



Development & Research Services (P) Ltd

FINAL REPORT

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**Sample Survey and Study under Section
12(1) (C) of the RTE Act, 2009**



Submitted To

NITI Aayog, Government of India

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EXECUTIVE SUMMARY

The present study is a survey based assessment of the status of implementation of Section 12(1) (C) of the RTE Act, 2009 in Delhi, Karnataka and Madhya Pradesh. These states were selected by NITI Aayog on the basis of their position with regard to highest rates of school participation and enrolment. This report brings out the status of implementation of various provisions under Section 12(1) (C) of the RTE Act and their impact on stakeholders using the identified parameters / indicators. The structure of the report has been finalized in consultation with NITI Aayog.

The survey covered 60 schools spread across 15 districts in 3 states. These units were equally divided in rural and urban area in 5 districts per state. A multi stage sampling process was used for selection of the sampling units. For selection of districts, first all the districts in the state were arranged on the basis of total enrolment under Private Schools (Latest DISE data). From this list, 2 districts with highest enrolment, 2 with moderate and 1 with lowest enrolment were selected. For selection of 20 schools from each state, 4 schools (2 each from urban and rural area) were selected from each sampled district. Two schools from urban area were covered from District Headquarter and the rest of 2 schools from rural area. To ensure fair representation of private aided and un-aided schools, one each was selected from respective category. The selection of schools was done randomly after getting the necessary information of school category etc. from the District Education Office. The quantitative primary data for the survey was collected through three structured schedules each administered to school principal / headmaster, Teacher and one of the Parent of the child. For qualitative inputs state project directors and district education officers were interviewed.

This report provides a detailed description of findings pertaining to key areas of interest. The key findings of the study are as follows:

OVERVIEW OF FINDINGS

Notification of Rules

- All the three states have notified the respective State Rules for implantation of the RTE Act, 2009; and have well - structured organisational set-up for its implementation.

Awareness Generation

- For generating awareness and publicity about the Act, IEC activities were being undertaken by all the state governments through print and electronic media.
- Advertisement about reservation of 25% seats for EWS/DG candidates under the Act was mainly done on DoE portal of the states and school notice boards. The Portal also gives necessary information about state RTE rules and admission related issues
- Majority of schools provided / displayed information for parents about admission process including number of seats available, neighbourhood criterion, documents required, deadline for submission and date of draw for selection of students.

Admission Process

- The admission process was primarily online through website in all the states.
- In all states, 25% seats at the entry levels (nursery, kindergarten and class 1) were reserved for EWS/DG categories in private schools, excluding minority institutions.
- Age limits prescribed for admission for children belonging to EWS / DG categories was 3-5 years for nursery; 4-6 years for kindergarten; and 5-7 years for class 1.
- Selection of candidates was done by computerised draw.
- The successful applicants were informed about the school allotted for admission under EWS/DG category through SMS on their registered mobile number.
- Type of information that state governments collected on RTE portal included tuition fee, cost of text books, uniforms, learning material, number of available

seats, applications received, neighbourhood criteria, name and details of children finally selected and enrolled; and details of children continuing education.

- Most of the schools imparted special training to teachers for teaching and dealing with students of EWS and DG categories in Delhi and Madhya Pradesh; and also took up follow-action with drop-outs to help and motivate them for continuing their education. However, in Karnataka majority of schools did not follow this practice.

Enrolment in schools

- In contravention to the provision in Section 9 of the Act, no local authority was maintaining records of children upto age of 14 years in Delhi, MP and Karnataka.
- In Delhi, Sarva Shiksha Abhiyan (SSA) maintained record of all children within the age group of 6-14 years. In MP, the School Education Department was conducting annual door to door household survey (HHS) under *School Chalein Hum Abhiyan* for identifying children from zero to 14 years to update the village education register (VER) in rural areas and ward education register (WER) in urban areas. In Karnataka the head Master of every government school maintained the records of school going children. Child census was conducted and consolidated periodically; and out of school children were mainstreamed through various interventions.
- In Delhi, percentage of students enrolled under EWS / DG category wrt current strength was about 20%. They accounted for about 25% share in new admissions. At entry level their enrolment ranged from lowest of 740 in 2017 to highest of 788 in 2016 registering a decrease of about 6% in rural area. In urban area it increased from lowest of 1346 in 2015 to highest of 1828 in 2018 registering an increase of 36%. Less than 3% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.
- In MP, percentage of students enrolled under EWS / DG category wrt current strength was about 16%. They accounted for 7% share in new admissions. At entry level their enrolment declined from highest of 952 in 2015 to lowest of

880 in 2018 registering a decrease of about 8% in rural area. In urban area it increased from lowest of 984 in 2016 to highest of 1105 in 2017 registering an increase of about 12%. Less than 4% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.

- In Karnataka, percentage of students enrolled under EWS / DG category wrt current strength was about 12%. They accounted for 9% share in new admissions. At entry level their enrolment increased from lowest of 209 in 2016 to highest of 241 in 2018 registering an increase of about 12% in rural area. In urban area it increased from 135 in 2015 to 175 in 2017 registering an increase of about 12%. Less than 2.4% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.
- The main reasons for large number of seats remaining vacant included lack of awareness and knowledge about admission process; delay in the admission process; preference given to schools starting with pre-primary/ nursery level rather than those which directly start from class 1; high budget private schools are able to evade/resist the system; parents of general category of students tend to have a prejudice against marginalised sections of society ; some of the enrolled EWS/DG students dropped out after admission because of migration and also due to non-affordability of non-refundable expenses charged by schools.

Free Provisions

- In Delhi, besides free tuition fee, free items provided to EWS/DG students included uniforms and text books (85% schools each); and material for extra-curricular activities (70% schools). About 40% schools also provided them other free facilities like school transport, computer and smart classes etc. About 65% schools charged for other facilities like school transport, computer and smart classes etc.
- In MP, only tuition fee was free. Parents had to pay for uniforms and text books in all schools). In 75% schools they paid for material for extra - curricular activities; In 40% schools they also paid for transport and computer classes etc. However, parents were not restricted to buy these items from school.

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- In Karnataka, only tuition fee was free in all schools. Some provided free text books, uniforms and material for extra-curricular activities. Parents had to pay for uniforms in 75% schools; in 70% schools they paid for material for extra-curricular activities; In 50% schools they also paid for text books also. However, parents were not restricted to buy these items from school.

Retention

- No specific data was collected for retention of EWS/DG students in primary and upper primary level school education in the study area. However, as per government authorities in all the three states retention rate of the said category of students was very high at the elementary level of school education.

Drop-Outs

- About 60%, 70% and 35% schools in Delhi, MP and Karnataka respectively had drop-outs of EWS/ DG students after admission. The most probable reasons reported by school principals across states for dropout were change of place of residence and transfer of parents. Additionally, in Delhi, some parents also did not want to send their children in schools. However as per government authorities drop-out rate was very low.

Learning Achievement

- Majority of 70% schools in Delhi rated the performance of EWS / DG students in comparison to other students as ‘similar’; and 30% rated it ‘weaker’. None rated it as ‘better’. In MP 55% schools rated it as ‘similar’; 45% rated it ‘better’ (45%); and none rated it ‘weaker’. In Karnataka, 50% schools rated it as ‘similar’; 35% rated it as ‘better’; and only 15% it as ‘weaker’.

Social Experience

- Parents of most of the students had very positive social experience about treatment given to their children in sample schools in all the three states. Their children never faced any problem in school.

Impact

- It has a very positive impact on EWS/DG students. The Act has provided them a scope to study in a good school and receive best education.
- The Act provided a platform to bring children of all sections of society together and provide them an opportunity to avail best school level education.
- It has created an inclusive attitude with a democratic perspective in heterogeneous classrooms. The classrooms are the representations of the cross section of society.
- Most teachers felt that the teaching level though had to be brought down because they had to reach out to diverse learners.
- The final goal setting is lowered when the students have not been to school at 6 years or above.
- In Karnataka, Low and medium budget schools are happy to implement RTE Act in view of substantial amount of fee reimbursement to schools for children admitted under Section 12(1) (c) of the RTE Act. However, many high budget schools are implementing RTE Act reluctantly and trying to get status of linguistic minority. This has an adverse impact on implementation of the RTE Act.

Financial Implications

- Average amount per annum per child reimbursed to school was found to be Rs.19,176/-, Rs.4037/- and Rs. 16,000/- in Delhi, MP and Karnataka respectively.
- About 75%, 89% and 20% schools in Delhi, MP and Karnataka did not have separate bank account for reimbursements.
- About 70%, 65% and 20% schools in Delhi, MP and Karnataka faced some problem in receiving reimbursement funds.
- In Delhi, percentage of funds received against the amount of funds applied for reimbursement was at the level of 81%, 52% and 5% only during 2015-16, 2016-17 and 2017-18 respectively; and about 50% schools required additional funds post reimbursement.

- Likewise, in MP, percentage of funds received against the amount of funds applied for reimbursement was at the level of 71%, 34% and 2% only during 2015-16, 2016-17 and 2017-18 respectively; and only 2 urban schools required additional funds post reimbursement.
- In Karnataka, percentage of funds received against the amount of funds applied for reimbursement was at the level of 93%, 95% and 92% during 2015-16, 2016-17 and 2017-18 respectively; and only 2 rural schools required additional funds post reimbursement.

RECOMMENDATIONS

Union Government

- Department of School Education and Literacy, Ministry of Education (MoE) should have a periodical review - meetings with state governments, preferably every 6 months, to share their experiences about implementation of the provisions of section 12 (1) (c) of the RTE Act, success stories, challenges faced, and best strategies adopted to overcome them. It will provide a useful platform for learning best regulatory practices and articulate their plan of action accordingly.

State Governments

- The states must have a robust Management System (MIS) for private schools. All processes from admission to reimbursement with timelines for milestones and accountability should be made public. Immediate remedial measures should be taken by concerned authority to check the defaulters. The portal for online education system should provide comprehensive information about dropouts and learning levels of EWS/DG students. Grievances received and their redressal should be made time bound and public.
- The monitoring mechanism should be strengthened to ensure the functioning of private schools is in compliance with the prescribed guidelines. They must ensure that the School Management Committees (SMCs) are constituted and

remain functional. The SMCs must meet regularly to help in efficient functioning of schools through Strategic Development Plans (SDPs).

- A designated authority must be appointed to maintain record of all children within the age group of 6-14 years.
- The recognised participating private schools should be graded as per available infrastructure and facilities; and the applicants seeking admission should be asked to fill in the preferences of the schools accordingly.
- District-wise records of all EWS/DG categories of students enrolled should be maintained and their progress tracked / monitored till completion of compulsory education.
- At least 75 % attendance should be linked with promotion from one class to next class and there should be no detention till class 5.

Awareness Generation

- IEC activities to generate awareness among the target groups about the provisions of the Act and knowledge about the eligibility criteria, admission process of EWS / DG category of students should be strengthened. The under-privileged households should be identified and provided timely information in this regard. Type of information to be shared, method of its dissemination and authority responsible for outreach should be clearly identified.
- Print media, advertisement and posters should be extensively used, particularly in rural area, to make announcements about the admission of children under section 12(1) (c) of RTE Act 2009. Community meetings should be organised to disseminate information about how to submit application, how to track it, and seek redressal of grievances, if needed.
- In addition to public representatives and anganwadi workers, gram panchayats and local NGOs should also be actively engaged in IEC activities to generate awareness about the Act and admission processes/procedures amongst potential applicants, assist them in form-filing, and track their admission status.

Admission Process:

- There should be a mechanism for submission of off-line application forms for those who cannot follow online process.
- Admission process should start well on time and before the month of April, the beginning of the academic session.
- The selection process must involve verification of given residential address through personal home visits.
- Documentation of the students admitted under EWS / DG categories should be updated every year.
- All the schools must organise an orientation and counselling programme for parents of the students given admission to help them understand the functioning of the schools and roles / responsibilities expected from parents.
- The residential address of EWS/DG students, in particular those who lived in rented accommodation, should be periodically checked for any change, as they may change their address during the course of time. The school records must be updated accordingly

Free Provisions

- All schools must provide free school uniform, text books and stationery to the EWS/DG category students admitted under section 12 (1) (c) of the RTE Act.

Retention:

- All the school teachers should be sensitised to meet the needs of EWS / DG students and ensure that no student leaves the school without TC.
- Advocacy programmes should be organised for parents of the children leaving the school to understand their problem and extend them needful help to the extent possible and also facilitate in continuation of the education of their children.
- The schools should have separate arrangement for teaching specially abled students

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- District level records of retention of EWS/DG students should be maintained upto class 8 level.

Drop-outs:

- Efforts should be made to check drop-out rates of EWS/ DG students after admission. In this regard, organise advocacy programmes for drop-outs / potential drop –outs and extend needful help to ensure that the child completes his elementary education in another school.

Orientation of teachers:

- All the schools must ensure that the quota mandated by section 12(1) (c) of RTE Act 2009 remains fairly accessible to the intended beneficiaries and take necessary measures to comply with the prescribed norms in fulfilling it.
- All the school teachers and Principals must be provided training to sensitize them about the needs of EWS /DG students and for effective implementation / compliance of the RTE guidelines. Similar to in-service training of government school teachers, training of private school teachers should be conducted by respective schools through DIETs.
- Training should be organised at district level through a well - structured module

School Administration:

- The school administration must engage the candidates and their parents before the beginning of the academic session to give them counselling and proper orientation about the norms, methodology adopted by them in conducting the classes and the role / co-operation expected from parents.
- The Parent's Teacher Association in private schools should have reservation for parents of EWS/DG category students admitted in the school.

Reimbursement:

- Most of the schools are facing some problem in receiving reimbursement funds. Immediate steps should be taken to streamline the process of reimbursement and address their issues.
- The reimbursement provisions and processes should be made transparent. Criteria and method for reimbursement should be well defined; and the designated financial authorities responsible for calculating and reimbursement for fee, uniforms and books etc. should be put in public domain for the benefit of stakeholders.

Redressal Mechanism

- Problems of staff and parents about implementation of the RTE Act should be first resolved by a special committee constituted for this purpose in the school itself.

It is hoped that the insights generated through research findings of this survey will help in designing focused interventions to improve implementation of the Section 12 (1) (c) of the RTE Act in the States. They will be useful to achieve the central objective of the provisions of the RTE Act.

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CHAPTER 1

BACKGROUND AND RESEARCH DESIGN

1.1 Introduction

The Right to Education Act, 2009 is an Act of Parliament of India enacted on 4th August 2009 which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

Within the Act, one of the provisions made via section 12 (1) (c) mandates that private aided and un-aided schools (With the exceptions of Minority & Residential schools) reserve at least 25% of their entry level seats for children from economically weaker and disadvantaged sections of society and provide free education to children admitted under this provision. Under the same provision, states are to reimburse the schools per child cost equivalent to what is incurred by the state in Government schools.

All states have notified rules for Section 12 (1) (c) with states differing in the level of clarity offered. Some states clearly define which children are eligible by specifying which population constitutes Disadvantaged and weaker sections; others keep the definition broad. State rules also take different approaches to defining ‘Neighbourhood’, the grade level for which reimbursements will be done for and conditions that need to be met for children to apply to private unaided schools under Section 12 (1) (c).

Since the enactment of RTE in 2010, implementation of Section 12(1) (c) has been patchy. In 2015, MHRD reported zero participation from private schools in 18 states while many other states that have schools participating show low enrolment against seats offered. Moreover, data is not clear on the retention and learning outcomes of students enrolled under the said section.

The Development and Research Services (DRS) has been commissioned to undertake the sample survey and study the status of implementation of Section 12(1) (c) of the RTE Act, 2009 in Delhi, Karnataka and Madhya Pradesh. The study brings out status of implementation of various provisions under Section 12(1) (c) of the RTE Act and their

impact on stakeholders using the identified parameters / indicators. The structure of the report has been finalized in consultation with NITI Aayog.

1.2 Objective

The objective of the study is to examine the various components with respect to the implementation of section 12 (1) (c) mandating that private aided and un-aided schools (With the exceptions of minority & Residential schools) reserve at least 25% of their entry level seats for children from economically weaker and disadvantaged sections of society and provide free education to children admitted under this provision.

The detailed study objectives are as follows:

- To examine the admission process at School/ District/ State level,
- To collect data on number of students enrolled by gender, social category and disability,
- To make the list of free provisions for students under section 12 (1) (c) and to make tabulation of any cost being borne by students.
- To examine student retention, drop-outs, learning achievement, social experience (presence/ absence of discrimination or biases).
- To assess impact on other stakeholders: schools (trends in school fee, experience of teachers etc.) and parents

1.3 Methodology

The study used both quantitative and qualitative research methods to capture the required information on various study parameters. Quantitative Primary data was collected from the sampled schools and qualitative data through interactions with concerned officials of the District and State Government.

