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
<b>Mathematics</b>	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Mizoram, Tamilnadu	A & N Islands, Arunachal Pradesh, Assam, Bihar, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal
<b>EVS</b>	Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Jammu & Kashmir, Lakshadweep, Mizoram	A & N 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). Bar diagrams (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 achievement of children for Primary stage but not for 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' is less than the number of States/UTs which 'need improvement' in all subjects under study at the upper primary stage, that is, in language, Mathematics, Science and Social Science.

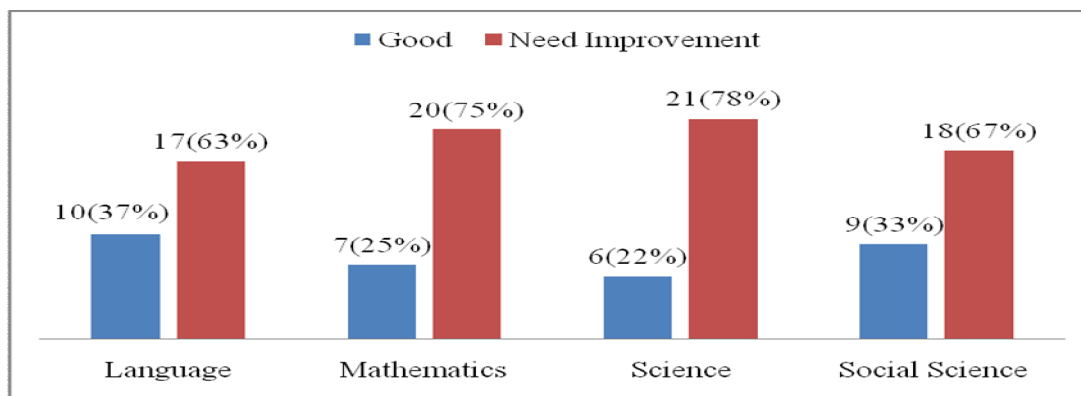
**Table 3.34: Achievement of Children of Class VI in States/UTs**

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

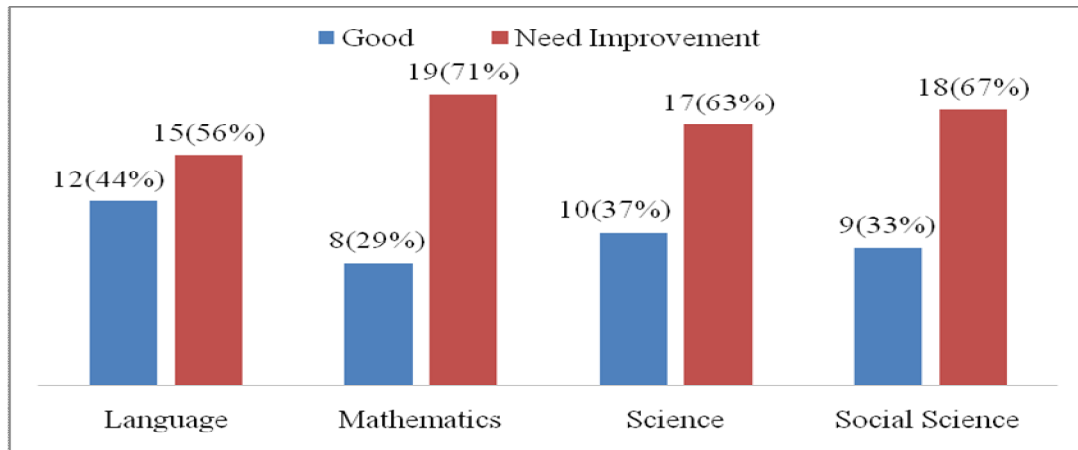
**Table 3.35: Achievement of Children of Class VII in States/UTs**

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

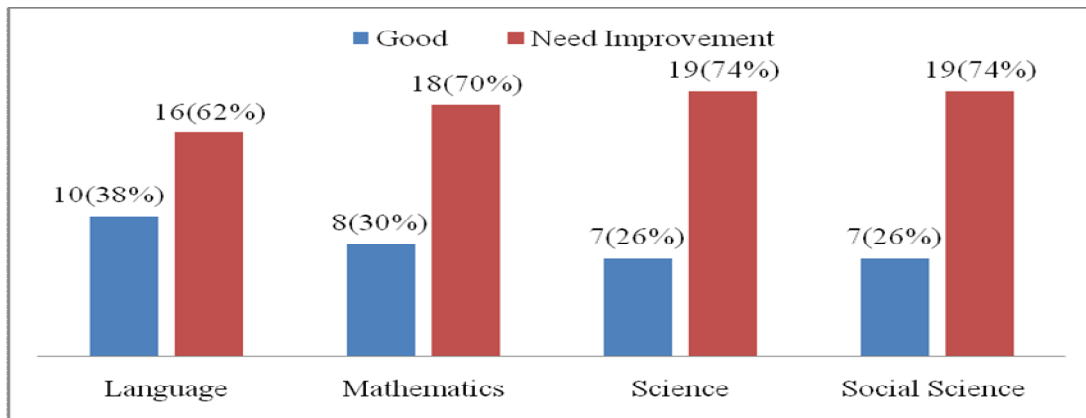
Class VIII		
Subjects	Good*	Need Improvement**
<b>Language</b>	Andhra Pradesh, Bihar, Chandigarh, Dadra and Nagar Haveli, Jharkhand, Jammu & Kashmir, Karnataka, Mizoram, Punjab, Uttar Pradesh	A & N Islands, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Himachal Pradesh, Kerala, Lakshadweep, Meghalaya,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

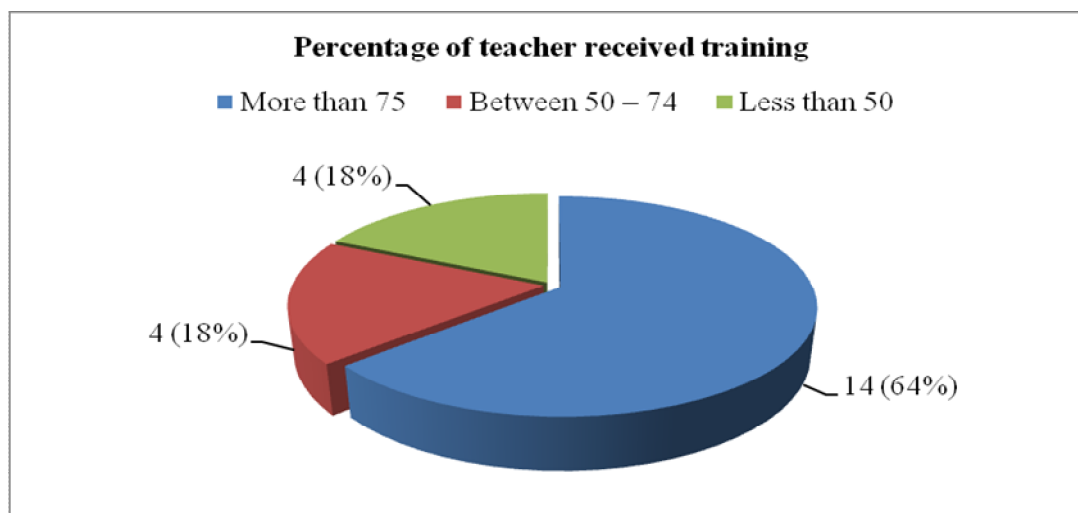
#### 3.8.1 In-Service Teacher Training

Table 3.37 and Figure 3.32 show the percentage of teachers in different States/UTs who received in-service training. The table 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 (4) of the States/UTs. It is also found that in 18 per cent (4) 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 & Kashmir, Jharkhand, Karnataka, Lakshadweep, Meghalaya, Punjab, Tamilnadu, West Bengal
B	Between 50 – 74	Kerala, Madhya Pradesh, Odisha, Puducherry
C	Less than 50	A & N 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.

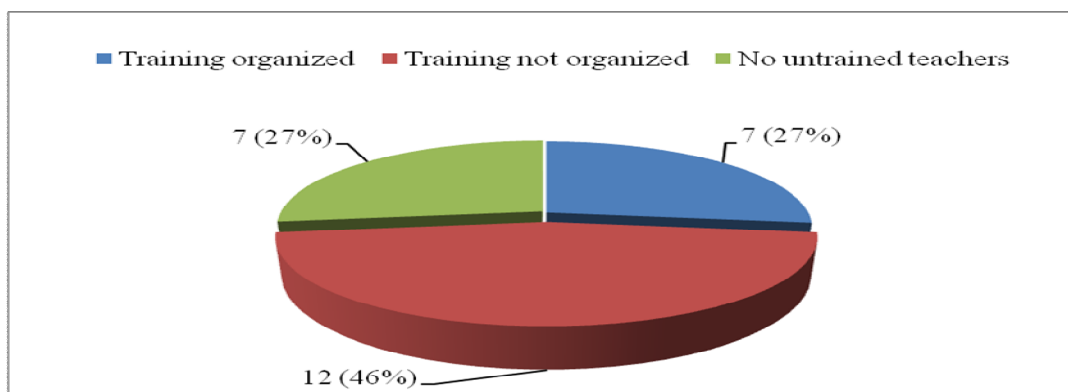
### 3.8.3 Training of Untrained Teachers

The RTE Act has stressed providing training to all 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 organized	Arunachal Pradesh (registered for D. El. Ed.) Chhattisgarh (60 days), Jharkhand (2 years and 1 year), Nagaland, Odisha (90 days) Tripura (1 year, 2 years, 6 months) Uttar Pradesh (distance mode)
B	Training not organized	A & N Islands, Assam, Chandigarh, Goa, Gujarat, Himachal Pradesh, Madhya Pradesh, Meghalaya, Mizoram, Rajasthan, Tamilnadu, West Bengal
C	No untrained teachers	Delhi, Haryana, Jammu & 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

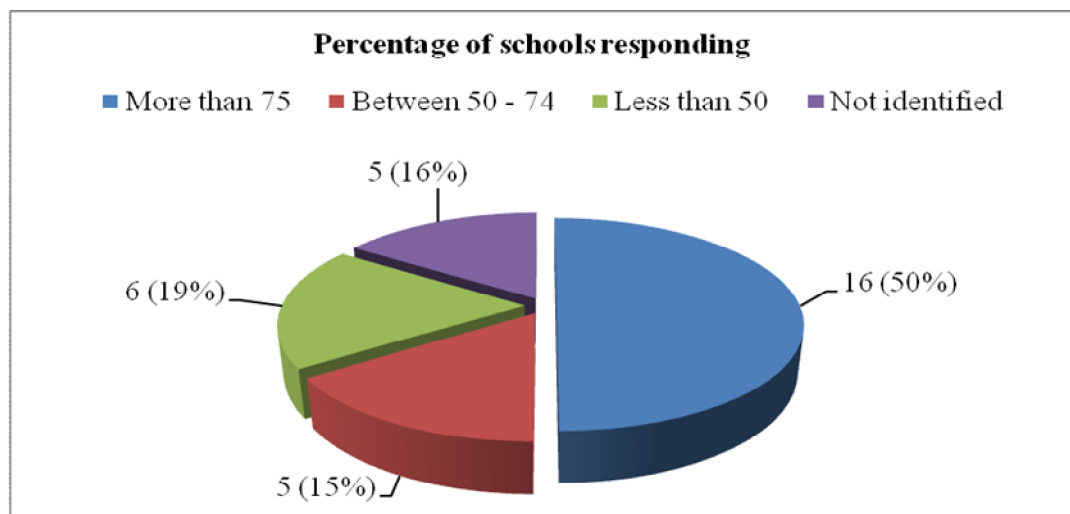
#### Identification of Training Needs

Teachers were asked whether their training needs were identified before organizing 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. 16 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	A & N Islands, Arunachal Pradesh, Jammu & 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**



### 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 interaction meetings	6

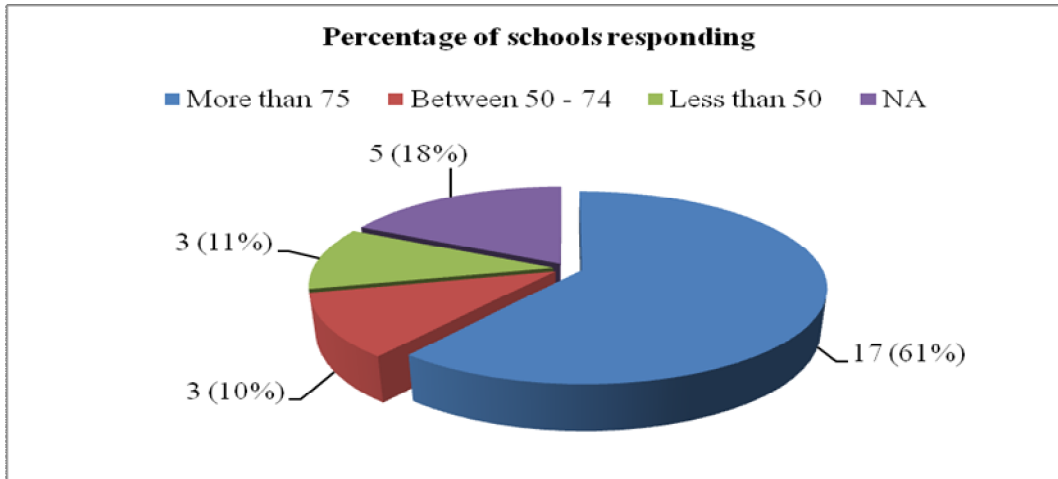
### Use of the Identified Training Needs

Table 3.41 and table 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	A & N Islands, Assam, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Himachal Pradesh, Jammu & 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 classrooms 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	Conduct group work, seminar, projects, field trips, quiz programs	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**

<b>Sl. No.</b>	<b>Responses</b>
1	Subject wise training
2	Content enrichment programmes
3	New areas like CCE, ICT, CBT, inclusive education, making teaching and learning process interesting, Multi grade 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	Organized during vacations and in the beginning of 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 SMCs are responsible to prepare School Development Plan and monitor the school functioning. This chapter presents the findings based on the analyses of information collected from the SMCs included in the sample in the States and Union Territories.

