A Study on Mainstreaming of Out-of-School Children (OoSC) and Effectiveness of Special Training
The National Commission for Protection of Child Rights (NCPCR) has been mandated under Section 31 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 to examine and review the safeguards of the rights provided under the Act and to recommend measures for its effective implementation. Towards realizing its commitment of Universalization of Elementary Education, the Commission has undertaken many initiatives for providing equitable, inclusive, quality and sustainable education in India.

Education is an important medium of promoting equality and social justice in society at large and schools are the vehicle to provide experience of equality and social justice in daily life of children. The RTE Act, 2009 is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all.

With a view to bringing back all dropped-out students and never enrolled students within the scope of elementary education, the RTE Act, 2009 defined the responsibility of government schools and relevant stakeholders to ensure admission of out-of-school children in a class appropriate to his/her age and provide special training in a time-bound manner to bring them at par with regular students. Section (4) of the Act is a step forward to provide opportunity for out-of-school children from diverse social and economic backgrounds to get mainstreamed in the age appropriate class after receiving short-term special training.

In view of the importance of this significant provision of the Act, NCPCR took the initiative to conduct a research study in five zones across the country to examine the effectiveness of Special Training Centers and the process of mainstreaming of Out-of-School Children. This report is a result of extensive research and field work in randomly selected Special Training Centers in different districts across five zones.

The report presents a quantitative and as well as a qualitative analysis of the status of implementation of Section (4) of the RTE Act across five zones, that mandates special provision of special training to Out-of-School children. The report provides a reliable and comprehensive data which produces useful recommendations for all stakeholders involved in different processes of identification and mainstreaming the Out-of-School Children.

Specifically, the report intends to, not only assess the magnitude of the problem but also identify the underlying responsible factors that are barrier to its full implementation. This will be useful for monitoring progress of the policy measure as well as provide assessment and analysis to facilitate policymaking.
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Providing opportunities for learning to all children, in an inclusive environment, is a collective responsibility of all. This has been articulated in the Right to Education Act, 2009 through the landmark provision Section 4, to create Special Training Centres for Out-of-School Children. It would not be an exaggeration to mark this provision as one of the most significant provisions of the Act. Not only is it of extreme importance that the provision be implemented and followed to its true spirit, but also it must create an inclusive and discrimination-free environment for our children. Hence, National Commission for Protection of Child Rights (NCPCR) took the initiative to assess the implementation of this provision in 5 states in different regions of India and to provide informed suggestions to the appropriate authorities for its better and effective implementation.

I express my sincere gratitude to Ms. Stuti Kacker, Hon'ble Chairperson, National Commission for Protection of Child Rights, for encouragement and support. The Commission is happy to collaborate with the Quality Council of India (QCI) for carrying out the study on behalf of the Commission, especially for conducting the field visits in select schools and putting together their observations and analysis. I am also thankful to Dr. (Ms.) Madhulika Sharma, Technical Expert (Education Division) for her contribution in initiating the study, for procuring data from all districts and for finalising the report. I am also grateful to the entire team of Education Division for their support throughout the process of this study. I extend my gratitude to the state authorities, and district authorities for facilities the smooth conduct of the project.

I do hope the report will be well received and be read widely by all stakeholders to contribute as per the responsibility given to them under the law and in the best interest of the child.

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Member – RTE and Education
National Commission for Protection of Child Rights
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In addition to the surveys, QCI interacted with various stakeholders, including subject matter experts from NCERT and different organisations, related to the matter to better understand the status quo. The exercise resulted in a holistic assessment, which enabled identification of gaps and subsequently helping in improving the condition of Special Training Centres across the country.

I would like to thank the State Governments of Tripura, Tamil Nadu, Gujarat, Punjab, Chhattisgarh, STC teachers, and principals who actively provided their inputs, and for their unwavering support and encouragement in conducting this exercise, making it a success.

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Apart from being able to capture insights which will help solve the issue of Out-of-School Children, the project has widened our perspective and sensitised our team about the various social and academic challenges being faced by various stakeholders involved in the ecosystem of Special Training Centres. We look forward to working on future initiatives with the NCPCR and further contribute towards the initiatives for the protection of child rights in our country. It's a beginning which we feel was long overdue and we as an organisation owe it to these children to help them come to the mainstream and fulfill their aspirations to contribute to national development.

Dr. R.P. Singh
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QCI would like to show immense gratitude for the headmasters, teachers, students in the STCs, and the district and state officials. We want to thank them for their patience and honest feedback that were integral to the findings in this report. Beyond that, we acknowledge their continued commitment towards an inclusive elementary education system.

We also wish to thank our on-ground assessors, our performance evaluation tests language translators and evaluators and others who partnered with us and made the execution of this report such a smooth process.

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EXECUTIVE SUMMARY

The Ministry of Human Resource Development (MHRD) survey (IMRB-SRI, 2014) estimates the number of Out-of-School Children (OoSC) to be 6 million, whereas the National Sample Survey (NSS) estimated the number of Out-of-School Children as 20 million. While the estimation vastly varies, these different studies conducted across India reveal particular communities are at a greater risk of having OoSC.

The Quality Council of India conducted a study to discern the effectiveness of Special Training Centres in mainstreaming Out-Of-School Children and identifying the issues and challenges faced by different stakeholders. The study also captured the quality of educational and residential facilities provided in these Special Training Centres.

The study was carried out in five states (Punjab, Gujarat, Tamil Nadu, Chhattisgarh and Tripura), each representing one of the five zones across the country. The study consisted of three parts – collection of data (i.e. information related to Special Training Centres from 29 states and 7 UTs), review of educational and residential facilities provided, and interview with relevant stakeholders (principals, teachers, government officials, etc.).

After receiving background data from states about their Special Training Centres, 125 Special Training Centres (104 NRSTCs and 21 RSTCs) were selected and a 20 day-long survey was conducted in 22 districts across 5 states. In order to conduct surveys, 20 assessors were selected from the five states who were well versed in English, Hindi, and the regional language. The assessors were trained on various parameters related to the survey questionnaire and sensitivity. In addition to this, Quality Council of India interviewed various stakeholders related to this Special Training including officials from State Government(s) and other local stakeholders to understand the status quo with ways forward and give recommendations to the concerned authorities.

States in India do not have a uniform criteria to define students as “Out-of-School Children” in terms of number of days a child is absent. Therefore, the majority of Principals and Head Teachers across the five states do not know the proper definition of OoSC, as mandated by their State Government and/or Central Government. The condition of educational and residential facilities in different Special Training Centres across five states have been captured in the report. The majority of centres in Tripura lacks basic infrastructural and educational facilities. 71% and 67% STCs in Tamil Nadu and Tripura respectively do not have desk and chairs. 55% of STCs in Tripura do not have provision of drinking water facility. Majority of RSTCs across the country do not provide bed for every student. Tamil Nadu has the lowest ratio of beds to student, with less than 1 in 5 students getting beds. 50% of NRSTCs in Tripura do not provide mid-day meal whereas, in Gujarat and Tripura, 82.76% and 77.78% of STCs provide mid-day meals.

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have the same medium of instruction as the mother tongue of the child. In Chhattisgarh and Tripura, only 16.7% and 3.8% teachers receive training related to Special Training once in every 6 months.

Most of STCs across five states have received Special Learning Support Materials once in every 6 months, however more than 25% of STCs in Tripura do not receive the SLSMs once in every 6 months. Around 11% of STCs in Gujarat have never received the SLSMs.

During the survey, it was also found that majority of STCs do not maintain proper record related to different processes in a standard format. None of STCs in Tripura, Punjab and Gujarat have maintained proper records of entry and exit of students. Only 10.34% and 8.33% of STCs in Gujarat and Tripura maintain proper record of periodic learning outcome assessment. 21% and 33% of STCs in Tripura and Chhattisgarh maintain proper records of child profile.

The study concludes with the recommendations for Central Government and State Governments on variety of parameters and with the intention of helping both State(s) and Union Government of India to provide effective Special Training to Out-of-School Children.
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1.2 Quality Council of India

1.2 Out-of-School Children (OoSC)

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LIST OF ABBREVIATIONS

MDM  Mid-Day Meal  
MHRD Ministry of Human Resource Development  
NCPCR National Commission for Protection of Child Rights  
NGO  Non-Governmental Organisation  
OoSC Out-of-School Children  
QCI  Quality Council of India  
RTE  Right to Education Act  
SLSM  Special Learning Support Material  
SSA  Sarva Shiksha Abhiyan  
RMSA  Rashtriya Madhyamik Shiksha Abhiyan  
STC  Special Training Center  
NRSTC Non-Residential Special Training Center  
RSTC Residential Special Training Center  
IEC  Inclusive Education Center  
SCERT State Council for Educational Research and Training  
NCERT National Council for Educational Research and Training  
DIET District Institute for Education Training  
SIE  State Institute for Education  
AWC  Anganwadi Center  
PHC  Primary Health Center  
UDISE  Unified District Information System for Education  
UNICEF United Nations Children’s Fund  
CPR  Center for Policy Research  
UNESCO United Nations Educational, Scientific and Cultural Organisation  
UIS  UNESCO Institute for Statistics  
USAID United States Agency for International Development  
CWC  Child Welfare Committee  
SMC  School Management Committee  
OBE  Open Basic Education  
NIOS National Institute of Open Schooling

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INTRODUCTION

It is said that appearances can be deceptive – none more than in the case of Cathire. At the tender age of 6, she has declared to her teachers that she will be joining politics to fight for the rights of her community – the Bru-Reang refugees from Mizoram. Currently, residing at the makeshift camp in North Tripura, she lives with her parents who get by via the relief aid of Rs. 5 and 600g rice per day per adult, received from the central government.

The dilapidated katcha structures of the NRSTC are the one of the only places where students like Cathire can access education. For four hours a day, these students are transported to a world that is removed from their restricted existence, allowing them the dream of living a better life.

Her eyes are forging dreams for an equal India, now.

CATHIRE, 6
Hemsapara-B, North Tripura
Tripura

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Expanding upon the fundamental right of children to elementary education given by Article 21A of the Constitution, the Right of Children to Free and Compulsory Education Act, commonly known as Right to Education (RTE) Act, 2009 came into force in 2010.

The RTE Act aims at reaching disadvantaged groups through a specific provision of Free and Compulsory Education for Special Training (Chapter II, paragraph 4). It targets every child above six years of age who has not yet been admitted to any school or though admitted, could not complete his/her education up to elementary level. In order to admit them into an age appropriate class, Special Training is an intermediary that brings these children up to par with their peer groups in the class.

Section 4, Chapter II of RTE Act, 2009 places responsibility on schools established by State Government and Local Authority to ensure the integration of Out-of-School Children into the school system.

Further, even after a child attends the formal school, he/she may continue to receive special assistance by the teacher to enable successful integration with the rest of the class, academically and emotionally.

To implement this provision, the Ministry of Human Resources Development (MHRD) and the National Council for Educational Research and Training (NCERT) have outlined suggestive guidelines for States/Union Territories (UTs). In addition to this, different states have created their own rules to enact this provision in true spirit.

In order to examine the provision’s implementation, the effectiveness of Special Training Centres in mainstreaming Out-of-School Children across the country must be captured. The study was conducted by the Quality Council of India (QCI) per the mandate given by NCPCR from April to September 2018.

The study included the on-site assessment of 125 Special Training Centres in five states (Punjab, Gujarat, Tamil Nadu, Chhattisgarh, and Tripura) along with qualitative and quantitative data.

The main outputs we aim to provide through this report are:

- Qualitative and Quantitative analysis of basic infrastructural and educational facilities provided to the children of Special Training Centres
- Compliance of time taken in mainstreaming of Out-of-School Children as per guidelines suggested by MHRD and NCERT
- Issues and Challenges faced by Special Training Centres in mainstreaming of Out-of-School Children

RTE Section 4 Paragraph II

Where a child above six years of age has not been admitted in any school or though admitted, could no complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his other 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 a 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.
1.1 National Commission of Protection of Child Rights

The National Commission for Protection of Child Rights (NCPCR) was created under the Commissions for Protection of Child Rights (CPCR) Act, 2005, to ensure that children enjoy their rights and develop in a free and fair environment. To realize this aim, Section 13 of the said Act assigned certain functions to the Commission that intend to ensure that the legal and constitutional rights of children are protected.

The Right to Education Act, 2009 has the mandated appropriate Governments to ensure suitable environment and quality education for completion of free and compulsory education for every child in the age 6-14 years u/s 8 of RTE Act, 2009. Furthermore, Section 4 of the Right to Education Act (RTE), 2009 provides Special Training arrangements for Out-of-School Children (OoSC) in order to ensure that they are academically at par with others in their age group. It effects crores of children nationwide. For this, the RTE Act, 2009, under Section 31, has mandated NCPCR to monitor the implementation of the provisions of the Act.

To fulfil these functions and suggest targeted recommendations, availability of a reliable, authentic data is important, in absence of which the effective monitoring and review are not feasible. Hence, NCPCR signed a Memorandum of Understanding with Quality Council of India (QCI), with the aim of working together in analyzing the effectiveness of Special Training Centres in mainstreaming out of school children.

