



2013



CHILD RIGHTS AND YOU

[www.cry.org](http://www.cry.org)

Ensuring lasting change  
for children

## LEARNING BLOCKS

A reality check on the status of Right to Education Act

# VISION

## Vision

A happy, healthy and creative child whose rights are protected and honoured in a society that is built on respect for dignity, justice and equity for all

# MISSION

## Mission

To enable people to take responsibility for the situation of the deprived Indian child and so motivate them to seek resolution through individual and collective action thereby enabling children to realise their full potential. And people to discover their potential for action and change. To enable peoples' collectives and movements encompassing diverse segments, to pledge their particular strengths, working in partnership to secure, protect and honour the rights of India's children.

# GOALS

## Goals

- Continue in our efforts to ensure that every child across the country- whether in rural villages or urban town-can access high quality education that is free for all children until they turn 18 years old
- Ensure children survive, grow and develop healthily. We will ensure that more mothers and children in every village and town will be able access free and quality primary health care
- Tackle the malnutrition epidemic, actively focusing on bringing about a reduction in the rate of child malnutrition in CRY project areas
- Ensure the safety of every child through our advocacy efforts, by contributing towards creating a protective environment for children that is free from violence, abuse and exploitation
- Ensure that children's voices are recognized as significant and unique in issues that affect them and amplify their cares and concerns to society at large



## Foreword

Schools & colleges, certificates, textbooks, percentages, have come to symbolize education but for one man whose home faced a slum in Worli, Mumbai education symbolized hope and as the way forward to a life of dignity. That man was Rippan Kapur, the founder of CRY - Child Rights and You. Since 1979, through intensive partnering and participation with organizations working for and with children in villages and slums of India the cause of education for children has been one that CRY has been convinced of and has unstintingly championed for well over three decades. Over this period, working for over two million children and their families across 23 states in India, we've learnt that lasting change is only possible for children when we ensure each one of them a free equitable quality education that ensures that they grow up into adults with the ability to make choices.

The history of education in our country has been checkered, from pre-colonial times to the present but always available to only a privileged few. The post-independence period heralded promises by the government and silences on critical areas in the provision of education for its citizens. Eminent educationists, various committees and commissions have lent their might and shaped the elementary education system in India resulting in the passage of the Right of Children to Free and Compulsory Education Act 2009 (RTE Act) as we know it today. While we welcome the fact that elementary education has been made a Fundamental right with the passage of the RTE, we are acutely conscious of the limited nature of the Act.

It is my privilege on behalf of CRY to place before you, the people, this report 'Learning Blocks' which offers a glimpse into an India that looks to its government for strengthening the schooling and education system, where children are equal citizens living with dignity and fulfilling the CRY vision of a happy, healthy and creative child whose rights are protected and honored in a society that is built on respect for dignity, justice and equity for all.

I hope it will be used as a tool for policy advocacy. My best wishes for the success of advocacy efforts on the recommendations made in the report.

With faith and goodwill,



**Puja Marwaha**  
Chief Executive  
CRY - Child Rights and You



## Preface

This study is a modest attempt to understand the status of implementation of the Right of Children to Free and Compulsory Education Act 2009 (RTE Act), with respect to particular provisions that needed to be in place by the end of three years of the enforcement of the legislation. The study has been undertaken in keeping with CRY's approach of ensuring good governance for children. The process of data collection also took into account a lot of other non-RTE indicators which act as enablers for education.

The study is based on sample selection of schools from 71 districts in 13 states and 3 metropolitan cities of India. The selection of the states was purposive based on the presence of CRY in those states. The sample included 60 schools in each State and 30 schools in the three Metro Cities. However, the final sample used for data analysis included only primary and upper primary schools. Recording observations was the primary method used to collect data from schools.

The objective of this report is to explain the situation on-ground with respect to the implementation of the Right to Education Act in 13 states across the country. The Act makes education a fundamental right of every child between the ages of 6 to 14 and specifies minimum norms and standards in elementary schools. And the real challenge for us today is to include and retain every child; reaffirm the value of each child and enable all children to experience dignity and confidence to learn.

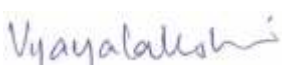
CRY - Child Rights and You wishes to express its heartfelt gratitude to National Commission for Protection of Child Rights (NCPCR) for issuing necessary missive to the Chief Secretaries of all the states, all the Chief Secretaries and Directors and Officers of Education of the participating states in which the study was conducted.

CRY wishes to express sincere thanks to all its partner organizations and volunteers involved in data collection in all the states and cities of the country where this study was conducted.

CRY would like to thank its own Development Support team members across four regions who coordinated with partners for field work, Volunteer Action team members for anchoring volunteers for data collection, General Manager, Development Support (HO) for providing valuable inputs to strengthen the analysis of the findings of the study and Policy, Research, Advocacy and Documentation Division for anchoring the overall study.

CRY also wishes to thank Kerala Development Society, research support agency for this study for providing inputs in preparation and finalization of research instruments and data management.

CRY has been working on child rights issues for over 30 years and deeply cherishes the value of education in its entirety, and as an organization, it is our commitment to ensure a fulfilling and enriching childhood to all children that is guaranteed to them as citizens of India. Together we can ensure a lasting change in the lives of children.



**Vijayalakshmi Arora**

Director – Policy, Research, Advocacy and Documentation (PRAD)

CRY – Child Rights and You



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## Executive Summary

**Introduction:** *The Right to Education was already enshrined in Article 45 of Part IV of the Constitution as a Directive Principle of State Policy. Much against the wishes of scholars authoring the constitution, the Constituent Assembly had denied it a place in Part III as a Fundamental Right. However, except for its lack of justiciability, this was the only Article among the Directive Principles that had a specific time frame of 10 years for its fulfilment from the commencement of the Constitution. Successive governments have been guilty of failing to keep this promise. The wake-up call came in 1993 with the Supreme Court judgment in the case of Unnikrishnan vs State of Andhra Pradesh. In this almost revolutionary interpretation, the Court stated that Article 45 in Part IV of the Constitution must be read in "harmonious construction" with Article 21 (Right to Life) in Part III since the Right to Life is meaningless if it is without access to knowledge. Thus the Supreme Court in 1993 accorded the status of Fundamental Right to "Free and Compulsory Education" for all children up to 14 years of age (including the children below six years). The delivery of this verdict forced the then government of the time to figure out ways and means of putting it into practice. The Saikia Committee was formed and in 1997 recommended an amendment of the Constitution making education for children under 14 a fundamental right. Finally, in December 2002, the 86th Amendment to the Constitution was passed with the government inserting a new Article 21A. This summarily denied the same right to education to millions of children up to the age of six and ensured that the new Article 45 took care of their early childhood nurture and education. Article 21A stated that "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine". It took another eight years after the 86th amendment and 17 years from the passing of the Unnikrishnan judgment before the RTE Act was passed. So it took many years to make education a fundamental right and that too elementary education but still precious little was done to ensure timelines for implementation were seriously adhered to. The very fact that such an Act has been passed is really significant but looking at the status of implementation and critically examining the provisions of the same reveals that we have a lofty idea of education with little emphasis on access and almost nil on retention and quality learning. Education is neither free in true sense nor compulsory for all children rather it is privilege to few. As per the Act itself, basic education infrastructure was to be provided within 3 years of the Act coming into force but still schools do not have their own building, boundary walls and toilets are missing, children do not have safe drinking water. The present status report is sort of a reality check for the government on implementation of RTE Act 2009.*

**Background and Rationale of the Study:** *CRY has been working on child rights issues for over 30 years and its association with the issue of education has been very long. As an organization, CRY has focused on ensuring good governance for children by demanding that the entitlements that are due to children and vulnerable families are made available through the effective implementation of various critical government programmes, welfare schemes, legislations and policies. While we welcome the fact that elementary education has been made a Fundamental right with the passage of the RTE, we are acutely conscious about the limited nature of the Act. The Act primarily attempts to ensure access to schooling for scores of children across India and it attempts to ensure or provide for a learning environment by ensuring that certain minimum infrastructure requirements are met. CRY decided to undertake this study to understand the status of its implementation with respect to particular provisions that needed to be in place by the end of three years of enforcement of the legislation, in keeping with CRY's approach of ensuring good governance for children. However, in the process of collection of data CRY also looked at indicators such as availability of hand washing facilities, electricity, furniture, first aid kits which act as enablers for education.*

**Objective of the Study:** *The study objective was to understand the status of implementation of RTE Act 2009 in the country as a fundamental right with focus on infrastructural components of the RTE and with regard to the State's fulfillment of 3 year norms as spelt out in the legislation.*

**Study Sample and Methodology:** Sample selection of schools was from 71 districts in 13 States and 3 Metropolitan Cities of India. The selection of the states was purposive based on the presence of CRY in those states. Within each block, 5 Government schools in Non-CRY intervention areas (to remove bias and retain objectivity) in the study were selected, thereby making a sample of 60 schools in each State. In the three Metro Cities, each had a sample of 30 schools. However, the final sample used for data analysis included only primary and upper primary schools. Observation as a method was used to collect data from schools.

## Key Findings

### Infrastructure

- Around 4% schools were running in buildings which were not constructed exclusively for the purpose of schooling
- On an average, 13% schools across various school categories were considered unsafe
- Around 29% primary schools and 51% upper primary schools covered under the study did not have pucca classrooms
- Around 39% primary schools and 52% upper primary schools did not have separate classrooms
- Around 58% schools did not have separate room for head teacher
- 11% schools did not have toilets. Only 18% schools had separate toilets for girls. In 34% schools toilets were in unusable or bad condition
- Around 20% schools did not have availability of safe drinking water. 12% schools had source of drinking water (tap/hand pump) outside school premises
- In all those schools where Mid-day Meal (MDM) was cooked inside the school premises, in 18% schools MDM was either not cooked inside a designated kitchen or did not have a kitchen space at all
- 63% schools under the study did not have a playground. 60% sample schools overall reported absence of play materials
- Around 60% schools did not have a boundary wall, damaged boundary wall or boundary wall was under construction
- 74% schools did not have a library. Schools in which there was a library, around 84% such schools did not have activity books and 80% schools did not have story and general knowledge books

### Admission

- 13% schools reported to provide age appropriate admission to children. In most of these schools special coaching or training was provided to the child who received age appropriate admission.
- Documents for proof of age were asked for in 61% schools and in 47% of these schools it was mandatory. In 66% schools documents for proof of previous studies were asked at the time of admission. Around 46% of these schools asked for transfer certificate from children at the time of admission.

### School Management Committee (SMC)

- 9% schools did not have SMC and from all the schools which had formed an SMC, 9% schools could not provide minutes of SMC meeting
- In around 45% primary schools (PS) and 38% upper primary schools (UPS) parents were not members of SMC. In around 59% PS and 54% UPS teachers were not members of SMC. In 44% PS and 32% UPS schools women were not members of SMCs. In 52% PS and 41% UPS parents from disadvantaged groups were not represented. In 51% PS and 47% UPS elected representatives were not members of their SMCs.
- 55% sample schools under the study reported SMC not involved in preparation of school development plans. In 53% schools overall it was reported that SMCs were not involved in monitoring utilization of financial grants.



### **Pupil Teacher Ratio (PTR)**

- The PTR for all the schools (primary and upper primary) was calculated as 1:39 for PS and 1:40 for UPS

### **Teachers-Availability, Quality, Training and Deployment**

- Non-availability of head teachers was reported in 28% PS and 31% UPS
- 35% PS reported having teachers 12th passed or having Diploma in Education. Further, 56% PS reported having teachers graduates or post graduates. Moreover, 37% UPS reported having teachers 12th passed or Diploma in Education and 50% UPS teachers graduate or post graduate.
- 11% UPS reported presence of part time instructors for art/culture/music and work education. 15% UPS reported having part-time instructors for health and physical education
- 21% PS and 17% UPS reported involvement of teachers in some or other activities related to preparation of MDM

### **Key Recommendations**

#### **1. Conducive learning environment**

Most of the schools did not have regular supply of electricity nor had furniture, fans and lights. A significant percentage of schools have classrooms which are either kutcha or semi-pucca. The fact that children are accessing schools without basic infrastructure even today is a matter of grave concern! How can one ensure that children will learn effectively when they are sitting in a classroom which is not safe, does not have furniture, no electricity and where perhaps children of another grade are also learning! Availability of electricity is key to ensuring a comforting environment during extreme weather conditions (for e.g. in summers fans are important). Sarva Shiksha Abhiyan (SSA) does use technology for improved teaching and learning. TV has been recognized as a medium of learning under SSA, similarly CDs have been developed to promote improved teaching and learning. In the absence of electricity, children are denied the opportunity to access such materials! Availability of furniture in extreme weather conditions such as in winters can be critical for learning. RTE provides for one teacher per class room: We demand one teacher per standard and one class room for each standard and if one standard has more than 30 children, there should be an additional section for that standard with one more teacher. Gaps in availability and usability of toilets, the implication being that it affects regular attendance of children (especially girls) and has implication on their morbidity; lack of adequate toilets or their non usability also perhaps indicates the non adherence to the norms prescribed under RTE Act which is for separate toilets. A black board provides scope for creative and decorative work in class rooms and helps teachers to focus attention of students on the lesson. Thus along with norms on toilets and kitchens, RTE Act should explicitly mention about availability of black board in each standard. The state should create mechanisms for carrying out school safety audits which would identify unsafe schools and ensure a conducive learning environment is there for children.

#### **2. Safety and Security of children**

Lack of pucca building, lack of boundary wall in the school all have their implication for children and their protection. Under SSA huge allocations are made for infrastructure of schools. The fact that schools are still not completely pucca or lack boundary walls only seem to imply that the budgets allocated are not being fully utilized! SSA provides budgets for maintenance of school buildings and fencing. RTE also emphasizes on all weather building and arrangements for securing school buildings by a boundary wall. The State should ensure that every school has a boundary wall, as per the RTE norms, and carry out repairs of existing boundary walls which are dilapidated. Consuming enough water on a daily basis is important for children's health and if children have to fetch water from outside school premises, it raises a question on their safety and protection. Thus, a source of safe drinking water should be placed within the school premises.

### 3. **Learning Outcomes**

*Reference to quality of education is almost nil in the RTE Act and it does not ensure that children learn and achieve the desired competencies at every level. The Act is excessively input focus rather than outcome oriented. It means if a child goes to school what should his/her learning achievements be for 2/3/5/8 years of schooling? Equipping schools to provide good quality education will require focusing more strongly on recruiting and training teachers, supplying text books and developing class room practices that develop active learning. Teachers are the single most important education resource. Presence of a qualified, well-motivated and trained teacher is vital for effective learning and what students achieve in schools is heavily influenced by class room practices and teacher involvement. Head teacher and teachers shortage remains a serious concern which in turn makes classroom teaching time limited due to involvement in different administrative processes and also promoting multi level teaching. As per RTE Act students should get at least eight hundred instructional hours per academic year but due to shortage and involvement of teachers in different activities children are deprived of learnings. Thus one of the most important requirements for sustained progress towards better quality in education is an improved learning environment that encompasses the physical school infrastructure, the learning process and the interaction between the child and the teacher. The state should ensure that the RTE Act defines a criteria/framework to measure the quality of education imparted and the tolerance level for vacancies of teachers should be zero percent.*





## 1. Introduction

The Preamble to the Universal Declaration of Human Rights states that '*Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world*'. In the Indian context, education is a significant catalyst of social change since it addresses traditional inequalities related to caste and gender (Dreze and Sen, 1995). Several scholars have argued that it is apart from the years of school attainment the quality of schooling is quite decisive as it determines the contribution to formation of human capital (Hanushek, 2005). Education poverty in India has a direct link with income poverty and is marked by a rejection of choices, opportunities and rights of people (Tilak, J. B.G. 2000).

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) has a long and chequered history. The right to education was discussed extensively during the drafting of the Constitution. The Constituent Sub-Committee on Fundamental Rights included the right to primary education as a fundamental right. However the Advisory Committee of the Constituent Assembly rejected this proposal and placed it in the category of non-justifiable fundamental rights (later known as Directive Principles of State Policy). The first official recommendation for the inclusion of a fundamental right to education was made in 1990 by the Acharya Ramamurti Committee. Thereafter, several political as well as policy level changes influenced the course of free and compulsory education. The country witnessed an increased international focus on its initiatives regarding free and compulsory education after its participation in the World Conference on Education for All in 1990. India also ratified the United Nations Convention on Rights of the Child in 1992.

**In 1993 the Supreme Court narrowed the ambit of the fundamental right to education as propounded in the Mohini Jain case in the case of J P Unnikrishnan vs. State of Andhra Pradesh, 1993 SCC (1) 645. The Court observed that the right to education which is implicit in the right to life and personal liberty guaranteed by Article 21 must be construed in the light of the directive principles in Part IV of the Constitution. So far as the right to education is concerned, there are several articles in Part IV which expressly speak of it. Article 41 says that the "State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disability, and in other cases of undeserved want". Article 45 says that "the State shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 46 commands that "the State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation. The three Articles 45, 46 and 41 are designed to achieve the said goal among others. It is in the light of these Articles that the content and parameters of the right**

*The Right to Education: Article 26 of the Universal Declaration of Human Rights*

1. *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
2. *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all the nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
3. *Parents have a prior right to choose the kind of education that shall be given to their children.*

**Source:** Universal Declaration of Human Rights Adopted and Proclaimed by the General Assembly of the United Nations on the Tenth Day of December 1948, Final Authorized Text, New York, United Nations, 1950.

*to education have to be determined. Right to Education, understood in the context of Articles 45 and 41, meant: (a) every child/citizen of this country has a right to free education until he completes the age of fourteen years and (b) after a child/citizen completes 14 years, his right to education is circumscribed by the limits of the economic capacity of the state and its development. We may deal with both these limits separately.*

In 2002, the 86th Amendment to the Constitution introduced Article 21-A making the Right to Education a fundamental right. For the first time in independent India's history a fundamental right had been added to the Constitution. Unlike other fundamental rights the right to education required an enabling legislation to become effective. The RTE Act is this enabling legislation. The RTE Act came into force on April 1, 2010.

The landmark passing of the Right of Children to Free and Compulsory Education Act 2009 marks a historic moment for the children of India. If people have access to education they can develop the skills, capacity and confidence to secure other rights. Education gives people the ability to access information detailing the range of rights that they hold, and government's obligations. It supports people to develop the communication skills to demand these rights, the confidence to speak in a variety of forums, and the ability to negotiate with a wide range of government officials and power holders.

#### **Right to Education Act: What is the Act about?**

- Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21-A. The Right to Education Act seeks to give effect to this amendment.
- The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.
- The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

#### **The salient features of the Right of Children for Free and Compulsory Education Act are:**

- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time limits, as may be prescribed: Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years
- Proof of age for admission: For the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof
- A child who completes elementary education shall be awarded a certificate
- Calls for a fixed student-teacher ratio
- Will apply to all of India except Jammu and Kashmir
- Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools and No seats in this quota can be left vacant
- Mandates improvement in quality of education
- School teachers will need adequate professional degree within five years or else will lose job
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled
- Financial burden will be shared between state and central government
- There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free-of-cost until a child's elementary education is completed.

## 2. Background and Rationale

CRY has been working on child rights issues for over 30 years and its association with the issue of education has been very long. As an organization, CRY has focused on ensuring good governance for children by demanding that the entitlements that are due to children and vulnerable families are made available through the effective implementation of various critical programmes, schemes, legislations and policies. While we welcome the fact that elementary education has been made a fundamental right with the passage of the RTE, we are acutely conscious about the limited nature of the Act. The Act primarily attempts to ensure access to schooling for scores of children across India and it attempts to ensure or provide for a learning environment by ensuring that certain minimum infrastructural requirements are met. CRY decided to undertake this study to understand the status of its implementation with respect to particular provisions that needed to be in place by the end of three years of enforcement of the legislation, in keeping with CRY's approach of ensuring good governance for children. However, in the process of collection of data CRY also looked at indicators such as availability of hand washing facilities, electricity, furniture, first aid kits which act as enablers for education. The study was spread across 71 districts in 13 states, namely, Andhra Pradesh, Karnataka, Kerala, Tamil Nadu (South); Bihar, Jharkhand, Orissa, West Bengal (East); Gujarat, Maharashtra (West), Madhya Pradesh, Rajasthan, Uttar Pradesh (North) in 3 Metros, namely, Delhi, Kolkata, Mumbai and Hyderabad<sup>1</sup>. The data collection was carried out by CRY's project partners and CRY Volunteers (in some schools in the Metropolitan Cities) on the basis of an "Observation Schedule" provided to them from non-CRY intervention areas for greater objectivity in the study. The data was collected in the month of September-October 2012 in the sample states and cities.

## 3. Objective

The study objective was to understand the status of implementation of RTE Act 2009 in the country as a fundamental right with a focus on infrastructure components of the RTE and with regard to the State's fulfillment of 3 year norms as spelt out in the legislation

## 4. Approach and Methodology

The study based its estimates on the data collected from 13 states and 3 Metropolitan cities. A task of monitoring and data collection was assigned a dedicated team of personnel from CRY's project partners in 13 states. However, the assignment was carried out by CRY Volunteers in Metropolitan Cities. These teams were given training at various places on methodology and collection of data using an "Observation Schedule". The study was planned to be a rapid assessment therefore observation as a method was used in the study despite the same having certain limitations (explained in the Limitations section of the report).

The unit of data collection was government schools in various states and metropolitan cities. A plethora of parameters was selected to identify the ground realities at school level which in turn affects the implementation of the Act. Indicators for the study were based upon the provisions of RTE Act 2009. However, data was also collected on additional indicators which we believe are important to ensure better school infrastructure and learning outcomes. The data is based on the observation of the invigilator during their school visits. During the school visit, data on observable RTE indicators were collected. In addition, basic information like cleanliness of toilets, availability of midday meal were collected on the day of the visit. Some of the quantitative data included basic amenities, geographical differences; teachers' availability; teacher student ratio; school management committee etc. This report is based on school visits carried out between September 2012 and October 2012. The analysis of field data was carried using Statistical Package for the Social Sciences software. The results of the analysis are presented in the following sections.

<sup>1</sup> Although the study was conceptualized as a study of 900 schools spread across 14 states and 4 metros, the final sample did not include schools from Delhi (state + metro) as the CRY could not get requisite permission from Govt. of Delhi to undertake the study in its schools. The final sample which was later used for analysis and preparation of the report was 624 PS and UPS schools. There were other limitations too (see section on Limitations of the Study) which reduced the sample.



## 5. Sampling Plan

CRY drew up an appropriate sample of schools from 71 districts in 13 States and 3 Metropolitan Cities of India, where this research project was undertaken. The selection of the states was purposive based on the presence of CRY in those states. Further, in a State 6 districts were selected based upon higher population of Scheduled Caste (SC) and Scheduled Tribe (ST) and within each district 2 blocks were selected. Within each block, 5 government schools in Non-CRY intervention areas (to remove bias and retain objectivity) in the study were selected, thereby making a sample of 60 schools in each State. In the three Metro Cities, each had a sample of 30 schools. Guidelines for sampling in a State were as follows:

- A. Per block 5 government schools were selected. These had classes of elementary schooling,
- B. Out of the 12 blocks/mandals in State, 2 blocks/mandals were urban and spread across 2 districts,
- C. State capital, if possible, was selected but both the blocks as urban blocks in the state's capital district were not selected, and
- D. Out of the 12 blocks, 3 blocks with high percentage of SC population (at least 5% higher than State's average) was selected and 3 blocks with high percentage of ST population (at least 5% higher than State's average) was selected

## 6. Analysis Plan

6.1: Although data was collected for 747 schools, from the point of view of RTE implementation only those schools were included for analysis which were primary schools and upper primary schools<sup>2</sup>.

6.2: The analysis and presentation of the data was done at three levels - a. Regionally (North, East, West, South); b. Location-wise (Rural/Urban); c. Social presence (SC, ST and Others).

## 7. Limitations of the Study (Internal/External)

### Internal Factors

- A. Limitations at the partner's end – The data was to be collected by CRY partners. These partners were trained on the use of research instruments and method of data collection. However, at the time of data collection some of these CRY partnerships termed out and new partners replaced them. Further, not all the outgoing partners could be replaced with a new partner. This affected the total sample size.
- B. Multi location sample design – The design of the study was multi location. Since the data was to be collected by the CRY partners who were not too adept in the English language the data enumeration tools were translated into the language where it had to be used. This created the requirement of translation of the tool from English to various languages and then back translation of the filled in tool for the purpose of data entry (since the data entry software was in English and the data entry was centralized). The process of back translation took more time than what was expected. This stretched the timelines as far as data entry was concerned.
- C. Observation Method - The major problem with the observation method is that the investigator has little control over the situation he is interested to observe. In the natural setting, too many extraneous factors influence the phenomenon. As a result, it is difficult to assess what causes or determines the researcher's interest. It is extremely difficult, and sometimes impossible to establish cause-and-effect relationships in our understanding of the researcher's behaviour. Observer-bias is another problem in using

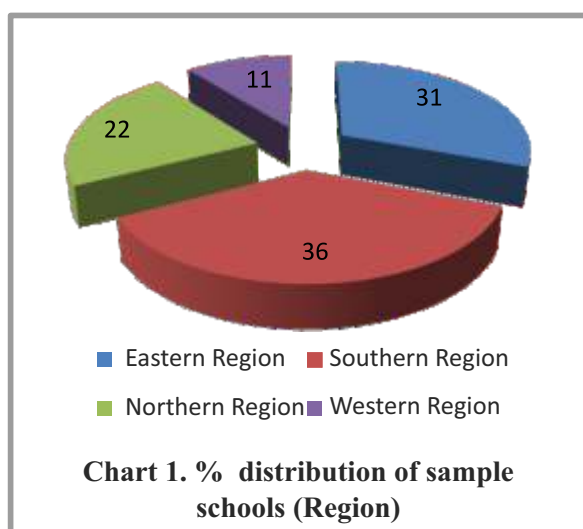
<sup>2</sup> The sample of schools covered higher secondary and secondary schools which were not included in the analysis for preparation of this report. the sample used for analysis was 624

observation as a method. The personal philosophy, attitudes, beliefs, convictions, and sometimes the personal interests of the observer are most likely to colour their perception of the event. The observer, during the course of observation, may be affected by the process itself. Finally, the presence of the observer may influence the phenomenon itself.

## External Factors

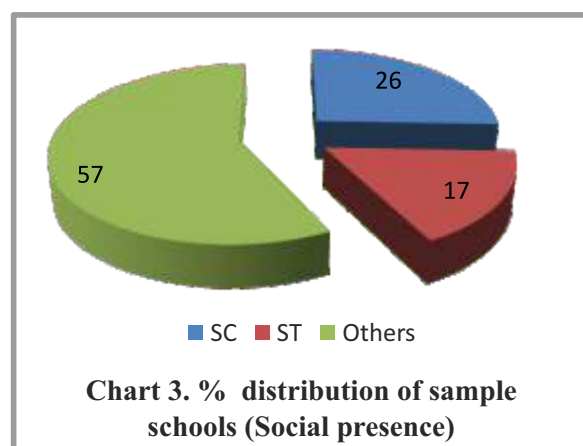
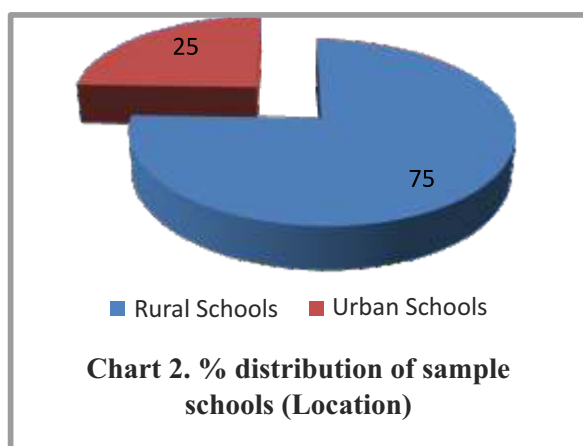
- D. Government Permissions - During the conceptualization of the study government permission to carry out this study in the sample states and cities was not factored in the timeline. While collecting data from the field the enumerators failed to elicit any response from the respondents as they were not equipped with any letter of permission from the Education Department (Director of School Education). The CRY team went back to the drawing board and figured out that since National Commission for the Protection of Child Rights (NCPCR) was vested with the power and responsibility to monitor the implementation of RTE, letters to Chief Secretaries of the sample states from the Secretary, NCPCR asking them for permission would be a feasible idea. Based on this idea, the NCPCR was requested to send letters to Chief Secretaries in the sample states. Once the Chief Secretaries received the letter from NCPCR, the Director of School Education in the sample states provided permission to CRY for undertaking the study. Permissions were secured for all the sample states and cities except Delhi.

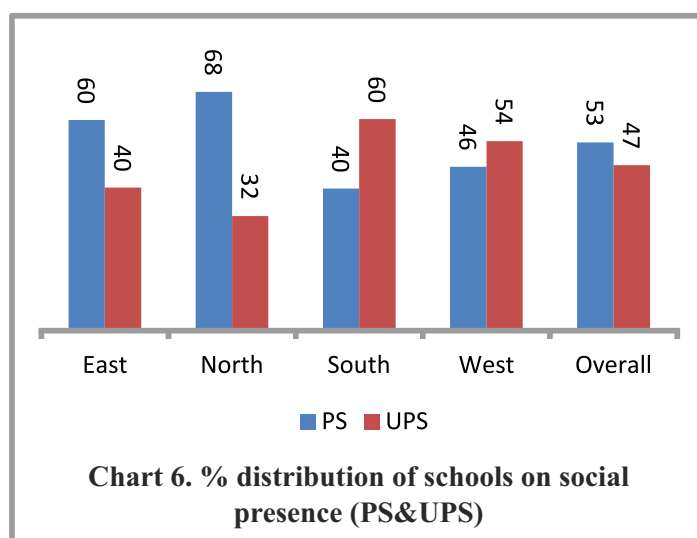
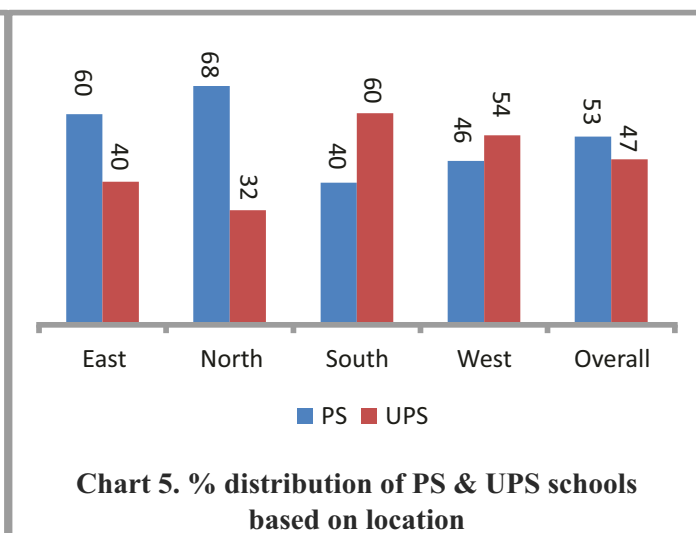
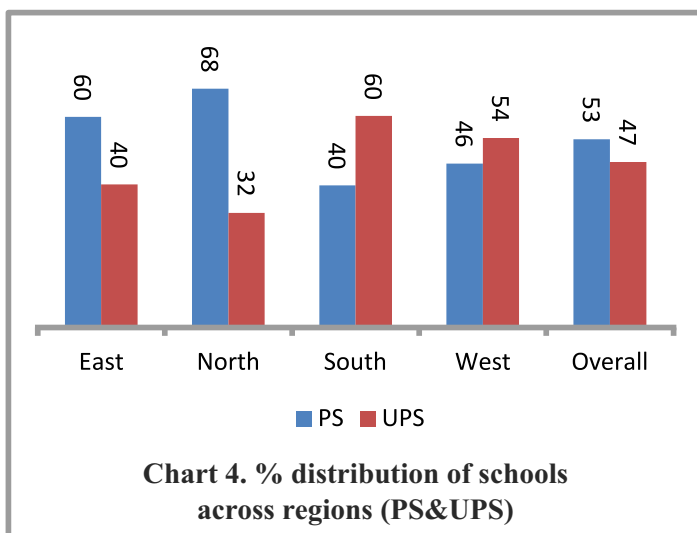
## 8. General Profile of the Schools



Schools from Southern region contribute around 36% whereas around 31% of the schools are from the Eastern region, 22% of schools from Northern region and around 11% from West. This variation in region-wise sample was due to different number of states from each region. The chart on distribution of schools based on location shows that roughly 75% schools were situated in the rural areas whereas 25% schools were from urban areas. Distribution of schools based on social presence shows that 26% schools had major presence of children from SC background whereas around 17% schools had major presence of children from ST background. More than half of the schools in the sample had major presence of children from other social backgrounds which comprised students from other back ward caste

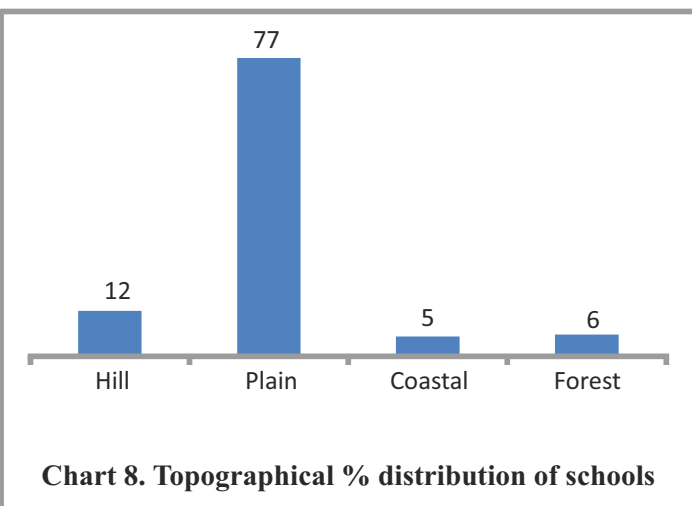
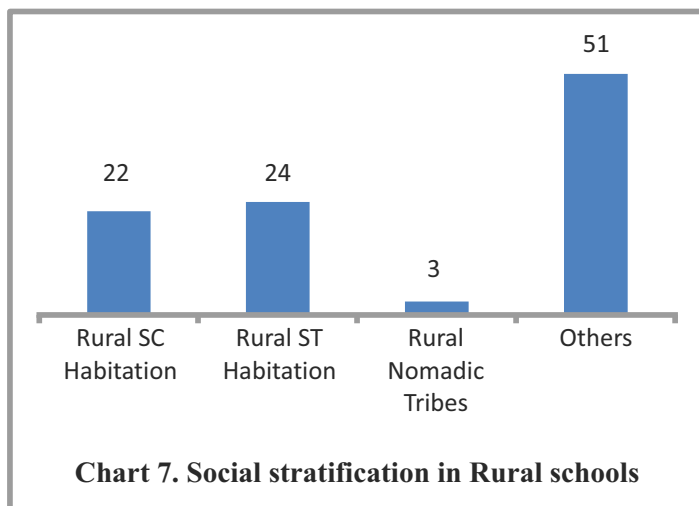
(OBC) and general category of the society. The geographical and social composition of the sample is reflective of CRY's own vision and the way CRY has been working for over last 30 years.