#### 4.1 Functioning of School Management Committees

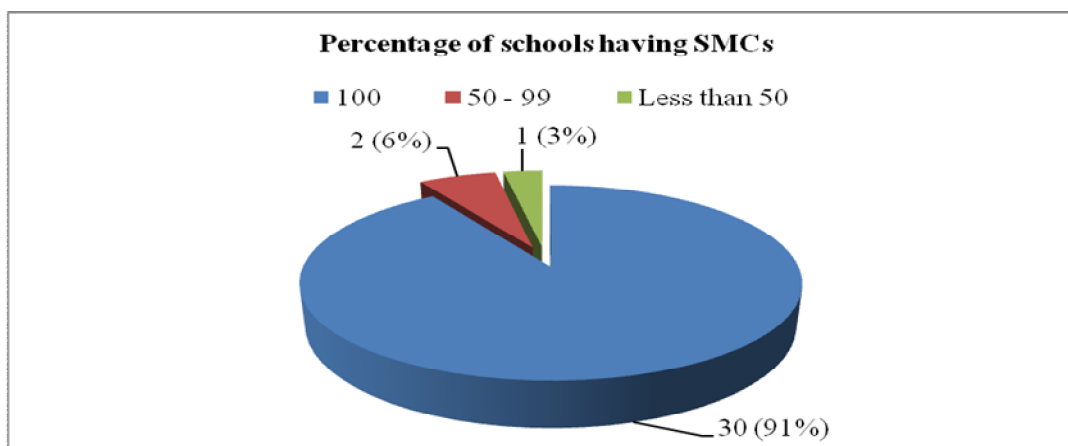
##### 4.1.1 Schools having School Management Committees

Table 4.1 and Figure 4.1 show the information about the schools in the States/UTs which have School Management Committees. 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	A & N 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 & 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**

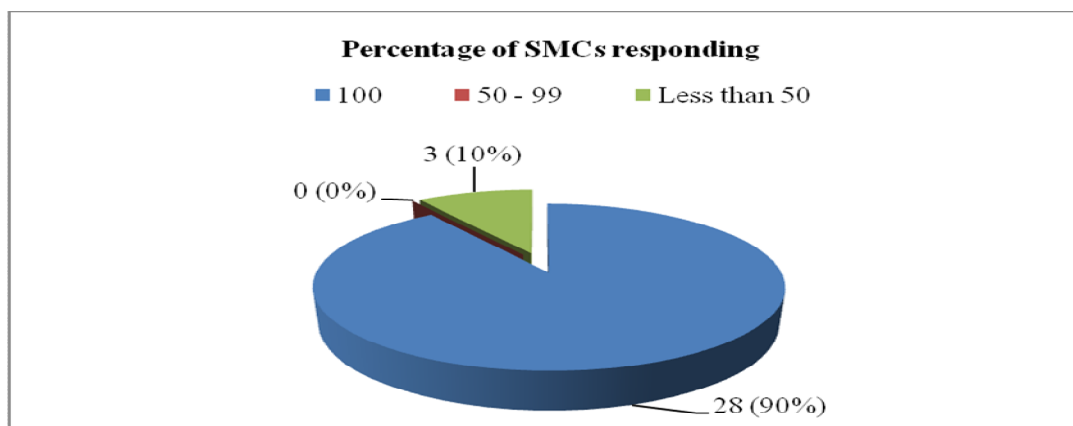
#### 4.1.2 Capacity Building of SMCs

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 organized by different States/UTs for the members of SMCs. The table indicates that 90 per cent (28) of the States/UTs have organized training programme for members of SMCs for all schools. Remaining 10 per cent (3) of the States organized training programme for less than 50 per cent of the SMCs. Four States did not provide information about capacity building for members of SMCs.

**Table 4.2: Capacity Building of SMCs**

Category	Percentage of SMCs received training	States/UTs
A	100	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh (Yes), 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 & 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 visiting in connection with the study of their own children.

**Table 4.3: School Visits by SMCs Members**

Sl. No.	Purposes for visiting in schools	States/UTs
1	Participating in SMCs meetings	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu & 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu & 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Dadra and Nagar Haveli, Daman and Diu, Delhi, Haryana, Himachal Pradesh, Jammu & 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	A & N 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

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, 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 left outs and drop outs 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 war
15	Use play way methods for making classroom teaching interesting
16	Conduct the assembly effectively
17	Start child tracking for out of school children
18	Check truancy
19	Curb the problem of stray dogs in schools
20	Use technology, audio/video in classroom
21	Know the learning status of children
22	Fix fence in school building for 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 in 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 drop-out children of 6-14 years not enrolled in the school
30	Make proper utilization of SSA grants for school's improvement
31	Raise activity fund for better functioning of school

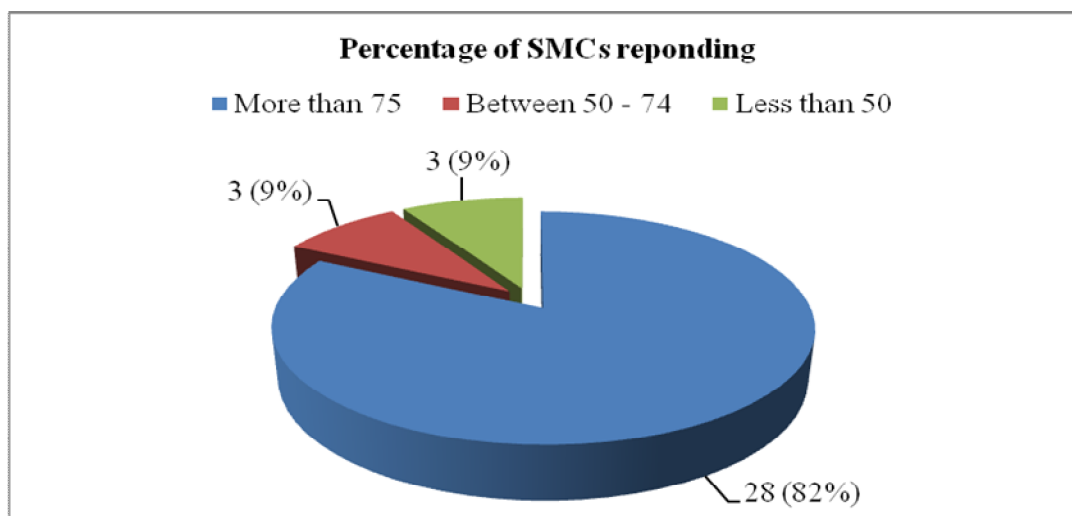
#### 4.1.5 Involvement of SMCs in School Development Plan

Table 4.5 and Figure 4.3 show the information about involvement of SMCs in preparation of 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 preparation of School Development Plan. In 18 per cent (6) of the States/UTs less than 75 per cent of SMCs took part in preparation of 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & 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 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 utilization 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 drop out 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 schools activities
17	Coordinating with authorities about fulfilling basic requirements and teachers positions in the school
21	Helping in organizing national festivals
22	Collecting donations for school activities
23	Visiting school frequently to meet with teachers and head teacher
24	Helping in distribution of uniform and free text books
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 various aspects of the functioning of schools. Their perceptions are described in following paragraphs.

##### 4.2.1 Discrimination of Children

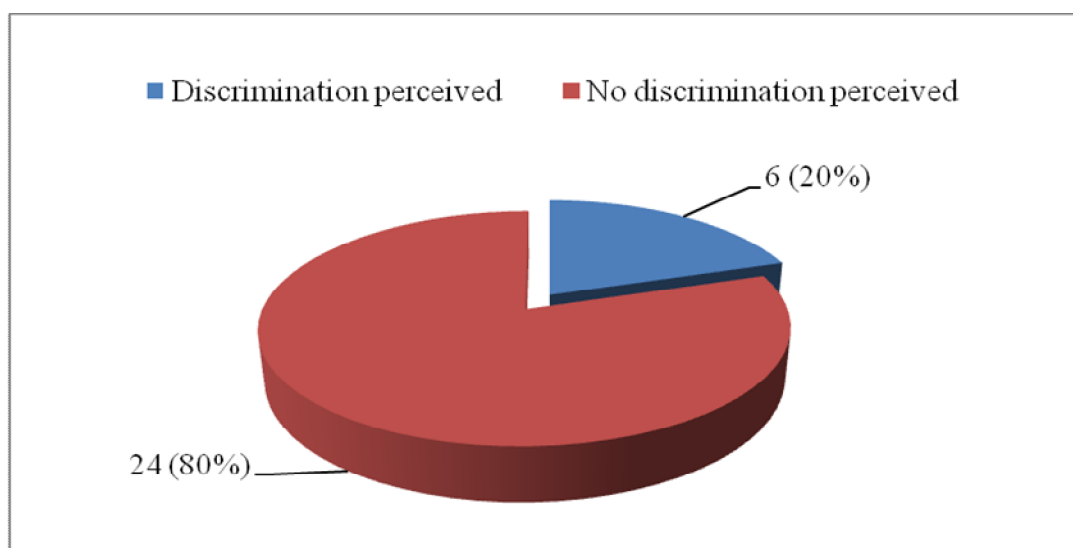
Table 4.7 and Figure 4.4 show SMCs' perception about discrimination of children by teachers in different States/UTs. The table reveals that

- a. SMCs in 20 per cent (6) 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	A & N Islands, Andhra Pradesh, Bihar, Chandigarh, Dadra and Nagar Haveli, Delhi, Haryana, Himachal Pradesh, Jammu & 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 children discrimination 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 willingness of children to attend the school. The Table reveals that:

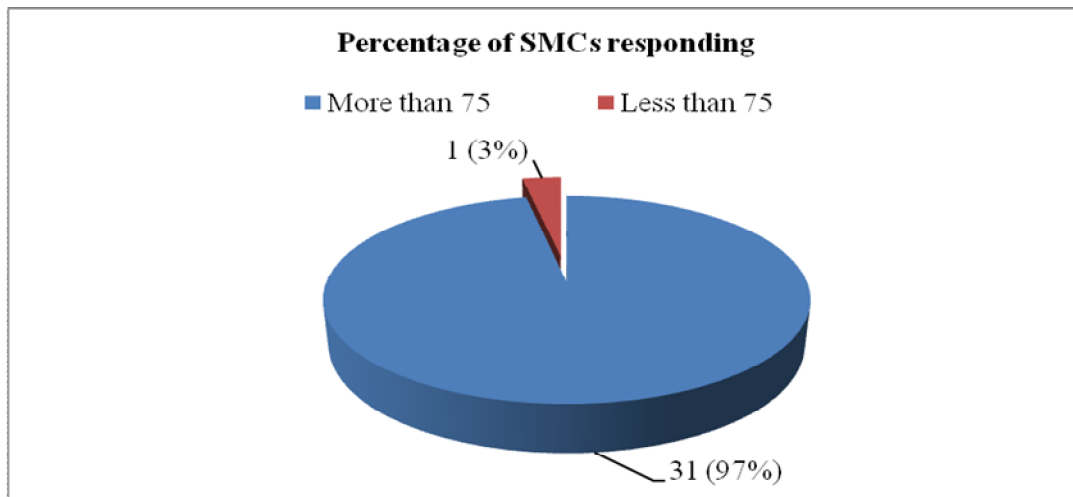
- a. In 97 per cent (31) of the States/UTs more than 75 per cent of SMCs reported that children are willing to attend schools.

- b. In one State (Arunachal Pradesh) less than 75 per cent SMCs opined that children are willing to attend schools.
- c. 4 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh Assam, Bihar, Chandigarh (Yes), Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat (Yes), Haryana, Himachal Pradesh, Jammu & 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**

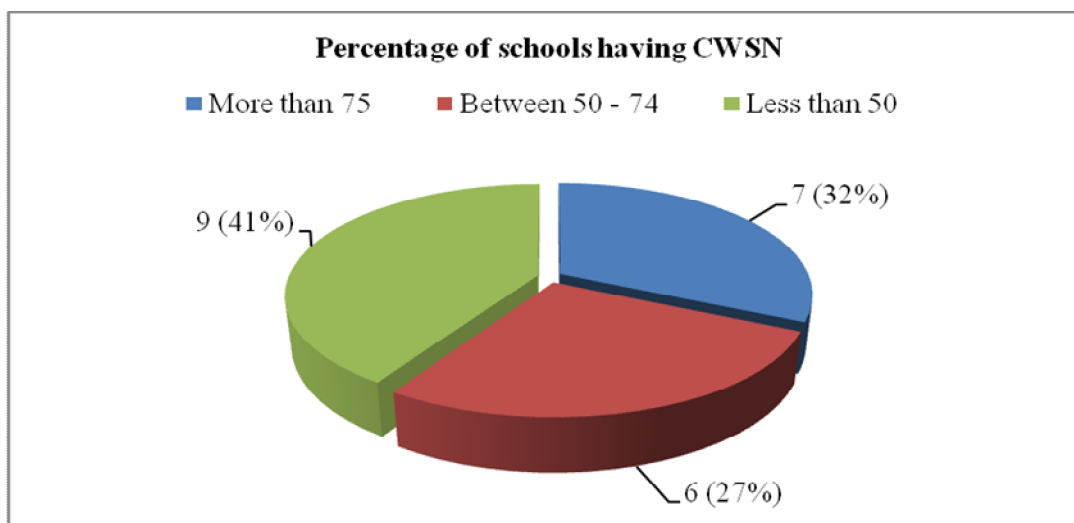
### 4.2.3 Enrolment of Children with Special Needs

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 (7) 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	A & N 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 & Kashmir, Maharashtra, Manipur, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh

\*INP - Information not provided/Inconsistent information



**Figure 4.6: SMCs' Perception about children with special needs in States/UTs**

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

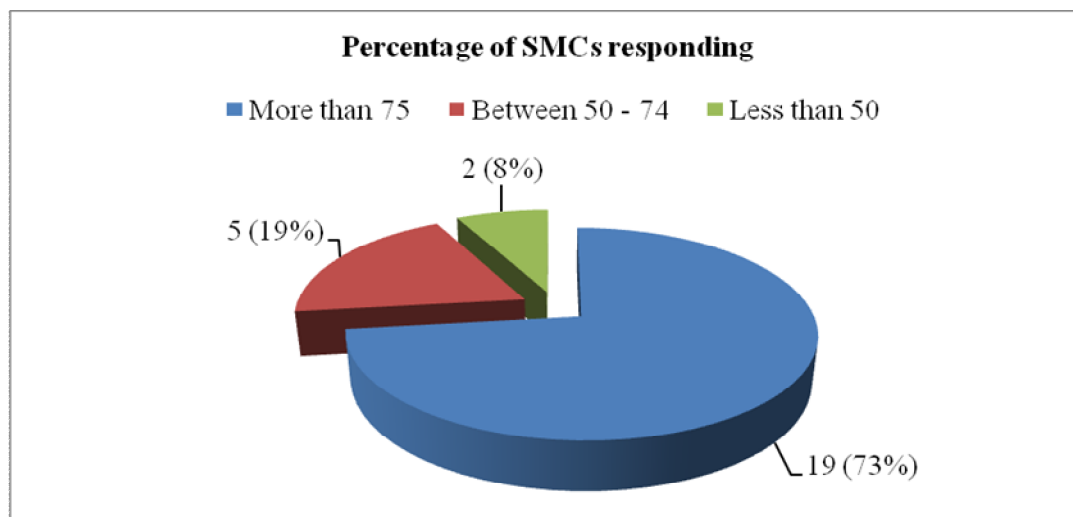
Table 4.10 shows SMCs' perception about schools having proper care and attention of CWSN. Table reveals that

- 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.
- According to SMCs of 19 per cent (5) of the States/UTs 50 to 74 per cent of schools are taking proper care of CWSN.
- SMCs only in 8 per cent (2) of the States/UTs opined that less than 50 per cent schools take proper care of CWSN.
- 9 States/UTs did not provide information.

