

DATA PRESENTATION AND ANALYSIS

The objective of the present study as cited elsewhere in this report was to assess the status of implementation of the RTE Act, 2009 in different States and Union Territories (UTs) in India. For this purpose a questionnaire was prepared and administered in all the 34 States/UTs (excluding J & K) of India. Out of these, the responses were obtained from 24 States (Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal) and 4 UTs (A & N Islands, Chandigarh, Daman & Diu and Lakshadweep).

The qualitative data obtained from all the responding States and UTs from April 2011 to February 2012 were subjected to mixed analysis (qualitative and quantitative) for drawing objective based question-wise findings. The question-wise findings based on the frequencies of responses related to each question have been illustrated in the following sections with tables and related interpretation.

Question-wise analysis of the status of implementation of the RTE Act-2009 in different States and Union Territories (UTs) in India

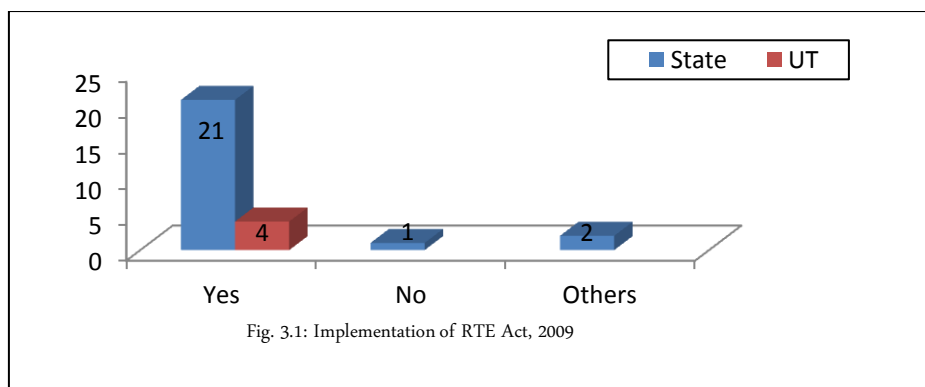
Q.1. Whether RTE has been implemented in different categories of schools?

The related details have been given below in Table 3.1.

Table 3.1: Implementation of RTE Act, 2009 in Different Categories of Schools

	Yes	No	Others	Total
State	21	1	2	24
UT	4			4

Table 3.1 and related qualitative data revealed that out of 24 responding States only 21 States have implemented the RTE Act 2009, whereas in one State i.e. Assam, it has been reported that they have not implemented the Act (however from the data in other questions as given below, it has been found that RTE Act implementation is in process). In case of Karnataka RTE is "being implemented in phases". In case of Tamilnadu it has been reported that "Government orders have been issued for implementing RTE Act". Further among four responding UTs all have implemented RTE Act 2009. These details have been also presented in Fig. 3.1 given below.



Q.2. Whether Model rules for RTE have been framed and approved?

The related details have been given below in Table 3.2.1 and Table 3.2.2.

Table 3.2.1: Framing of Model Rules under RTE Act, 2009

	Framed	Not framed	Others	Total
State	23	1		24
UT	1	2	1	4

Table 3.2.1 and related qualitative data revealed that among 24 responding States 23 have framed model rules for RTE, whereas one State i.e. Tamilnadu has not framed the model rules. However, the government is in the process of framing the rules. Among four UTs only one UT i.e. Daman & Diu has framed the rules. In case of Lakshadweep draft rule is under the process of preparation but in case of A & N Islands and Chandigarh the response reveals that central government rules have been adopted as such.

Table 3.2.2 Approval of Model Rules

	Approved	Not App.	Others	Total
State	18	4	2	24
UT	1	1	2	4

Table 3.2.2 and related qualitative data revealed that 18 States have approved the framed model rules. Four States namely Assam, Punjab, West Bengal and Delhi have not approved the framed model rules. Further, in case of Meghalaya the status of approval has not been reported. In case of Tamilnadu the draft is in the process of examination for framing as well as approval.

- Q.3. What strategic plan has been prepared for providing free and compulsory elementary education in your State with regard to:**
- A. Age appropriate admission of children.**
 - B. Availability of neighbourhood schools.**
 - C. Provision for child belonging to weaker section and disadvantaged section of the society?**

The related details regarding points A, B and C mentioned in question have been given below in Table 3.3.

Table 3.3: Strategies for Providing Free and Compulsory Elementary Education

Sl. No.	States/UT	A. Age appropriate admission of children.	B. Availability of neighbourhood schools.	C. Provision for child belonging to weaker section and disadvantaged section of the society?
1	2	3	4	5
1	Andaman & Nicobar Islands	AIE centres train children and send them to formal schools in age appropriate classes.	Neighbourhood schools are available as: 1. Primary schools within 1km, 2. Middle school within 3km.	25% reservation in govt. aided, Unaided and specified categories schools. The UT incurred the expenditure for children under 6-14 years.
2	Lakshadweep	Provided facilities under SSA	Provided facilities under SSA	Provided facilities under SSA
3	Daman & Diu	Circular dated 12/11/2010 has been issued to all school of Daman & Diu district for Age appropriate admission of children.	The neighbourhood school norms for primary school is (01)km radius & within two (02) km radius for Upper primary School.	The process is being initiated along with the Social welfare department to define child belonging to weaker section / marginalized and disadvantaged sections of the society.
4	Chandigarh	The survey was conducted to track the out of school children in the age group of 6-14 years and accordingly, the circular was issued to the schools to admit the child in the age appropriate classes and in the neighbourhood schools.	No reply	All the private schools were also issued the circular to fix 25% seats for children belonging to weaker section / marginalized section of the society and to admit them in the neighbourhood school in age appropriate class.
5	Mizoram	Yes (No details are given)	84 schools identified and are added as per neighbourhood school norms.	As per RTE norms reservations is made for child belonging to weaker section/marginalized and disadvantaged section of the society.

6	Uttarakhand	<p>The children above the age of 6 years (Drop Out/Never Enrolled) shall be accommodated in neighbouring schools as per their age appropriate class, after providing them special training. The package of special training is prepared by SCERT, Uttarakhand for the duration of 03 months to 02 years.</p>	<p>The area or limits of Neighbourhood are proposed in the State RTE rules as below-</p> <p>* In respect of children in classes from 1 to 5 a Primary School shall be established within a walking distance of 1 K.M. of the served area having a minimum population of 200. There should be a minimum of 25 children in the age group of 6-11 years available and willing for enrolment in that school;</p> <p>* In respect of children in classes from 6th-8th, an Upper primary school shall be established within a walking distance of three K.M. of the served area having a minimum population of three 400. There should be a minimum of 25 children in class 5th of the feeding primary school, taken together available and willing for enrolment in that school.</p> <p>* For children from small hamlets, as identified by the Block Education Officer, where no school exists within the area or limits of neighbourhood, the government or the local authority may make adequate arrangements, such as free transportation or residential facilities.</p>	<p>Government of Uttarakhand has issued G.O. no.-296/XXIV(1)2011-45/2008 Dated 07 April 2011 to admit the children of disadvantage group and weaker section in accordance to the section-12(1)(c) of the RTE Act.</p>
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7	Karnataka	Instruction has been given to all schools to admit the children to age appropriate classes by providing them special training to cope up with other children.	The DDPI of the district is authorised to ensure coverage of all private schools under the Act.	The following order of preference shall be followed by the schools covered by sub Section (1) of section 12 of the said Act: (a) Disadvantaged groups: Orphans, HIV affected and disabled - 5%, SC- 10%, ST- 4%. (b) Backward classes as notified by the Government of Karnataka from time to time 6%.The Total of a and b comes to 25% Quota.
8	Andhra Pradesh	Children are being admitted in age appropriated class.	Neighbourhood Schools identified & notified.	GO issued for allocation of 25% of seats in private schools.
9	Sikkim	STR (Special Training).	Not Yet.	No specific response
10	Chhattisgarh	Orders have been issued and training/instructions have been given to all district level officers and head masters/principals to give admission to all the children in the age group of 6-14 years in their age appropriate classes even if a T.C. is not produced at the time of seeking admissions. This process has started in the State.	SSA has been making arrangements to open new schools in the neighbourhood wherever required in the State, in its annual work plan for 2011-12. 40478 habitations out of 41903 have been served through 36855 primary and 16160 upper primary schools under the policy of opening primary school in 1 KM and upper primary school in 3 KM range of a habitation. Rest of the 1288 habitation are being served through Residential School being proposed in the vicinity to cater to the needs of such children. All such requirements will be fulfilled in the year 2011-12.	All necessary provisions like free admission, free text books, free school uniforms and free special training for children belonging to weaker section/marginalized and disadvantaged section of the society. Private schools have also been ordered to reserve 25% seats for such children in the neighbourhood in their school.

11	Himachal Pradesh	For age appropriate admission of children the State is putting the out of school children in to normal schools. The learning gap will be taken care of by giving them Bridge Course of 3 months to 2 years duration. It is pertinent to mention that presently only around 3.3% of the total children of age group of 6-14 years are out of school.	The process of mapping for the purpose of establishing neighbourhood schools has been initiated and provision of free bus passes or payment of distance allowance as such rates as it may fix from time to time for the children from tiny villages where no school exists within area or limits of neighbourhood schools is being explored.	No specific response
12	Kerala	State Rules have been framed for these purposes as in A) Rule 5(1) and (2) relating to age-appropriate admission of children	In Rule 6 pertaining to availability of neighbourhood schools and	In Rule 10 pertaining to provision for education of children belonging to weaker section / marginalized disadvantage sections of society.
13	Odisha	As per Rule-5 of the Odisha RCFCE Rules, 2010, the following provisions have been made for age appropriate admissions – Special Training for Children - (1) The Committee of a School owned and managed by Government or local authority shall identify the children requiring special training and organise such training in the following manner, namely:(a) the special training shall be based on specially designed, age appropriate learning material, approved by the academic authority as specified in subsection(I) of Section -29(b) The training shall be provided in classes held on the premises of the school, or through classes organised in safe residential facilities(c) It shall be provided by teachers	The Department of School and Mass education has undertaken the school mapping exercise to identify the gaps and need for schools, and has planned for opening of new Primary and Upper Primary Schools as per the need thus identified.	Guidelines for admission in private unaided schools (notified on 18th December, 2010) States the right of children belonging to weaker section / marginalized and disadvantaged sections of the society to seek admission in private unaided schools as per minimum 25% reservation in such schools.

		<p>working in the school, or by teachers specially appointed for the purpose.(d) The duration of the training shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years.(e) Capsule course to be designed by Teacher Education and State Council of Educational Research and Training (TE & SCERT) for one year/ two years coaching and training model also.(2) The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.</p>		
14	West Bengal	<p>All children will be enrolled in their age appropriate class and given special training in the schools itself and only in the rarest of rare case would special training centres be allowed to function from centres not located in the school where the child is enrolled. (1) Special Training shall be based on specially designed, age appropriate learning materials prepared by the Academic Authority specified in Section 29 of the Act and as specified under Chapter 13 of these Rules. (2) The school authority, within 2 weeks of the enrolment of the child, in the age appropriate class in terms of Rule 2 (d)</p>	<p>Norms have already been fixed as follows- Primary- (i)Rural- 1 km Distance of School from habitation, (ii)Urban-1/2 km Distance of School from habitation. Upper primary- (i)Rural-2 km Distance of School from habitation, (ii)Urban-1 km Distance of School from habitation.</p>	<p>This has already been notified and the matter discussed in different forum.</p>

		<p>The child with need of special training will be identified and be intimated the same to the concerned Circle Project Coordinator (CPC) Parents / Guardians shall be intimated regarding the need for their child to undergo special training. (3) The CPC shall review monthly the requirement of special training to be provided under its jurisdiction and make arrangements for the same. It shall ensure that that special training is conducted in accordance with the Special Training materials prepared by the Academic Authority and funds shall be provided as per norms. (4) The period of such Special training shall be for a minimum period of 3 months, which may be extended to 2 years, based on the periodic assessment of the child.(5) A School imparting Special Training shall maintain records of the progress of students undergoing such special training and submit a quarterly progress report as per format given at Schedule I to these Rules to the District Project Officer, Sarva Siksha Mission through the CPC who shall then assess the same in consultation with the District Inspector (Academic) for further course of action.</p>		
15	Tamilnadu	<p>Government orders have been issued for age appropriate admission in schools (G.O.No.189 dated 12.07.2010)</p> <ul style="list-style-type: none"> • Special training is planned to be 	<ul style="list-style-type: none"> • Under RTE Provisions, 61 upper primary schools have been approved in Supplementary Budget 	<ul style="list-style-type: none"> • G.O.No.9 dated 18.01.2011 has been issued for admitting children under clause (C) to section 12(1).

		<p>given to support out of school children admitted in regular schools.</p> <ul style="list-style-type: none"> • Out of School Children are inducted to regular schools in age appropriate levels after special training. 	<p>2010.</p> <ul style="list-style-type: none"> • School Mapping Exercise has been conducted in December 2010 • Accordingly the requirements of 406 new primary Schools and 91 new Upper Primary Schools as per neighbourhood norms using model rules have been identified and proposals have been placed for approval in Project Approval Board 2011-2012. • For providing schooling facility for children in sparsely populated areas, dense forests or difficult terrain, homeless children and urban deprived children, 28 Residential Schools and 127 habitations requiring transport facility have been proposed in AWP&B 2011-12. These budget proposals have not been sanctioned by Government of India in AWP&B 2011-12, since State RTE rules have not yet been notified. 	<ul style="list-style-type: none"> • Children of disadvantaged sections like SC/ST and Muslim Minority and Economically weaker sections of the society are provided with schooling facility, scholarships, Noon-meal, uniforms, textbooks etc. • Adi-Dravidar Welfare schools and Tribal welfare schools are playing vital role in enrolling SC/ST Children.
16	Madhya Pradesh	Household survey has been conducted to search out of school children. Such children	The State will require to open 319 new primary and 512 new upper	The disadvantaged group and weaker section have been notified. The children

		are then admitted in age appropriate classes in the Government schools. Special training is being organised for the children by holding residential and non-residential bridge courses.	primary schools to ensure availability of schooling facility within the limit of neighbourhood.	from this category are getting free admission in non-aided private schools under section 12 (1) (c) of the Act. More than 1.04 lakh children have got admission till 10th June 2011.
17	Rajasthan	Provision for age appropriate admission of children has been incorporated in the rules notified by the State government.	State is going to conduct GIS/GPS mapping during the year 2011-12.	State Govt. notified criteria to identify children belonging to weaker section/marginalized and disadvantaged sections of the society marginalized and disadvantaged sections of the society.
18	Assam	Out of school children have been enrolled in age appropriate classes for special training. Age specific learning materials have been developed and provided to the learners of special training.	The concept of neighbourhood school is not yet defined.	As the RTE Rules in the State yet not have been finalized the weaker section/marginalized and disadvantaged sections of the society also have not defined. However, existing facilities of education are being provided to all categories of children.
19	Jharkhand	Age appropriate admission of children will be admitted in all schools.	Availability of neighbourhood Schools is being notified.	Provision for children belonging to weaker /marginalised and disadvantaged section of the society. In private Schools 25% children will be admitted in their class and cost will be reimbursed from the State Govt.
20	Punjab	Yes (No details are given)	Yes (No details are given)	Yes (No details are given)
21	Uttar Pradesh	Age wise and region wise out of School children are being identified through household survey. , All out of School children will be first enrolled in the age appropriate classes of formal school. , Thereafter the assignment of the children will be done accordingly special training will be imparted., Special training will be	The limit of neighbourhood in respect of children in classes I-V ,a school within a distance of 1 KM and has population of at least 300. In respect of children in classes VI-Viii a school shall be established in habitation which has no school within a distance of 3 KM and has a	Adequate provisions have been made for children belonging to weaker section and disadvantaged sections of the society to ensure effective implementation of section-12 of RTE Act 2009 in the rules notified by the State.