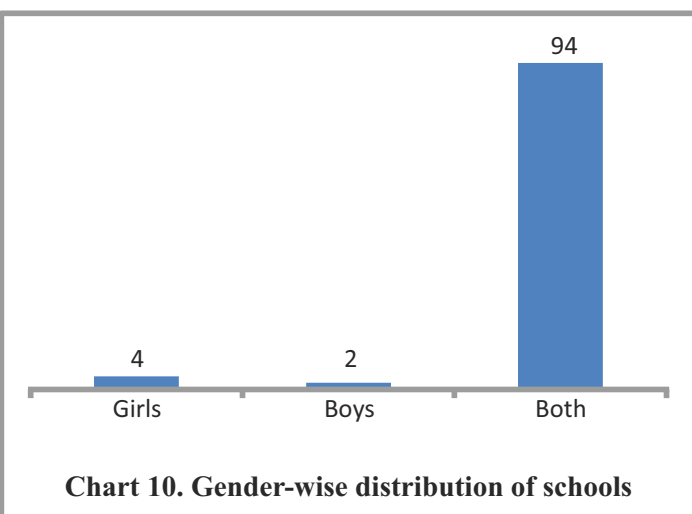
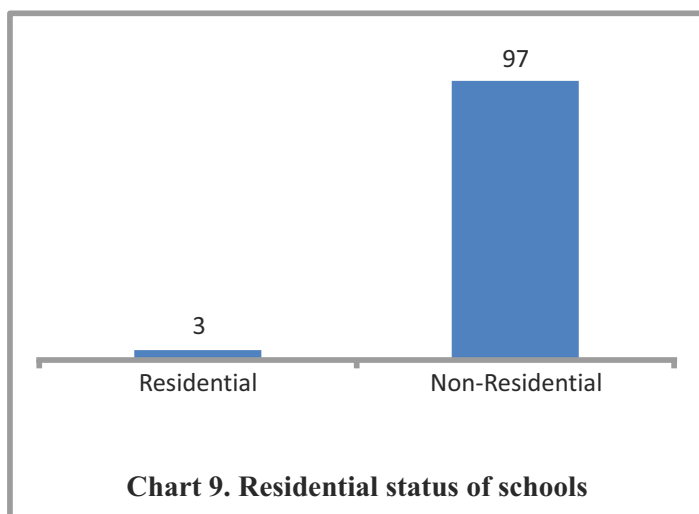
If we look at the distribution of primary and upper primary schools in the sample, around 60% schools in East and around 68% schools in the North were primary schools whereas in South and West the percentage of upper primary schools was more than primary schools. In South around 60% schools were upper primary schools whereas in West around 54% schools were upper primary schools. More than half of the primary and upper primary schools were present in the rural areas. Further, more than half of the primary schools had major presence of SC children whereas more than half of the upper primary schools had major presence of ST children.





Further, if we look at the social stratification of schools in rural areas, most of the schools were situated in areas other than SC, ST or nomadic habitation. 22% schools in rural areas were present in SC habitation and 24% schools were present in ST habitation. Around 77% schools are present in plain. Rest of the schools was present in hills, coastal areas or in the forests. Around 97% sample schools were non-residential.

As per the gender-wise classification of schools, around 4% schools were all girls schools whereas 2% schools were all boys schools. Rest of the schools was for both girls and boys.





## 9. School Infrastructure

### Reference RTE Act 2009

Schedule in the RTE Act 2009: Sl. 2. Building - All weather building consisting of:

- (i) at least one classroom for every teacher and an office-cum-store-cum-head teacher's room;
- (ii) barrier-free access; (iii) separate toilets for girls and boys;
- (iv) safe and adequate drinking water facility to all children;
- (v) a kitchen where mid day meal is cooked in school; (vi) playground;
- (vii) Arrangements for securing the school building by boundary wall or fencing

Sl. 6. Library - There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books

Sl. 7. Play materials, games and sports equipment – Shall be provided to each class as required

### Rationale

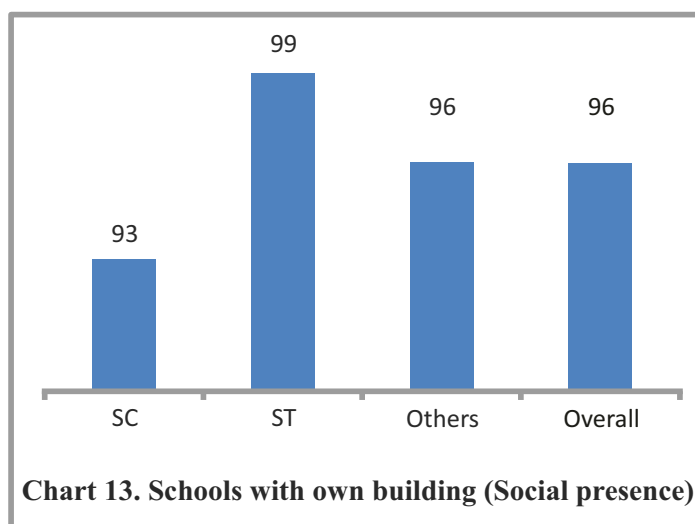
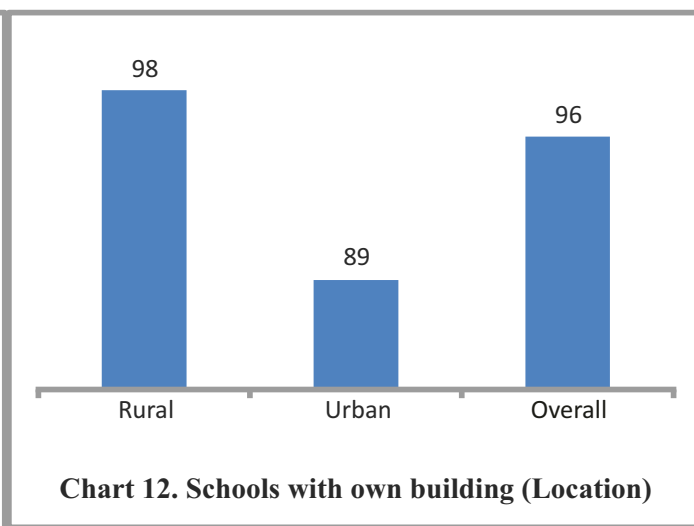
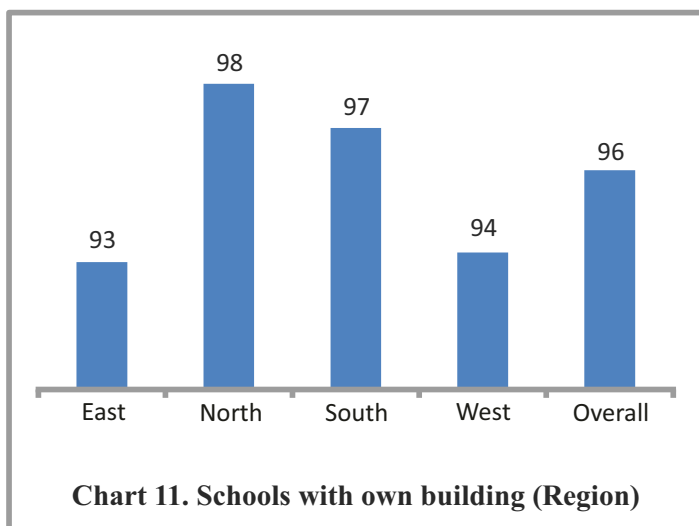
"The OECD Centre for Learning Environments collection by Katrien Cuyvers, Well-Being at School: Does Infrastructure Matter?<sup>3</sup> They analyzed data on Flemish schools looking for the impact of the physical learning environment on non-cognitive outcomes. In answer to the question of whether differences in student well-being can be attributed to the quality of school infrastructure, it appears clearly that there is a connection. There also did not appear to be any significant difference in scores of well-being in rural and urban schools. They noted that "a school with poor quality infrastructure will affect well-being in the same way, whether it be rural or urban." It seems clear from the research that has been done that there is a strong link between school infrastructure and student outcomes. So why are we not talking about this in education reform any more? Seems to me like this should be front and center - especially when this is a great opportunity to boost our struggling economy. Government of India believes that these specific building features are necessary for Indian children to learn. Infrastructure can play a role for providing the basic meeting place for students and teachers but what that place looks like need not be uniform for every learning situations as long as students have opportunity to learn. (*Lessons in Learning: An analysis of outcomes in India's implementation of the Right to Education Act: 2013*)

**Reality:** The study collected evidence on availability of building exclusively for the purpose of schooling, condition of school building, type of classrooms, separate classrooms, availability, usage and condition of toilets, availability of safe drinking water facility with source, presence of kitchen for preparation of mid day meal, presence of library and type of books in it, presence of playground, presence of play materials, games and sports equipment and presence and condition of boundary wall and status of classrooms in schools.

<sup>3</sup> Cuyvers, K. et al. (2011), "Well-Being at School: Does Infrastructure Matter?", CELE Exchange, Centre for Effective Learning Environments, 2011/10, OECD Publishing.



Image: CRY Photo Bank

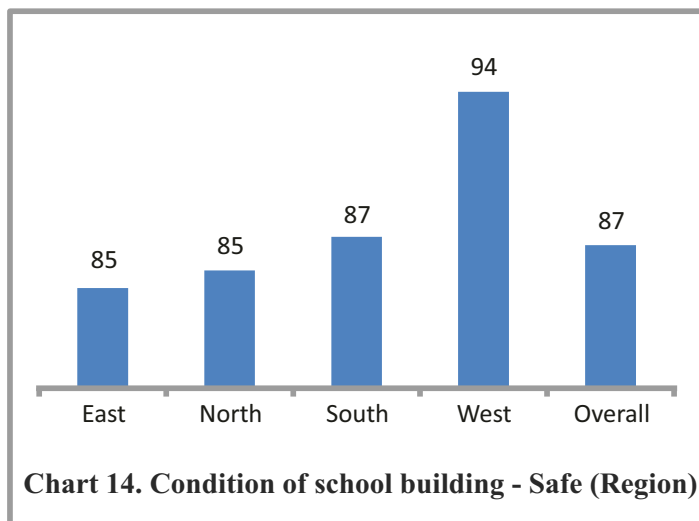


Ideally schools should have their own building however; the study shows that there are still some percentages of schools which do not have their own buildings. As per the findings of the study, around 4% schools were running in buildings which were not constructed exclusively for the purpose of schooling. In East and West around 7% schools were run in buildings which were not meant exclusively for schooling. When compared to rural areas, in urban areas more (11%) such schools were found which were not running in buildings exclusively meant for school. Further, 8% schools with major presence of SC children were being used for purposes other than schooling.

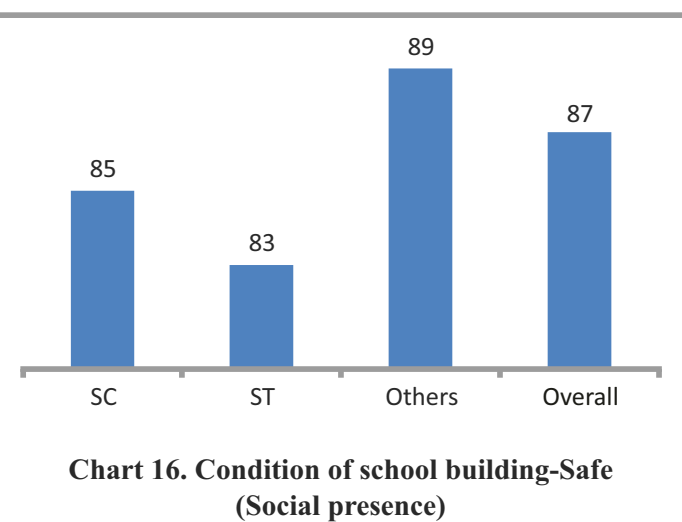
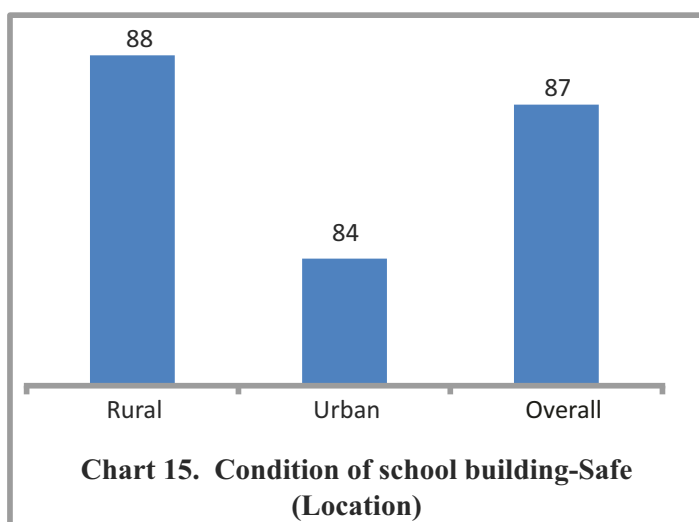
**Recommendation:** As far as availability and condition of school buildings is concerned the RTE Act talks about presence of all weather building but as such does not provide any more details regarding the minimum standards of such a building. Presence of school building is basic to ensuring education as a right. The State should ensure that schools are run in their own building and the school building be used for no other purpose than schooling.



On an average around 13% schools across various school categories were found to be unsafe<sup>4</sup>. If we look at the region wise distribution of unsafe schools, more than 15% schools in East and North were considered unsafe for children at the time the survey was undertaken. Further, around 13% schools in South and 6% schools in West



were considered unsafe for children. The percentage of unsafe schools in urban areas was greater than the schools in rural areas. One of the inferences can be that schools in rural areas are probably better maintained than schools in urban areas and this could be due to active SMCs in these schools (advance analysis for effect of SMCs on condition of school shows that schools with SMCs have better school buildings). Unsafe schools with majorly children from SC and ST background were more compared to schools with major presence of children from other social category. Around 17% schools with major presence of tribal children were observed to be unsafe.



**Recommendation:** The State should create mechanism for carrying out school safety audits which would identify unsafe schools and ensure that the same should be repaired or maintained in a way that they become safe. In case a school is beyond repair the same should be replaced with a new building. The study has found that schools with presence of SMC are safer than schools without them. Alternatively, the State should ensure formation of SMCs and build their capacities to ensure that they are able to conduct school safety audits and based on the SMCs findings provide recommendation in the school development plan for safe buildings.

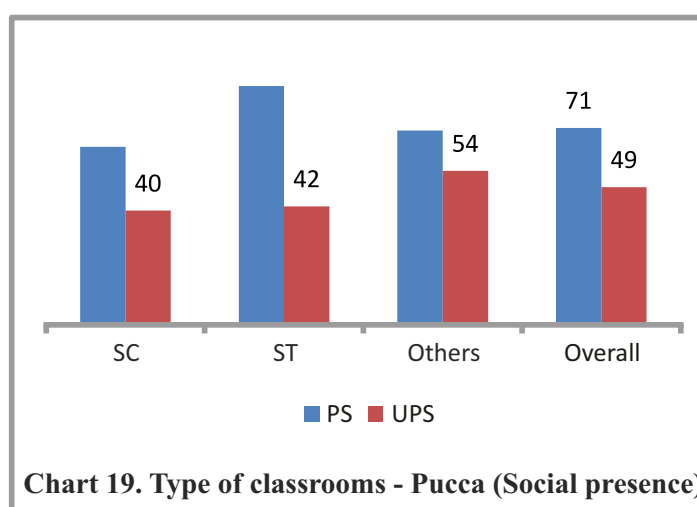
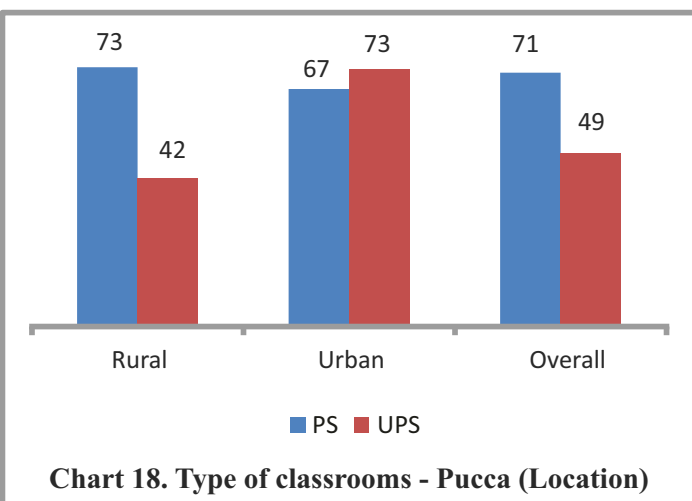
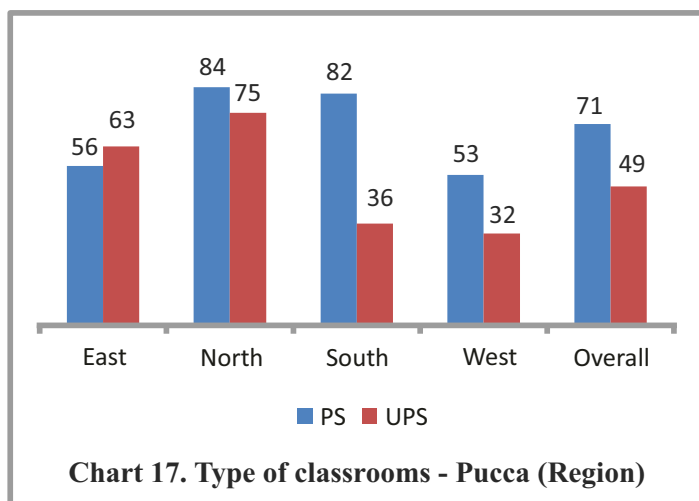
<sup>4</sup> Safety condition of school building – The safety condition of the schools was assessed from a practical point of view. Technical parameters for construction were not examined. Safety of building meant the school building should not pose any danger to the children and staff. The building should not be in a condition that there was a possibility of partial and/or complete collapse.



## Condition of School Building



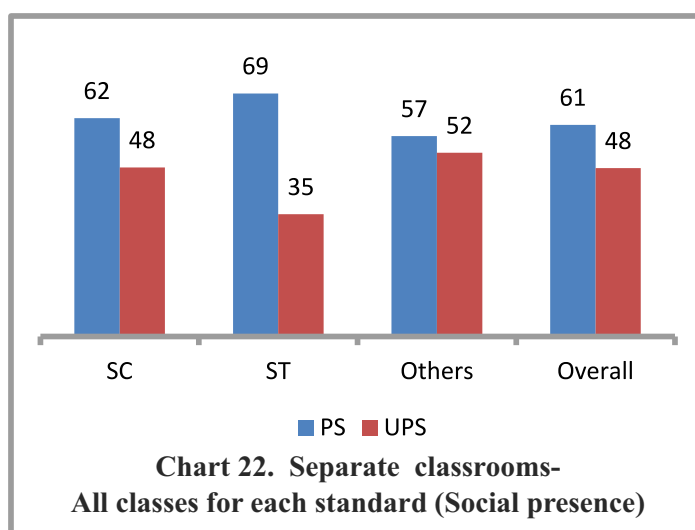
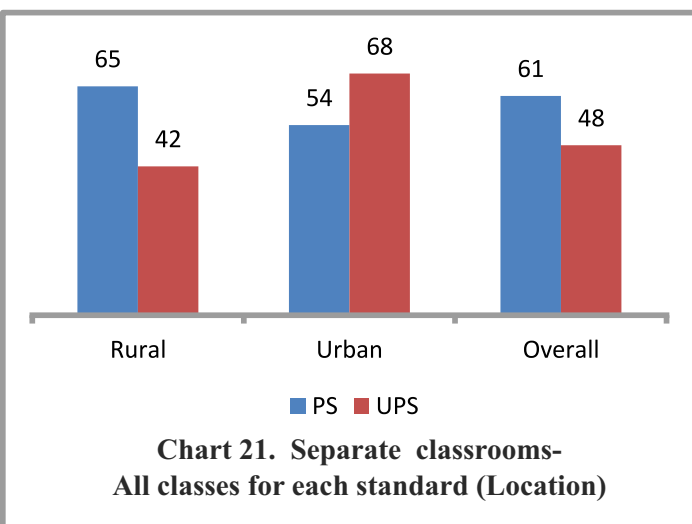
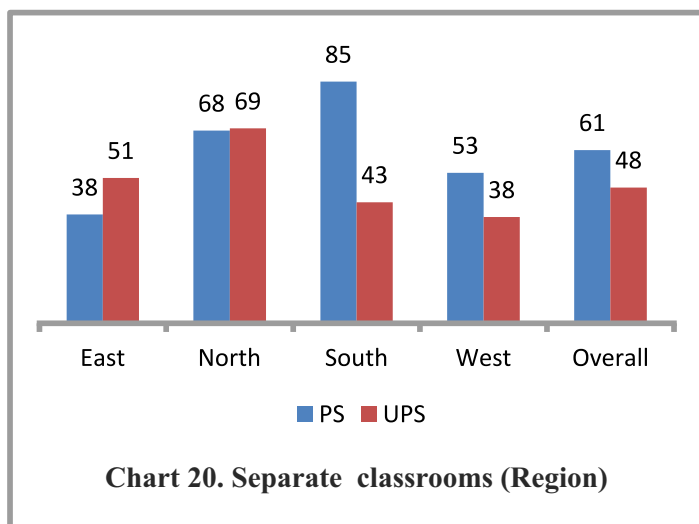
Image: CRY Photo Bank



Around 29% primary schools (PS) and 51% upper primary schools (UPS) covered under the study did not have all the classrooms pucca<sup>5</sup>. In West around 47% PS and 68% UPS did not have all classes pucca. In South while only 18% PS did not have all the classes pucca, 64% UPS did not have all the classes pucca. In rural areas the gap in pucca schools at primary and upper primary level was significant as 27% PS did not have all the classes pucca against 58% UPS which did not have all the classes pucca. In schools in urban areas there were more PS which did not have all classes pucca compared to UPS. Further, in case of schools with major presence of ST children the gap between PS and UPS having all classes pucca was significant as only 16% PS did not have all classes pucca compared to 58% UPS which did not have all classrooms pucca.

**Recommendation:** The State should ensure that all the school buildings are all weather buildings, meaning pucca (as per the norms for building provided in the RTE Act) including all the classes and rooms inside the school premises.

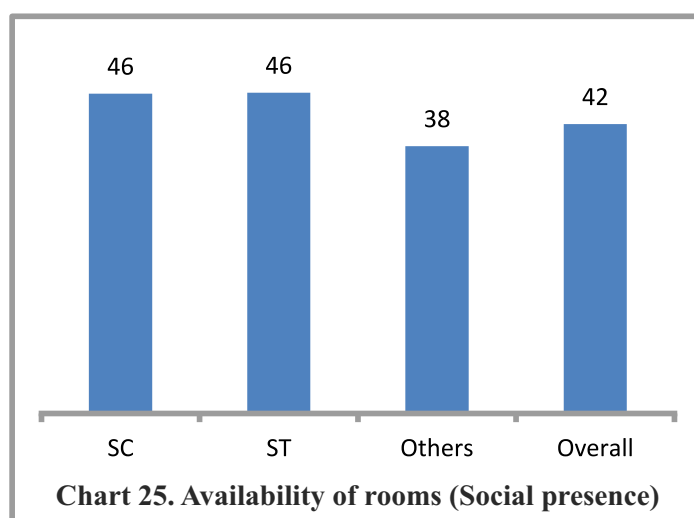
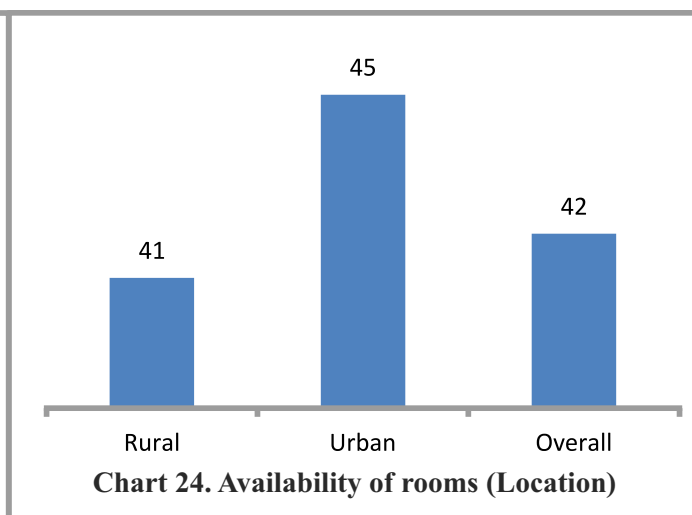
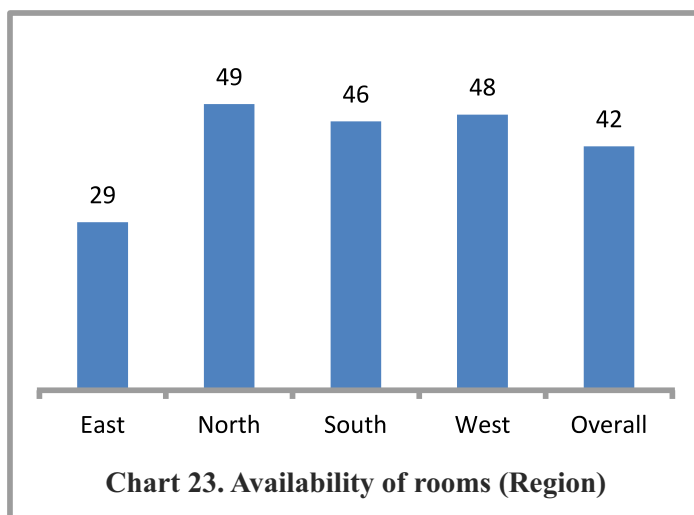
<sup>5</sup> Pucca – Walls and roof are concrete or of brick



In case of PS, around 39% did not have separate classrooms for each standard whereas around 52% UPS did not have separate classrooms. In East, around 62% PS did not have separate classrooms for each standard whereas in West around 47% PS did not have separate classrooms. Further, around 47% PS in urban areas did not have separate classrooms compared to 35% schools in rural areas. In West around 63% UPS did not have separate classrooms. In South around 57% UPS did not have separate classrooms. In rural areas around 58% UPS did not have separate classrooms. Moreover, in schools with major presence of ST children around 66% UPS did not have separate classrooms.

**Recommendation:** The State should ensure that there are separate classrooms for each class/grade. Further, the State should ensure that student classroom ratio aligns with the pupil teacher ratio. In case a class has more than 30 students the class should be divided into sections to maintain a minimum PTR of 1:30 at all times.



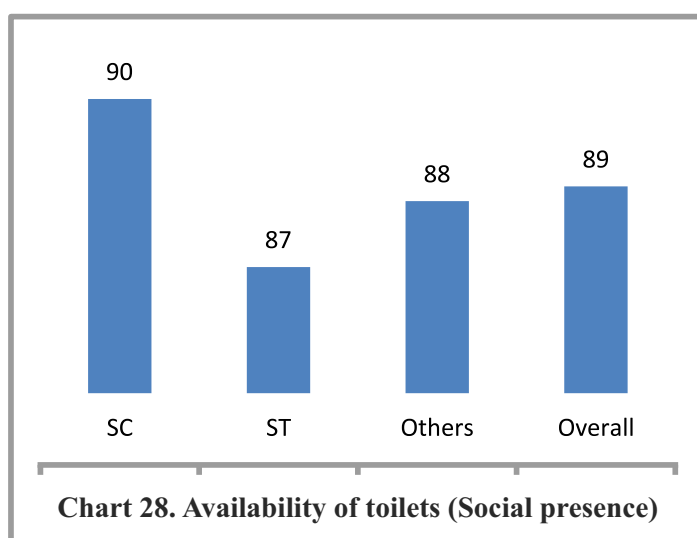
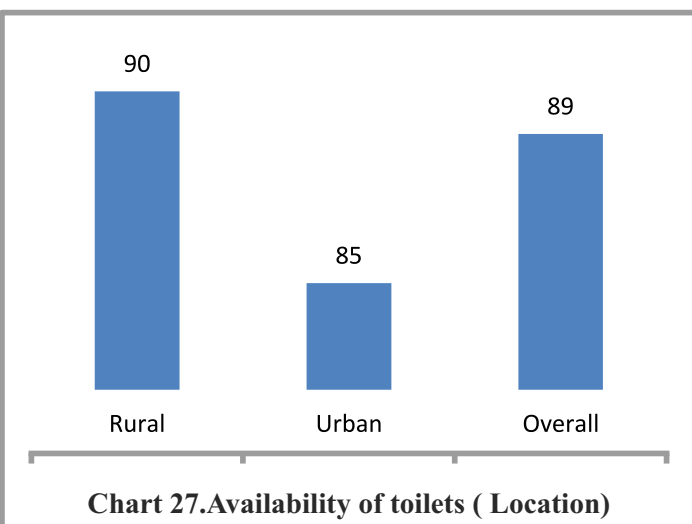
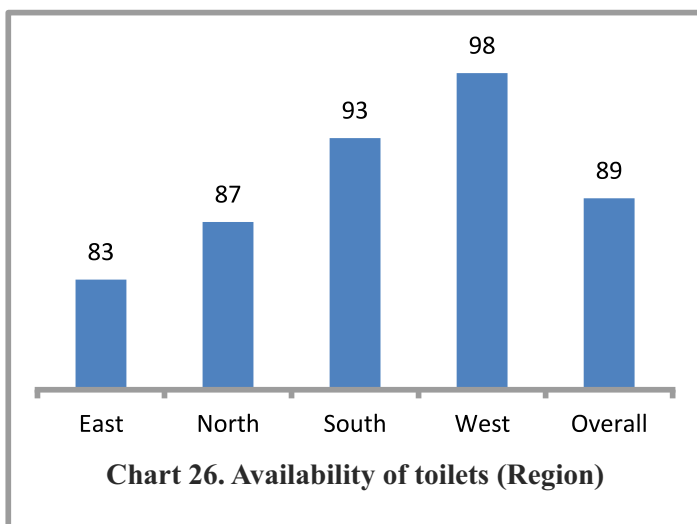


**Availability of Head Teacher's Room:** As per the norms of the RTE Act every school should have an office-cum-store-cum-head teacher's room. As far as the findings of this study are concerned, around 58% schools overall did not have separate room for head teacher. In East 71% schools reported not to have separate room for head teacher. Further, 59% schools in rural areas and 55% schools in urban areas did not have separate room for head teacher. This clearly shows that enough space or infrastructure support is not being provided for administrative work like school development plans and classrooms might get used for storage of various materials such as teaching learning material and even utensils.

**Recommendation:** The State should ensure that every school has a head teacher's room inside the school premises as per the RTE Act. The head teacher's room should have ample space, required furniture, fixture and equipments for allowing the head teacher to carry out administrative duties with convenience and efficiency. Further, since the RTE also provides for head teacher's room to be used as a store room, there should be ample and designated space for proper storage of materials which would ensure that the stored material is easily located and is reasonably safe from elements of nature.



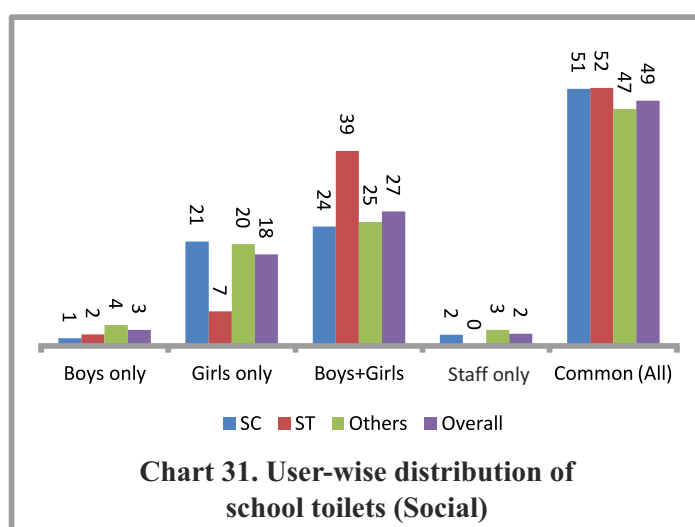
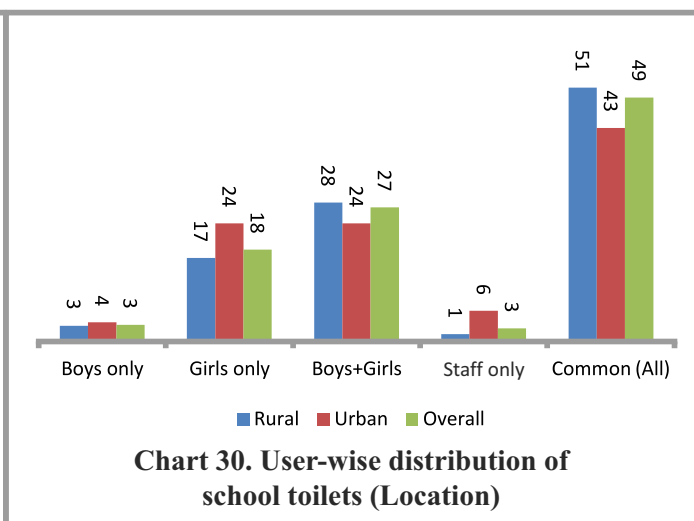
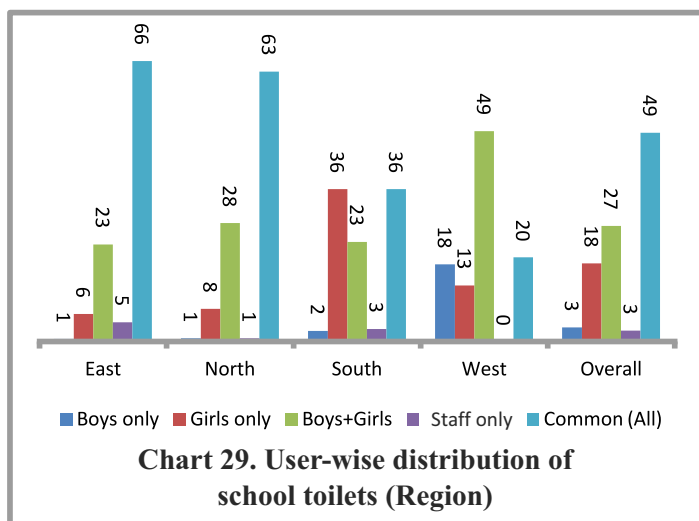




Through various studies it has been established that functional toilets which provide proper water & sanitation facilities and privacy to school children are essential to ensure retention of children in the school and particularly girl students and female teachers. Overall, around 11% schools did not have toilets. Around 17% schools in East did not have toilets as compared to West where only 3% schools did not have toilets. The availability of toilets was better in rural areas compared to schools in urban areas. In case of schools with major presence of tribal children around 13% schools did not have toilets. Advance analysis (findings in annexure) on the present data shows that those schools which have school management committee are more likely to have toilets in their school premises compared to those schools which do not have a school management committee.