**Table 4.10: SMCs' Perception about Proper Care and Attention of Children with Special Needs**

Category	Percentage of SMCs commenting about proper care and attention of CWSN	States/UTs
A	More than 75	A & N Islands, Assam, Arunachal Pradesh Himachal Pradesh, Jammu & 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 Children with Special Needs**

#### 4.2.5 Separate Toilets for Boys and Girls in Schools

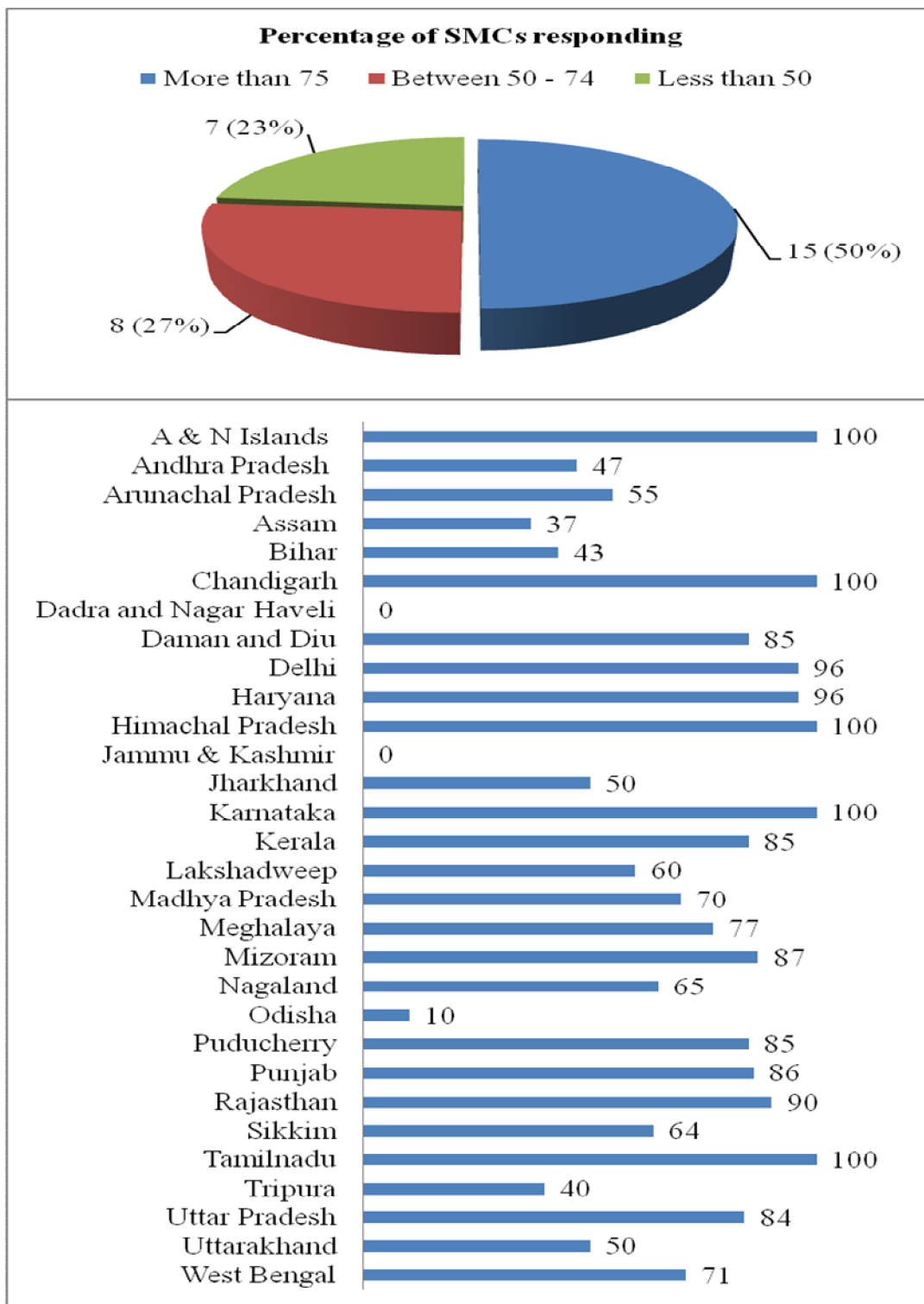
Table 4.11 and Figure 4.8 provide information about facility of separate toilets for boys and girls in schools as perceived by the SMCs.

- 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.
- SMCs of 27 per cent (8) of the States/UTs were of the opinion that 50 to 74 per cent of schools have separate toilets for boys and girls.
- SMCs of 23 per cent (7) of the States/UTs expressed that less than 50 per cent of schools have separate toilets for boys and girls.
- 5 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	A & N 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 (No), Jammu & Kashmir (00%), Odisha (10%), Tripura (40%)
D	INP*	Chhattisgarh, Goa, Gujarat, Maharashtra, Manipur

\*INP - Information not provided/Inconsistent information



**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 facility of safe drinking water is available in schools. Information obtained from SMCs is presented in table 4.12 and figure 4.9.

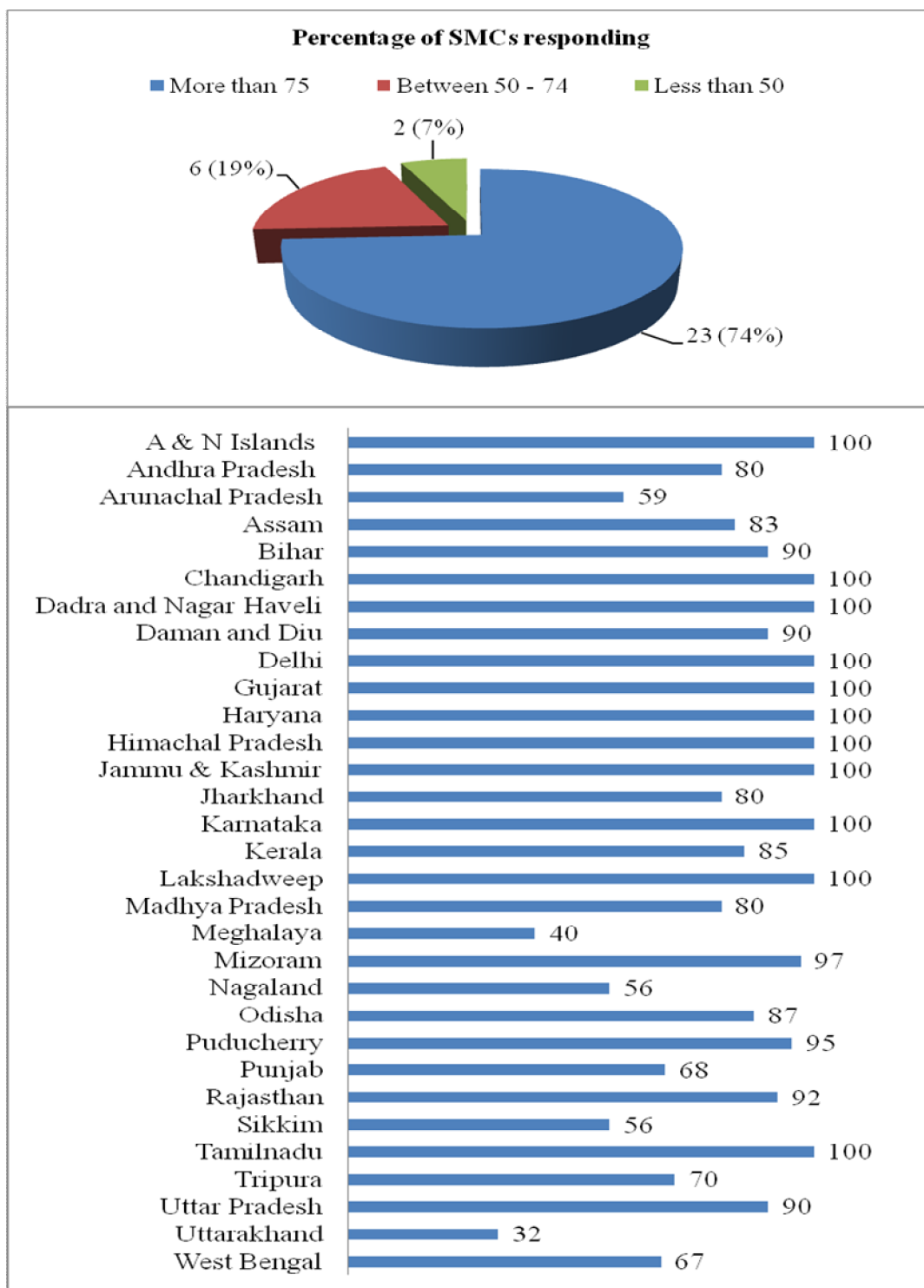
- In 75 per cent (23) of the States/UTs, more than 75 per cent of SMCs were of the opinion that there are safe drinking water facilities in the schools.
- SMCs of 19 per cent (6) of the States/UTs were of the opinion that 50 to 74 per cent of schools have safe drinking water facility in the schools.
- SMCs of 27 per cent (2) of the States/UTs expressed that less than 50 per cent of schools have safe drinking water facility in the schools.
- 4 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	A & N 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 & 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





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

#### 4.2.7 Receipt of Textbooks by the Children

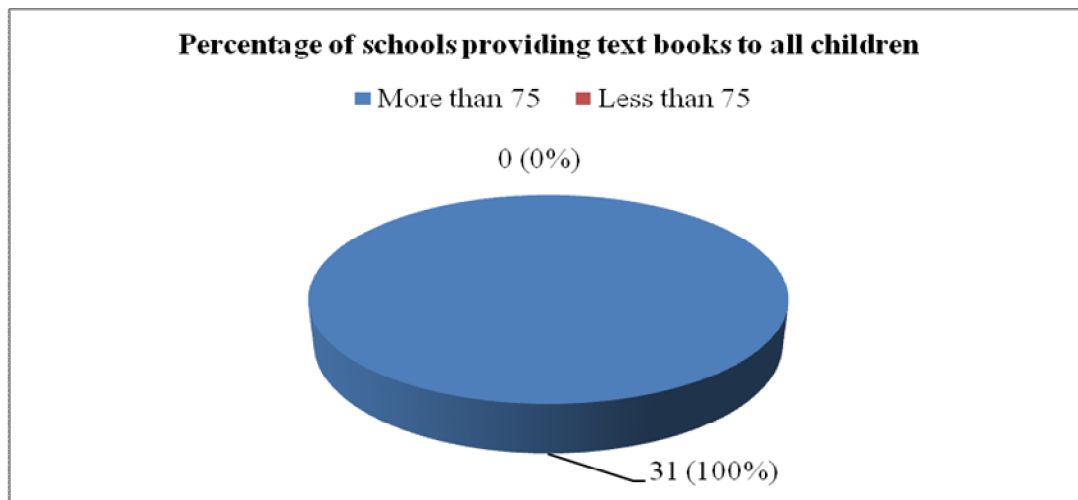
Table 4.13 and figure 4.10 show SMCs' perception about receipt of textbooks by the children.

- a. In all the States/UTs (31) which responded, more than 75 per cent of SMCs reported that the children received textbook.
- b. SMCs of four States/UTs did not provide information about receipt of textbook 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Gujarat (Yes), Haryana, Himachal Pradesh, Jammu & 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

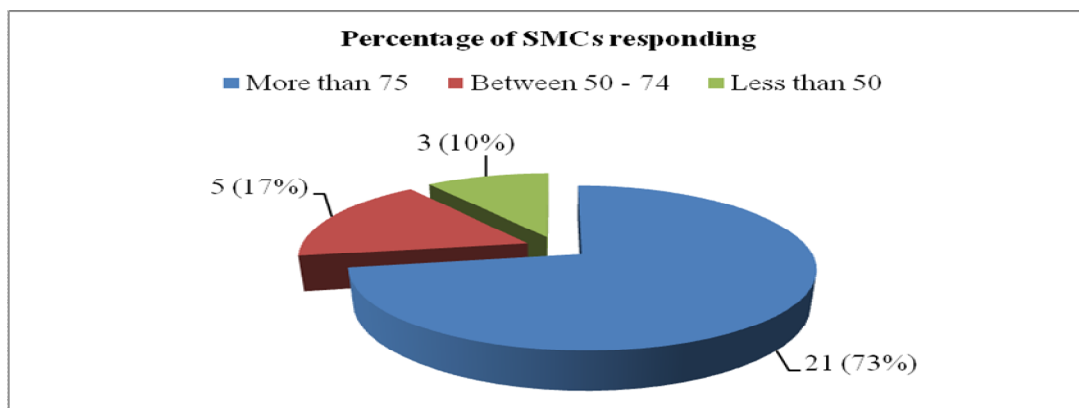
Table 4.14 and figure 4.11 show SMCs' perception about use of play materials and sports equipments by the children according to the SMCs. The table and figure reveal that

- 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.
- In 27 per cent (8) of the States/UTs less than 75 per cent SMCs opined that play materials and sports equipments are used by the children.
- 6 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 & 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*	A & N 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

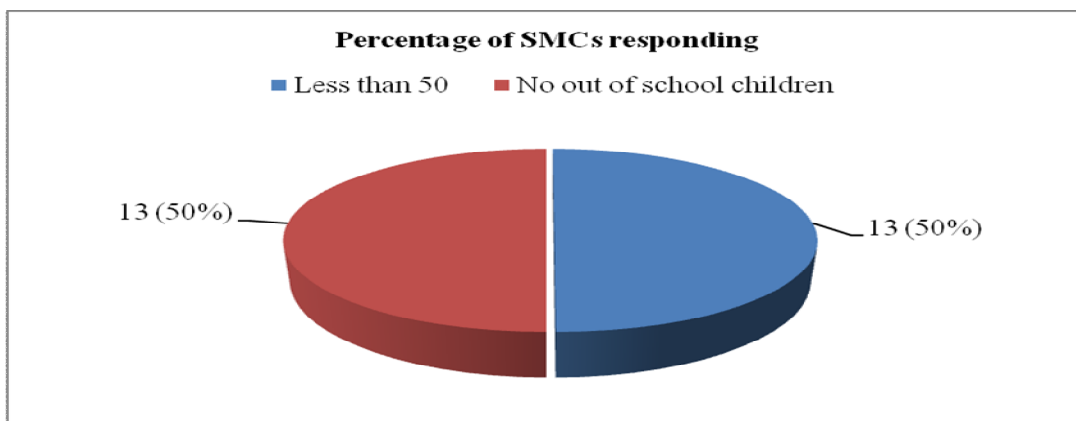
Table 4.15 shows SMCs' perception about the out of school children not enrolled in age appropriate classes in schools. The table reveals that

- Less than 50 per cent SMCs in half of the States/UTs (13) reported that the out of school children are not enrolled in age appropriate classes in schools.
- SMCs of remaining half of the States/UTs (13) stated that no out of school children is left behind to be enrolled in age appropriate classes in schools.
- 9 States/UTs did not provide the information about the out of school children not enrolled in age appropriate classes in schools.