		<p>given in School premises., Special training will be imparted to provide requisite competencies of elementary education to the out of School children to be mainstreamed in to formal Schools. The school management committee /local authority will assess their learning level and accordingly organised special training programme for them. The training shall be based on specially designed age appropriate learning material of elementary level. The learning material for classes 1 to 5 has been developed by SCERT. The training material for classes 6-8 is being developed and it is expected that the said material shall be finalised and approved by the end of October 2011.</p>	<p>population of at least 800. as per this norm 10064 habitations have been identified where the primary Schools of class I-V are required and 1052 habitations are unreserved where upper primary Schools are required. The proposal in the light of this demand has been submitted to Govt. of India for necessary sanction .It is expected that the proposal will be accepted by project Approval board very shortly. Rest of the habitations of the State are already served.</p>	
22	Tripura	<p>For ensuring age appropriate admission of children in schools the School Education Department has taken appropriate measures for starting of special training centres.</p>	<p>In Tripura, everywhere there is availability of neighbourhood schools.</p>	<p>Following provisions are made for education of children belonging to weaker section / marginalized and disadvantaged sections of the society.</p> <p>I. Ensuring participation and completion of elementary education. II. Provision of various incentives like attendance, grant, dress grant, free textbooks, mid-day meal. III. Provision of residential facility. IV. Provision of remedial teaching.</p>

23	Goa	This aspect is provided in the State Model Rules and will come into effect only with the implementation of the Model Rules. Readiness of different concerned agencies/NGOs and Community Members (VEC/PTAs) etc., is being worked upon through interactions, training programmes, awareness building of the heads of the institutions, etc.	The State has <ul style="list-style-type: none"> • A primary school in a radius of every one km . • An upper primary school in a radius of every 3 km. • Very convenient and well-knit transport system which facilitates the children reach the schools easily. 	The State Social Welfare Department and State Directorate of Education have made school specific transport arrangement for children. The State Social Welfare Department has provided transport facility particularly for the children belonging to weaker/marginalized sections of the society.
24	Meghalaya	The RTE Rules have been notified. The process of identification of neighbourhood has been undertaken. Once the neighbourhood is identified and notified, age appropriate admission of children will be undertaken.	The RTE Rules have been notified. The process of identification of neighbourhood has been undertaken. Once the neighbourhood is identified and notified, age appropriate admission of children will be undertaken.	. The RTE Rules have been notified. The process of identification of neighbourhood has been undertaken. Once the neighbourhood is identified and notified, age appropriate admission of children will be undertaken.
25	Haryana	Age of admission defined in States Rules (Appropriate age for appropriate class).	Both the categories defined in Haryana rules in disadvantage group following categories are prescribe in rules- 1. A child of a family covered under the latest list of below poverty line of both rural and urban areas issued and approved by the government. 2. An orphan. 3. A HIV affected child. 4. A child of war widow.	Both the categories defined in Haryana rules in disadvantage group following categories are prescribe in rules- 1. A child of a family covered under the latest list of below poverty line of both rural and urban areas issued and approved by the government. 2. An orphan. 3. A HIV effected child. 4. A child of war widow.
26	Gujarat	Yes (No details are given)	The State does not require such schools.	Yes (No details are given)
27	Delhi	Learning centres have been opened under SSA for providing age appropriate	Pertains to the State and planning branch.	The reply received in form of annexure notification Part 3(A) regarding weaker

		admission.		sections and disadvantaged groups mentioned that, all schools shall admit children to the extent of 25% of the strength of the class on basis of free compulsory education till completion.
28	Manipur	STR (Special Training)	No	No details are given

Q.4. Whether curriculum/syllabi have been reviewed in conformity with constitutional values?

The related details have been given below in Table 3.4.

Table 3.4: Revision of Curriculum/ Syllabi in Conformity with Constitutional Values

	Yes	No	Others	Total
State	19	4	1	24
UT	3	0	1	4

Table 3.4 and related qualitative data revealed that out of the responding States 19 States have revised curriculum/syllabi in conformity with constitutional values whereas four States have given negative response. Further, the State of Kerala has not given any specific response and answered that revision of curriculum syllabi in conformity with constitutional values will be done by the SCERT which is the academic authority as per rule 20 of the State RTE rules.

Q.5. Whether curriculum/syllabi have been reviewed in the light of:

- A. All-round development of the child.**
- B. Building up child's knowledge, potentiality and talent.**
- C. Development of physical and mental abilities to the fullest extent.**

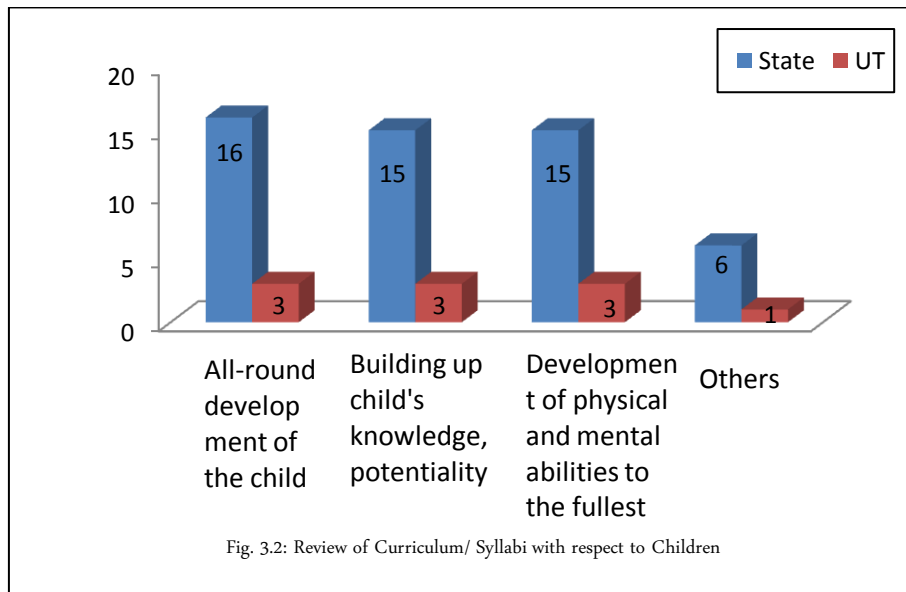
The related details have been given below in Table 3.5.

Table 3.5: Review of Curriculum/ Syllabi with respect to Children

	A. All-round development of the child	B. Building up child's knowledge, potentiality and talent	C. Development of physical and mental abilities to the fullest extent	Others
State	16	15	15	6
UT	3	3	3	1

Table 3.5 and related qualitative data revealed that the 16 States of the sample have revised curriculum/ syllabi in light of all-round development of the child whereas 15 States have responded that their curriculum/syllabi has been reviewed in light of building up child's knowledge, potentiality and talent and development of physical and mental abilities to the fullest extent. Further, the State of Uttarakhand has revised all syllabi except mathematics whereas in the State of Sikkim the curriculum/syllabi were revised only for all-round development of the child. Chhattisgarh and Meghalaya have not given any specific response and the State of Kerala and Tamilnadu have left the task for their respective State bodies i.e. SCERT (Kerala) and DTERT (Tamilnadu). Only the State of Jharkhand has given a negative response for the curriculum revision. In the case of UTs Daman & Diu has not given specific

response regarding curriculum revision. The above information has been presented in below given Fig. 3.2.



Q.6. What steps have been taken to create awareness about RTE among teachers, parents and community?

The various types of steps in form of organization of seminars, workshops etc. initiated to create awareness about RTE Act among teachers, parents and community members have been mentioned in Table 3.6 given below.

Table 3.6: Steps Taken to Create Awareness about RTE Act, 2009 among Teachers, Parents and Community

Sl. No.	States/UTs	Seminar	Awareness Program	Workshop	Training	Community Program	Translation Act	Leaflet/ Pamphlet Distribution	Others
1	2	3	4	5	6	7	8	9	10
1	Mizoram				√	√	√	√	Nukkad Natak
2	Uttarakhand		√	√ (District block functionaries)	√ (in-service teacher)				
3	Karnataka			√ (Teachers, Head teachers and Officers)	√ (Parent)			√	
4	Andhra Pradesh			√ (Officials, NGOs community centres)	√ (SMCs teachers)			√	
5	Sikkim		√ (For administrators, Teachers, Parents & SMCs)						
6	Chhattisgarh		√ (Teachers & SMCs)					√ (Teachers and SMCs)	
7	Himachal Pradesh			√ (Community members)					
8	Kerala		√ (Through websites)	√	√ (Teachers and Teacher educators)			√ (For officers, teachers education officers)	
9	Odisha	√	√ (Teachers, Parents, Officials)			√	√	√	

1	2	3	4	5	6	7	8	9	10
10	West Bengal			√ School teachers)	√ Teacher training)	√			
11	Tamilnadu	√		√ (Officials administrators, Teachers)	√ (VEC members Teachers)	√			
12	Madhya Pradesh	√ (All Stake holders)	√ (Teachers, Principals, MLAs)	√ (Representative of panchayati raj local urban bodies)					
13	Rajasthan	√		√ (At divisional district block level)	√ (SMC)				
14	Assam	√	√	√	√	√			Dance drama & video on SSA. Radio channel & Television on RTE. Toll free No. to address the issues & RTE
15	Jharkhand		√	√ (District block level)	√ (EO & Teachers)	√			Hoarding / News paper
16	Punjab			√ (Parents, educationist, NGOs)	√ (Training program on EDUSET) (Training module)	√			
17	Uttar Pradesh		√	√ (State and district level officers)	√ (Teacher training package)				

1	2	3	4	5	6	7	8	9	10
18	Tripura		√ (Teacher Parent community)	√				√	
19	Goa	√	√ (Parent, teachers, VEC members)					√	
20	Meghalaya		√						
21	Haryana				√ (SMC, Community & NGO)				
22	Gujarat		√ (Doordarshan, Newspaper)		√ (District block & Cluster level)				
23	Delhi	No specific answers							
24	Manipur		√ (Administrator, teachers, parents, SMC)						
25	A & N Islands	√	√			√			
26	Lakshadweep				√				
27	Daman & Diu		√ (Head Masters, Teachers)						
28	Chandigarh				√ (in-service teachers, parents community)	√			

Q.7. What necessary arrangements are being made for providing free pre-school education to children below six years?

The analysis of the responses related to the arrangements being made for providing free pre-school education to children below 6 years revealed that amongst 24 responding States 16 are providing this facility through 'Anganwadi'. These States include Uttarakhand, Karnataka, Andhra Pradesh, Sikkim, Chhattisgarh, Himachal Pradesh, Kerala, Odisha, Tamilnadu, Madhya Pradesh, Rajasthan, Assam, Uttar Pradesh, Punjab, Manipur and Goa. ECC centres are functioning to provide this facility in the States of Mizoram, Meghalaya, Gujarat and Tamilnadu as well. In West Bengal ICDS Centre is facilitating pre-school education. States of Haryana, Jharkhand and Delhi no details related to provision of pre-school education has been obtained within specific details. Further, it is motivating to note that Assam has provision of Ka-sreni (pre-primary section attached to primary school) in addition to 'Anganwadis'. In case of Goa 'Balwadis' and 'Kindergartens' are also in function and registration of each pre-school institution with the Directorate of education has been made mandatory. For UTs it has been observed that Chandigarh has pre-primary classes attached with all government schools and no fee is charged from students. Lakshadweep also has government pre-school institutions. Similarly Directorate of Education is running pre-primary classes in A & N islands whereas in Daman & Diu it is being provided through ICDS.

Q.8. What steps have been taken in teaching learning process in the classroom to ensure

- A. Learning through activities, discovery and exploration in a child centered and child friendly manner.**
- B. Comprehensive and Continuous Evaluation (CCE)/assessment of ability to understand and apply knowledge.**
- C. Making child free from fear, trauma and anxiety.**
- D. Providing opportunity to the child to express freely.**
- E. That no child shall be subjected to physical punishment or mental harassment.**

The responses obtained regarding points A, B, C, D, and E in the above question have been given in the Table 3.7 below.

Table 3.7: Steps Taken in Classroom Teaching Learning Process

Sl. No.	States/UTs	A. Learning through activities, discovery and exploration in a child centered and child friendly manner.	B. Comprehensive and Continuous Evaluation (CCE)/assessment of ability to understand and apply knowledge.	C. Making child free from fear, trauma and anxiety.	D. Providing opportunity to the child to express freely.	E. That no child shall be subjected to physical punishment or mental harassment.
1	A & N Islands	The children are motivated to learn in a variety of ways through experiments and develop the capacity for abstract thinking, discussion, making and doing thing in groups.	Children are assessed through simple activities/projects to understand their ability to apply knowledge they have so acquired.	Paper-Pen tests have been minimized to a great extent. Only 02 summative tests at term ends have reduce fear, trauma and anxiety in the children.	Group discussion, extempore debates, declamation etc provide opportunity for the child to express freely.	Corporal punishment and mental harassment is totally banned.
2	Lakshadweep	Government has provided sufficient teaching learning materials, infrastructure facilities & imparted training to the teachers.				
3	Daman & Diu	In Daman District, DIET Valsad has imparted training on ADEPTS to all pry/upper Pry. School teachers. IGNOU ,DEP-SSA has imparted training to 40 pry teachers on English teaching packages and 40 upper primary school teachers are trained on innovative methods of Science & Maths by DEP-SSA, IGNOU, New Delhi. In Diu District, Training was given by RP's from DIET Junagadh, Gujarat with the help of the local experts to all pry./upper pry. Teachers on different subject/content with	Work Shop will be organized with the help of Resource Persons from RIE Bhopal/NCERT new Delhi to finalized tools for comprehensive and continuous evaluation.	As per Circular Dated 13-05-2010.Circular was circulated issued to all the school of Daman & Diu District for making child free from fear, trauma and anxiety.	Instruction have been given during teacher training and meeting of Head Maters and while CRCs/BRCs/RPs visited to the schools, they discuss about giving more opportunities and time to children for expressing their views freely.	As per Circular Dated 13-05-2010.Circular was circular to all the school of Daman & Diu District regarding banning of physical punishment or mental harassment.

		activity based learning and effective use of TLM in Classroom transaction.				
4	Mizoram	Activities based learning is being introduced.	Implementation of CCE in the State from the current academic year 2011 is done.	Awareness training is being given to teachers on the issue.	Asking question to the child. With the introduction of CCE and new text books based on NCF-2005.	Teachers have been directed not to use physical punishment and mental harassment and they are given training for this purpose.
5	Uttarakhand	Steps have been taken for teaching learning process in the classroom: Learning through activities, discovery, and exploration in a child centered and child friendly manner is being done in a classroom, different activities such as Kanjapuri Active Group of Learning (KAGL), use of Interactive Learning Material, Science-Maths kits, Room To Read learning Kits etc. activities have been undertaken.	Child friendly assessment with the academic support of Azim Premji Foundation is in practice.	Corporeal punishment, expulsion, ban on screening test etc. has been prohibited under the Act.	Providing opportunity to the child to express freely, activity like 'Srijan vaadan', Metric Mela, Baal Shodh, TLM, Sapnon ki Udaan fairs and seminars are conducted.	Provisions are made in State RTE draft rules so that no child shall be subjected to physical punishment or mental harassment.
6	Karnataka	Nali-kali a joyful teaching method introduced for 1 st , 2 nd and 3 rd standards of Govt. Schools.	Planned for 2012-13 and onwards preparation programme in progress. * NCERT assessment for classes I to V using source book- V std. completed.	Directives have been given.	Quiz competition, Metric melas, Children Magazines, Prathibha Karanji programmes are implemented.	Govt. order has been issued and Karnataka State Child Protection Cell established by State Govt.