Three states, namely Delhi, Karnataka and Madhya Pradesh where the study was required to be conducted had been already selected by Niti Aayog. These states had been selected on the basis of their position with regard to highest rates of school participation and enrolment.

1.4 Sampling Design

As per ToR a sample of 20 schools was required to be drawn from each state. DRS adopted a robust sampling design to ensure reasonable accuracy in the research outputs.

1.4.1 Multi Stage Sampling

A multi stage sampling process was used for selection of the sampling units as described in following sub-sections.

1st Stage – Selection of States:

Three states, namely Delhi, Karnataka and Madhya Pradesh where the study was required to be conducted had been already selected by Niti Aayog. These states had been selected on the basis of their position with regard to highest rates of school participation and enrolment. Selection of states comprised the first stage of sampling process.

2nd Stage – Selection of districts:

In all 5 districts from each state were selected at the 2nd stage of sampling process. For this purpose, within each state, all the districts were first arranged on the basis of the total enrolment under Private Schools (Latest DISE data). Then, from this list, 2 districts with highest enrolment, 2 with moderate enrolment and 1 having the lowest enrolment was selected.

3rd Stage – Selection of schools:

To select the sample of 20 schools from each state, 4 schools (2 each from urban and rural area) were selected from each of 5 sampled districts in each state. The 2 schools from urban area were covered from the District Headquarter and the rest of 2 schools from rural area. To ensure adequate representation of private aided and un-aided schools, out of the 2 schools in each case, 1 was from the private aided school category and another from the private un-aided school category.

(Note: In case of non-existence of school from a particular category, the selection was made from the available category)

The selection of these schools was done randomly after getting the necessary information of school category etc. from the District Education Office.

1.4.2 Sample Size

The coverage of the sampled units comprised 60 schools spread across 3 states (Delhi, Karnataka and Madhya Pradesh) in 15 districts (5 districts in each state). These units were equally divided in rural and urban area in each selected district in each state as per details give in Table 1.1 presented below:

Table 1.1: Coverage of sampling units

S. No.	States	Districts	No. of Schools per district	Total Sampled Schools
1	Delhi	5	4 (2 Rural + 2 Urban)	20
2	Karnataka	5	4 (2 Rural + 2 Urban)	20
3	Madhya Pradesh	5	4 (2 Rural + 2 Urban)	20
4	Total	15	4 (2 Rural + 2 Urban)	60

1.5 Survey Instruments

The following tools were used for collection of requisite information for the study.

1.5.1 Quantitative

Three types of survey modules were developed and used for collection of quantitative data as described below:

- School schedule – To be administered to School Principal / Headmaster
- Teacher schedule – To be administered to Teacher
- Parent schedule – To be administered to either parent of the child

1.5.2 Qualitative

Specific guidelines were prepared for discussion in In-depth Interview with concerned authorizes at the state and district levels.

- IDI Guide for State Project Director
- IDI Guide for District Education Officer

1.6 Target Groups and Key Respondents

The target groups and key respondents that acted as the primary source of information for investigating various dimensions of survey included the following:

Target groups:

- School students enrolled under RTE section 12 (1) (c).

Respondents:

- One of the parents of every child
- One teacher of each school

- Principal / headmaster of each school

Selection of teacher:

In every selected school, one senior teacher actively involved in the admission process was selected and interviewed.

Selection of Parents:

One parent, either father or mother of the concerned child selected randomly, was interviewed at their residence.

1.7 Time Duration

Actual duration of the data collection for the study was from October to December 2018.

1.8 Limitation of Study

This study is based primarily on data collected from sample units. In this light the study has following limitations in generalizing the results:

- The outcome of the evaluation is based on primary data collected through sampling, and hence has its own limitation and should be treated cautiously despite the best intention of the evaluation team to draw representative sample.
- The outcome of the evaluation may vary to the extent of hiding information or giving wrong information by the interviewees for fear of identity and other reasons.

1.9 Outline of Report

The study report is presented in 5 chapters. Chapter 1 provides the background and research design used for the study; Chapter 2, 3, 4 present the status of implementation of Section 12(1) (c) of the RTE Act, 2009 in Delhi, Madhya Pradesh and Karnataka respectively. These chapters provide research insight into the admission process at school/district/state level, number of students enrolled under section 12(1) (c) by gender, social category and disability; list of free provisions for target students; retention, drop-outs, learning achievement, social experience of the target groups; and impact on stakeholders. The concluding Chapter 5 recapitulates the key findings, conclusions and recommendations of the study for needful interventions. Additionally, the report also includes an Executive Summary that synthesizes key points and provides a thorough overview of the overall content.

CHAPTER 2

DELHI

2.1 Introduction

2.1.1 Organisational set-up

In Delhi, the overall responsibility for implementation of SSA-RTE programme vests with the Secretary (Education). The Government of NCT of Delhi (GNCTD), all the three Municipal Corporations, NDMC and DCB have been notified (April 2013) as local authorities for implementation of the RTE Act. In the Directorate of Education, the Director is the Chief Executive Officer (CEO) assisted by Additional Directors, Deputy Directors of Education at various units/branches/districts and Principals of schools. In the Universalization Elementary Education Mission (UEEM), the Education Secretary is the Chairperson of the Executive Council who is assisted by the Vice-Chairperson, State Project Director, Finance Controller, District Project Officers and subordinate staff. In Delhi Municipal Corporations, the Act is implemented by the Commissioners assisted by Additional Commissioners and Additional/ Deputy/Assistant Directors. A State Advisory Council has been also constituted by the GNCTD in April 2014 to render advice for effective implementation of the Act.

2.1.2 Notification of Rules

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operational with effect from 01 April 2010 for providing right to free and compulsory elementary education (1st to 8th class) to all children of the age of 6 to 14 years in a neighbourhood school. Government of NCT of Delhi notified the 'Delhi Right of Children to Free and Compulsory Education Rules, 2011' (DRTE Rules) in November 2011. Prior to enactment of the RTE Act, the Sarva Shiksha Abhiyan (SSA) was the flagship programme of the Government of India (GoI) for achieving universalization of elementary education. The SSA Framework of Implementation and Norms for Intervention was revised to correspond to the provisions of the RTE Act and SSA became the main vehicle for implementing the provisions of the RTE Act.

The DRTE Rules inter alia provide for the following:

- Duties of the government of NCT of Delhi and local authority relating to identification of children. Special training for out of school children for a minimum period of three months and maximum period of not exceeding two years.
- Areas or limit of neighborhood school and procedure for recognition of private schools.
- Procedures for formation and functioning of school management committee, preparation of school development plan and grievances redressal of teacher.
- It prohibits segregation of children belonging to weaker section and disadvantaged group admitted in private unaided school from other children in the classroom and discrimination from rest of children in any manner relating to entitlement and facilities such as text book, uniform, library and extra-curricular activities.

2.1.3 Awareness generation

For generating awareness and publicity about the Act, IEC activities are being undertaken by the government through print and electronic media from time to time.

2.1.4 Sampling Units

To pursue the study objectives in Delhi, a sample of 20 un-aided schools, 10 each from rural and urban area, was selected. Table 2.1 given below presents their distribution by gender, educational and aided/un-aided categories.

Table 2.1: Distribution of sample schools by area and different categories in Delhi

Category	Rural	Urban	Total
Distribution by educational categories			
Primary	0	0	0
Upper Primary	5	3	8
Secondary	5	7	12
Total	10	10	20
Distribution by aided / un-aided categories			
Aided	0	0	0
Un-aided	10	10	20
Total	10	10	20
Distribution by gender categories			
Boys	0	0	0
Girls	0	1	1
Co-ed	10	9	19
Total	10	10	20

2.2 Admission Process

The admission process adopted by the sample schools was discussed by all the stakeholders. The content analysis of discussions held with the concerned authorities in the government revealed that the admission process in private unaided recognised schools in Delhi was primarily online through website. The website gives necessary information about the number of seats available, application form, dates for submission of application form, eligibility criteria for admission and supporting documents needed etc. The website of the DoE provides online application form for admission under EWS/DG category for the ensuing academic session; list schools recognised under DSEAR, 1973; schools provisionally recognised under RTE Act, 2009 who will be a part of these online admissions; and e-brochure on instructions both in Hindi and English; and answers to a list of frequently asked questions on online EWS/DG admission in private un-aided recognised schools of Delhi. The website gives all the details about students finally selected for admission (school wise) for general seats as well as EWS/DG category seats.

2.2.1 Definitions and terms / rules for admission

In Delhi, Section 12 (1) (c) of the RTE Act includes children belonging to Economically Weaker Section (EWS) and children belonging to Disadvantaged Group (DG). Children belonging to EWS category are those whose parents have annual family income from all sources amounting to less than one lakh rupees. The children belonging to Disadvantaged Group include those belonging to, Scheduled Castes (SCs), Scheduled Tribes (STs), non-creamy layer Other Backward Classes (OBCs), Children with Special Needs and suffering from disability, Orphans and Transgender.

Majority of the schools give heavy weightage to neighbourhood –distance in kms. (Or areas where school provide transport facilities), sibling and alumni while allotting points in eligibility criteria. Some schools also give consideration to the first child, single parent and legally adopted child. Schools have fixed criteria for their 50% to 75% general category entry-level seats. Only children upto the age of 4, 5 and 6 years are admitted to nursery, kindergarten and class 1 (entry level) respectively under general category students. The 1st list of selected applicants will be uploaded on website on

4.2.2019. From 5 -12 February 2019 parents can take queries pertaining to point allotment with grievance cell in DoE in all districts of the NCR of Delhi.

DoE has given autonomy to schools to decide their own criteria for admission, and upload them on DoE website by a given date (December 14, 2018 for admission in 2019). The Department has also warned schools not to include 50 listed criteria like parents education, profession, income, food habits, and written or oral interview of both students and parents – abolished by Delhi in 2016.

The successful applicants of the computerized draw of lots are informed about the school allotted for admission under EWS/DG category through SMS on their registered mobile number, within 24 hours of completion of draw of lots. The applicants can check the name of the school allotted through Computerized Draw of Lots using Registration ID & Date of Birth at the link in the applicable module (like 'EWS/DG Admission 2018-19') available at the Home page of the departmental website www.edudel.nic.in. If the applicant has been allotted the school, the screen will show the allotted school name. b) If the applicant has not been allotted any school, the screen will show a message that it is regretted that you have not been selected in the draw of lots. c) If the applicant enters wrong Registration ID/Date of Birth then the screen will show a message that 'No Record Found'. The successful applicants should approach the school allotted through computerized draw of lots on or before a specified date during school hours along with the documents as per the information filled in the online application form:- (a) Print out of the application filled. (b) Two photographs of the candidate. (c) Self Attested photocopy of proof of date of birth. (d) Self Attested photocopy of Residential Proof. (e) Self Attested photocopy of documentary proof for EWS or DG category, whichever applicable. The parents/guardians shall also keep the original documents with themselves for verification by the school authority. If the successful applicant fails to approach/report the school up to 31st March of the academic year for completing the formalities for admission under EWS/DG category, his candidature is cancelled. The School can check the details of the students/applicants allotted through computerized draw of lots on departmental website i.e. www.edudel.nic.in. Using the school ID and Password through the link School Plant--EWS--- EWS/DG, the School can see all the online applications details of the allotted applicants by using the mentioned link.

DoE have issued detailed guidelines for admission of EWS/DG category students in private unaided recognized schools of Delhi at Entry Level Classes. As per these guidelines all the schools are required to take following action:

- Place an enlarged printout of the list of students outside the school gates for the information and ease of parents.
- Many parents may be approaching private schools for the first time. Therefore, in order to help and facilitate the parents of EWS/DG Category children, the concerned schools must set up Help Desks within the school premises to explain to the parents the formalities regarding paper work etc. required for admission.
- Schools shall not deny admission to the successful candidates who have filled details of only one of the parents in the online application form. It should also be ensured by school authorities that the admission to EWS/DG category successful candidates shall not be denied on frivolous grounds e.g. one or two letters are different in any name in some document. Absence of Aadhaar is also not a ground to deny admission to the successful candidates.
- Heads of the concerned Private Unaided Recognized Schools shall not unnecessarily send the parents to the Department, for making amendments/correction in the online application forms, as the same cannot be done at this stage. Rather, they should be taking a decision based on genuineness/merit of the specific cases and must not deny admission on unjustified frivolous grounds.
- Admission is to be granted as soon as possible so that children can join the academic session on the very first day itself.
- The school shall not charge tuition fee from the students admitted under EWS/DG category. Further, schools have to provide the free books, school uniforms and writing material to each and every student admitted under EWS/DG category.
- Schools are advised to hold introductory session for all parents together including the parents of EWS/DG Category children.
- The school must confirm details of the EWS/DG category successful candidates from the supportive documents produced by them.
- The school shall carefully carry out the necessary scrutiny/verification of the

documents produced. The school must also verify the genuineness of EWS/DG certificates issued by the different department through online (<http://edistrict.Delhigovt.nic.in>), if available, or in writing from the office of issuing authority.

- Income certificate issued by the Competent Authority declaring the total annual family income less than Rs.1,00,000/- is a valid document for admission under EWS/DG category whether it is in the name of mother or father or legally adopted guardian of the child.
- The school shall not ask for income certificate from those EWS category parents who submit copy of BPL/AAY/Food Security Card issued by Food and Civil Supply Department, GNCT of Delhi.
- The school shall also not ask for any Income Certificate from the parents/applicants who have been selected under DG category.
- The school shall not impose the condition for the copies of the documents produced at the time of admission to be attested by a Gazetted Officer. Self-attested documents must be accepted by the school, however, verification with original documents must be carried out by the school.
- The school shall issue proper acknowledgement against the request of the parents/guardian seeking admission in the school as declared in the computerized draw of lots.
- The school shall call all candidates allotted through computerized draw of lots on their registered mobile number informing about the selection in the school and last date of admission.
- The school shall not refuse to grant admission to EWS/DG category children on the ground of distance range.
- Every selected student has been allotted a Serial Number in order of their selection in the respective school through computerized draw of lot and list of candidates has been forwarded online in the same order to the respective schools. The school shall give admission to the selected candidates in order of the Serial Number allotted to the candidate through computerized draw of lots and as available on the online module.
- The school, by 31March of academic year shall update the correct admission status as per the options available on the web page of the respective schools (Admitted/provisionally Admitted/Not Reported/Rejected/In-waiting) in respect

of the applicants allotted through computerized draw of lots. The said details shall be updated daily through the specific link available on department website

- On the above mentioned link, the school shall clearly specify, in detail, the reason of rejection, if any selected applicant is denied the admission. The category of the reasons may be selected from the following grounds: - • Non-submission of valid date of birth proof of the candidate. • Non-submission of valid residence proof. • Non-submission of valid EWS/DG proof. • For EWS, the Income Certificate does not show annual income as less than one lakh per annum. • If ration card is submitted as residence proof, the name of the child does not figure in the ration card. • Mismatch between online details and documentary evidence. • Duplicate Entry. • Any other General Instructions for all concerned.
- The school once allotted to the applicant through the computerized draw of lots shall not be changed under any circumstances.
- The admission of the child shall be cancelled in case they documents submitted by the applicant at the time of admission are found to be forged/fake at any stage. However, school shall not declare any EWS/DG category admission rejected at their end. Any such case shall be referred to the DDE/District. DDE's shall necessarily pass speaking orders, in case of any doubt, but not later than 31 March of the academic year. DDE/District shall setup a helpdesk from 10 am to 5 pm on working days from 1st March to 31st March. The helpdesk shall maintain a single register of all referred cases relating to EWS/DG category whether by parents / schools / or from HQ or from the online portal or public hearings etc. Unique serial number and acknowledgement will be maintained. This helpdesk shall provide all assistance and guidance to parents. DDE/PSB to conduct a training of 2 or more staff per District nominated by DDE at specified location, date and time.
- Multiple/Duplicate entries, if found at any stage, shall liable to cancellation of the candidature/admission of the candidate.
- For any clarification/grievances in this context, parents/school may contact on the EWS helpline numbers 8800355192 and 9818154069 on working days from Monday to Friday between 10:00 am to 5:00 pm. Parents can also file their grievances/complaints on the GRMS portal at <http://doepvt.Delhi.gov.in>

2.2.2 Processes

- All the private, un-aided recognised schools in the NCR start admission as per guidelines issued by the DoE (generally in the month of January). Most of the schools have computerised the admission process and receive applications through their websites. Additionally, they also sell application forms for admission in their premises for convenience of parents.
- All schools declare the number of seats reserved for EWS and DG students publicly as well as on the DoE portal. The parents of the students apply for admissions to multiple schools on the DoE portal as per their preference.
- The DoE then allots the EWS and DG seats to these applications considering the distance of their residences from the schools. The schools then receive the list of student applications from the DoE, and reviews their documents required for school admissions.
- Once the students have been allotted seats in the schools, the DoE receives confirmation regarding the admissions taken, and the number of seats filled.
- The parents of the EWS/DG students then receive information about the seats allotted against their application, and approach the respective schools for admissions.
- Upon admission, schools provide these students with the resources (books, uniforms etc.) required in schools. They raise reimbursement claims on the DOE portal annually, depending on the amount spent per child, and receive the admissible reimbursement amount from the government. If some seats still are left vacant, fresh applications against the vacant EWS/DG seats are issued to the schools. The entire process of application takes place again until the vacant seats are filled.
- The admission process in Delhi for EWS / DG and Children with Disability (CwD) categories is computerised through the website of the DoE. It begins generally on 15 January and the last date of submission of online application for admission is 15 February or the dates announce by the DoE.
- Selection of students is done through computerised draw. In 2019, the first computerised draw of lots for CwD applicants would take place on 21 February, the same for EWS /DG is scheduled for 27 February. As per RTE Act 2009, 25% seats in all entry levels (nursery, kindergarten and class 1) in all private schools

excluding minority institutions are reserved for EWS/DG categories. Age limits prescribed for admission in 2019 for children belonging to EWS / DG categories are 3-5 years for nursery; 4-6 years for kindergarten; and 5-7 years for class 1 as on 31 March 2019. Families having income less than Rs. 1 lakh are eligible for applying in EWS category, kids belonging to SC/ST/OBC non-creamy layer groups can apply under DG category along with orphans, transgender and all children living with HIV.