1.2 Quality Council of India

The Government of India established Quality Council of India (QCI) in 1997, jointly with the Indian Industry represented by the three premier industry associations: ASSOCHAM, CII, and FICCI. QCI is registered as an autonomous non-profit organisation under Societies Registration Act XXI of 1860 with the purpose of establishing and operating national accreditation structure and promoting quality through National Quality Campaign. The incumbent Chairman of QCI, Mr. Adil Zainulbhai, was nominated by Hon’ble Prime Minister’s office.

Keeping in view the mission, “Quality for National Well Being”, the Council is playing a pivotal role at the national level in propagating, adoption, and adherence to quality standards in all important spheres of activities including education, healthcare, environment protection, governance, social sectors, infrastructure sector, and such other areas of organized activities that have significant bearing in improving the quality of life and well-being of the citizens of India.

1.3 Out-of-School Children

Vast advances have been made in child participation at all levels of schools since 2000. The Millennium Development Goals and the Education for All (EFA) emphasized the government’s commitment to primary education completion for all children. However, the goal of a free and compulsory education of satisfactory quality for all children up to 14 years of age established by the National Policy on Education [1986] is still far from being achieved. India has the second highest number of Out-of-School Children (OoSC) in the world. There is still much work to be done.
There are variances in the actual implementation of the policy as well. While MHRD guidelines state that children should not be at the STC for longer than 2 years, Punjab extends the maximum stay to 3 years.

Out-of-School Children are those who have never enrolled in any school or dropped out before completing elementary education. These children have much higher rates of illiteracy, less socio-economic mobility, and lesser life outcomes.

Definitions of the ‘drop out’ OoSCs vary by state. Tamil Nadu and Chhattisgarh consider it a child who does not attend for 30 consecutive working days while Gujarat considers it 60 days. Of the five states considered in our survey, two - Punjab and Tripura - do not assign a number of days before a student is considered dropped out in official documentation. In an attempt to universalise the definition, in 2013 MHRD suggested that a child (6-14 years of age) will be considered out of school if he/ she has never been enrolled in a school or has been absent from school without giving prior notice for reasons of absence for a period of 45 days or more. Further in 2017, NCPCR during the CABE Subcommittee Consultation, recommended that a child will be considered out of school if he/ she has never been enrolled in a school or has been absent for a period of 30 days or more. There are variances in the actual implementation of the policy as well. While MHRD guidelines state that children should not be at the STC for longer than 2 years, Punjab extends the maximum stay to 3 years.

There is a great heterogeneity among children who are out-of-school. Various categories of Out-of-School Children may include children living or working in urban slums, in streets, on railway platforms, or construction sites. Particular communities are at greater risk of having Out-of-School Children. According to the Demographic and Health Survey (DHS) in 2016, children from Muslim, Scheduled Caste, and Scheduled Tribe castes make up about 67% of the out of school children population, though they only make up 40% of the child population. Girls are more likely than boys to be out of school (5.79% in girls vs 4.77% in boys in age group 11-13), and rural children are more likely to be out of school than those in urban areas. Children from a low-income financial background are more likely to account for Out-of-School Children within each of these social groups. Children with special needs make up 12.13% of the Out-of-School Children population, though they only make up 1.52% of the child population.

### 1.4 Identification and Mobilisation of OoSC

Identification and Mobilization exercise is done once a year. The Out-of-School Children (OoSC) are identified and mobilised by a number of methods, some which are enumerated as follows:

- Data from different sources (school records, panchayat records and household survey records).
- Door-to-door surveys and visits by teachers/education volunteers/SMC

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Out-of-School Children</th>
<th>Budgetary Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gujarat</td>
<td>82526</td>
<td>4969.02 lakhs</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>82526</td>
<td>2067.94 lakhs</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>35000</td>
<td>1804.93 lakhs</td>
</tr>
<tr>
<td>Tripura</td>
<td>number not mentioned</td>
<td>366.92 lakhs</td>
</tr>
<tr>
<td>Punjab</td>
<td>4685</td>
<td>174.55 lakhs</td>
</tr>
</tbody>
</table>

Table 1: Budgetary Allocations in 2017-18 as specified in the PAB Minutes for each state. Source: SSA Shagun http://ssashagun.nic.in/pab1718.html
1.5 Special Training

Special Training is a time-bound interim initiative which enables Out-of-School Children to get integrated into the schooling system academically and emotionally. The Special Training also facilitates the age-appropriate admission of the child with comparable competencies and ensure the completion of elementary education.

With direction from MHRD, NCERT has outlined the critical components of Special Training such as nature, duration, location, curriculum, strategies for teaching, assessment, etc.*

1.5.1 Nature of Special Training
Special Training is generally conducted in residential or non-residential centres.

- **Non-Residential Special Training Centres (NRSTCs):** They are established within the premises of school or in a stand-alone facility. NRSTCs are fully supported under Sarva Shiksha Abhiyan.
- **Residential Special Training Centres (RSTCs):** They are set up for children without home, child laborers, or other underprivileged children where they can stay as well as receive special training. They are set up in existing KGBVs, Ashram Shalas etc. or sometimes in a stand-alone facility. RSTCs are generally run by NGOs and may be fully or partially supported under Sarva Shiksha Abhiyan.

1.5.2 Duration of Special Training

The MHRD and NCERT guidelines suggest a minimum duration of special training of 3 months and a maximum of up to 2 years. (Table 1 shows the Duration of Special Training as per age bands.) The duration of the special training is determined by the entry level assessment. Further, the child is mainstreamed to an age appropriate class based on the time spent in the Special Training Centre.

<table>
<thead>
<tr>
<th>Age Band</th>
<th>Age Appropriate Class</th>
<th>Time Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 &amp; 7</td>
<td>I, II</td>
<td>3-6 months</td>
</tr>
<tr>
<td>8 to 10</td>
<td>III, IV, V</td>
<td>3-6 months</td>
</tr>
<tr>
<td>11 to 14</td>
<td>VI, VII, VIII</td>
<td>1-2 year(s)</td>
</tr>
</tbody>
</table>

Table 2: Duration of Special Training according to Age as recommended by MHRD.

There are variances in the actual implementation of policies as well. While MHRD guidelines state that children should not be at the STC for longer than 2 years, Punjab extends the maximum stay to 3 years whereas Tripura, Tamil Nadu, Chhattisgarh, and Gujarat constrains the maximum stay to 2 years.

As per section 4 of RTE rules, the time duration of special training are as follows:

<table>
<thead>
<tr>
<th>State</th>
<th>Time Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>3 months - 3 year(s)</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>3 months - 2 year(s)</td>
</tr>
<tr>
<td>Gujarat</td>
<td>3 months - 2 year(s)</td>
</tr>
<tr>
<td>Tripura</td>
<td>3 months - 2 year(s)</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>3 months - 2 year(s)</td>
</tr>
</tbody>
</table>

Table 3: Duration of Special Training in each State as recommended by State RTE Rules.

1.5.3 Educational Processes Involved in Special Training

Entry Level Assessment: The entry level assessment is conducted when a child enters the STC. It is generally done in written or oral format to determine the skill and knowledge of the child. The grade/level of child is determined on the basis of the performance in the entry level assessment. The children of the STCs are divided into four age-grouped levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Age Group</th>
<th>Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>7-9 years</td>
<td>Class I-III</td>
</tr>
<tr>
<td>Level II</td>
<td>9-11 years</td>
<td>Class IV-V</td>
</tr>
<tr>
<td>Level III</td>
<td>11-13 years</td>
<td>Class VI-VII</td>
</tr>
<tr>
<td>Level IV</td>
<td>13+ years</td>
<td>Class VIII</td>
</tr>
</tbody>
</table>

Table 4: Distribution of Levels in Special Training according to age groups and equivalent classes.

- Development and Distribution of Special Learning Support Materials (SLSMs): These are specially designed materials with a condensed curriculum that enable learners to develop their skills and knowledge to be at par their with age appropriate learning level. SLSMs are developed by State Council of Educational Research and Training (SCERT) and distributed by District level officials/Block level officials.

- Training of Head Teacher and Teacher/Education Volunteers: The organising agencies for conducting the training of Head Teacher and Teacher/Education volunteer are the District Institution for Education and Training /District Resource Unit /Block Resource Coordinator/Cluster Resource Coordinator.

The main focus of training includes the provisions of RTE, process of Identification, tracking, and mainstreaming of Out-of-School Children, transaction of SLSMs etc. The duration of training is 5 days and frequency is once in 6 months. The training module and materials are developed by SCERT/ SIE and DIETs and provided by district officials/block officials.

- Transactional Strategies: The Out-of-School Children are those who have never been enrolled in school or who have dropped out. First generation students may be more vulnerable to drop out due to fear of corporal punishment, bullying by peers, and isolation as the concept of school is very alien to them.

The first 15 -20 days are very crucial for the child admitted in the Special Training Centre. The teacher should try to build trust by gathering data related to the background and previous experiences (i.e., working conditions) of the child in a
friendy manner. They should cultivate the desire of the child to learn through creating a supportive and engaging learning environment. To boost the confidence of child, the teacher should motivate the child to participate in sports competitions, extracurricular activities, and eat mid-day meals with regular students of the mainstream school. Such integration initiatives help the child to feel more secure, safe, and less isolated in the school.

The teacher must adopt a child-centric and child-friendly approach. Teaching should also be more interactive i.e. activity-based learning such as games, art activities, role plays etc. to ensure that the child enjoys the learning process.

- **Periodic Performance assessment and Maintenance of Child Profile:** The teacher conducts periodic learning outcome assessments to track the performance of children during the special training. As per NCERT guidelines, the teacher should conduct the learning outcome assessment quarterly. Also, they need to maintain proper records of the learning outcome assessments in the child profile for effective mainstreaming into the regular class. The child profile consists of basic information like: health status, periodic achievement level etc.

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>Age Group</th>
<th>Class</th>
<th>Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 months - 2 year(s)</td>
<td>0-3 years</td>
<td>Class I-III</td>
<td></td>
</tr>
<tr>
<td>11-13 years</td>
<td>7-9 years</td>
<td>Class VI-VII</td>
<td></td>
</tr>
<tr>
<td>13+ years</td>
<td>9-11 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When ready to be mainstreamed, the child is enrolled either in the same school, or in a different school. If enrolled in the same school, a passing certificate is provided to the student. In case of a different school, a recommendation letter is provided along with the passing certificate.

The children mainstreamed need to be continuously reviewed by the Local Authority, Special Training teachers, and SMC to ensure retention in the mainstream school. This is integral because these children are more vulnerable to becoming drop outs for the same reasons they were OoSC earlier.

Support for ancillary issues provided during Special Training may still be required, like counselling, aids and appliances for disability, therapy for substance abuse, etc. A child in a STC can be mainstreamed into age appropriate subjects if he/she reaches the competencies in a few but not all subject areas. He/she can simultaneously be taught in the regular school for completed competencies and at the STC for the rest. This requires the teacher of STC and regular class teacher to coordinate closely.
Kadi Ben sells girls' products in the market while her husband Chandu Bhai sells vegetables in his cart. However, Kadi Ben wants her only son, Sanny, to become a doctor.

Sanny lives at a RSTC at Kheda. Migration and the family's financial condition forced him to drop out at the age of 7 years. However, owing to the efforts of a local social worker, he was put in the mainstream education system again.

But does Sanny want to become a doctor?

"Yes!" comes the prompt reply.

Presently though, thoughts of future are far away, as he gobbles down dal chawal at the Center. Since the past 12 months, his stay has been characterised by staying with friends and interacting with teachers who he says "are just like my parents".

At the Children's Home, everybody finds a home. Sanny, 12
Children's Home, Jawahar Nagar Kheda, Gujarat
Kadi Ben sells girls’ products in the market while her husband Chandu Bhai sells vegetable in his cart. However, Kadi Ben wants her only son, Sanny, to become a doctor.

Sanny lives at a RSTC at Kheda. Migration and the family’s financial condition forced him to drop out at the age of 7 years. However, owing to the efforts of local social worker, he was put in the mainstream education system again.

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At the Children’s Home, everybody finds a home.
2.1 Secondary Research

2.1.1 Analysis of Documents on Out-of-School Children

Extensive perusal of RTE Model Rules and RTE State Rules for Punjab, Tripura, Tamil Nadu, Chhattisgarh, and Gujarat was conducted. Moreover, guidelines proposed by MHRD and NCERT on the running of Special Training Centers (STCs) for Out-of-School Children were examined. Project Approval Board (PAB) Minutes of different states by MHRD were also studied to understand the current budgetary allocations and logistical support.

2.1.2 Development of Conceptual Framework

Information yielded from the examination of guidelines and interviews with experts were used to create a conceptual framework. The comprehensive framework captured all of the moving parts in this complex machinery set up by the State for the benefit of Out-of-School Children. The Framework contained multiple components: Direct Observations to provide an objective measure of the condition in STCs, Interviews/Discussions with stakeholders to understand their issues and challenges, performance evaluation of students studying in these STCs, and an assessment of the various documents maintained for their effective functioning.