7	Andhra Pradesh	<ul style="list-style-type: none"> • Teachers were oriented in this direction. Monitoring mechanisms at various levels were geared up to provide necessary guidance to the teachers to implement the same. • SLIM cards provided to the children of I, II, III classes to ensure activity based and child centered learning. • 2 mobile science vans in each district are functioning. 	<p>Concerted efforts have been made to improve the assessment procedures and introduced competency based pupil assessment at primary and upper primary level. However, steps are initiated to develop a comprehensive frame work for the implementation of continuous and comprehensive evaluation by the SCERT which has been notified as State Academic Authority.</p>	<p>Teachers were given necessary guidance during the orientation on making the child free from fear trauma and anxiety by treating the child affectionately and by making the child participate in the learning activities in group to provide a room for cooperative learning and also by helping the child solve the problems. Teachers were also suggested that they should maintain good relations with the parents in particular and the community in general so that the problems of the child can be addressed with commitment and affection.</p>	<p>Teachers were guided to treat all children alike and to avoid discrimination on anybody and not to punish the children either physically or mentally but help them to learn better by providing necessary learning environment in the classrooms. So that the children will have enough freedom to express their views and participate in the learning activity satisfactorily.</p>	<p>The government has issued orders banning corporal punishments in schools.</p>
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8	Sikkim	Text books have been revised as per NCF 2005. Text books are oriented to ensure maximum students participation.	CCE (Continuous and Comprehensive Evaluation) has been started in the schools. State specific CCE calendar has been prepared with detail such as activity etc.	Pass/Fail system has been done away with, and a lot of scope is given to the students to improve upon.	Discussion session, group work, co-scholastic activity have been initiated and included in school routine.	Notification stating ban on Physical punishment and mental harassment has been issued. Training has been given to teachers on RTE with the above provision.
9	Chhattisgarh	The text books have been designed to promote learning through activities and teachers have also been trained to follow activity based learning methodology in classroom transactions.	State has formulated its CCE module and is going to implement it in 5400 primary an equal number of upper primary schools on a pilot basis. After going through its adaptability check it will be implemented across all the schools in the State in next two years.	Corporal punishment has been banned; no detention policy and no board examination till the end of elementary cycle of 8 years and no names calling, no gender or other discrimination are some of the measures which have been taken to make children free from fear and trauma.	Activity based teaching and group teaching have been made compulsory in classrooms.	Orders have been issued banning physical punishment in the class room and teachers have also been trained regarding this.
10	Himachal Pradesh	Tranining has been imparted to the teachers in actual class room system, appropriate content inserted in the training module, school heads also been trained to provide more monitoring and support services.	The CCE has been implemented in all the Elementary School's of the State and curriculum revision process started and it is being made more activities based. Child	Class room management is made more innovative so that children can interact with each other. Children are	Every child has been given a chance to become monitor of the class at least for a week through rotation. In every	Corporal punishment has been totally banned in the schools of the State and similarly expulsion of students,

			<p>progress tracking is currently being worked out in the State so as to measure the progress of the children on a continuous basis. This area will also be focused more in teacher trainings. The process of revisiting the teacher training content and the curriculum revision has already started.</p>	<p>given a space for doing things in their own way and constantly encouraged, Through teacher training motivational session/exposure visits have been organized and child psychology made part of the teacher training.</p>	<p>classroom one corner will be devoted for displaying the creative work done by the child. Regularly organizing the bal-Sabha in the schools where every child participates in some activity of her/his choice and this will help in identifying talent. The Akkad Bakkad magazine also displays the creative works of children book clubs, or children houses wherever possible be constituted. Strict instruction have been issued for checking corporal punishment and mental harassment of the children.</p>	<p>detention in any class etc. banned.</p>
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11	Kerala	Guidelines for the use of Innovative ideas on classroom transactions and on Continuous and Comprehensive Evaluation (CCE) have to be issued by SCERT. The guidelines followed by Central Board of Secondary Education (CBSE) on CCE can also be adopted with suitable modifications.				
12	Odisha	<p>A dedicated Pedagogy Cell consisting of officers and consultants has been established for the purpose of providing much-needed impetus to improving pedagogical processes at schools. This will aim at enhancing the quality of education in schools and close monitoring of the same across the State. Following are some of the important interventions of the Pedagogy Cell aimed at improving Quality of Education in schools: 1. SAMADHAN: It is a "A dedicated Pedagogy Cell consisting of officers and consultants have been established for the purpose of providing much-needed impetus to improving pedagogical processes at schools. This will aim at enhancing the quality of education in schools and close monitoring of the same across the State. Following are some of the important interventions of the Pedagogy Cell aimed at improving Quality of Education in schools: 1. SAMADHAN: It is a pedagogical intervention aimed at improving classroom transactions. It is a teacher's hand-book which was</p>	<p>The Academic Authority, Directorate of TE & SCERT has been entrusted with the task of developing the strategy for CCE. Directorate of TE & SCERT has conducted two workshops on the development of CCE process, with inputs from individuals and officials across the State in participatory mode. The process modalities are currently being further defined.</p>	<p>Discontinuation of Board Examinations at Elementary Level from Academic Session 2010-11, has been notified on 4th Nov '10. This will considerably reduce the stress and fear of examinations among children. To make the school environment child friendly and attractive. The 'Ama Vidyalayaa' initiative has been rolled out across the State.</p>	<p>Elements of child participation like School Cabinets, Meena Manch, Child Reporters and child representative in the School Management Committees are being practiced across the State for providing opportunities to children to express themselves freely.</p>	<p>Prohibition of corporal punishment in schools has been notified in this regard on 23rd Sept'10. Teachers' training focuses on creation of greater awareness in this regard. Besides, the grievances of children or parents in this regard are being brought to the notice of the Department through the established toll free School Students' Help Line number (1800 34567 22) and Grievance Redressal Cell. Such cases are being dealt with seriously and immediate enquiry and action is initiated against</p>

	<p>developed by 60 good teachers from 30 districts, DIET & SCERT Faculty members, and eminent educationists of the State. The development of SAMADHAN was done at a State Level Workshop organized at OPEPA for 25th July to 7th August, 2010. 2. SADHAN: Basing on the concepts and the activities defined in SAMADHAN teaching learning materials (TLM) required to strengthen the classroom have been proposed in SADHAN. In SADHAN following components have been covered:</p> <p>i. Name of the subject ii. Name of the Chapter iii. Number of periods available iv. Name of the TLM required v. Apparatus required for developing the TLM vi. Method of preparation of TLM vii. Some diagrammatic figure has been given also to help the teachers to develop TLM. 3. SANJOG: A graded material developed for easy communication of language in Class I & II. The concepts of language of both the classes have been arranged in a graded manner in a ladder fashion as a result the teacher will face no difficulty in transmitting language in both the classes. Each set of SANJOG consists of 2 sets of</p>				<p>erring individuals. All schools have displayed the toll free number on their walls and the students and parents have benefitted from the prompt action taken on their cells.</p>
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		20 booklets each. "by 60 good teachers from 30 districts, DIET & SCERT Faculty members, and eminent educationists of the State. The development of SAMADHAN was done at a State Level Workshop organized at OPEPA for 25th July to 7th August, 2010.				
13	West Bengal	3 days training out of the 20 days teachers' training will be held on the NCF followed by subject wise training.	3 days training will be held on CCE within the 20 days teachers' training programme during this year.	Govt. Orders have already been issued (No. 09 SE (S). - SL/5S-116/10- dt. 6 th January, 2011) on prohibition of corporal punishment no holding of Board exams till Class VIII, no detention or retention policy.	This will be covered in the NCF training of teachers.	Govt. Order has already been issued in compliance to provisions of RTE Act, 2009 (No. 09 SE (S). -SL/5S-116/10- dt. 6 th January, 2011).
14	Tamil Nadu	The achievements of children in different subjects are recorded in the form of grades in every quarter (QMT) in the format designed by NCERT.	No. of children in each grade class and subject wise is analysed and school based remedial action is initiated. BRTEs render necessary support.	There is no board examination for primary classes.	In the Activity Based Learning methodology, on completion of every competency, through logos in the ladder system, there is an evaluation card for assessing the achievement level of each child. Provision is	Government orders have been issued banning physical punishment. Child friendly classroom activities are advocated.

					available for assessing the children continuously in every stage.	
15	Madhya Pradesh	Steps have been taken to ensure the following - Interventions like ABL at Primary level and ALM at Upper Primary level have been incorporated to ensure discovery and exploration in a child centered and child friendly manner.	CCE has been implemented under RTE in Madhya Pradesh. It is form of learning and run simultaneously with teaching & learning. It is a tool to increase ability & apply knowledge.	Group work, Pair activity and teacher role as facilitators have been tried to make children free from fear, trauma and anxiety and providing them opportunity to the express freely.	Natural participation in ABL activities, activities suggested through Resource books and presentation of mind map in ALM provide children an opportunity to express freely.	Learning is taking place according to above mentioned activities and there is no place for physical and mental harassment of child.

16	Rajasthan	<p>Learning Enhancement Activities in Rajasthan (LEHAR) have been initiated in class 1 & 2 in some Govt. schools from 2008-09. It is an activity - based teaching learning programme which is child centred and child specific. Year wise number of schools taken under LEHAR are</p> <table data-bbox="443 507 884 687"> <tr> <td>2008 – 09</td> <td>4735</td> </tr> <tr> <td>2009 – 10</td> <td>1412</td> </tr> <tr> <td>2010 – 11</td> <td>4436</td> </tr> <tr> <td>2011 – 12</td> <td>1440 (1380+60)</td> </tr> <tr> <td>Total :</td> <td>12,000 schools</td> </tr> </table>	2008 – 09	4735	2009 – 10	1412	2010 – 11	4436	2011 – 12	1440 (1380+60)	Total :	12,000 schools	Rajasthan Council of Ele. Education, UNICEF & Bodh Shiksha Samiti signed a MoU to undertake extensive work on CCE in 60 Govt. Primary & Upper Primary schools (40 schools from Alwar district & 20 schools from Jaipur city)	LEHAR room is a child friendly room where teacher sits with the children in groups. Teacher acts like a facilitator who helps children as per their needs. A child himself fills his attendance, season chart, ladder chart (to assess his learning level himself). Also the child is encouraged to keep his learning material systematically & in order.	LEHAR room is a child friendly room where teacher sits with the children in groups. Teacher acts like a facilitator who helps children as per their needs. A child himself fills his attendance, season chart, ladder chart (to assess his learning level himself). Also the child is encouraged to keep his learning material systematically & in order.	As per the State Government order dated 16.08.2010 no child shall be subjected to physical punishment or mental harassment and who ever contravenes the provisions of sub section 17(1) of the Act shall be liable to disciplinary action under the service rules applicable to such person.
2008 – 09	4735															
2009 – 10	1412															
2010 – 11	4436															
2011 – 12	1440 (1380+60)															
Total :	12,000 schools															
17	Assam	Textbooks have been revised as per NCF 2005.	Workshop on Continuous and continuous evaluation has been organized and model guideline has been distributed to all schools.	State notification has already been issued.	Yes (No details given)	State notification has already been issued.										

18	Jharkhand	As above	Applicable in all Schools up to class I to VIII. State is preparing tools, module etc regarding implementation of CCE.	State has issued a circular to all the concerned regarding child free from fear, trauma and anxiety. It is implemented in the Schools.	It is included in learning through activities, discover and exploration in a child centered and child friendly manner.	State has issued a circular to all the concerned regarding No physical punishment or mental harassment of Children.
19	Punjab	For learning through activities, subject wise supplementary material has been designed for elementary students so as to create child friendly environment in the school.	For CCE / Assessment Special Training has been imparted to the teachers for grading and assessing the efficiency of the students.	Notifications has been issued that corporal punishment / Mental harassment is prohibited in the schools .	Teachers are given instructions to allow the children to express their views freely in the class. Moreover, to seek the views of the students, SSA has started publishing a magazine 'Aale Bhole' in which particular space is marked for the students to express their view.	Notification has been issued that which corporal punishment / Mental harassment is prohibited.

20	Uttar Pradesh	Activity books have been developed and provided to Schools for promoting learning through activities, experiments, projects, assignments. Reading corners, Science and maths corners have been established and variety of reading, Science and maths experiments have also been provided to Schools. Teachers have also been trained for creating variety of learning opportunities in classroom to child-centred and child-friendly activities.	Operational plan for implementation of continuous & comprehensive Evaluation has been developed and it is being finalised .After field testing in sample School it will be implemented by State in 2011-12. Provisions for education officers at various level, teacher educators and in-service teachers have been made to understand & use revised assessment strategies under Annual Work Plan & Budget 2011-12.	Child's physical punishment or mental harassment is strictly prohibited. There is no detention, expulsion and fail/pass at elementary level. Govt order has been issued to discontinue Board Examination at the end of primary and upper primary stage. Education to the child is provided in child's mother tongue.	Child will not be harassed in any manner in the school .various platforms, such as organising morning assembly, bal sabha, and child committees, will be provided to children to share and express their views in a democratic manner.	A govt. order is already in place to prohibit child's physical punishment or mental harassment. in light of RTE this will be supervised by a special cell of Directorate Basic Education at State level and by DPOs/beos in the district . The BRCs , NPRPs will monitor the follow up in the schools through regular visits.
21	Tripura	The vision and concept of child centric friendly teaching could be inculcated among teaching community. Activity Based Learning programme has been introduced in the State through which children learn through various activities with a curious mindset of discovery and exploration ABL programme is initially introduced in English medium schools at lower primary level with an aim at expanding the same to other schools in phases.	Teaching community has been given the understanding of the concept of Comprehensive & Continuous Evaluation (CCE). The State has already developed primary formats for replication of assessment of children's learning through CCE. The SCERT will now take up appropriate action for implementation of CCE method	Before introduction of RTE Act, 2009 the State banned corporal punishment, mental harassment of children in the Schools to make a favourable environment in Schools free from fear, trauma and anxiety.	Yes, the children are at full liberty in the Schools to express ideas and thoughts freely.	As Stated in 'c' above.

22	Goa	Training is provided to the Teachers through DIET, SCERT and Goa SSA	The State has come out with the CCE Scheme. The State CCE Scheme is based on the CBSE Scheme - The SCERT and Goa SSA are organizing crash training programmes for the heads of the institutions and teachers. - Assistant District Educational Inspectors and the Block and Cluster level Resource Persons (BRCs) and (CRPs) of the SSA so that they would monitor, guide and provide academic support through their inspections, visits, interactions, meetings and other teacher related activities.	The Directorate of Education has taken necessary steps since 2007 and awareness is created among the teachers, heads of the institutions and parents on this provision. - Guidance and Counselling Scheme – Expert Counsellors and NGOs are empanelled to work in the field to take responsibilities of the students who fall prey to addiction of alcohol, tobacco, drugs and gambling.	The teaching learning processes are ensured to be participatory and interactive enhancing learning time in the classroom.	The State has Commission for Protection of Child Rights (SCPCR) - The Commission with the NGOs conducts school level training programmes for the teachers - The training programmes are meant to create awareness of the Child Rights Act and implications of physical punishment and mental harassment.
23	Meghalaya	The Meghalaya Board of School Education has formulated a manual for teachers to implement CCE.				
24	Haryana	Project based Learning started in schools.	CCE module prepared by SCERT Gurgaon is on final stage this year teacher training under SSA in based on CCE and RTE.	Co-curricular activity included in CCE.	Various types of activity introduced in project based learning for this.	Instructions issued by the department in this regard and during the training teachers principals and BEO made aware about child right and NCPCR.