**Table 4.15: SMCs' Perception about Out of School Children 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 Out of school children	A & N 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 & Kashmir, Maharashtra, Manipur, Punjab, Uttar Pradesh

\*INP - Information not provided/Inconsistent information



**Figure 4.12: SMCs' perception about out of school children not enrolled in age appropriate classes in schools**

#### 4.2.10 Physical Punishment and Mental Harassment

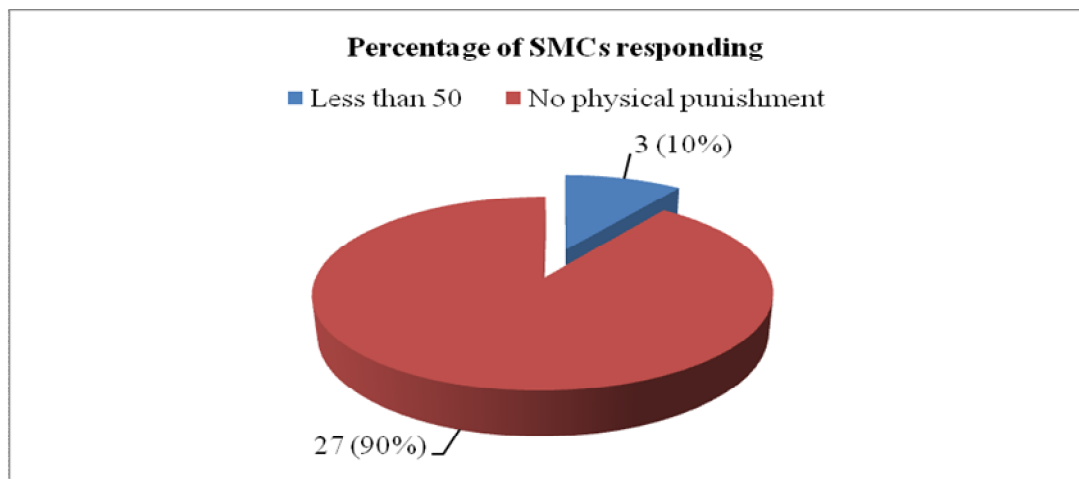
Table 4.16 and figure 4.13 show information provided by the SMCs about the incidence of physical punishment and mental harassment in schools. The table reveals that

- In 10 per cent (3) of the States/UTs, some SMCs stated that there are incidences of physical punishment and mental harassment in schools.
- In 90 per cent (27) of the States/UTs SMCs reported that there are no incidences of physical punishment and mental harassment in schools.
- 5 States/UTs have not provided the information.

**Table 4.16: SMCs' Perception about Incidence 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	A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Haryana, Himachal Pradesh, Jammu & 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 incidence 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 school functioning. Major suggestions given by SMCs are listed in table 4.17

**Table 4.17: SMCs' Suggestions for Improvement in School Functioning**

<b>Sl. No.</b>	<b>Responses</b>	<b>Frequency</b>
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 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

Chapter V presents the findings about preparedness and effectiveness of the support institutions namely, CRCs, BRCs and DIETs and strategies used in providing support to the schools and the educational functionaries of elementary education system. The support strategies studied included onsite support to schools through visits, classroom observations and monthly meetings. The findings are based on the analyses of data collected from schools, SMCs, CRCs, BRCs and DIETs.

#### 5.1 CRCs and BRCs: Preparedness, Effectiveness and Support Strategies

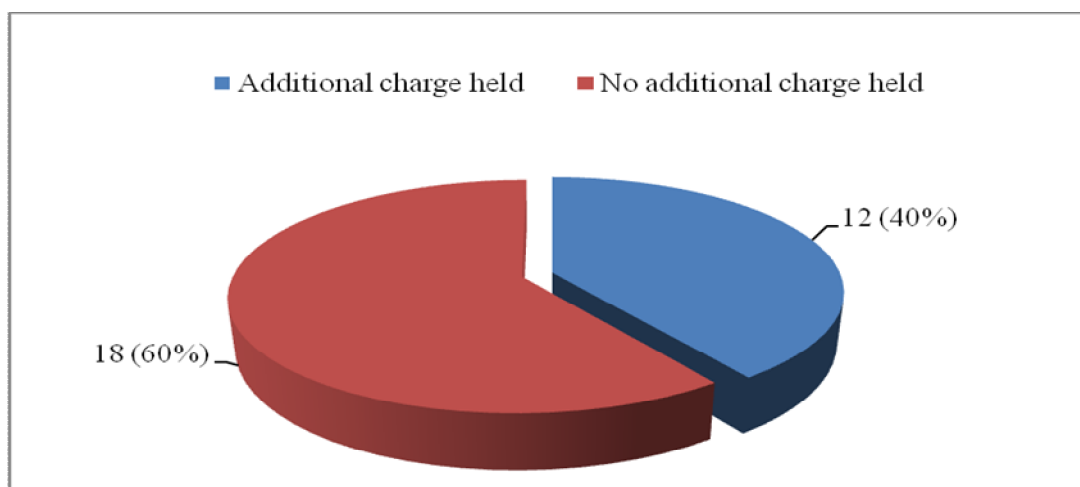
##### 5.1.1 CRC and BRC Coordinators with Additional Charge

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 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	A & N 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 & 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



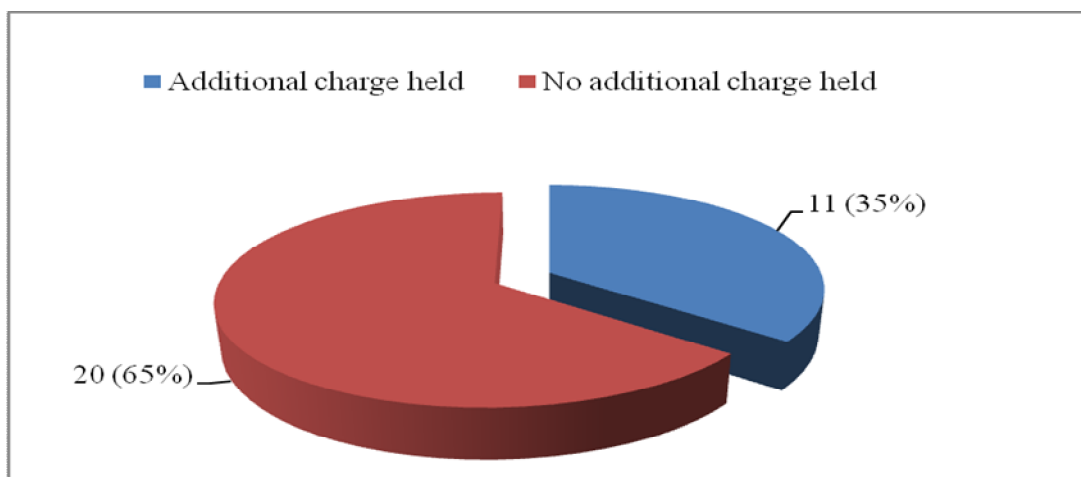
**Figure 5.1: CRC Coordinators with Additional Charge in States/UTs**

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	A & N 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 & 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 additional charge. Some of them expressed that they are overburdened due to dual charge. They wished that the post of 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**

<b>Sl. No.</b>	<b>Responses</b>
1	Lack of infrastructure facilities like furniture, computer
2	Shortage of academic staff
3	Overburden due to dual charge
5	Conduct of regular on-site support to schools
6	Lack of coordination with schools and authority
7	Delay in 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 BRCC due to Additional Charge**

<b>Sl. No.</b>	<b>Responses</b>
1	Excessive work load
2	Non cooperation of the regular staff of education department
3	Lack of coordination from schools and authority side
4	Adverse effect on academic work and regular school activities

### **5.1.3 Training received by CRC and BRC Coordinators**

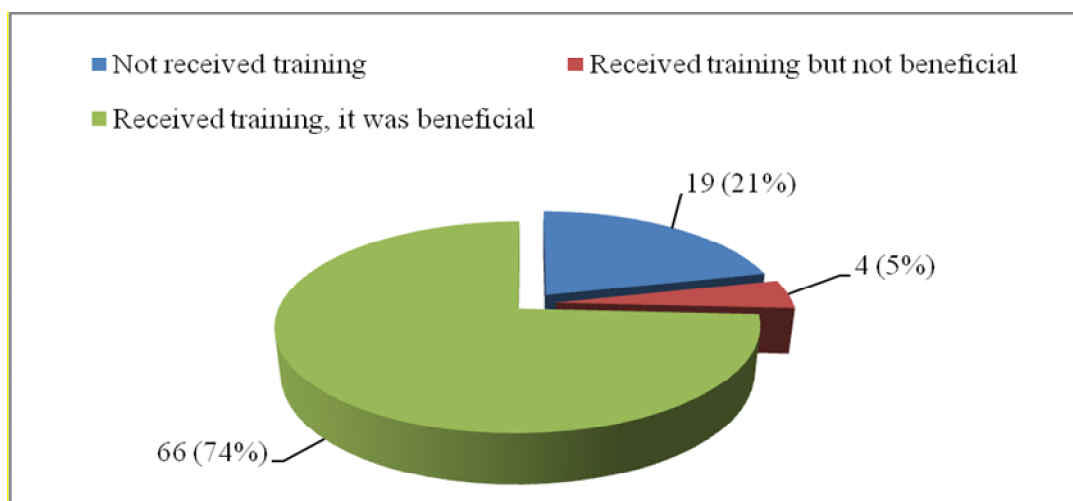
The information about the training received by the CRC Coordinators (CRCCs) and BRC Coordinators (BRCCs) is provided in tables 5.5 and 5.6.

**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 2 States/UTs reported that the training received by them was not beneficial for them. The CRCCs of 7 States/UTs did not receive 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	A & N Islands, Andhra Pradesh (2), Arunachal Pradesh, Bihar (2), Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & 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



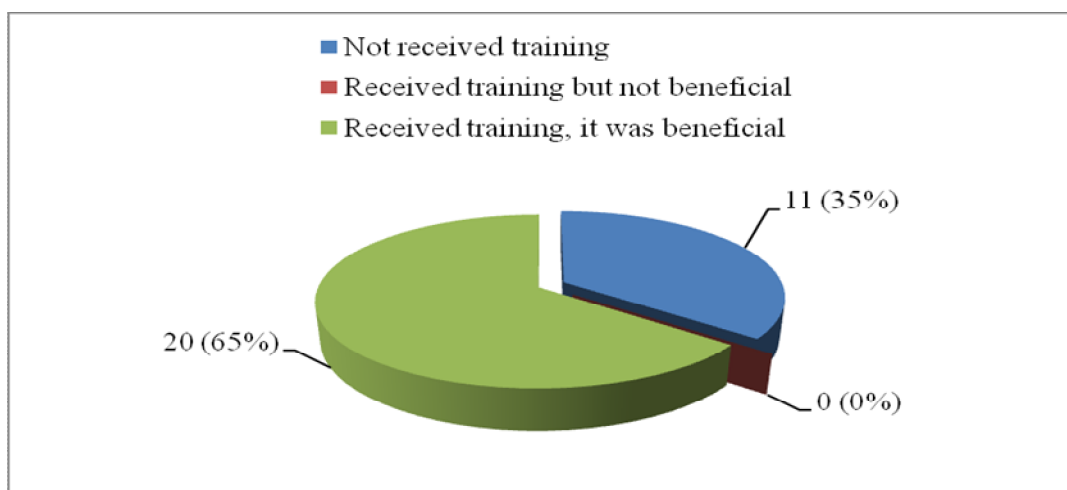
**Figure 5.3: Training received by CRC Coordinators**

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	A & N 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 & 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 various schools activities	9
3	Make school visit and observe classes	7
4	Prepare Annual Work Plan and Budget	6
5	Facilitate enrolment of Out of School Children	5
6	Monitor and supervise academic functioning of schools	5
7	Provide onsite support to teachers	4
8	Demonstrate class room 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 onsite 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 fund to CRCCs	1
13	Provide infrastructure for teacher training	1
14	Conduct follow-up of trainings at the classroom level	1