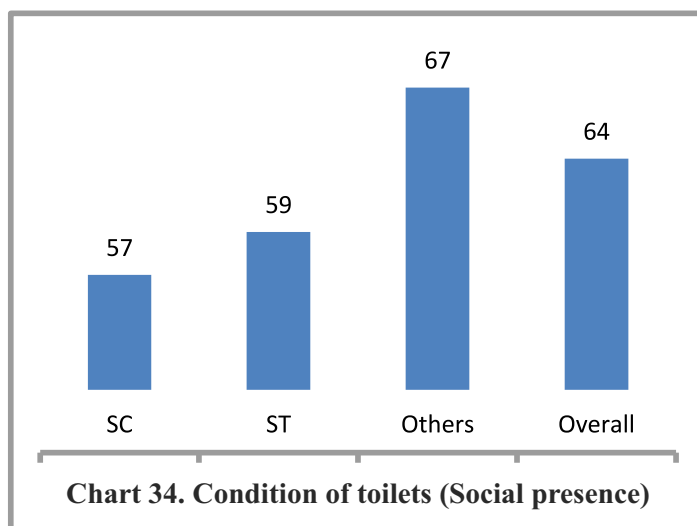
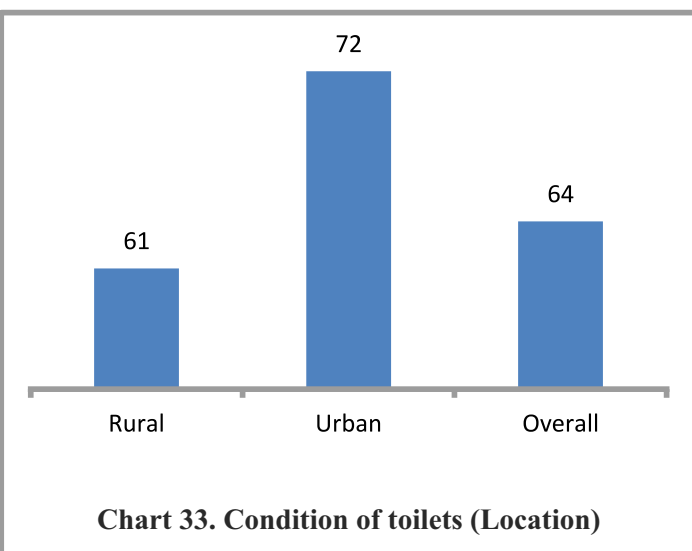
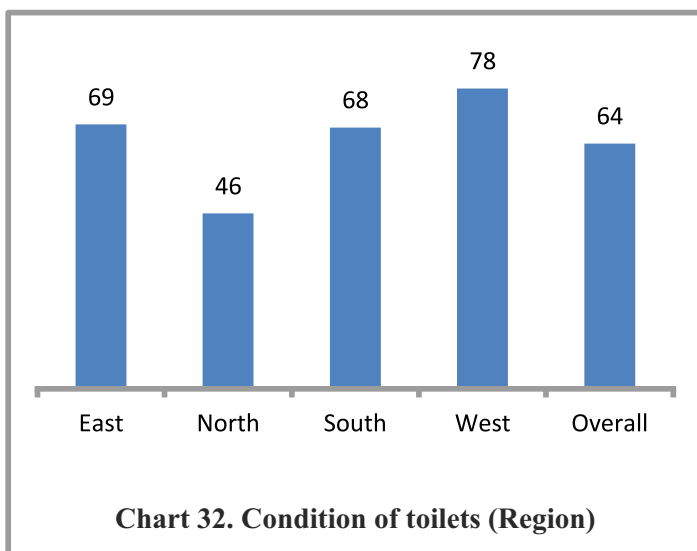
**Recommendation:** The State should ensure that every school has toilets (separate toilets for girls, boys and staff (male and female separate) inside its premises with proper lighting, availability of water and soap for washing of hands after toilet use and staff to keep the toilets clean. Absence of toilets negatively impacts the enrolment and retention of children, especially girl children.





Overall, most of the schools did not have separate toilets for girls and boys. Around 49% schools had common toilets for staff and students. In East less than 1% schools had separate toilets for girls compared to South where around 36% schools had separate toilets for girls. Further, separate toilets for girls and boys were more in schools present in urban areas as compared to schools present in rural areas. In rural areas such schools were more which had common for all toilets or toilets which were used by boys and girls both. Further, in schools with major presence of ST children common toilets were more in comparison to separate toilets.





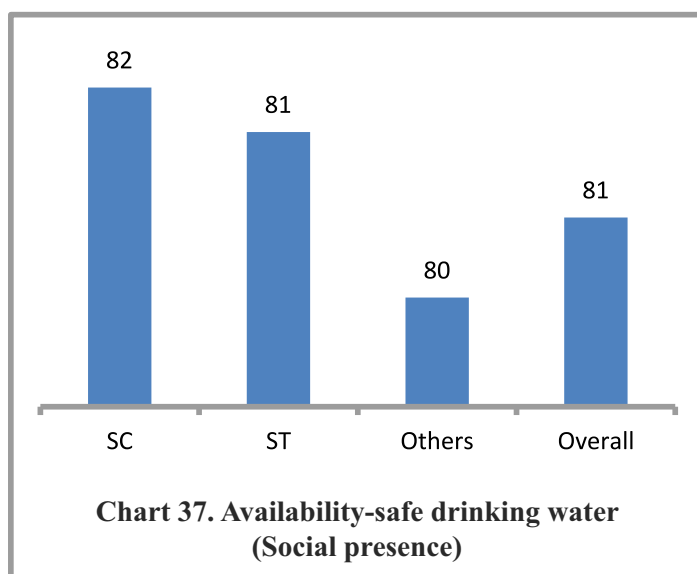
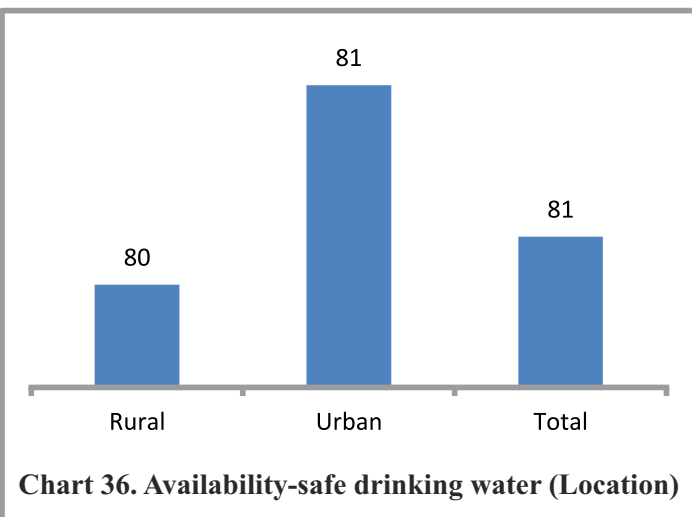
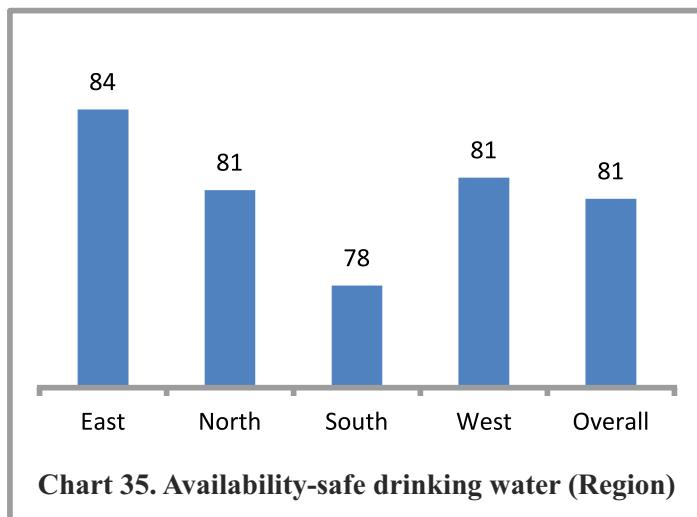
The condition of the toilets were assessed based on their privacy and availability of water. Overall, toilet in around 34% schools were observed to be in bad condition. In North, around 55% schools had toilets in bad condition. Condition of toilets in schools in rural areas was worse as compared to condition of toilets in schools present in the urban areas. Further, condition of toilets was bad in more schools with major presence of SC children than schools with major presence of ST or other children.



## Condition of Toilets







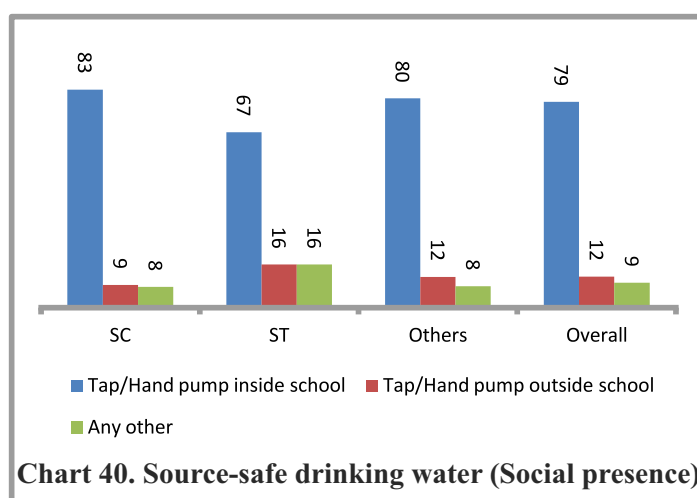
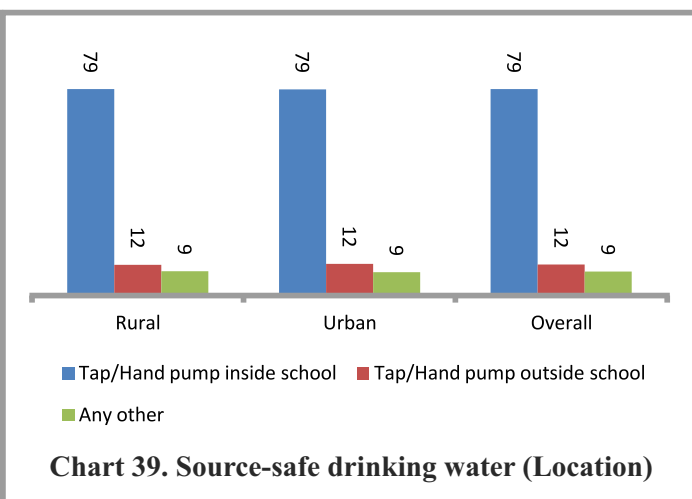
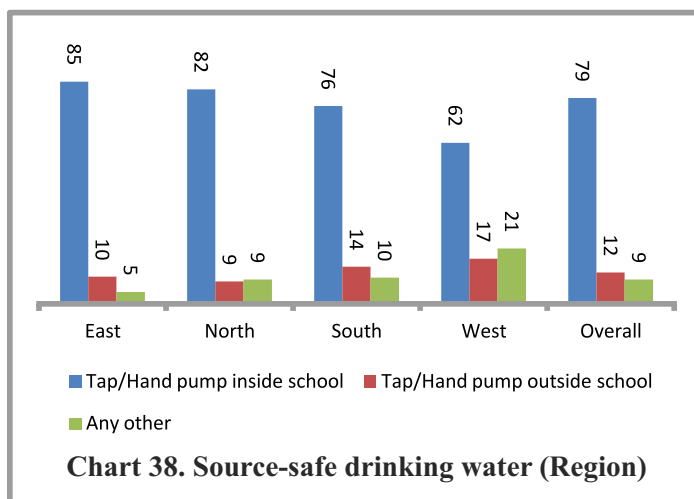
As per the norms of RTE Act, safe and adequate drinking water facility should be available in all the schools. On an average almost 20% schools of all the surveyed schools did not have availability of safe drinking water on the day the survey was undertaken.

Region-wise analysis of schools shows that in West presence of such schools which have safe drinking water available is lesser than such schools in other regions.

Further, almost 20% of the schools both in rural and urban areas did not have availability of safe drinking water.



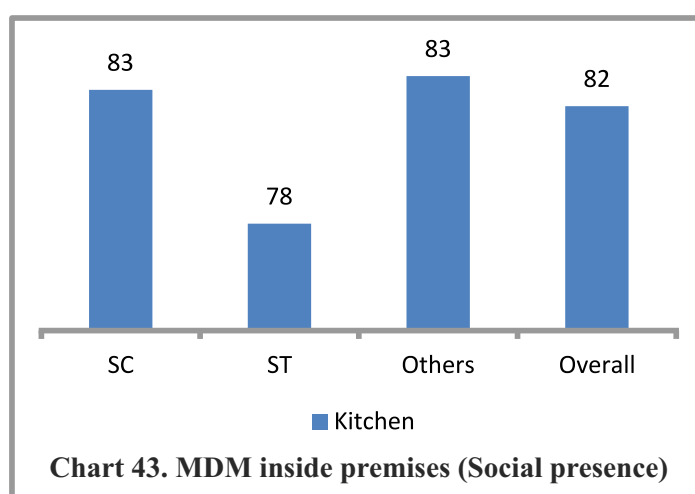
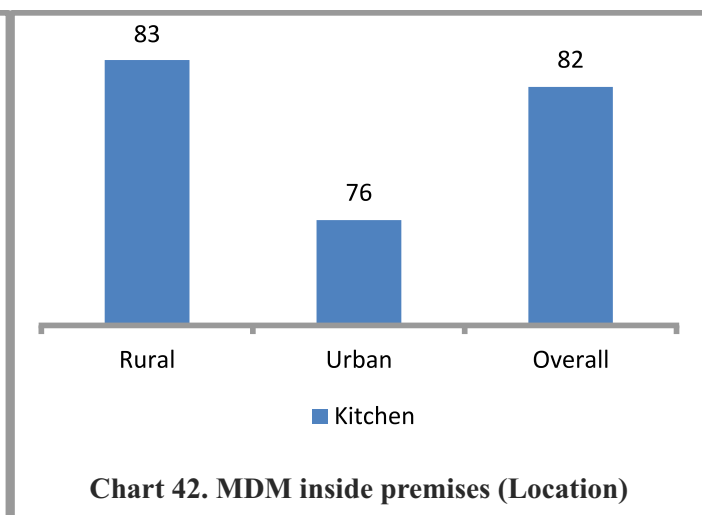
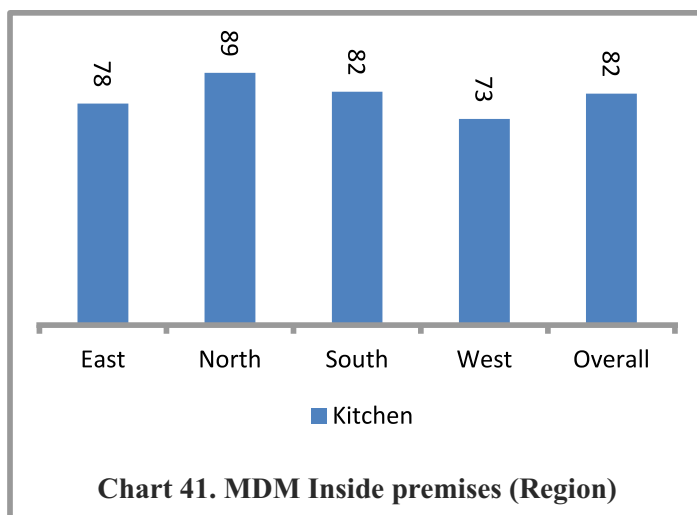




During observation it was found that in most of the schools (around 79%) the source of drinking water was tap or hand pump inside the premises of the school. In West, in around 39% schools the source of drinking water was present outside the school premises. In South in roughly 1 out of 4 schools the source of drinking water was outside the school premises. Further, in schools with major presence of children from ST background around 33% schools had source of drinking water outside school premises.

**Recommendation:** The State shall ensure than every school has safe drinking water facility within the school premises.



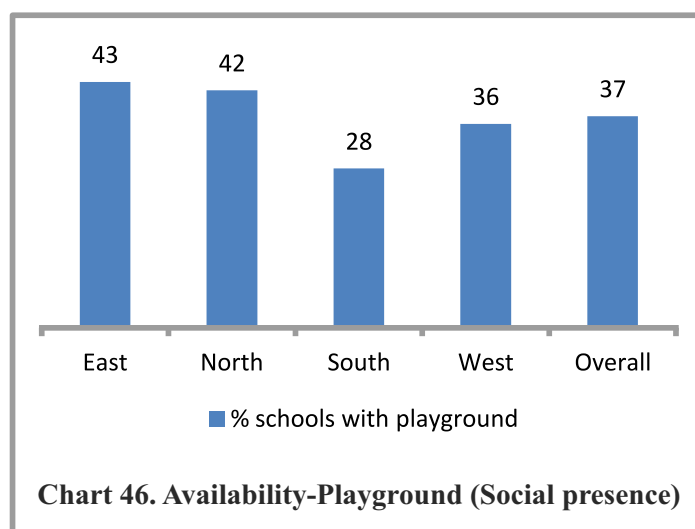
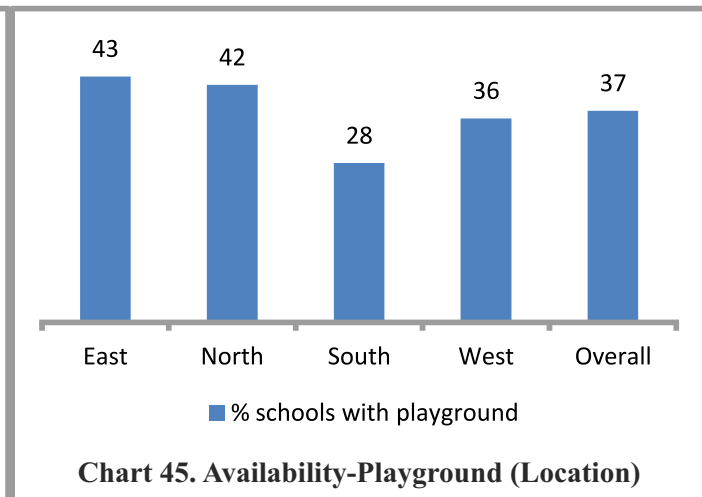
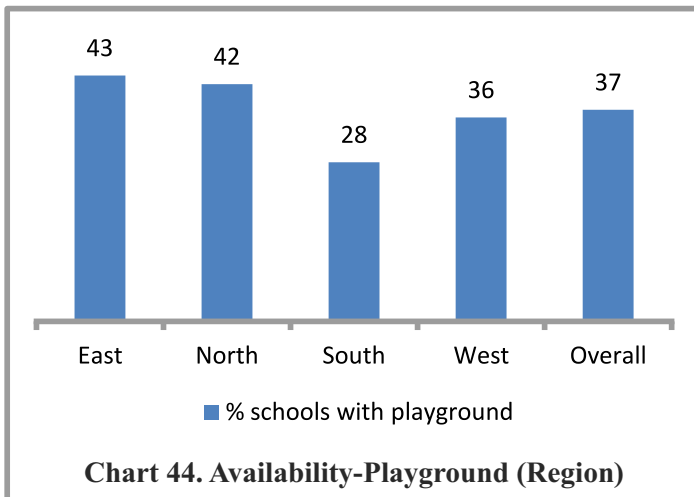


Overall, in all those schools where mid-day meal (MDM) was cooked inside schools premises, in 18% schools MDM either not cooked inside a designated kitchen or did not have a kitchen space at all. Region-wise in West in 27% schools MDM was not cooked inside a kitchen or there was absence of kitchen. In urban areas schools with absence of kitchen space/kitchen was observed more compared to schools in rural areas. Further, in schools with major presence of ST children around 22 schools did not have kitchen space or food was not cooked inside a designated kitchen space.

**Recommendation:** Kitchen in every school preparing MDM inside school premises should be mandatory as per the norms of the RTE Act.







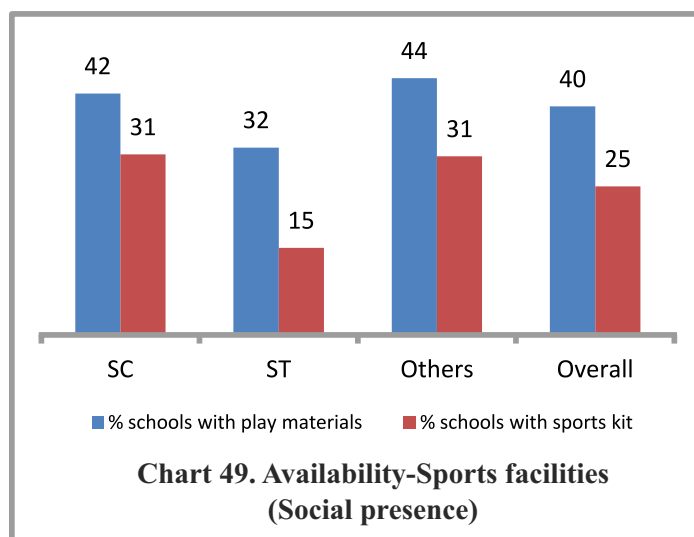
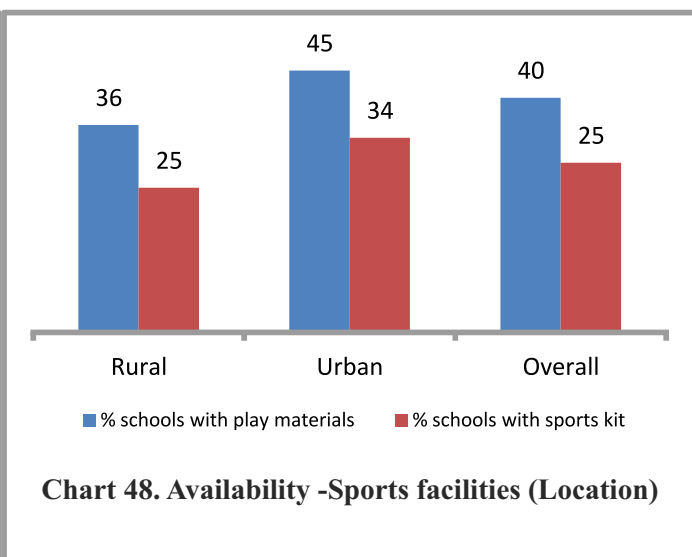
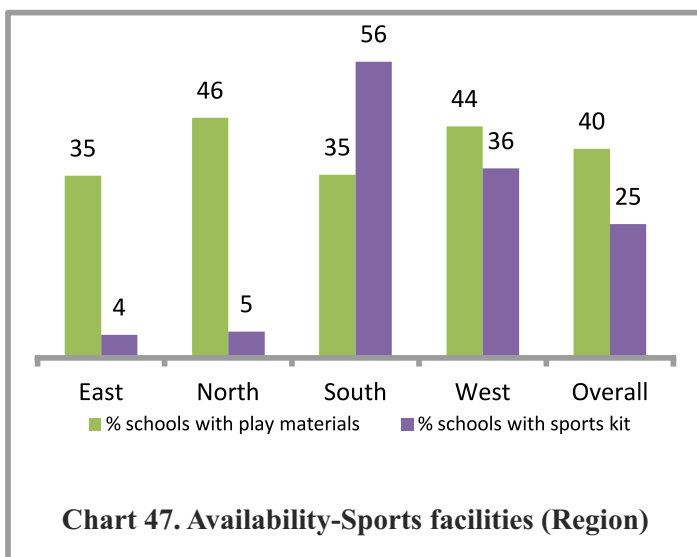
**Presence of Playground:** As per RTE norms every school should have a playground and play materials, games and sports equipment shall be provided to each class as required. While RTE talks about class wise provision of play materials but the data was collected for schools. As per the findings of the study, 63% schools under the study did not have a play ground. In East and North 58% or more schools did not have playground whereas in West 64% schools did not have playground. In South 72% schools did not have playground. There was not much difference in percentage of schools having play ground in rural and urban areas.

**Recommendation:** Playground and other sports facilities such as sports material and games equipment should be made available in all the schools as per the norms of the RTE Act.





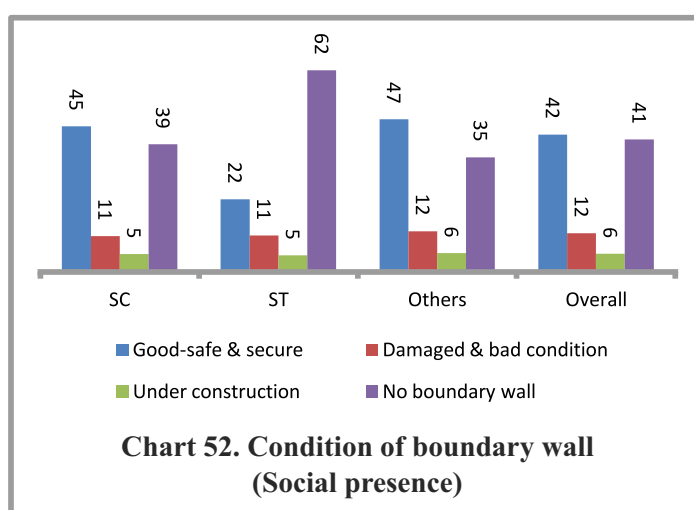
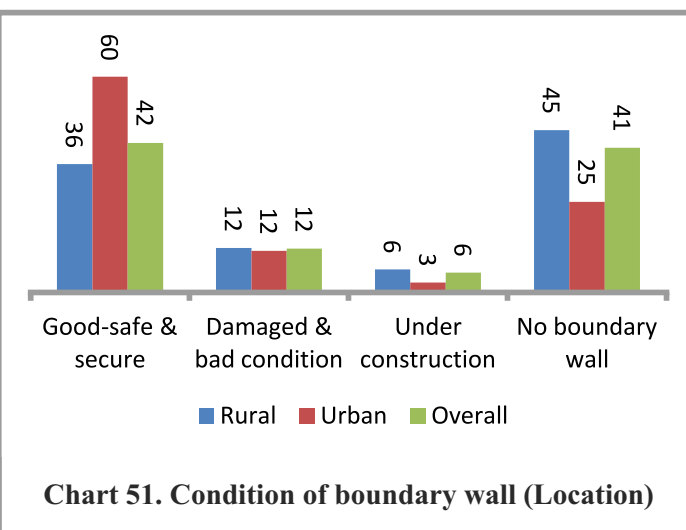
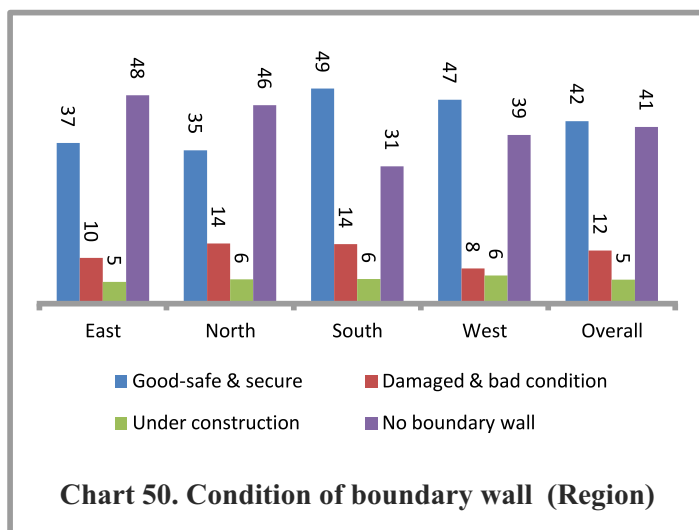
Image: CRY Photo Bank



As per the findings of the study, 60% sample schools overall reported absence of any play material. 64% schools in rural areas and 55% schools in urban areas reported absence of play materials. 75% schools on an average did not have sports kit available for their students. 1 out of 4 schools in South reported to provide sports kit to its students. In West 64% schools did not have sports kit whereas in East and North more than 90% schools did not have sports kit. Sports kit availability was better in schools in urban areas as compared to schools in rural areas. 75% schools in rural areas did not have sports kit as against 66% schools in urban areas which did not have sports kit. 63% schools did not have first-aid kits. More than 55% schools in South and West reported absence of first-aid kits. In North 86% schools reported absence of first aid kits. Further, there was not much difference in schools in urban and rural areas as far as presence of first aid kits was concerned.







School boundary is essential to make the school premises secure, avoid encroachments inside the school premises and save the children and the teachers from unwanted attention of the outsiders. As per the findings of the study, most of the schools did not have boundary wall in good condition. Around 60% schools were observed to have no boundary wall, boundary wall in damaged and bad condition or boundary wall under construction. In East and North more than 45% schools did not have any boundary wall. Further, in 45% schools in rural areas there was no boundary wall. Moreover, in more than 61% schools with major presence of tribal children boundary wall was completely absent.

**Recommendation:** Boundary walls are important to ensure safety and protection of children. The State should ensure that every school has a boundary wall, as per the RTE Norms, and carry out repairs of existing boundary walls which are dilapidated.

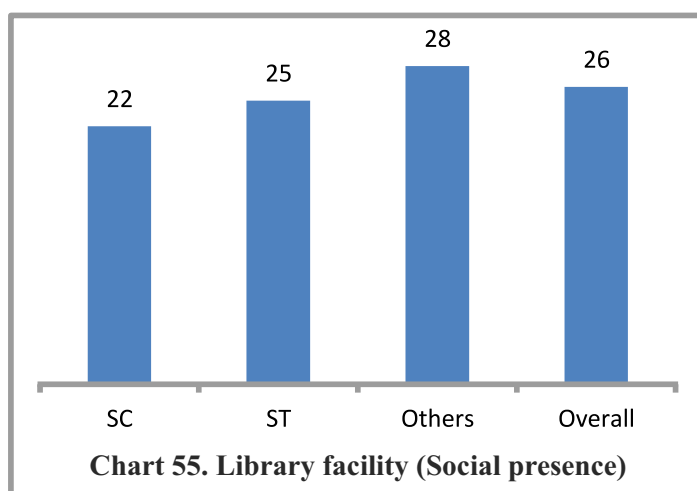
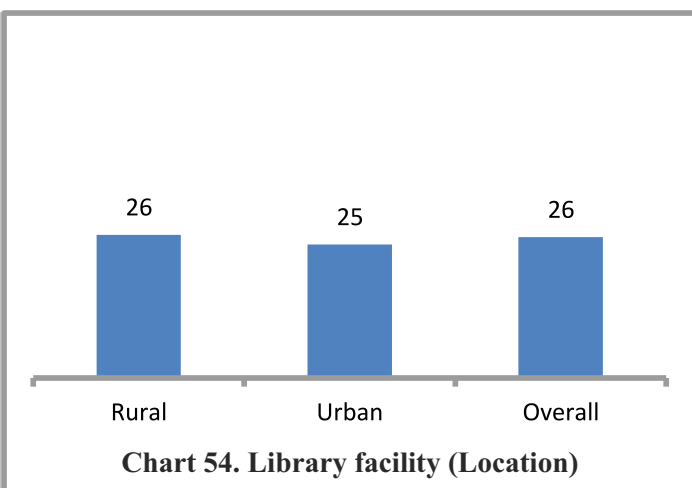
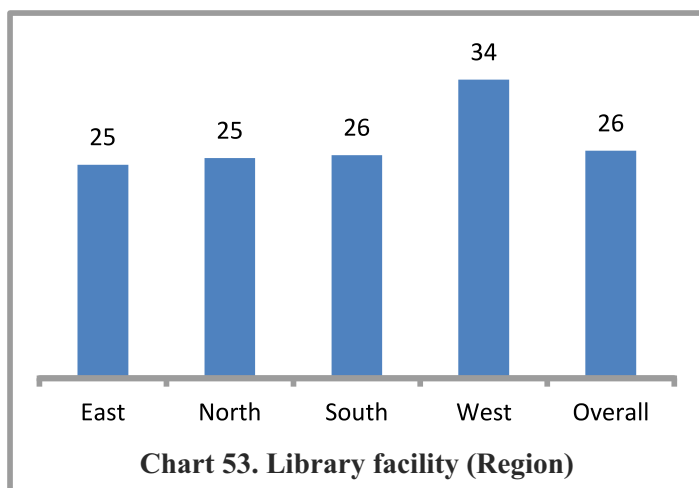




## *Condition of School Boundary Wall*



Image: CRY Photo Bank

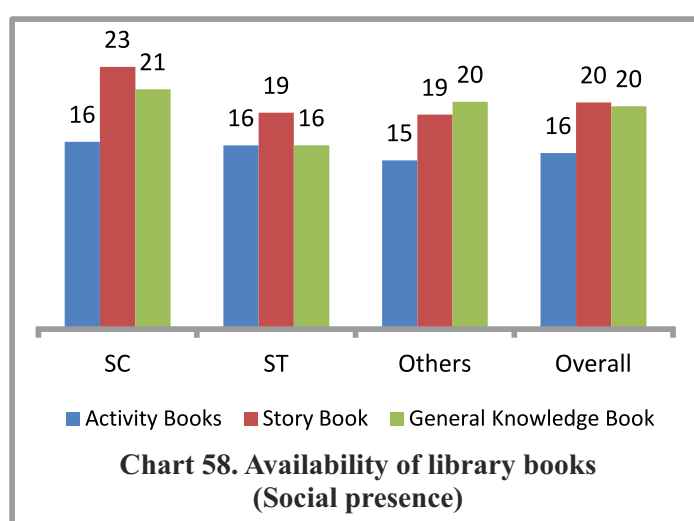
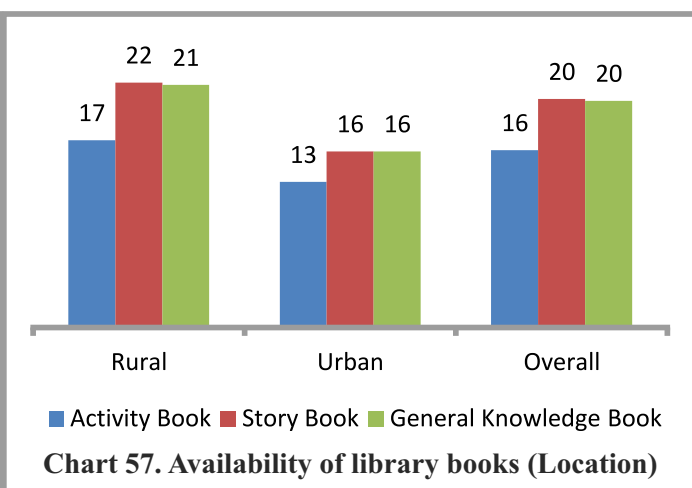
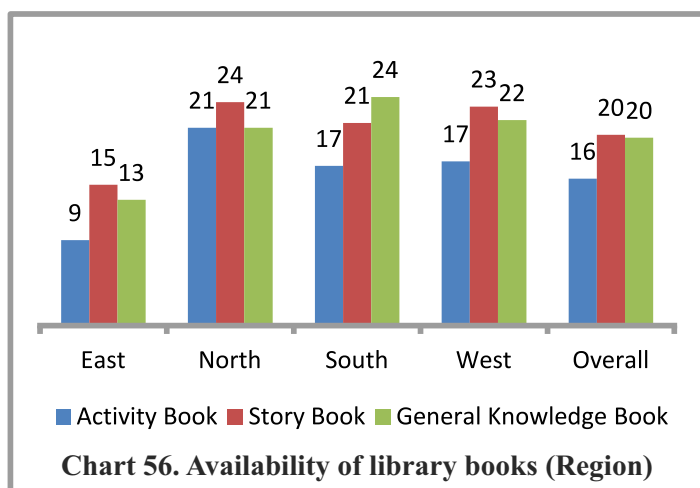


The RTE Act provides that there should be a library in each school providing newspaper, magazines and books on all subjects, including story-books. The findings of the study showed that, 74% schools did not have a library. In South and West more than 70% schools did not have library facility for their students whereas in North and West more than 80% schools did not have a library. Further, more than 60% schools in the urban areas and more than 70% schools in the rural areas did not have a library. Presence of library was lower in schools with major presence of SC or ST students compared to schools with other students. As per the study findings there is not much difference in presence of library in primary and upper primary schools.