25	Gujarat	<p>Activities are conceptualized as continuous process of four steps: Experience, reflection, application and consolidation. The teacher is expected to facilitate the process in such a way that children can construct their own knowledge, Teacher is expected to assess each student while they are working individually or in group. The state is piloting Pragna is around 2700 schools. Pragna has given children opportunities to learn through activities and also through exploration.</p>	<p>Consultation and meetings have taken place for CCE (Continuous and Comprehensive Evaluation). The formats, formulations and implementation process would be discussed further and finalised. It is expected to be rolled out by end July for the first semester. It will be implemented in 4 blocks and some pockets of Urban areas. It is also envisaged in the new textbooks that local knowledge and local resources are used adequately. The textbooks provide ample opportunities to children to use and apply their knowledge while learning various subjects' concepts.</p>	<p>Taking child free from fear, trauma and anxiety.</p>	<p>The activity based joyful learning experience of last decade resulted in more child friendly environment in the school where children are learning without burden, fear or anxiety.</p>	<p>The State has notify the resolution regarding any kind of corporal punishment.</p>
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26	Chandigarh	Topics like active learning pedagogy, child centric education and activity based learning are taken up in all in-service training programmes for their further implementation in the classroom situations. To ensure constructivism approach in classroom situations, activity sheets for students, story books for young learners for improving comprehension and making learning a joyful activity have been provided. Print rich classrooms are also being ensured.	In Chandigarh continuous and comprehensive evaluation system has been implemented.	To make child friendly environment in the schools, it is ensure that no child is under any fear, anxiety and trauma. Teachers sensitization and community sensitization is done during different training programmes. Peer sensitization is also done by teachers. Councillors were also appointed last year to address such like issues.	Keeping in view the assumptions of NPE 1986 & NCF-05, constructivism is ensured, which allows a child to express freely and construction his / her knowledge. Teachers are oriented on Active learning pedagogy and constructivism during in-service training programmes.	Education department Chandigarh is sending circulars to all the schools from time to time, stating that no child shall be subjected to physical punishment or mental harassment and the same has been emphasized in various meetings and training programmes with heads and teachers.
27	Delhi	CCE has been implemented from 2009-10 up to class 10. This system of education is activity based.	Same as 'a'.	To take teaching and learning joyful, interesting and free from fear of teachers of Govt. Govt. Added schools have been trained under Yuva (SLP) to teach through various activities further, corporal punishment is not	Same as 'c'.	Orders have already been issued from time to time.

				allowed in Govt. and Govt. added schools. Children are free to express their feelings either to subject teachers or educational, vocational guidance counsellors.		
28	Manipur	Text books have been revised as per NCF 2005. Text books are oriented to ensure maximum students participation.	CCE (Continuous and Comprehensive Evaluation) has started in the schools. State specific CCE calendar has been prepared with detail such as activity etc.	Pass/Fail system has been done away with, and a lot of scope is given to the students to improve upon.	Discussion session, group work, co-scholastic activity have been initiated and included in school routine.	Notification stating ban on Physical punishment and mental harassment has been issued. Training has been given to teachers on RTE with the above provision.

Q.9. What special measures have been initiated for creating child friendly learning environment in class-rooms?

Based on the responses Table 3.8 as given below has been prepared.

Table 3.8: Measures Initiated for Creating Child Friendly Learning Environment in Class-rooms

Sl. No.	States/UTs	Measures initiated for creating child friendly learning environment in class-rooms
1	Mizoram	<ul style="list-style-type: none"> • Activity based learning for creating child friendly learning environment in class-rooms.
2	Uttarakhand	<ul style="list-style-type: none"> • Use of learning, corners, TLM, Interactive learning material, Srijan Vaadan, Child friendly assessment, KAGL, ABL. • Use of Library ,reading kits by Pratham and Room-To-Read etc.
3	Karnataka	<ul style="list-style-type: none"> • Teaching learning materials, maps displayed in the class room. Good thoughts, proverbs, beautiful drawings were painted on the walls making the walls both outside and inside colourful. • Activity based learning. • Project mode learning.
4	Andhra Pradesh	<ul style="list-style-type: none"> • Making the classrooms child friendly. • Involving the children in the learning process. • Involving the children in the preparation of teaching learning material. • Displaying the work done by the children in the classrooms to provide necessary recognition to the children who have done and to motivate other children to participate in the learning activity without inhibitions. • Teachers call the children by their names and use appropriate language in the classroom process and in addressing the children. • Providing equal opportunities to all children in the classroom.
5	Sikkim	<ul style="list-style-type: none"> • Classes are now activity oriented. Activity based learning is encouraged.
6	Chhattisgarh	<ul style="list-style-type: none"> • Teachers have been trained on creation of child friendly learning environment in the class rooms. • Special class room models have been shown to the teachers and classroom management techniques have been demonstrated to them.
7	Himachal Pradesh	<ul style="list-style-type: none"> • The children have been encouraged and motivated by giving them small prizes for good works done in any field. • The actions here been taken to bring an attitudinal change in the teacher through motivational content in trainings. • Specific books would be designed for promoting the questioning spirit of the children. • Encouraging teachers to find different ways to appreciate the children may be at times through home visits. • Institutionalizing various school level activities through resource support e.g. Bal Melas, Sports activities etc.
8	Kerala	<ul style="list-style-type: none"> • The responsibility was entrusted to SCERT to design special

		measures for creating child friendly learning environment in classroom.
9	Odisha	<ul style="list-style-type: none"> • ‘Ama Vidyalaya’: A drive for beautification of school environment across the State with support from UNICEF has been rolled out. This is meant to improve the school environment and aid learning progress of children significantly, by using several elements of child-friendly activity-based learning in the school building, walls and spaces. The plan has been approved by Hon’ble Chief Minister for implementation and has been shared with senior officers, district level officials from S&ME Dept., Dept. of RD and SC&ST Development Dept. on the 9th of March’11 as well. • The process for implementation of the plan has been initiated at school level and the progress is being closely monitored.
10	West Bengal	<ul style="list-style-type: none"> • Schools are being encouraged to prepare TLM in a participatory manner and students with the help of the teachers are preparing no-cost low-cost TLMs. • Activity based learning methodology has also been introduced in some Primary schools. For effective implementation of BaLA, in the context of RTE Act 2009. • A State level workshop was held with district engineers and Pedagogy Coordinators for implementation of BaLA. • Detailed estimates along with various views/ ideas regarding BaLA implementation were circulated from State Project Office to all district offices for ensuring a child friendly and colourful classrooms to attract children to schools and would be implemented in the schools this year.
11	Tamil Nadu	<ul style="list-style-type: none"> • The class room transactions are through Activity Based Learning in primary (I-IV) and Active Learning Methodology in Upper Primary Level • Teachers are motivated to concentrate and monitor individual child’s achievements. • Teachers are made to record the performance of children on completion of every competency. • Creative activities of children are displayed in the classroom • Low-level blackboards in all classrooms facilitating children to practice and improve their writing skills • Ensuring active participation of children in the classroom • Support materials to strengthen classroom process viz. computers, TV, DVD, CDs, Supplementary readers, Workbooks and Maths kits (SLM) • Maintaining Pupil Teacher Ratio within State norm and as per RTE act. • Interacting with parents, children and teachers to curb corporal punishment and mental harassment to children.
12	Madhya Pradesh	<ul style="list-style-type: none"> • Group work, pair work and teacher role as a facilitator have been incorporated to make learning environment friendlier in classrooms.

13	Rajasthan	<ul style="list-style-type: none"> • A Lehar room is an attractive “bal-mitra” room in which black board is painted on 3 walls of the room up to child accessible heights. Every child is allotted a two feet blackboard space of his own in which he can do his work. This bal mitra room is painted with attractive drawings of birds, animals, vegetables, fruits, body organs etc. geometric figures, vocabulary in Hindi & English.
14	Assam	<ul style="list-style-type: none"> • Activity based textbooks have been introduced as per NCF 2005. • In-service teacher training has been organized through SSA on child friendly learning or activity based learning.
15	Jharkhand	<ul style="list-style-type: none"> • Use of TLE and TLM in classroom.
16	Punjab	<ul style="list-style-type: none"> • Teachers are provided Teacher Learning Material (TLM) to demonstrate various activities pertaining to the syllabus so as to make friendly learning environment in the class room.
17	Uttar Pradesh	<ul style="list-style-type: none"> • Promotion of reading corners. • promotion of hands on activities in Science, social Science and maths teaching. • emphasis on understanding and freely expressing, • emphasis on group learning and peer learning., • use of worksheets and Activity sheets and other print material., • Focus on providing minimum infrastructure and material facilities., • Flexible daily schedule ., • Participation of parents and community., • Availability of Textbooks, Libraries and Laboratories and learning material., • timely and efficient delivery of entitlements to children., • opportunities for every child to excel in scholastic & co-Scholastic areas., • no discrimination, abuse and punishment.
18	Tripura	<ul style="list-style-type: none"> • Teachers’ mindset could be changed and shifted from traditional teacher – centric to child – centric learning method / process. • All children are given opportunity to take part in the activities of teaching learning process and raise questions for quenching their thirst of knowledge leading to perfect learning. • Introduction of rotational sitting system in class rooms to remove the so called proverb “backbencher” by ensuring equal participation of children in teaching learning process. • Innovative TLMs are prepared and used for creating child friendly learning environment in classrooms. • The designs of classrooms are prepared following the concept of BaLA (Building As Learning Aid).
19	Goa	<ul style="list-style-type: none"> • Organization of learner centered classroom activities • Preparation of suitable teaching learning materials (TLM) for Activity Based Learning (ABL) • More weightage to co-scholastic activities • Introduction of Grades • Provision for remedial teaching to enable the child to come on par with the other children

20	Meghalaya	<ul style="list-style-type: none"> The teachers have trained on methods of child-centered and activity-based learning.
21	Haryana	<ul style="list-style-type: none"> Project base learning introduced in schools.
22	Gujarat	<ul style="list-style-type: none"> In Pragna, all the teaching learning material is kept in easy access of children. Teachers have been oriented many a times for creating child friendly environment in the classrooms.
23	Delhi	<ul style="list-style-type: none"> Teachers have been trained in the Yuva, SLP to teach through activities in various subjects in Govt. and Govt. added schools.
24	Manipur	<ul style="list-style-type: none"> Activity based learning is encouraged.
25	Andaman Nicobar Islands	<ul style="list-style-type: none"> The Provision has been kept to make child-friendly learning environment in classrooms have been incorporated in AWP&B 2011-12 of SSA.
26	Lakshadweep	<ul style="list-style-type: none"> Adequate teaching learning materials have been ensured.
27	Daman & Diu	<ul style="list-style-type: none"> ADEPTS Programme already implemented in Daman & Diu. Hence there are so many Activities in ADEPTS that makes student and teacher, child and child, teacher and parents, child and parents relationship friendlier to create child friendly learning environment in class-rooms.
28	Chandigarh	<ul style="list-style-type: none"> Under BaLA (Building as a Learning Aid) concept school building especially classrooms of young learners have been made print rich to made learning a joyful experience. Teachers are encouraged during cluster level monthly academic meets to make TLMs with the help of students for making child friendly environment.

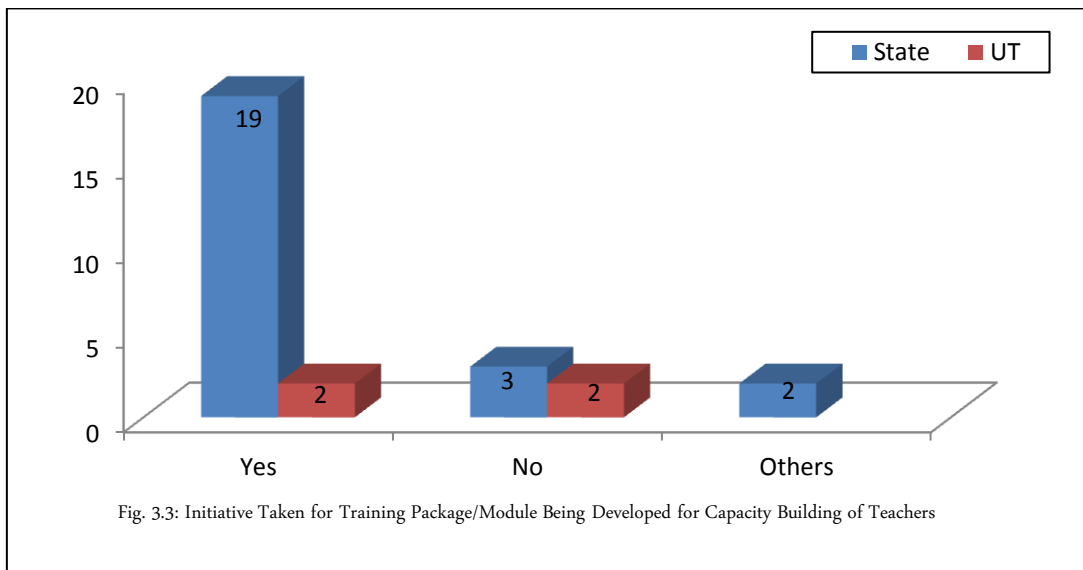
Q.10. Are there any training package/module being developed for capacity building of teachers keeping in view the admission of out-of-school children in their age-appropriate grades? If Yes, details thereof.

The responses related to the training package/module being developed for capacity building of teachers keeping in view the admission of out-of-school children in their age-appropriate grades have been presented in Table 3.9A and Table 3.9B as given below.

Table 3.9A: Initiatives for Training Package/Module Being Developed for Capacity Building of Teachers keeping in view the Admission of Out-of-School Children in their Age-Appropriate Grades

	Yes	No	Others	Special training package	Capacity building program	Bridge course	Extra teaching hours	Total
State	19	3	2	10	3	2		24
UT	2	2			1		1	4

Table 3.9A and related qualitative data revealed that out of 24 responding States 19 States have initiated action in this regard whereas in case of four UTs two (A & N Islands and Chandigarh) of them have taken steps in this regard. Among the States 10 different States have developed special training packages, three States have organized capacity building programmes whereas in two States bridge course has been introduced keeping in view the admission of out-of-school children in their age-appropriate grades. Three States viz. Jharkhand, Tripura and Meghalaya have not yet taken any initiatives. The State of Delhi has not given any specific answer whereas the State of Manipur did not respond to the question. The above data has been presented in Fig. 3.3 given below.



Among the States who have initiated actions the details of initiatives have been given below in Table 3.9B.