2.2 Primary Research

2.2.1 Background Work

Data Collection about Special Training Centers (STCs) from States

National Commission for Protection of Child Rights (NCPCR) in collaboration with Quality Council of India (QCI) sent letters to state officials (State Project Directors, RMSA/SSA) across India (29 states and 7 union territories) requesting information regarding status of Special Training Centres in October 2017. (Refer Annexure I)

Following up on the letters sent by NCPCR, QCI wrote reminder letters to State Project Directors of 16 States (Karnataka, Tripura, Madhya Pradesh, Jharkhand, Haryana, Bihar, West Bengal, Telangana, Andhra Pradesh, Kerala, Tamil Nadu, Gujarat, Chhattisgarh, Rajasthan, Uttarakhand, and Himachal Pradesh) requesting the information regarding Special Training Centres. (Refer Annexure II) Once repeated reminders led to no avail, QCI conducted its own primary and secondary research to collect the correct email IDs and contact details of District Education officers, District Project Coordinators, District Project Inspectors in 16 states. More than 500 calls were made, and more than 100 emails were dispatched to district officials requesting the information of STCs. (Refer Annexure III)

Sampling

Once information from a few states was received, calls were made to each STC to confirm its status, current enrolment, and address. As suggested by NCPCR, QCI focussed on the districts located on the borders of the states. Moreover, geographical proximity was another criterion to select the districts. Consequently, a final list of STCs in each such district was made. From that, a random sampling method was used to select the final list of 30 STCs in each state.

Pilot Exercise in Delhi STCs

Once the scope of the states and STCs was finalized, a pilot exercise was conducted in three Non-Residential Special Training Centers (NRSTCs) - 1) Shaheed Hemu Kalani Sarvodaya Bal Vidalaya, Lajpat Nagar, 2)
Sarvodaya Kanya Vidalaya, Jama Masjid, 3) Sarvodaya Vidalaya, Rouse Avenue; and one Residential Special Training Center (RSTC) - RSTC run by Prayas in Tuglakabad. The exercise was conducted to understand the practical functioning of the STCs and to plan the survey process in an effective manner. We developed general schemas on the profiles of STC teachers, teaching learning methodologies, the process of mainstreaming, and both the challenges faced by students and teachers, alike. For more information about the pilot exercise, please refer to Annexure IV.

Creation of Questionnaire(s) for Assessment of STCs


<table>
<thead>
<tr>
<th>Zone</th>
<th>State</th>
<th>No. of STCs per State</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Punjab</td>
<td>30</td>
</tr>
<tr>
<td>South</td>
<td>Tamil Nadu</td>
<td>30</td>
</tr>
<tr>
<td>East</td>
<td>Tripura</td>
<td>30</td>
</tr>
<tr>
<td>West</td>
<td>Gujarat</td>
<td>30</td>
</tr>
<tr>
<td>Central</td>
<td>Chhattisgarh</td>
<td>07</td>
</tr>
</tbody>
</table>

Table 5: Number of STCs selected for final survey as per their zone and state.
Qualitative questionnaires were prepared to collect information from all stakeholders operating in both Residential Special Training Centres (RSTC) and Non-Residential Special Training Centres (NRSTC). Assessors collected information from Teachers – mainly, their background, pedagogical methodology, training, and challenges in managing STCs. Information collected from Principals included their experience, challenges, management grants, and perspective on the issue of Out-of-School Children.

Moreover, questionnaires were also prepared to assess the infrastructural conditions of the STCs including the facilities for drinking water, toilet, adequate classrooms, sufficient lighting, etc. In RSTCs, the conditions checked were extended to include the number of dormitories, beds and bedding facilities, bathrooms, sick rooms, etc. These questionnaires also asked for images of the documents required to be maintained by the STCs (i.e. child profiles, etc.), as well as pictures of the facilities there. Lastly, a small qualitative questionnaire, functioning as a case study, was also prepared to be administered to two students who are studying or have studied in the STC and have shown perseverance to continue their education despite the many obstacles barring Out-of-School Children. These case studies are displayed throughout our report and illustrate a more intimate look into the lives of students in STCs.

Performance Evaluations Tests for Students

Performance Evaluation tests were also prepared to assess the learning level of students studying in STCs. These tests were conducted in Math and Language subjects for the two lowest levels i.e. Level I and Level II of STCs. From the four levels operational in STCs, Level I and Level II were selected as most of the students belong to these levels. Questions were selected from the NCERT syllabus guidelines for STCs and grouped according to basic educational skill. Once the tests were finalised, it was translated to the medium of instruction prescribed by State Education Boards of our intervention states: Gujarati (for assessment in Gujarat), Tamil (Tamil Nadu), Bengali (Tripura), Punjabi (Punjab), and Hindi (Chhattisgarh). These papers were provided to the assessors to conduct a pen-paper evaluation test of the students. Five students were randomly selected from each level to get a representative understanding of the learning levels of students.

It was noted that students in primary level struggle to acquire basic literacy and numeracy skills which leads to poorer
learning outcomes in higher classes. Hence, only skills in Language and Math were included. Moreover, due to paucity of time only two subjects were assessed.

**Use of Technology to Conduct the Assessment**

After the successful development of the questionnaires, a suitable data collection application was selected, and all the questions were added to this application. The use of a data collection application, instead of the conventional paper-based survey, was to reduce the possibilities of errors and discrepancy in results, as it enabled QCI to perform real-time monitoring of the data collected. To execute the surveys, each surveyor and QCI reviewer installed this application on their mobile devices and was provided with login credentials. The surveyors received adequate training to use the application and mobile device prudently and efficiently.

### 2.2.2 Execution of Assessment

**Training of Assessors**

Mobilization of individual assessors was based on the sample states selected. The selection of assessors was based on their education qualification(s), fluency in regional language, relevant experience in the field of education, and performance in the training. The training of assessors was conducted in the first and second week of August 2018. Each state was allocated one full day of virtual training by QCI officials. The comprehensive assessor training module contained interactive components, including quizzes, simulation activities, etc., to facilitate a deeper understanding of the survey objectives. The training material included standard operating procedures, guidelines, and sensitivity issues to work efficiently on the ground. A test was administered after the training to select the final assessors who would conduct the on-field assessment. Moreover, refresher training was conducted on a need-to-basis in some states throughout the on-field assessment.

**On-site Assessment**

From 20th August to 8th September 2018, 124 assessments were conducted by a team of 20 assessors across 5 states. Each assessor visited one STC per day in their region. The assessors performed the following five tasks during the on-site visits:

- **Observation of infrastructural amenities**
  - i.e. electricity, cross-ventilation, running water, dormitories, playgrounds, boundary walls, etc. Questions were displayed in the application and answered by assessors on the basis of the condition there.

- **Evaluation of the learning level of children**
  - using pen-and-paper tests based on their age-class appropriate mainstreaming goals in Math and Language subjects. Images of these test papers were sent to QCI team for coding and correction.

- **Interview of education volunteers (teachers)**
  - to learn their background, existing issues, student profiles, availability of Special Learning Support Material (SLSMs), pedagogical methodology, maintenance of records like attendance record, entry-exit dates, assessment reports, student profiles, etc.

*A teacher helping the assessor (behind camera) to take interview of the child as part of the on-site assessments in North Tripura.*
In NRSTC, interview of Principal of Mainstream School to understand the difficulties faced by the Out-of-School Children enrolled in schools and initiatives to address these issues. In RSTC, a similar interview was conducted to the Person-in-Charge/ Superintendent of the home.

Interview of two students who are studying or have studied in the STC, and have shown perseverance to continue their education despite the obstacles barring OoSC.

**Quality Check**

QCI officials live monitored information received from all assessors. Real-time feedback was provided to assessors, in case of any discrepancy, before the assessor's left the STC. Issues pertaining to language, question understanding, names of authorities were resolved promptly. Pictures of the documents like entry-exit records, attendance records, Management Committee meeting records, Parent Teacher Meeting records, Memorandum of Understanding with SSA to run RSTC, etc. received as part of the Center Observation were also duly checked by QCI officials daily. Diligent quality checks of data ensured that the information received from field was valid and usable.
On 22 July 2018, Tamil Nadu Chief Minister made a quick one-day visit to Madurai to inaugurate a flyover. Far from his cacophonous coterie of cars, Niranjan read silently sitting at his appointed seat at the NRSTC.

A first-time learner, originally from Sollaventhan, Niranjan’s family has now moved to accommodate the travelling nature of his father’s vocation. At the Center, Niranjan sits aloof from everybody as if he is watching over them from a balcony. In the morning he enjoys the sun rise and performing the surya namaskar. He studies social sciences because he wants to be a leader. He plays games with everybody, reads, write, draws and spends his 6 hours in his own unique manner at the Center. 12 months there, the teacher tell us what we are missing:

“He is preparing to be the Chief Minister.”
In Punjab, 25 NRSTCs and 2 RSTCs were not found during the survey. The Out-of-School Children are identified through door-to-door-survey and are directly mainstreamed in the age appropriate class. All the Education Volunteers in Punjab are teaching in the pre-primary classroom as directed by the official notification from Department of Education, Punjab (Annexure V). The QCI research team interacted with District Education Officer, Sri Muktsar Sahib to find out the reason for non-functional NRSTCs. The DEO informed the QCI officials that as per the official notification from Government of Punjab, EVs are teaching in the pre primary class.

In Chhattisgarh, 1 NRSTC was non-functional due to lack of infrastructural requirements. The Gujarat RSTC had all these requirements.

In Tripura, 1 RSTC was not found due to unavailability of children in the area. The centre was for children who migrate from different states. The centre will reopen from October as informed by the OSD, Department of Education, Tripura.

3 NRSTCs in Gujarat were found to be not found during the survey, due to unavailability of Out-of-School Children in the area in the present time.

In Punjab, 25 NRSTCs and 2 RSTCs were not found during the survey. The Out-of-School Children are identified through door-to-door-survey and are directly mainstreamed in the age appropriate class. All the Education Volunteers in Punjab are teaching in the pre-primary classroom as directed by the official notification from Department of Education, Punjab (Annexure V). The QCI research team interacted with District Education Officer, Sri Muktsar Sahib to find out the reason for non-functional NRSTCs. The DEO informed the QCI officials that as per the official notification from Government of Punjab, EVs are teaching in the pre primary class.

In Chhattisgarh, 1 NRSTC was non-functional due to lack of infrastructural facilities.

A dormitory in a RSTC in North Tripura.

The survey was conducted in Special Training Centres (NRSTCs and RSTCs) across five states: Tamil Nadu, Gujarat, Tripura, Punjab, and Chhattisgarh. The table above gives the number of surveys.

### Special Training Centres (STCs): Not found or not functional

- In Tamil Nadu, 3 NRSTCs were not found during the survey. The principal informed that they did not find any OoSC during the identification survey.
- In Tripura, 1 RSTC was not found due to unavailability of children in the area. The centre was for children who migrate from different states. The centre will reopen from October as informed by the OSD, Department of Education, Tripura.

### Table 6: Detailing sample size of the survey - total number of STCs assessed in each state and the number responses received for each category.

<table>
<thead>
<tr>
<th>State</th>
<th>NRSTCs</th>
<th>RSTCs</th>
<th>Principal/ Person-in-Charge Interview</th>
<th>Teacher or EV Interview</th>
<th>Center Observation</th>
<th>Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>28</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Gujarat</td>
<td>29</td>
<td>1</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>404</td>
</tr>
<tr>
<td>Tripura</td>
<td>16</td>
<td>12</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>135</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>24</td>
<td>6</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>451</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>104</td>
<td>21</td>
<td>93</td>
<td>97</td>
<td>90</td>
<td>1055</td>
</tr>
</tbody>
</table>

The survey was conducted in Special Training Centres (NRSTCs and RSTCs) across five states: Tamil Nadu, Gujarat, Tripura, Punjab, and Chhattisgarh. The table above gives the number of surveys.
3.1 Centre Compliance to Norms

### Management Requirements for Residential Centres and % Compliance by State

<table>
<thead>
<tr>
<th>Parameter/State</th>
<th>Superintendent* : 200 kids</th>
<th>Warden * : 50 kids</th>
<th>Counselor*</th>
<th>Security Guard*</th>
<th>Nurse</th>
<th>Sweeper</th>
<th>Cleaner</th>
<th>Helper</th>
<th>Cook</th>
<th>Kitchen Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>100</td>
<td>83.33</td>
<td>33.33</td>
<td>66.67</td>
<td>0</td>
<td>66.67</td>
<td>66.67</td>
<td>83.33</td>
<td>100</td>
<td>33.33</td>
</tr>
<tr>
<td>Tripura</td>
<td>90.91</td>
<td>90.91</td>
<td>0</td>
<td>72.73</td>
<td>0</td>
<td>0</td>
<td>9.09</td>
<td>18.18</td>
<td>90.91</td>
<td>0</td>
</tr>
</tbody>
</table>

*Nature of employment should be full-time. However, the study does not capture the nature of employment.

Table 7: Management requirement for RSTCs and % Compliance by State. Only Tamil Nadu and Tripura had enough RSTCs in sample size.

R egulatory Guidelines for Hostels of Educational Institutions for Children (2018) published by NCPCR, state that the maximum ratio of superintendent to students is 1:200. The ratio is less in all centres in Tamil Nadu and 90.91% centres in Tripura. Other staff members like, nurses were not appointed in any centres in either state. Counselors were there in only 33.33% STCs in Tamil Nadu and 0% in Tripura. Wardens were present in a majority of centres, 83.33% in Tamil Nadu and 90.91% in Tripura. Security guards were more present in more centres in Tripura. While Tamil Nadu had more sweepers, cleaners, helpers, cooks, and kitchen staff than Tripura. The Gujarat RSTC had all of the staff present other than a nurse.