2.2.3 Interaction with Parents

Interaction with parents revealed that the process of admission at the entry level was online. They had given preference for admission in 3-4 schools. They did not pay any money for purchasing the application form for admission of their child. They were informed about the admission of their child through SMS received on their registered mobile number. They had submitted the birth certificate of their child along with the application form. Some of the parents mentioned that the verification team didn't come to their place. Most parents didn't face any difficulty during the admission process.

2.2.4 Interaction with Principals / School Headmasters

Interaction with Principals / School Headmasters regarding measures taken to advertise that the 25% seats reserved under RTE mainly include display on DoE portal (Total 100%; R 100%; Urban 100%); followed by school notice board (Total 95%; R 90%; Urban 100%); Advertisement through print media (Total 30%; R 30%; Urban 30%); and Other means (Total 50%; R 60%; Urban 40%). Most of the schools in both rural (100%) and urban area (80-100%) displayed / provided necessary information regarding number of seats available; neighbourhood criterion; documents required for submission with application for admission; deadline for form submission; and date of draw for admission. All the schools (100%) had been visited by the education department to streamline the process of admission, enrolment and inclusion in Delhi. Most of the schools (Total 90%; R 100%; Urban 80%) had taken necessary steps to facilitate form submission by the parents. Majority of the schools were aware about the type of information government collects on the RTE portal, however, the schools in rural area were better informed in this regard. Most of the schools imparted special

training to teachers for teaching and dealing with students of EWS and DG categories; and also took up follow-action with drop-outs to help and motivate them for continuing their education.

Tables 2.2 – 2.8 given below present the details.

Table 2.2: Distribution of schools by area and measures taken to advertise the 25% seats reserved under RTE in Delhi

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Advertisement through print media	3	3	6
School Notice board	9	10	19
DoE Portal	10	10	20
Others	6	4	10
Total	10	10	20

Figure 2.1 - Distribution of schools(in %) by area and measures taken to advertise the 25% seats reserved under RTE in Delhi

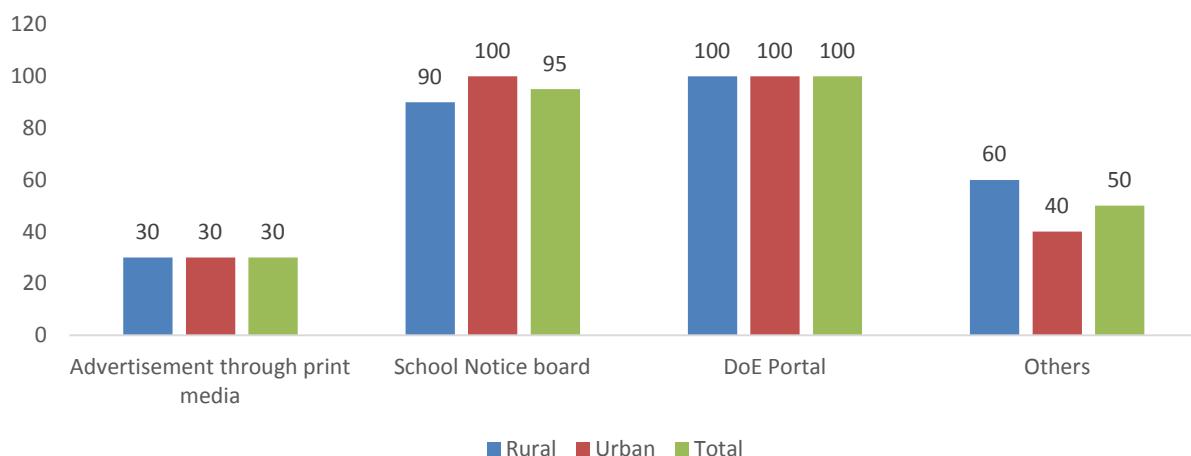


Table 2.3: Distribution of schools that provide/display information for parents about admission process in Delhi

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Number of seats available	10	10	20
Neighbourhood Criterion	10	9	19
Document required	10	9	19
Deadline for form submission	10	9	19
Date of lottery	10	8	18
Total	10	10	20

Figure 2.2 - Distribution of schools (in %) that provide/display information for parents about admission process in Delhi

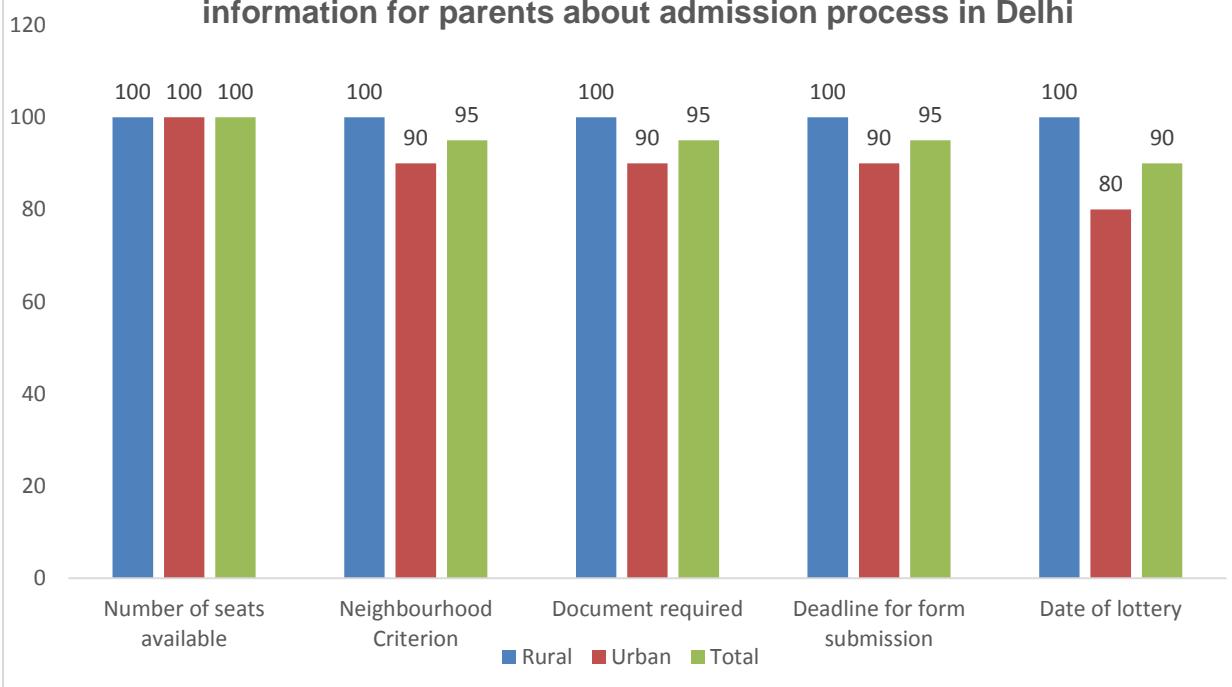


Table 2.4: Distribution of schools, by area, that had visits from the education department regarding the process of admission, enrolment and inclusion in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	10	100	10	100	20	100
No	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 2.5: Distribution of schools, by area, that had taken steps to facilitate form submission by parents in Delhi

List of items	Distribution of schools		
	Rural		Urban
	No.	No.	No.
Yes	10	8	18
No	0	2	2
Total	10	10	20

Figure 2.3 - Distribution of schools(in %), by area, that had taken steps to facilitate form submission by parents in Delhi

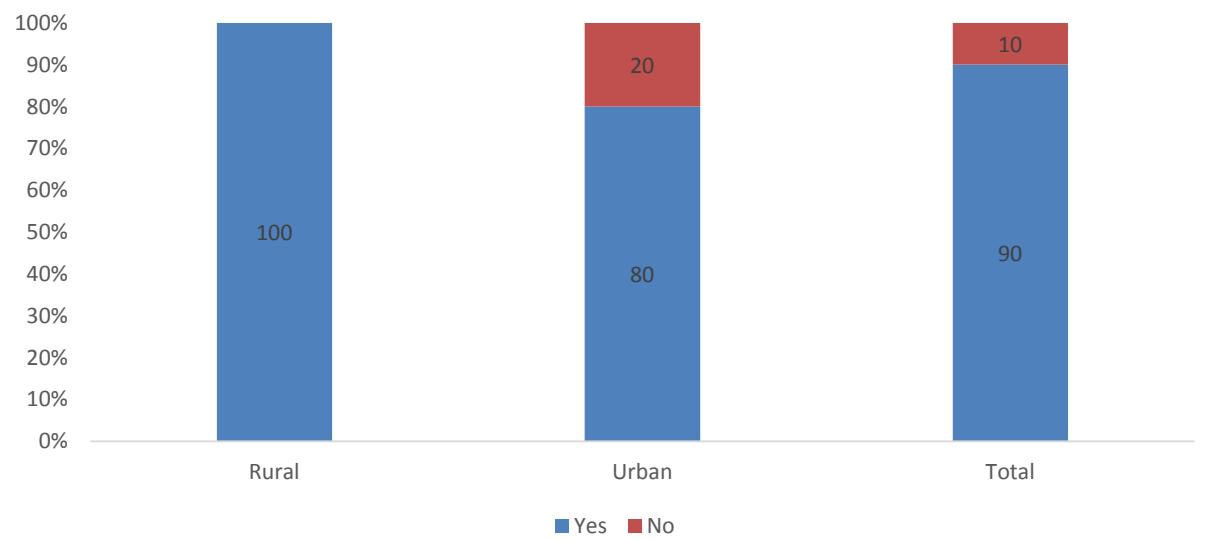


Table 2.6: Distribution of schools by area and type of information government collects on RTE portal in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fees	10	100	7	70	17	85
Cost of Text Books, Uniforms	10	100	5	50	15	75
Other Learning materials	8	80	4	40	12	60
Other School charges	8	80	5	50	13	65
Entry Level Class	9	90	8	80	17	85
Number of available seats	10	100	8	80	18	90
Applications received	7	70	5	50	12	60
Neighbourhood	8	80	7	70	15	75
Name and details of final children and parents enrolled	8	80	8	80	16	80
Details of children continuing education	8	80	8	80	16	80
Total	10	100.0	10	100.0	20	100.0

Table 2.7: Distribution of schools, by area, that impart some special training to teachers for teaching/dealing with students of EWS and Disadvantaged section in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	7	70	7	70	14	70
No	3	30	3	30	6	30
Total	10	100.0	10	100.0	20	100.0

Table 2.8: Distribution of schools, by area, that follows up with dropout students in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	7	70	7	70	14	70
No	3	30	3	30	6	30
Total	10	100.0	10	100.0	20	100.0

2.3 Enrolment in schools

As per RTE Act, the Government must ensure compulsory admission, attendance and completion of elementary education by every child. For this purpose, identification of children is a critical starting step followed by their enrolment in school. Section 9 of the Act provides that every local authority would maintain records of children up to the age of 14 years residing within its jurisdiction. Rule 9 of DRTE Rules states that the local authority would maintain records of all children in its jurisdiction, through a household survey, from their birth till they attain 14 years. This record was envisaged to include status of pre-primary/elementary education of the child in the jurisdiction of respective local authorities, children requiring special facilities/residential facilities on account of migration and sparse population, etc.

However, as per discussion with concerned government authorities, there was no such authority in Delhi. Sarva Shiksha Abhiyan (SSA) maintained record of all children within the age group of 6-14 years. The Head of School was responsible for cross-verifying the eligibility of the students who applied for taking benefit under the act.

2.3.1 Current enrolment status

The study observed that among the current total strength of students in the sample schools in Delhi, percentage of students enrolled under EWS / DG category was about 20% (Rural 17%; Urban 21%). However, the drop-out rate of students admitted under these categories was relatively less in rural area than that in urban area (Rural 0.10%; Urban 0.30%).

In this context, the status shows definite improvement in terms of new admissions both in rural and urban area. Overall, the percentage of students admitted under EWS / DG category in new admissions was at the level of about 25% (Rural 22%; Urban 27%).

Table 2.9 presents the details.

Table 2.9: Current enrolment in sample schools in Delhi

Class	Total No. of Student in school	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Rural	5896	994	16.86	1	0.10	1100	240	21.82
Urban	14199	3032	21.35	9	0.30	1766	471	26.67
Total	20095	4026	20.03	10	0.25	2866	711	24.81

2.3.1.1 Current class-wise enrolment

A. Rural area

Further probe into class-wise current enrolment revealed that the percentage of students enrolled under EWS / DG category out of the current total strength as well as new admissions at Pre-School/ Nursery level, Pre-Primary/ KG and class 1level in rural Delhi was more than 25%. But in classes 2 to 8 this percentage gradually drops down. Important to note that there was only 1% drop-out (n=95) at Pre-School/ Nursery level and 0% in all other classes.

Table 2.10 presents the details.

Table 2.10: Current class-wise enrolment in sample schools in Rural Delhi

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admissions	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	328	95	28.96	1	1.05	328	95	28.96
Pre-Primary/ KG	367	99	26.98	0	0.00	12	7	58.33
1	680	215	31.62	0	0.00	320	122	38.13
2	655	158	24.12	0	0.00	69	4	5.80
3	636	135	21.23	0	0.00	64	6	9.38
4	632	103	16.30	0	0.00	65	2	3.08
5	657	90	13.70	0	0.00	58	1	1.72
6	650	74	11.38	0	0.00	84	2	2.38
7	660	19	2.88	0	0.00	50	1	2.00
8	631	6	0.95	0	0.00	50	0	0.00
Total	5896	994	16.86	1	0.10	1100	240	21.82

B. Urban area

The situation in urban area is better than that noted in rural area schools. Percentage of students enrolled under EWS / DG category out of the current total strength at Pre-School/ Nursery level, Pre-Primary/ KG, class 1 and 2 level is more than 25%. It also exceeds 25% in Pre-School/ Nursery level, Pre-Primary/ KG, class 1 and 3 levels in case of new admissions. But in all other classes it gradually declines. Important to note that the drop-out rate in all classes is less than 1% only.

Table 2.11 presents the details.

Table 2.11 Current class-wise enrolment in sample schools in Urban Delhi

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	1129	301	26.66	2	0.66	1148	301	26.22
Pre- Primary/ KG	1210	323	26.69	1	0.31	84	43	51.19
1	1509	393	26.04	0	0.00	228	81	35.53
2	1429	366	25.61	0	0.00	58	6	10.34
3	1402	340	24.25	0	0.00	35	10	28.57
4	1386	308	22.22	1	0.32	33	5	15.15
5	1441	295	20.47	2	0.68	48	4	8.33
6	1605	319	19.88	2	0.63	101	20	19.80
7	1531	207	13.52	1	0.48	23	1	4.35
8	1557	180	11.56	0	0.00	8	0	0.00
Total	14199	3032	21.35	9	0.30	1766	471	26.67

2.3.2 Enrolment at entry class

A. Rural area

Enrolment at entry class in sample schools in rural Delhi was dominated by boys by 9-17 percentage points every year from 2015-2018. Not much variation is noted in total enrolment made every year as it ranged between lowest of 740 in 2017 to highest of 788 in 2016. The study also observed that up to about 2% students left the school even without Transfer Certificates during the said period.