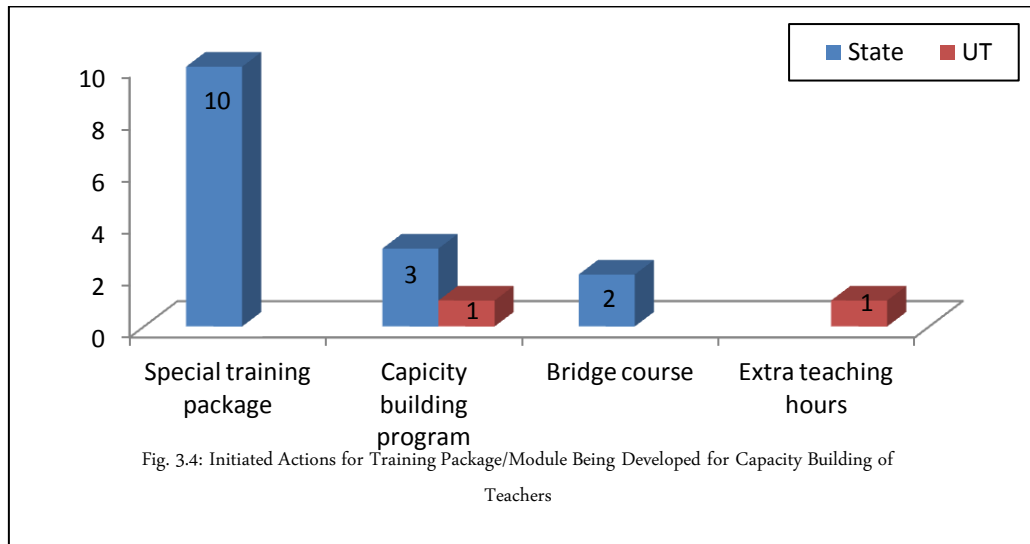
Table 3.9B: Details of Initiated Actions for Training Package/Module Being Developed for Capacity Building of Teachers keeping in view the Admission of Out-of-School Children in their Age-Appropriate Grades

1	Andaman Nicobar Islands	Age appropriate admissions for children from AIE Centres are ensured in neighbourhood schools. Teachers take extra time beyond school hours to assist/help such children to cope up with the academic activities.
2	Mizoram	Special training Material has been developed by SCERT, Mizoram.
3	Uttarakhand	Special training packages to ensure enrolment of out of school Children to the age appropriate class have developed by SCERT Uttarakhand. Training for teachers has been proposed under special training package during in-service teacher training programme 2011-12.
4	Karnataka	<ul style="list-style-type: none"> • 'Paryaya Shikshana Kaipidi', • Special training arranged.

5	Chhattisgarh	The training package consists module named "6 outcomes", a 4 day residential training program for all the teachers up to class VIII in which all related issues of school children to be admitted into age appropriate classes, their difficulties, and provision for their special coaching has been discussed.
6	Himachal Pradesh	Bridge Course of 3 Months to 2 years duration. Special training package has been developed for teachers of NRBC Centres as to enable them to impart the bridge courses properly.
7	Kerala	SCERT to design a training package for capacity building of teachers in the context of handling out-of-school children.
8	Odisha	‘Samarthya’ : It is the integrated training plan for in service teachers of Odisha for the year 2010-11. The training would be done in two levels; 1) Elementary level and 2) Secondary level. The elementary level training will comprise of both content based and theme based (National Curriculum Framework and Right to Education and Continuous and Comprehensive Evaluation); for 10 days each. These trainings would be conducted by Sarva Shiksha Abhiyan. The secondary level training would be for 5 days which would be only content based. Separate trainings would be organised at both levels. One teacher from each Govt school would participate in the training including teachers from ST & SC Department. Pedagogy Coordinators would be responsible for elementary teacher’s training at district level. The Science Supervisors would be responsible for secondary teachers’ training at district level. So far more than 7000 teachers have been trained in the 1 st phase of this programme.
9	West Bengal	State has taken initiative to address the issue and subsequent consultancy of national level expert.
10	Tamilnadu	<ul style="list-style-type: none"> • One day training on the principle and methodology of dealing with the children in the special training will be given for Head Masters and Teachers of schools in which special training centres are run. • Modules have been prepared for capacity building of teachers.
11	Madhya Pradesh	Bridge course training modules for primary and Upper Primary level have been developed for the capacity building of teachers.
12	Rajasthan	Training module for the training of teachers has been prepared and 6 days training to all primary teachers & upper primary teachers is being imparted. Teachers are being prepared to teach OoSC with the help of condensed course prepared for class 1 to 7
13	Assam	Separate training package for Head teachers on special training management and training package/module for Educational Volunteers have been developed. Accordingly, steps have been taken for capacity building of Head teachers and Educational Volunteers.
14	Punjab	State has designed specific training modules for out of school children for admitting them for age appropriate class. To achieve this objective every year books / material are printed in the form of Bridge Course-1 = 1st, 2nd class, Bridge Course-2 = 3rd, 4th, 5th class, Bridge Course-3 = 6th, 7th, 8th class.
15	Uttar Pradesh	Training module based on condensed curriculum has been developed by SCERT. A 4 days Master Trainers training has also been completed in Nov-Dec, 2010.

16	Goa	<ul style="list-style-type: none"> Data of the children admitted in the age appropriate class are being collected. Capacity building programmes for the teachers will be organized at the school level once the phenomenon of age appropriate admission becomes clear. Learning needs of the learner and appropriate strategies and materials will also be provided
17	Haryana	Module developed by SCERT and included in this year Teacher Training Programme.
18	Gujarat	SSA Gujarat has developed a special training module (master trainers training module for the capacity building of Education Volunteers.)
19	Chandigarh	For capacity building of teachers keeping in view the admission of out of school children in their age appropriate grade subjective modules have been prepared by subject experts.

The below given Fig. 3.4 presents the graphical details of above data.



Q.11. What plan has been made to identify children who are out of school?

Based on the obtained responses Table 3.10 as given below has been prepared.

Table 3.10: Plans for Identification of Out-of-School Children

Sl.No.	Plan to identify children	No. of States	No. of UTs
1	House hold survey	16	3
2	Child tracking system	3	-
3	Others	5	1

The above Table and the qualitative data reflected that 16 States viz. Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Manipur, Mizoram, Punjab, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal have adopted ‘house

hold survey' to identify out-of- school children. Three States viz. Odisha, Rajasthan and Assam have adopted 'child tracking system'. Other 5 States viz. Andhra Pradesh and Chhattisgarh (identification during enrolment drive), Jharkhand (through village education register), Goa (help of NGOs associated in SSA's AIE cell) and Meghalaya (Comprehensive survey plan) have their own plans to identify out-of-school children.

Further in case of UTs the data reveals that Andaman & Nicobar Island, Daman & Diu and Chandigarh have adopted house hold survey whereas Lakshadweep has conducted the survey (plan not given).

Q.12. Whether any package of teaching-learning material of Bridge Course material has been prepared for special training for out-of-school children (non-enrolled or drop-outs)? If yes, details thereof.

The responses related to status of preparation of package of teaching-learning material of Bridge Course has been presented in Table 3.11A and Table 3.11B as given below.

Table 3.11A: Initiation for Preparation of Teaching Learning Material of Bridge Course for Special Training of Out-of-School Children

	Yes	No	Others
State	19	3	2
UT	2	2	

In response to the question regarding development of teaching learning material of bridge course the Table 3.11A and related qualitative data revealed that 19 States have already developed teaching-learning material of Bridge Course whereas three States viz., Odisha, Meghalaya and West Bengal are still needed to complete the task. The State of Kerala and Delhi did not supply the desired information. In case of UTs two UTs i.e. A&N Islands and Chandigarh have completed the task but in case of Daman & Diu and Lakshadweep it is still to be done.

Following are the details of teaching learning material of bridge course developed by respective States (Table 3.11B). Out of the responding States and UTs 7 States have not provided details of their material.

Table 3.11B: Details of Preparation of Teaching Learning Material of Bridge Course for Special Training of Out-of-School Children

Sl.No.	State/UT	Details of teaching learning material of bridge course developed by respective States.
1	Andaman Nicobar Islands	• Bridge course materials have been prepared for language and EVS at Primary level.
2	Mizoram	• Yes, Bridge course material has been completed.

3	Uttarakhand	<ul style="list-style-type: none"> • The package of special training for out of school children has been prepared by SCERT, Uttarakhand. • The special Training Module is divided in four parts- First part-for class -1 to 3.second part-for class4 to 5.third part-for class 6 to 7.fourth part-for class-8.
4	Karnataka	<ul style="list-style-type: none"> • Chinnara Angala Teacher's book, Chinnara Angala works books are prepared.
5	Andhra Pradesh	<ul style="list-style-type: none"> • Three books have been developed for three different levels of children for use in Special Training Centres.
6	Chhattisgarh	<ul style="list-style-type: none"> • Special reading materials based on activity based learning methodology (through reading cards) has been prepared for such children and these are being used in the residential and non residential special training centres opened for these purposes.
7	Tamilnadu	<ul style="list-style-type: none"> • Individual Education Plan (IEP) has been operationalized in Pudukottai district as a pilot project during 2010-2011. It has individualized educational plan for every out of school child to ensure that not a single child remains uncovered. Based on the success of the programme, it is planned to implement IEP in all districts during 2011-2012. • The Condensed reading material have already been prepared in Tamil, English and Maths and distributed to the Out of school children in the Special Training Centres. • It is planned to provide competency based age specific accelerated reading material. • Education Volunteers workshop including Out of school children themselves to improve the programme is planned shortly.
8	Rajasthan	<ul style="list-style-type: none"> • Condensed course for class 1 to 7 has been prepared by the State with the help of NGO, Subject specialists, SIERT and NCERT, for special training of OoSC.
9	Assam	<ul style="list-style-type: none"> • Condensed materials for class I to V have been completed. • Condensed materials for class VI to VIII would b prepared in 2011-12.
10	Jharkhand	<ul style="list-style-type: none"> • PYAS (Text+ Exercise book) Education volunteers modules for hard to reach children AROHAN module. There is a process going on for spatial training going on based on NCF 2005.(PRAYS I)
11	Uttar Pradesh	<ul style="list-style-type: none"> • Subject wise condensed books for 1-5 have been developed by SCERT. , -Books of Hindi language-2,English language -1, Book of Science-1 and book of math-1, total six textbooks have been printed and distributed to all special training centres. • Besides it subject wise condensed Textbooks of (6-8 class) are being prepared through SCERT.
12	Tripura	<ul style="list-style-type: none"> • Action has been taken for preparation of condensed text materials for special training of out-of-school children. Expert teachers and DIET faculties have been entrusted with the task of preparation of contents.
13	Haryana	<ul style="list-style-type: none"> • Using Module developed by SCERT

14	Chandigarh	<ul style="list-style-type: none"> For special training of out of school children Bridge course books level I & II has already been prepared, where, Bridge course books level III are being prepared Worksheets & TLMs to supplement the course material has also been prepared.
15	Madhya Pradesh	<ul style="list-style-type: none"> Subject wise Bridge Course material developed.

Q.13. What special training has been planned for the children who have been directly admitted to class appropriate to his/her age? If Yes, details thereof.

The details about planning of special training for directly admitted children to age-appropriate class as evident from the qualitative data obtained from States and UTs have been given below in Table 3.12.

Table 3.12: Details about Planning of Special Training for Directly Admitted Children to Age-Appropriate Class

Sl. No.	States/UT	Special training planned for directly admitted children to age appropriate class
1	Mizoram	1) Residential/Non residential special training centre is being established. 2) Preparation of bridge course. 3) Teaching learning material is prepared.
2	Uttarakhand	No specific response given
3	Karnataka	Both Residential and non residential special training has been planned for age appropriate admissions. Three levels of models of used.- 1/2/3/;4/5/6/7
4	Andhra Pradesh	Special Training is arranged through RSTCs and NRSTCs.
5	Sikkim	Classes are now activity oriented. Activity based learning is encouraged.
6	Chhattisgarh	All such children will be registered in the special training centres where they will be provided training on the topics they have not been through in the syllabus of their elementary education and will attend these centres till they cover the syllabus.
7	Himachal Pradesh	The Bridge Course education will be imparted to such children and when such children attain the age appropriate competency they are enrolled in the class. Special attention is given to such children even after enrolment in age appropriate class. Special training will be imparted by the NRBC instructors especially recruited for the purpose in special Non Residential Bridge course centres or the regular teachers in the schools. Appropriate TLM, Various activities including the field visits, discussions, linkage with local knowledge and other child friendly methods will also be used for promoting proper understanding amongst the children. For regular assessment of the learning levels and the improvement therein, the baseline, mid-term and end term assessment will be conducted by the concerned NRBC instructor or the teacher. As and when the child acquires the age appropriate class level of competencies, the child will be imparted further elementary education in accordance with the procedure

		laid down in section 29 of the Act till the completion of elementary education.
8	Kerala	Provisions for special training under Rule 5 and for specially designed age appropriate learning materials have been made in the State RTE Rules.
9	Odisha	Mentioned in Answer – 3 (a) of the questionnaire.
10	West Bengal	A State level meeting was organized along with Mr. Subir Shukla, Quality Education Advisor, MHRD, GOI and decided that the existing Bridge Course materials will be reviewed to determine whether they fulfil the requirements of Special Training. This would be done under the leadership of Mr. Subir Shukla and Director, SCERT. Special Training will be imparted in the existing formal school. Regular Teachers of the school will impart the training. 2 days State level workshop will be held on 22nd & 23rd June 2011 under the leadership of Mr. Subir Shukla.
11	Tamilnadu	<ul style="list-style-type: none"> • The Headmaster of the concerned school where a child is directly admitted has to make arrangement for providing special training with the help of the teacher working in the School. • Special training will be monitored with the help of the BRTes. • Children in the age group of 6 to 8 years are enrolled through Direct admission in the nearest formal schools. Their continuance in school is monitored by teachers, BRTes, parents and local authorities during visit.
12	Madhya Pradesh	Residential and non residential bridge course are being organized for provide special training to the children admitted to the children in age appropriate classes.
13	Rajasthan	Special Training will be provided through school teachers and Education Volunteers. RBCs & NRBCs will be run for 3, 6 & 9 months to develop competency of OoSC to bring them at par with other students.
14	Assam	No specific response given
15	Jharkhand	Step I- Identification and age appropriate enrolment in class. Step II- Evaluation base line test of children through assessment sheets (Maths, Language and English) based on Buniyad + Buniyad plus. Step III- Decision of groups as per the achievement level (eg A B C D) Group A part I+ II (15 to 20 days). Group B Part I (20-30 days) +Part II & III (3 months) Group C Part I (3months) + Part II 3 months, Part III (3-4 months) Group D Never enrolled Part I(3-4 months), Part II (3-4 months), Part III (3-4months) Developed bridge materials upto class V. Part I for class I & II. Part II for class III & IV. Part III for class V.
16	Punjab	Yes, as per answer of question - 10.
17	Uttar Pradesh	<ul style="list-style-type: none"> • All the out of School children will be first enrolled in the age appropriate classes of formal School. • Condensed curriculum developed through SCERT. • Textbook from class I-V based on condensed curriculum prepared and textbooks for VI to VIII class are being developed. • Master trainers were given 4 days training and training module for master trainers developed. • Special Training will be ensuring requisite competencies of elementary Education to the appropriate age out of School

		children who are mainstreamed in to formal Schools.
18	Tripura	Short course special training centres have been planned for the children who have been directly admitted to class appropriate to his / her age.
19	Goa	<ul style="list-style-type: none"> The students of the age group of 6-14 years enrolled in the age appropriate class in the primary and upper primary schools in the State. Teachers are trained to conduct special training for such children in order to bring them on par with the children of their grade.
20	Meghalaya	Appropriate Training Materials will be design.
21	Haryana	Teacher Training is being imparted.
22	Gujarat	SSA has planned to cover all out of school children under the special training programme of different duration. Firstly children is admitted into age appropriate standard in school and given G. R number. After that he/she gets special training for the specific duration as per the requirement of children by trained EVs by special training material.
23	Delhi	The reply is attached (letter no. - 4256-58).
24	Manipur	Non – Residential Special Training (NSTR).
25	Andaman Nicobar Islands	Training modules have been prepared by the office of the Deputy Director (AE) for children directly admitted to age appropriate classes.
26	Lakshadweep	No specific response given.
27	Daman & Diu	No specific response given.
28	Chandigarh	As per RTE norms all out of school children have been directly admitted to class appropriate to his / her age. To bridge the learning gap pertaining to left out cases special training from 3 month duration to maximum 2 years duration, as per requirement of the child has been planned. This training is being imparted by special training teachers, who have been oriented for 20 days in the month of June, 2011 on different teaching strategies to be used for teaching these children.