### Infrastructural Building Requirements for Residential Centres and % Compliance by State

<table>
<thead>
<tr>
<th></th>
<th>Dormitory : 25 students</th>
<th>1 Bed : 1 Student</th>
<th>Sickroom</th>
<th>Clean &amp; Hygienic Kitchen</th>
<th>Dining Hall</th>
<th>Store Room</th>
<th>Library</th>
<th>Counselling Room</th>
<th>Boundary Wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>16.67</td>
<td>0</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>33.33</td>
<td>16.67</td>
<td>66.67</td>
</tr>
<tr>
<td>Tripura</td>
<td>72.73</td>
<td>0</td>
<td>0</td>
<td>72.73</td>
<td>54.55</td>
<td>81.82</td>
<td>0</td>
<td>27.27</td>
<td>45.45</td>
</tr>
</tbody>
</table>

Table 8: Infrastructure building requirement for RSTCs and % Compliance by State

RSTC guidelines state that the maximum ratio of student:dormitories should be 25:1. In Tamil Nadu, only 16.67% maintained that ratio or less, while it was 72.73% in Tripura. Neither Tripura nor Tamil Nadu had any centres where there was one bed per student. Sick rooms and counseling rooms were rare for Tamil Nadu and Tripura. Only 50% in Tamil Nadu and 0% in Tripura had sickrooms, and 16.67% in Tamil Nadu and 27.27% in Tripura had counseling rooms. Clean kitchens and storerooms were prevalent in both Tamil Nadu and Tripura, while dining halls were less common. Libraries were rare in both states, 33.33% in Tamil Nadu and 0% in Tripura. Boundary walls, a measure of the students safety, were present in 66.67% of Tamil Nadu RSTCs and 45.45% of Tripura RSTCs. The Gujarat RSTC had all these infrastructural requirements.
Another dormitory in a RSTC in Tripura.

### Bedding Requirements for Residential Centres and % Compliance by State

<table>
<thead>
<tr>
<th></th>
<th>Yearly Mattress</th>
<th>2 Cotton Durries</th>
<th>2 Bed Sheets</th>
<th>1 Pillow</th>
<th>2 Cotton Blankets</th>
<th>1 Quilt</th>
<th>1 Mosquito Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>83.33</td>
<td>0</td>
<td>0</td>
<td>83.33</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tripura</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>90.91</td>
<td>90.91</td>
</tr>
</tbody>
</table>

Table 9: Bedding requirement for RSTCs and % Compliance by State

No centres in either Tamil Nadu or Tripura provide cotton durries, bed sheets, cotton blankets at the frequency outlined in the NCPCR regulatory guidelines. Tripura provides mattresses, pillows, quilts, and mosquito nets more often than Tamil Nadu does. No centres in Tamil Nadu provided mosquito nets. The Gujarat RSTC provided mattresses, pillows, cotton quilts, and mosquito nets, but not cotton durries, bed sheets, cotton blankets.

### Sanitation, Hygiene and Medical Facilities Requirements for Residential Centres and % Compliance by State

<table>
<thead>
<tr>
<th></th>
<th>Toiletry Items</th>
<th>Water Filters</th>
<th>Monthly Medical Check-Up</th>
<th>Diet Chart</th>
<th>First Aid Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>83.33</td>
<td>83.33</td>
</tr>
<tr>
<td>Tripura</td>
<td>100</td>
<td>100</td>
<td>18.18</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 10: Sanitation, hygiene and medical facilities requirements for RSTCs and % Compliance by State

In both Tamil Nadu and Tripura, toiletry items were available in all centers. In Tamil Nadu, water filters were only available at 50% of the centres and diet charts in 83.33% of centres. However, in all centres in Tripura, they provided water filters and diet charts. Medical facilities in neither Tamil Nadu nor Tripura were readily available. In Tamil Nadu, 50% of centres had monthly medical checkups and 83.33% had first aid kits. In Tripura, the situation is worse with only 18.18% of RSTCs having monthly medical checkups and no RSTC had first-aid kids. The one RSTC in Gujarat had all of these facilities available.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

### FINDINGS

#### Center Compliance to Norms

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Tamil Nadu</th>
<th>Tripura</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mattress</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Cotton Durries</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Bed Sheets</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pillow</td>
<td>0%</td>
<td>90.91%</td>
</tr>
<tr>
<td>Quilt</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mosquito Net</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 9: Bedding requirement for RSTCs and % Compliance by State

Another dormitory in a RSTC in Tripura.

#### Availability of Cross Ventilation

All centres in Punjab have cross ventilation. In both Tamil Nadu and Gujarat, nearly all centres have cross ventilation, with 96.30% in Tamil Nadu and 96.55% in Gujarat. However, in Chhattisgarh and Tripura, only 83.33% and 70.83%, respectively, have cross ventilation.

#### Availability of Sufficient Lighting

All centres have sufficient lighting in Chhattisgarh and Punjab. In other states, a majority, but not all, centres have sufficient lighting. Gujarat leads with 82.76% centres having sufficient lighting, 74.07% in Tamil Nadu, and 62.50% in Tripura.

#### Availability of Separate and Functional Toilets

Separate boys’ and girls’ toilet in a functional state are present in all STCs of Punjab. However, no STCs in Tripura and Chhattisgarh have such an availability. In Tamil Nadu and Gujarat, 74.1% STCs and 86.2% STCs, respectively, have provisions for separate and functional toilets for their students.

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Figure 1: Percentage of STCs with availability of cross ventilation by state.

Figure 2: Percentage of STCs with availability of sufficient lighting by state.

Figure 3: Percentage of STCs with availability of separate and functional toilets by state.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

FINDINGS
Centre Compliance to Norms

Availability of Adequate Classrooms

The adequacy of a classroom was assessed on size and number of classrooms. As evaluated by the assessors, 96.55% of STCs in Gujarat, 81.48% of Tamil Nadu, and 83.33% in Chhattisgarh had an adequate classroom. All centres in Punjab had adequate classrooms but only 58.33% of Tripura centres had adequate classrooms.

Availability of Desk and Chairs

Gujarat has the greatest percentage of centres with desk and chairs, 75.86%. In Tamil Nadu and Tripura, it is 33.33% and 29.17%, respectively. In Punjab, it is 66.67%. However, in Chhattisgarh, none of the centres had a desk and chair.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

**FINDINGS**

**Centre Compliance to Norms**

The adequacy of a classroom was assessed on size and number of classrooms. As evaluated by the assessors, 96.55% of STCs in Gujarat, 81.48% of Tamil Nadu, and 83.33% in Chhattisgarh had an adequate classroom. All centres in Punjab had adequate classrooms but only 58.33% of Tripura centres had adequate classrooms.

**Availability of Blackboards**

Blackboards remain the primary tools that teachers use to explain concepts to students. In Gujarat and Punjab, all centres had available blackboards. In Tamil Nadu, 96.3% of centres have blackboards. While in Tripura and Chhattisgarh, the number is only 83.33%.

**Availability of Electricity**

All centres in Punjab had available electricity and appliances. Electricity and electrical appliances are available in 96.3% of Tamil Nadu centres and 89.66% of those in Gujarat. 50% of centres had electricity in Tripura and 66.67% in Chhattisgarh.

Figure 6: Percentage of STCs with availability of blackboards by state.

Figure 7: Percentage of STCs with availability of electricity by state.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

**FINDINGS**

**Centre Compliance to Norms**

**Availability of Mid-Day Meal**

Mid-day meals are mandated to be provided for all students of government schools by SSA. However, only in Punjab were mid-day meals provided in all centres. In Gujarat and Tamil Nadu, 82.76% and 77.78% of schools have mid-day meals respectively. That percentage drops to 50% in Tripura. In Chhattisgarh, no centres provided mid-day meals.

**Availability of Drinking Water**

Drinking water is one of the basic necessities for students during school. While all centres in Punjab and 96.55% of Gujarat had drinking water, it was only available in 85.19% of centres in Tamil Nadu, 66.67% in Chhattisgarh, and 45.83% of Tripura.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

FINDINGS

3.2 General Information about STCs

Average Number of Bed(s) Per Student

Most RSTCs do not have a bed available for every student. Tamil Nadu has the lowest ratio of beds to student, with less than 1 in 5 students getting beds. Tripura averages 0.64 beds per 1 student. With only one residential training centre surveyed in Gujarat, it was the only school with at least one bed per student.

STCs Receiving Funds from SSA

A sizeable majority of STCs receive funding from Sarva Shiksha Abhiyan (SSA). All schools in Punjab receive SSA funds. In Tamil Nadu and Gujarat, 96.55% and 96.67% STCs respectively, receive funds while in Tripura and Chhattisgarh, only 87.50% and 83.3%, respectively, of STCs receive them.

Average Pupil to Teacher Ratio (PTR)

Central RTE Guidelines state that the Pupil Teacher Ratio should be at a maximum 30 students to 1 teacher. Each state has an average PTR within the guidelines. However, the range for average PTR in Gujarat, Tamil Nadu, Chhattisgarh, and Punjab hovers between 10-16, while it is significantly larger in Tripura at a 27.84 pupil per teacher.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

**FINDINGS**

**General Information about STCs**

**Average Number of Students Mainstreamed**

In Tamil Nadu and Gujarat, the average number of children who got mainstreamed has remained nearly constant from 2016-17 to 2017-18. However, in Tripura, the number has decreased from 6.50 in 2016-17 to 4.65 in 2017-18. In Chhattisgarh, the average increased marginally from 0 to 0.67, and in Punjab, increased significantly from 2 to 6.67.

**Average Number of Students Dropped Out After Mainstreaming**

Retention of students after mainstreaming is high in all states. Only Tamil Nadu has seen a small increase in the average number of student(s) who have dropped out after mainstreaming from 2016-17 to 2017-18. Both Gujarat and Tripura have registered a decrease. Chhattisgarh has had no dropouts in both years. No data was available for Punjab.

Figure 13: Average number of students mainstreamed from 2016-17 to 2017-18 in each state.

Figure 14: Average number of students dropped-out after being mainstreamed from 2016-17 to 2017-18 in each state.

Students eating their mid-day meal in a NRSTC in Tamil Nadu. Provision of MDM has improved throughout the education system.
3.3 Identification of Out-of-School Children

Principals who know their State Definition for OoSC

Half of the principals of mainstream schools in Punjab know the definition of Out-of-School Children as specified by their State Rules. However, only 17.39% principals in Tamil Nadu, 17.24% in Gujarat and 16.67% in Chhattisgarh are aware of the definition.

Methods for Identification of OoSC

<table>
<thead>
<tr>
<th>Rank</th>
<th>Method</th>
<th>% of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Door-to-door survey</td>
<td>88.31</td>
</tr>
<tr>
<td>2</td>
<td>Reference from SMC and other parents</td>
<td>31.17</td>
</tr>
<tr>
<td>3</td>
<td>Campaigns such as Padyatras, Gram Sabha Meetings, parents teacher meets, enrollment drives, community visits, etc.</td>
<td>28.57</td>
</tr>
<tr>
<td>4</td>
<td>Announcement in assembly</td>
<td>20.78</td>
</tr>
<tr>
<td>5</td>
<td>Special campaigns with youth groups and religious groups associated with importance of education</td>
<td>9.09</td>
</tr>
</tbody>
</table>

‘Door-to-door survey’ is the dominant method to identify Out-of-School Children, both nationally and through state averages. Out of the 93 principals interviewed, 88.31% of them stated it as a method they use for identification. The next two methods are close in use, with ‘Reference from SMC and parents’ being used in 31.17% of schools and ‘Campaigns such as Padyatras, Gram Sabha meetings, Parent Teacher meets, Enrollment Drive, Community Visits, etc.’ in 28.57% of schools nationally. However, there are individual state differences in the use of these methods. In both Tamil Nadu and Gujarat, they use ‘Reference from SMC and parents’ more often than ‘Special Campaigns’. Punjab and Chhattisgarh do not use ‘Reference from SMC’ at all. Tripura does not use ‘Special Campaigns’ at all. Beyond these first three methods, the next three methods are subject to immense variation in their use in different states. However, nationally, ‘Announcement in Assembly’ is the fourth most common method in 20.78%, ‘Special campaigns associated with Importance of Education’ (9.09%) trails behind. Tripura makes particular use of ‘Announcement in Assembly’ with 50% of schools stating it as a method of identification.
Community Visits and Maintenance of Records of Community Visits

Punjab, Tamil Nadu and Tripura score highest in conducting community visits to identify OoSC. However, percentage of record maintenance for community visits is low in both. In Gujarat, a lower percentage make community visits but almost all of those STCs maintain records.

Contacting ICPS, Child Line, and CWC for Identification of OoSC

In Gujarat and Tripura, more than half of STCs contact ICPS, Child Line, and Child Welfare Committee (CWC) for identification of Out-of-School Children (OoSC). However, in Tamil Nadu, Chhattisgarh, and Punjab, only 31.03%, 16.67%, and 33.3%, respectively, contact them.