Table 2.12 presents the details.

Table 2.12: Admissions in entry class in sample schools from 2015 to 2018 in Rural Delhi

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	443(58.4%)	316(41.6%)	759 (100%)	3	7	10	1.32
2016	458(58.1%)	330(41.9%)	788 (100%)	6	6	12	1.52
2017	424(57.3%)	316 (42.7%)	740 (100%)	0	2	2	0.27
2018	418(54.8%)	345(45.2%)	763 (100%)	6	10	16	2.10

B. Urban area

Un-like in rural area, in urban area in Delhi enrolment at entry class in sample schools was dominated by girls during 2015, 2017 and 2018 by 4-5 percentage points. However, during 2016 boys dominated the enrolment by about 1%. Un-like in rural area, total enrolment made every year in urban area varied from lowest of 1346 in 2015 to highest of 1828 in 2018 registering an appreciable increase of 36%. As regards, transfer certificates, in urban area also up to about 2% students left the school without Transfer Certificates.

Table 2.13 presents the details.

Table 2.13: Admissions in entry class in sample schools from 2015 to 2018 in Urban Delhi

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	646(48.0%)	700 (52.0%)	1346(100.0%)	34	28	32	2.38
2016	839(50.6%)	820 (49.4%)	1659 (100.0%)	18	16	16	0.96
2017	831(47.2%)	931(52.8%)	1762 (100.0%)	25	14	19	1.08
2018	877(48.0%)	951(52.0)	1828 (100.0%)	10	14	24	1.31

It is important to note that under the provisions of section 5 of RTE Act, Head teacher or teacher in charge is required to give immediate TC certificate. Failure to give TC certificate invites disciplinary action against said head teacher. The provision provides children the right to seek transfer from a Government or Government aided school to another such school to complete elementary education. This provision is intended to institute reform to remove procedural barriers in obtaining Transfer Certificates. In this context it is desirable to take necessary steps to ensure that no student leaves the school without TC.

2.3.3 Enrolment under Section 12(1) (C) of RTE Act, 2009

A. Rural area

Enrolment under section 12(1) (C) of RTE Act 2009 at the entry class in sample schools in rural Delhi was dominated by boys over girls by 13-20 percentage points every year from 2015-2018. Total enrolment made increased from the lowest of 122 in 2015 to highest of 252 in 2018 registering an increase of 106%. However, maximum of 8.89% students in 2015 and minimum of 0.9% students in 2018 left the school even without Transfer Certificates. The gradual improvement on this count is appreciable.

Table 2.14 presents the details.

Table 2.14: Admissions in entry class in sample schools by gender under section 12(1) (c) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Rural Delhi

Year	Admission taken			Left Out (Without TC)			TOTAL No. % wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls		
	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	71(58.2%)	51(41.8%)	122 (100.0%)	3	5	8	8.89
2016	97(59.1%)	67(40.9%)	164 (100.0%)	5	4	9	6.77
2017	135(60.0%)	90(40.0%)	225 (100.0%)	0	2	2	1.04
2018	142 (56.3%)	110(43.7%)	252 (100.0%)	0	2	2	0.90

Un-like in rural area, in urban area enrolment under section 12(1) (C) of RTE Act 2009

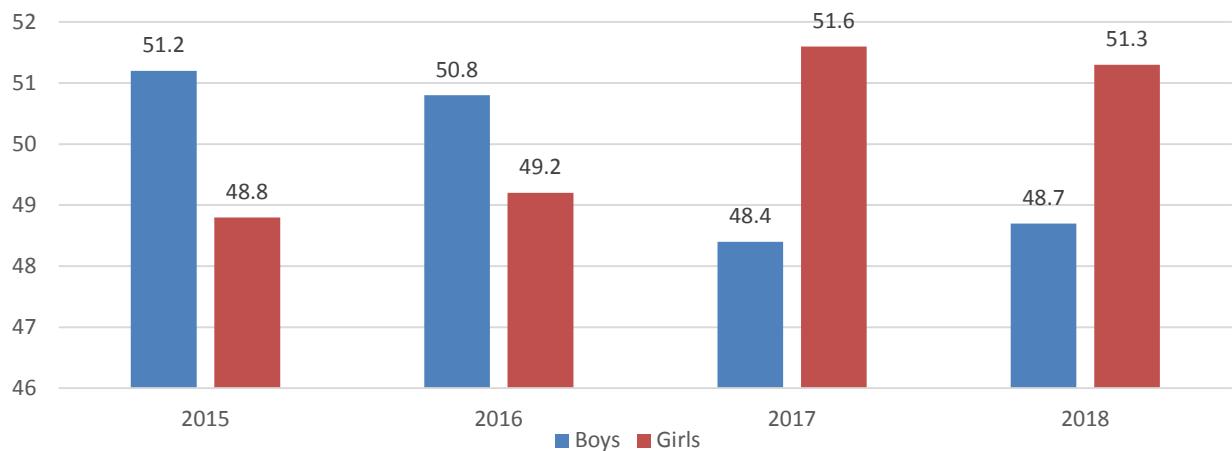
at entry class in sample schools was more balanced in terms of gender distribution about 50% each for boys and girls. Total enrolment made every year in urban area varied from lowest of 327 in 2016 to highest of 427 in 2018 registering an appreciable increase of about 31%. As regards, transfer certificates, in urban area also maximum of 3.03% students in 2015 and minimum of 1.41% students in 2018 left the school without Transfer Certificates.

Table 2.15 presents the details.

Table 2.15: Admissions in entry class in sample schools by gender under section 12(1) (c) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Urban Delhi

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	169	161	330 (100.0%)	10	0	10	3.03
2016	166	161	327 (100.0%)	2	3	6	1.83
2017	185	197	382 (100.0%)	4	3	7	1.83
2018	208	219	427 (100.0%)	4	2	6	1.41

Figure 2.4 - Admissions in entry class in sample schools by gender under section 12(1) (C) of RTE Act 2009 _Urban Delhi (in %)



Analysis of the admission data in rural area by different categories of students reveals

that admissions of SCs, STs, OBCs, Children with Special Needs (CwD) and students of EWS categories gradually increased over previous years except in respect of OBCs in 2018. Admission of OBCs in 2018 declined by 13.3%. Further, maximum proportion of OBCs (12.5%) and SCs (9.09%) in 2015; and EWS students (4.82%) in 2016 left the school without Transfer Certificates.

Table 2.16 presents the details.

Table 2.16: Admissions in entry class in sample schools by DG (social), EWS and disability category under section 12(1) (c) of RTE Act 2009 from 2015 to 2018 in Rural Delhi

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc./dec. over previous year	Number of students	%
2015				
SC	33		3	9.09
ST	1		0	0
OBC	16		2	12.5
CwD	0		0	0
Orphans	0		0	0
EWS	72		3	4.17
Total	122		8	6.56
2016				
SC	56	69.7	5	8.93
ST	0	0	0	0
OBC	25	56.25	0	0
CwD	0	0	0	0
Orphans	0	0	0	0
EWS	83	15.3	4	4.82
Total	164	34.4	9	5.49
2017				
SC	73	30.4	0	0
ST	1	0	0	0
OBC	45	80.0	0	0
CwD	1	0	0	0
Orphans	0	0	0	0
EWS	105	26.5	2	1.9
Total	225	37.2	2	0.89

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc. /dec. over previous year	Number of students	%
2018				
SC	85	16.4	0	0
ST	1	0	0	0
OBC	39	-13.3	0	0
CwD	4	300	0	0
Orphans	0	0	0	0
EWS	123	17.1	2	1.63
Total	252	12.0	2	0.79

However, analysis of the admission data in urban area by different categories of students does not reveal much variation in admissions of SCs, STs, OBCs, Children with Special Needs (CwD) and students of EWS categories over different years except that admission of SCs increased by 117% in 2017. Further, maximum proportion of OBCs (13.04%) and SCs (8.57%) in 2015; and EWS students (1.92%) in 2016 left the school without Transfer Certificates.

Table 2.17 presents the details.

Table 2.17: Admissions in entry class in sample schools by DG (social category), EWS and disability category under section 12(1) (c) of RTE Act 2009 from 2015 to 2018 in Urban Delhi

Category	Admission taken		Left Out (Without TC)	
	Number of students	% (inc/dec) over previous year	Number of students	%
2015				
SC	35		3	8.57
ST	1		0	0
OBC	23		3	13.04
CwD	5		0	0
Orphans	0		0	0
EWS	266		4	1.5
Total	330		10	3.03
2016				
SC	34	-2.9	1	2.94
ST	0	-100.0	0	0
OBC	32	39.1	0	0
CwD	1	-80.0	0	0
Orphans	0	0.0	0	0
EWS	260	-2.3	5	1.92
Total	327	-0.9	6	1.83

Category	Admission taken		Left Out (Without TC)	
	Number of students	% (inc/dec) over previous year	Number of students	%
2017				
SC	72	111.8	0	0
ST	3	0.0	0	0
OBC	35	9.4	2	5.71
CwD	2	100.0	0	0
Orphans	0	0.0	0	0
EWS	270	3.8	5	1.85
Total	382	16.8	7	1.83
2018				
SC	82	13.9	0	0
ST	2	-33.3	0	0
OBC	28	-20.0	0	0
CwD	1	-50.0	0	0
Orphans	0	0.0	0	0
EWS	314	16.3	6	1.91
Total	427	11.8	6	1.41

It may be reiterated that the failure to give TC certificate should invite disciplinary action against the concerned teacher. Therefore, any procedural barrier in obtaining Transfer Certificates must be removed to ensure that no student leaves the school without TC.

2.4 Free Provisions

Analysis of data collected from sample schools revealed that the free items provided to the students admitted under section 12(1) (c) of RTE Act 2009 (EWS/DG) in Delhi by most of the schools included uniforms (Total 85%; Rural 100%; Urban 70%); text books (Total 85%; Rural 100%; Urban 70%); and material for extra-curricular activities (Total 70%; Rural 80%; Urban 60%). A sizable proportion of schools also provided them other free facilities like school transport, computer and smart classes etc. (Total 40%; Rural 50%; Urban 30%).

In few schools (Total 5%; Rural 0%; Urban 10%) parents of EWS/DG category of students had to pay for school uniforms, text books and material for extra-curricular activities. Majority of schools also charged for other facilities like school transport, computer and smart classes etc. (Total 65%; Rural 70%; Urban 60%). However, in none of the school parents of these children were restricted to buy these items from the respective school.

While it is appreciable that some of the schools are providing free facilities for school

transport, computer and smart classes to EWS/DG students, it may be reiterated that the prescribed guidelines by the government envisage that the school shall not charge tuition fee from the students admitted under EWS/DG category; and also provide them free text books, school uniforms and writing material.

Relevant extracts from the State Rule are as follows:

(1) A child attending a school of the Government or local authority referred to in sub-clause (i) of clause (n) of section 2, a child attending a school referred to in sub-clause (ii) of clause (n) of section 2 in pursuance of clause (b) of subsection (1) of section 12 and a child attending a school referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 in pursuance of clause (c) of sub section (1) of section 12 shall be entitled to free text books, writing material and uniform: Provided that a child with disabilities shall also be provided free special learning and support material.

The state Official in Delhi also confirmed that the school can't take anything from parents as everything is free for EWS Students.

Therefore, there is scope for improvement to ensure strict compliance of prescribed guidelines in this regard by all (100%) schools.

Table 2.18 - 2.20 present the details.

Table 2.18: Distribution of sample schools, by area, providing free Items to students admitted under section 12(1) (c) of RTE Act 2009 in Delhi

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Uniform	10	7	17
Text Book	10	7	17
Materials for extra-curricular activity	8	6	14
Others (Specify)	5	3	8
Total	10	10	20

Figure 2.5- Distribution of sample schools (in %), by area, providing free Items to students admitted under section 12(1) (C) of RTE Act 2009 in Delhi

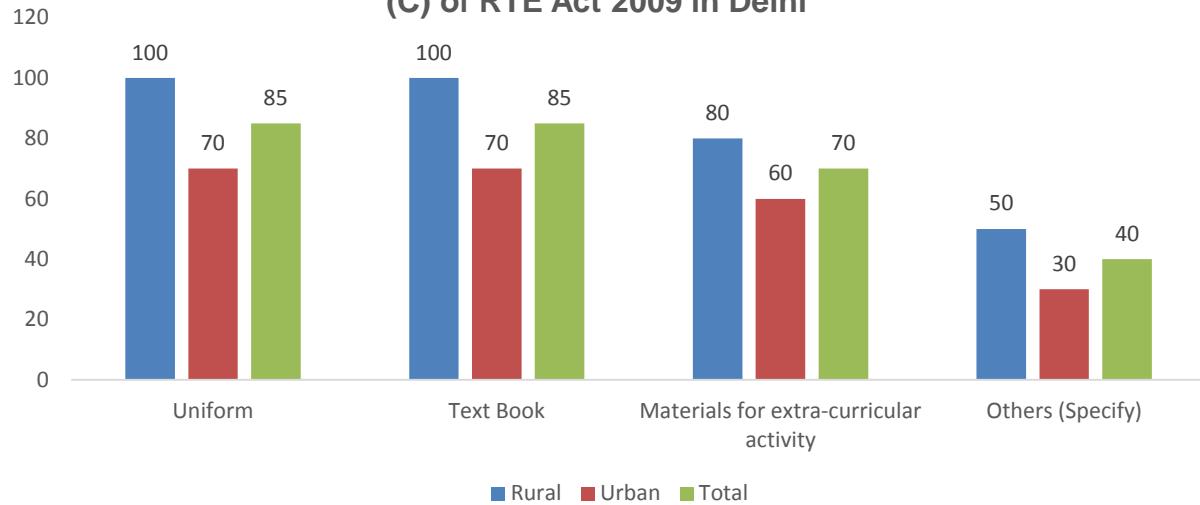


Table 2.19: Distribution of sample schools by area and items for which EWS parents were required to pay for.

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fee	0	0	0	0	0	0
Uniform	0	0	1	10	1	5
Text Books	0	0	1	10	1	5
Material for extra-curricular activity	0	0	1	10	1	5
Others	7	70	6	60	13	65
Total	7	100.0	6	100.0	13	100.0

Table 2.20: Distribution of sample schools by area where the parents were restricted to buy school items in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	10	100	10	100	20	100
Total	10	100.0	10	100.0	20	100.0

2.5 Retention

One of the objectives of the RTE Act is the retention of children for elementary level school education. Though no specific data was collected for retention rate of EWS/DG categories of students at the primary and upper primary level of school education,

interaction with DEOs revealed that barring few drop-outs the retention rate of the said category of students admitted in entry class (Nursery, KG and class1) is very high in Delhi. Various activities like Kishore Munch, SC/ST parents counselling campus and other programmes organised for EWS/DG students promote retention of these students in sampled schools.

As per the RTE Act's no-detention policy, it is the responsibility of the teachers to improve the learning outcomes of the students and enable them to continue studying further.

2.6 Drop-Outs

As per interaction with concerned government authorities, the drop-out rates in schools is very low. However, majority of 60% schools both in rural and urban area had drop-outs of EWS/ DG students after admission in sample schools in Delhi. The most probable reason reported by school principals for dropout was change of place of residence and transfer of parents. Some parents also did not want to send their children in schools.

Table 2.21 presents the details

Table 2.21: Distribution of sample schools, by area, having drop-outs of EWS/ DG students after admission in sample schools in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	6	60	6	60	12	60
No	4	40	4	40	8	40
Total	10	100.0	10	100.0	20	100.0

The RTE Act intends to reduce drop-outs. In this regard, an action plan is required to be prepared and followed by implementing agencies. In addition an institutional mechanism need to be set up to collect and analyse data of children who had dropped out for suggesting remedial measures to keep the problem under check. The state department has reportedly formulated an action plan to minimize dropout rate by taking initiatives like organizing parents counselling, launching various welfare schemes. Instructions have also been issued to Zones for maintaining records of dropout children. As reported by Principals of some of the schools, most probable reasons for dropout of children admitted in schools are (i) migration of their parents; (ii) change of residence;

and (iii) distance to school. In few cases some parents did not want their children to study.

The role of the teacher, too, is critical, as drop-outs often speak of teachers beating them, and complain that teacher's waste class time rather than attending to their needs in imparting quality education. The study noted that except one school in urban area, none of the school had made any separate arrangement for teaching EWS/DG students.

2.7 Learning Achievement

Majority of schools rated the performance of EWS / DG students in comparison to other students as 'similar' (Total 70%; Rural 60%; Urban 80%). A significant proportion of them rated it as 'weaker' (Total 30%; Rural 40%; Urban 20%). None of them rated it as 'better'. As per teachers, the weaker performance of EWS students is primarily due to their family background, poor diet habits, lack of conducive environment at home.