### 5.1.5 Teachers' Monthly Meetings at the CRC

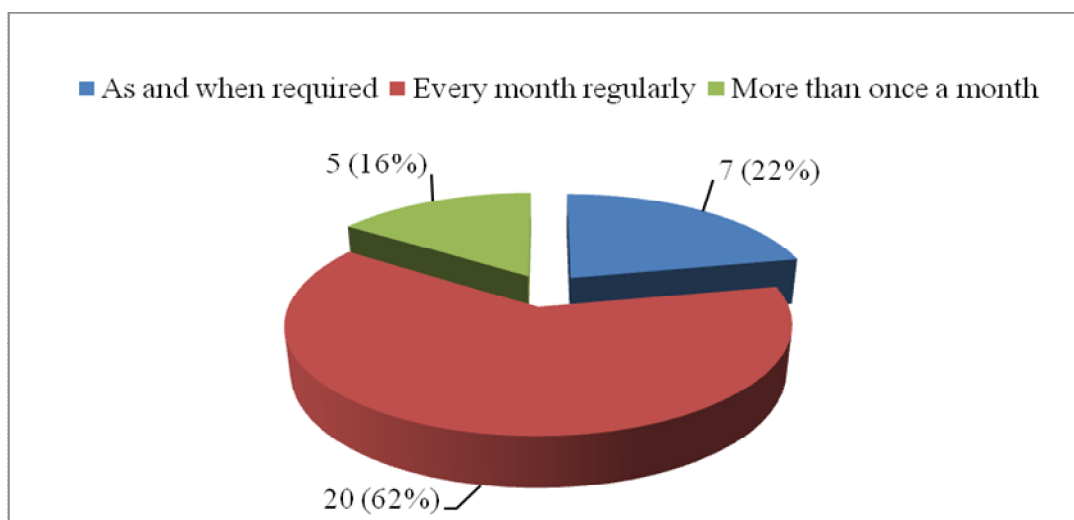
#### 5.1.5.1 Periodicity of Teachers' Meetings Conducted by the CRC Coordinators

Table 5.9 shows information about the meetings of teachers conducted by 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 (7) 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 (5) 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 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	A & N Islands, Andhra Pradesh, Assam, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Himachal Pradesh, Jammu & 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 for 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 CRC	2
6	Change of the nodal school working as CRC	1

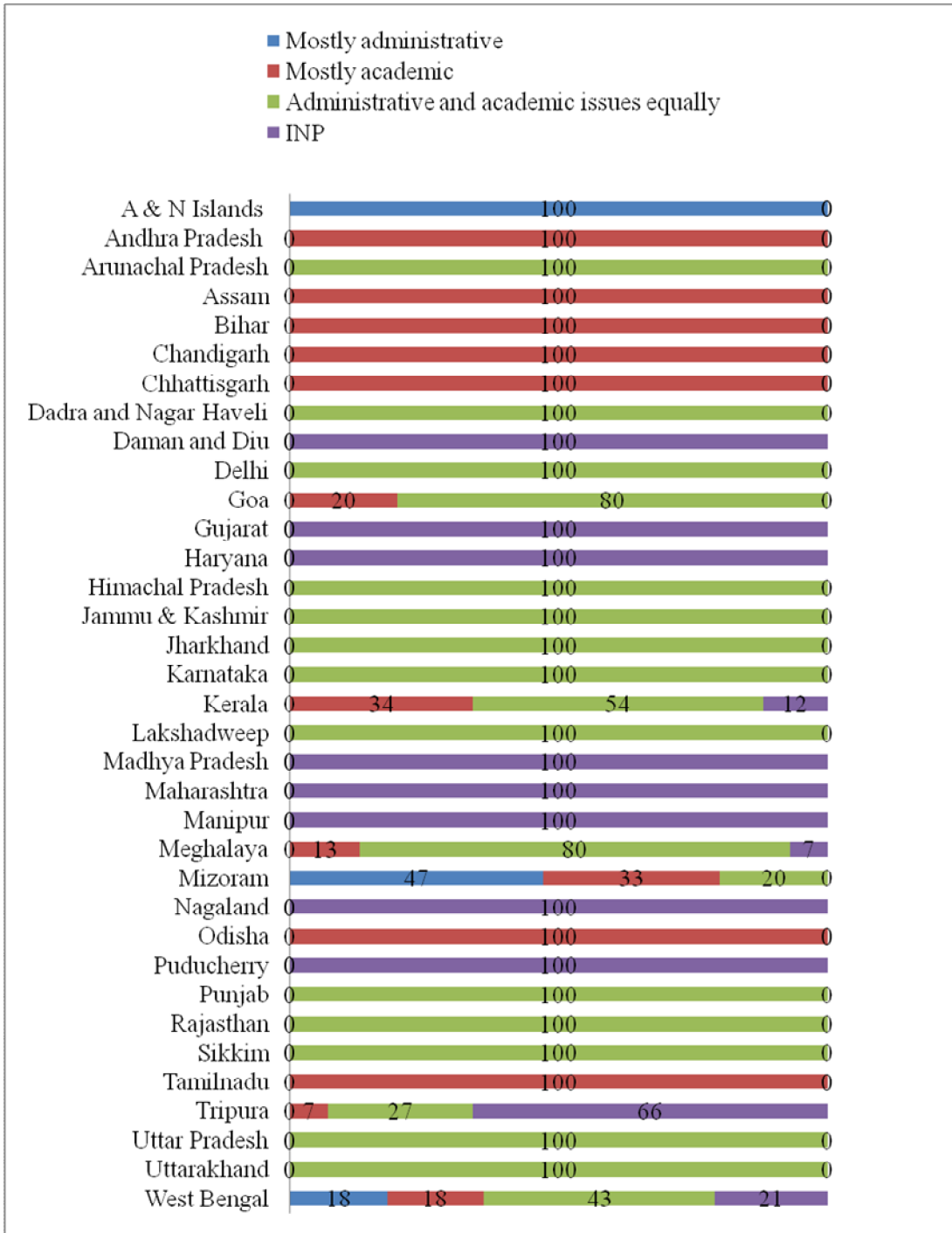
### 5.1.5.3 Nature of Discussion in the Teachers' Meetings at CRC

The main purpose of the teachers' monthly meetings organised by the CRCCs is to discuss academic issues for 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. Andaman and Nicobar Islands informed that mostly the administrative issues have been discussed in cluster level meetings. On the other hand 6 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	A & N 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 & 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 of discussion in meetings at 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

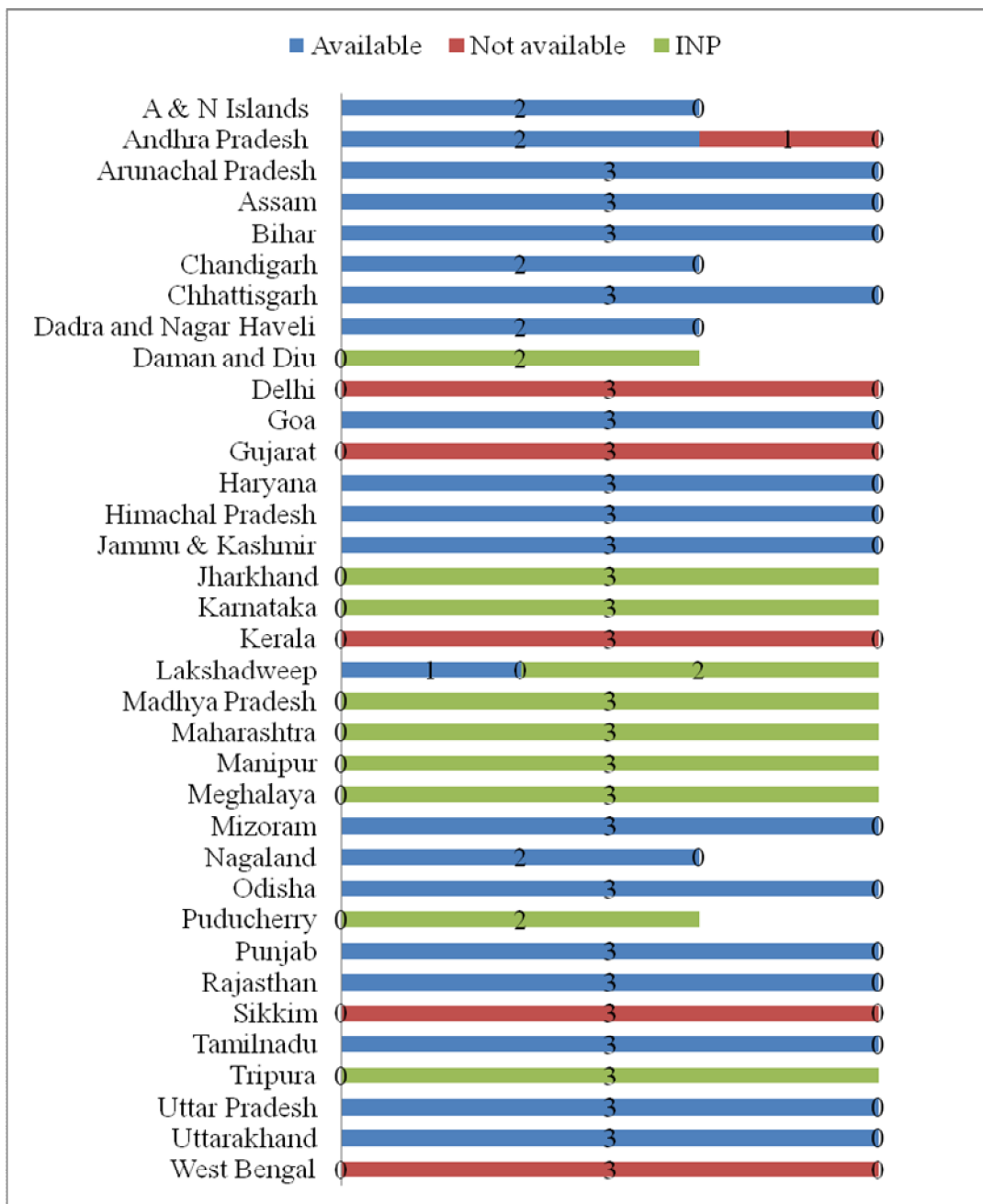
Table 5.12 shows the availability of space and other facilities in CRCs to conduct training and meetings. Twenty per cent (5) of the States/UTs reported that they have no space and facilities at any of the CRCs included in the sample. Seventy five per cent (19) of the States/UTs stated that they have 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.	A & N 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 & 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
	<b>Total</b>	<b>56</b>	<b>16</b>	<b>27</b>

\*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, stationary, 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

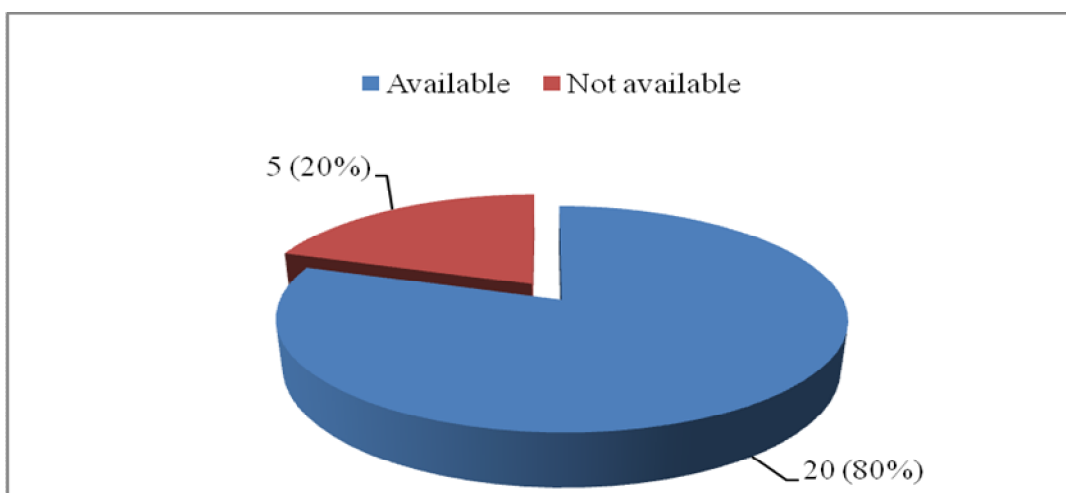
### 5.1.6.3 Availability of Facilities for Conducting Meetings and Training at BRCs

Table 5.14 shows the information about the availability of space and other facilities in the BRCs. The table reveals that the BRCs of eighty per cent (20) of the States/UTs have enough space and other facilities while twenty per cent (5) of the States/UTs mentioned that BRCs don't 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 & Kashmir, Jharkhand (50 % reported available), Karnataka (50 % reported available), Kerala, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Tripura, Uttar Pradesh, Uttarakhand
B	Not available	A & N 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, furniture	6
2	Fully equipped training hall and rooms at	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 training venue	4

#### 5.1.7 Academic Support to Schools by CRCCs

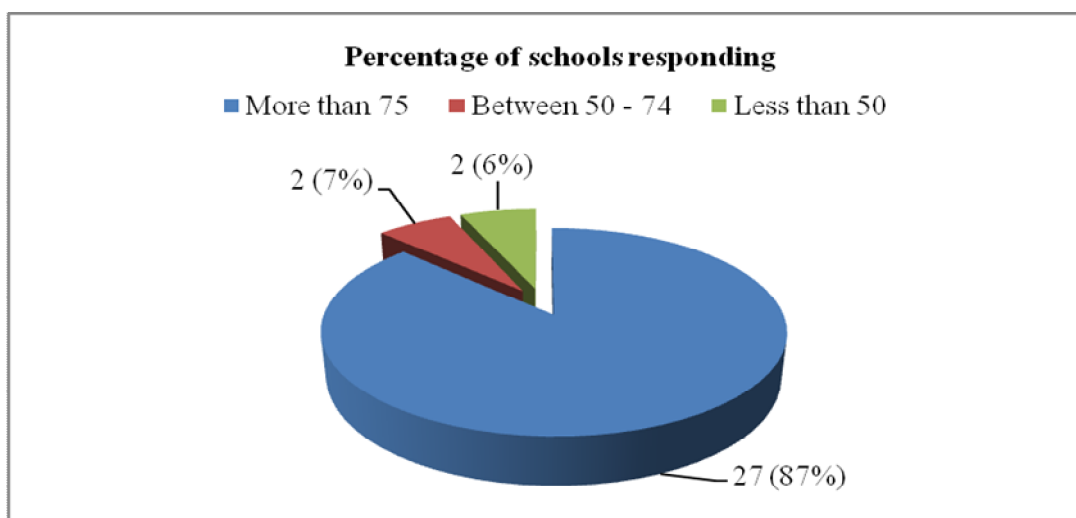
##### 5.1.7.1 Schools Receiving Academic Support from CRC Coordinators

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 school 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 & 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*	A & N 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 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 onsite 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

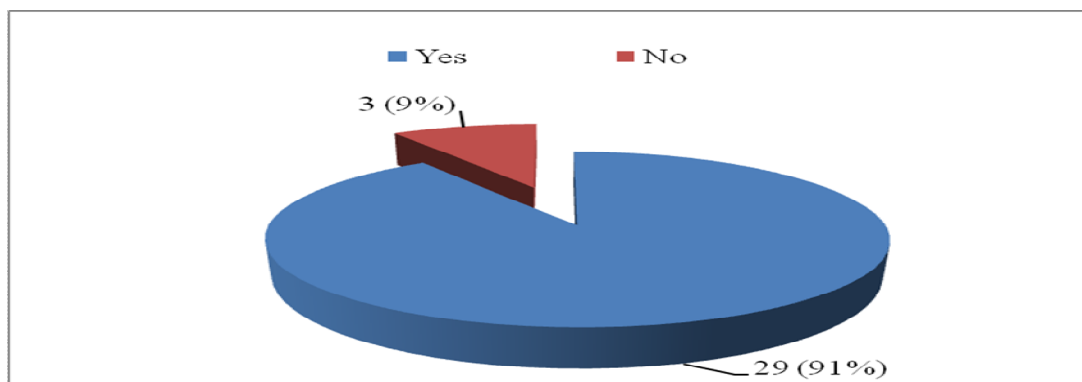
### 5.1.8 BRCCs Organising Training Programmes

Table 5.18 provides information about the States/UTs in which BRCCs have organized training programmes. BRCCs of ninety one per cent (29) of the States/UTs reported that they organized various training programmes at the BRCs whereas in remaining 9 per cent (3) of the States the BRCCs did not organize the training programmes.