Representation of Parents of OoSC in SMC of Mainstream School

Representation of parents of OoSC in SMC ensures that the mainstream school develops infrastructure that supports OoSC, and adopts practices that ensures their smoother transition into the school ecosystem. In most states, the representation is less than half except Tamil Nadu. Chhattisgarh has 0% STCs who have SMCs with parents of OoSC.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

FINDINGS

Identification of OoSC

Community Visits and Maintenance of Records of Community Visits

Contacting ICPS, Child Line, and CWC for Identification of OoSC

Representation of Parents of OoSC in School Management Committee (SMC)

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Frequency of Parent Teacher Meetings at NRSTCs

In Tamil Nadu, all STCs have PTMs. More than half have Parent Teacher Meetings (PTMs) at a frequency of once in a month, while 33.33% STCs have PTMs once in 3 months. In Gujarat, however, 38.5% STCs do not have PTMs at all. In Tripura too, more than half of the STCs have PTMs at a frequency of once in a month while 25% STCs have it once in 3 months. 6.3% STCs also reported not having PTMs at all. In Chhattisgarh, half of all STCs do not have PTMs at all, and 33.3% have them at a frequency of at least once a month. In Punjab, 30% never had PTMs and only 20% have them at a frequency of greater than once a month. The large proportion of Other answers are ones stating that they are not scheduled but happen whenever parents come to school.

Maintenance of Record of Parent Teacher Meetings

Chhattisgarh maintains records of all of its parent teacher meetings. However, most other STCs across states do not maintain these records. In Tamil Nadu, only 42.3% STCs maintain it, whereas in Gujarat, Punjab, and Tripura, the percentage is 17.7%, 14.3%, and 4.0% respectively.
3.4 Teaching Learning Methodology

% of Teachers Belonging to the Same Community as the Students in STCs

In Tripura, 100% EVs are hired from within community, having same ethnic and cultural background as the students studying at STC. Gujarat, on the other hand, employed majority of EVs from other communities. Chhattisgarh had no EVs from the same community.

Mapping of Medium of Instruction with the Mother Tongue of the Child

To teach students who have migrated from other states, and who do not understand the medium of instruction, it is important that STCs employ teachers who are fluent with mother tongue of the child. STCs in the four states do not share the medium of instruction with the mother tongue of all the children studying there. Data was not available for Punjab.

EV teaching in a NRSTC in Gujarat. Gujarat has scored highest in the infrastructure facilities provided in STCs.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC) - FINDINGS

Teaching Learning Methodology

Educational and Professional Qualification of EVs/Teachers

As per the rule specified in RTE, the minimum educational qualification to teach in STCs should be 12th pass or above with a professional degree. The required professional qualification to teach in the STCs should be D.El.Ed./D.P.S.E. or above.

All the Education Volunteers interviewed in Punjab were professionally qualified. Tamil Nadu, in comparison with most other states, has a higher percentage of professionally and educationally qualified teachers. Gujarat has 0% teachers who have educational qualification less than a Class 12th Pass Certificate yet has only 44.44% teachers who professionally qualified. In Chattisgarh, 16.67% were only Class 10th Pass Certificate, and 33.33% were professionally qualified. Lastly, Tripura has 26.92% EVs, that is, 1 out of 4 EVs has a Class 10th pass certificate only, and moreover, only 3.85% who are professionally qualified to teach in STCs.

Percentage of EVs/Teachers who are TET Qualified

Most EVs in STCs across Tamil Nadu, Gujarat, Tripura, Chattisgarh, and Punjab are not qualified by the Teacher Eligibility Test (TET). In fact, in Tripura, no teacher was found to be TET qualified.

Average Tenure of EVs/Teachers (in years)

Average teacher tenure in Tamil Nadu, Gujarat, and Punjab ranged between 2 to 3.5 years. However, in Tripura, the average tenure went as high as 7 years. Chattisgarh had an average tenure of only 2 months.
Subjects Taught in the STC
Mathematics, Regional Language (like Hindi, Tamil, Gujarati, Mizo, Bengali, etc.) and English are the most common subjects taught across STCs. In Chhattisgarh classrooms, all subjects are more often to be taught. The prevalence of English in Tripura, as opposed to a regional language (Mizo, Bengali, etc.) can be explained by its use as the first language in many STCs.

Organising Authority/ Agency for Training of EVs/ Teachers
The table below shows the percentage breakdown of organizing agency/authority which provides training to teacher/EVs related to components Special Training:

<table>
<thead>
<tr>
<th>State</th>
<th>District Authority (DIET, BRCC, CRCC, DRU, DPI)</th>
<th>State Authority (SCERT)</th>
<th>NGO/ Private Organisation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>50</td>
<td>93</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Gujarat</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tripura</td>
<td>73</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>50</td>
<td>33.33</td>
<td>16.67</td>
<td>16.67</td>
</tr>
<tr>
<td>Punjab</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 12 - Percentage breakdown of organising agency/ authority providing training to EVs/ teachers by state.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

FINDINGS

Teaching Learning Methodology

Subjects Taught in the STC

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Organising Authority/Agency for Training of EVs/Teachers

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<td>50</td>
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<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Gujarat</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tripura</td>
<td>73</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>50</td>
<td>33.33</td>
<td>16.67</td>
<td>16.67</td>
</tr>
<tr>
<td>Punjab</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 27 - Percentage of STCs teaching Math, Regional Language, EVS, Science, and English by each state.

Table 12 - Percentage breakdown of organising agency/authority providing training to EVs/teachers by state.

Frequency of Training for EVs/Teachers

As per NCERT guidelines, ideal frequency of Teacher Training is a five-day workshop every 6 months.

In Tamil Nadu, 61.5% teachers receive training at frequency compliant to the NCERT guidelines whereas, in Gujarat the percentage is 70.4%. In Tripura, only 3.8% of teachers receive training at frequency compliant with NCERT guidelines, and 96.2% of teachers receive training at frequency which is non-compliant, i.e., once in a year/received once in 2 years/received once in 5 years/never received. In Chhattisgarh, 16.7% are compliant and in Punjab, 40% are compliant.

Grouping of Students inside STCs

The grouping should be done on the basis of performance in the entry level assessment as suggested in the NCERT guidelines. The students are grouped in four levels: Level I, II, III and IV.

Teachers who group children based on the performance in the entry level assessment in Tamil Nadu, Gujarat, and Tripura are 15%, 11% and 38% respectively. In both Chhattisgarh and Punjab, 0% of groups are based on the Entry Level Assessment. Hence, a very small mass of teachers across the states group children by methods suggested by NCERT guidelines. It was observed that in majority of STCs, students were randomly grouped i.e. students were sitting in the mixed group having different level of knowledge and understanding.

Development of Special Learning Support Material (SLSMs)

The Special Learning Support Materials should be developed by State Council for Educational Research and Training (SCERT) or any such authority as deemed appropriate by State Government i.e. District Institute for Education and Training (DIET)/State Institute of Education (SIE).
Frequency of SLSMs Distribution in STCs

The above table shows that in Tamil Nadu, Gujarat, Punjab, and Tripura, Special Learning Support Materials are developed by SCERT or DIET/SIE and other district/block level officers. In Chhattisgarh, they receive SLSMs from an NGO, specifically through the Kadam initiative from a collaboration with SSA and the NGO Humana People to People India, explaining the greater percentage of NGO responses 83.33%.

**Note:** In makeshift camps in North Tripura for the Bru-Reang community, the SLSMs are provided by SCERT Mizoram.

Table 13 - Percentage breakdown of organising agency/authority providing SLSMs to STCs by state.

<table>
<thead>
<tr>
<th>State</th>
<th>District Authority (DIET, BRCC, CRCC, DRU, DPI)</th>
<th>State Authority (SCERT)</th>
<th>NGO/Private Organisation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gujarat</td>
<td>52</td>
<td>52</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tripura</td>
<td>58</td>
<td>69</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>16.67</td>
<td>83.33</td>
<td>83.33</td>
<td>0</td>
</tr>
<tr>
<td>Punjab</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 29 (A, B, C, D, E) - Frequency of distribution of SLSMs to students in the STCs in each state.
The SLSMs should be distributed once in a year as specified in the NCERT guidelines.

Majority of the STCs receive the SLSMs at a frequency complaint with the norm. For example, in Tamil Nadu, 96.2% of STCs receive it at a frequency compliant with the norm. However, 11.11% STCs in Gujarat have never received the SLSMs; while, in Tripura more than a quarter of STCs have not received it at a frequency compliant with the norm. In Chhattisgarh and Punjab, every centre is compliant in the frequency of SLSMs distribution.

### Frequency of Entry-Level Assessment in STCs

The entry-level assessment should be conducted every time a child is enrolled as suggested by NCERT guidelines to assess the learning level of the student and group him/her into an appropriate level.

57.7% STCs in Tamil Nadu and 80% in Punjab are compliant to frequency of learning outcome assessment as suggested by NCERT guidelines; whereas only 29.6%, 30.8%, and 33.3% STCs in Gujarat, Tripura, and Chhattisgarh respectively are compliant. Chhattisgarh also has the highest percentage of STCs who never conduct an entry-level assessment, 16.7%, and Tamil Nadu follows with 15.4%. 

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**Figure 30 (A, B, C, D, E) - Frequency of Training for EVs/Teachers in each state.**

A drinking water facility in NRSTC in Tamil Nadu.
FINDINGS
Teaching Learning Methodology

Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

Frequency of Performance Evaluation in STCs

The learning outcome assessment should be conducted once in 3 months as suggested in NCERT guidelines to assess the improvement in the learning level of students.

53.8% STCs in Tamil Nadu are compliant to frequency of learning outcome assessment whereas only 14.8% and 15.4% STCs in Tripura and Gujarat respectively are compliant. Meanwhile, 18.5% and 38.5% STCs in Tripura and Gujarat respectively conduct learning outcome assessment once in a year. In both Punjab and Chhattisgarh, all centres complete the performance evaluations at least once in a quarter, meaning all are compliant.

Maintenance of Performance Evaluation Records

The majority of STCs across states do not maintain performance evaluation records of the students. Maintenance is highest in Tamil Nadu at 48.15%, whereas only 10.34% STCs in Gujarat and 8.33% STCs in Chhattisgarh maintain performance evaluation records. No centres maintained performance evaluation records in Chhattisgarh or Punjab.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

FINDINGS
Teaching Learning Methodology

**Maintenance of Child Profile Records**
In Tamil Nadu, Punjab, and Gujarat, the majority of STCs maintain child profile records of the Out-of-School Children in the STC. However, in Tripura and Chhattisgarh, only 20.83% and 33.33%, respectively, of STCs maintain it.

**Access to Smart Classrooms/ICT classrooms**
Majority of STC students do not have access to Smart/ICT classrooms. Only 11% of STCs in Tamil Nadu, 22% in Gujarat, and 17% in Chhattisgarh respectively are given access to study in Smart/ICT classrooms. Neither Tripura nor Punjab have access to smart classrooms in any of their centres.

**Collaboration between EVs & Mainstream School Teachers**
Tamil Nadu, Punjab, and Gujarat have a high percentage of mainstream school teachers who coordinate with education volunteers (EVs)/teachers of STCs and provide support. In Punjab, this might be due to the direct mainstreaming of Out of School Children. In Tripura and Chhattisgarh, 100% mainstream school teachers coordinate with EVs. However, in Tripura, that may be due to the absence of mainstream schools in the region. Hence, students remain in STCs, and the EVs continue teaching as regular school teachers.
3.5 Mainstreaming Process from STC to Regular School

Frequency of Entry-Level Assessment in STCs

According to guidelines specified by NCERT, grade/class of the student in mainstream school should be allocated according to the recommendation given by the STCs.

Gujarat shows highest compliance to the guideline, with 63.3% mainstream schools assigning grade according to the certificate/recommendation letter by STCs. No schools in Chhattisgarh or Punjab were compliant. Compliance is also relatively lower in Tamil Nadu and Tripura, with 72.4% and 75% mainstream schools, respectively, assigning grade/class according to the student's age.

Maintenance of Entry-and-Exit Records at the STCs

Majority of the STCs across states do not maintain proper entry-exit records. In Gujarat and Punjab, no STC had properly maintained entry-exit records. In Tamil Nadu only 11.11% STCs and in Tripura only 8.33% STCs have entry and exit records. In Chhattisgarh, the percent is 16.67%.
3.6 Monitoring of STCs

Frequency of Principal Visit to Classrooms of STCs to Give Feedback

The principal should ideally visit classroom of the Out-of-School Children in the STCs once in a week, to ensure that he/she is aware about the pedagogy of the classroom and the issues and challenges being faced by students and teachers.

In Tamil Nadu, a majority of the Principals do not visit STCs at a frequency compliant with NCERT guidelines. In Chhattisgarh, half of the STCs were compliant in the frequency of principal visits. While in Gujarat, Tripura, and Punjab, most of the Principals visit STCs according to norms. In fact, in Gujarat, 13.3% Principals who reported “other” said they visited the STC classroom daily.

Frequency of Visit by Block/ Cluster-level Official(s) to STC
Monitoring of STCs

**FINDINGS**

Block/Cluster-level officials should visit STCs at a minimum frequency of one visit in a month to ensure familiarity with the STCs in their block/cluster and work towards improving their condition.

In Tamil Nadu and Gujarat, almost 90% STCs have regular visits by Block/Cluster-level officials. However, in Tripura and Chhattisgarh, only 29.2% and 33.33%, respectively, of STCs receive the mandated visit(s). The percent compliant in Punjab is 50%. It is interesting to note that both Gujarat and Tamil Nadu, have a small percentage of STCs which are never visited by Block/Cluster-level officials, while in Tripura all STCs at least are visited by officials. In Chhattisgarh, however, there is the greatest percent of STCs never visited by a Block/Cluster level official - 33.3%.