**Recommendation:** The State must incorporate its present school building design to include a separate library room in every school. The library room should be equipped with story books, general knowledge books, magazines and other essential books and the teachers should encourage the students to use the library and books as much as possible to augment reading abilities and diversify their knowledge.







Story books and books other than subject books diversify knowledge of individual and improve reasoning abilities. As per the findings of the study, the schools in which there was a library, around 84% such schools did not have activity books, whereas 80% schools did not have story and general knowledge books. There was no significant difference across regions, location and social presence of students in the percentage of schools having activity books, story books and general knowledge books.





## Ramifications

**RTE Schedule SI 2. (i) All weather building:** At least one classroom for every teacher and an office-cum-store-cum-head teacher's room – More than half of the schools did not have separate room for head teacher. Since head teacher's room is also used for storage and for administrative work of the school it is not hard to imagine that storage of teaching learning material as well as administrative work is adversely affected due to lack of separate head teacher's room.

**(ii) Separate toilets for girls and boys:** Various studies have shown that separate toilets for girls reduce drop out of girl students specially at higher levels of schooling (Birdthistle, Dickson, Freeman, Javidi, 2011: What impact does the provision of separate toilets for girls at schools have on their primary and secondary school enrolment, attendance and completion?). As per the RTE Act there should be provision for separate toilets for boys and girls<sup>6</sup>. Our survey shows that there is gap in availability of toilets and where available they are unusable. Reinforcing the importance of toilets in schools the Supreme Court recently directed the state governments to ensure availability of toilets in schools within a prescribed time frame.

### 80 Primary school buildings in the district unsafe: Survey

Ishita Mishra, TNN Sep 29, 2012, 04.42AM IST

KANPUR: Are city schools a safe place for children? The Thursday's incident in which a school ceiling collapsed in Kahukothi, leaving 19 students injured, five of them seriously, has put a question mark on the condition of primary and secondary school buildings as many of them are still running in extremely dilapidated condition. Apart from the government ones, there are several other private schools running in dilapidated buildings which may fall anytime. A government survey of school buildings in Kanpur after the collapse of roof of a primary school in Bijnor district in the first week of July in which eight children were killed, has found as many as 80 government primary school buildings in the district to be unsafe. According to sources, the same survey was also conducted for private and self-aided schools among which some 78 were found to be in a dilapidated state.

### Absence of sanitation facilities, in our villages and in our schools, is a matter of national shame.

Shame, said the Supreme Court, that despite the Right to Education, thousands of children, and particularly girls, are dropping out of school because there are no toilets. Shame, said Jairam Ramesh, Union Minister for Rural Development, calling the absence of sanitation "the biggest blot on the human development portfolio in India."

### Schools teach hygiene, but toilets raise a stink

Kalyani Sardesai, TNN Nov 19, 2010, 12.25am IST

PUNE: Many girl students from poor families drop out of school because of the poor sanitary conditions in schools. Toilets in city schools, both private and civic body-run, stand in the way of the implementation of the Right to Education Act, 2009 as they are the prime reason for students staying away, say child rights' activists.

<sup>6</sup> Previous studies done by CRY have shown that parents of girl children prefer to send their girl children to those schools which have separate toilets for girls. Absence of separate toilet for girls has been established as one of the major causes of drop out among girls.

**(iii) Safe and adequate drinking water facility to all children** - Findings from statistical data analyzed by Cairncross (2008) reveal that improved water supply & sanitation can contribute to 23% and 36% decreased morbidity due to diarrhoea. Moreover, finding from the meta analysis by Fewtrell & Colford using hand washing and hygiene promotion data reveal that hand washing & hygiene promotion alone contribute to 44% and 42% reduction in morbidity due to diarrhoea, implying that hand washing at critical times can prove vital. *Source:* Meta-analysis by Fewtrell and Colford, 2004; Hand washing data by Curtis & Cairncross, 2003; Updated sanitation data by Cairncross, 2008. RTE Act provides for safe and adequate drinking water. As per the findings of the study, 20% schools did not have any source of safe drinking water. In around 21% schools the source of drinking water was present outside the premises of the school. This finding poses a serious question on the quality of water our school children are drinking. Lack of clean/safe drinking water can very easily result in water borne diseases which can result in loss of school going days for a child.

**(iv) A kitchen where mid-day meal is cooked in school** – Kitchen or designated space for cooking mid-day meal was absent in 18% schools. This indicates that quality and hygiene aspects of MDM are not being taken care of. When food is cooked in an open space there is every possibility of food contamination and this can put the health of school children at a great risk. Further, when MDM is cooked outside kitchen it also puts the life of school children at risk as they are exposed to burn accidents caused by fire or falling in the hot vat of food.

**(v) Playground, Play material, games and sports equipment** – As the proverb goes “All work and no play makes Jack a dull boy”. Play is essential to healthy development. During engagement in social play interactions with their friends and families, children’s language, social skills, and problem solving abilities are developed. Children’s play has been documented throughout history by writers in literature and by artists in pictures. Play is evident across cultures and in games still played by children. Brain research confirms the importance of play in children’s development (McCain, Mustard, & Shankar, 2007). Parents and educators are encouraged to interact with children, substitute play opportunities for passive activities such as television viewing, and provide simple play materials that stimulate investigation and learning (Frost, Wortham, & Reifel, 2005). Shockingly, in 63% schools playgrounds were absent and play materials were absent in 60% schools. Further, sports kit were absent in 75% schools. This clearly brings out the fact that games and sports are not a priority in our schools. Our school children are neither getting space nor equipment to play.

#### **SC gives six months to government for toilets, water in schools. New Delhi, Oct. 4, 2012, Times of India**

Six months after upholding the constitutional validity of Right to Education Act, the Supreme Court on Wednesday directed the Centre and the state governments to ensure drinking water, separate toilets for boys and girls and teachers in every school. A bench of Justices K S Radhakrishnan and Dipak Misra directed the governments to provide within six months "toilet facilities for boys and girls, drinking water facilities, sufficient classrooms, appointment of teaching and non-teaching staff" in all schools.

**A new international study published in the latest edition of the British medical journal The Lancet says that one lakh children die in India every year due to diarrhea (May 14, 2013)**

Each year, children lose 272 million school days due to diarrhoea, and an estimated one in three school-aged children in the developing world are infested with intestinal worms. The average IQ loss per worm infestation is 3.75 points, representing 633 million IQ points lost for the people who live in the world's low-income countries (Unicef: 2010).

**(vi) Arrangements for securing the school building by boundary wall or fencing-** Still we have schools running in buildings that are not safe and without a boundary wall. Safety and a protected environment for school children still seems to be a distant dream far from reality. In most of the schools boundary wall is not available or in bad condition. There is a need to prioritize safety of the school children and a boundary wall in that sense is the bare minimum a school should have.

**(vii) Library and presence of activity, story and general knowledge books –** Books on diverse subjects help us to widen the scope of knowledge and learning. A well-functioning library can be a building block for achieving the learning objectives. If previously teacher-centered learning was the focus of attention, today the interdisciplinary and activity based learning that is, pupil-centered – teaching of reading skills has become increasingly important. School libraries can help in this, as in the task of preparing children and young people for life-long learning. As per our study findings 74% schools did not have libraries. Further, most of schools did not have activity, story and general knowledge books as prescribed in the RTE Act 2009.

### **MCD Schools boundary wall to go up. Sunday, March 11, 2012, Times of India**

**New Delhi:** The Municipal Corporation of Delhi (MCD) has decided to increase the height of the boundary walls of schools run by it. It has proposed to raise the wall to 10 feet. Currently, the 1,639 MCD schools have walls with varying heights leading to insecurity as people on the roads can easily peep inside the schools. The move has been taken to avoid encroachment and unwanted attention of outsiders towards students and teachers. A few cases of harassment and misbehavior have been noticed in the past few years. Mahendra Nagpal, Chairman of education committee of MCD said that if the proposal is passed, safety of the 10 lakh students studying in the MCD schools will be ensured. When walls are short, strangers can peep into the school.

## **10. Admission**

### **Reference RTE Act 2009**

#### **Section 4: Special provisions for children not admitted to, or who have not completed, elementary education:**

- Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed.
- Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

#### **Section 14 : Proof of age for admission**

- For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.
- No child shall be denied admission in a school for lack of age proof.

## Section 15 : No denial of admission

- A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed
- Provided that no child shall be denied admission if such admission is sought subsequent to the extended period
- Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

**Rationale:** Section 4 in the RTE Act enables out-of-school children to be admitted to an age-appropriate class and complete elementary education. The overall objective of age appropriate admission for these children is to save them from the humiliation and embarrassment of sitting with younger children. When older children are forced to sit in a class younger than their age, they tend to be teased, taunted, suffer lower self esteem, and consequently drop out.

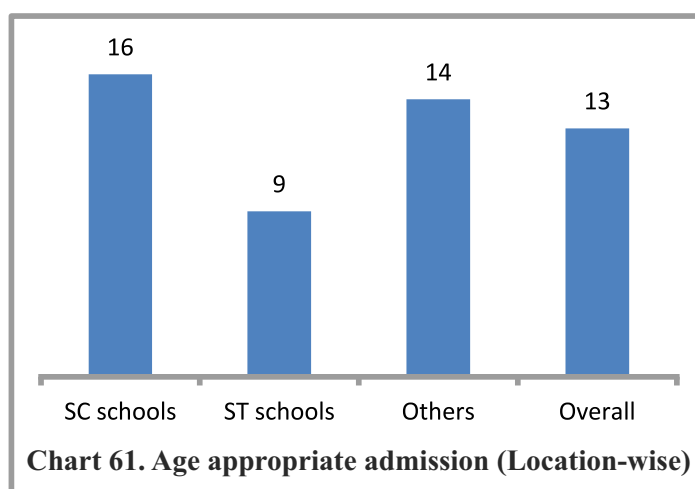
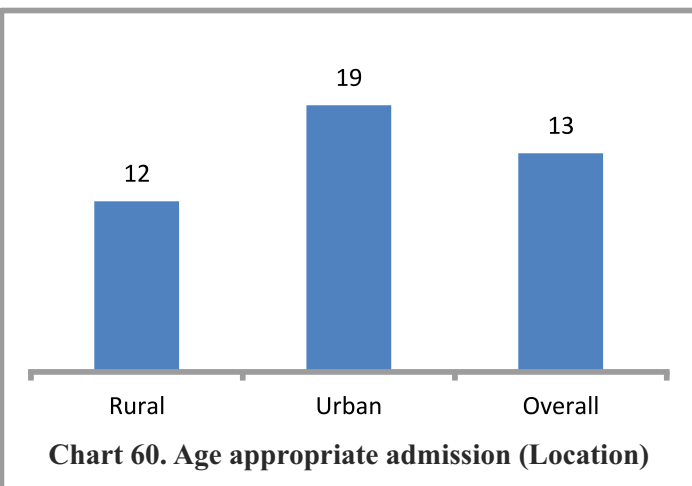
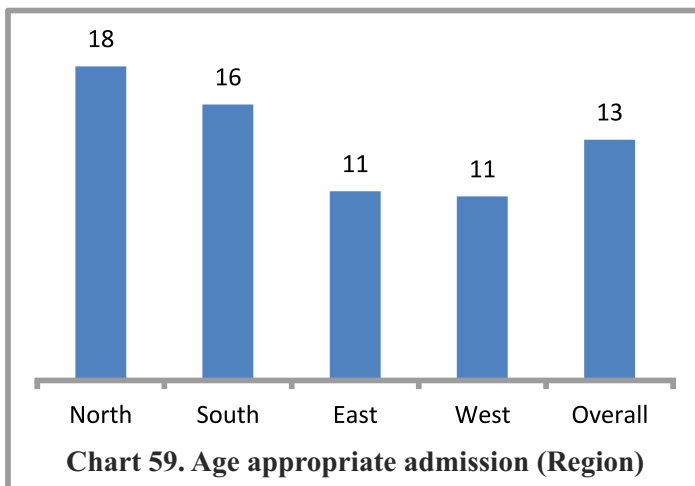
Section 14 seeks to provide for proof of age certificate of a child and that admission cannot be denied in its absence. The rationale for this provision is that birth certificates under the Births, Deaths and Marriages Certification Act, 1886 are often not available, and in their absence, children and their parent often have to run from pillar to post to obtain age proof. Thus, other documents can be deemed to be proof of age of the child for the purposes of admission in schools. Examples of other documents are (i) ANM register record, (ii) Anganwadi record, (iii) declaration of age of the child by the parent or the guardian. State Governments will identify documents, which may be in the form of affidavits or certificates that can be used for determining the age of the child for admission and suitably provide for them in the delegated legislation. Clause 14 (2) however, makes it explicit that since the child has a right to education, that right cannot be denied for lack of age proof. Therefore, admission would be given even in the absence of age proof, while an appropriate document of age proof would simultaneously be acquired.

Section 15 prohibits schools from denial of admission to a child, irrespective of the time in the academic year in which admission is sought. Admission of a child in school is a fundamental right and it cannot be denied at any point of time. Ideally, all children should be enrolled in school at the beginning of the academic session. However, in the case of children in difficult circumstances, including children affected by migration, displacement or ill health, etc schools may need to be flexible to allow admission at any time during the session. The Central RTE Rules provide that children admitted after six months of the beginning of the academic session may be provided Special Training as determined by the Head Teacher of the school to enable him/her to complete studies.

**Reality:** The study collected evidence on requirement of documents for admission to Class 2 or higher in accordance to age for never enrolled or drop out, special coaching or training to students who got admission to Class 2 or higher in accordance to age for never enrolled or drop out, admission for proof of age, proof of previous studies and violations of the Act in terms of requirement of aforesaid documents (Birth Certificate or Transfer Certificate) mandatorily.

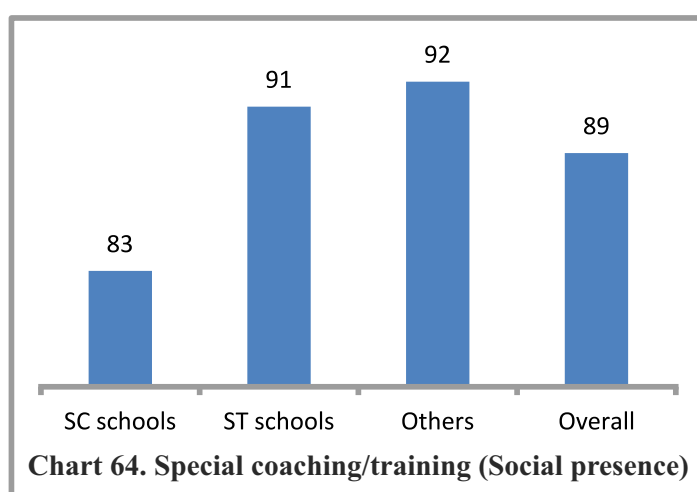
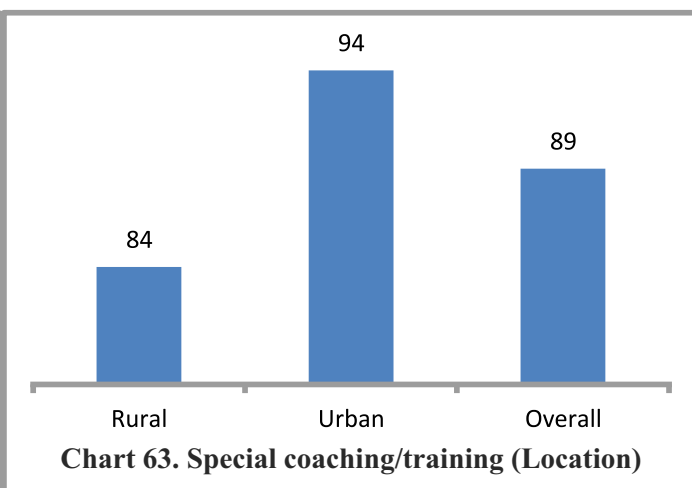
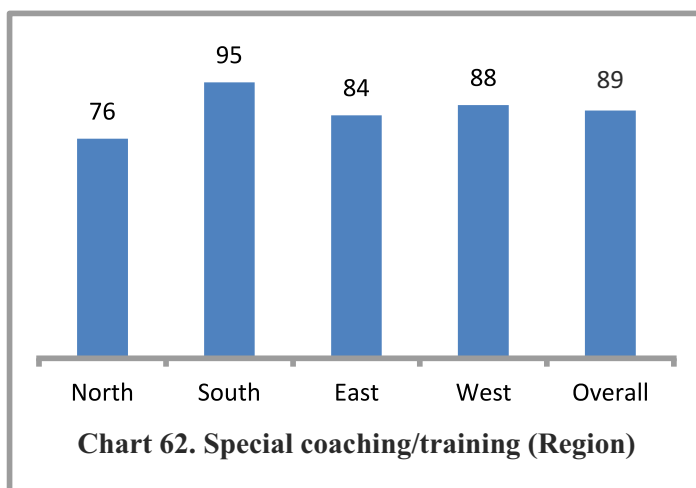






Section 4 of the RTE Act provides that a child completing 6 years of age who has never been admitted into school or though admitted but could not complete his/her elementary school should be admitted into age appropriate class. Age appropriate admission means giving admission in a class where the child would normally be if s/he had joined school from class 1 at six years of age. So if a child is 11 years old and has never been to school, she will be admitted to class 5, but shall be given special coaching/training to make her come to the level in a time frame ranging from three months to two years (model rules 3(1)). As per the findings of this study, around 13% schools reported to provide age appropriate admission to children. Most of these admissions took place in schools in North and South, in urban areas and with major SC presence.

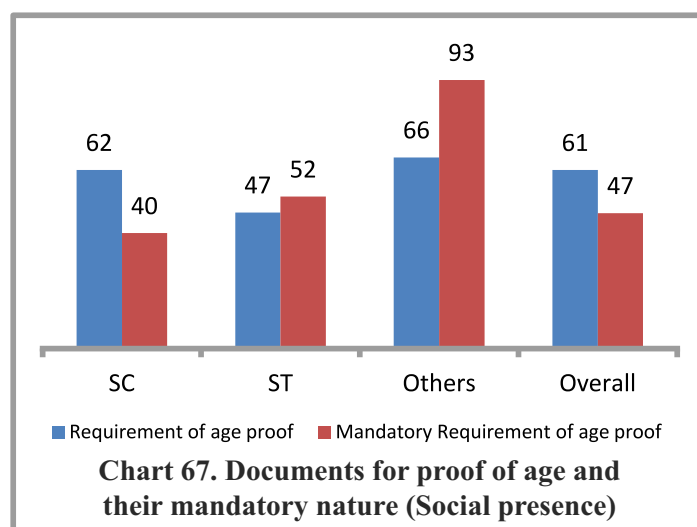
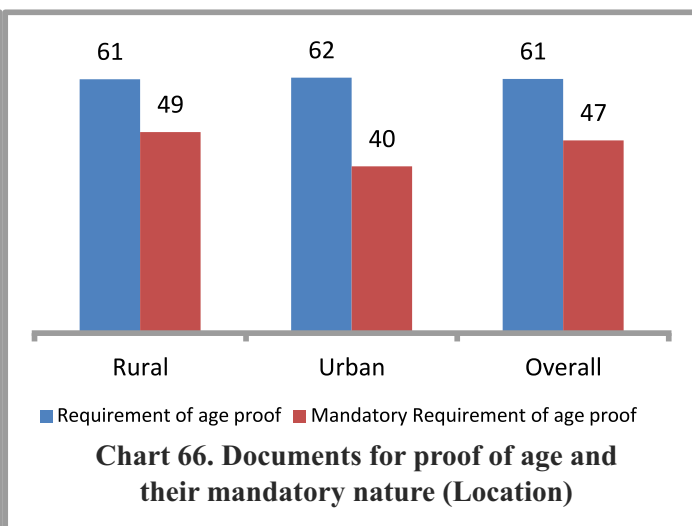
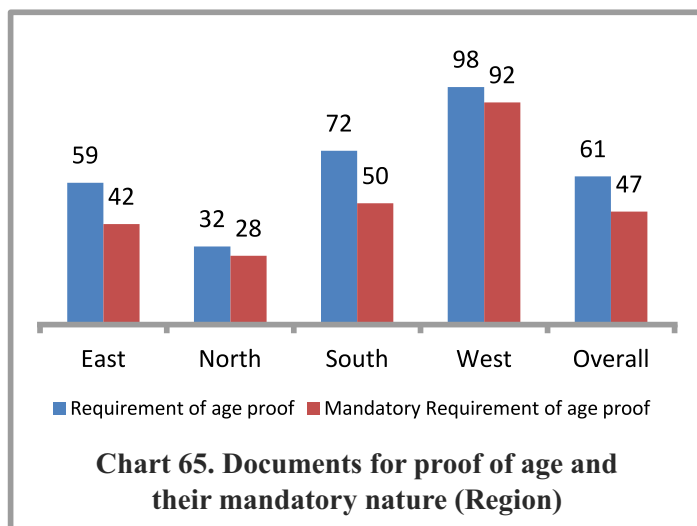




In order to be at par with the other students in the class a provision of special training under section 4 and 15 of the RTE Act has been provided. As per the findings of this study, from the schools which provided age appropriate admission, special coaching was reported to be provided in all such schools which had major presence of minority or general students. Further, in South it was reported by 95% schools which provide age appropriate admission to have arranged special coaching/training for the dropped out or never enrolled children. Such coaching/training was provided more in schools in urban areas than in rural areas. Most of the schools which provided age appropriate admissions to children provided special coaching/training to the never enrolled or drop out students.

**Recommendation:** The nature and quality of teacher training needs to be reviewed and enhanced significantly. Teachers need to be appropriately and adequately trained as teachers play a significant role in ensuring learning outcomes for the children. Teachers need to be trained and equipped with necessary skills and competency to address the varying needs of students in their class. Teachers need to be inspiring and motivating and they should have the competency to devise appropriate methods for teaching children by helping the latter to create knowledge by combining information and their experiences outside classroom.

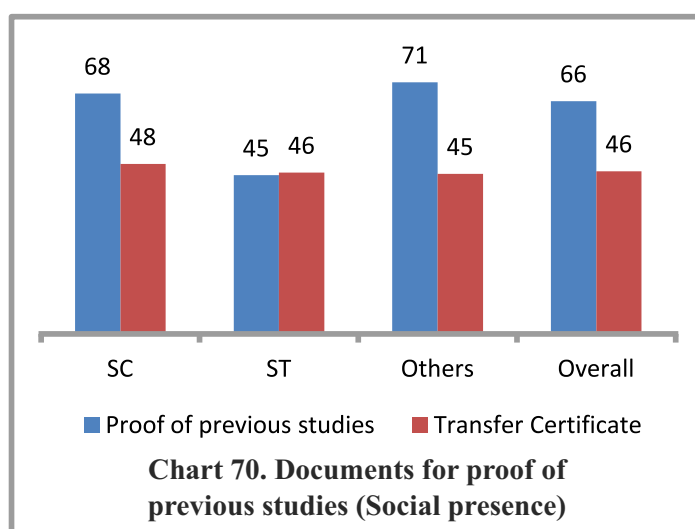
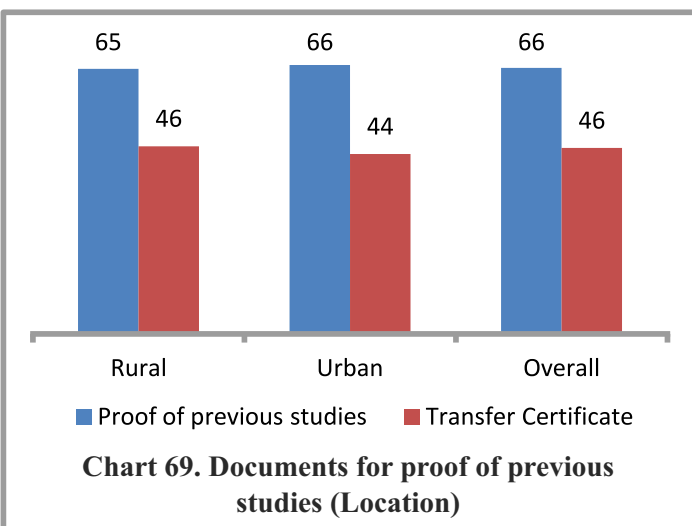
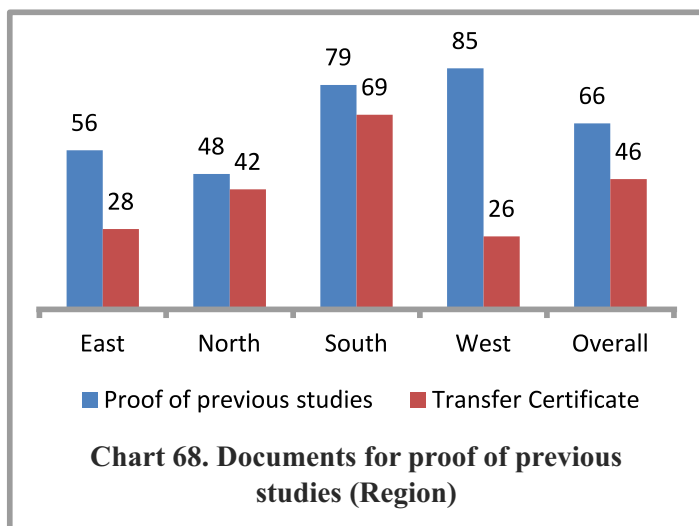




Documents for age proof were asked for in 61% schools and in 47% of the schools it was mandatory. In West around 98% schools asked for age proof during admission and in 92% of the schools it was mandatory. In South 72% schools asked for age proof and in 50% of the schools it was mandatory. 62% schools in urban areas asked for documents of age proof as against 61% schools in rural areas however, in 49% schools in rural areas it was mandatory against only 40% schools in urban areas. Further, documents for age proof were asked more in schools with major presence of SC children than schools with major presence of ST children but age proof was asked mandatorily more in schools with major presence of ST children.

**Recommendation:** The State should spread awareness among the school staff and the public at large regarding RTE and precisely, violations of the RTE. The major and also common violations are asking mandatorily for documents during admission.





Overall in around 66% schools documents for proof of previous studies were asked at the time of admission. In West around 85% schools asked for documents for proof of previous studies whereas in South around 79% schools asked for documents for proof of previous studies. There was not much difference between schools present in rural and urban areas and in both these categories around 66% schools asked for documents for proof of previous studies. Further, in case of schools with major SC presence around 68% schools reported that they asked for documents for proof of previous studies at the time of admission. Transfer Certificate as a mandatory document for admission was asked in around 46% schools which was a clear violation of RTE act. In South around 69% schools asked for TC as mandatory document for admission for class 2 or higher. In rural areas around 46% schools asked for TC during admission. Further, 48% schools with major SC presence asked for TC for children during admission.



## Ramifications

As per the findings of this study, 13% schools reported to provide age appropriate admission to children to class 2 or higher in accordance to age for never enrolled or drop out. The schools which provided age appropriate admission, special coaching was reported to be provided in most of the schools. Documents for age proof were asked for in 61% schools and in 47% of the schools it was mandatory. Overall, in around 66% schools documents for proof of previous studies were asked at the time of admission. It becomes a violation of children's rights if admission is denied due to lack of documentation such as birth certificate, proof of previous studies and transfer certificate. Ensuring these documents is the responsibility of adult duty bearers such as the parents/care-givers, school authorities and Panchayati Raj Institutions. Hence, the child cannot be penalized for adults' having failed in their responsibilities.





## 11. School Management Committee

### Reference RTE Act 2009

#### Section 21: School Management Committee (SMC)

- A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers: Provided that at least three-fourth of members of such Committee shall be parents or guardians: Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section: Provided also that fifty per cent of Members of such Committee shall be women.
- The School Management Committee shall perform the following functions, namely:- (a) monitor the working of the school; (b) prepare and recommend school development plan; (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and (d) perform such other functions as may be prescribed. [Provided that the School Management Committee constituted under sub-section (1) in respect of - (a) a school established and administered by minority whether based on religion or language; and; (b) all other aided schools as defined in sub-section (ii) of clause (n) of section 2, shall perform advisory function only.]

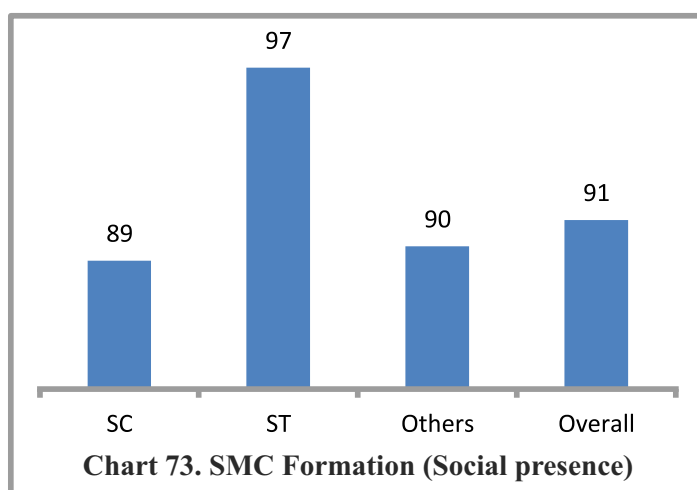
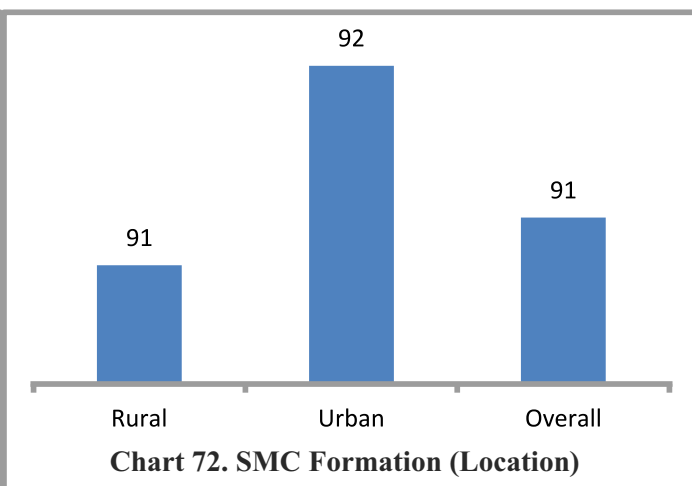
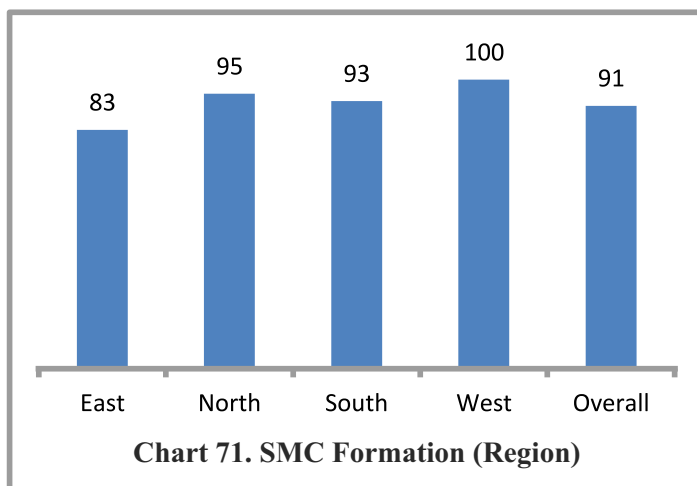
#### Section 22: School Development Plan

- Every School Management Committee, except the School Management Committee in respect of a school established and administered by minority, whether based on religion or language and an aided school as aided in sub-clause (ii) of clause (n) of section 2, constituted] under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.
- The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority', as the case may be.

**Rationale:** Section 21 provides for constitution and functions of a School Management Committee in certain categories of schools. The reason is that if the community has to be involved in the vast school system of the country, and if the parents are to be recognized as primary stakeholders in the education of their children, they must be involved in a meaningful manner in the monitoring and management of schools. The RTE Act therefore envisages that parents would form a majority in the School Management Committees, which would also include elected members of the Panchayat and school teachers. There is reason to believe that like the mother's committees that have functioned exceptionally well in some parts of the country, the parent-dominated SMC's will lead to overall improvement of the schooling system. Section 22 provides for preparation of a School Development Plan (SDP) by the School Management Committee. The SDP is visualised as a comprehensive plan focusing on all aspects of school e.g. protection of children's rights, infrastructure, teacher availability, classroom transaction and child assessments, inclusiveness, etc.