Table 2.22 presents the details.

Table 2.22: Distribution of sample schools by performance of EWS / DG students in comparison to other students in Delhi

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Better	0	0	0	0	0	0
Similar	6	60	8	80	14	70
Weaker	4	40	2	20	6	30
Total	10	100.0	10	100.0	20	100.0

However, most of the parents of EWS/DG students expressed satisfaction with the learning outcomes of their children. They had attended 3-4 parent-teacher meetings and the discussion points were progress of their children in terms of getting education, participation in sports and child's behavior etc. They felt that their children received good education the school.

It is important to note that the learning outcomes in schools depend equally on the method and practice of teaching especially as an academic subject or theatrical concept and the assessment system. Theory of pedagogy identifies the student as an

agent and the teacher as facilitator. Instructive guidelines are governed by the pupil's background knowledge and experience, situation and environment, as well as learning goals set by the student and teacher. An ideal Activity Based Learning (ABL) class room is a multi-age; multi-activity classroom, divided into six groups. The groups are divided into teacher-supported groups and peer-supported groups. Learning is through pictorial card-supported activity. In peer-supported groups, the eldest child helps the rest of the group. Textbooks are peripheral.

2.8 Social Experience

As per provision of the Act, the government/local authority should ensure that no child is subjected to caste, class, religious or gender abuse in the school. It is the duty of the government to ensure *inter alia* that children belonging to weaker sections and disadvantaged groups are not discriminated again stand prevented from pursuing and completing elementary education; that admission, attendance and completion of elementary education by every child is monitored; that school building, teaching staff and learning equipment are provided; good quality elementary education conforming to norms and standards is provided; curriculum and courses of study are prescribed in a timely manner; and that school teachers are trained.

Interaction with the parents of the school children revealed the following:

- Majority of parents had very positive social experience about treatment given to their children in sample schools.
- Their children never faced any problem in school in terms of discrimination / bias, language, mixing up with other children, projects and activities etc.
- Most of the school teachers also reported that the teaching, learning and attitude of the students have become inclusive.
- However, as per experience shared by most of the school teachers, the health & hygiene remained primary concern of EWS students.

2.9 Impact

As per study findings the impact of implementation of Section 12(1)(c) of the RTE Act, 2009 has been as follows:

- The Act provided a platform to bring children of all sections of society together

and provide them an opportunity to avail best school level education.

- It has created an inclusive attitude with a democratic perspective in heterogeneous classrooms. The classrooms are the representations of the cross section of society.
- The learners have an opportunity to have equanimity in education.
- Most teachers felt that the teaching level though had to be brought down because they had to reach out to diverse learners.
- The final goal setting is lowered when the students have not been to school at 6 years or above.
- Most teachers felt that implementation of the Act provided a scope for the underprivileged to study in a good school and receive best education.

2.10 Financial Implications

Section 12 of the Act provides that an unaided school shall admit children belonging to WSDG in the neighborhood in class I to the extent of at least 25 per cent of the strength of that class. The unaided school shall be reimbursed the expenditure so incurred by it to the extent of per child expenditure incurred by the State or the actual amount charged from the child whichever is less.

Section 12(2) of the RTE Act, 2009 provides for the reimbursement of per child expenditure so incurred by the school, as per the norms notified by the concerned State/UT. The schools in Delhi are required to submit the details of students admitted under EWS/DG category in online module using school ID & password at the specified link in the web portal of the DoE (www.edudel.nic.in). Printouts of the online report duly signed by HOS are then submitted to the DDE (Zone) concerned. The concerned DDE (ZONE) conducts physical inspection to verify the data entered in online reimbursement module. Thereafter requisite approval is given and reimbursements made as per rates approved by Finance Department, Govt. of SCT Delhi. The admissible reimbursement is transferred to the school bank account direct.

The study noted that average amount per annum per child reimbursed to school in Delhi was found to be Rs.19,176/- @ Rs.1598/- per month per child. Majority of the schools (Total 75%; Rural 80%; Urban 70%) did not have separate bank account for the reimbursements received despite requirement to maintain a separate bank account in

respect of the amount received by them as reimbursement under sub-section (2) of section 12 of the Act. Majority of the schools (Total 70%; Rural 60%; Urban 80%) faced some problem in receiving reimbursement funds. Overall in the combined Rural and urban area, the percentage of funds received against the amount of funds applied for reimbursement was at the level of 81%, 52% and 5% only during 2015-16, 2016-17 and 2017-18 respectively. One (urban school) out of 12 schools in the study area in 2015-16; 4 (1 rural + 3 urban) out of 15 schools in 2016-17; and 12 (6 rural + 6 urban) out of 13 schools in 2017-18 had not received the funds till the time of survey. About 50% of the schools required some additional funds to meet the fund deficit post receipt reimbursement.

Table 2.23- 2.27 present the details.

Table 2.23: Distribution of sample schools having separate bank accounts for receiving Reimbursement funds in DELHI

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	2	20	3	30	5	25
No	8	80	7	70	15	75
Total	10	100.0	10	100.0	20	100.0

Figure 2.6- Distribution of sample schools(No. in %) having separate bank accounts for receiving Reimbursement funds in Delhi

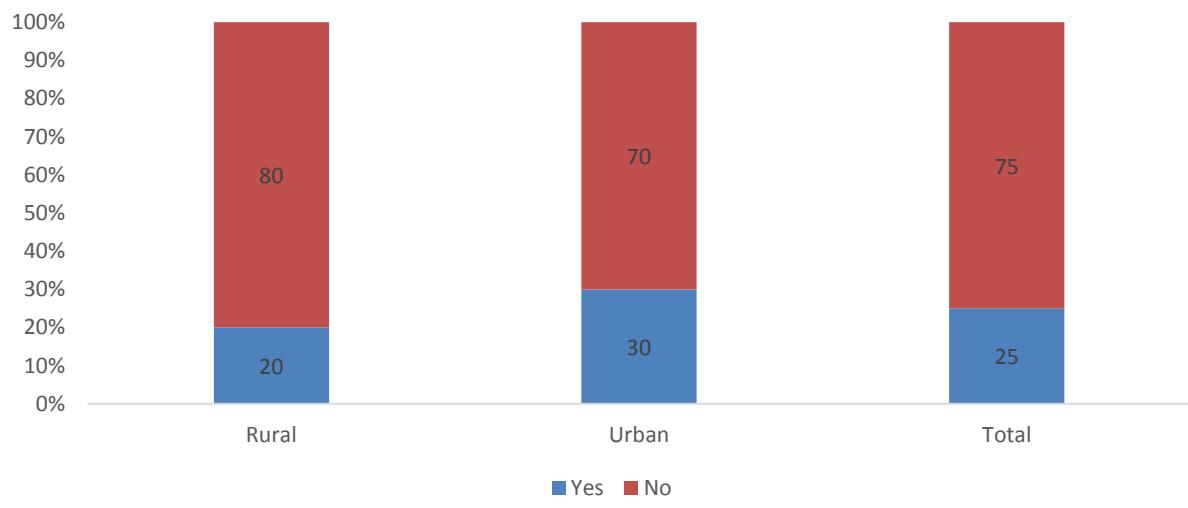


Table 2.24: Reimbursement of funds to schools by area in Delhi from 2015-2018

Parameter	2015-16	2016-17	2017-18
Rural			
No. of Schools applied for reimbursement of funds	5	8	7
No. of Schools received funds	5	7	1
Amount of funds applied for reimbursement (Rs.)	2654761	7494907	7736342
Funds received (Rs.)	2556506	6729769	1257350
% Funds received	96	90	16
Urban			
No. of Schools applied for reimbursement of funds	7	7	6
No. of Schools received funds	6	4	0
Amount of funds applied for reimbursement (Rs.)	10585776	14160157	19618259
Funds received (Rs.)	8226510	4542626	0
% Funds received	78	32	0
Total (Rural +Urban)			
No. of Schools applied for reimbursement of funds	12	15	13
No. of Schools received funds	11	11	1
Amount of funds applied for reimbursement (Rs.)	13240537	21655064	27354601
Funds received (Rs.)	10783016	11272395	1257350
% Funds received	81	52	5

Table 2.25: Distribution of sample schools facing some problem in receiving reimbursement funds in DELHI

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	6	60	8	80	14	70
No	4	40	2	20	6	30
Total	10	100.0	10	100.0	20	100.0

Table 2.26: Distribution of sample schools having some requirements from school post receiving reimbursement in DELHI

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	5	50	5	50	10	50
No	5	50	5	50	10	50
Total	10	100.0	10	100.0	20	100.0

Table 2.27: Average amount of reimbursement per annum per student received by school in Rural and urban area in DELHI

Area	Amount of reimbursement (Rs.)
Rural	19176
Urban	19176
Total	19176

2.11 Recommendations for Improvement

Based on the study findings, interaction with the stakeholders and observations of the study team, following recommendations are made to improve implementation of the Section 12(1) (c) of the RTE Act, 2009 in Delhi:

State Government

- The government in NCT of Delhi must strengthen the monitoring mechanism to ensure the functioning of private school is in compliance with the prescribed guidelines.
- The private schools in Delhi should be graded as per available infrastructure and facilities; and the parents of EWS / DG category students seeking admission be asked to fill in the preferences of the schools accordingly. This will help the parents to make informed choice for admission of their children and help in reduction of dropouts.
- Progress of all EWS/DG categories of students admitted under DRTE Rules should be tracked / monitored till completion of compulsory education.
- At least 75 % attendance should be linked with promotion from one class to next class and there should be no detention till class 5.

Awareness Generation

- IEC activities to generate awareness about the provisions of the Act and knowledge about the eligibility criteria, admission process of EWS / DG category of students should be strengthened.
- Print media, advertisement and posters should be extensively used, particularly in rural area, to make announcements about the admission of children under Section 12(1) (C) of RTE Act 2009.
- In addition to Public representatives and Anganwadi workers, Gram Panchayats should also be actively engaged in IEC activities to generate awareness about the RTE Act 2009 Act and its provisions.

Admission Process:

- There should be a mechanism for submission of off-line application forms for those who cannot follow online process. Parents who do not have access to NGOs or Anganwadi, which organise camps for filing the applications often seek help of cyber cafes who charge Rs.150-300 for the services. The parents demand for a support system to take care of their concerns needs urgent attention.
- Admission process should start well on time and before the month of April, the beginning of the academic session.
- The selection process must involve verification of given residential address through personal home visits.
- Pre-Schooling should mandatory for the admission in first class
- School should have right to disqualify any student with a valid reason.
- Documentation of the students admitted under EWS / DG categories should be updated every year.
- Editing of student profile, if needed, should be done at school level.
- All the schools must organise an orientation and counseling programme for parents of the students given admission to help them understand the functioning of the schools and roles / responsibilities expected from parents.
- The residential address of EWS/DG students, in particular those who lived in rented accommodation, should be periodically checked for any change, as they may change their address during the course of time. The school records must be updated accordingly

Free Provisions

- All schools must provide free school uniform, text books and stationery to the EWS/DG category students admitted under Section 12 (1)(c) of the RTE Act.

Retention:

- To check retention rates of students, all students leaving the school due to any reason, must be issued compulsorily Transfer Certificate within a stipulated time to enable them seek admission in other school and continue their compulsory education.
- All the school teachers should be sensitised to meet the needs of EWS / DG

students and ensure that no student leaves the school without TC.

- Advocacy programmes should be organised for parents of the children leaving the school to understand their problem and extend them needful help to the extent possible and also facilitate in continuation of the education of their children.
- The schools should have separate arrangement for teaching specially abled students
- Immediate measures should be taken to maintain district level records of retention of EWS/DG category of students up to class 8 level.

Drop-outs:

- Efforts should be made to check drop-out rates of EWS/ DG students after admission. In this regard, organise advocacy programmes for potential drop-outs and extend needful help like residential facility for the children of migratory families for continuity of school education of their children will go a long way to meet the challenge.

Orientation of teachers:

- All the school teachers and Principals must be provided training to sensitize them about the needs of EWS /DG students and for effective implementation / compliance of the RTE guidelines. Similar to in-service training of government school teachers, training of private school teachers should be conducted by respective schools through DIETs.
- Training should be organised at district level through a well - structured module

School Administration:

- The school administration must engage the candidates and their parents before the beginning of the academic session to give them counseling and proper orientation about the norms, methodology adopted by them in conducting the classes and the role / co-operation expected from parents. This will help them settle in school environment conveniently.
- The Parent's Teacher Association in private schools should have reservation for parents of EWS/DG category students admitted in the school.

Reimbursement:

- Most of the schools are facing some problem in receiving reimbursement funds. Immediate steps should be taken to streamline the process of reimbursement and address their issues.
- The process of reimbursement should be simplified and efforts should be made to make the reimbursements in the on-going academic session itself.

Redressal Mechanism

- Problems of staff and parents about implementation of the RTE Act should be first resolved by a special committee constituted for this purpose in the school itself.

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CHAPTER 3

MADHYA PRADESH

3.1 Introduction

3.1.1 Organisational set-up

The Additional Chief Secretary, School Education Department is responsible for overall implementation of the RTE Act in the State. The State Advisory Council advises the Government on implementation of the RTE Act. Under MP RTE Rules, Commissioner, Rajya Shiksha Kendra (RSK), who is the Mission Director of SSA, is responsible for management of elementary education at State level.

3.1.2 Notification of Rules

In exercise of powers conferred under the RTE Act, the Government of Madhya Pradesh (GoMP) notified Right of Children to Free and Compulsory Education Rules, 2011 (MP RTE Rules), which came into force in March 2011.

The MP RTE Rules inter alia provide for the following:

- Duties of State government and local authority relating to identification of children. Special training for out of school children for a minimum period of three months and maximum period of not exceeding two years.
- Areas or limit of neighborhood school and procedure for recognition of private schools.
- Procedures for formation and functioning of school management committee, preparation of school development plan and grievances redressal of teacher.
- It prohibits segregation of children belonging to weaker section and disadvantaged group admitted in private unaided school from other children in the classroom and discrimination from rest of children in any manner relating to entitlement and facilities such as text book, uniform, library and extra-curricular activities.

3.1.3 Awareness Generation

Publicity and awareness measures adopted by the state government for implementation of the Act include Education Portal of the government, websites of

schools, advertisement on all leading newspapers, Radio, TV, Government Letters and Help line Number etc. In this regard active cooperation is also sought from public representatives and anganwadi workers.

The Education Portal www.educationportal.mp.gov.in/rteportal gives all the details about students finally selected for admission (school wise) for general seats as well as EWS/DG category seats; number of private schools; schools that have generated e-proposals for fee reimbursement; total students admitted under RTE quota; and number of students whose fee has been reimbursed to schools; fee reimbursement payments made to private schools etc.

3.1.4 Sampling Units

To pursue the study objectives in Madhya Pradesh, a sample of 20 un-aided schools, 10 each from rural and urban area, was selected. Table 3.1 given below presents their distribution by gender, educational and aided/un-aided categories.

Table 3.1: Distribution of sample schools by area and different categories in Madhya Pradesh

Category	Rural	Urban	Total
Distribution by educational categories			
Primary	0	0	0
Upper Primary	2	0	2
Secondary	8	10	18
Total	10	10	20
Distribution by aided / un-aided categories			
Aided	0	0	0
Un-aided	10	10	20
Total	10	10	20
Distribution by gender categories			
Boys	0	0	0
Girls	0	1	1
Co-ed	10	9	19
Total	10	10	20

3.2 Admission Process

The admission process adopted by the sample schools was discussed by all the stakeholders. The content analysis of discussions held with the concerned authorities in the government revealed that the admission process of children belonging to disadvantaged groups and weaker section in the private un-aided schools in Madhya

Pradesh was primarily online through website. This process was started in the State from the academic session 2011-12.

3.2.1 Definitions and terms / rules for admission

Every year, the state government issues necessary instructions for the admission in the neighbourhood private schools for implementing Section 12 (1) (c) of the RTE Act, 2009. In all private schools excluding minority institutions 25% seats are reserved for EWS/DG categories. The website gives necessary information about the list of schools covered under the MP RTE Rules, number of seats available, application form, dates for submission of application form, eligibility criteria for admission and supporting documents needed etc. It provides online application form for admission under EWS/DG category for the ensuing academic session; list schools recognised under MP RTE Rules who will be a part of these online admissions; instructions for on-line EWS/DG admission in private un-aided recognised schools of Madhya Pradesh. The website also provides detailed information about students finally selected for admission (school wise) and the schools engaged in this regard.