**Frequency of Visit by District-level Official(s) to STC**

- **Tamil Nadu**: 11.2% weekly, 4.9% every 15 days, 34.9% monthly, 22.3% quarterly, 10.2% half-yearly, 10.2% yearly, 0% never
- **Gujarat**: 8.3% weekly, 6.9% every 15 days, 38.3% monthly, 22.3% quarterly, 10.2% half-yearly, 10.2% yearly, 0% never
- **Tripura**: 39.3% weekly, 8.3% every 15 days, 22.3% monthly, 22.3% quarterly, 16.7% half-yearly, 16.7% yearly, 0% never
- **Chhattisgarh**: 50.6% weekly, 16.7% every 15 days, 16.7% monthly, 16.7% quarterly, 0% half-yearly, 0% yearly, 0% never
- **Punjab**: 16.7% weekly, 16.7% every 15 days, 16.7% monthly, 16.7% quarterly, 16.7% half-yearly, 16.7% yearly, 0% never

**Figure 39 (A, B, C, D, E)** - Frequency of Block/Cluster-level officials to STCs in each state.

**Figure 40 (A, B, C, D, E)** - Frequency of District-level officials to STCs in each state.
Block/Cluster-level officials should visit STCs at a minimum frequency of one visit in a month to ensure familiarity with the STCs in their block/cluster and work towards improving their condition.

In Tamil Nadu and Gujarat, almost 90% STCs have regular visits by Block/Cluster-level officials. However, in Tripura and Chhattisgarh, only 29.2% and 33.33%, respectively, of STCs receive the mandated visit(s). The percent compliant in Punjab is 50%. It is interesting to note that both Gujarat and Tamil Nadu, have a small percentage of STCs which are never visited by Block/Cluster-level officials, while in Tripura all STCs at least are visited by officials. In Chhattisgarh, however, there is the greatest percent of STCs never visited by a Block/Cluster level official - 33.3%.

3.7 Challenges Faced by Stakeholders

<table>
<thead>
<tr>
<th>Rank</th>
<th>Challenge</th>
<th>% of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less awareness of parents</td>
<td>82.5</td>
</tr>
<tr>
<td>2</td>
<td>Poor learning level</td>
<td>57.5</td>
</tr>
<tr>
<td>3</td>
<td>Low education aspirations</td>
<td>51.25</td>
</tr>
<tr>
<td>4</td>
<td>Language barrier in case of migrated students</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Poor nutrition</td>
<td>21.25</td>
</tr>
<tr>
<td>6</td>
<td>Forced to earn</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Girl child involved in household activities/ taking care of siblings</td>
<td>18.75</td>
</tr>
<tr>
<td>8</td>
<td>Poor hygiene</td>
<td>11.25</td>
</tr>
<tr>
<td>9</td>
<td>Feels less comfortable in school due to first-generation learners</td>
<td>8.75</td>
</tr>
<tr>
<td>10</td>
<td>Bullying by peers</td>
<td>7.5</td>
</tr>
<tr>
<td>11</td>
<td>Child marriage</td>
<td>6.25</td>
</tr>
<tr>
<td>12</td>
<td>Isolated and less involved in group activities due to lack of confidence</td>
<td>6.25</td>
</tr>
<tr>
<td>13</td>
<td>Indulged in drugs and anti-social exercises</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Discrimination among students</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 14 - Ranking of challenges faced by students in the STCs as answered by EVs/teachers. The percentage of each challenge is given alongside.

Less awareness of parents was identified as the major challenge faced by students in the STC, with 84.25% of the 97 teachers interviewed identifying it. Poor learning level and low educational aspiration followed as the next two biggest problems faced by students in the STC, with 57.5% and 51.25%, respectively. These top 3 problems faced by...
students in the STC were identified by a majority of teachers nationally and within each state, but with different permutations in the order in the states. The only exception is Tripura, where 41.67% of teachers listed poor nutrition, making it the third biggest problem the students face. The next 15 reasons each have less than 20% of teachers listing them on the assessments; this indicates that while they may play some influence in the STC environment, they are not uniform between states and centres. Punjab had a higher incidence (30%) of responses indicating indulged in drugs and anti-social activities. Chhattisgarh states Girl child involved in household activities/taking care of siblings (50%) and Fear of authority and Punishment due to previous experience (16.67%) more often. Gujarat indicated Language barriers in case of migrated children (18.51%) and Tamil Nadu indicated Forced to earn (46.15%) as problems faced by children more frequently.

Challenges faced by Teachers in the STCs

<table>
<thead>
<tr>
<th>Rank</th>
<th>Challenge</th>
<th>% of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absenteeism of students</td>
<td>72.5</td>
</tr>
<tr>
<td>2</td>
<td>Lack of infrastructural facilities</td>
<td>33.75</td>
</tr>
<tr>
<td>3</td>
<td>Unavailability of SLSMs, stationary, etc.</td>
<td>23.75</td>
</tr>
<tr>
<td>4</td>
<td>Classroom indiscipline</td>
<td>23.75</td>
</tr>
<tr>
<td>5</td>
<td>Classroom management - mixed population (students of different age, sex, communities)</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>3.75</td>
</tr>
<tr>
<td>7</td>
<td>Large number of students in the class</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 15 - Ranking of challenges faced by teachers in the STCs as answered by EVs/teachers. The percentage of each challenge is given alongside.

Out of 97 teachers interviewed, the data indicates that absenteeism of students is the most pressing issue, with 72.5% teacher stating it. 33.75% teachers listed lack of infrastructural facilities such as adequate classrooms, desk and chairs, beds, drink water, toilets etc. as one of the major challenges faced in teaching OoSC. 23.75% have listed that unavailability of SLSMs, Stationary etc. 23.75% teachers have said that they face various challenges in maintaining discipline inside the classroom, while 18.5% teachers have said that managing classroom of mixed population (children of different, age, sex and communities) is a challenge. 3.75% teachers have listed lack of mid-day meal and transport facilities as one of the challenge in teaching. No teacher listed large number of students as a challenge while teaching in the STC.

Despite “language barrier in case of migrated students” being one of the top challenges faced by students, according to teachers, no teacher listed it as a challenge for themselves, pointing to the fact that language barrier is a challenge to be overcome by students.

Challenges faced by Students in the Mainstream School

Out of 93 Principals interviewed to find out the challenges faced by children after getting
mainstreamed, 66.23% of Principals listed low learning level of students as one of the major challenges faced by children. 29.87% have listed language barrier as a challenge faced by children mainstreamed. 27.27% have listed that child feels isolated in the mainstream class and struggles to get mainstreamed emotionally and academically. 14.29% and 11.69% of Principals listed engaged in child labour and differently abled as challenges faced by students. The other challenges listed by Principals were gender discrimination among students, early child marriage and bullying by peers.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Challenge</th>
<th>% of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low learning level</td>
<td>66.23</td>
</tr>
<tr>
<td>2</td>
<td>Language barrier in case of migrated students</td>
<td>29.87</td>
</tr>
<tr>
<td>3</td>
<td>Isolation</td>
<td>27.27</td>
</tr>
<tr>
<td>4</td>
<td>Distance and journey to the school</td>
<td>25.97</td>
</tr>
<tr>
<td>5</td>
<td>Engaged in child labour</td>
<td>14.29</td>
</tr>
<tr>
<td>6</td>
<td>Differently abled</td>
<td>11.69</td>
</tr>
<tr>
<td>7</td>
<td>Gender discrimination among students</td>
<td>6.49</td>
</tr>
<tr>
<td>8</td>
<td>Early child marriage</td>
<td>3.90</td>
</tr>
<tr>
<td>9</td>
<td>Bullying by peers</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Table 16 - Ranking of challenges faced by students in the Mainstream School as answered by Principals. The percentage of each challenge is given alongside.

3.8 Performance Evaluation of Students in the STCs

Figure 41 (A) - Language Level 1 - Average scores received in Overall and in each Skill per state. Due to low number of functional STCs in Punjab, its data was not included.

Figure 41 (B) - Language Level 2 - Average scores received in Overall and in each Skill per state.

NCERT Guidelines provide learning indicators to teachers to design entry-level assessments for Out-of-School Children. These indicators for Language are specified in Table 17 (A) and (B). These indicators are competency-based and should be applied contextually to fit the experience of the
Language Skills Class 3 (Level 1)

<table>
<thead>
<tr>
<th>SKILL 2</th>
<th>SKILL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>पढ़ना</td>
<td>लिखना</td>
</tr>
</tbody>
</table>

1. समझते हुए पढ़ना
2. पढ़ते समय और चित्र देखकर अनुमान लगाना
3. परीक्षा में उपलब्ध आलेखों को पढ़ना
4. कल्पना शीलता

Language Skills Class 5 (Level 2)

<table>
<thead>
<tr>
<th>SKILL 2</th>
<th>SKILL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>पढ़ना</td>
<td>लिखना</td>
</tr>
</tbody>
</table>

1. लिखित और मुद्दत सामग्री को पढ़कर समझना
2. परीक्षा में उपलब्ध पत्र को पढ़ना
3. पृथकलय सम्बन्धी स्थितियां
4. शब्दकोष से दोस्ती
5. विभिन्न विधाओं से परिचय

Table 18 (A) and (B) - Learning Indicators for Language Level 1 and Level 2, as defined by NCERT guidelines, tested in the Performance Evaluation of students.

Language Level 1 scores are relatively higher than Language Level 2.

Students in Tripura STCs score the highest in Language Level 1 and 2 Overall scores.

In Level 1, except in Chhattisgarh, all states have a lower score in Skill 3, i.e., Writing than Skill 2, i.e., Reading.

In Level 2, except in Tripura, all states have a lower score in Skill 2, i.e., Reading than Skill 3, Writing.

Figure 42 (A) and 39 (B) gives the visual representation of scores received by children on their performance evaluation test for Language.

Figure 42 (A) - Math Level I - Average scores received in Overall and in each Skill per state.

Figure 42 (B) - Math Level 2 - Average scores received in Overall and in each Skill per state.
# FINDINGS

## Performance Evaluation of the Students in the STCs

### Math Skills Class 3 (Level 1)

<table>
<thead>
<tr>
<th>SKILL 1</th>
<th>SKILL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td><strong>Application in Daily Life</strong></td>
</tr>
<tr>
<td>Meaningfully reads and writes numerals for</td>
<td>Converts rupees to paise</td>
</tr>
<tr>
<td>numbers upto 1000 (three digit numbers)</td>
<td>Adds and subtracts small amounts of money</td>
</tr>
<tr>
<td>Solves addition and subtraction problems in</td>
<td>mentally.</td>
</tr>
<tr>
<td>different situations presented through</td>
<td>Estimates the length of given object in</td>
</tr>
<tr>
<td>pictures and stories (sum not exceeding</td>
<td>standard units and verifies by measuring it.</td>
</tr>
<tr>
<td>three digit numbers)</td>
<td>Finds a particular day and date from a calendar.</td>
</tr>
<tr>
<td>Estimates the sum of and difference between</td>
<td>Mentions the time shown by a clock in hours</td>
</tr>
<tr>
<td>two given numbers (not exceeding 3 digit</td>
<td>(Time in relation to daily activities of a child).</td>
</tr>
<tr>
<td>numbers)</td>
<td>Reads simple free hand map (not to scale) in</td>
</tr>
<tr>
<td>Constructs the multiplication tables of 2,</td>
<td>terms of distance.</td>
</tr>
<tr>
<td>3, 4, 5 &amp; 10</td>
<td></td>
</tr>
</tbody>
</table>

### Math Skills Class 5 (Level 2)

<table>
<thead>
<tr>
<th>SKILL 1</th>
<th>SKILL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Operations</strong></td>
<td><strong>Application in Daily Life</strong></td>
</tr>
<tr>
<td>Solves addition, subtraction and multiplication problems in different situations involving numbers up to 6 digits</td>
<td>Applies in solving problems involving money</td>
</tr>
<tr>
<td>Use informal and standard division algorithms</td>
<td>Applies the four operations in solving problems involving length (metre and km)</td>
</tr>
<tr>
<td>Explains the meaning of factors and multiples</td>
<td>Applies the four operations on solving problem involving weight (Kg and g)</td>
</tr>
<tr>
<td>Finds the fractional part as a part of whole or of a collection</td>
<td>Applies the four operations on solving problem involving volume (litre and ml)</td>
</tr>
<tr>
<td>Applies decimal in the context of units of length and money</td>
<td>Solves addition and subtraction problems in finding time intervals</td>
</tr>
</tbody>
</table>

---

Learning indicators for Math are specified in Table 18 (A) and (B). These indicators are competency-based and should be applied contextually to fit the experience of the child. Figure 40 (A) and 39 (B) gives the visual representation of scores received by children on their performance evaluation test for Math.

- Math Level 1 scores are relatively higher than Math Level 2.
- Students in Tripura STCs score the highest in Math Level 1 and 2 Overall scores.

Table 18 (A) and (B) - Learning Indicators for Math Level 1 and Level 2, as defined by NCERT guidelines, tested in the Performance Evaluation of students.
→ Students in Chhattisgarh STCs score the lowest in Math Level 1 and 2 Overall scores.

→ In Level 1, except in Tamil Nadu, all states have a lower score in Skill 1, i.e., Number than Skill 2, i.e., Application in Daily Life.

→ In Level 2, all states have a lower score in Skill 2, i.e., Application in Daily Life than in Skill 1, Number and Operations.