**Table 5.18: BRCCs Organising Training Programmes in States/UTs**

Category	BRCCs conducting training	States/UTs
A	Yes	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Haryana, Himachal Pradesh, Jammu & 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 BRC Coordinators.

**Table 5.19: People Trained by BRC Coordinators**

Functionaries trained	States/UTs
Teachers	A & N Islands, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Goa, Haryana, Himachal Pradesh, Jammu & 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

BRCCs have reported some difficulties faced by them in conducting 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 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 realities and extend 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.

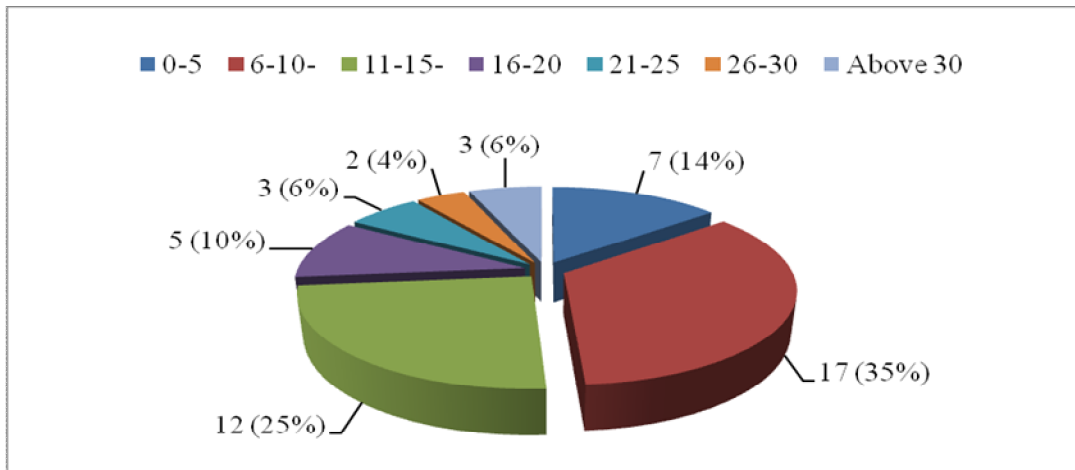
All the States/UTs which provided information also informed that the CRCCs also observed classroom teaching and provided onsite support to the teachers (without mentioning the number of visits).

**Table 5.21: School Visits per Month by CRCCs**

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

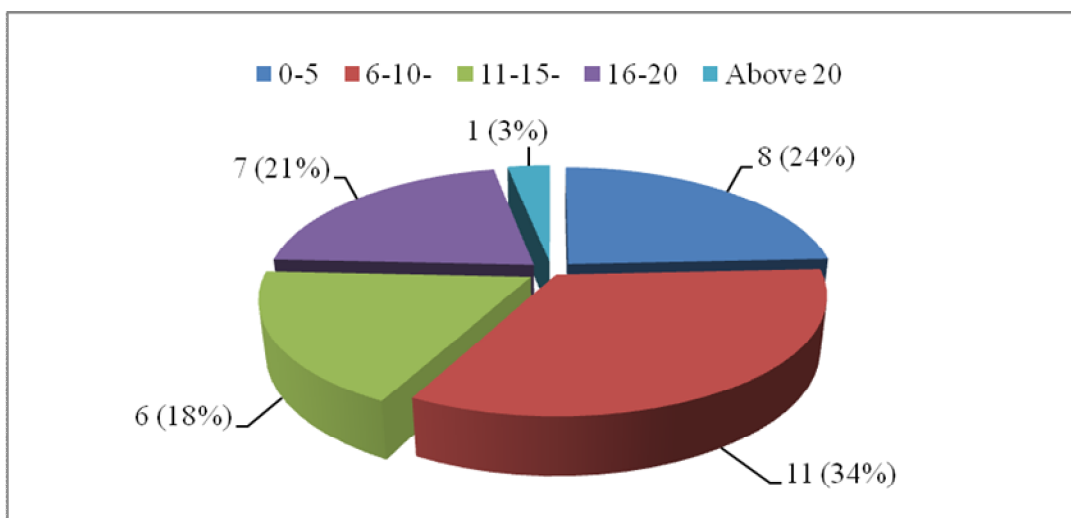
**Table 5.23: School Visits per Month by BRCCs**

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

\*INP - Information not provided/Inconsistent information

Arunachal Pradesh (50 per cent), Dadra and Nagar Haveli 10-15, Punjab 15-20





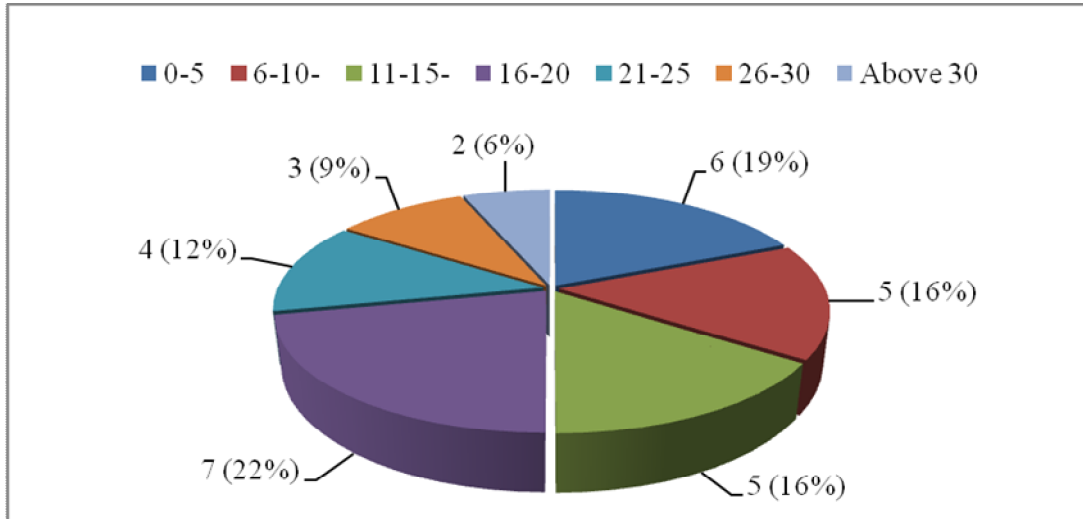
**Figure 5.12: School visits per month by BRCCs**

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: Classroom Observed per Month by BRCCs**

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

\*INP - Information not provided/Inconsistent information



**Figure 5.13: Classroom observed per month by BRCCs**

Various suggestion provided by the BRCCs to teachers are mentioned in table 5.25

**Table 5.25: Suggestion Provided by 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 class room more attractive	5
8	Using ICT in teaching learning	3
9	Activating child parliament in school	1

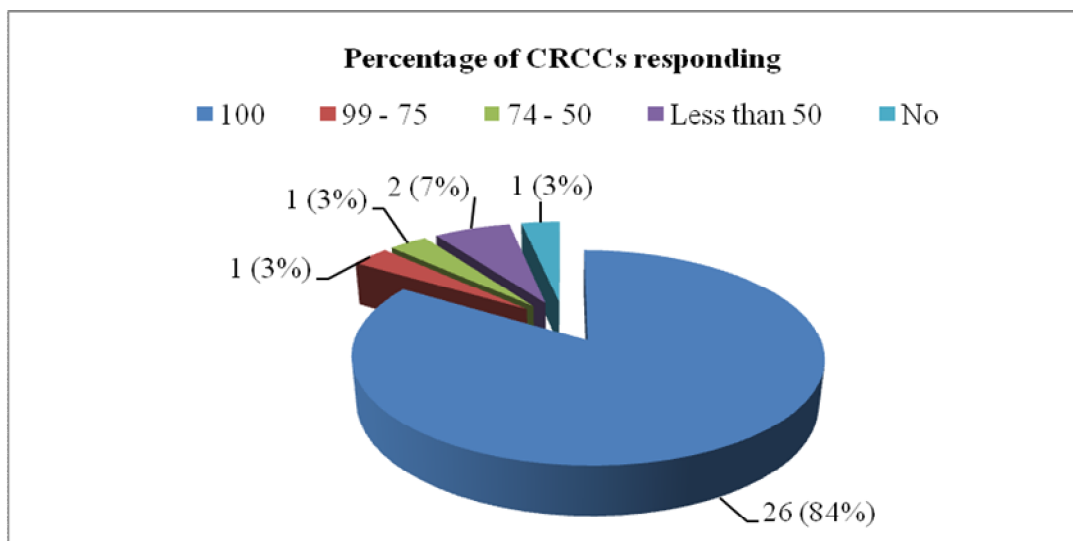
### 5.1.11 Teacher Orientation about Provisions of RTE Act by the CRC Coordinators

Table 5.26 and figure 5.14 provide information about teachers' orientation on provisions of 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. provide required information.

**Table 5.26: Orientation of Teachers about Provisions of 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 & Kashmir, Puducherry
D	No	Daman and Diu
E	INP*	A & N 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**

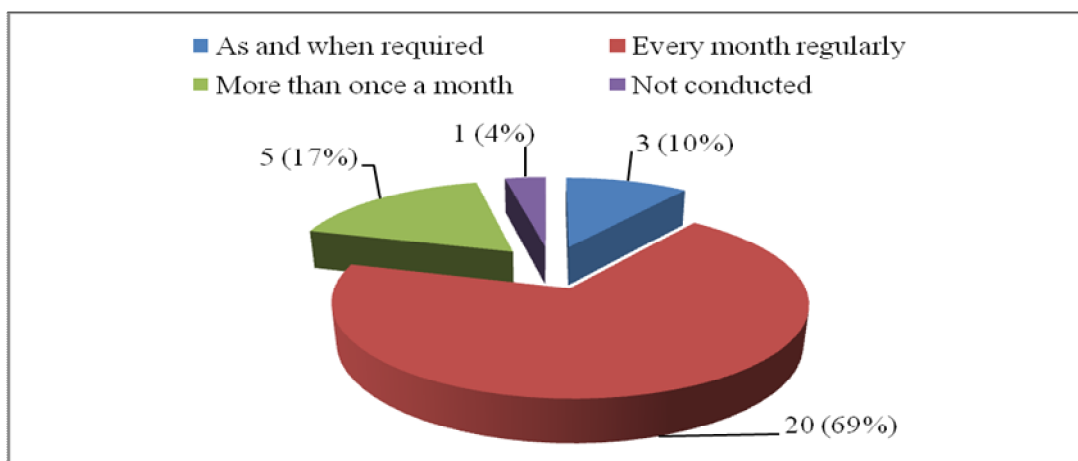
### 5.1.12 Meetings of CRC Coordinators Conducted by the BRC Coordinators

Table 5.27 shows information about the meetings of 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 regular basis. The BRCCs in 17 per cent (5) of the States/UTs conducted CRCCs meetings more than once a month and in 10 per cent (3) of the States/UTs conducted meetings only as and when required. Lakshadweep did not conduct the meetings. No information was provided by 6 States/UTs.

**Table 5.27: Meetings of CRCCs Conducted by the BRCCs**

Category	Description	States/UTs
A	As and when required	A & N Islands, Daman and Diu, West Bengal
B	Every month regularly	Arunachal Pradesh, Assam, Chandigarh, Dadra and Nagar Haveli, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & 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 RTE Act Perceived by the CRC and BRC Coordinators

The CRCCs and BRCCs were asked to provide information about major achievements in the implementation of 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 section 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 RTE Act Perceived by the CRC and BRC Coordinators

The major problems in the implementation of 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 right spirit	7
4	Lack of sufficient infrastructure in schools	4
5	Ensuring quality education	2
6	Constitution of SMCs and organising their meeting	2
7	Adverse effect on teaching due to teachers' absence during training or other duties	2
8	Admission of 25 per cent children of disadvantaged groups and weaker section	1

## 5.2 DIETs: Preparedness, Effectiveness and Support Strategies

One of the objectives of the study was to study the preparedness and effectiveness of the DIETs in providing resource support in 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.

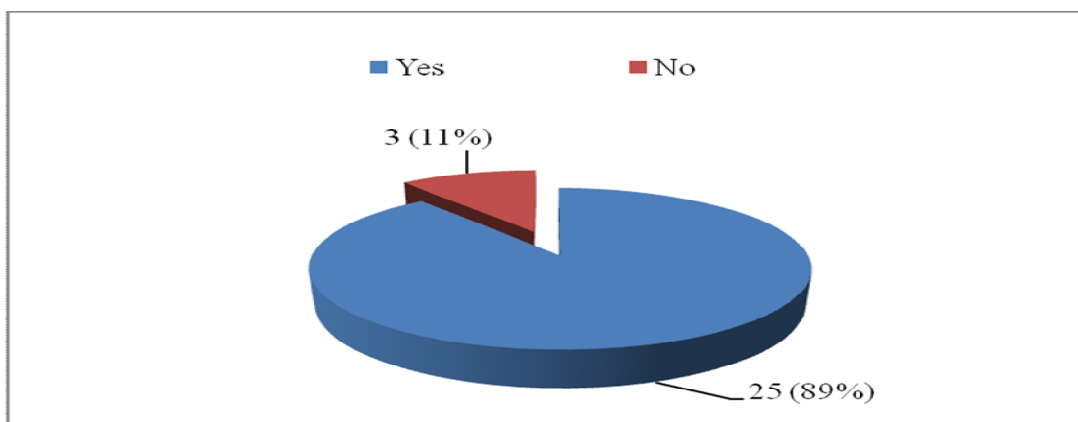
### 5.2.1 Academic Support to SSA at the initiative of DIETs

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 (3) of the States/UTs.