Majority of the schools give weightage to neighbourhood –distance in kms. Age limits prescribed for admission of children belonging to EWS / DG categories are 3-5 years for nursery; 4-6 years for kindergarten; and 5-7 years for class 1 as on 16 June. Families having income less than Rs. 1 lakh are eligible for applying in EWS category, kids belonging to SC/ST/OBC non-creamy layer groups can apply under DG category along with orphans, transgender and all children living with HIV. Requisite income certificate issued by revenue department will be required for EWS category. Applicants for CwD category need a disability certificate issued from a government hospital.

3.2.2 Processes

- The processes for admission in schools are carried out as per time-bound guidelines issued (in April) by the state government every year.
- The applications for admission in schools are received through online system of Education Portal www.educationportal.mp.gov.in/rreportal. The applicants first submit their applications online (30 April - 29 May). They are then required to download it and visit the nearby JAN SHIKSHA KENDRA to verify the facts submitted. If needed, necessary corrections are made at this stage (30 April -29

May). After verification, the officials upload the applications on the portal and register them for admission on specified period (1 May-5 June).

- The selection of candidates among the registered applicants and allocation of seats is done through online lottery system. In this context, the Aadhaar number of the candidate is necessary.
- In case of its non-availability at the time of submission of the application, the application can be submitted without it.
- However, it must be got processed and submitted at the time of final admission to the school.
- The successful applicants of the computerized draw of lots are informed about the school allotted for admission under EWS/DG category through SMS on their registered mobile number on specified date (12 June)
- They can check the name of the school allotted to them and download their allocation from the website on the specified dates (12-20 June). Aadhaar verification date is noted as the admission date of the student in the school.
- The successful applicants are required to approach the school allotted to them on or before a specified period (13-30 June) during school hours along with the documents as per the information filled in the online application form:- (a) Print out of the application filled. (b) Two photographs of the candidate. (c) Self Attested photocopy of proof of date of birth. (d) Self Attested photocopy of Residential Proof. (e) Self Attested photocopy of documentary proof for EWS or DG category, whichever applicable. The parents/guardians shall also keep the original documents with themselves for verification by the school authority.

3.2.3 Interaction with parents

Interaction with parents revealed that the process of admission at the entry level was online. They had given preference for admission in 2-3 schools. They did not pay any money for purchasing the application form for admission of their child. They were informed about the admission of their child through SMS received on their registered mobile number. They had submitted their BPL cards, birth certificate and Aadhaar card of their child along with the application form. Some of the parents mentioned that the verification team didn't come to their place. Most parents didn't face any difficulty during the admission process. Some of them had to pay for books and school dress. It

was interesting to note that children of none of the parents faced any problem in the school.

3.2.4 Interaction with Principals /School Headmasters

Interaction with Principals /School Headmasters the measures taken to advertise the that the 25% seats are reserved under RTE mainly include display on Education Portal and school notice board (Total 100%; R 100%; Urban 100%); followed by advertisement through print media (Total 45%; R 40%; Urban 50%); and other means (Total 30%; R 50%; Urban 10%). Most of the schools in both rural (80-100%) and urban area (70-100%) displayed / provided necessary information regarding number of seats available; neighbourhood criterion; documents required for submission with application for admission; deadline for form submission; and date of draw for admission. All the schools (100%) had been visited by the education department to streamline the process of admission, enrolment and inclusion in Madhya Pradesh. All of them (100% schools) had taken necessary steps to facilitate form submission by the parents. All the schools (100%) were aware about the different types of information collected by the on the RTE portal. Majority of the schools (Total 80%; Rural 70%; Urban 90%) imparted special training to teachers for teaching and dealing with students of EWS and DG categories. Most of them (Total 65%; Rural 70%; Urban 60%) also took up follow-action with drop-outs to help and motivate them for continuing their education.

Tables 3.2 – 3.8 given below present the details.

Table 3.2: Distribution of schools by area and measures taken to advertise the 25% seats reserved under RTE in Madhya Pradesh

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Advertisement through print media	4	5	9
School Notice board	10	10	20
DoE Portal	10	10	20
Others	5	1	6
Total	10	10	20

Figure 3.1- Distribution of schools(in %) by area and measures taken to advertise the 25% seats reserved under RTE in MP

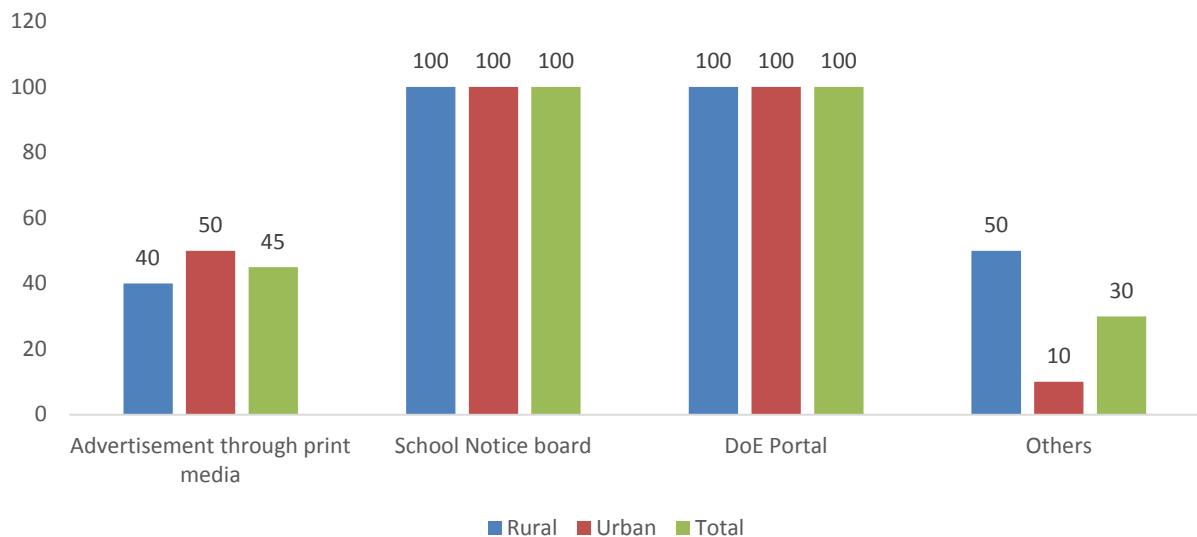


Table 3.3: Distribution of schools that provide/display information for parents about admission process in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Number of seats available	10	100	10	100	20	100
Neighbourhood Criterion	10	100	8	80	18	90
Document required	10	100	10	100	20	100
Deadline for form submission	10	100	9	90	19	95
Date of lottery	8	80	7	70	15	75
Total	10	100.0	10	100.0	20	100.0

Table 3.4: Distribution of schools, by area, that had visits from the education department regarding the process of admission, enrolment and inclusion in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	10	100	10	100	20	100
No	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 3.5: Distribution of schools, by area, that had taken steps to facilitate form submission by parents in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	10	100	10	100	20	100
No	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 3.6: Distribution of schools by area and type of information government collects on RTE portal in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fees	10	100	10	100	20	100
Cost of Text Books, Uniforms	10	100	10	100	20	100
Other Learning materials	10	100	10	100	20	100
Other School charges	10	100	10	100	20	100
Entry Level Class	10	100	10	100	20	100
Number of available seats	10	100	10	100	20	100
Applications received	10	100	10	100	20	100
Neighbourhood	10	100	10	100	20	100
Name and details of final children and parents enrolled	10	100	10	100	20	100
Details of children continuing education	10	100	10	100	20	100
Total	10	100.0	10	100.0	20	100.0

Table 3.7: Distribution of schools, by area, that impart some special training to teachers for teaching/dealing with students of EWS and Disadvantaged section in Madhya Pradesh

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Yes	7	9	16
No	3	1	4
Total	10	10	20

Figure 3.2- Distribution of schools (In %), by area, that impart some special training to teachers for teaching/dealing with students of EWS and Disadvantaged section in MP

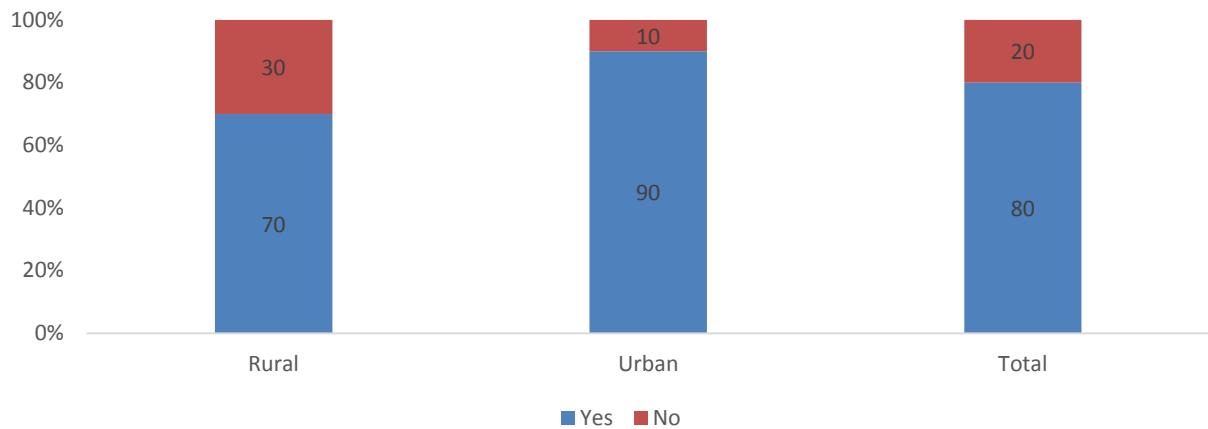
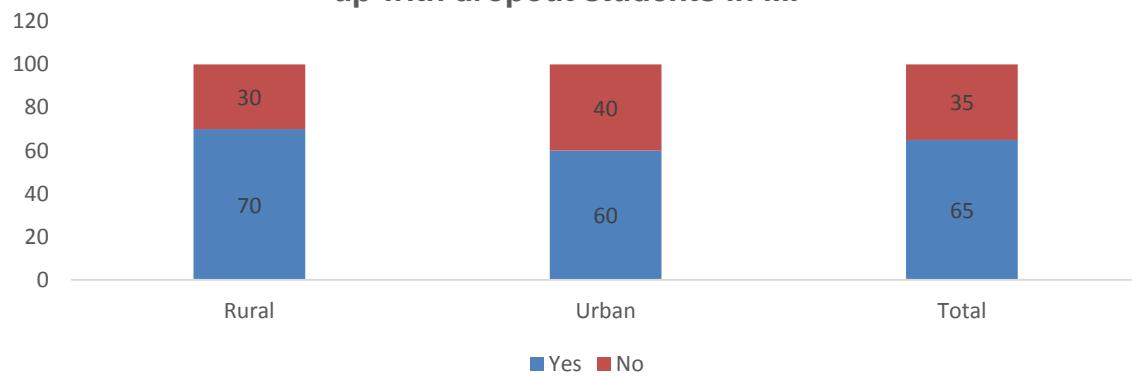


Table 3.8: Distribution of schools, by area, that follows up with dropout students in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	7	70	6	60	13	65
No	3	30	4	40	7	35
Total	10	100.0	10	100.0	20	100.0

Figure 3.3- Distribution of schools (In %), by area, that follow up with dropout students in MP



3.3 Enrolment in schools

As per RTE Act, the Government of Madhya Pradesh must ensure compulsory admission, attendance and completion of elementary education by every child. For this purpose, identification of children is a critical starting step followed by their enrolment in school.

Section 9 of the RTE Act provides that every local authority would maintain records of children up to the age of 14 years residing within its jurisdiction. Rule 6 of MP RTE Rules state that the local authority would maintain records of all children in its jurisdiction, through a household survey, from their birth till they attain 14 years. This record was envisaged to include status of pre-primary/elementary education of the child in the jurisdiction of respective local authorities, children requiring special facilities/residential facilities on account of migration and sparse population, etc.

However, as per discussion with DEO, there was no such authority in Bhopal maintaining prescribed record relating to children from their birth till they attain 14 years. The School Education Department was conducting annual door to door household survey (HHS) under *School Chalein Hum Abhiyan* for identifying children from zero to 14 years to update the village education register (VER) in rural areas and ward education register (WER) in urban areas. The identified children need to be assigned a unique number to monitor their enrolment after survey.

3.3.1 Current status by Rural / Urban classification

The study observed that among the current total strength of students in the sample schools in Madhya Pradesh, percentage of students enrolled under EWS / DG category total strength was about 16% (Rural 17%; Urban 14%). However, the drop-out rate of students admitted under these categories was relatively more in rural area than that in urban area (Rural 2.23%; Urban 0.45%).

Overall, the percentage of students admitted under EWS / DG category in new admissions was at the level of about 7.24% (Rural 10.12%; Urban 4.79%) as against 15.59% (Rural 16.94%; Urban 14.39%) in the total strength of students in the schools.

Table 3.9 presents the details.

Table 3.9: Current enrolment in sample schools in Madhya Pradesh

Class	Total No. of Student in school	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Rural	6890	1167	16.94	26	2.23	1611	163	10.12
Urban	7681	1105	14.39	5	0.45	1898	91	4.79
Total	14571	2272	15.59	31	1.36	3509	254	7.24

3.3.1.1 Current class-wise enrolment

A. Rural area

Probe into class-wise current enrolment revealed that the percentage of students enrolled under EWS / DG category out of the current total strength has been at maximum level of 22.48% in pre-school /Nursery followed by 22.45 in class 1 and only 3.01% in pre-primary /Nursery in the rural area.

Table 3.10 presents the details.

Table 3.10: Current class-wise enrolment in sample schools in Rural Madhya Pradesh

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	427	96	22.48	1	1.04	427	96	22.48
Pre-Primary/ KG	1062	209	19.68	3	1.44	525	16	3.05
1	715	154	21.54	1	0.65	147	33	22.45
2	786	166	21.12	3	1.81	88	3	3.41
3	738	167	22.63	3	1.80	91	2	2.20
4	672	150	22.32	2	1.33	80	6	7.50
5	724	139	19.20	7	5.04	75	2	2.67
6	580	56	9.66	6	10.71	47	3	6.38
7	594	17	2.86	0	0.00	105	1	0.95
8	592	13	2.20	0	0.00	26	1	3.85
Total	6890	1167	16.94	26	2.23	1611	163	10.12

B. Urban area

The situation in urban area was poorer than that noted in rural area schools. Percentage of students enrolled under EWS / DG category out of the current total strength has been at the maximum level of 16.02% in pre-school /Nursery followed by 5.02 in pre-primary /Nursery and only 4.69% in class 1 in the urban area. As regards drop –outs, except in Pre-Primary /KG class and class 1, there was no case of drop-out of EWS/DG students in any other class. The drop-out rate was 2.82% in Pre-Primary /KG class and 1.04% in class 1. Overall drop-out rate was 0.45% (N=1105) in urban area.

Table 3.11 presents the details.

Table 3.11: Current class-wise enrolment in sample schools in Urban Madhya Pradesh

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	387	77	19.90	0	0.00	387	62	16.02
Pre-Primary/ KG	1065	142	13.33	4	2.82	319	16	5.02
1	789	96	12.17	1	1.04	277	13	4.69
2	865	146	16.88	0	0.00	134	0	0.00
3	868	189	21.77	0	0.00	133	0	0.00
4	881	182	20.66	0	0.00	135	0	0.00
5	850	134	15.76	0	0.00	131	0	0.00
6	635	57	8.98	0	0.00	121	0	0.00
7	657	46	7.00	0	0.00	138	0	0.00
8	684	36	5.26	0	0.00	123	0	0.00
Total	7681	1105	14.39	5	0.45	1898	91	4.79

It is important to note that the percentage of students enrolled under EWS / DG category out of the current total strength as well as out of new admissions in all classes, in general and in class 1 and below in particular, has been less than 25% both in rural and urban area. This is despite the fact that every year, the state government issues necessary instructions for the admission in the neighbourhood private schools for implementing section 12 (1) (c) of the RTE Act, 2009 in all private schools excluding minority institutions 25% seats are reserved for EWS/DG categories. Section 12 (1) (c) of the RTE Act states that private schools shall admit in class I, minimum 25 per cent of strength of that class, children belonging to disadvantaged groups and weaker section

in the neighbourhood and provide free and compulsory elementary education till its completion.

As per interaction with the stakeholders the reasons for not admitting full 25 percent quota of admission are as follows:

- Admission processes take at least 3 months' time (April to June) of the educational Year. It is a long time for parents to wait to get admission for their child in the preferred school. The apprehend un-certainty in this regard.
- Through online process many students don't get admission in the schools of their first priority.
- Despite commitment of all schools only the most preferred schools can fill up their full quota of 25%.
- In remaining schools that get less priority in application form some seats remain vacant in absence of demand.
- Lack of knowledge and awareness about online process of admission among parents of EWS / DG category students.
- Some parents do not have necessary documents required for admission of their child.
- Some parents wanted to get their children admitted only in the most reputed school but the admission criteria of nearest school deprived them in doing so.