The higher scores in Tripura STCs can be attributed to the fact that STCs here do not functional conventionally. In the absence of formal schools in the location (of our STCs), students continue studying here even after reaching the appropriate grade-level learning. Moreover, according to data mentioned in Figure 21, “Percentage of students who belong to the same community as the students in the STC”, in Tripura all teachers belong to the same community as the students who study at the STC, leading to more effective teaching making use of the context of the child, hence higher learning outcomes in the state.

Likewise, according to the same figure, the lower scores in Chhattisgarh can be due to the fact no teacher belongs to the same community as the children studying at the STC. Further, the HPPI- Government of Chhattisgarh initiative “Project Kadam” for Out-of-School Children started running only in June 2018, hence teachers/ EVs would not have had time to teach.
Hamdendro has always been envious of his schoolmate’s Barcelona ragged jersey. It is supposed to be worn by him, just like his star Messi.

Belonging to one of the refugee camps of Bru-Reang community in North Tripura, he has been studying at the NRSTC since the past four years. In the absence of a formal school in the area, it is the Center that provides him education to learn English so that, as he puts it, “I can go abroad, to represent India at football matches.” The financial situation of his family forced him to drop out of the only private school in the area at the age of 6. After spending 12 months idly, he joined the NRSTC where he now spends six hours of the day studying and playing football. Although SLSMs and other material is hard to get, the NRSTC provides him with regular food.
The following challenges were faced during the conduct of the survey:

**→ Obtaining Data Regarding STCs**
Obtaining basic information related to Special Training Centres, such as name of centres, address, enrollment, etc., from different states across India in the NCPCR format was a major challenge. For two months, this data was sought through State Project Directors (SSA) and District officers (DEO/DPC/DPI). Further, following up on the letter sent by NCPCR in Oct 2017, Quality Council of India sent reminder letters to State Project Directors of 16 States (Karnataka, Tripura, Madhya Pradesh, Jharkhand, Haryana, Bihar, West Bengal, Telangana, Andhra Pradesh, Kerala, Tamil Nadu, Gujarat, Chhattisgarh, Rajasthan, Uttarakhand, Himachal Pradesh) requesting the information regarding Special Training Centres. Despite several reminder letters, mails, and calls, the Commission and QCI did not receive complete data from any of the states/UTs.

**→ Non-usuable Data**
Even the data received from different states had inadequate, incomplete, and invalid information. In many of the cases, the data did not have a complete address of the centre, contact number of the Principal/EV/Person in charge, and enrollment of centre. Much effort was required on the behalf of both QCI and the Commission to sort and make the data meaningful.

In Punjab, the data provided were inaccurate. During the surveying process, the QCI assessor team found that many of the Special Training Centres were not functional. In most centres, the Out-of-School Children were directly mainstreamed into regular classes.

**→ Logistical Problems in Tripura**
In Tripura, the assessors struggled to reach centres because of lack of transportation, safety issues, and long distance. In the North Tripura district, the Dasda and Damcherra block, and in Gomati, the Karbook block were difficult to navigate. To ensure the safety of assessors, the commission and QCI sought help from SPD, OSD, and several district/block-level officers.

**→ No Response from Madhya Pradesh**
Initially, Madhya Pradesh was one of the five states identified for the survey, representing the central zone. QCI and the Commission wrote a letter to the State Project Director of Madhya Pradesh and emails to 10 District Education officers requesting information related to their Special Training Centres. Further following up on the letter and emails, the data collection team had done more than 50 calls to District officials requesting the required information. This extensive exercise was carried out for more than 75 days. Further, QCI and the Commission received data from only 1 district, Guna. QCI and the Commission collectively took the decision to not include Madhya Pradesh in the scope of the study. In the last phase of the project, QCI included Chhattisgarh to represent the central region in the scope to carry out the field survey. Hence, in Chhattisgarh only 7 STCs were covered, instead of 30 in the other states.
Everyday while serving customers at his father’s thela, Abhay would observe college students coming and discussing about their engineering problems. Many months later at one of their visits, all of them told the shop-keeper triumphantly that they were now engineers.

That scene still stays with Abhay.

Now that his father has secured a stable income, the young boy spends his time at school. Abhay enjoys math because “he is powerful in it.” He keeps his teachers on their toes, constantly asking them for math puzzles, and since the past six months at the NRSTC has been a constant source of energy for other students who are academically weaker.

All this to what end, you ask Abhay?
“So that I can become an engineer too.”
Though the scheme currently is not able to provide quality education to Out-of-School Children, NCPCR strongly recommends the continuation of these programs. It is vital because the Special Training Centres (STCs) provide an institutional mechanism for the children to protect them from vulnerabilities. Following are recommendations to further strengthen the mechanism to ensure it provides quality education, nutrition, safety and security to the heretofore “invisible children” of the nation.

→ **Uniform Definition of Out-of-School Children Should be Developed**

A uniform definition for Out-of-School Children, i.e., criteria in terms of number of days absent to be considered as 'Out-of-school' needs to be developed. Currently, no standard definition across the country exists. Some states do not define the number of days of absence to be considered out of school, while those that do, have different sets of days. For clarity, the NCPCR suggested the standard definition of Out-of-School:

“A child 6-14 years of age will be considered out of school if he/she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 30 days or more.”

Moreover, Section 2B(2) of the Child Labour Prohibition and Regulation Act 2017 states that:

“Where a child receiving education in a school remains absent consecutively for thirty days without intimation to the Principal or Head Master of the school, then, the Principal or Head Master shall report such absence to the concerned nodal officer referred to in clause (i) of sub-rule (1) of rule 17C for information.”

Principals of mainstream schools should be properly sensitized to the provisions of this Section. Its proper implementation will ensure universalization of the definition of Out-of-School Children.

→ **Establish RSTCs to stem migration at source region**

Poor financial condition of parents often forces the child to migrate to different states seasonally. In the elementary stage, it is always suggested that education be provided in the mother tongue of child. Hence, the State/Local Authority should establish adequate number of Residential Special Training Centres (RSTCs) at district/ block level to allow children of migratory families to reside, stopping the migration at the source state.

→ **Ensure provision of SLSMs in mother tongue of child; and employ EVs fluent in mother tongue of child**

As the mother tongue of the children migrating to different states varies, the following is recommended:

1) As per the Section 29 (ii)(f) of the RTE Act 2009, the medium of instruction and the textbooks provided in educational institutions, as far as practical, should be in child’s mother tongue to make children able to read and write in their own mother tongue. The state authority/local authority should also ensure that the SLSMs provided are in the children’s mother tongue.¹

2) Teachers/Education Volunteers (EV) who can speak the mother tongue of the children in the community should be recruited
to work in the STC to bridge the language barrier.

→ Ensure provision of specific bridge courses
NCERT should develop subject-specific bridge courses for different classes for mainstreaming through STCs and should be translated by SCERTs in the mother-tongue.

→ Ensure proper utilisation of funds to RSTCs
Most of the RSTCs across the five states do not meet the standards set out by NCPCR in the Regulation Guidelines for Hostels of Educational Institutions for Children (2018). Not every child is provided with basic amenities like beds, mosquito nets, and blankets, and facilities like drinking water and functional and separate toilets are not available. Infrastructure within the residential context needs to be improved. For this to happen, it is imperative to monitor and track the resources being provided to the STCs, in order to ensure that they are being utilized in a suitable, efficient, and timely manner. As mentioned in Table 1, the Central government should monitor the sum being disbursed to states. The SSA functionary at state should ensure timely audit of the ‘Utilisation Certificate’ produced by District-level officials.

→ Making a standard procedure for identifying and auditing NGOs running STCs
Currently, there is no standardized procedure for identifying/shortlisting/selecting NGOs to run the STCs. Therefore, there is no way to monitor the functioning of these STCs. In the case of Chhattisgarh, there is a public-private partnership between the state government and an NGO to run the Out-of-School program. However, there is no provision of mid-day meals in the STCs run under this initiative, which is an entitlement of children under RTE and Right to Food. Therefore, the state authorities should develop a standard operating procedure that authorize NGOs to run STCs.

→ Improve infrastructure facilities in Tripura NRSTCs and Tamil Nadu RSTCs
Moreover, specifically in Tripura, the current conditions of STCs in the makeshift camps are
unacceptable and children are deprived of basic infrastructure facilities. Only 45.85% of STC students in Tripura have access to drinking water and 0% of STCs have functional toilets. Tamil Nadu, on the other hand, has a very poor infrastructure in RSTCs. The average number of bed(s) in Tamil Nadu is only 0.17. 50% of RSTCs do not have water filters, dining hall, or monthly medical check up. Less than half have adequate dormitory space, sickroom, library and boundary wall. Hence, the allocated funds should be used adequately and efficiently to ensure provision of such essential facilities in respective STCs.

→ **Ensure documentation via provision of proper formats and monitoring of STCs**

Most STCs do not maintain proper documentation like entry and exit record (time spent by child in STC), performance evaluation record, child profile and record of distribution of SLSMs and TLMs. Firstly, adequate scaffolding should be provided for teachers to maintain this information. A uniform way to collect this information (i.e., proper format for entry exit records with required parameters etc.) should be given by the relevant state authorities. Beyond that, SSA functionaries should visit the STCs consistently to ensure proper maintenance of the records. Through this twofold approach, organized and accurate records can be kept.

→ **Hiring of professionally qualified teachers/ EVs at STCs**

A large percentage of teachers/education volunteers are not qualified by the standards outlined in the RTE Act, 2009. In order to meet the quality requirements of education of the RTE Act 2009, the Department of Education of all states should only hire teachers/EVs with minimum qualifications as per the RTE Act to work in the STCs. EVs should be given training on components of Special Training prior to the commencement of his/her teaching practice. Additionally, the performance of these teachers and EVs should be evaluated on a half-yearly basis by SSA project functionaries.

→ **Maintenance of data related to STCs in UDISE**

Systems for maintaining data related to Special Training Centres should be utilised. For e.g., the UDISE data, should reflect when a child is actually enrolled and attends school, and/or when she drops-out/ is a long term absentee. The proper maintenance and periodic review of data related to Special Training Centres in UDISE will reduce the risk of inaccurate, incomplete, or invalid data. This will also reduce the extra effort of maintaining data at several levels.
→ **Geo-mapping of STCs**
   The state/local authorities should ensure geo-mapping of all the STCs to ensure effective and efficient monitoring and implementation. MHRD should develop a mechanism for its effective monitoring.

→ **Making of a Migration Certificate for migrant students**
   Each migrant child should be provided a migration certificate which should be produced by the child for getting admission in the new place of stay. Migration certificate should consist of DISE code of the school. While returning to the home state/home district/permanent place of residence, such migrant child should carry this migration certificate from the state/place of migration. This data should be linked with UDISE. An MIS database should be maintained by the State Governments/ Education Departments/ Boards. NCPCR and SCPCRs may take responsibility for monitoring and convergence between states.

→ **Integrating STCs with NIOS centres**
   The infrastructural and educational facilities of NIOS centres established under Open Basic Education (OBE) programme should be shared with Special Training Centres. The State/Local Authority should ensure that NIOS centres should be integrated with Special Training Centres at the district/block level.

→ **Providing facilities at ATL to students at STCs**
   Atal Tinkering Labs is a flagship initiative set up by NITI Aayog to promote innovation and entrepreneurship across the length and breadth of the country. One of the aims of this initiative is that every school have access to at least one or more ATL in each district of the country. Similarly, the STCs should also be included in the scope of ATLs to have access to the nearby Labs so that the children get equal opportunity as these children are at the bottom of the ladder and from most disadvantaged section of society.

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1 NCPCR, “Devising Pathways for Appropriate Repatriation of the Children of Bru-Reang Community”, 2018
2 (ibid)
Manisha, 12
GPS Painchawalli, Fazilka, Punjab

Manisha's mother Dulari had an operation in 2011 which led to the young girl quitting school to look after her mother. Now that she is recuperated and well, Manisha is back at a new school.

But wait, how will she pick up all the stuff she missed out? Teachers at GPS Painchawalli ensure that students joining new are given special training and attention to get them at par with regular students.

Manisha has been studying at the NRSTC of the school since the past five months. She has picked up enough that she now sits with the regular students. What was her favourite part at the Center?

"The prayer in the morning by our teacher." And then she adds, "I want to be like my teacher!"
ANNEXES

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MANISHA, 12
GPS Painchawalli, Fazilka
Punjab
Letter sent by NCPCR to State Project Director, Gujarat (Sample)

D. O. No. 25017/07/2017-NCPCR/EDU
Date: 04/10/2017

Dear Sir,

As you may be aware that National Commission for Protection of Child Rights (NCPCR) is a statutory body mandated with monitoring the implementation of the Right to Education Act, 2009 u/s 31 of the Act.

Besides providing right to free, compulsory and inclusive elementary education to every child in the age group of 6-14 years, the Act u/s 4, also provides for specific provision of free and compulsory education for every out-of-school (OoS) child who is above six years of age and has not yet been admitted to any school or though admitted, could not complete his or her education up to elementary level, then, he or she shall be admitted in a class appropriate to his or her age.

Implementation of this provision calls for targeted, concentrated and efficient mechanism to ensure effective mainstreaming of OoS. For this, the Commission is conducting a study on effectiveness of N/RSTCs in mainstreaming OoS with an aim to find ways for effective implementation of section 4 of RTE Act, 2009.