**Reality:** The study collected evidence on formation, regularity, composition and roles and responsibilities of SMCs.



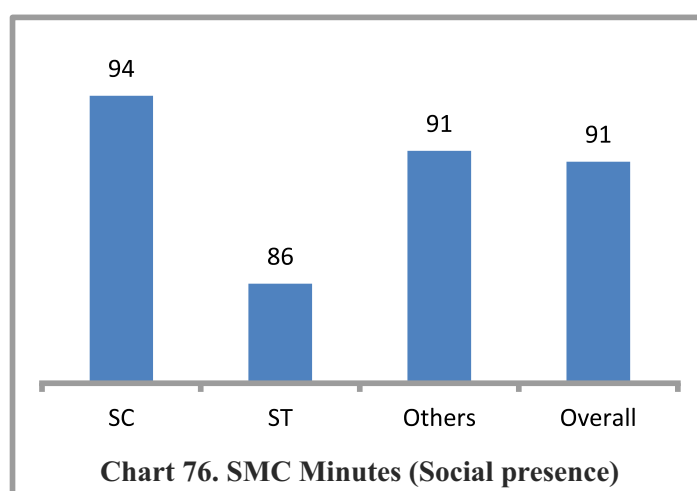
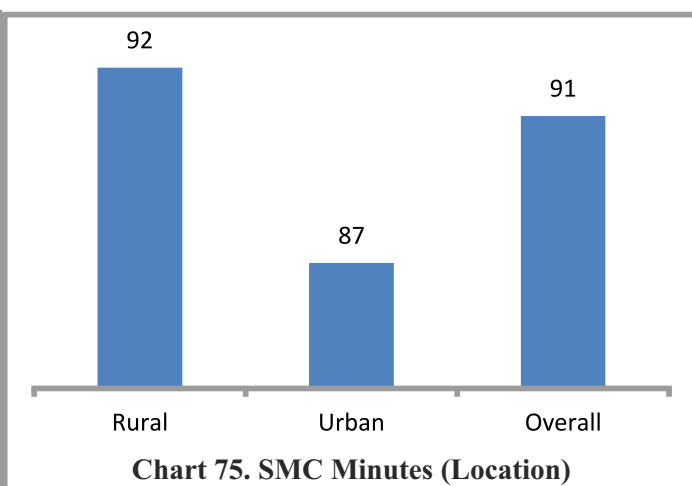
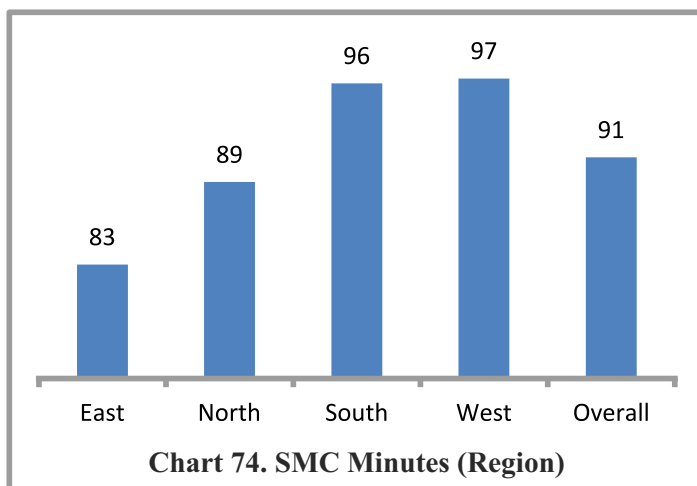


As per the findings of the study, 9% schools did not have SMCs. In East around 17% schools did not have SMCs compared to West where all schools had SMCs. In rural areas around 10% schools reported non composition of SMCs compared to 8% schools in urban areas. Further, 13% schools with major SC presence reported non composition of SMCs compared to 3% schools with major ST presence.

## Recommendation

SMC is an important provision and our own analysis reveals that presence of active SMCs can be beneficial to the children of the school. The effort of the State should be to ensure that SMCs are formed and there is adequate representation of all stakeholders as per the norms of RTE. Members of SMC need to be trained adequately to play their role effectively.

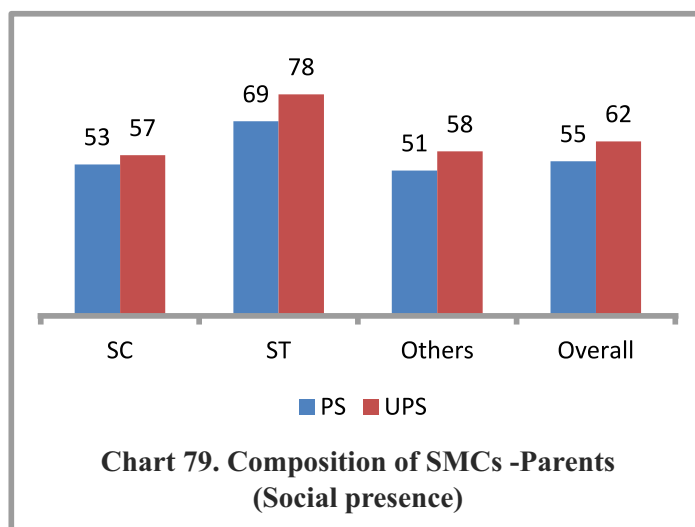
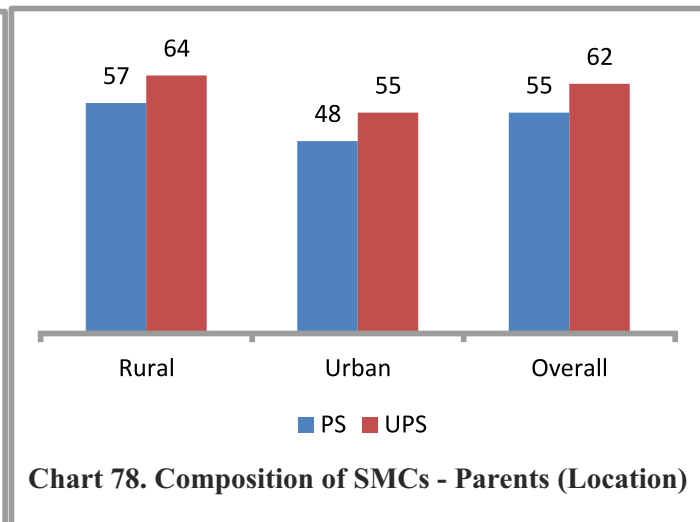
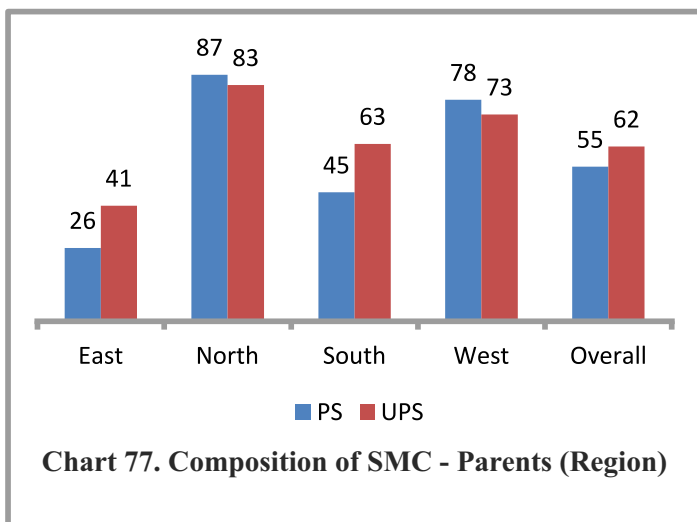




Around 9% schools could not provide minutes of meetings of SMCs. In East around 17% schools did not provide minutes of SMC meetings. In Urban areas around 13% schools did not provide minutes of the SMC meetings compared to 8% schools in rural areas. Moreover, minutes of the SMC meetings were less readily available in schools with major ST presence compared to schools with presence of children from other communities as 14% schools with ST presence did not provide minutes compared to 6% schools with ST presence.

**Recommendation:** The responsibilities of minuting SMC meetings needs to be defined clearly in the State Rules (states which have not explicitly assigned the responsibility of minuting SMC meetings) to ensure that such minutes of the meetings are available for review and further action.

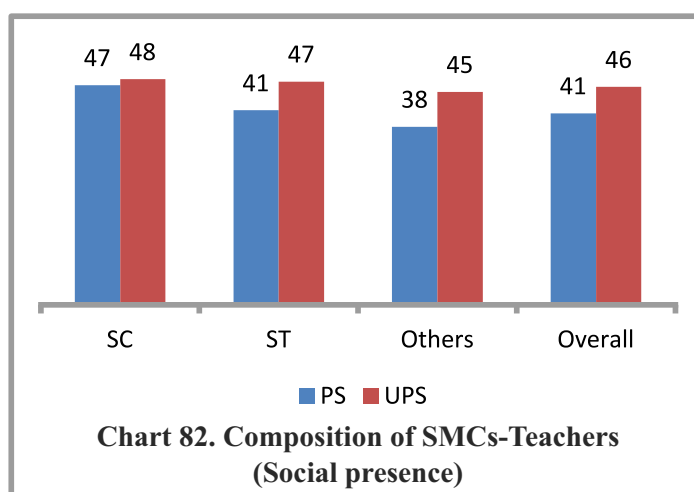
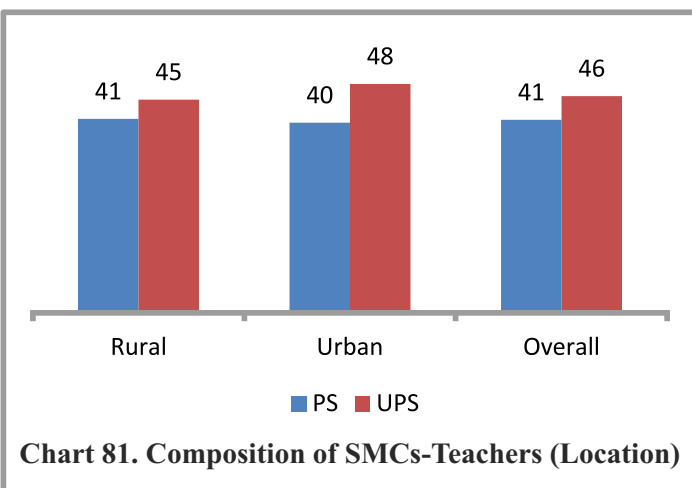
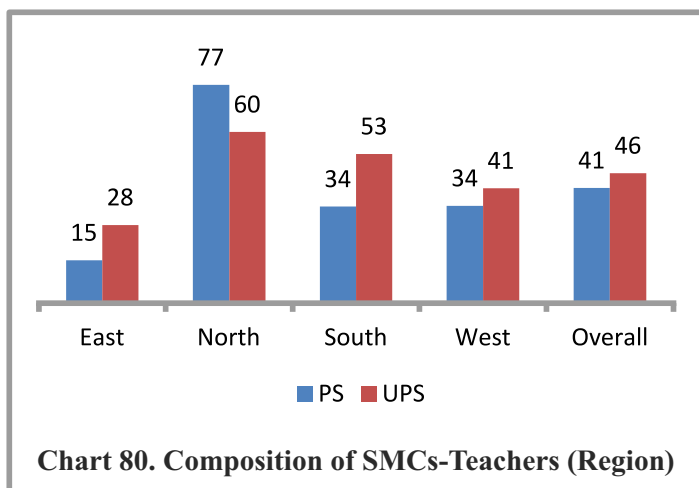




In around 45% primary schools (PS) and 38% upper primary schools (UPS) parents were not members of SMC. In East 74% PS and 59% UPS reported absence of parents from SMCs. In Urban areas roughly 1 out of 2 PS did not have presence of parents in SMCs. Further, lesser PS and UPS with major presence of SC children had parents in SMCs compared to schools with major ST presence. In around 47% SC PS and 43% UPS parents were not present in SMCs as compared to only 31% PS and 22% UPS with major ST presence.

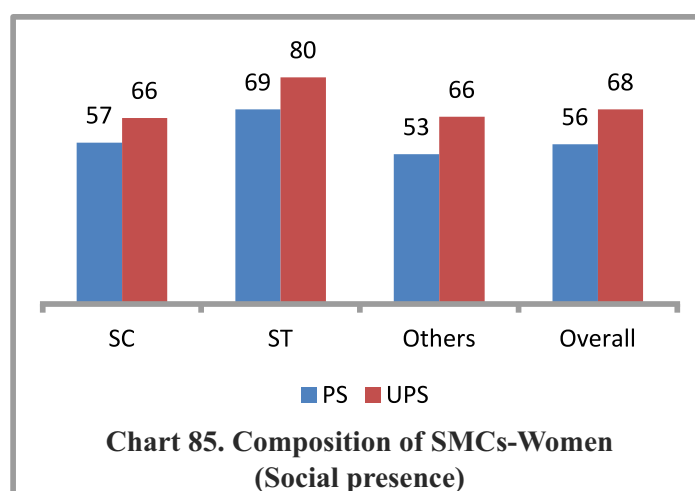
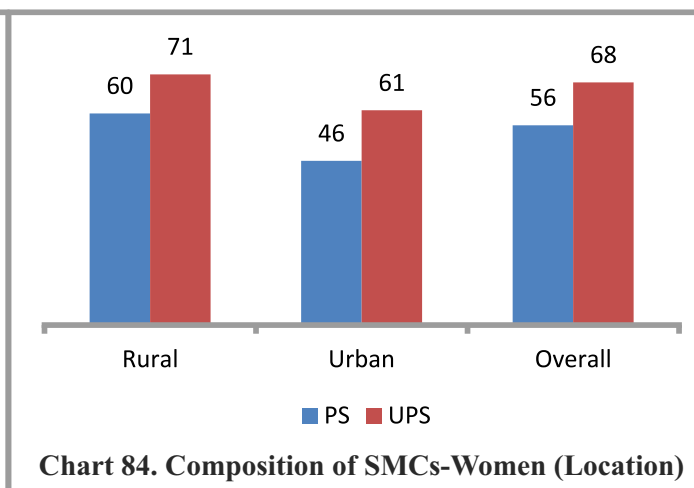
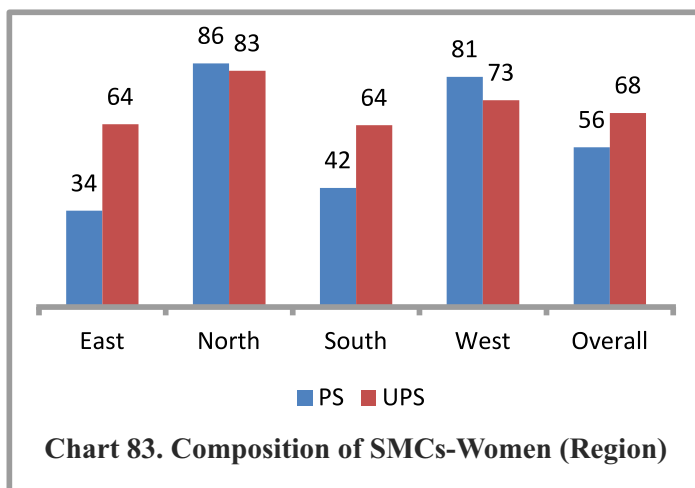






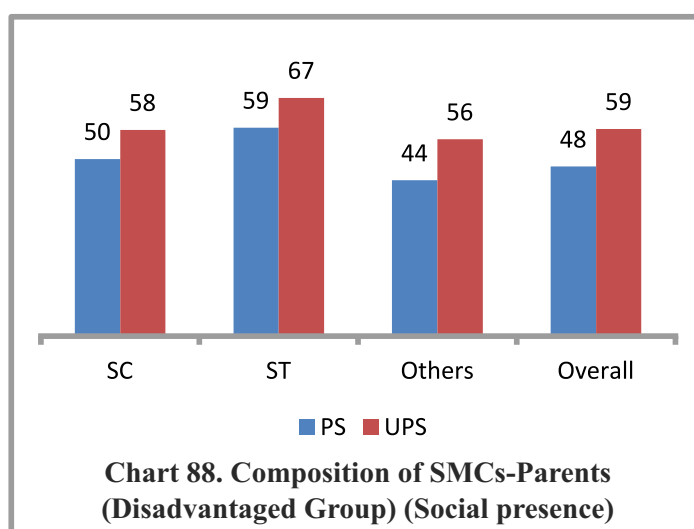
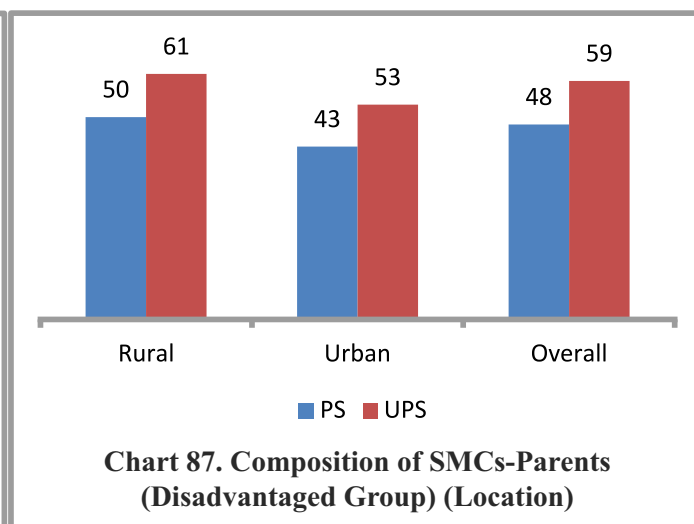
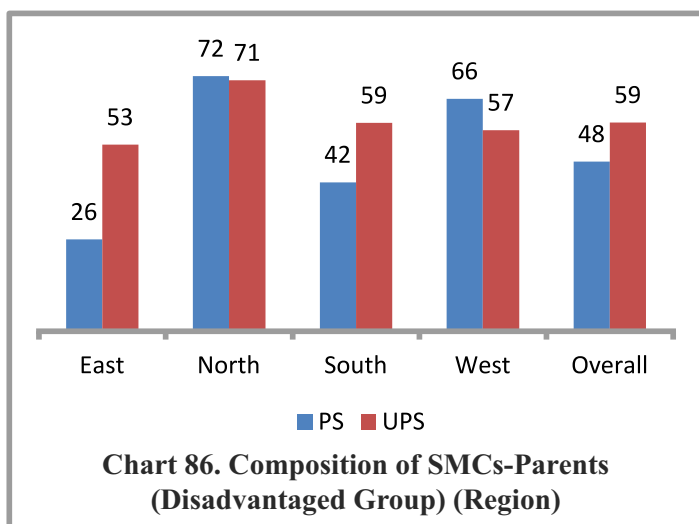
In around 59% PS and 54% UPS teachers were not members of SMC. This percentage was significantly higher in schools present in East where around 95% PS and 78% UPS reported absence of teachers from SMC. There was no significant difference between schools in urban and rural areas as more than 50% schools in both the cases lacked teachers as members of SMC. Further, across schools with major presence of children from social section of the society there was not much significant difference and more than half of the schools had SMC which did not have teachers as members.





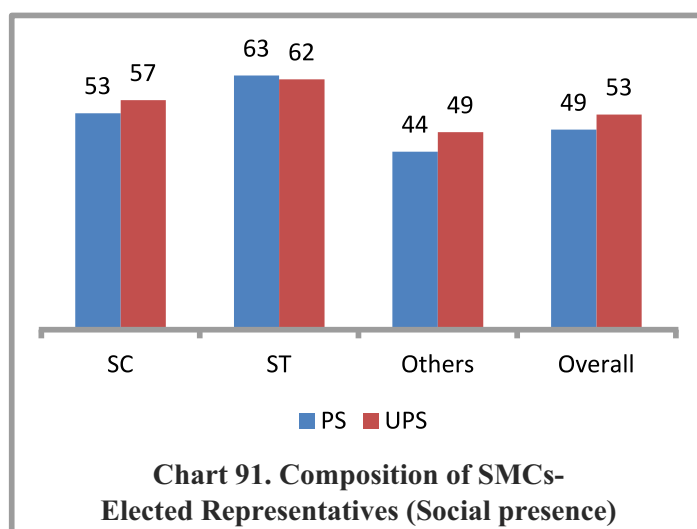
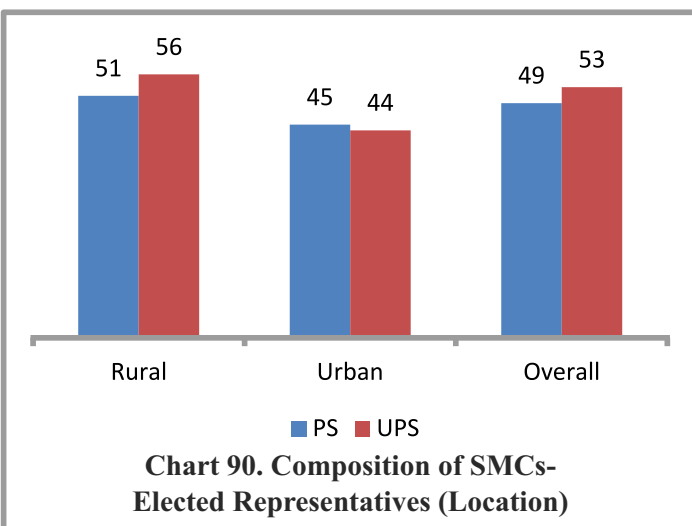
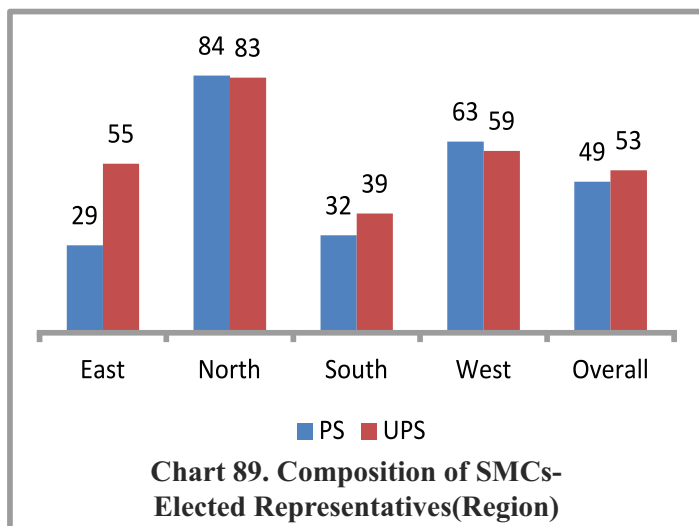
44% PS and 32% UPS reported women as not members of SMCs. This percentage was particularly high in the PS of East where around 66% PS reported absence of women from SMCs. PS in urban areas have less involvement of women in SMCs as compared to schools in rural areas as 54% PS in urban areas reported absence of women from SMCs. Further, PS with major presence of SC children reported lesser involvement of women in SMCs compared to schools with major presence of ST children.





Parents from disadvantaged groups were not present in SMCs in 52% PS and 41% UPS. In East 74% PS reported absence of parents from disadvantaged groups which were significantly higher than other regions. In Urban areas around 57% PS and 47% UPS reported absence of parents from disadvantaged groups from SMCs as compared to 50% PS and 39% UPS present in rural areas. Moreover, schools with major presence of SC children have lesser presence of parents from disadvantaged groups than schools with presence of children from other social background.

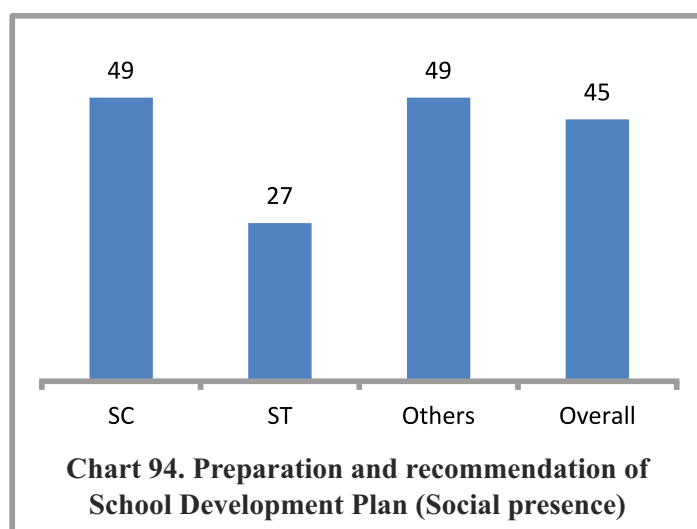
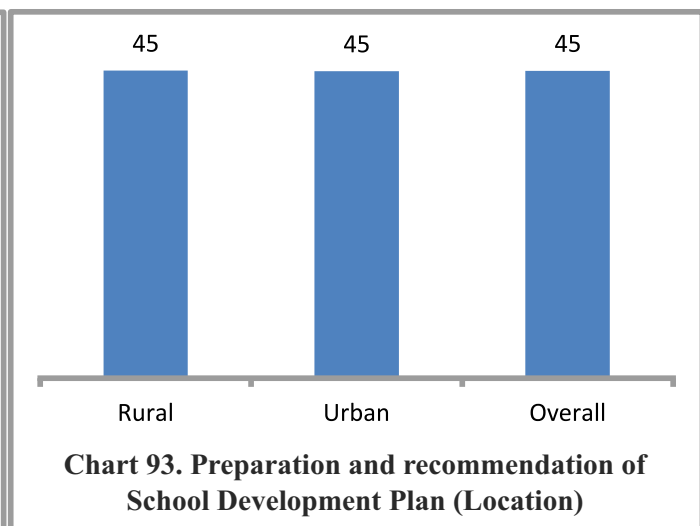
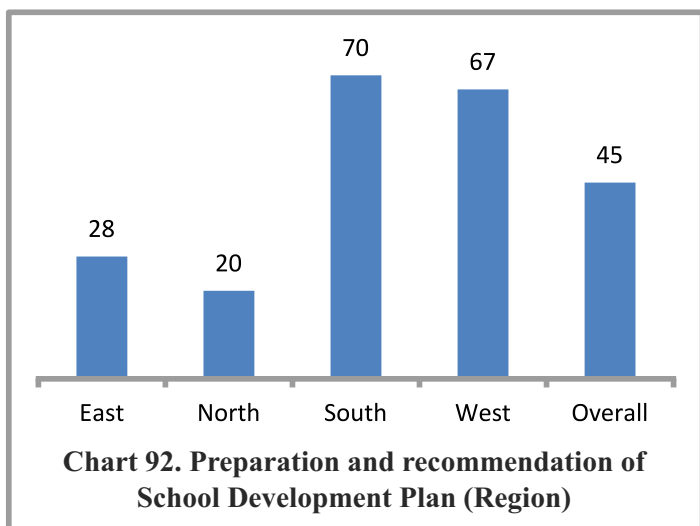




In 51% PS and 47% UPS schools reported that elected representatives were not members of their SMC. In East 71% PS reported absence of elected representatives. In South presence of elected representatives was significantly low both in PS and UPS. In more than 60% schools they were not present in South. Further, in urban areas 55% PS and 56% UPS reported absence of elected representatives against 49% PS and 44% UPS in rural areas reported absence of elected representatives. Moreover, there was not much difference in the presence of membership of elected representatives across schools with various social presences.

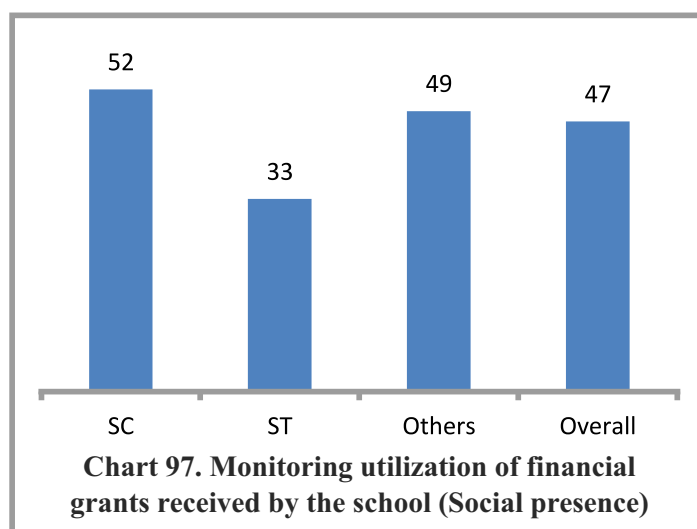
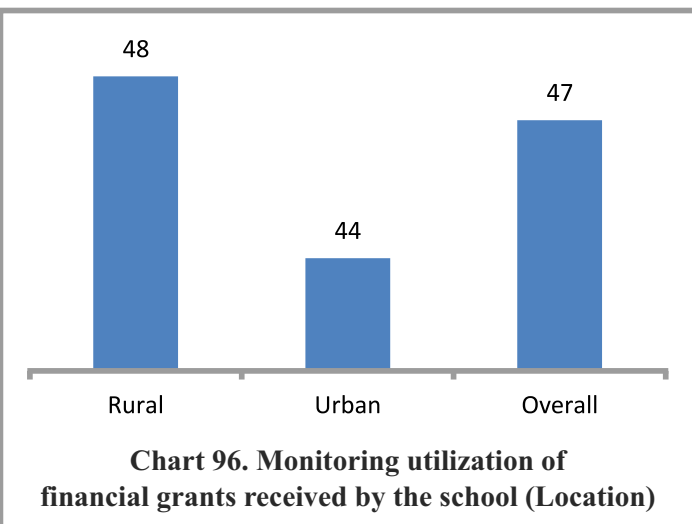
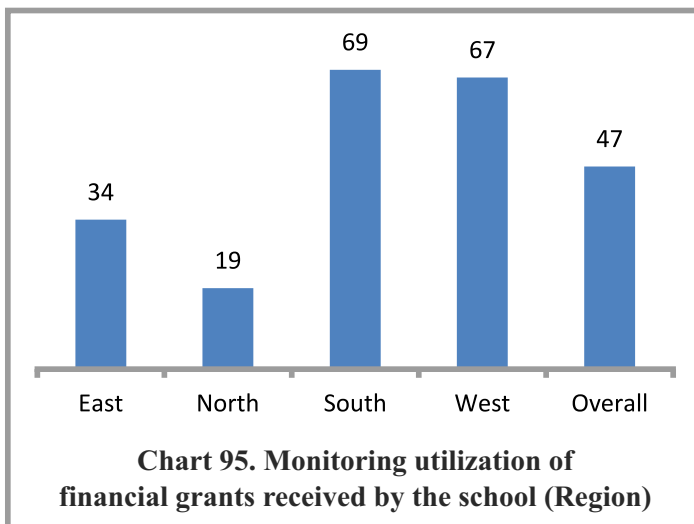






As per the findings of the study, 55% sample schools under the study reported SMCs not involved in preparation of school development plans. In North around 80% schools reported non-involvement of SMCs in planning for school development. In East 72% schools reported non-involvement of SMCs in preparation of school development plan. In South and West only 30% and 33% schools respectively reported non-involvement of SMCs in preparation of school development plans. Further, involvement of SMCs in preparation of school development plans is lesser in schools with major presence of tribal children as around 73% schools reported non-involvement as against 51% non-involvement in schools with SC children.





In around 53% schools overall it was reported that SMCs were not involved in monitoring utilization of financial grants. Region-wise analysis showed that involvement of SMCs in financial monitoring was better in South and West compared to East and North. In North around 81% schools reported that SMCs were not involved in financial monitoring. Ironically, SMCs in rural areas seem more involved in financial monitoring. In urban areas around 56% schools reported not to be involved in financial monitoring compared to 52% in rural areas. Further, in 67% schools with major presence of ST children it was reported that SMCs were not involved in financial monitoring as against 48% schools with majorly SC children reporting non-involvement.



## Ramifications

As per the findings of this study, 9% schools did not have SMCs. The same percentage of schools could not provide minutes of meetings of SMCs. In around 45% primary schools (PS) and 38% upper primary schools (UPS) parents were not members of SMC, 59% PS and 54% UPS teachers were not members of SMC, 44% PS and 32% UPS reported women as not members of SMCs, parents from disadvantaged groups were not present in SMCs in 52% PS and 41% UPS and 51% PS and 47% UPS schools reported that elected representatives were not members of their SMC. 55% sample schools under the study reported SMCs not involved in preparation of school development plans and in 53% schools reported that SMCs were not involved in monitoring utilization of financial grants. Assuming that presence of school management committee would positively impact the educational infrastructure and services in a school the data from this study was also put through advanced statistical analysis. The presence of school management committee was seen against performance of RTE indicators such as purpose of the school building (if it was run exclusively for school purposes), condition of the school building as being safe or unsafe, condition of school boundary wall/fence, availability of safe drinking water, availability of toilets, condition of toilets and availability of subject teachers. The findings from this study were following:

- Schools with SMC are far more likely to use school building exclusively for teaching purposes than the schools which do not have school management committee
- Schools with SMC are far safer than those schools and far more likely to have boundary wall in good condition (safe and secure) than those schools which do not have school management committee
- Schools with SMC are more likely to provide safe drinking water to their children, have toilets in their school premises and in good condition and subject teachers compared to those schools which have school management committee.



## 12. Pupil - Teacher Ratio

### Reference RTE

#### Section 25: Pupil-Teacher Ratio

##### The Schedule, RTE Act

For 1st to 5th class

Upto 120 students-1:30

121-200 student- 1:40

More than 150 students:- 5 teachers and 1 Head Teacher (HT)

Above 200 students:- 1:40 (excluding HT)

For 6th to 8th class

At least one Teacher Per class in way that atleast one teacher for Science and Mathematics; social studies and language 1:35 ratio, If students more than 100

(1) [Within three years] from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27 (Refer to page no 71 of this document for Section 27)

**Rationale:** Various researches have found that student performance drops as student-teacher ratios increase. Further, in case of large numbers of students supported by only a single teacher, the teachers needs to spend more time disciplining pupils or trying to gain their attention. The needs of individual students go unattended, and the quality of instruction plummets as ratios rise.

**Reality:** The pupil teacher ratio (PTR) for all the schools (primary and upper primary) was calculated as 1:39 for primary schools and 1:40 for upper primary schools. In West the PTR was 1:23 for primary schools and 1:28 for upper primary schools whereas in South the PTR in primary schools was 1:34 and in upper primary schools it was 1:39. These PTRs are better than PTRs in schools in East and North where in primary as well as upper primary schools PTR is more than 1:40. Further, PTR was seen to be better in schools in rural areas than in schools present in urban areas. The PTR in primary and upper schools in rural areas was 1:39 whereas it was 1:42 for primary schools in urban areas and 1:41 for upper primary schools in urban areas. Moreover, PTR was less in schools with major presence of tribal children. In such primary and upper primary schools which had major presence of tribal children PTR was 1:32. In schools with major presence of general children although the PTR at primary level was 1:31 the PTR at upper primary level was 1:65. This PTR is higher compared to schools with presence of SC, ST or OBC children. In all these cases of schools with SC, ST and OBC children the PTR has reduced from primary to upper primary level indicating lower transition/conversion rates from primary to upper primary school whereas in schools with higher presence of general children higher transition rates from primary to upper primary level might have resulted in higher PTR at the upper primary level. The second possibility might be that the number of teachers in the upper primary schools would be more which results in a lower PTR at the upper primary level. However, this needs to be studied further.



Classification	Primary	Upper Primary
n	314/332	268/292
Overall PTR	1:39	1:40
North	1:45	1:40
East	1:41	1:46
West	1:23	1:28
South	1:34	1:39
Rural	1:39	1:39
Urban	1:42	1:41
SC	1:42	1:29
ST	1:32	1:32
OBC	1:48	1:37
General	1:31	1:65

**Recommendation:** PTR of 1:30 as a minimum standard should be ensured in all the schools.

## Ramifications

As per the findings of this study most of the primary schools had a PTR of more than 1:30 and upper primary schools 1:40. As per the RTE Norms, a PTR of 1:30 had to be insured within 3 years of the Act coming into force. Such a thing has not yet happened. This can seriously affect the learning outcomes for the children.