3.3.2 Enrolment at entry class

A. Rural area

Enrolment at entry class in sample schools in rural Madhya Pradesh was dominated by boys by 10-12 percentage points every year from 2015-2018. Total enrolment made every year declined gradually from highest of 952 in 2015 to lowest of 880 in 2018 registering a decline of about 8%. The study also observed that maximum percentage of students that left the schools without TC was maximum in 2016 (3.58%) and minimum in 2015 (0.21%).

Table 3.12 presents the details.

Table 3.12: Admissions in entry class in sample schools from 2015 to 2018 in Rural Madhya Pradesh

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	530(55.7%)	422(44.3%)	952(100%)	2	0	2	0.21
2016	514(55.8%)	407(44.2%)	921(100%)	19	14	33	3.58
2017	490(55.3%)	396(44.7%)	886(100%)	18	8	26	2.93
2018	489(55.6%)	391(44.4%)	880(100%)	13	8	25	2.84

B. Urban area

Un-like in rural area, in urban area the enrolment at entry class in sample schools was dominated by girls during 2015, 2016 and 2017 by 4-12 percentage points. However, during 2018 boys dominated the enrolment by about 6%. Total enrolment made every year varied from lowest of 984 in 2016 to highest of 1105 in 2017 registering an increase of about 12%. As regards transfer certificates, in urban area percentage of students that left the schools without TC was maximum in 2016 (3.58%) and minimum in 2015 (0.21%).

Table 3.13 presents the details.

Table 3.13: Admissions in entry class in sample schools from 2015 to 2018 in Urban Madhya Pradesh

Year	Admission taken			Left Out (Without TC)			TOTAL No. % wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2015	517(47.7%)	566(52.3%)	1083(100%)	4	8	12	1.11
2016	431(43.8%)	553(56.2%)	984(100%)	4	9	13	1.32
2017	493(44.6%)	612(55.4%)	1105(100%)	4	6	10	0.90
2018	535(53.4%)	466(46.6%)	1001(100%)	5	4	9	0.90

It is important to note that under the provisions of section 5 of RTE Act, Head teacher or teacher in charge is required to give immediate TC certificate. Failure to give TC certificate invites disciplinary action against said head teacher. The provision provides children the right to seek transfer from a Government or Government aided school to another such school to complete elementary education. This provision is intended to institute reform to remove procedural barriers in obtaining Transfer Certificates. In this context it is desirable to take necessary steps to ensure that no student leaves the school without TC.

3.3.3 Enrolment under Section 12(1) (c) of RTE Act, 2009

A. Rural area

Enrolment under section 12(1) (c) of RTE Act, 2009 at the entry class in sample schools in rural Madhya Pradesh was dominated by boys over girls by 12-26 percentage points every year from 2015-2017. However, during 2018 it was equally shared by boys and girls. Year-wise, not much variation is seen in total enrolment as it ranged from the lowest of 144 in 2016 to highest of 157 in 2017 registering an increase of 9%. Encouragingly, only less than 0.05% students left the school without Transfer Certificates during 2015-2018.

Table 3.14 presents the details.

Table 3.14: Admissions in entry class in sample schools by gender under section 12(1) (C) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Rural Madhya Pradesh

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	87(55.8%)	69(44.2%)	156(100%)	3	2	5	0.03
2016	91(63.2%)	53(36.8%)	144(100%)	4	2	6	0.04
2017	88(56.1%)	69(43.9%)	157(100%)	2	3	5	0.03
2018	76(50.0%)	76(50.0%)	152(100%)	1	1	2	0.01

B. Urban area

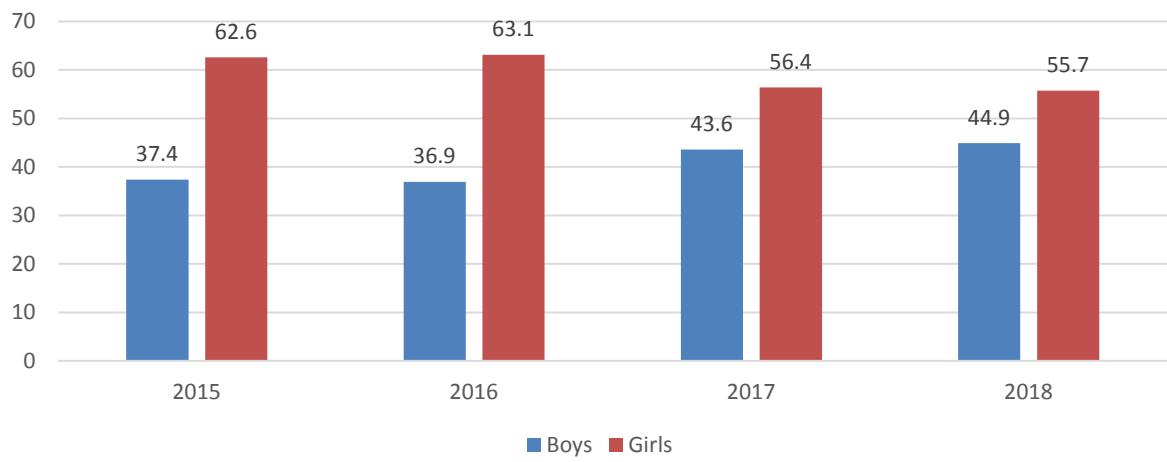
Un-like in rural area, in urban area enrolment under section 12(1) (C) of RTE Act 2009 at entry class was dominated by girls over boys by 10-26 percentage points every year from 2015-2018. Year-wise, total enrolment ranged from the highest of 182 in 2015 to the lowest of 118 in 2018 registering a decline of 35%. However, maximum of 5.49% students in 2015 and minimum of 0.85% in 2018 left the school without Transfer Certificates.

Table 3.15 presents the details.

Table 3.15: Admissions in entry class in sample schools by gender under section 12(1) (c) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Urban Madhya Pradesh

Year	Admission taken			Left Out (Without TC)			
	Boys	Girls	TOTAL	Boys	Girls	TOTAL	
						No.	% wrt Col (4)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2015	68	114	182(100%)	3	7	10	5.49
2016	48	82	130(100%)	1	3	4	3.08
2017	68	88	156(100%)	2	2	4	2.56
2018	53	65	118(100%)	0	1	1	0.85

Figure 3.4- Admissions in entry class in sample schools by gender under section 12(1) (C) of RTE Act 2009 _Urban MP (In %)



Analysis of the admission data in rural area by different categories of students reveals that admissions of SCs, STs, OBCs, Children with Special Needs (CwD) and students of EWS categories had a mixed trend of growth over previous years. Maximum SC students (65) were admitted 2015; STs (31) in 2016; OBCs (73) in 2018; orphan (1) in 2018; and EWS (5) in 2018. No child with disability had been admitted during 2015-2018. Maximum of SCs (5.45%) in 2018; STs (14.29%) in 2015; OBCs (3.33%) in 2016; and one out of two EWS students (50.0%) in 2016 left the school without Transfer Certificates.

Table 3.16 presents the details.

Table 3.16: Admissions in entry class in sample schools by DG (social), EWS and disability category under section 12(1) (c) of RTE Act 2009 from 2015 to 2018 in Rural Madhya Pradesh

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc (+) /dec(-) over previous year	Number of students	%
2015				
SC	65		0	0.00
ST	28		4	14.29
OBC	61		1	1.64
CwD	0		0	0.00
Orphans	0		0	0.00
EWS	2		0	0.00
Total	156		0	0.00
2016				
SC	51	-21.5	2	3.92
ST	31	10.7	1	0.00
OBC	60	-1.6	2	3.33

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc (+) /dec(-) over previous year	Number of students	%
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	2	0.0	1	50.00
Total	144	-7.7	6	4.17
2017				
SC	55	7.8	3	5.45
ST	21	-32.3	0	0.00
OBC	77	28.3	2	2.60
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	4	100.0	0	0.00
Total	157	9.0	5	3.18
2018				
SC	52	-5.5	1	1.92
ST	21	0.0	0	0.00
OBC	73	-5.2	1	1.37
CwD	0	0.0	0	0.00
Orphans	1	100.0	0	0.00
EWS	5	25.0	0	0.00
Total	152	-3.2	2	1.32

Like-wise, analysis of the admission data in urban area by different categories of students also shows a mixed trend of growth. Further, maximum proportion of SCs (7.41%) in 2015; STs (10.71%) in 2018; OBCs (7.04%) in 2015; and EWS students (9.52%) in 2017 left the school without Transfer Certificates.

Table 3.17 presents the details.

Table 3.17: Admissions in entry class in sample schools by DG (social category), EWS and disability category under section 12(1) (c) of RTE Act 2009 from 2015 to 2018 in Urban Madhya Pradesh

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc (+) /dec(-) over previous year	Number of students	%
2015				
SC	54		4	7.41
ST	26		0	0.00
OBC	71		5	7.04

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc (+) /dec(-) over previous year	Number of students	%
CwD	2		0	0.00
Orphans	0		0	0.00
EWS	29		1	3.45
Total	182		10	5.49
2016				
SC	36	-33.3	1	2.78
ST	18	-30.8	0	0.00
OBC	56	-21.1	2	3.57
CwD	0	-100.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	20	-31.0	1	5.00
Total	130	-28.6	4	3.08
2017				
SC	53	47.2	1	1.89
ST	21	16.7	1	4.76
OBC	61	8.9	0	0.00
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	21	5.0	2	9.52
Total	156	20.0	4	2.56
2018				
SC	38	-28.3	1	2.63
ST	28	33.3	3	10.71
OBC	41	-32.8	0	0.00
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	11	-47.6	0	0.00
Total	118	-24.4	4	3.39

3.4 Free Provisions

Analysis of data collected from sample schools revealed that only tuition fee was exempted for EWS/DG students in all the schools. No school provided free uniform and text books. Material for extra-curricular activities and other items like ID card, school batch etc. were provided free by only some schools (Total 25%; Rural 20%; Urban

30%).

In all the schools (100%) parents had to pay for school uniforms and text books. In majority of schools (Total 75%; Rural 80%; Urban 70%) they had to pay for material for extra-curricular activities. Some of the schools (Total 40%; Rural 50%; Urban 30%) also charged them for other items like school transport and computer classes etc. However, in none of the school parents of these children were restricted to buy these items from the respective school.

Tables 3.18 - 3.20 present the details.

Table 3.18: Distribution of sample schools, by area, providing free Items to students admitted under section 12(1) (c) of RTE Act 2009 in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Uniform	0	0	0	0	0	0
Text Book	0	0	0	0	0	0
Materials for extra-curricular activity	2	20	3	30	5	25
Others (Specify)	3	30	2	20	5	25
Total	10	100.0	10	100.0	20	100.0

Table 3.19: Distribution of sample schools by area and items for which EWS parents were required to pay for.

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fee	0	0	0	0	0	0
Uniform	10	100	10	100	20	100
Text Books	10	100	10	100	20	100
Material for extra-curricular activity	8	80	7	70	15	75
Others	5	50	3	30	8	40
Total	10	100.0	10	100.0	13	100.0

Table 3.20: Distribution of sample schools by area where the parents were restricted to buy school items in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	10	100	10	100	20	100
Total	10	100.0	10	100.0	20	100.0

As per interaction with DEOs only tuition fee was free for the EWS/DG category of students admitted under section 12(1) (c) of RTE Act 2009, the students had to pay for their lunch fee, bus fare, books, dress and notebooks etc. Due to paucity of funds they had requested GOI for additional funds to provide additional free facilities. It has been noted that some of the enrolled EWS/DG students dropped out after admission to non-affordability of expenses related to non-refundable expenses on school uniform, text books and transport etc. charged by the schools. The other reason for their dropout accounted for migration due to change of residence or economic consideration, natural calamities and harvesting etc.

However, it may be reiterated that as per the rules notified by the state government, the students are entitled to free text books, writing materials and uniforms etc. Relevant extracts from MP State Government Rules 'Right of children to Free and compulsory Education Rules, 2011' extended to the whole of Madhya Pradesh.

Rule 7: Admission of children belonging to weaker section and disadvantaged group.

- (1) The school referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) of sub-section (1) of section 12 shall not be segregated from the other children in the classroom nor shall their classes be held at places and timing different from the classes held for the other children.
- (2) The school referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) of subsection (1) of section 12 shall not be discriminated from the rest of the children in any manner pertaining to entitlement and facilities such as text books, uniform, library and information Communication Technology facilities, extra-curricular and sports.
- (3) The areas or limit of neighbourhood specified in rule 4 (1) shall apply to admission made in pursuance of clause (c) of sub-section (1) of section 12: Provided that the school may, for the purposes of filling up the requisite percentage of seats for children referred to in clause (c) of subsection (1) of section 12 admit the children from the extended limit of neighborhood as defined under clause (h) of sub-rule (1) of rule 2.

(4) The Jan Shikshak shall maintain a list of children belonging to the disadvantaged group and the weaker section in the limits of neighbourhood of every unaided school, aided and specified category schools within his/her jurisdiction. 8. Reimbursement of per-child expenditure by the State

Rule 8: Reimbursement of per-child expenditure by the State Government.

Reimbursement under sub-section (2) of section 12 read with sub-section (2) of section 7 shall be made at the end academic session of every year, in March, as decided by the State Government from time to time. For this purpose, the first academic session shall be 2011- 12.

3.5 Retention

One of the objectives of the RTE Act is the retention of children in the schools for elementary level education. Though no specific data was collected for retention rate of EWS/DG categories of students at the primary and upper primary level of school education, interaction with DEOs revealed that barring few drop-outs the retention rate at the elementary level of school education of the said category of students admitted in entry class (Nursery, KG and class1) is 100% in the state of Madhya Pradesh.

3.6 Drop-Outs

Majority of 70% schools both in rural and urban area had drop-outs of EWS/ DG students after admission in sample schools in Madhya Pradesh.

Table 3.21presents the details

Table 3.21: Distribution of sample schools, by area, having drop-outs of EWS/ DG students after admission in sample schools in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	7	70	7	70	14	70
No	3	30	3	30	6	30
Total	10	100.0	10	100.0	20	100.0

One of the objectives of the RTE Act is the retention of children in schools for

elementary level education and reduction in the dropout rate. In this regard, an action plan is required to be prepared and followed by implementing agencies. In addition, an institutional mechanism needs to be set up to collect and analyse data of children who had dropped out for suggesting remedial measures to keep the problem under check.

As reported by Principals of some of the schools, most probable reasons for dropout of children admitted in schools are (i) transfer of their parents; and (ii) change of place of their residence.

3.7 Learning Achievement

Majority of schools rated the performance of EWS / DG students in comparison to other students as ‘similar’(Total 55%; Rural 60%; Urban 50%). Interestingly, a significant proportion of them rated it as ‘better’ (Total 45%; Rural 40%; Urban 50%). None of them rated it as ‘weaker’.

Table 3.22 presents the details.

Table 3.22: Distribution of sample schools by performance of EWS / DG students in comparison to other students in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Better	4	40	5	50	9	45
Similar	6	60	5	50	11	55
Weaker	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Most of the parents of EWS/DG students also expressed satisfaction with the learning outcomes of their children. They had attended 2-3 parent-teacher meetings and the discussion points were progress of their children in terms of getting education, participation in sports and child’s behavior etc. They felt that their children received good education the school.

It is important to note that the learning outcomes in schools depend equally on the method and practice of teaching especially as an academic subject or theatrical concept and the assessment system. Theory of pedagogy identifies the student as an agent and the teacher as facilitator. Instructive guidelines are governed by the pupil’s

background knowledge and experience, situation and environment, as well as learning goals set by the student and teacher. An ideal Activity Based Learning (ABL) class room is a multi-age; multi-activity classroom, divided into six groups. The groups are divided into teacher-supported groups and peer-supported groups. Learning is through pictorial card-supported activity. In peer-supported groups, the eldest child helps the rest of the group. Textbooks are peripheral.

Discussion with most of the teachers of sampled schools revealed that the medium of instructions in their schools was bi-lingual with emphasis on English. The education was imparted with teaching learning material (TLM)method and through live demonstration with nature and by playing activities. Most of the students attended the classes in schools regularly.

3.8 Social Experience

As per provision of the Act, it is the duty of the Government to ensure *inter alia* that children belonging to weaker sections and disadvantaged groups are not discriminated again stand prevented from pursuing and completing elementary education; that admission, attendance and completion of elementary education by every child is monitored; that school building, teaching staff and learning equipment are provided; good quality elementary education conforming to norms and standards is provided; curriculum and courses of study are prescribed in a timely manner; and that school teachers are trained.