As a first step, you are requested to provide district-wise information regarding the special training centres in your State/UT on the enclosed format developed by the Commission. Based on the information, a sample will be selected for further research/study.

The information can be filled-in the enclosed excel file and sent vide email latest by 22.10.2017.

With regards,

Yours sincerely,

Dr. Rajiv Kumar Gupta,
Primary & Secondary Education,
Government of Gujarat, Department of Education,
New Sachivalaya, Gandhinagar – 382001
Ph: 079-23251303, Fax: 079-23251305
Email: secedu@gujarat.gov.in
ANNEXURE II

Letter sent by QCI to State Project Director, Tripura (Sample)

Quality Council of India
2nd Floor, Institution of Engineers Building,
Bahadur Shah Zafar Marg,
New Delhi - 110 002, India

12 June, 2018

No. QCI/NABET/FEED/18/85-II

Mr. P.K. Chakrabarty
State Project Director,
Directorate of School Education,
Govt. of Tripura, Agartala,
Tripura – 799001

Ref: NCPCR Letter No. 25017/07/2017-18/NPCR/EDU dated 04 October, 2017 to Shri Sushil Kumar, Principal Secretary, Department of School Education, Govt. of Tripura requesting for data regarding STCs for out-of-school children.

Sub: Information regarding special training centres for out-of-school children.

Dear Sir,

This is to bring to your kind notice that National Commission for Protection of Child Rights (NCPCR) in collaboration with Quality Council of India (QCI), New Delhi is undertaking a research study to examine the effectiveness of Special Training Centres (STCs) in mainstreaming out-of-school children with an aim to find ways for effective implementation of section 4 of RTE Act, 2009.

To this end, NCPCR in its letter as cited above (Please see Enclosure 1), has requested the Department of School Education, Tripura to kindly provide data in the enclosed format (Please see Enclosure 3).

Your kind cooperation and assistance are solicited in this regard to collect the data for the study. It would be extremely helpful if you could kindly appoint a nodal officer who can help us further in this process. The contact details of the Nodal officer may be shared at oosc.qci.ncpcrgmail.com. Any query in this matter may be directed to Mr. Kumar Purshottam, +91-92059-76219.

A request letter from QCI has already been sent to the district officials vide email dated 7th June 2018, for the information of the STCs in their respective districts latest by 15 June, 2018.

Your cooperation and assistance in this regard would be highly appreciated.

Yours sincerely,

Ms. Madhu-Choudhury
Senior Advisor (Education)
Quality Council of India

QCI is an autonomous body setup by Government of India, to establish & operate national accreditation structure and promote quality
Tel.: +91-11-2337 9321, 2337 8056 • Fax: +91-11-2337 8676 • Web: www.qcii.org

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Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

ANNEXURE

Annexure IV

Findings of Pilot conducted in Delhi STCs

The pilot exercise was conducted to better understand the ecosystem of STCs (both Residential and Non-Residential). Research team from QCI visited the following 3 Non-Residential Special Training Centres and 1 Residential Special Training Centre in Delhi.

1. Shaheed Hemu Kalani Sarvodaya Bal Vidalaya, Lajpat Nagar
2. Sarvodaya Kanya Vidalaya, Jama Masjid
3. Sarvodaya Vidalaya, Rouse Avenue
4. Residential Special Training Centre run by Prayas, Tuglakabad

General Information:
- Average enrolment of the STC – 50
- Children belonging to all the levels (I-IV) are studying together in one classroom.
- Almost 70% of the OoSC are dropout students and rest of them are first time learners.
- STC consider a child as "Out-of-School Children if he/she has never been enrolled or absent for a period of 1-1.5 years. The understanding of definition of "Out-of-School Children" is not uniform across schools.
- Majority of children studying in the STCs have migrated from different states of India.
- Several people from the Afghan community are living in the area, a good majority of students in the STC are Afghans.

Infrastructure Facilities in STCs

<table>
<thead>
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Identifiﬁcation & Mobilisation of Out-of-School Children:
- Teachers of the STCs are using different approaches to identify Out of school children, some of them are:
  - Distribution of pamphlets in the community. (Attached)
  - Community visits and surveys.

ANNEXURE III

Email sent by QCI to District Education Officer(s) (Sample)

From: Out of School Project NCPCR <oosc.qci.ncpcr@gmail.com>
Date: Thu, Jun 7, 2018 at 2:56 PM
Subject: Fwd: Request for information regarding special training centres for out-of-school children
To:
Cc: <madhulika.ncpcr@gov.in>, <vidhi@qcin.org>

Dear Sir/Madam,

I’m writing on behalf of Quality Council of India, New Delhi. We are in the process of undertaking a research study in collaboration with National Commission for Protection of Child Rights (NCPCR) to examine the effectiveness of special training centres in mainstreaming Out-of-school children with an aim to find ways for effective implementation of section 4 of RTE Act, 2009.

As a first step, you are requested to provide information regarding the special training centres in your district in the format developed by the Commission (NCPCR). Based on the information, a sample will be selected for further research/study.

The Commission has already requested the education department of Madhya Pradesh to share the information and following up on the same, Quality Council of India is requesting you to provide the details, latest by 15-June-2018.

The information can be filled-in the enclosed format.

Copy the Information to:
Ms. Madhulika Sharma, Technical Expert (Education), NCPCR

Regards:
Vidhi Gupta
Advisor – Education & Skills
Quality Council of India | www.qcin.org
(An autonomous body setup by Ministry of Commerce & Industry, Government of India)
2nd Floor, Institution of Engineers Building,
2-Bahadur Shah Zafar Marg, New Delhi, Delhi 110002
Findings of Pilot conducted in Delhi STCs

The pilot exercise was conducted to better understand the ecosystem of STCs (both Residential and Non-Residential). Research team from QCI visited the following 3 Non-Residential Special Training Centres and 1 Residential Special Training Centre in Delhi.

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</table>

Infrastructure facilities at the NRSTCs in Delhi

Identification & Mobilisation of Out-of-School Children:
- Teachers of the STCs are using different approaches to identify Out of school children, some of them are:
  - Distribution of pamphlets in the community. (Attached)
  - Community visits and surveys.
Children are grouped in the class on the basis of their age and the initial learning level of each child based on the performance in the entry level assessment. Entry level assessment of the child is done by taking an oral test. Record for the same is maintained in a document called ‘Child's Profile.’ (Attached).

**Profile of Education Volunteers**
- Qualification: The professional qualification of teachers is B.Ed. or above.
- Experience: The average experience of teachers in the STC is 3-4 years.
- Training: The training workshop is organised by SCERT/DIET. The teachers described the training sessions very interactive and helpful.
- Salary of Teacher/Education Volunteer – Rs 10,000 to 12,000.
- Training Material: They don’t get any specific training material in the sessions.
- Language Known: Hindi, Urdu & English

**Teaching Learning Methodologies**
The teachers in STCs adopts diverse teaching strategies to teach the OoSC in the classroom.
- Interactive Learning Environment – The learning environment was full of Teaching Learning Materials (TLMs) in form of charts of different subjects hanging on the wall. Also, the drawing and crafts made by students were displayed on the wall.
- Induction of newly enrolled OoSC – The teacher uses different strategies to make the newly enrolled child feel comfortable in the school. The teacher gives opportunities and a platform to such students to express themselves which results in increase of motivation and confidence.

### Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Prayas RSTC, Tuglakabad</th>
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</thead>
<tbody>
<tr>
<td>Dormitories</td>
<td>✓</td>
</tr>
<tr>
<td>Beds</td>
<td>✓</td>
</tr>
<tr>
<td>Bedding/ Mattress</td>
<td>✓</td>
</tr>
<tr>
<td>Sickroom</td>
<td>✓</td>
</tr>
<tr>
<td>Clean &amp; Satisfactory Kitchen</td>
<td>✓</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>✓</td>
</tr>
<tr>
<td>Store Room</td>
<td>✓</td>
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<tr>
<td>Counselling Room</td>
<td>✓</td>
</tr>
<tr>
<td>Boundary Wall</td>
<td>✓</td>
</tr>
<tr>
<td>Diet Chart</td>
<td>✓</td>
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</tbody>
</table>

*Infrastructure facilities at the RSTC in Delhi*
Classroom Management (Multi level Teaching) – The teacher divides blackboard into 4 segments; the segment is dedicated to students of each level. Effective class room management is done by inculcating peer learning concept. The level 4 students are given responsibility to teach the lower level students.

Interactive group activities – The teacher uses a variety of interactive group activities such as a) Clap activity b) Teaching mathematics through Abacus c) Special classes for Crafts, Arts.

Periodic Assessment - Quarterly periodic assessment is conducted to track and assess the learning level of students. Teacher maintains the record of quarterly assessment in the format prescribed by SCERT.

Parents/Teacher Meeting – Takes place every month. However, in some special cases, parents of some students are invited to meet the teachers more frequently.

Process of Mainstreaming

STC transfers the OoSC after providing bridge course for 3-24 months, depending upon the level of the child. It is not mandatory to transfer the child in the same school. He/she can also opt for another regular school in different area.

Child Profile is maintained for each OoSC throughout the stint of the course and his/her performance is also highlighted in the same.

At the time of mainstreaming, along with the Child Profile, a recommendation letter (attached) is also provided to the students for easy mainstreaming of the student, in the event of going to a different school.

Teachers also maintain entry exit records to track the number of children mainstreamed in the academic session.

Issues/Challenges faced by Out of School Children

Isolated and Less involvement of activities due to lack of confidence.

Language barrier due to migration of OoSC from Afghanistan.

Low education aspirations

Less awareness of parents

Domestic violence

Helping parents in earning money

Issues/Challenges faced by Teachers in teaching Out-of-School Children

Classroom Management due to multilevel teaching

Language barrier – Majority of children have migrated from different states and they struggle to understand Hindi initially. In Hemu Kalani School, majority of students were from Afghanistan.

Absenteeism

Best Practices of STCs

Weekly Art and Craft class.

Participation of Afghani OoSC in Annual day and Cultural functions to increase their confidence and motivation.

Mid- day meal activity with mainstream students to inculcate inclusive education

Involvement of NGOs to increase the participation in activity-based learning/group activities

If the student is performing well in the particular subject, he/she is allowed to sit in the mainstream class for that particular subject, such encouraging step plays a vital role in mainstreaming the school.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

ANNEXURE
Annexure IV

(left) Pamphlet circulated by Hemu Kalani School to raise awareness about Out-of-School Children Community Enrollment Drive.

(right) The Recommendation Letter provided to a student after mainstreaming from the NRSTC at Hemu Kalani School.

Copy of Child Profile provided by SSA to maintain a record of each student studying at the STC.

A STC classroom at the (left) RSTC run by Prayas in Tuglakabad; (right) NRSTC at Hemu Kalani School.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

ANNEXURE
Annexure IV

Condition of the kitchen in the RSTC run by Prayas in Tuglakabad.

The dining hall at the RSTC run by Prayas in Tuglakabad.

The sickroom at the RSTC run by Prayas in Tuglakabad.

A child sitting in the library maintained at the RSTC run by Prayas in Tuglakabad.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

Annexure IV

Pictures of the store room at the RSTC run by Prayas in Tuglakabad.

Dormitories at the RSTC run by Prayas in Tuglakabad.

Pictures of the Washing Space/Room at the RSTC run by Prayas in Tuglakabad.
Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

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Pictures of the Washing Space/Room at the RSTC run by Prayas in Tuglakabad.

ANNEXURE V

Official letter circulated by Department of Education, Punjab
From: Out of School Project NCPCR <opsc.qci.ncpcr@gmail.com>
Date: Fri, Aug 31, 2018 at 4:04 PM
Subject: Request for Information regarding special training centres for out-of-school children
To: <directorssk@mp.gov.in>
Cc: <madhulika.ncpcc@gov.in>, <privyanka.ncpcc@gov.in>

Dear Madam,

I’m writing on behalf of Quality Council of India, New Delhi. We are in the process of undertaking a research study in collaboration with National Commission for Protection of Child Rights (NCPCR) to examine the effectiveness of special training centres in mainstreaming Out-of-school children with an aim to find ways for effective implementation of section 4 of RTE Act, 2009.

As a first step, you are requested to provide information regarding the special training centres in your district in the format developed by the Commission (NCPCR). Based on the information, a sample will be selected for further research/study.

The Commission has already requested the education department of Madhya Pradesh to share the information and following up on the same, Quality Council of India is requesting you to provide the details, latest by 03rd-September-2018.

The information can be filled-in the enclosed format.

In case of query, Please contact the official from Quality Council of India -Mr Kumar Purshottam, Contact no - 9205976219.

Copy the Information to:
Mr. Pravyn Kanooong, Member (Education), NCPCR
Ms. Madhulika Sharma, Technical Expert (Education), NCPCR

Regards,

Madhu Ahluwalia
Advisor – Education & Skills
Quality Council of India | www.qcin.org
(An autonomous body setup by Ministry of Commerce & Industry, Government of India)
2nd Floor, Institution of Engineers Building,
2-Bahadur Shah Zafar Marg, New Delhi, Delhi 110002
Letter and email sent by QCI to State Project Director, Madhya Pradesh (Sample)

Measuring Effectiveness of Special Training Centers (STCs) in Mainstreaming of Out of School Children (OoSC)

ANNEXURE VI