## 13. Teachers – Availability, Quality, Training, Deployment

### Reference RTE Act 2009

#### Section 23: Qualifications for appointment and terms and conditions of service of teachers

- (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.
- (2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section(1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section(1), shall acquire such minimum qualifications within a period of five years.

- (3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

#### Section 26: Filling up vacancies of teachers

The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent. of the total sanctioned strength.

#### Section 27: Prohibition of deployment of teachers for non-educational purposes

No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

### The Schedule, RTE Act

One Full time HT

Part Time instructor for Art education; Health and Physical Education and Work Education

**Rationale:** Section 23 provides for qualifications and terms and conditions of service of school teachers. The Central Government has notified National Council for Teacher Education (NCTE) as the academic authority for prescribing teacher qualifications. NCTE has laid down the requisite teacher qualifications as per its notification dated 23rd August 2010. Section 26 provides that vacancies in schools should not exceed 10% of the teacher strength for that school. This provision will ensure that States take steps to fill up existing teacher vacancies as also rationalise deployment of teachers in schools to remove urban-rural imbalances in teacher deployment.

#### NCTE Notification. 23rd August 2010

##### Minimum Qualification of Teachers

##### (i) Classes I-V

(a) Senior Secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Elementary Education (by whatever name known)

Or

Senior Secondary (or its equivalent) with at least 45% marks and 2 year Diploma in Elementary

Education (by whatever name known) in accordance with the NCTE (Recognition of Norms and Procedure) Regulations 2002

Or

Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor of Elementary Education (B.El.Ed)

Or

Senior Secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Education (Special Education)

And

(b) Pass in Teacher Eligibility Test (TET) to be conducted by the appropriate Government in accordance with Guidelines framed by the NCTE for the purpose

## (ii) Classes VI-VIII

B.A/B.Sc and 2 year Diploma in Elementary Education (by whatever name known)

Or

B.A/B.Sc with at least 50% marks and 1 year Bachelor in Education (B.Ed)

Or

B.A/B.Sc with atleast 45% marks and 1 year Bachelor in Education (B.Ed) in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard

Or

Senior Secondary (or its equivalent) with at least 50% marks and 4 year B.A/B.Sc Ed or B.A Ed/B.ScEd

Or

B.A./B.Sc with at least 50% marks and 1 year B.Ed (Special Education)

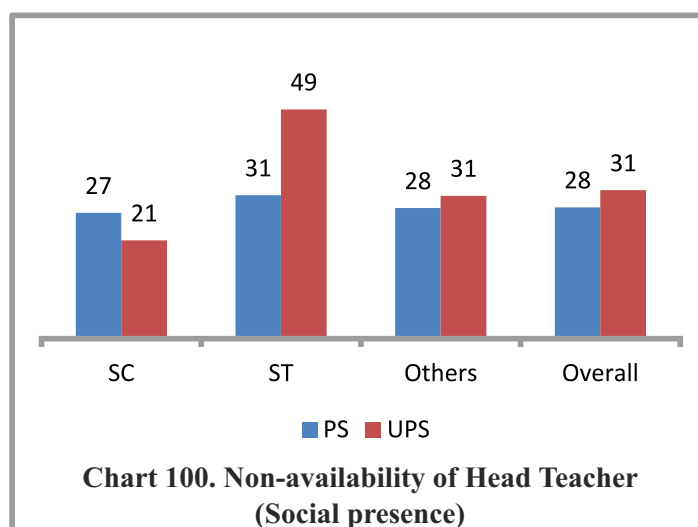
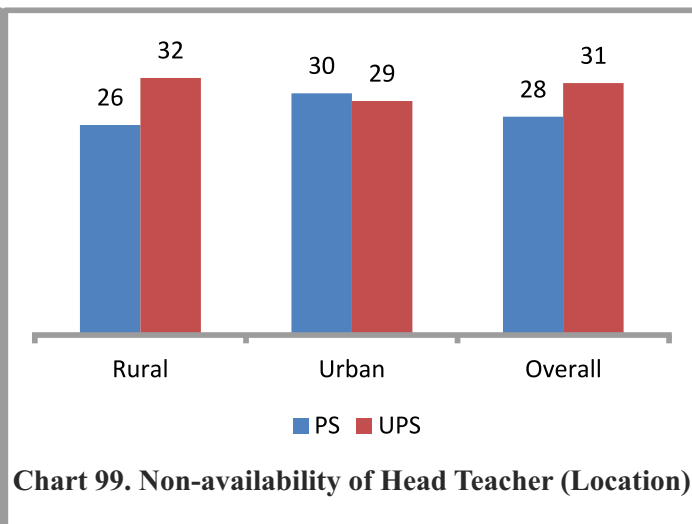
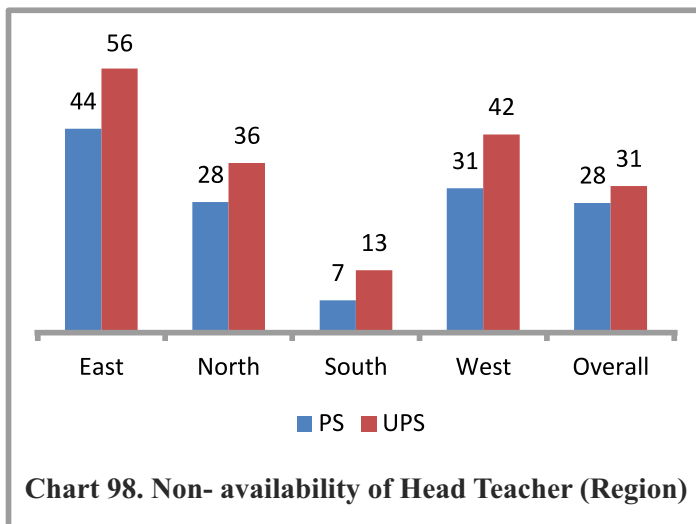
And

(b) Pass in Teacher Eligibility Test (TET) to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose

Section 27 prohibits deployment of teachers for non-educational purposes, other than decennial population census, disaster relief duties or duties relating to elections to local authority, state legislatures and parliament. This provision will ensure that more time is available to teachers for school/ classroom transaction, and that teachers are not deployed for work that takes them away from their classroom responsibilities.

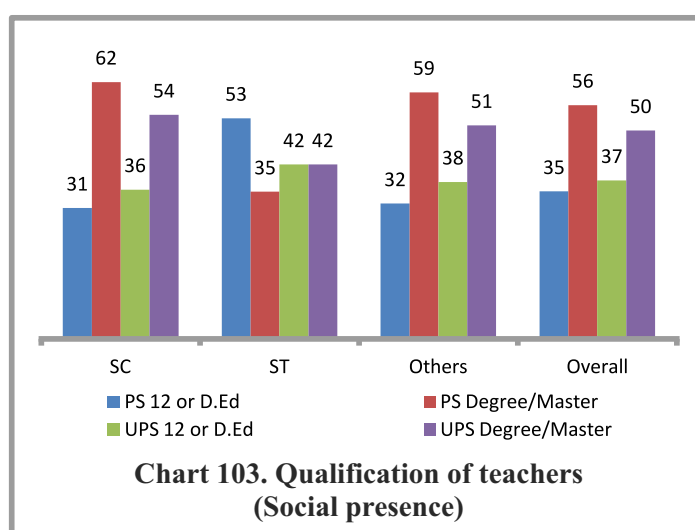
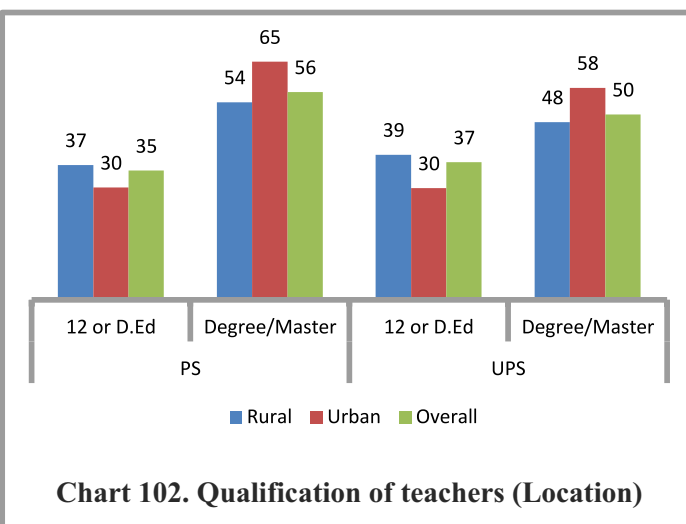
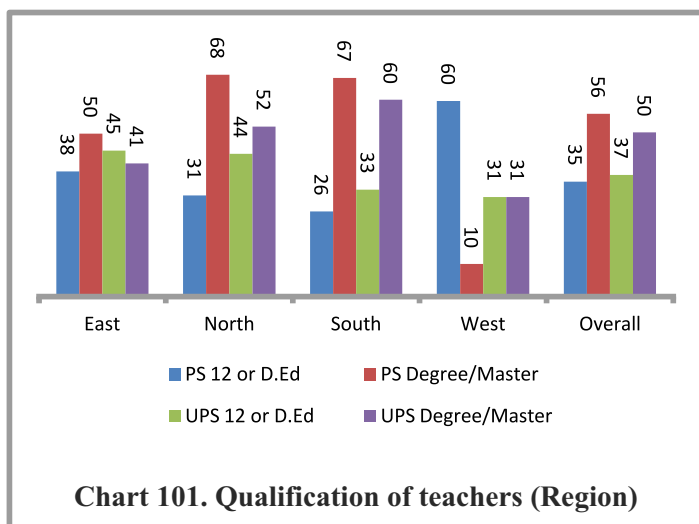
**Reality:** In the present study we collected data on non-availability of head teachers, qualification of teachers, presence of part-time instructors for art/culture/music, work education and health & physical education and involvement of teachers in mid-day meal scheme.





Non-availability of head teachers was reported in 28% PS and 31% UPS. In East 44% PS and 56% UPS reported absence of head teachers. Rural-urban wise there was not much difference as around 30% schools in rural and urban areas reported absence of head teacher. In schools with major presence of ST children 49% UPS reported non-availability of head teachers. If there are no head teachers then other teachers need to take on the work of the head teacher which would result in lesser time for the teachers for interaction with children and preparatory work.

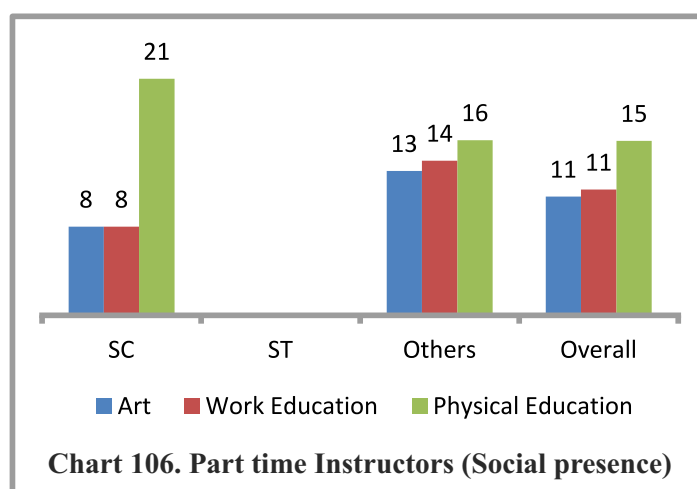
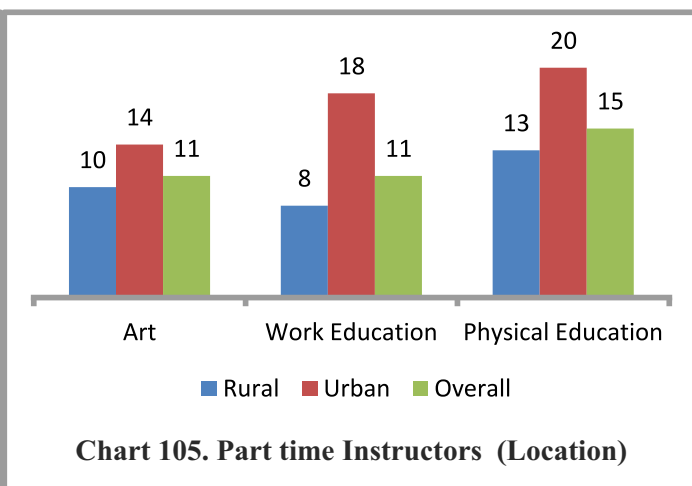
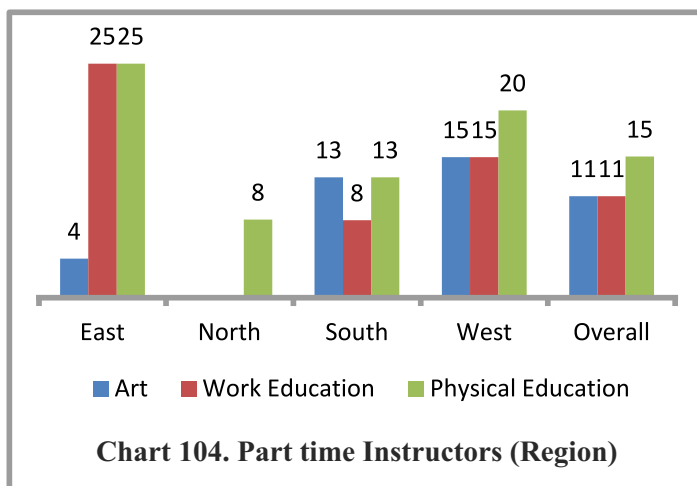
**Recommendation:** The State should fill all vacant posts of Head Teacher as soon as possible.



35% PS reported having teachers 12th passed or having Diploma in Education. Further, 56% PS reported having teachers graduates or post graduates. Moreover, 37% UPS reported having teachers 12th passed or Diploma in Education and 50% UPS teachers graduate or post graduate. In North and South most of the PS reported more than 60% of teachers holding a graduate or a post graduate degree whereas in West 10% PS reported teachers graduate or post-graduate. In schools in urban areas a significant percentage of schools reported presence of graduate or post-graduate teachers. Further, besides academic qualifications, appropriateness of the teacher is also based on her/his familiarity of local language/dialect and culture. This has neither been covered by the RTE Act 2009 nor by our study.

**Recommendation:** The minimum qualification as defined by NCTE is at least adhered to. It is also important to ensure that teachers are supported to experiment at their local level to teach innovatively by combining local knowledge and experiences outside classroom to help children learn effectively; teachers play a very important role in ensuring an outcome of their teaching. Therefore, adequate attention and resources need to be invested in ensuring effective teacher training.



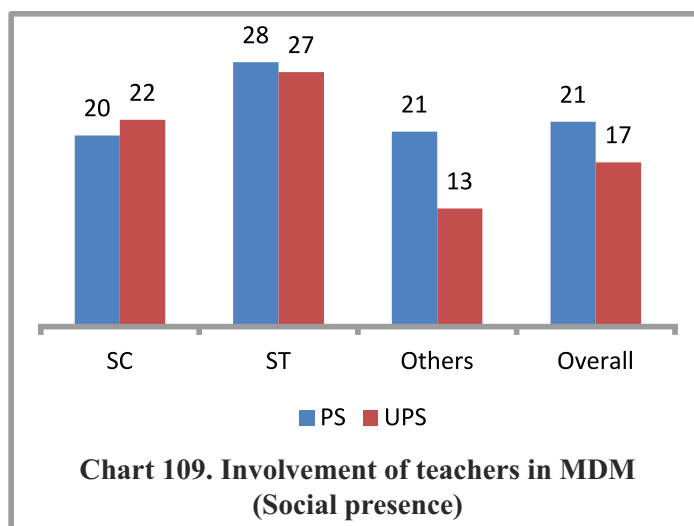
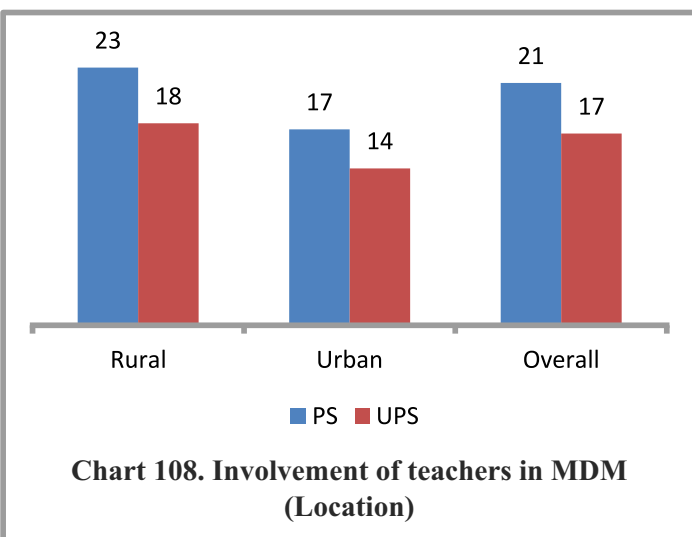
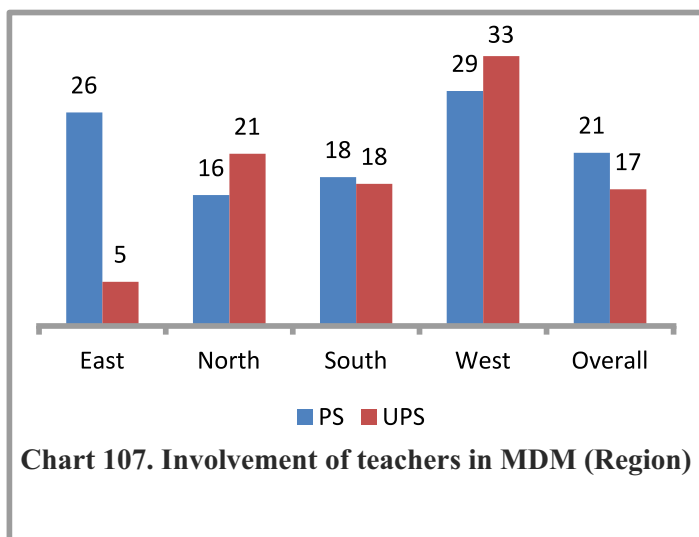


Overall, 11% UPS reported presence of part-time instructors for art/culture/music, the same percentage of UPS reported presence of part-time instructors for work education. 15% UPS reported part-time instructors for health and physical education. In East 1 out of 4 schools had a part-time instructor for work education and physical education whereas in West 20% schools had part-time instructors for physical education. In schools in urban areas presence of part-time instructors was significantly more for work education as 18% schools reported the presence of same. Further, in schools with major presence of SC children 21% schools reported presence of part-time instructors for physical education.

**Recommendation:** The State should ensure part time instructors in all the upper primary schools as per the norms of the RTE Act.







As per the findings of this study around 21% PS and 17% UPS reported involvement of teachers in some or the other activities related to preparation of MDM. In West around 29% PS and 33% UPS reported involvement of teachers in activities related to preparation of mid-day meals which is higher than other regions. Further, 23% PS in rural areas reported involvement of teachers in MDM. Moreover, 28% PS and 27% UPS with major presence of ST children reported involvement of teachers in preparation of MDM.

**Recommendation:** The State should ensure that teachers are not involved in preparation of MDM by making provisions for cooking staff in all the schools where MDM has not been outsourced.



## Ramifications

Lack of a head teacher means that teacher's teaching time is limited; SSA demands a lot of responsibility from head teacher. The Head teacher is supposed to address issues related to budget management, school construction and maintenance. More recently SSA has been demanding lot of data on individual children from the head teacher. Absence of head teacher means someone else has to fill in for this post and take on the additional responsibility of the head teacher. Study findings also reveal that teachers are involved in mid-day meal preparation. This again cuts down or eats into their teaching time. Our study shows that there is a major gap in their availability, qualification and their deployment. In terms of availability of teachers and their deployment there appears to be a direct violation of RTE Act. As per the findings of this study, non-availability of head teachers was reported in 28% PS and 31% UPS. Further, 35% PS reported having teachers 12th passed or having Diploma in Education. Further, 56% PS reported having graduate or post graduate teachers. Moreover, 37% UPS reported having teachers 12th passed or Diploma in Education and 50% UPS teachers graduate or post graduate. Part time instructors could act as a bridge between the actual teacher and children. Overall, 11% UPS reported presence of part-time instructors for art/culture/music, the same percentage of UPS reported presence of part-time instructors for work education. 15% UPS reported part-time instructors for health and physical education. Moreover, 21% PS and 17% UPS reported involvement of teachers in some or the other activities related to preparation of MDM. Part-time instructors could offer language support, or support children who are facing difficulty in learning. However the role played by the part time instructors as per the findings of the study need to be further studied before drawing any conclusion or making any judgment on their contribution.



## 14. Overall Conclusion and Recommendations

The leadership of the country recognized the important role education can play in not only shaping the life of an individual but also that of the society and nation at large. The purpose of education has been debated and defined variously by the different Commissions set up to review the education system and also the education policies and plans of actions formulated from time to time in independent India. The purpose of education has been defined to include promotion of social cohesion, to social transformation and to improved productivity of the nation. Education is thus, an enabling right, it is not only a significant right in itself but also plays a significant role in enabling an individual to realize other rights and understand the accompanying responsibilities. Over sixty years after independence there have been several attempts made to universalize elementary education with the goals however remaining unfulfilled. The goals and timeframes have been consistently been pushed out, without much critical analysis of what went wrong and how can the situation be improved so that the goals can be attained next time around. The nature of goals has also changed from constitutional ideals to specific targets and quantifiable outcomes and indicators. Yet these changes have not led to better results. If at all, these quantifiable statistical indicators have glossed over the prevailing situation of non-enrolment, non-retention, non-participation and non-attainment. With the RTE act, there would be a greater legal mandate to ensure universal elementary education. The RTE Act is the first legislation in the world of its kind with the responsibility of ensuring enrolment, attendance and its fulfillment by the government. The Act makes education a fundamental right of every child between the ages of 6 to 14 and specifies minimum norms and standards in elementary schools. Thus elementary education is now legally enforceable for every child between the age of six to fourteen years to demand free and compulsory elementary education. Ideally, the right to education should ensure that every single child accesses education of comparable quality at all levels. The real challenge for us today is to include and retain each child; reaffirm the value of each child and enable all children to experience dignity and confidence to learn. Does the RTE act ensure this? The findings of the study on RTE indicate quite the contrary.

### Recommendations

- 1. Conducive learning environment:** Most of the schools do not have regular supply of electricity nor do they have furniture, fans and lights. A significant percentage of schools have classrooms which are either kutcha or semi-pucca. The fact that children are accessing schools without basic infrastructure even today is a matter of grave concern! How can one ensure that children will learn effectively when they are sitting in a classroom which is not safe, does not have furniture, no electricity and where perhaps children of another grade are also learning! Availability of electricity is key to ensuring a comforting environment during extreme weather conditions (for e.g. in summers fans are important). SSA does use technology for improved teaching and learning. TV has been recognized as a medium of learning under SSA, similarly CDs have been developed to promote improved teaching and learning. In the absence of electricity, children are robbed of the opportunity to access such materials! Availability of furniture in extreme weather conditions such as in winters can be critical for learning.

RTE provides for one teacher per class room: We demand one teacher per standard and one class room for each standard and if one standard has more than 30 children, there should be an additional section for that standard with one more teacher.

Gaps in availability and usability of toilets, the implication being that it affects regular attendance of children (especially girls) and has implication on their morbidity; lack of adequate toilets or their non usability also perhaps indicates the non adherence to the norms prescribed under RTE act which is separate toilets.

A black board provides scope for creative and decorative work in class rooms and helps teachers to focus the

attention of students on the lesson. Thus along with norms on toilets and kitchens RTE Act should explicitly mention about availability of black board in each standard. The state should create mechanism for carrying out school safety audits which would identify unsafe schools and ensure that conducive learning environment is there for children.

2. **Safety and security of children:** Lack of pucca building, lack of boundary wall in the school all has their implication for children and their protection. Under SSA huge allocations are made for infrastructural development of schools. The fact that schools are still not completely pucca or lack boundary walls only seem to imply that the budgets allocated are not being fully utilized! SSA provides budgets for maintenance of school buildings and fencing. RTE also emphasizes on all weather building and arrangements for securing school buildings by boundary wall. The State should ensure that every school has boundary wall, as per the RTE Norms, and carry out repairs of existing boundary walls which are dilapidated. Consuming enough water on a daily basis is important for children's health and if children have to fetch water from outside school premise, it raises a question on their safety and protection. Thus, source of safe drinking water should be placed within the school premise.
3. **Learning outcomes:** Reference to quality of education is almost nil in RTE act and it does not ensure that children learn and achieve the desired competencies at every level. The act is excessively input focus rather than outcome oriented. It means if a child goes to school what should his/her learning achievements be for 2/3/5/8 years of schooling? Equipping schools to provide good quality education will require to focus more strongly on recruiting and training teachers, supplying text books and developing class room practices that develop active learning. Teachers are the single most important education resource. Presence of a qualified, well motivated and trained teacher is vital for effective learning and what students achieve in schools is heavily influenced by class room practices and teachers involvement. Head teacher and teachers shortage remains a serious concern which in turn makes the teaching time limited due to involvement in different administrative processes and also promoting multi-level teaching. As per RTE act students should get at least eight hundred instructional hours per academic year but due to shortage and involvement of teachers in different activities children are deprived of the learning's. Thus one of the most important requirements for sustained progress towards better quality in education is an improved learning environment and encompassing the physical school infrastructure, the learning process and the interaction between children and teacher. The state should ensure that act should also define a criteria/framework to measure the quality of education imparted and tolerance level for vacancies of teachers should be zero percent.

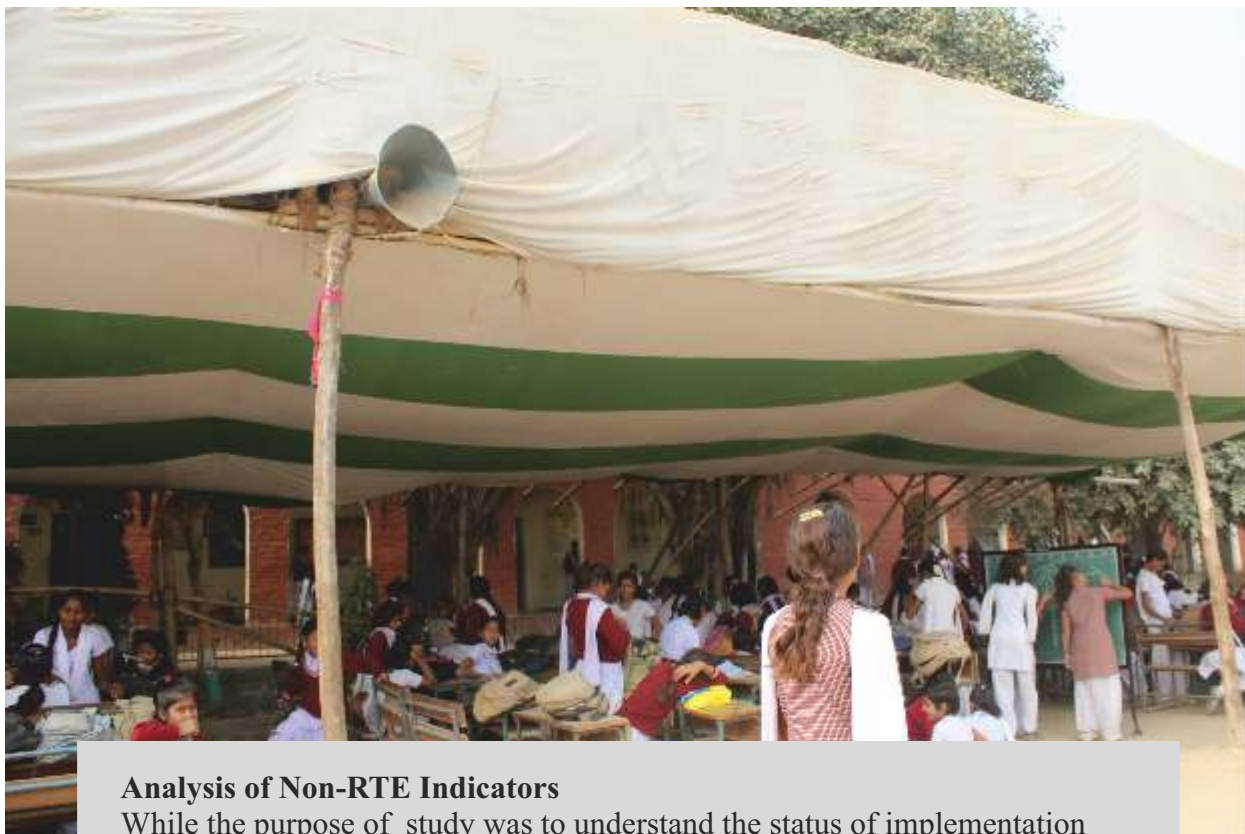
For building up foundation for lifelong for a child, early years of education are the most important phase. There is more than enough evidence to support the fact that to help a child to develop his/her potential it is important that qualitative investment is made in the early years of their life. So it is of utmost importance that quality schools having sensitive teachers who are accessible to the children in their early years of schooling. The conducive environment will help in stimulating the young minds and will generate curiosity which will in turn help intellectual development. RTE Act has been criticized by scholars mainly because of the exclusion of the children of the age group 0-<6 years and >14 years specially when India has ratified UNCRC and has legislations defining children as persons between 0 to 18 years. This segregation consequently represents the non-committal stand of the government towards providing education of pre-primary, secondary and senior secondary stages. Thus the focus of advocacy should be defining children uniformly in accordance with the United Nations Convention on the Rights of the Child as well as national legislations such as the Juvenile Justice Act. Even before the RTE Act came into existence, type of school for a child was determined by the socio-economic condition of the parents and the Act reinforces such fact as it allows and defines different kind of schools- Government, private aided giving options to the parents as per their purchasing power. On the face of it such segregation of schools is not a problem if all categories of schools impart education of more or less the same standard; however, today quality education can be

identified with private schools only while governments schools pathetically lack quality both in terms of infrastructure as well as learning outcomes. At present government schools are considered only for socially and economically backward sections of the society like dalits, tribals and migrants and the price of government negligence and little investment in quality education is paid by the poor children who study in such kind of schools. Thus it is of prime importance that the government allocate higher budgets under education heads and the same is invested by the state governments to ensure equal and quality learning prospects for children and if the government fails to do so poor and marginalized children will have to bear the cost of this laxity.