Q.14. Whether ‘School Management Committee (SMC)’ has been formed?

Based on the responses of States and UTs regarding formation of School Management Committee (SMC), the details are given in Table 3.13 A and Table 3.13B.

Table 3.13A: Formation of School Management Committee

	Formed	Not formed	Others	Not responded	Total
State	17	3	2	2	24
UT	4				4

The above Table and the related qualitative data revealed that SMC has been formed in 17 States viz. Andhra Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Karnataka, Madhya Pradesh, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh,

Uttarakhand, West Bengal. The details of SMCs formed by respective States have been given Table 3.13B.

Three States i.e. Delhi, Punjab and Tamilnadu have not yet formed SMCs, other two States viz. Kerala and Chhattisgarh are in the process of formation of SMCs whereas two States viz. Goa and Manipur have not responded.

All the four UTs have formed SMCs.

Table 3.13B: Details of Formed School Management Committee

Sl. No.	States/UTs	Details of formed School Management Committees
1	Mizoram	Details not provided
2	Uttarakhand	A Government Order no. 158/XXIV(1)/2011-60/2010 Dated 09 Feb., 2011 issued for the constitutions of school Management Committees.
3	Karnataka	Parent of the children studying in that school are the members for the committee. It has made mandatory to include SC/ST, Women members in this committee.
4	Andhra Pradesh	SMCs are constituted with Village Sarpanch as Chairperson, 2 parents from each class, Ward members/Counsellors.
5	Sikkim	No details are given.
6	Chhattisgarh	SMCs are in the process of being formed.
7	Himachal Pradesh	SMCs (School Management Committee) have been constituted in all the schools under letter No EDN-C-F(10)-7/2010 dated 6.3.2010 in the State.
8	Kerala	SMC is to be constituted in all Government Schools as per Rule (3) within 6 months of the date of the notification.
9	Odisha	50,511 Schools (92.1% of all Govt. and Govt. Aided schools as on 30th April'11) across the State have formed School Management Committees. The newly formed committees held a meeting on functions of SMCs, local issues of education and RTE during a State-wide community mobilization campaign on RTE. The Directorate of Elementary Education is closely monitoring the process of formation of SMCs and progress across the State. Sample study on the composition of SMCs across 19 districts of over 200 schools is being conducted.
10	West Bengal	There is already a SMC in place with a composition different to that prescribed under RTE. We are making necessary provisions in the State's RTE Rules to conform to the composition prescribed by the RTE Act.
11	Tamilnadu	The notification of the State RTE rules is awaited.
12	Madhya Pradesh	SMCs have been constituted as per provision made in the RTE Rules under the Act.
13	Rajasthan	SMCs have been formed in all the Govt. Elementary schools as per RTE norms.
14	Assam	School Managing Committees were constituted in all elementary schools of the State as per State Govt. notification no. AEE 522/2006/02, dated 17th June,'06, and no. A(1) E-991/2003/PT/2, 8th May,2007. However, structure, power and functions of present SMCs does not comply the norms laid down in RTE. On account of this, the State Govt. vide

		notification no. AEE 522/2006/60, dated 21st February, 2011 has notified School Management Committee (SMC) as per clause 21 of RTE for all Govt and Provincialised LP & UP school and ME Madarasa. Accordingly, the process of constitution of School Management Committee for all schools is going on in an expeditious manner.
15	Jharkhand	16 members in the Committee. Headmaster of School is Secretary. One teacher is member. One member from PRI. One member from Bal Sansad. 12 members from parents. All are elected except Headmaster.
16	Punjab	Committees will be formed after notification of State rules.
17	Uttar Pradesh	Accordingly all School of State have constituted SMCs.
18	Tripura	School Management Committees have been formed in all schools. Notification has been issued for formation of SMC in all schools with minimum of 12 members and maximum 24.
19	Goa	Not responded.
20	Meghalaya	All the schools in the State has SMCs, however, the constitution is not as per RTE. Notification to the changes are being issued.
21	Haryana	In year 2010 SMC are formed in all school
22	Gujarat	All SMCs have been formed.
23	Delhi	SCERT has developed 9 bridge courses for special training of these children. HOS to monitor the progress and dropout.
24	Manipur	Not responded.
25	Andaman Nicobar Islands	75% parents,25% teachers and social workers, educationists included under school Management Committees.
26	Lakshadweep	Action has been initiated to form school management committee.
27	Daman & Diu	Circular for constitution of SMC has been Circulated to all Govt. Aided primary/middle school of Daman & Diu. As per circular all the schools of have constituted SMCS as per guide of RTE Act 2009. There are 13 members in each SMC, out of them 75% of members are parents. 1/3 members are elected members of their respective panchayat/ward, 1/3 members are school teachers and 1/3 are educational or students. The president and wise president of SMC is parents and school HM act a convener.
28	Chandigarh	Yes, but no details are given.

Q.15. Whether any initiative has been taken for preparing School Development Plan? If yes, details thereof.

Based on the obtained responses Table 3.14A and Table 3.14B have been prepared as given below.

Table 3.14A: Initiative for Preparing School Development Plan

	Yes	No	Others	Total
State	15	6	3	24
UT	3		1	4

It is revealed from Table 3.14A and related qualitative data that 15 States have already developed the school development plan whereas 6 States are yet to go under process. Three States have taken initiatives for development of school plan. In case of UTs three UTs have developed the plan and only one UT viz., Chandigarh has started the process. Under this process training to the members of SMCs for preparation of school development plan has been imparted. These details have also been presented below in Fig. 3.5.

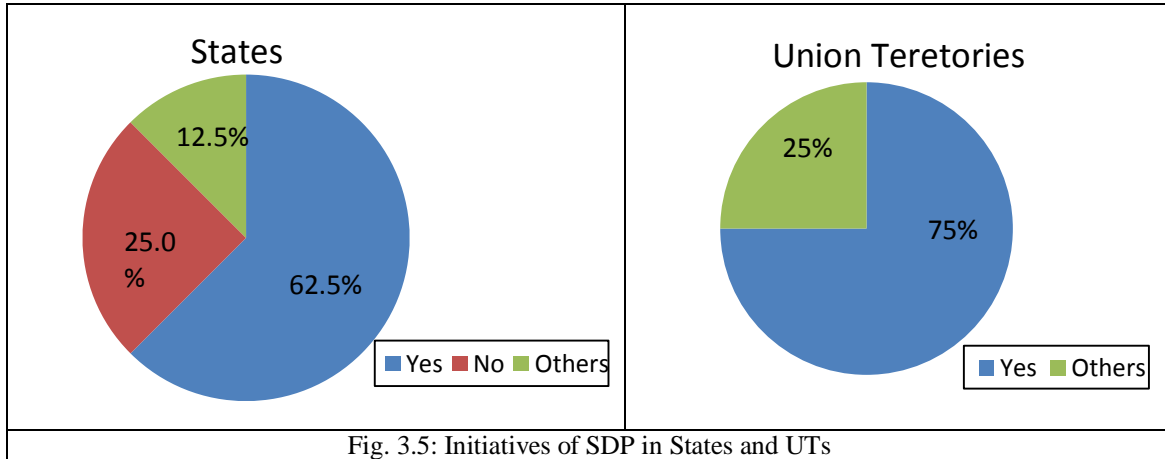


Table 3.14B: Details of School Development Plan

Sl.No.	States/UTs	Details of School Development Plan
1	A & N Islands	Yes, School development plans are under process.
2	Lakshadweep	Action initiated
3	Daman & Diu	One day training on Preparation of school development plan to HMs and one teacher of all primary and upper primary Schools have been organized by BRC/CRC at cluster level in the month of Feb 2011. After training of SDP, they have invited in VEC/SMC meetings by School development plan in the month of March 2011.They discuss issues & problems related to quality of students performance, learning level of students, school facilities, school environment, attendance of students and teachers, how to increase performance of weaker students, suggestions of parents by discussing issues related to their children problems and make final school development plan. After Counter sign by Sarpanch of village Panchayat & Chairman Education committee submit to CRC/BRC for preparation of annual work plan of Daman & Diu.
4	Chandigarh	Training has been imparted to the members of SMCs for preparation of school development plan.
5	Mizoram	It is being prepared by school Management Committees(SMC)
6	Uttarakhand	Directions regarding preparation of School development Plan are issued vide G.O.No.-158/XXIV(1)/2011-60/2010 Dated 09 feb,2011.

7	Karnataka	School development plan prepared at the school level during the preparation of AWP & B 2011-12 in each school under RTE.
8	Andhra Pradesh	Yes, Initiatives have been taken up for the preparation of the school development plane duly involving the members of the school Management Committees. Yes, School Development Plans were prepared by all schools as part of Annual Plan of SSA for the year 2011-12.
9	Sikkim	No details are given.
10	Chhattisgarh	Training are being given to all SMC and community members through community mobilization on preparing school development plan and its implementation strategy.
11	Himachal Pradesh	The guidelines regarding SDP as per RTE Act, have been issued to all the schools of the state.(copy attached)
12	Kerala	Directions / Instructions in this regard are to be given to all school authorities.
13	Orissa	Sahajog: This is the series of trainings and orientation programmes organized towards capacity building of School Management Committees and for community mobilization. About 1,900 teachers, retired teachers and Block level officers have been trained as Block Resource Group and in the next phase more than 19,000 individuals across the State have been trained as the Cluster Resource Group, who, in turn, are conducting orientation of SMC members and members of local authority at cluster level. These cluster level trainings are currently on going across the State. The intervention is expected to catalyze the involvement of the SMC towards preparation of school development plan and monitoring of the various interventions at school level.
14	West Bengal	Module has been developed and training is being conducted at the grass root level.
15	Tamil Nadu	After the formation of SMC, the members will be given capacity building training on preparation of School Development Plan. Earlier the Department of Elementary Education has taken the initiatives of preparing School Development Plan.
16	Madhya Pradesh	SMC members are being sensitized about their roles and responsibilities .They are also briefed about preparation of school development plan. Teachers have already been sensitized.
17	Rajasthan	Training programme have been initiated at State level for officials and Civil cell for preparing school development plan.
18	Assam	In the year 2010-11, an attempt was made to prepare a draft of School Development Plan through the existing SMC's of all the schools covered under SSA intervention. For that purpose, the SMCs especially the Parent member and the Member Secretary of SMCs were given training at BRC level. This training yielded a good result in preparation of School Development Plan by existing SMCs for their respective Schools. In one hand, this plan has helped in taking views and proposals of SMCs in preparation of District AWP & B,

		2011-12 and the other hand, it would be helpful in preparation of a comprehensive School Development Plan for coming three years by the SMCs to be constituted under RTE.
19	Jharkhand	School committee has to prepare school development plan. Every school has prepared their own plan for 2011-12 and submitted it to CRC.
20	Punjab	The school education plan will be plan by SMC after notification of State Rules.
21	Uttar Pradesh	Module for training and orientation of School Management Committees has been prepared in which the concept and strategies for preparing of School development plan is thoroughly discussed. During the training programme, it is expected that the representative of SMC will prepare in model plan. The exhaustive exercise during the training shall be done in this regard.
22	Tripura	Very shortly, the state will organize one workshop on preparation of WSDP under guidance of ED. CIL's, TSG (Technical Support Group), New Delhi.
23	Goa	The VEC members are trained in preparation of School Development Plans during the community training programme but it was a training exercise only. It is planned this year to involve the VEC with the PTA/SMC members in the process of School Development Plan for coming three years. The Residential Community Training Programmes will be exclusively devoted to this task.
24	Meghalaya	No
25	Haryana	(SMC members are being training)
26	Gujarat	Yes, the state has started taken steps in this regard. At initial stage, the school development plan is much focused on building and physical environment of the school. BaLA(Building as Learning Aids) is implemented with a view to Whole School Development Plan.
27	Delhi	Yes, A committee has been formed under the chairmanship of DDE (PLANNING)
28	Manipur	No

Q.16. What major interventions have been initiated since inception of RTE, especially for children with special needs?

Out of 28 responding States and UTs some intervention strategies have already been taken in most of the States and UTs. Among the States and UTs 4 States (Delhi, Karnataka, Kerala, Haryana) and 1 UT (Lakshadweep) did not supply the details of their programme regarding interventions for Children With Special Needs (CWSN) since RTE inception. The following Table 3.15 shows the details of intervention strategies among responding States and UTs.

Table 3.15: Intervention Initiated for Children With Special Needs since Inception of RTE Act, 2009

Sl. No.	States/ UTs	Initiated inventions for children
1	Andaman & Nicobar Islands	<ul style="list-style-type: none"> • Free Education upto 18 years. • Barrier free access in school environment. • Providing education in the normal school in the inclusive mode. • Scholarship @ Rs.600/-per CWSN from the UT fund.
2.	Lakshadweep	<ul style="list-style-type: none"> • Budget proposed made in SSA plan.
3	Daman & Diu	<ul style="list-style-type: none"> • Health Camps have been organized in Daman district with the help of doctor of govt. hospital Daman. • 03 days special Training programme has been organized for primary teacher for special children with the help of special educators from neighbouring State Gujarat. • Aids and application like callipers, hand splint wheel chair, tricycle etc. given to 33 CWSN children in Daman district on the occasion of world Disable day. • 27 No's MR Kit provided to MR children in Daman District. • Exposure visit of Daman district 30 CWSN children along with peers at neighbouring UT of DNH. • Home base education provided to 50 CWSN children in Daman district & 28 children in Diu district
4.	Chandigarh	<ul style="list-style-type: none"> • Transport and Escort facility to help CWSN to commute to sagely to schools. • Resource teacher support for CWSN mainstreamed in schools. • School readiness programmes for mainstreaming out of school CWSN. • Home based education for severely disabled children who cannot commute to the school for getting education.
5.	Mizoram	<ul style="list-style-type: none"> • Provision for TLM, Hearing Aids and Wheel chair has been made.
6.	Uttarakhand	<ul style="list-style-type: none"> • Identification and personal profile of children with Special needs has been made. • Distribution of need based necessary Aid Appliance. • Allotment of Resource teachers to the District after selection through outer agencies. • Assessment camps for providing medical aid and appliances. • Training programmes for teachers, volunteers and resource teachers. • PGPD course introduced for in service teachers. • Construction of child friendly toilets and ramp-rallying. • Home based education for out of school CWSN. • Camps arranged for corrective Surgery. • Transport and Escort facilities provided for CWSN who are unable to

		<p>come to school.</p> <ul style="list-style-type: none"> • Awareness programmes has also been initiated.
7.	Karnataka	<ul style="list-style-type: none"> • RTE concerns are addressed since a long time.
8.	Andhra Pradesh	<ul style="list-style-type: none"> • Measures are being taken to construct with railing in all schools. • Conducted training of regular teachers on handling children with special needs. • Appointed Inclusive Education Resource Teachers in all Blocks to impart Home Based Education to CWSN. • Assessment camps conducted for identification of eligible children for supply of aids & appliances.
9.	Sikkim	<ul style="list-style-type: none"> • All children falling into whichever category and degree of disability are enrolled in the nearby schools. • Those with severe disability are provided with Home based Education, • Reform Teachers and Inclusive education Volunteers are appointed in BAC to provide support to general teacher in handling CWSN in classroom activities. • Parents of CSWN are given counselling on importance of education. • Assessment and screening camps are carried out to diagnose the category and degree of disability.
10.	Chhattisgarh	<ul style="list-style-type: none"> • A campaign has been launched to identify CWSNs and enrol them in regular schools and provide them home based education who so ever needs it. • Provision for a resource room at the block level has been made to facilitate and train teachers for teaching CWSM children. • In every block, mobile resource consultants are appointed to provide support to children, teachers and parents.
11.	Himachal Pradesh	<ul style="list-style-type: none"> • Up-gradation of 9 BRC (Resource rooms) as the learning centre for Foundation Course for In-service teachers on disabilities has been done.
12.	Kerala	<ul style="list-style-type: none"> • Major interventions to be initiated in this regard are given in Rule 7(3)(a) to (g) and at Rule 8(Extract attached). Compliance with the same has to be ensured by SSA/SCERT and Local Authority.
13.	Odisha	<ul style="list-style-type: none"> • Under the ‘Ama Vidyalaya’ initiative, all schools have been prescribed minimum norms and standard designs for construction of ramps and rails, CWSN-friendly toilets and barrier-free access into classrooms. • The schools are admitting CWSN as per norms of age-appropriate admission. • Books in Braille for blind children have been developed and supplied to such schools. • Aids and appliances for CWSN are being provided. • Specially trained Block Resource Teachers (BRTs) and Inclusive Education volunteers are engaged to look after the educational needs of