**Table 5.31: Academic Support Provided by DIETs for SSA**

Category	DIET provided academic support	States/UTs
A	Yes	A & N Islands, Arunachal Pradesh, Assam, Chandigarh**, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jammu & 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 responsibility 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

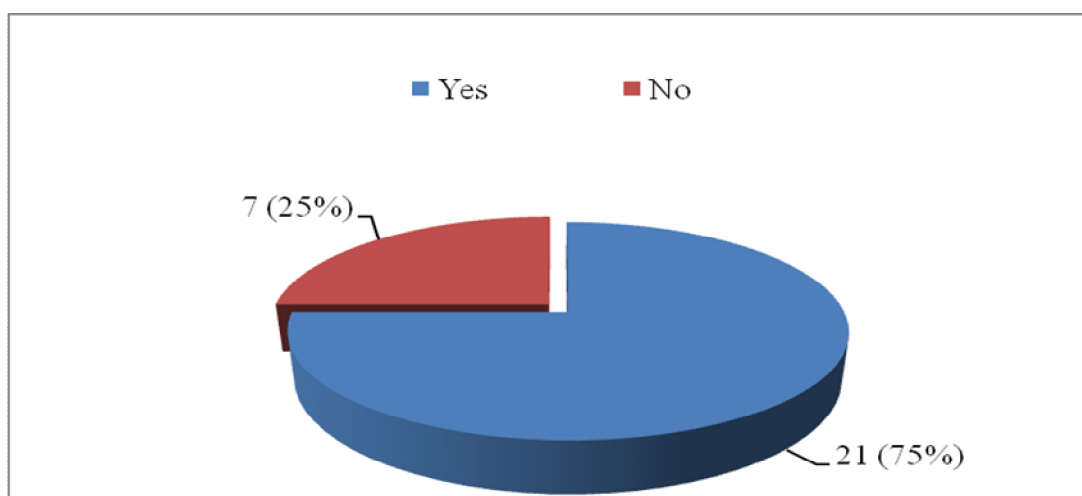
### 5.2.2 Meetings organized by the DIETs with SSA Officials

Table 5.33 and figure 5.17 show information about the organisation of meetings for SSA officials by the DIETs. DIETs in 75 per cent (21) of the States/UTs organized such meetings. The sampled DIETs in 25 per cent (7) 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 & Kashmir, Karnataka, Kerala, Madhya Pradesh, Mizoram, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
B	No	A & N 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 meeting 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 level	6
3	Review of training programmes	4
4	Discussion on quality issues	2

Some DIETs did not hold meetings with 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 organized because the DIET and SSA function as separate units

### 5.2.3 Support Sought by SSA from DIETs

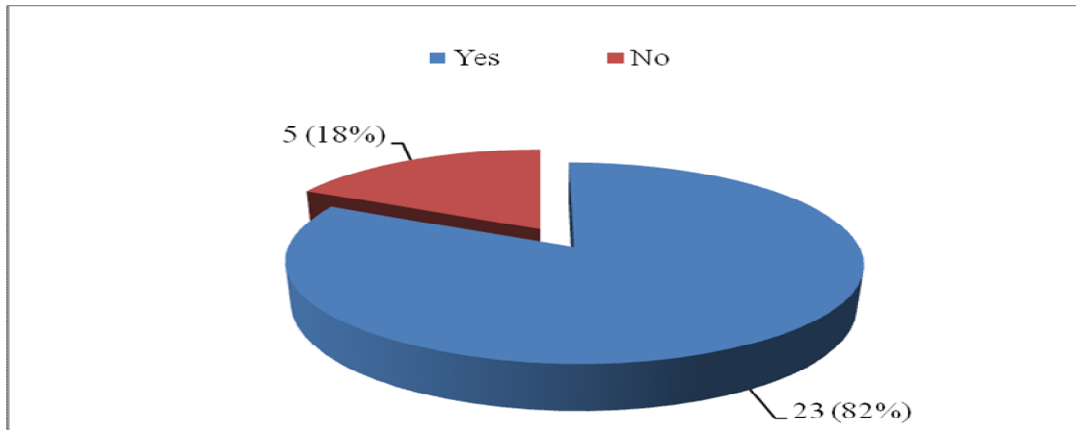
DIETs being the resource institutes in the districts, the SSA functionaries are required to seek support from them. Table 5.35 and figure 5.18 shows information about the support sought by SSA functionaries from the DIETs. The table indicates that in 82 per cent (23) of the States/UTs SSA officials sought support from DIETs, while 18% (5) 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, A & N Islands, Assam, Chandigarh, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jammu & 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 SSA functionaries from them. These are presented in table 5.36.

**Table 5.36: Areas of Support Sought by SSA from DIET**

Sl. 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	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 organized 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 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	Organizing seminars and workshops	4
5	Conducting action research at school level with the help of teachers	6
6	Community mobilization	3

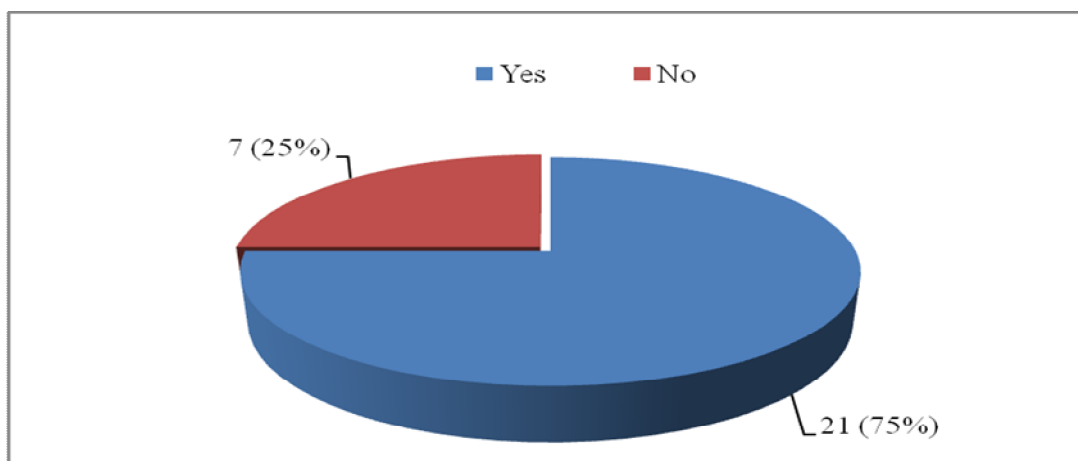
### 5.2.5 DIET Faculty as Members of SSA Committees

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 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	A & N 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 & 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 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 & Research	1
5	DACG & Text book distribution	1

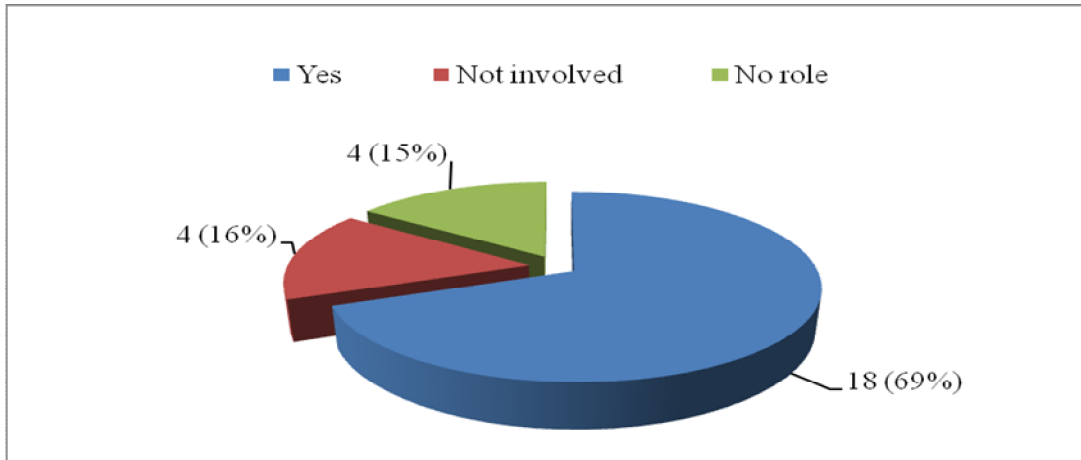
### 5.2.6 Involvement of DIETs in Preparing Work Plans of SSA

Table 5.40 and figure 5.20 show the status of involvement of DIETs in Preparing Work Plans of SSA. The table indicates that DIETs in 69 per cent (18) of the States/UT were involved in the preparation of Annual Work Plan and appraisal of Annual work Plan and Perspective Plan. While 16 per cent (4) of the States/UTs reported that DIETs were not involved in work Plan activities, 15 per cent (4) 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 & Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Rajasthan, Punjab Sikkim, Tamilnadu, Uttar Pradesh, Uttarakhand, West Bengal
B	Not Involved	A & N 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**

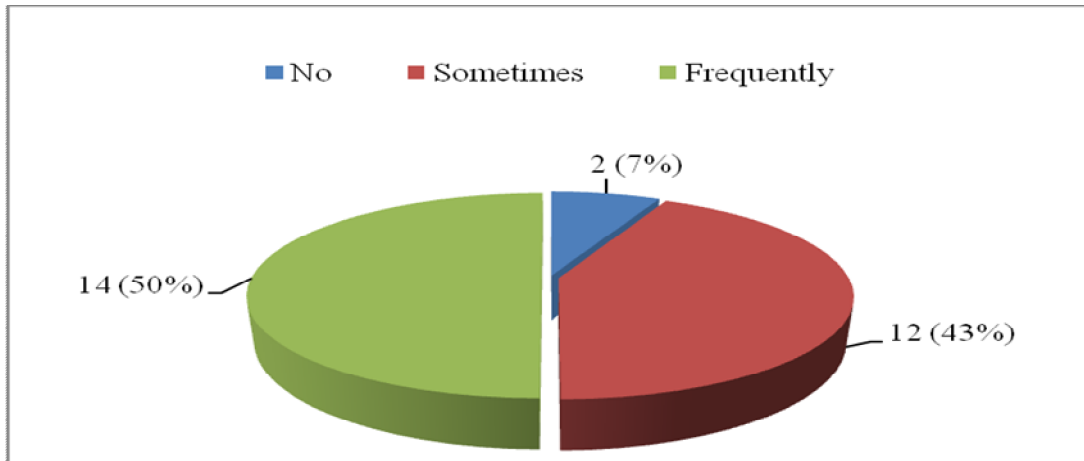
### 5.2.7 Visit of DIET Faculty to Schools, CRCs and BRCs

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. While forty three 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 & Kashmir, Jharkhand, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Puducherry, Punjab, Sikkim, West Bengal
C	Frequently	A & N 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



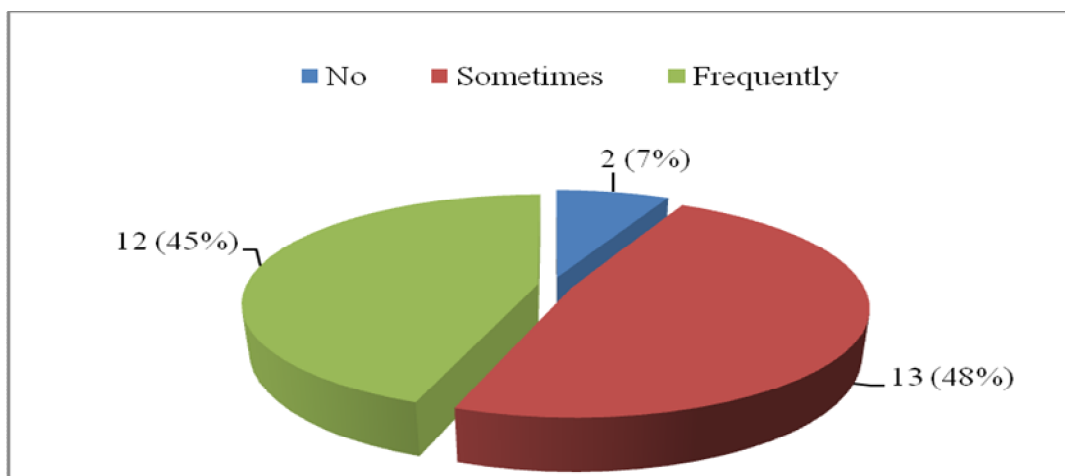
**Figure 5.21: Visit of DIET Faculty to Primary Schools**

Upper Primary Schools: Table 5.42 and figure 5.22 provide information about the visit of DIET faculty to upper primary schools. Forty five per cent (12) of the States/UTs reported that the DIET faculty visited 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 & Kashmir, Jharkhand, Lakshadweep, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Sikkim, West Bengal
C	Frequently	A & N 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



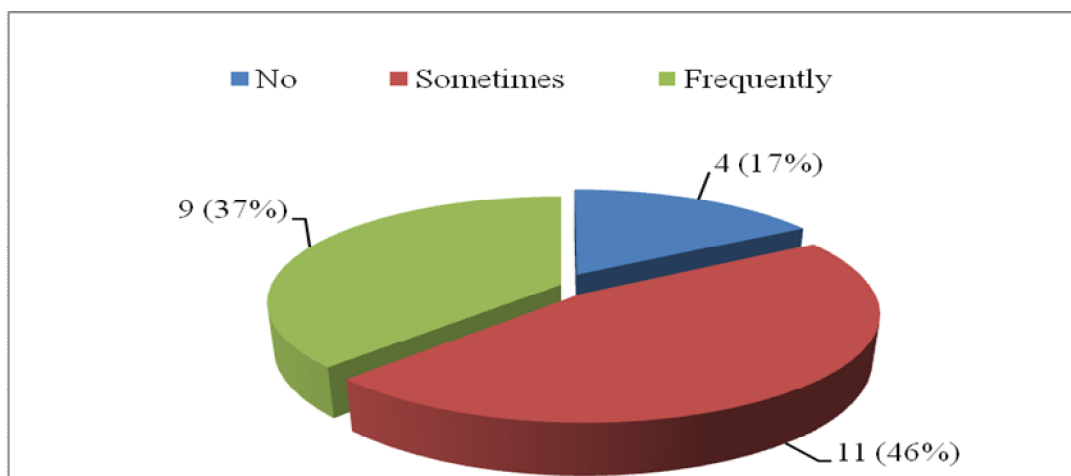
**Figure 5.22: Visit of DIET faculty to upper primary schools in States/UTs**