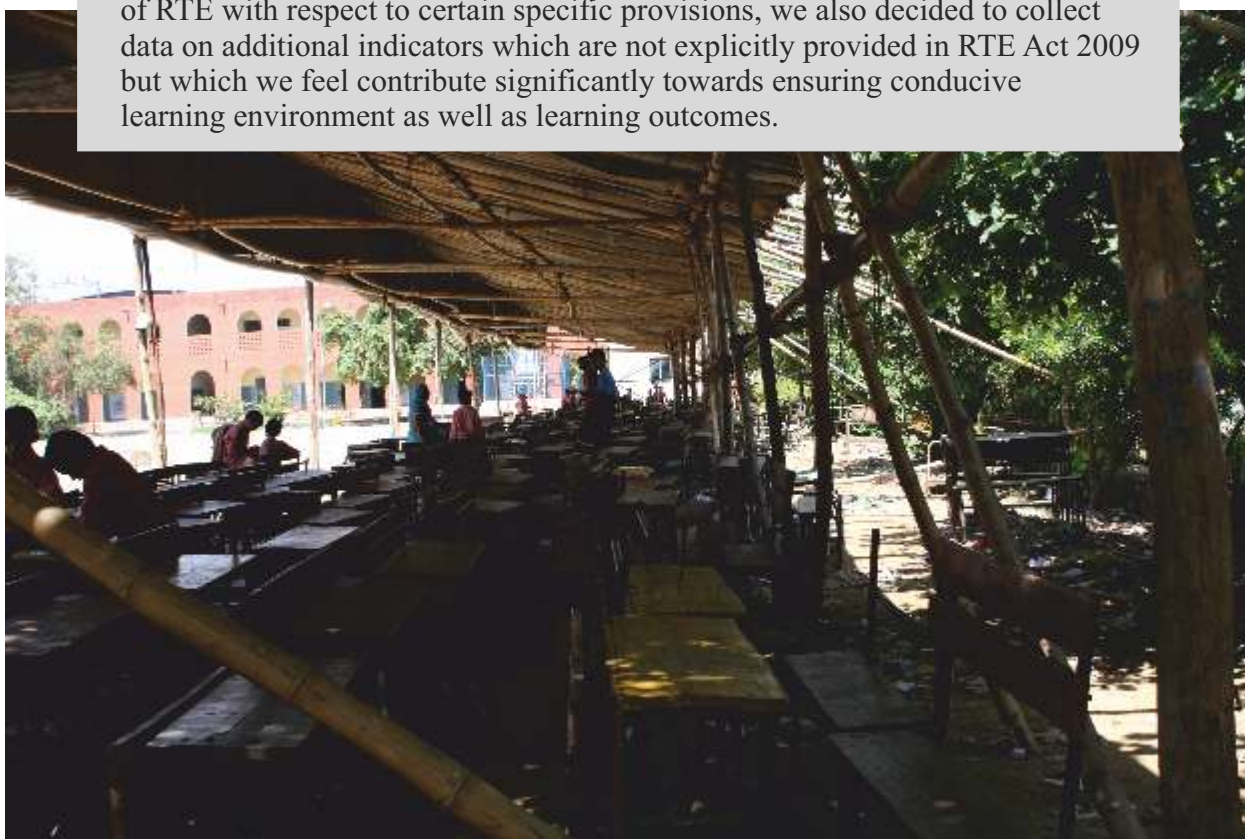


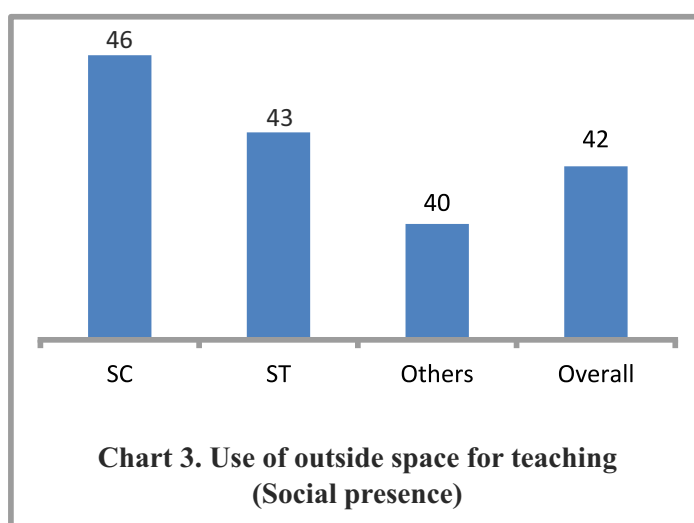
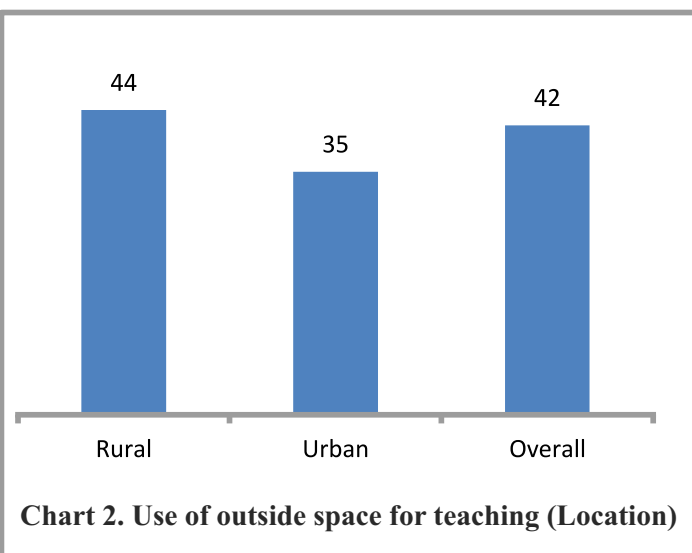
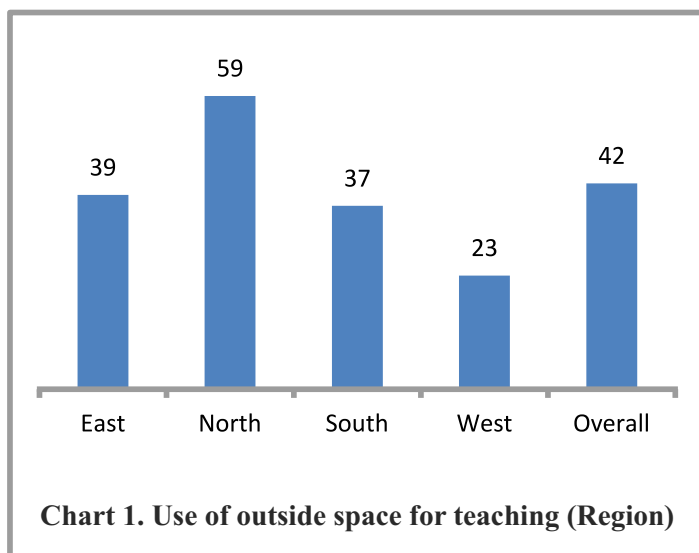
## Annexure



### Analysis of Non-RTE Indicators

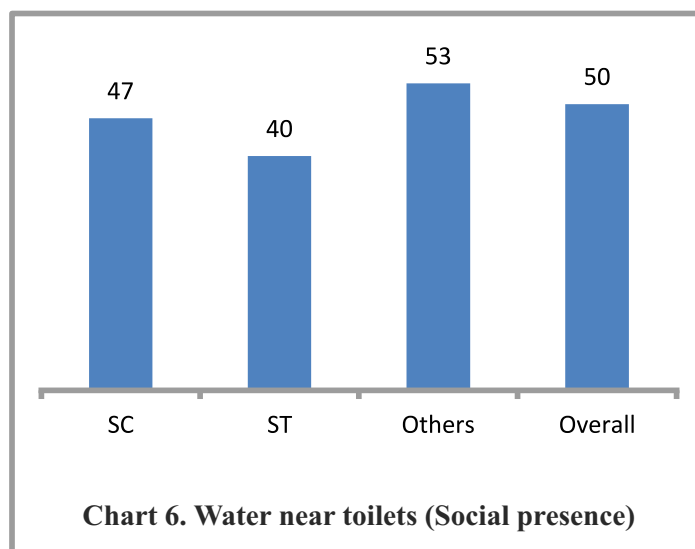
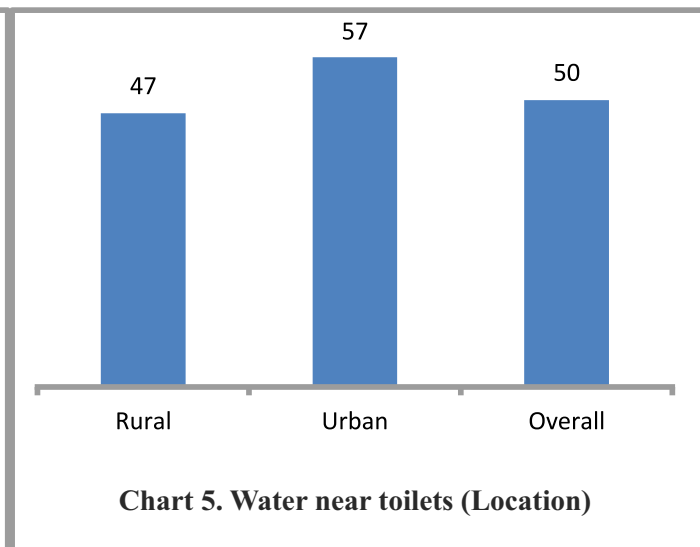
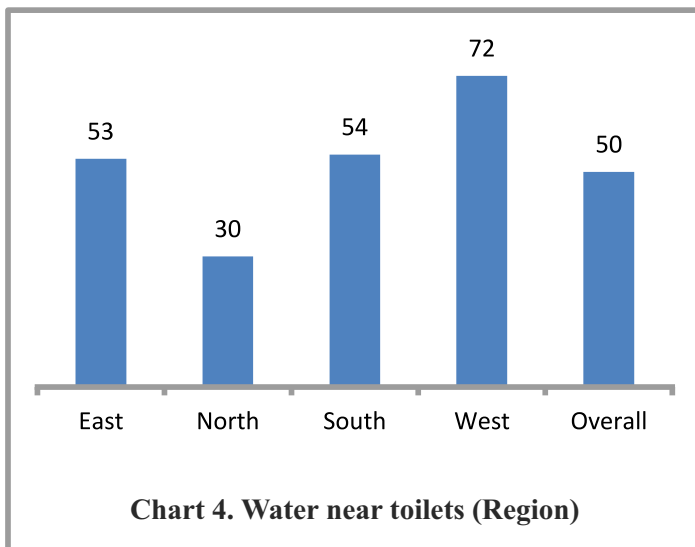
While the purpose of study was to understand the status of implementation of RTE with respect to certain specific provisions, we also decided to collect data on additional indicators which are not explicitly provided in RTE Act 2009 but which we feel contribute significantly towards ensuring conducive learning environment as well as learning outcomes.





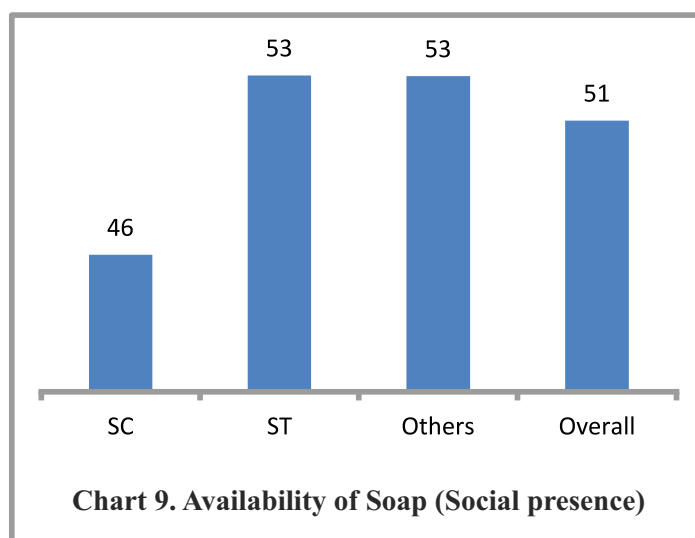
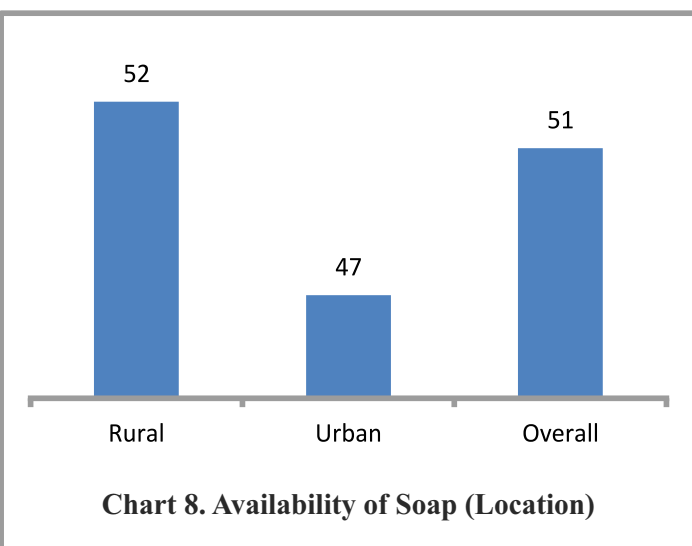
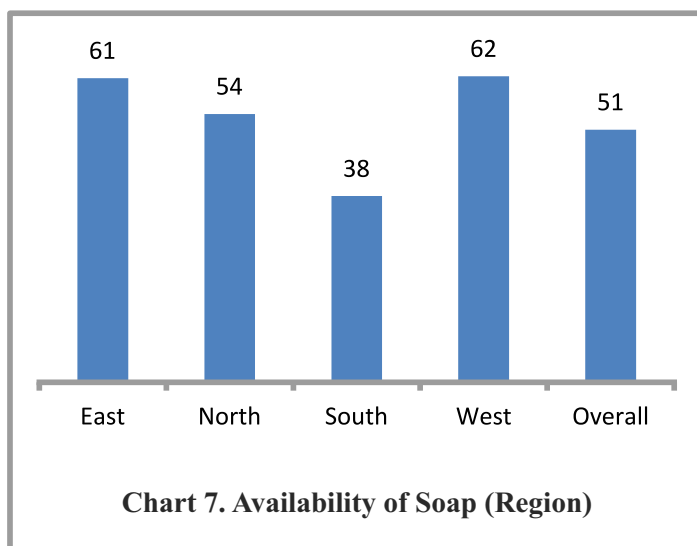
RTE prescribes that there should be one classroom for every teacher. However, during our study we found that in 41% schools the verandah/outside space was being used for teaching purposes. In North, 59% schools were using their verandah or outside space for teaching purposes. In East and South region more than 35% schools used their verandah/outside space for the purpose of teaching. In rural areas, teaching in verandah or outside space was practiced more as compared to schools in urban areas. The reason for the use of verandah/outside space for teaching can be attributed to poor condition of the classroom, non-availability of teachers or inadequate number of classrooms. However, the very purpose of having a school and a classroom is defeated if children are taught in verandah/outside spaces. However, there is a need for further exploration to understand the exact causes behind such a practice.

**Recommendation:** Teaching on the verandah or outside the classroom defeats the very purpose of having classrooms. Further, teaching on the verandah or in outside spaces coupled with the absence of boundary wall could affect the attention of the children as well as can cause disturbance in teaching. Teaching on verandah and in outside spaces should be avoided and incase teachers are forced to take such actions due to lack of infrastructure, such gaps should be plugged as soon as possible to ensure that children are taught inside classrooms.



Overall, availability of water near toilets was absent in most of the schools. Almost 1 out of 2 schools did not have water availability near the toilets. In North, almost 70% schools did not have water near toilets. Further, schools in rural areas fared badly in hand washing facilities compared to their counterparts in urban areas. In around 53% schools in rural areas hand washing facilities near toilets was absent. Moreover, schools with major presence of ST children fared much badly on the presence of hand washing facilities compared to schools with presence of children from other categories of the society. Around 60% schools with major presence of ST children did not have hand-washing facilities near toilets.

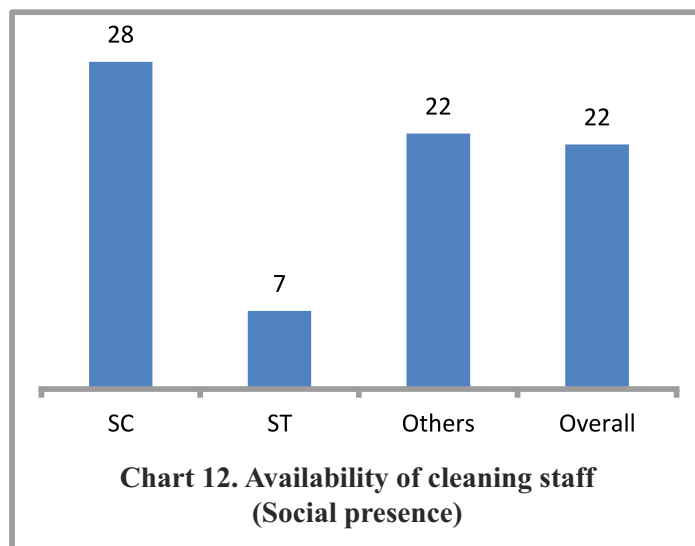
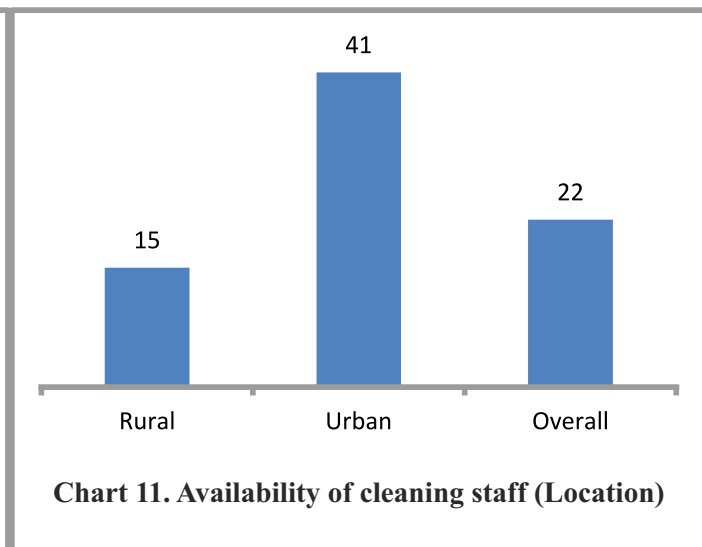
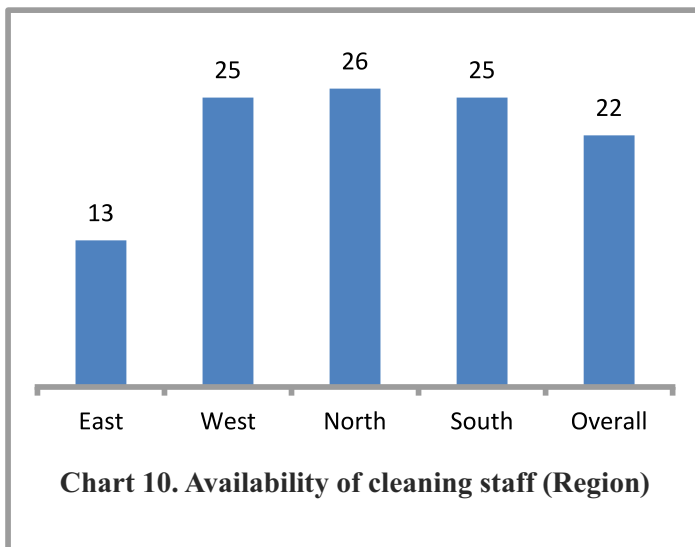




Overall, around 49% schools did not have soap near toilets. Compared across regions, around 63% schools in South did not have soap for hand-washing. Further, availability of soap in schools located in urban areas was less compared to schools in rural areas. In urban areas almost 53% schools did not have soap for hand-washing. This was quite surprising as schools in urban areas had better availability of water near toilets but lacked soaps for hand-washing. Moreover, in 55% schools with major presence of SC children soap for hand-washing was absent.

Hand-washing facilities in schools in the form of water and soap near toilets ensure that children do not fall prey to diseases like diarrhea. Therefore, the findings of the study are important as they highlight the sorry condition of hand-washing in our schools as the fact that significant percentage of schools do not have water near toilets or the availability of soap.





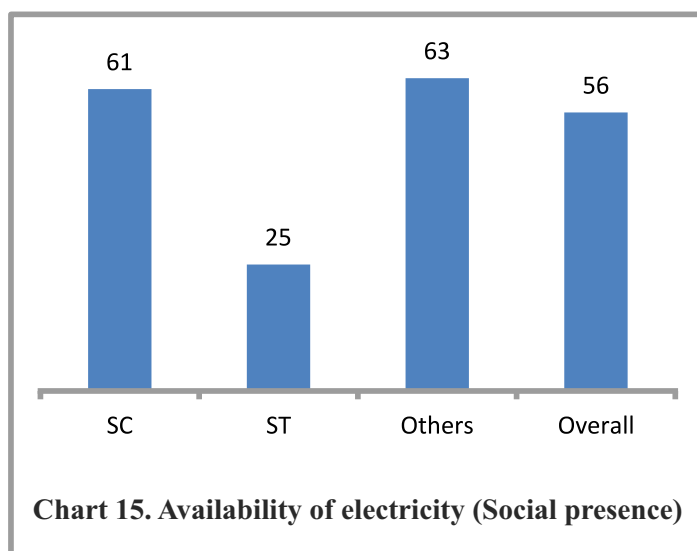
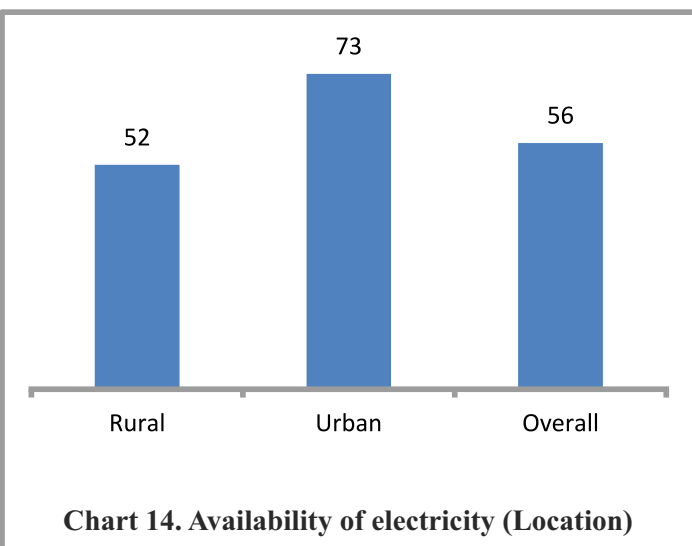
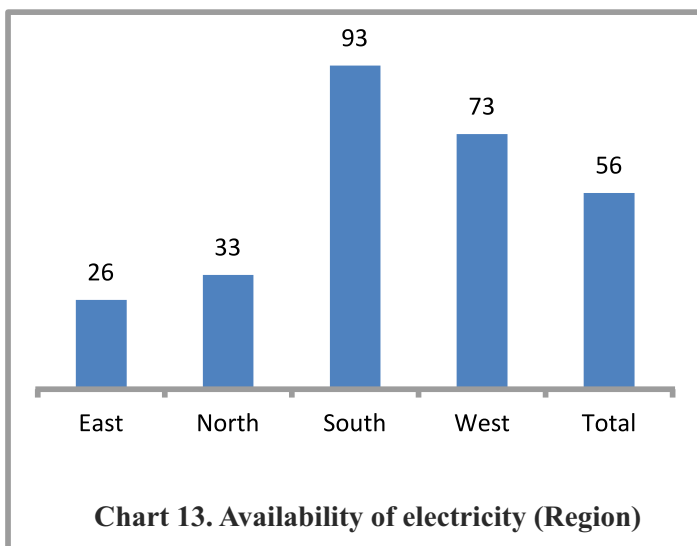
The study found that the majority of the schools surveyed did not have cleaning staff to keep the toilets clean. Overall, around 79% schools did not have cleaning staff for cleaning toilets. In East, around 87% schools did not have cleaning staff. Around 85% schools in rural areas did not have cleaning staff. Even the schools under urban areas are not performing well as 60% schools did not have cleaning staff. Further, it is shocking to find that only around 7% schools with a higher number of tribal children had cleaning staff.

Lack of cleaning staff in schools indicates that children are forced to study in unhygienic surroundings and use toilets that are unhealthy to use. It also means children are asked to do the cleaning. Experience shows that these tasks get assigned on social group basis.



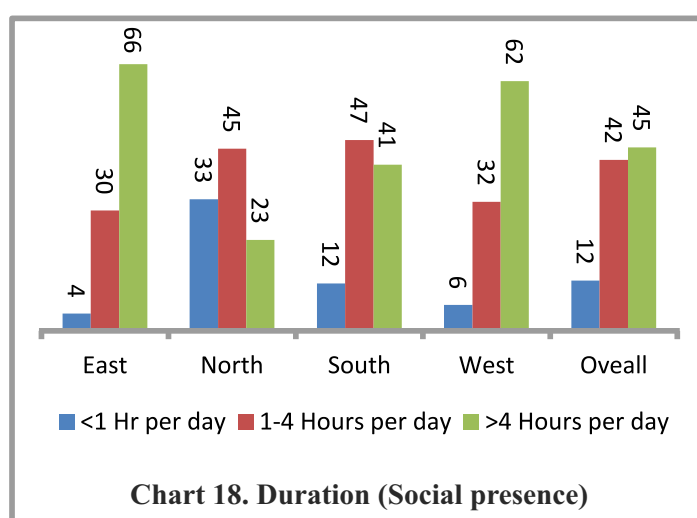
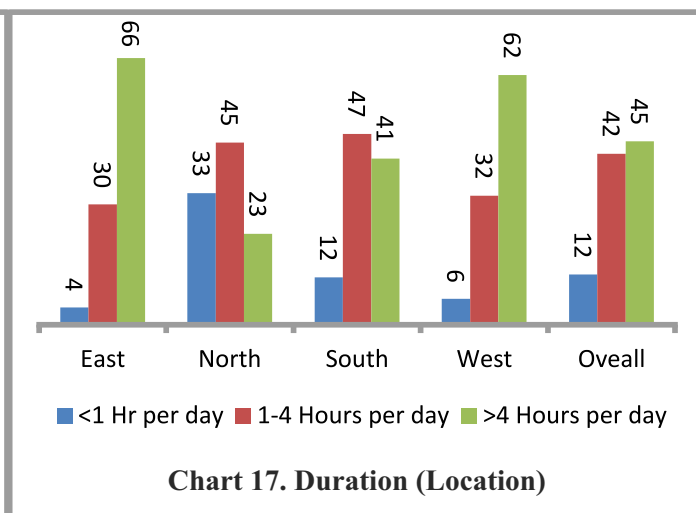
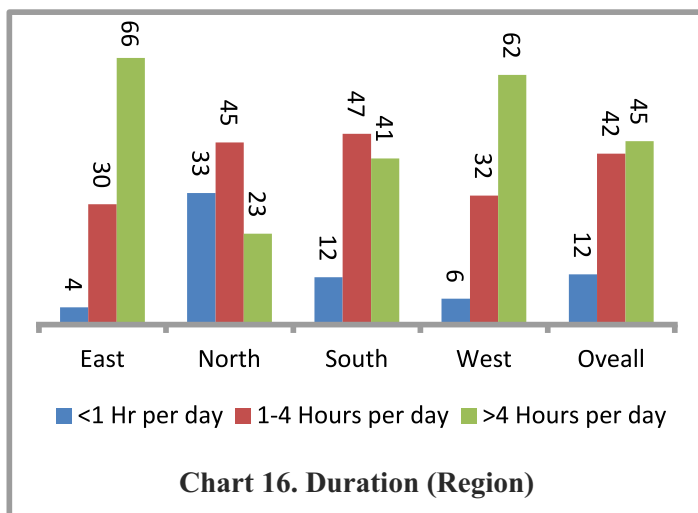






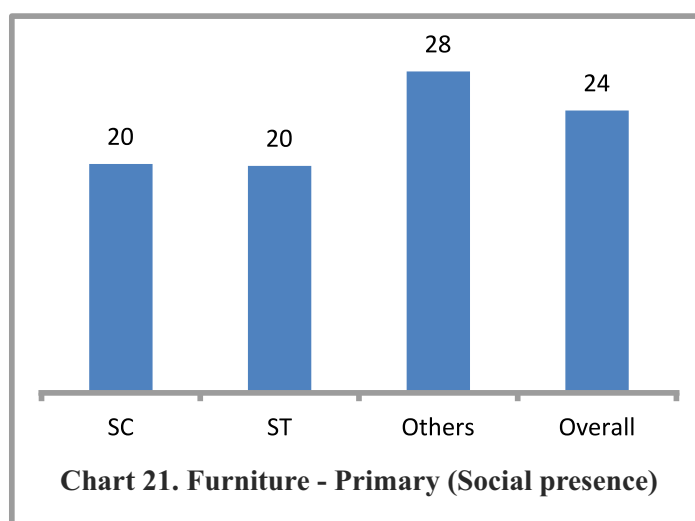
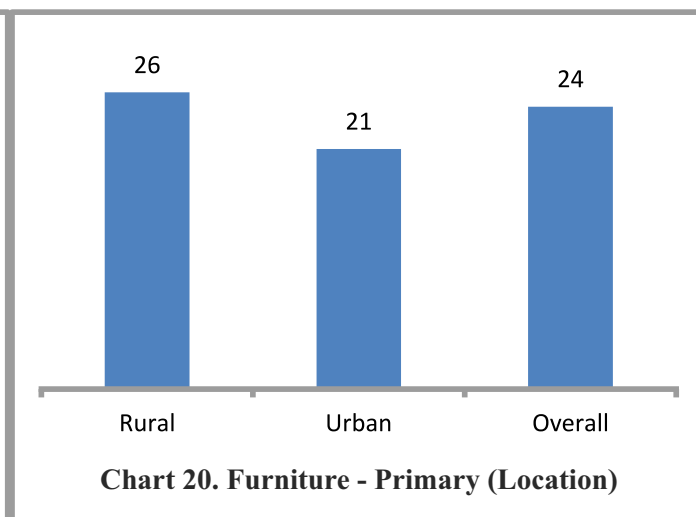
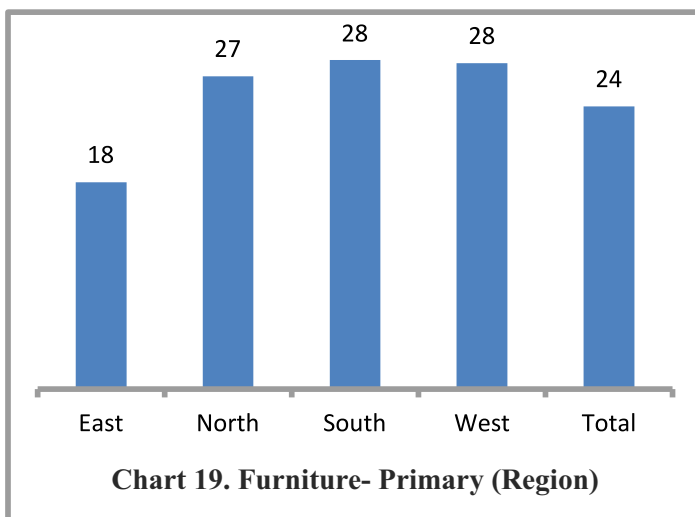
RTE Act does not have any norm which talks about ensuring regular supply of electricity in schools. However, the study also collected information on schools which were receiving electricity and the duration for which the schools were receiving electricity. The study found that around 44% schools did not have electricity. In East almost 74% schools did not have electricity. In North around 67% schools did not have electricity. On the other hand, in South only 7% schools did not have electricity. In rural areas around 48% schools did not have electricity compared to 28% schools in urban areas. Moreover, around 75% schools with major presence of ST children did not have electricity.

**Recommendation:** Availability of electricity in schools can open a completely new world of possibilities. It can ensure children study in well illuminated rooms; use of fans during summers for schools located in hot and humid regions or use of room heaters in schools located in cold regions of the country. It can also provide the possibility of Computer Aided Learning (CAL) and web-based learning. The State should ensure that schools have a regular supply of electricity during school hours for better use of technology to impart education.



In around 55% schools, electricity was available for less than 4 hours. In North, 77% schools received electricity for less than 4 hours. In rural areas around 65% schools received electricity for less than 4 hours whereas in urban areas 31% schools received electricity for less than 4 hours. Moreover, schools with major presence of ST children received electricity for less than 4 hours or between 1 to 4 hours. This is a reflection of the status of availability of electricity in the areas the sample schools were located. Advanced analysis shows that presence of a school management committee has significant association with schools that have regular supply of electricity. Schools which have SMCs are more likely to have availability of electricity than schools that do not have school management committees. However, the availability of electricity to schools depends on whether the area where the school is located receives electricity.

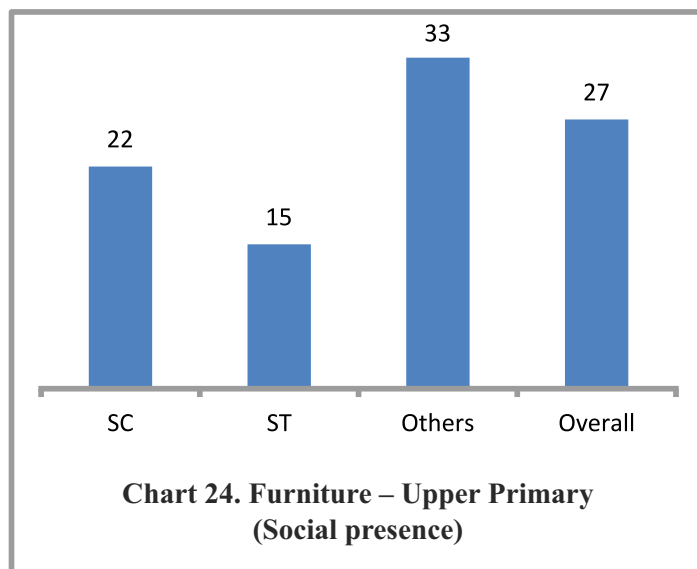
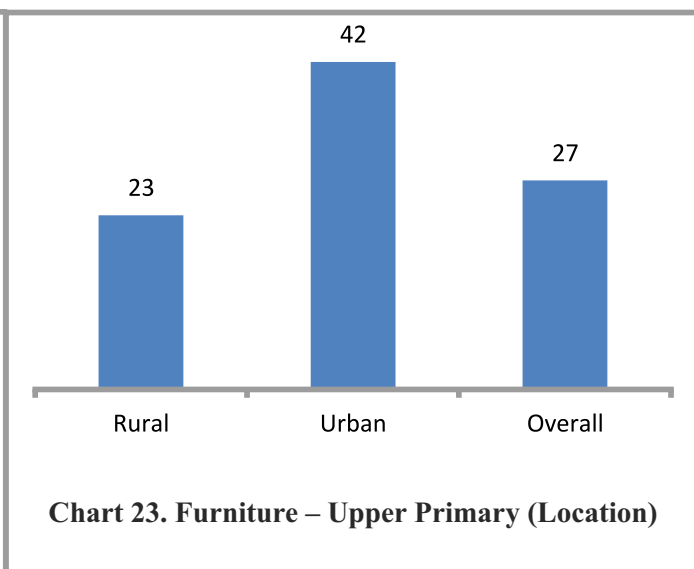
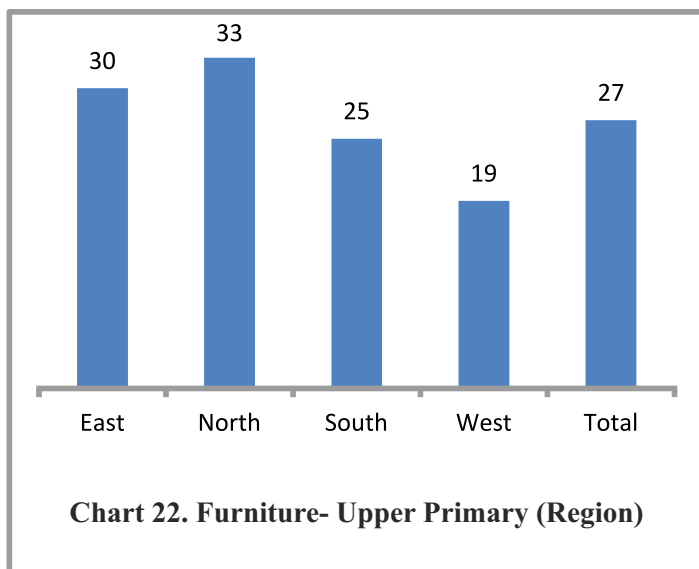




Although RTE Act does not talk about presence of furniture, fixtures or for that matter even black boards, it is quite understandable that black boards, tables, chairs and benches are essential for ensuring a better learning environment in schools. Overall, 76% schools did not have furniture. When we look at region-wise comparison we see that in the East region, 82% primary schools did not have furniture. When we compare schools from rural and urban areas we see that there is a 4% difference between them. It is significant to note that 80% of primary schools with a major presence of SC and ST children did not have furniture.

**Recommendation:** Furniture such as desks and benches ensure that children are in a comfortable position and posture while studying. Furniture for teachers is an essential and a basic requirement. The State should ensure that all the schools have adequate furniture for teachers and students.