		<p>such children.</p> <ul style="list-style-type: none"> • For schools situated in distant locations or for children requiring escort services the State has provisions for providing escort service allowances and transport services to bring CWSN to schools.
14.	West Bengal	<ul style="list-style-type: none"> • A pilot project “Key Resource Person of Family (KRPF)” has been launched. Universal inclusion is being stressed at all levels. • Initiative towards functioning of Resource Room for CWSN at CLRC/ CRC jurisdiction. • Presence of Study Centres for IE for selected districts. • Upgrading selected existing Resource Room towards multipurpose rehabilitation centre. • Providing Braille Text Book to the CWSN. • Extension of resource support to the CWSN at grass-root level through RCI trained Special Educators in itinerant mode. • Development of Inclusive TLMs, hands on training on inclusive classroom practices through RCI approved CRE programme. • Initiative towards orientation of In – Service teachers has been taken.
15.	Tamilnadu	<ul style="list-style-type: none"> • Under CWSN Component, Inclusive Education Programme is implemented through 62 NGOs. 1264 New Special teacher posts have been sanctioned in which 684 posts have been already filled up. • Special training on inclusive education was given to regular teachers, special teachers and awareness programmes have been conducted for parents and community members. • 645 Barrier free accesses like ramps, 699 modified toilets and 297 disabled friendly toilets have been provided to the existing schools and resource rooms. • 25 special residential bridge courses have been opened for mentally retarded Children
16.	Madhya Pradesh	<ul style="list-style-type: none"> • The interventions for CWSN as per AWP 2011-12 has been done • Mobile Resource consultant at each block of the district has been created. • Volunteers for home based education have been appointed. <p>Following training programmes have been conducted:</p> <ul style="list-style-type: none"> • 90 days teachers training (foundation course). • 5 days teachers training capacity building programme launched. • Multi category training for mobile resource consultants. <p>Following provisions were also made for CWSN</p> <ul style="list-style-type: none"> • 10 days training for teachers. • Assessment camps for CWSN. • Provision of aids and appliances. • Ramps in schools.

		<ul style="list-style-type: none"> • Braille test books and Braille story books for visually impaired children. • Hostel for CWSN. • Transport and reader Allowances. • Computer lab for total blind & hearing impaired children. • Strengthening of Resource Room in DIETS. • TLM grant to resource teachers. • 1 day training of parents of CWSN. • Co-curricular activities for CWSN. • Support to NGOS working for CWSN.
17.	Rajasthan	<ul style="list-style-type: none"> • Provision of Home based education for Severe & Profound CWSN • Provision of Special Educators to provide technical support to CWSN & general teachers • 3 days Orientation programme & 90 days foundation course for general teachers' Provision of Transport. Escort & Writer Allowance for CWSN • Provision of Polio Corrective Surgery • Provision of School readiness programme for Special Training to CWSN • Construction of Ramps and Special Toilets to provide Barrier free Environment in Govt. Schools <p>Apart from the above activities the following new activities have been undertaken in the context of RTE in the session 2011-12:</p> <ul style="list-style-type: none"> • Provision is made for large Font books & Eye Corrective Surgery for Low Vision Children • 20 days Multi category training for HBE volunteers • Celebration of World Disabled Day and development of IEC material to create awareness and avoid discrimination.
18.	Assam	<ul style="list-style-type: none"> • School support and home based support is being provided to CWSN as per need. • CWSN having Home Based Education have been mainstreamed to formal schools. • Aids & Appliances are distributed to CWSN of different categories. • RTs and RPs have been engaged at block level as per RTE norms to provide intensive support to the CWSN. • Meeting and orientation of parents are organized to create awareness regarding various provisions and facilities available for CWSN. • Process for development of Braille books for Visually Impaired children from all subjects up to class VIII has been initiated. • More emphasis has been given on barrier free access in schools including child friendly toilets. • Multi category training has been given to functionaries from Gaon Panchayat level to State level.

19.	Jharkhand	<ul style="list-style-type: none"> • Home based education for severe child. Care giver and Resource person is each BRC provided. Prepared resource room at block and cluster level to provide facilities to the CWSN children.
20.	Punjab	<ul style="list-style-type: none"> • Hiring of more special educators. • Ensuring barrier free access by constructing disabled friendly toilets. • Preparation of Ramps • Provision of training to general teachers and across disability training to resource teachers.
21.	Uttar Pradesh	<ul style="list-style-type: none"> • Software for child wise data base has been developed. Data entry is going on. This data will provide the number of CWSN as well as necessary support to CWSN. • Ten month residential pre-integration camps for children with hearing and visual disability is being organised in which 60 CWSN were provided to curriculum. • CWSN were placed in the class according to their achievement. The class wise curriculum is taught. • CWSN were provided necessary aids and appliances. • Braille books were provided to blind children. • 05 days training for Inclusive Education are being provided to teachers of primary and upper primary School to make aware them about the education of CWSN. • 90 days foundation course for special education were organised for regular teachers by IGNOU through distance mode. • Resource centre has been developed. • Itinerant teachers are providing necessary support to CWSN. • Ramps have been provided to primary and upper primary Schools.
22.	Tripura	<ul style="list-style-type: none"> • Enrolment of CWSN in formal schools is made in place of Special as far as practicable. • Creating architectural barrier free environment in schools for CWSN. • Training of formal school teachers on special education. • Organizing assessment camps for determination of requirement of aids and appliances of CWSN. • Distribution of aids and appliances to requiring CWSN. • Provision of home based education for severe CWSN.

23.	Goa	<ul style="list-style-type: none"> • Medical Assessment @ 1 per block • Provision of Aids and appliances to CWSN • Additional expenses during surgery to CWSN • Salary of RTs for 9 months • 7 days multi-category training for RTs • 1 day training to BRPs/CRPs • 1 day training to parents • 1 day training to HMs • 5 day training to teachers • TLM for 5 existing Resource Room • Support for blind – TLM (Braille Font books and CDs, etc.) • TLM for 10 HBE CWSN • Strengthening of new Resource Rooms including disabled friendly toilets • Others-Support to CWSN from other category HIV affected for 10 months • 2 volunteers for HBE @ 1 per district • Disabled friendly toilets • Ramps in schools
24.	Meghalaya	<ul style="list-style-type: none"> • Resource Teachers and IE Volunteers have been appointed.
25.	Haryana	<ul style="list-style-type: none"> • Yes
26.	Gujarat	<ul style="list-style-type: none"> • The State has started modifying toilets according to the need of children with specific need. • The State has adopted a policy to provide education to CWSN in main stream schools.
27.	Delhi	<ul style="list-style-type: none"> • Pertains to IEDSS.
28.	Manipur	<p>All children falling into whichever category and degree of disability are enrolled in the nearby school. Those with severe disability are provided with Home based Education, Reform Teacher and Inclusive education. Volunteers are appointed in BAC to provide support to general teacher in handling CWSN in classroom activities. Parents of CWSN are given counselling on importance of education. Assessment and screening camps are carried out to diagnose the category and degree of disability.</p>

Q.17. What special arrangement has been made to accommodate children of transfer cases?

The responses obtained from States and UTs revealed that admission to the children on transfer is given in 21 States (Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Mizoram, Odisha, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal) and three

UTs (A & N Islands, Chandigarh, Daman & Diu) throughout the year, However States viz., Uttarakhand, Punjab, Meghalaya and UT Lakshadweep has no arrangement to accommodate such students.

Q.18. What steps have been taken to recruit teachers as per RTE norms?

The data related to the recruitment of teachers as per RTE norms has been presented in Table 3.16.

Table 3.16: Steps Taken to Recruit Teachers as per RTE Norms

	Recruitment procedure under process	TET conducted	Permission taken from MHRD/NCTE	Recruitment rules amended/ administrative changes	No specific answer
State	10	3	3	4	4
UT	1	1	0	2	0

Table 3.16 and related qualitative data revealed that, the scenario of recruitment of teachers as per RTE norms is not so encouraging among the responding States and UTs. Out of the responding States in 10 States the recruitment procedure is still under way along with one UT. The States of Chhattisgarh, Odisha and UP have taken permission from MHRD/ NCTE in connection to recruitment of teachers as per RTE norms. The States of Haryana, Gujarat and Punjab have shown appreciative gestures and already completed Teachers’ Eligibility Test (TET). In the States of West Bengal, Madhya Pradesh, Rajasthan, Gujarat and in UTs A & N Islands and Lakshadweep all of them have amended recruitment rules to recruit teachers as per RTE norms. Remaining 4 States have not provided specific information regarding recruitment of teachers as per RTE norms.

Q.19. What steps have been taken to train untrained in-service teachers?

The qualitative data obtained from responding States and UTs revealed that, steps have been taken to train untrained appointed teachers in most of the States. Among the States, Karnataka, Andhra Pradesh, Rajasthan, Goa, Haryana, Gujarat, Delhi have not appointed any untrained teacher. Similarly in all the 4 UTs of the sample all teachers appointed are trained.

The details of steps taken to train untrained in-service teachers have been given in Table 3.17.

Table 3.17: Steps Taken to Train Untrained In-service Teachers

Sl. No.	States/UTs	Steps taken to train untrained in-service teachers
1	Andaman Nicobar Islands	There are no untrained In-service teachers in this UT.
2	Lakshadweep	There are no untrained teachers in the school under Lakshadweep Education Department.
3	Daman & Diu	In the UT Daman & Diu there are no untrained teachers.
4	Chandigarh	In U.T. Chandigarh there is no untrained in-service teacher.
5	Karnataka	There are no untrained teachers in Karnataka.
6	Andhra Pradesh	There are no untrained in-service teachers in Andhra Pradesh. Pre service teacher training is pre requisite for teacher candidates in this State.
7	Mizoram	Untrained teachers are trained in the Training Institute such as College of Teachers Education (CTE), District Institute of Education Training (DIET), IGNOU(DPE)
8	Uttarakhand	Untrained para teachers are undergoing two years regular basic teacher certificate course in all DIETs.
9	Sikkim	50 in-service teachers undergoing TTI (Teacher Training Institute) from DIET is enrolled for 90 days foundation course on special education.
10	Chhattisgarh	SCERT has applied to the NCTE for sanctioning of 10000 seats for D.Ed.(Correspondence course) so that all the 40000 untrained in service teachers in the State can be trained in correspondence mode in five years time. NCTE's approval is still awaited. State has no other mean so far to train its untrained in-service teachers.
11	Himachal Pradesh	State Govt. has planned for two years training of untrained teachers and the module for the same is being finalized.
12	Kerala	The existing teachers in Government and Aided schools are qualified and professionally trained. A review of the qualifications of teachers in unaided schools will be done based on the provisions of the Act and Rules.
13	Odisha	Directorate of TE & SCERT is providing training to untrained in-service teachers through Distance Education Programme (DEP).
14	West Bengal	In case of untrained teachers the proposal from different resource organization of State and National repute for promoting professional teachers' training degree for the candidates having less or no professional training. It has initially been decided at the School Education Department level that the facility of Distance Mode is to be utilized for the up gradation of another year professional teacher training qualification of stipulated 2 years' course for the same as per Notification of NCTE on 25-08-2010 for those candidates having one year professional qualification on teacher training since 03-09-2001. In

		<p>this regard NCTE approved the proposals for one year comprehensive course of IGNOU, NIOS and West Bengal Board of Primary Education for the up gradation of professional teacher training through Distance Mode. At present West Bengal Board of Primary Education has informed that they will start course curriculum since September 2011 and the remaining Institution like IGNOU, NIOS will start their course curriculum since February 2011. It has also been decided that the resources of 85 NCTE recognized Primary Teachers' Training Institute including DIETs and 51 B. Ed. Colleges will be utilized for providing teachers' training as per NCTE norms. As a result, it has been estimated that about 15000 trainees (@ 100 trainees approximately per Centre in about 150 Centres) will be covered in each Academic year and in the successive 5 (five) Academic years, all the candidates will be covered through proposed teachers' training course curriculum as per NCTE norms. The annual course fees for the proposed teachers' training course curriculum through Distance mode as per NCTE norms as fixed by the above Stated Resource Organizations are as follows:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Institution</td> <td style="text-align: center;">Annual course fee per candidate</td> </tr> <tr> <td style="text-align: center;">IGNOU & NIOS</td> <td style="text-align: center;">6000/- only</td> </tr> <tr> <td style="text-align: center;">WBBPE</td> <td style="text-align: center;">8000/- only</td> </tr> </table>	Institution	Annual course fee per candidate	IGNOU & NIOS	6000/- only	WBBPE	8000/- only
Institution	Annual course fee per candidate							
IGNOU & NIOS	6000/- only							
WBBPE	8000/- only							
15	Tamilnadu	No untrained teachers have been recruited in our State.						
16	Madhya Pradesh	IGNOU has been approached to undertake training of untrained teachers in distance mode. NCTE has also approved the proposal of IGNOU in this regard.						
17	Rajasthan	No untrained teacher is recruited.						
18	Assam	Through distance mode (IGNOU) steps have been taken since 2004.						
19	Jharkhand	State has made agreements with the NIOS to train untrained teachers.						
20	Punjab	In the State of Punjab there is no problem of untrained teachers in govt. schools. However, a few teachers recruited under SSA who were untrained, the provision has been made to impart training (ETT) within specified time.						
21	Uttar Pradesh	1.72 lakh untrained para teachers are working in Primary Schools out of which 1.24 lakh para teachers are Graduate. NCTE has given permission to provide training to these graduate para teachers through distance mode at BRC level. The actual training of untrained graduate Shiksha Mitras (Para teachers) has started from August 16, 2011 for which resource persons & master trainers have been trained by the SCERT.						
22	Tripura	SCERT, the Academic authority has been entrusted with the responsibility of providing training to un-trained in service teachers in the State.						
23	Goa	There is no untrained teachers in the State.						
24	Meghalaya	Detailed plan of action has been prepared to train to untrained teachers.						
25	Haryana	There is no untrained teachers working in the State						

26	Gujarat	All recruited teachers are trained teachers by virtue of recruitment rules.
27	Delhi	At present there are no untrained teacher working in directorate of education.
28	Manipur	50 in-service teachers undergoing TTI (Teacher Training Institute) from DIET is enrolled for 90 days foundation course on special education.

Q.20. What steps have been planned to redress the grievances of teachers?

Based on the data related to the above question the following Table 3.18 has been developed to show the steps planned to redress the grievances of teachers.