CRCs: Table 5.43 and figure 5.23 show that the DIET faculty visited the CRCs frequently only in 37 per cent (9) of the States/UTs while in 46 per cent (11) of the States/UTs they visited the CRCs only sometimes. In 17 per cent (4) 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	A & N Islands, Assam, Chhattisgarh, Haryana, Jammu & 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



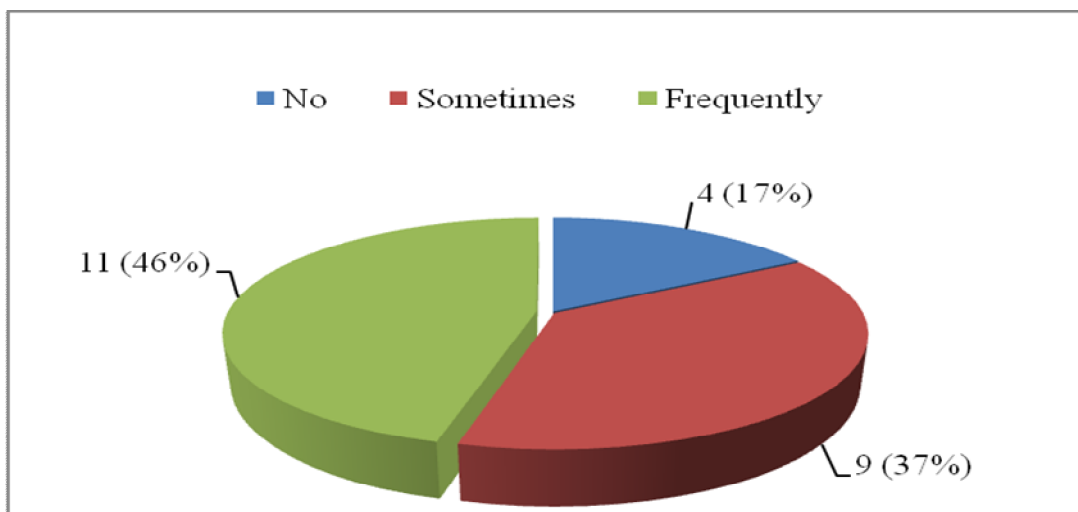
**Figure 5.23: Visit of DIET faculty to CRCs in States/UTs**

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 thirty seven per cent (9) of the States/UTs visited the BRCs only sometimes. In 17 per cent (4) 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	A & N Islands, Assam, Chhattisgarh, Haryana, Madhya Pradesh, Meghalaya, Punjab, Sikkim, West Bengal
C	Frequently	Andhra Pradesh, Arunachal Pradesh, Himachal Pradesh, Jammu & 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**

Sl. 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 “ <i>Spashtha vodu- shudha baraha</i> ” (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 Universalization of elementary education
11	Preparation of model question papers for summative II assessment and collected data for primary level for comparative analysis of results of different subjects and to identify weakness 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**

<b>SI. No.</b>	<b>Response of DIETs</b>	<b>Frequency</b>
1	Improving the implementations of the programmes	6
2	Improving the quality of teaching	3
3	Capacity building of primary teachers	3
4	Dissemination of findings and suggestion 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 development of learning materials by them which is mentioned in table 5.47.

**Table 5.47: Contribution of DIET in Developing Learning Materials**

<b>SI. No.</b>	<b>Response</b>	<b>Frequency</b>
1	Involved in developing text books	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 different States/UTs.

**Table 5.48: Training Programmes for SSA Functionaries by DIETs**

SI. No.	Functionaries	States/UTs
1	Primary Teachers	A & N Islands (1), Arunachal Pradesh (20), Assam (3), Chandigarh (10-30), Chhattisgarh (10), Delhi (2-6), Himachal Pradesh (3-7), Jammu & 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	A & N 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 & 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 & 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 & 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 & Kashmir (10), Karnataka (1-3), Odisha (2), Tamilnadu (1)
6	SMC Members	A & N Islands (3), Arunachal Pradesh (3), Himachal Pradesh (3), Jammu & Kashmir (1), Karnataka (2-3), Tamilnadu (1), Uttar Pradesh (5), Uttarakhand (2)
7	PRIs	Himachal Pradesh (3)
8	Others	Jammu & Kashmir (30), Karnataka (1), Kerala (1)
9	Not organized	Andhra Pradesh (Not involved), Jharkhand, Lakshadweep
10	INP	Bihar, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Maharashtra, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim

The figures in the brackets represent the days of training programmes organized

Areas of Training programme:

The DIETs have reported different areas covered in the training programmes conducted by them for 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; class room problems; motivation, learning, assessment, plugging values in text context, gender sensitization ;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 innervations; 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 innervations; 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 innervations;

*SMC Members:* Role and functions of SDMC; Enrolments, retention, CCE, Mid-Day Meal, CWSN, civil work; Implementation of SSA and its various innervations; 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**

<b>Sl. No.</b>	<b>Response</b>	<b>Frequency</b>
1.	Create awareness of RTE Act	12
2.	Curriculum formation, module preparation, textbook translation at primary level	9
3.	Continuous assistance to teachers regarding use of appropriate teaching strategies	6
4.	Monitoring role	6
5.	Organizing 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**

<b>Sl. No.</b>	<b>Responses</b>	<b>Frequency</b>
1	Supervision, monitoring and support	12
2	Continuous monitoring of teaching- learning process in schools	9
3	Conduct action research	9
4	Act as resource centre	8
5	Strengthening teacher education	6
6	Providing onsite 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	Mobilization 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 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 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 out as a matter of great concern as only 55 per cent of the States/UTs reported good attendance<sup>1</sup> 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 (OoS) children in age appropriate classes is not in good state. While schools in three fourth of the States/UTs did not enroll OoS children (except a

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<sup>1</sup> 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.

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

Most of the States/UTs which reported low enrolment of OoS children 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 overall range of enrolment in the schools of different States/UTs is 1 to 6, in most of the schools it is 0 to 1 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 Textbook Distribution in Schools**

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. The delay is mainly caused due to the late supply of textbooks by the department. Another reason for delay is the unavailability of transport facility in some areas.

#### **6.1.4 Teaching Learning Process**

##### **6.1.4.1 Completion of Syllabus in Time**

Schools of a large number (two third) of 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, over-loaded syllabi and too many holidays and long vacations.

#### **6.1.4.2 Classroom Process and Teacher Effectiveness**

Most of the classroom processes (8 out of 13, 60 per cent) in the schools of majority of States/UTs are not effective and need improvement.

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

6. Classroom environment free from mental harassment/tension
7. Free expression of feelings and problems by children
8. Answering students' questions/queries gladly by teachers
9. Proper use of blackboard by the teacher
10. Satisfactory classroom management

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

9. Relevant Activities by the teachers during teaching
10. Encouragement of children to ask questions by the teacher
11. Sharing students' experiences and developing lesson on the basis of their experience by the teacher
12. Proper use of relevant TLMs during teaching
13. Teacher encouraging participation of all children by asking variety of questions
14. Teacher assessing students' learning along with teaching and moving ahead after ensuring that students have learnt
15. Overall classroom environment conducive for learning
16. Overall effectiveness teacher

#### **6.1.5 Learning Assessment and Children Achievement**

##### **6.1.5.1 Primary Stage**

There is large gap in the number of States/UTs with 'good student achievement' and 'need improvement' at primary level. The number of States/UTs showing 'good achievement' in 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 into the achievement data collected and analysed indicate 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 teachers.
- Schools have provided suggestions for future in-service training programmes: CCE, ICT, CBT, inclusive education, multi grade teaching, use of TLM, content enrichment, innovative teaching strategies, morality and teachers' responsibility. Schools suggested that trainings should be organized during vacations and in the beginning of session and based on activities, demonstration lessons and technology.
- While some teachers reported the use of training inputs in classroom teaching, others expressed inability to use them. Training inputs used in teaching included TLM, group work, seminar, projects, field trips, quiz programmes, projects, remedial teaching and making classroom more attractive.

The reasons because of which some of the teachers the training inputs were not used by in teaching like 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 the 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 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 been 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 infrastructure and basic facilities, teaching process, quality of education, use of teaching learning material, students' enrolment and attendance, school discipline, cleanliness, utilization 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 teacher attendance; beautification of schools; appointment of guest teachers, cooks and helpers; monthly meetings; distribution of uniform and free text books; enrolment drive; monitoring activities school; organizing national festivals ; collecting donations for school activities; support in enrolment of out-of-school children.

### **6.1.8 Perceptions of SMCs about School Functioning**

The analyses of perceptions of 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: 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 facility 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 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 children in all schools are provided with textbooks.
- Use of play materials and sports equipments by the children: In the opinion of 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 out of school children in age appropriate classes. The schools in a large number of States/UTs also confirmed that the status of enrolment of OoS children in age appropriate classes is not good.
- Physical punishment and mental harassment: Some SMCs in few States/UTs perceived that there are incidence of physical punishment and mental harassment in schools.
- Improvement needed in school functioning: SMCs perceived that school functioning requires improvement in certain aspects. 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 post. Due to additional charge they are not only unable to discharge their duties in an effective manner but they also face difficulties. It does not become 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 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: Major functions reported by CRCCs include organising cluster level SMC meeting, facilitating schools, making school visits, and preparing annual work plan and budget.

BRCCs: The functions reported by BRCCs include providing academic support to schools, ensuring quality education, monitoring school functioning, coordinating with 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 CRCCs of all the States/UTs conducted monthly meetings of teachers. CRCCs in large number of the States/UTs organized teachers' meetings on monthly basis. While some States/UTs conducted the meetings more than once a month, others conducted as and when required.

Many teachers did not attend cluster level monthly meetings. 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 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 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 need of facilities like infrastructure, ICT, electricity, water, 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. Types of support included training and onsite 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 number of school visits and class room observations made by the CRCCs and BRCCs across States and UTs. It varies from 0 to 38 per month for CRCCs and 0 to 30 for BRCC. While CRCCs in Andhra Pradesh, Haryana, Himachal Pradesh, Jammu & Kashmir, Nagaland, Sikkim, Uttarakhand made up to 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**

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

#### **6.1.9.8 Major achievements in the implementation of RTE Act**

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

training of teachers: improved pupil-teacher ratio; creating conducive learning environment; 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 meetings include review of academic issues and discussion on use of TLM, quality issues and difficulties faced by CRCCs during school visits.

#### **6.1.9.10 Major problems in the implementation of RTE Act**

According to the CRC and BRC Coordinators the major problems in the implementation of 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 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 RTE Act and in improving the quality of school education**

Various role and functions perceived by the DIETs are: Create awareness of RTE Act; continuous monitoring, supervision and support in teaching-learning process in the schools; curriculum formation, module and source book preparation at primary level; conduct action research; assistance to teachers regarding use of appropriate teaching strategies; organise in-service training programmes and workshops; implement CCE; prepare work plan; mobilise community and; act as resource centre.

##### **6.1.10.2 Academic support to SSA by DIETs**

Most of the DIETs (90 per cent) confirmed academic support in SSA activities in the district. DIETs' main contribution was towards conducting workshops and training programmes, developing the training modules and support material and mobilizing the community. Some DIETs were also involved in conducting meeting 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 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). 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 in preparing the work plan of SSA.

#### **6.1.10.4 Visit of DIET faculty to schools, CRCs and BRCs**

DIETs are the 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. DIETs in only one third of the States/UTs made frequent visits to the CRCs. In remaining two third of the States/UTs either visit were made sometimes or never. Frequent visits made to the BRCs were slightly more than the visits made to CRCs.

(\*SCERT Chandigarh discharges the function of its DIET)

#### **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 skill 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 primary level, right to education, simplify Mathematics and Science for students, learner's achievement, back to school camp, effectiveness of SSA training.

The researchers conducted were utilised for better implementation of programmes, improving 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.

#### **6.1.10.6 Organization of meetings by DIET with the SSA officials**

DIETs of the three fourth of the States/UTs reported that they have organized meetings with the SSA functionaries. The meetings were organized 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 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, conducting action research.

The DIETs which were not approached by 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 at their own without consulting the DIETs.

#### **6.1.10.8 Contribution of DIETs in developing learning materials**

A few DIETs are involved in developing text books, 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 the schools, CRCCs, BRCCs and SMCs under SSA. However the number of programmes appears to be much 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 innervations, 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 the later stage Manipur State with a sample of three clusters failed in responding to the tools. Uttar Pradesh State 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 the 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 in 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 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 out of school children (OoS) within the age limit of 6 to 14 years are brought in schools and given rightful education. Identification of OoS children in all of 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 OoS children in 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 bring them to the schools. The district and sub-district functionaries are required to provide proper resource support to the schools in this endeavor.
- 6.3.5 There are some schools where textbook distributing gets delayed. Coordinated efforts are needed in States/UTs to improve the distribution of textbooks in all schools as textbook is the basic tool of learning for students.
- 6.3.6 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 when 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 class room processes.
- Improvement in 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 onsite support to teachers by competent professionals also contribute in improving 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 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 teacher.
- 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 on bringing desired changes in 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.
- 6.3.10 The Schools, CRCs and BRCs need to make serious efforts to aware and empower the SMCs about their role and functions and increase their participation in school functioning and monitoring.
- 6.3.11 The SMCs have expressed concerns about non availability of the safe drinking water and separate toilets for boys and girls in many schools and the incidence 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, efforts and time and therefore they should hold independent charge and not the dual or multiple responsibilities.
- 6.3.13 The Functioning of CRC and BRC coordinators need to be streamlined. The focus of functioning of 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 onsite academic support to the teachers, the CRC and BRC coordinators need to be properly trained periodically.
- 6.3.15 The BRCs being the centers for conducting trainings at the block level should be equipped with essential facilities. This has bearing on quality and targets of trainings.

- 6.3.16 Cluster level monthly meeting of the teachers is an important opportunity for teachers to share their concerns, seek solution to their academic problems and learn various things from fellow 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 device proper mechanism for this and monitor that all teachers get 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 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 mobilized 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 CRCs and BRCs.

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