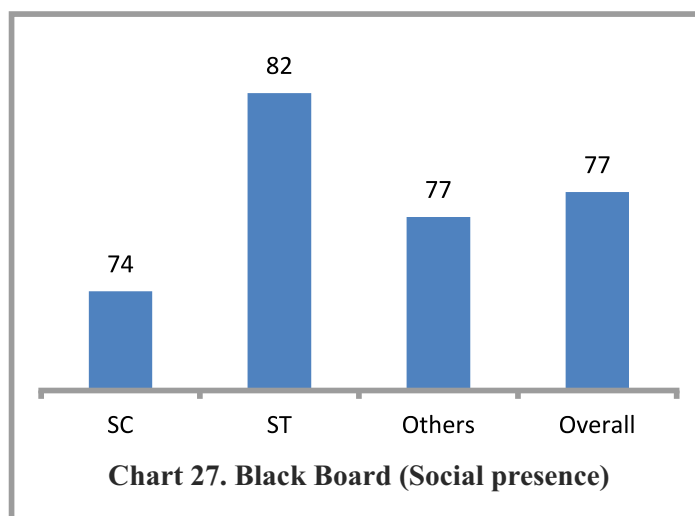
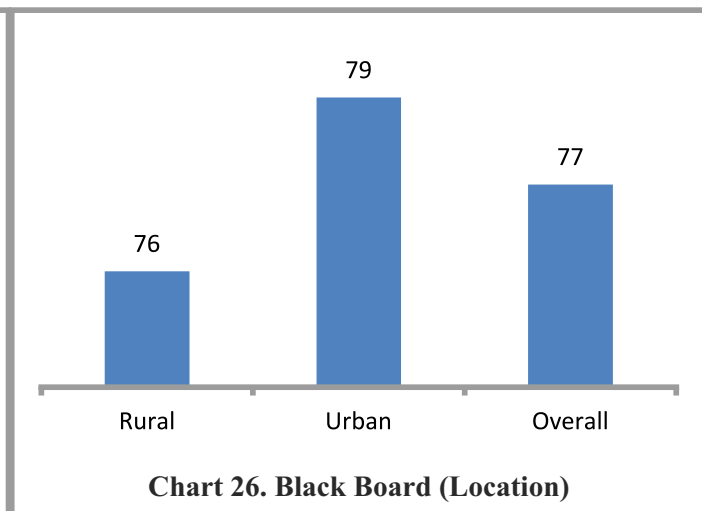
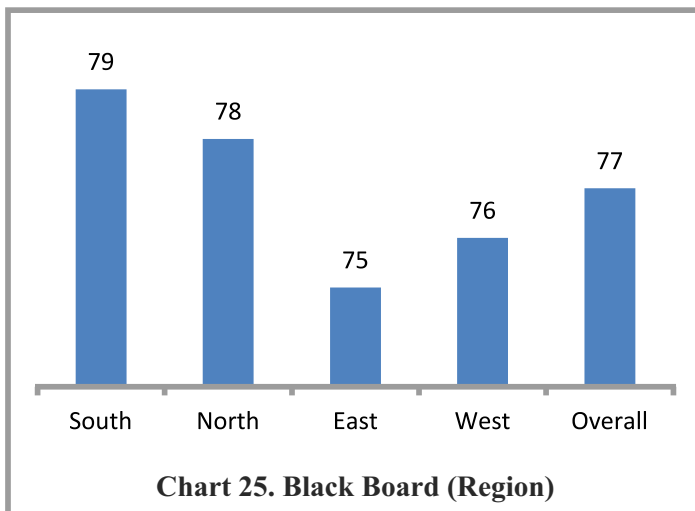




Around 73% upper primary schools lack furniture. In West, more than 80% upper primary schools did not have furniture whereas in South around 75% schools did not have furniture. In rural areas, around 77% upper primary schools did not have furniture compared to 58% schools in urban areas. Further, more than 85% upper primary schools with major presence of ST children did not have furniture.



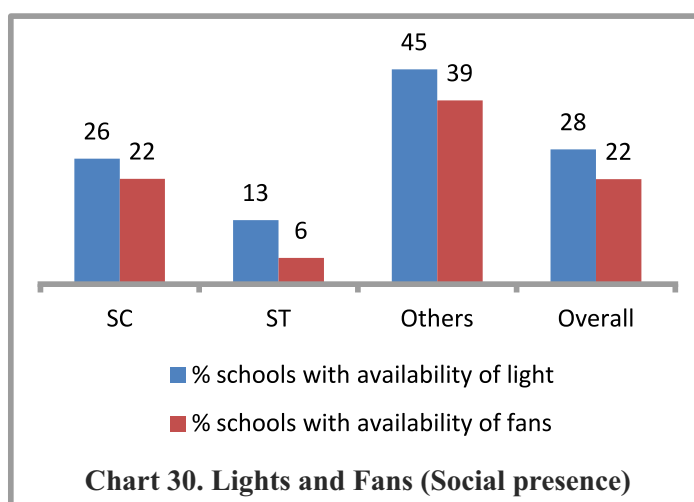
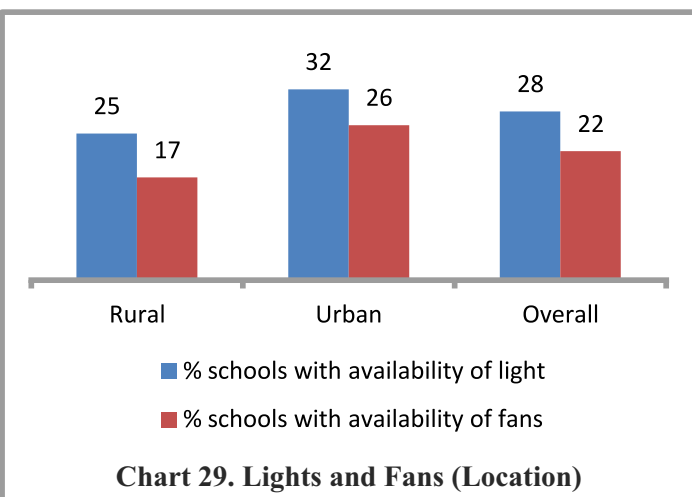
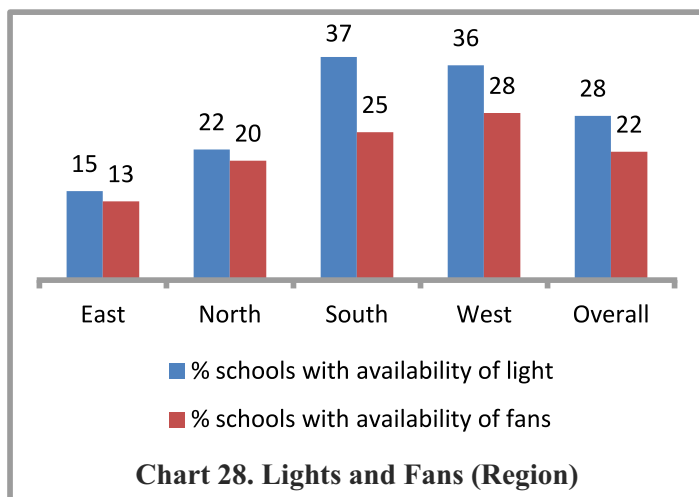




Around 23% schools did not have black boards. In East, 25% schools did not have black boards. In 24% schools in rural areas there were no black boards. Further, in 26% schools with major presence of SC children black boards were absent.

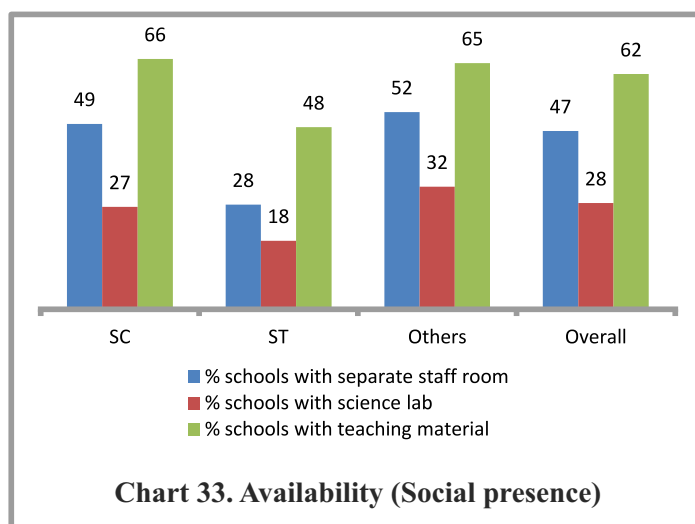
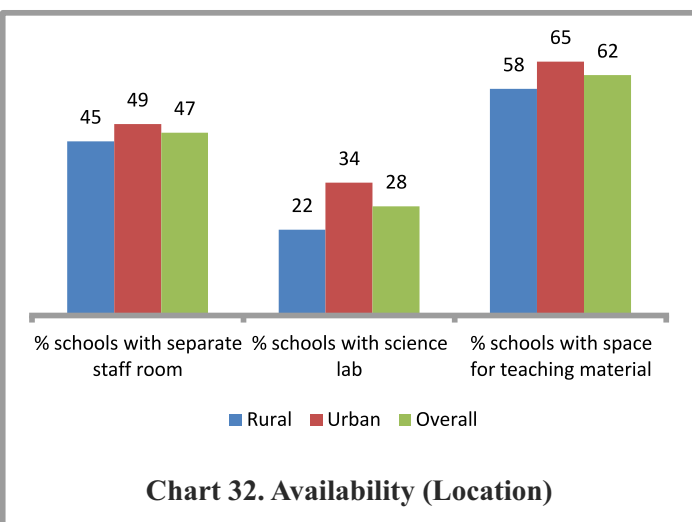
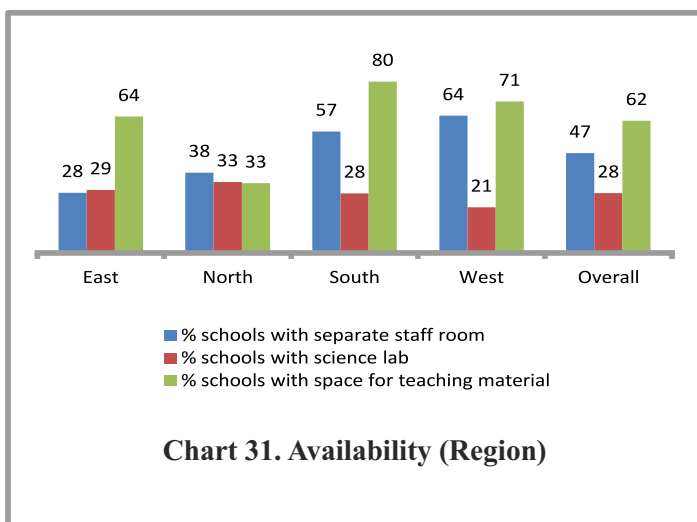
**Recommendation:** School education is synonymous with a black board. Education without black boards cannot be imagined. The State should ensure black boards in all schools as soon as possible.





In most of the schools availability of light and fans are not present. In more than 70% schools availability of both light and fans were absent. Availability of light and fans were absent in around 73% and 79% schools respectively. In East, more than 85% schools did not have availability of lights and fans whereas in North around 80% schools did not have availability of lights and fans. In rural areas availability of lights were not present in 75% schools as compared to urban schools where availability of lights were not present in 66% schools and availability of fans were not present in 69% schools. Further, in schools with major presence of ST children availability of lights were not present in 87% schools and availability of fans were not present in 95% schools.



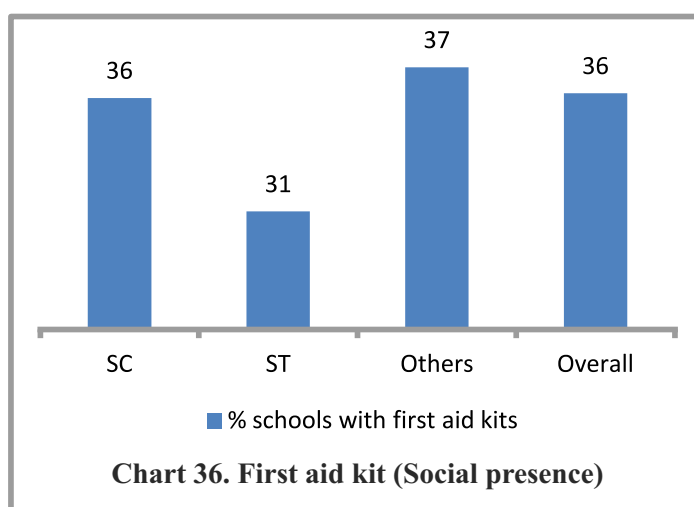
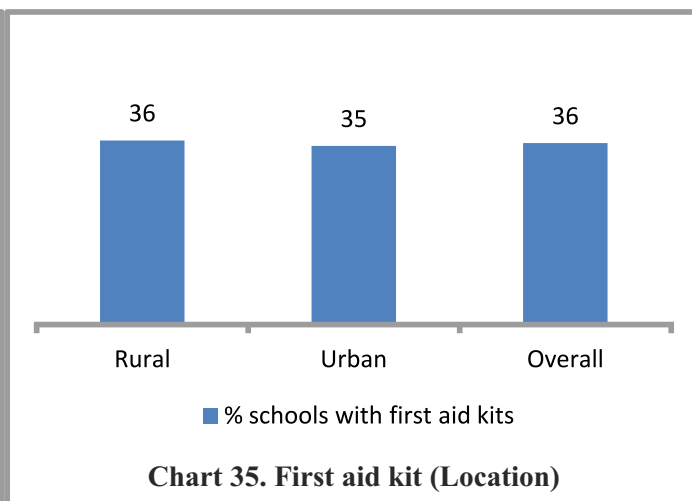
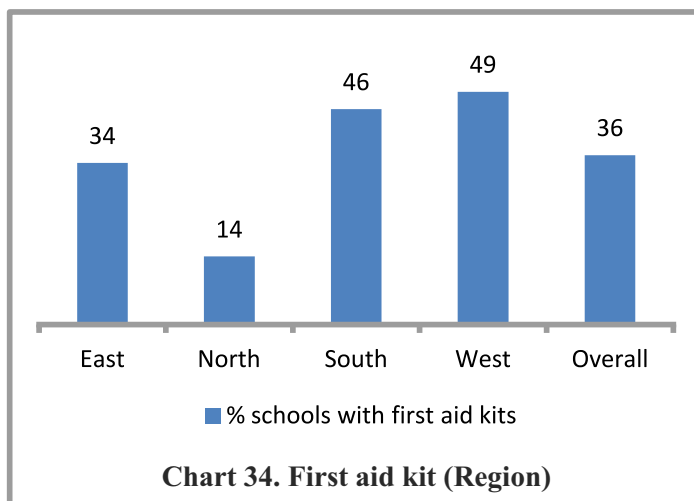


**Availability of separate staff room:** Around 53% schools overall did not have a separate staff room. This percentage is significantly high in East (72%) and North (62%). In 72% schools with major presence of ST children separate staff room was not present.

**Availability of Science Lab:** Overall, 72% schools surveyed did not have a science lab. The absence of science labs was significantly higher in West (79%) and schools with a major presence of tribal children (82%).

**Availability of place to store teaching materials:** Overall, 38% schools did not have a place for storing teaching materials in their premises. In North, 67% schools did not have a place to store teaching materials. More than half of the schools with ST children did not have a separate space for storing teaching materials.

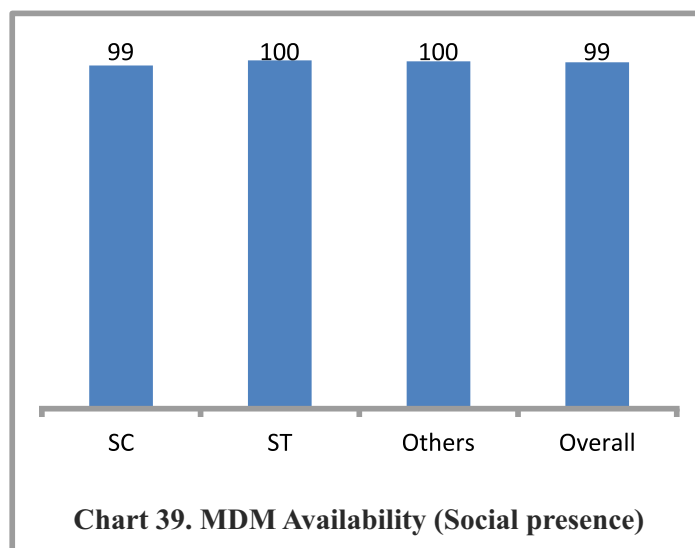
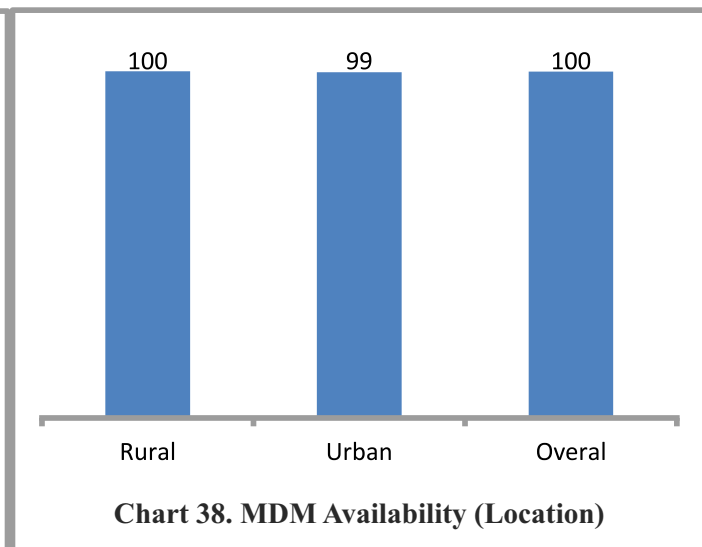
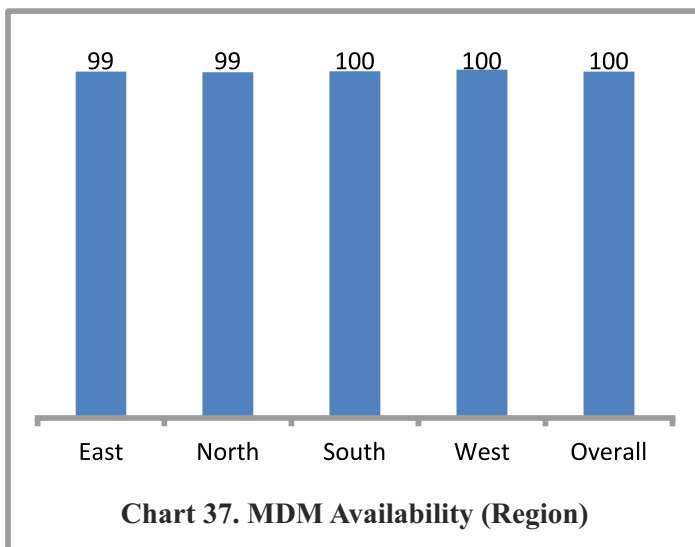
**Recommendation:** The State should ensure that staff rooms, science labs and spaces for teaching material should be part of the standard design for schools.



**Availability of first-aid kits:** 64% schools did not have first-aid kits. In North, 86% of schools reported absence of first-aid kits whereas in East 66% schools did not have first-aid kits. In schools with a major presence of ST children around 69% schools did not have first-aid kits.

**Recommendation:** Every school should have first-aid kits available within easy access inside the school premises. The State should ensure presence of such kits in all schools.



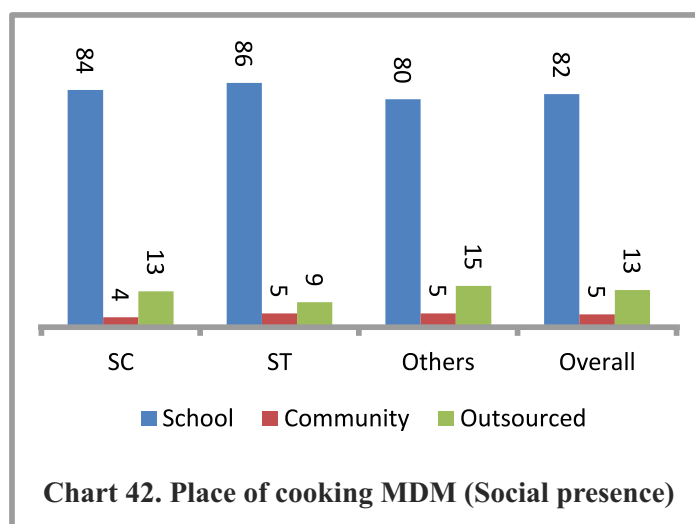
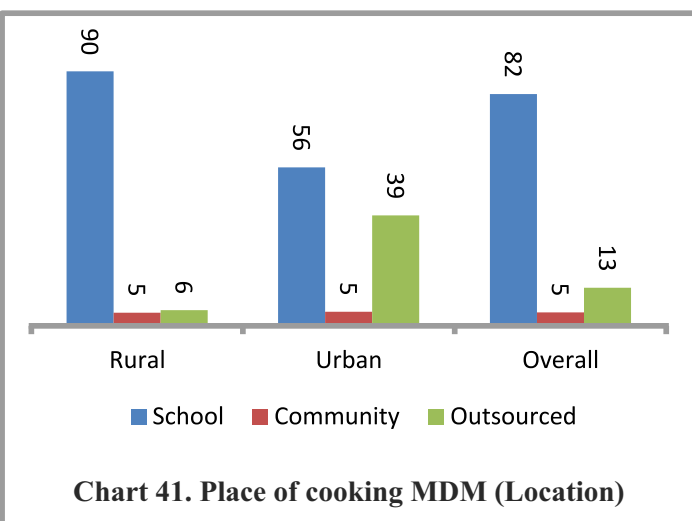
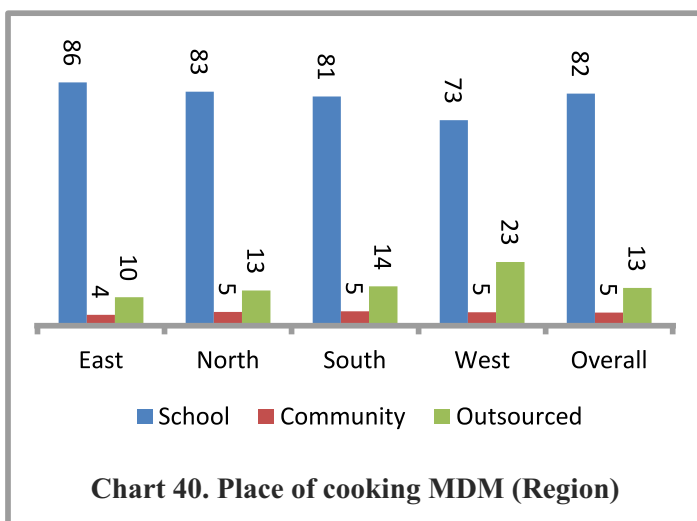


Although RTE does not say much about Mid-Day Meals except that every school should have a kitchen where MDM should be cooked. Under this study data was collected on MDM indicators too. Overall, 99% schools implemented MDM. In West, 100% schools under the study implemented MDM. Further, in 100% schools with major presence of ST children implemented MDM.



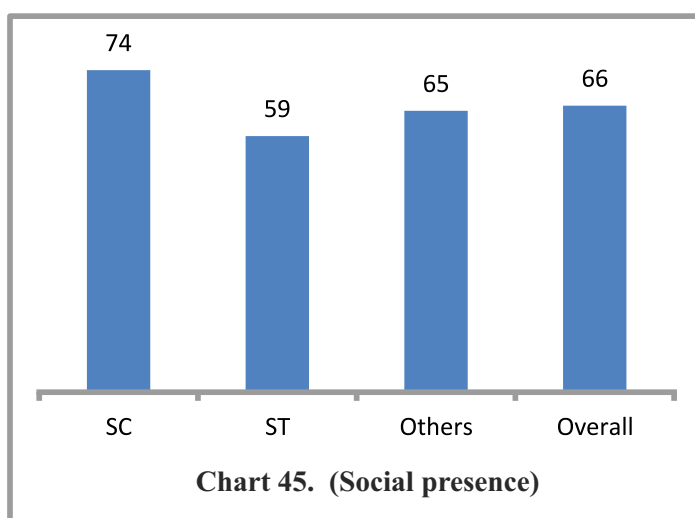
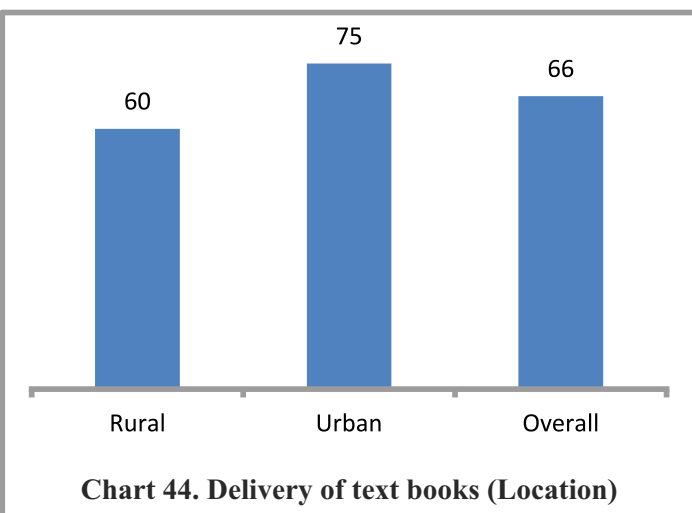
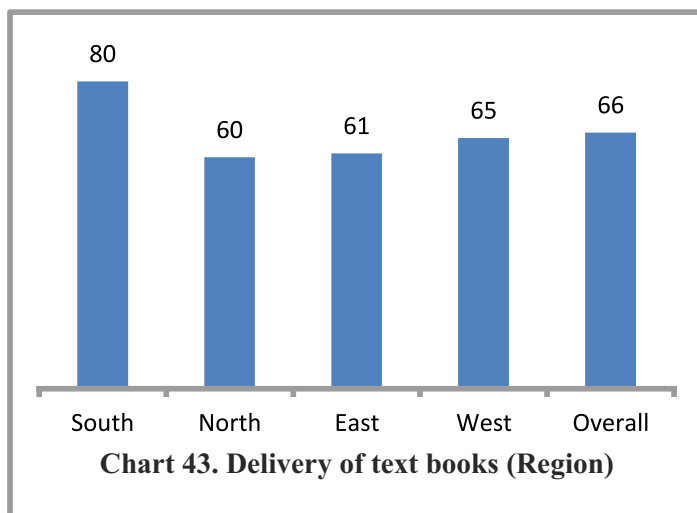






The study showed that in 75% schools MDM was cooked inside the school. In 13% schools, cooking of MDM had been outsourced. Region-wise, 17% schools in West have outsourced preparation of MDM as against 10% in East, 12% in North and 13% in South. When MDM preparation was compared in urban and rural areas, in 85% schools in rural areas MDM was prepared in schools and only 5% was outsourced whereas 35% schools outsourced the preparation of MDM in urban areas.

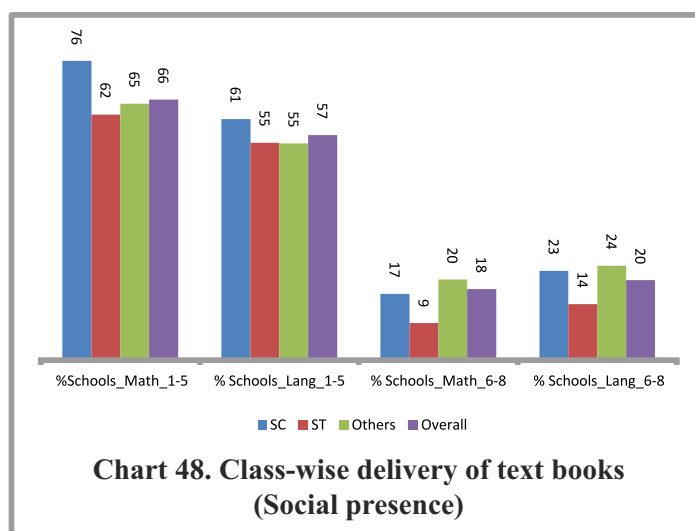
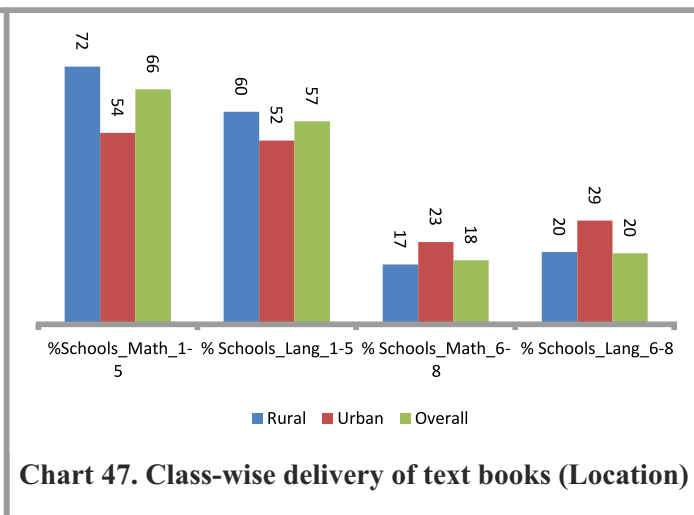
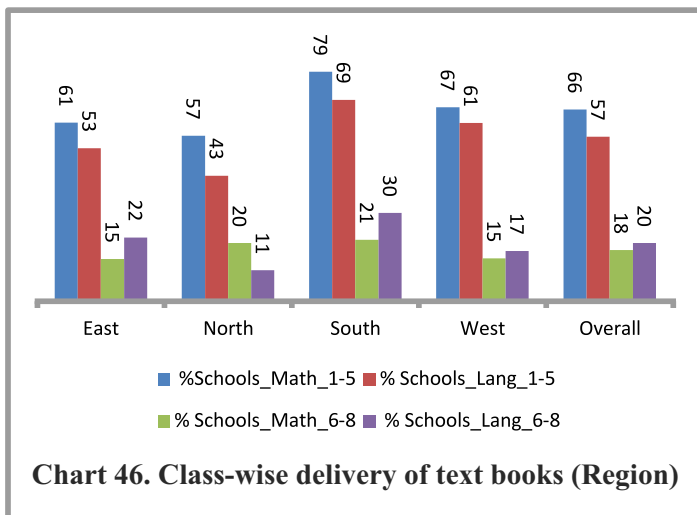




As far as delivery of text books is concerned RTE does not have any norm. However, it is quite understandable that the timely delivery of text books ensures completion of an academic session on time with coverage of required topics for a certain grade and achieving the learning level for that grade. As per the findings of the study, 33% schools reported non-receipt of text books in the start of the academic year. Distribution of schools across social presence, region and location showed significant differences. Text books in around 74% schools with majorly SC presence received their books on time whereas in only 59% schools with major ST presence reported receiving text books on time. Location-wise text books on time are not reaching 29% schools in rural areas as compared to 75% schools in urban areas. Further, in South 80% schools reported to be receiving text books in time as against 57-58% schools in other regions.

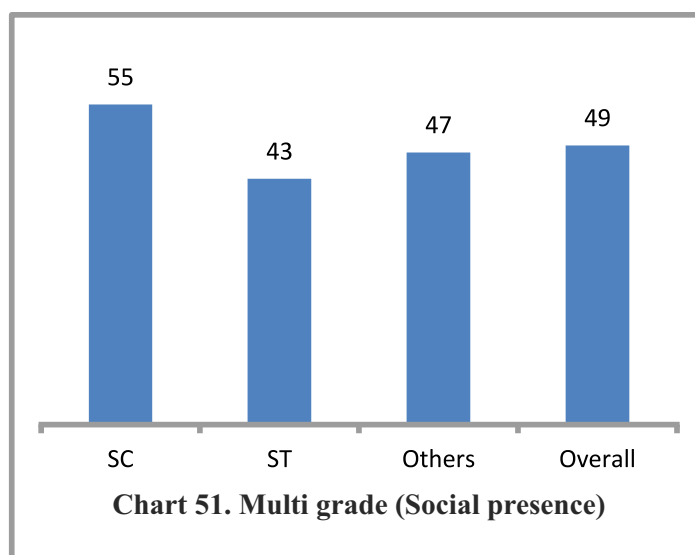
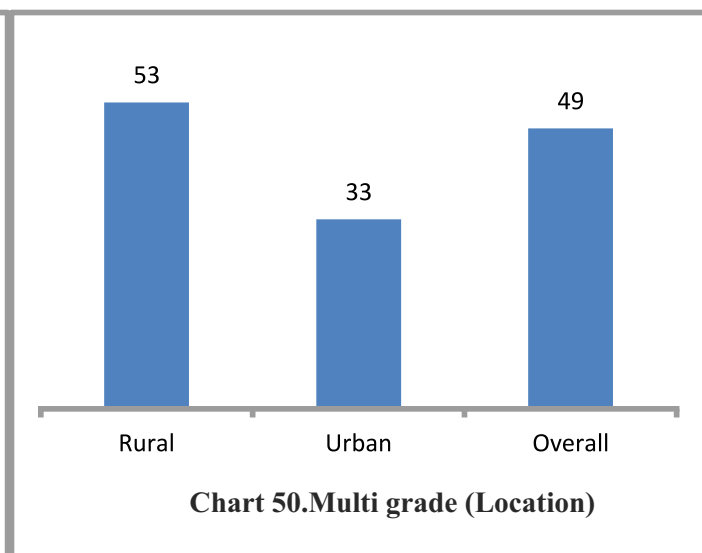
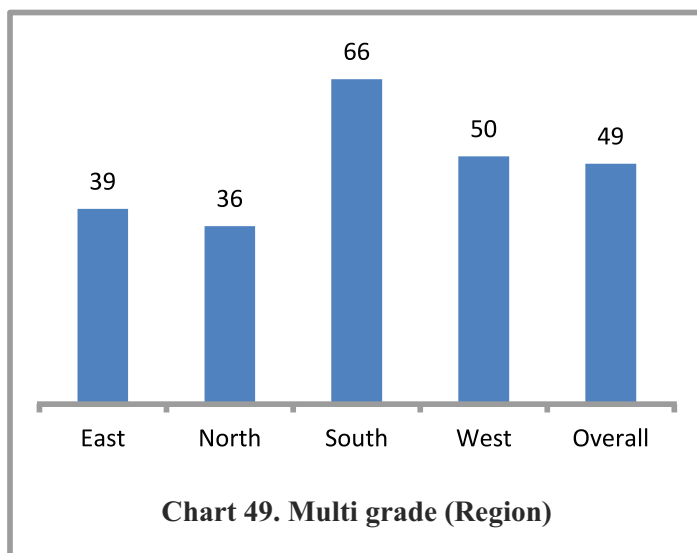
**Recommendation:** The State should ensure that text books reach the children at the start of the academic year.





In 56-66% primary schools text books of Math and language reached at the onset of academic year. However, in only 18-20% upper primary schools, the text books reached on time in the academic year. In South, more than 20% upper primary schools reported to receive Math text books on time and 30% upper primary schools reported receiving language books on time. In case of upper primary schools with tribal presence only 10% schools reported to receive Math books on time and only 14% schools reported to receive language text books on time.





**Multi-grade Teaching:** Teaching two grades or more than two grades at the same time by one teacher in a classroom, is known as multi-grade teaching. Multi-grade teaching, involves teaching learning activities, production of teaching learning materials, planning and organizing. In 48% schools multi-grade teaching was reported to be practiced. 42%% schools with major presence of tribal children reported to have multi-grade teaching in their schools. Further, multi-grade teaching was practiced more in schools in rural areas compared to schools in urban areas. Region wise analysis shows that multi-grade teaching is majorly practiced in the South. In South 65% schools reported presence of multi-grade teaching. However, in order to comment on whether this is appropriate approach or not it needs a further study.

**Recommendation:** Multi-grade teaching also means that the state makes no effort to appoint more teachers; multi-grade teaching probably is also being adopted in areas where children are less in number; however this then is becoming the reason for closure of government schools as is revealed by our own experience. Therefore, one teacher for every standard and a separate classroom for every standard should be ensured by the State instead of multi-grade teaching.



**About CRY:** CRY - Child Rights and You is an Indian NGO that believes in every child's right to a childhood - to live, learn, grow and play. For over 30 years, CRY and its 200 partner NGOs have worked with parents and communities to ensure Lasting Change in the lives of more than 2,000,000 underprivileged children, across 23 states in India. For more information please visit us at <http://www.cry.org>

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