Table 3.18: Plan to Redress the Grievances of Teachers

Sl. No.	States/UTs	Plan to redress the grievances of teachers
1	A & N Islands	Teachers post their grievances to the Directorate of Education through proper channel which are settled at the earliest.
2	Lakshadweep	Teachers can approach Department to redress their grievances.
3	Daman & Diu	Complaint/Suggestion box will be kept in school and toll free number will be arranged in education office for redress the grievances of teachers.
4	Chandigarh	The planning of setting up of the redressal unit for grievances of teacher is under progress.
5	Mizoram	A Committee for Redress of Grievances has been formed at all SDEO level.
6	Uttarakhand	The redressal of grievances of teachers will be as per prevailing norms of the Department.
7	Karnataka	* A committee under the chairman ship of the District collector will be constituted to redress the grievances of teachers. * Three levels of grievances redresses planned - SDMC, District, State.
8	Andhra Pradesh	Provision is made in the State RTE rules to redress the grievances of Teachers.
9	Sikkim	Functioning of RTI cell.
10	Chhattisgarh	No specific steps have been proposed so far. Teachers' grievances are currently dealt with by DEOs at the district level and DPI at the State level.
11	Himachal Pradesh	The policy already issued and implemented. The grievance redressal mechanism for teachers is being established. Using the PMIS system of information for maintaining and updating individual record related to the teachers is in progress.
12	Kerala	Rules have been framed for redressal of grievances of teachers in Rule 19.
13	Odisha	The Department has constituted a dedicated Grievance Redressal Cell and Grievance Redressal Forum for redressal of grievances of teachers in the State. The Cell is actively engaged to hear, enquiry, and follow-up action for redressal of grievances of teachers on a regular basis.
14	West Bengal	It is inbuilt in the system. There is academic council, staff council and Managing Committee at the local level. Along with Govt. Departments, Boards comprising of representatives of in-service teachers are continuously addressing the grievances of this teachers. It is a continuous

		process.
15	Tamilnadu	<ul style="list-style-type: none"> • Teachers Grievances Cell consisting of representatives of various Teacher Associations have been formed. • They will meet at regular intervals to look into the grievances of teachers and redress them.
16	Madhya Pradesh	A teachers' grievance cell has been constituted at the district level. Online redressal mechanism has also been developed.
17	Rajasthan	Provision has been made for a block level and a district level redressal mechanism in the State RTE rules.
18	Assam	Block level, district level and State level Monitoring Committees have been formed to discuss the grievances of teachers.
19	Jharkhand	No details are given.
20	Punjab	In the State of Punjab Mechanism for redressal of grievance is already available at various levels. However, as per the RTE Act necessary provision has been made in the rules for the redressal of grievance for teachers. State rules are under process.
21	Uttar Pradesh	Being ensured by mainstream department.
22	Tripura	School Management Committee constituted under section 21 has been entrusted with the responsibility of redressal of teacher- grievances at the first level. Subsequently State Govt. shall constitute school tribunals at the State, District and Block level to act as redressal mechanism for the teachers.
23	Goa	The State has the State Administrative Tribunal to look into the matters of grievances
24	Meghalaya	The RTE Notification has identified appellate authority.
25	Haryana	Three meetings of all teacher union in the State organized under the chairmanship of education minister and a mechanism of grievances is being developed.
26	Gujarat	The school management committee shall be the first level of grievance redressal of teachers. The State government shall also constitute tribunals at the State level to settle the disputes between the private school management and the government. The State women commission has to work as appropriate Grievance redressal mechanism at State level. The State women commission has to work as appropriate grievance redressal mechanism at State level.
27	Delhi	Pertain to admin branch.
28	Manipur	Functioning of RTI cell.

Q.21. Have you formed any State Advisory Council for proper implementation of RTE? If Yes details thereof.

The data related to the formation of State Advisory Council (SAC) for implementation of RTE has been presented below in Table 3.19A and Table 3.19B.

Table 3.19A: Formation of State Advisory Council

	Formed	Not formed	Others	Not responded	Total
State	5	12	6	1	24
UT	1	2	1		4

Table 3.19A and the related qualitative data revealed that States of Karnataka, Punjab, Mizoram, Tripura and Goa have formed SAC. The details have been given in the Table 3.19B. Twelve States viz. Uttarakhand, Andhra Pradesh, Sikkim, Chhattisgarh, Kerala, Madhya Pradesh, Odisha, Rajasthan, Tamilnadu, Meghalaya, Delhi and Manipur have not formed SAC. Six States viz. Himachal Pradesh, West Bengal, Assam, UP, Haryana and Gujarat have responded that they are under process of forming SAC, however, SAC has not been formed. Jharkhand has not responded to this particular item.

In case of UTs SAC has been formed only in A & N Islands. Daman & Diu and Chandigarh have not formed SAC. In case of Lakshadweep as per RTE act is in final phase of preparation therefore no information has been provided about UTs.

Table 3.19B: Details of Formed State Advisory Council

Sl. No.	States/UTs	Details of formed State Advisory Council (SAC)
1	A & N Islands	Principal SIE has been designated as Nodal officer, RTE. Besides this SSA functionaries have been entrusted with responsibilities.
2	Mizoram	State Advisory Board of Education, Right to education protection Authority.
3	Karnataka	The Karnataka State Advisory Council for Elementary Education shall have a chairperson and fourteen members. 1) The minister - in - charge of primary and secondary Education in Karnataka shall be ex-officio chairperson of the Council and the Secretary to government, primary and secondary Education, shall be the vice- chairman of the State Advisory Council. Commissioner of public Instruction shall be the Member Secretary of the Council. (2) Members of the council shall be appointed by the state government from amongst person who have done outstanding work in the field of elementary education in the state, as under- (a) At least four members should be from amongst person belonging to scheduled Castes, Scheduled Tribes and Minorities, At least one person from amongst those persons having specialised knowledge and practical experience of education of children with special needs. One member from amongst person who have worked in the field of pre-primary education. Two members shall be from amongst persons who have worked in the field of elementary teacher education. The other members from amongst person who have worked in the field of elementary education, Fifty

		percent of the members amongst the 14 shall be women. (b) The commissioner of public Instruction, the Additional Commissioners of public instruction, State Project Director Sarva Shiksha Abhiyan, Rashtriya Madhyamika Shiksha Abhiyan, and Directors of Primary, secondary Education, Urdu & other Minorities and DSERT shall be the ex-officio members. (c) The Council shall meet regularly at least once in a year and review the status of elementary education in the state The Council shall also monitor implementation of the Act and these rules and make recommendation to the government from time to time. (d) The Council shall be reconstituted every three years and no member shall be appointed for more than two terms. (e) Members of the Council are entitled to sitting fees, travel and other allowances, at a rate prescribed by the state government from time to time.
4	Punjab	A copy notification enclosed.
5	Tripura	The State Advisory Council has been formed under the Chairmanship of the Minister of School Education Department.
6	Goa	The State Government has accorded its approval to the constitution of the State Advisory Board. The constitution of the State Advisory Board is under process. Details will be provided as soon as the Advisory Board is constituted.
7	Jharkhand	<ul style="list-style-type: none"> • One chairman with 14 members. • Following are the ex officio members – Principal secretary, HRD Director, Primary education, member secretary Chairman, State child right protection commission Director, SCERT State Project Director Director, Secondary education One third will be female member.

Q.22 What steps have been taken for monitoring of child's right to education by State Commission for protection of Child's Right?

The obtained data was analysed and following Table 3.20 has been prepared to reflect the steps taken by States and UTs for monitoring of child's right to education

Table 3.20: Steps for Monitoring of Child's Right to Education

	Right to Education Protection (REPA)		State Commission for Protection of Child Rights (SCPCR)		Others
	Constituted	Under Process	Constituted	Under Process	
State	2	2	8	10	2
UT	1			1	2

Table 3.20 and related qualitative data revealed that REPA has been constituted in States of Mizoram and Haryana whereas it is in the process of constituting in Tripura and Tamilnadu. On the other hand SCPCR has been constituted in 8 States viz. Karnataka, Chhattisgarh, Madhya

Pradesh, Assam, Jharkhand, Goa, Gujarat and Manipur. In case of Goa SCPCR with the NGOs conducts school level training programme to create the awareness among the teachers and children on the child rights act and provision against the physical punishment and mental harassment of children in the school.

It has been also informed that in 10 States i.e. Uttarakhand, Andhra Pradesh, Sikkim, Himachal Pradesh, Kerala, Odisha, West Bengal, Punjab, UP and Meghalaya SCPCR is under the process of constitution. In case of Rajasthan no clear information regarding SCPCR has been provided whereas in Delhi also information is not clear and it has been mentioned that representation from any child is attended at zonal/district level.

In case of UTs REPA has been constituted in A & N Islands whereas SCPCR is under the process of constitution in Chandigarh. In case of Lakshadweep the information about UTs SCPCR is not clear and it has been mentioned that SMC will monitor implementation of RTE provision. In case of Daman & Diu it was been mentioned that department of Social welfare has been requested to take action regarding SCPCR.

Q.23 What steps are being taken by your State to meet the requirement of PTR 1:30?

The following Table 3.21 has been prepared from the obtained data to highlight the steps being taken by different States and UTs to meet the requirement of Pupil Teacher Ratio (PTR) of 1:30.

Table 3.21: Steps to Meet the Requirement of PTR 1:30

	Already having < PTR 1:30 before RTE	Under process of achieving PTR 1:30	PTR 1:30 achieved after RTE	No specific information provided
State	6	9	4	5
UT	1	1	2	-

The provision of Pupil Teacher Ratio (PTR) 1:30, as prescribed by RTE Act, in 6 States (Mizoram, Karnataka, Uttarakhand, Goa, Tripura and Meghalaya) and 1 UT (A&N Island), it is below the prescribed ratio. Further in 9 States i.e. Andhra Pradesh, Sikkim, Chhattisgarh, Tamilnadu, Madhya Pradesh, Rajasthan, Assam, Punjab, UP and in one UT i.e. Chandigarh the process is underway to achieve the prescribed PTR. In four States i.e. West Bengal, Haryana, Gujarat, Himachal Pradesh and two UTs i.e. Lakshadweep and Daman & Diu the PTR of 1:30 has been achieved after implementation of RTE Act. States of Manipur, Delhi, Jharkhand, Kerala and Odisha did not provide any specific information regarding PTR.

Q.24. What steps have been taken for rationalization of teachers' posts.

Table 3.22 given below has been prepared to show the steps taken by various States and UTs for rationalization of teachers' post.

Table 3.22: Steps Taken by Various States/UTs for Rationalization of Teachers' Post

	Provision is made	Provision is under process	No specific information provided
State	7	9	7
UT	1	3	-

The Table 3.22 shows that out of the sampled States 7 States (Karnataka, Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Punjab, Tripura and Gujarat) and one UT (Lakshadweep) the rationalization of teachers' post has already been done. Further in 9 States (Mizoram, Uttarakhand, Chhattisgarh, Odisha, West Bengal, Tamilnadu, Assam, Uttar Pradesh and Haryana) and in three UTs (Daman Diu, A & N Islands and Chandigarh) the rationalization of teachers' post is under process. The remaining 7 States of the sample did not provide specific information regarding rationalization of teachers' post

Q.25. Whether any guidelines and/or action points have been prepared for ensuring 25% admission in neighbourhood schools from the weaker and marginalized sections of the society?

The below given Table 3.23 has been prepared from the obtained data to reflect the preparation of guidelines for ensuring admission of children in neighbourhood schools.

Table 3.23: Preparation of Guidelines for Ensuring 25% Admission in Neighbourhood Schools

	Yes	Under process	No	Others
State	11	6	4	3
UT	2	1		1

The above Table and the related qualitative data revealed that 11 States viz. Uttarakhand, Andhra Pradesh, Chhattisgarh, Kerala, Odisha, West Bengal, Madhya Pradesh, Rajasthan, Punjab, Uttar Pradesh and Haryana have prepared the guidelines for ensuring 25% admission in neighbourhood schools. Whereas the States of Sikkim, Jharkhand, Manipur and Tamilnadu have not prepared the guidelines. In other 6 States viz. Karnataka, Himachal Pradesh, Assam, Tripura, Meghalaya and Gujarat the guidelines were under the process of preparation. In case of Mizoram and Goa, it has been mentioned that such guidelines are not necessary/ it's not an issue. Similarly in Delhi no specific information has been received.

In case of UTs guidelines have been issued in A & N Islands and Chandigarh whereas in Daman & Diu they are under the process of preparation. In case of Lakshadweep administration ensured the availability of school facility to all sections therefore no such guidelines have been framed.

Q.26. Any other important issue/information related to RTE.

The responses obtained from different States and UTs regarding any other important information related to RTE Act 2009 have been mentioned below in Table 3.24.

Table 3.24: Any Other Important Issue/Information Related to RTE Act, 2009

Sl. No.	States/UT	Information related to RTE.
1	Uttarakhand	<ul style="list-style-type: none">• The State Council of Educational Research and Training, Uttarakhand notified as Academic Authority under section-29 of the RTE Act.• A Notification No.-1469/XXIV(1)/2010-45/2008 T.C. III Dated 8th April 2011 issued to define Deprived Children under section-2(d) of the RTE Act.• A Notification No-1333/XXIV(1)/2010-45/2008 T.C. I Dated 8th April 2011 issued to define Weaker section Children under section-2(e) of the RTE Act.
2	Andhra Pradesh	<ul style="list-style-type: none">• Distributed two pairs of uniform free of cost 52 lakhs children.• Efforts are being made for completion of all civil works within 2 years.• 4 Residential Schools have been established for urban deprived children at Hyderabad, Vijayawada, Visakhapatnam and Khammam.• Arrangements are being made for transportation of children to neighbourhood schools from June onwards.• Appointment of part time teachers is under process.
3	Odisha	<ul style="list-style-type: none">• Web blog has been created to obtain more information on the initiatives and programmes under RTE in Odisha i.e. http://rteOdisha.blogspot.com.
4	Rajasthan	<ul style="list-style-type: none">• An intensive Enrolment Drive is planned in the month of July to get all unenrolled and out of school children into Elementary Schools.
5	Assam	<ul style="list-style-type: none">• For implementation of the RTE Act, the State has been taking steps.
6	Jharkhand	<ul style="list-style-type: none">• State has issued guideline to ensure 25% admission in neighbourhood Schools from the weaker and marginalised sections of the society. State has also organised several meeting with Pvt. School management and Principals in this regard to ensure admission from 2011-12 onwards.
7	Punjab	<ul style="list-style-type: none">• State has issued various notifications to implement of RTE Act 2009 and a cell has been created at State level and District level.

8	Uttar Pradesh	<p>Following orders have been placed covering various aspects of RTE-09:</p> <ul style="list-style-type: none"> • No child shall liable to pay any kind of fee of charged for completing elementary education. • No school shall collect any capitation fee and no child of his parents shall be subjected to any screening procedure. Any school violating the provisions shall be punishable with fine as per the provisions of the Act. • No child shall be subjected to physical punishment or mental harassment. Whoever violates the provision shall be liable to punishment. • No public examinations shall be held and no child shall be detained in class 1-8. • In order to ensure norms in private schools, granting of new recognition of private schools according to provisions of the RTE Act, are being issued shortly. • Training of untrained teachers has been undertaken in the State on priority. 8000 untrained teachers appointed at dependents requisite teacher training course. • Permission from NCTE has been obtained to conduct 2 years training course for untrained teachers though Distance Mode. Necessary learning material has been developed. • The training of first batch of 62000 graduate shiksha mitras already scheduled at 880 Block Resource Centre and will be completed by June, 2013. The training of remaining shiksha mitras will be started in July, 2013 and will be completed by June, 2015. • Thus, as required by the Act, all the untrained teachers will be given requisite teacher training by end of 2014-15.
9	Tripura	<ul style="list-style-type: none"> • Holding of one day workshop for awareness of all educational officers and Head teachers. • Prime thrust is given on enrolment of Out of School Children including CWSN. • District level workshops are planned to be organised.