Interaction with the parents of the school children revealed the following:

- Behavior of the school children with each other was cordial.
- Teachers had good relationship with students.
- Their children did not face any language problem.
- Their children integrated with other children without any bias.
- Most of the school teachers also reported that the teaching, learning and attitude of the students have become inclusive.

3.9 Impact

As per study findings the impact of implementation of Section 12(1) (c) of the RTE Act, 2009 in Madhya Pradesh has been as follows:

- It has a very positive impact on EWS/DG students. They are better disciplined, respectful, well mannered, improved behavioral change and more knowledgeable. Their social status has improved.
- It has provided them an opportunity to have equanimity in education and has increased their awareness level.
- The learning and attitude of children in schools have become inclusive.

3.10 Financial Implications

Section 12 of the RTE Act provides that private unaided schools, providing free and compulsory education under the Act, shall be reimbursed expenditure incurred by them to the extent of per child expenditure incurred by the State, or actual amount charged from the child, whichever is less. Further, Rule 8 of MP RTE Rules specifies that the reimbursement shall be made at the end of academic session of every year in March as decided by the State Government from time to time.

As per the procedure laid down by Department, the submission of proposal for reimbursement of fees by schools, their sanctions by DPCs and release orders for payment to schools are done through the online RTE module developed by the Department in the Education Portal. DPC sanctions the proposal of school after verification by nodal officer. Thereafter, an advice is generated through the portal for issuing release order to the nodal bank for transferring the amount to the school's bank account.

The study noted that majority of 80% schools both in rural as well as in urban area did not have separate bank account for reimbursements. Average amount per child per annum reimbursed to school in Madhya Pradesh was found to be Rs.4037 in rural area and Rs.4308 in urban area. Overall in the combined Rural and urban area, the percentage of funds received against the amount of funds applied for reimbursement was at the level of 71%, 34% and 2% only during 2015-16, 2016-17 and 2017-18 respectively. Four(rural schools) out of 16total schools in 2016-17; and 3 (2 rural + 1 urban) out of 4 total schools in 2017-18 had not received the funds till the time of survey. Majority of the schools (Total 65%; Rural 70%; Urban 60%) faced some problem in receiving reimbursement funds. However, only 2 urban schools had some requirement of additional funds to meet the fund deficit post receipt reimbursement.

Table 3.23-3.27 present the details.

Table 3.23: Distribution of sample schools having separate bank accounts for receiving Reimbursement funds in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	2	20	2	20	4	20
No	8	80	8	80	16	80
Total	10	100.0	10	100.0	20	100.0

Table 3.24: Reimbursement of funds to schools by area in Madhya Pradesh from 2015-2018

Parameter	2015-16	2016-17	2017-18
Rural			
No. of Schools applied for reimbursement of funds	10	9	2
No. of Schools received funds	10	5	0
Amount of funds applied for reimbursement (Rs.)	4164810	7540725	5513380
Funds received (Rs.)	2979567	1025422	0
% Funds received	72	14	0
Urban			
No. of Schools applied for reimbursement of funds	7	7	2
No. of Schools received funds	7	7	1
Amount of funds applied for reimbursement (Rs.)	3772917	2736897	690570
Funds received (Rs.)	2646178	2499679	132570
% Funds received	70	91	0
Total (Rural +Urban)			
No. of Schools applied for reimbursement of funds	17	16	4
No. of Schools received funds	17	12	1
Amount of funds applied for reimbursement (Rs.)	7937727	10277622	6203950
Funds received (Rs.)	5625745	3525101	132570
% Funds received	71	34	2

Table 3.25: Distribution of sample schools facing some problem in receiving reimbursement funds in Madhya Pradesh

List of items	Distribution of schools		
	Rural	Urban	Total
			No.
Yes	7	6	13
No	3	4	7
Total	10	10	20

Figure 3.5- Distribution of sample schools(In %) facing some problem in receiving reimbursement funds in MP

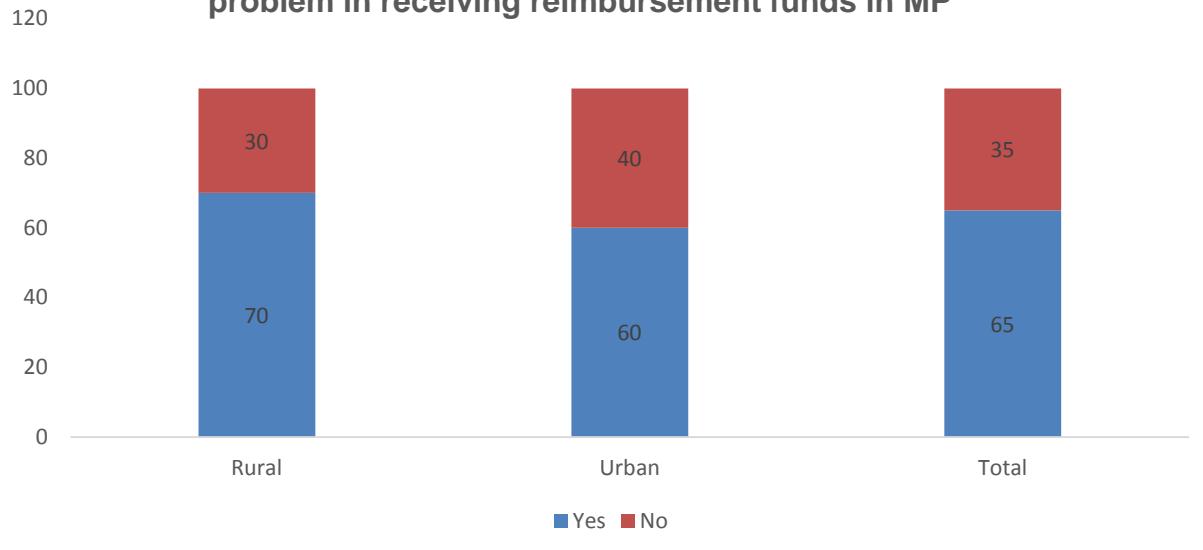


Table 3.26: Distribution of sample schools having some requirements from school post receiving reimbursement in Madhya Pradesh

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	0	0	2	20	2	10
No	10	100	8	80	18	90
Total	10	100.0	10	100.0	20	100.0

Table 3.27: Average amount of reimbursement per annum per student received by school in rural and urban area in Madhya Pradesh

Area	Amount of reimbursement (Rs.)
Rural	4037
Urban	4308
Total	4180

3.11 Recommendations for Improvement

Based on the study findings, interaction with the stakeholders and observations of the study team, following recommendations are made to improve implementation of the Section 12(1) (c) of the RTE Act, 2009 in Madhya Pradesh:

- Like in Delhi the state government of Madhya Pradesh must also take necessary measures to strengthen the monitoring mechanism; gradation of private schools; track the progress of students enrolled under Section 12(1) (c) of RTE Act 2009; link attendance (75%) with promotion from one class to next class and ensure no detention till class 5; awareness generation; mechanism for submission of off-line application forms; ensure that the schools organise an orientation programme for parents; update residential address of students periodically; schools provide free school uniform, text books and stationery to the students admitted under Section 12 (1) (c) of the RTE Act; check retention and drop - out rates; training of teachers; strengthen school administration; ensure timely reimbursement of fund; and redressal mechanism.
- Admission process should start well on time and before the month of April, the beginning of the academic session.
- The selection process must involve verification of given residential address through personal home visits.
- School should have right to disqualify any student with a valid reason.

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CHAPTER 4

KARNATAKA

4.1 Introduction

4.1.1 Organisational set-up

The Department of Public Instruction in the Government of Karnataka is the sole authorized board for implementation of RTE Act in Karnataka. The Commissioner for Public Instruction is responsible for its overall implementation in the State. A Deputy Director of Public Instruction (DDPI) assists him in this regard. The School Development and Monitoring Committee (SDMC) is the designated local authority which implements the provisions of the Act at the school level. The SDMC ensures that every child in the jurisdiction of the respective school gets enrolled in the school, attends school regularly and gets quality education. The SDMC also ensures that there are no drop-outs/out-of-school children in its jurisdiction. The head teacher of the school is required to periodically bring to the notice of the SDMC all such lapses and violations of the Act and Rules. The SDMC informs the Block Education Officer (BEO) about the observations made. The BEO reports them to the DDPI and SDPI for information and needful intervention.

4.1.2 Notification of Rules

In exercise of powers conferred under the RTE Act, the Government of Karnataka notified Right of Children to Free and Compulsory Education Rules, 2012 (Karnataka RTE Rules) on 28 April 2012.

The Karnataka RTE Rules inter alia provide for the following:

- Duties of State government and local authority relating to identification of children. Special training for out of school children for a minimum period of three months and maximum period of not exceeding two years.
- Areas or limit of neighborhood school and procedure for recognition of private schools.
- Procedures for formation and functioning of school management committee, preparation of school development plan and grievances redressal of teacher.
- It prohibits segregation of children belonging to weaker section and

disadvantaged group admitted in private unaided school from other children in the classroom and discrimination from rest of children in any manner in the classroom, during mid-day meals, in the play grounds, in the use of drinking water and toilet facilities and in the cleaning of toilets and classrooms.

4.1.3 Awareness generation

Publicity and awareness measures adopted by the state government for implementation of the Act include dissemination of important information, including government orders and circulars, through print and electronic media. Posters, bills, brochures and information booklets are printed and supplied to for distribution through field level functionaries. All Block Education Officers, Nodal Officers and Heads of schools are provided training on the issues related to RTE Act. Consultation meetings are held to sensitize heads of school managements, NGOs, activists and people's representatives. Government orders and circulars issued are published in the website.

4.1.4 Sampling Units

To pursue the study objectives in Karnataka, a sample of 20 un-aided schools, 10 each from rural and urban area, was selected. Table 4.1 given below presents their distribution by gender, educational and aided/un-aided categories.

Table 4.1: Distribution of sample schools by area and different categories in Karnataka

Category	Rural	Urban	Total
Distribution by educational categories			
Primary	0	1	1
Upper Primary	0	3	3
Secondary	10	6	16
Total	10	10	20
Distribution by aided / un-aided categories			
Aided	0	0	0
Un-aided	10	10	20
Total	10	10	20
Distribution by gender categories			
Boys	0	0	0
Girls	0	0	0
Co-ed	10	10	20
Total	10	10	20

4.2 Admission Process

The admission process of children belonging to disadvantaged groups and weaker section in the private un-aided schools' U/S 12(1) (c) of the RTE Act commenced in Karnataka from 2012-13.

4.2.1 Definitions and terms / rules for admission

Section 12 (1) (c) of the RTE Act includes children belonging to Economically Weaker Section (EWS) and children belonging to Disadvantaged Group (DG). Children belonging to EWS category are those whose parents have annual family income from all sources amounting to less than one lakh rupees. The children belonging to Disadvantaged Group include those belonging to, Scheduled Castes (SCs), Scheduled Tribes (STs), non-creamy layer Other Backward Classes (OBCs), Children with Special Needs and suffering from disability, Orphans and Transgender.

Till 2014-15 applications were invited offline giving options to mark preference to 5 schools in the neighbourhood. Maximum income limit fixed was Rs.3.5 lakhs per annum. Preference was given to those having less than Rs.1 lakh annual income. Lottery system was adopted at school level in presence of the departmental representatives in case of more applications to select the required number of students for admission.

However, from 2015-16 onwards, the process of admission has become online.

4.2.2 Processes

- Entire admission process has been computerised through specially developed software for this purpose. Applications are invited online.
- Aadhaar Card number is mandatory to identify the neighbourhood.
- The validity of the data of caste, income, medical certificates is verified online with the help of Atal Jana Snehi Kendra.
- Seats are allotted through online lottery with the help of software developed by NIC at the Head Office.
- The successful applicants of the computerized draw of lots are informed about the school allotted for admission under EWS/DG category through SMS on their registered mobile number.
- Thereafter the parents get in touch with the concerned school and get their

children admitted to complete the process. In case some seats remain unfilled, second and third round of computerised draws are also conducted.

4.2.2 Interaction with Parents

Interaction with parents revealed that the process of admission at the entry level was online. They had given preference for admission in 3-4 schools. They did not pay any money for purchasing the application form for admission of their child. They were informed about the admission of their child through SMS received on their registered mobile number. They had submitted their BPL card, birth certificate and Aadhaar card, caste and income certificate along with the application form. Some of the parents mentioned that the verification team didn't come to their place. Most parents didn't face any difficulty during the admission process. Some of them had to pay for books and school dress. It was interesting to note that children of none of the parents faced any problem in the school.

4.2.3 Interaction with Principals / School Headmasters

The Principals / School Headmasters of the sampled schools informed that the measures taken to advertise reservation of 25% seats under RTE mainly include display on school notice board by 80% schools (80% Rural + 80% Urban); followed by advertisement through print media by 35% schools (30% Rural + 40% Urban); and DoE Portal by 5% schools (10% Rural + 0% Urban). Most of the rural schools (60-80%) displayed / provided necessary information regarding number of seats available; neighbourhood criterion; documents required for submission with application for admission; and deadline for form submission. However, only 30% schools exhibited the date of draw for admission. In urban area also most of the schools (90-100%) provided necessary information regarding number of seats available; documents required for submission with application for admission; and deadline for form submission. However, only 50% schools informed about neighbourhood criterion and date of draw for admission. All the schools (100%) were visited by the education department to streamline the process of admission, enrolment and inclusion in Karnataka. Almost all of them (Total 95%, Rural 100%, Urban 90% schools) had taken necessary steps to facilitate form submission by the parents. Some of the schools both in rural as well as in urban area did not know about the different types of information being collected by the government on the RTE portal in the state. About 50-90% rural schools and 20-80%

urban schools had limited knowledge about some of the information being collected in this regard. Majority of the schools (Total 65%; Rural 70%; Urban 60%) did not impart any special training to teachers for teaching and dealing with students of EWS and DG categories. Most of the schools (Total 65%; Rural 50%; Urban 80%) did not take any follow-action with drop-outs to help and motivate them for continuing their education.

Tables 4.2 – 4.8 given below present the details.

Table 4.2: Distribution of schools by area and measures taken to advertise the 25% seats reserved under RTE in Karnataka

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Advertisement through print media	3	4	7
School Notice board	8	8	16
DoE Portal	1	0	1
Others	0	0	0
Total	10	10	20

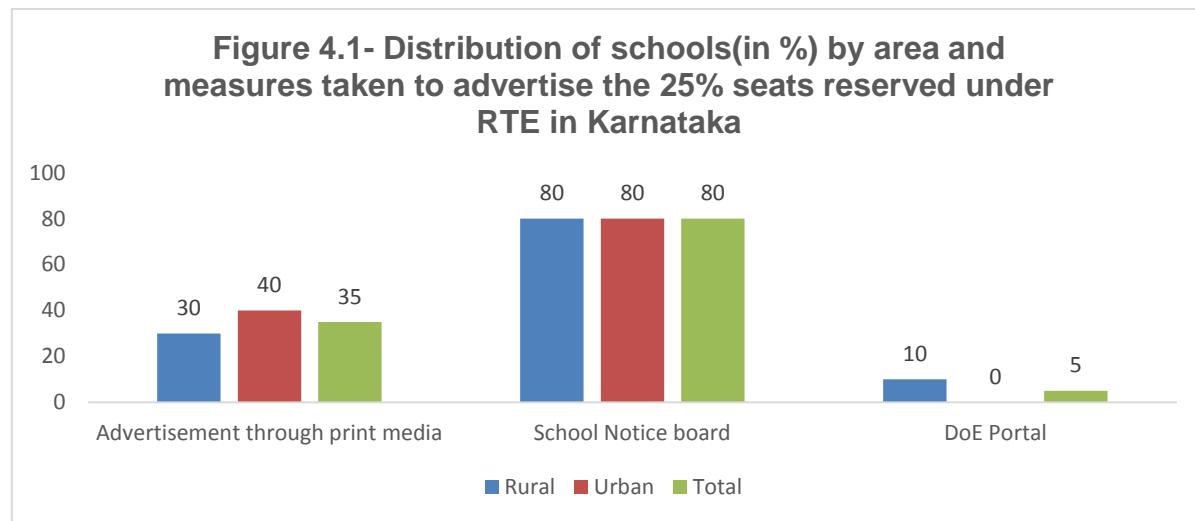


Table 4.3: Distribution of schools that provide/display information for parents about admission process in Karnataka

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Number of seats available	8	9	17
Neighborhood Criterion	6	5	11
Document required	7	9	16
Deadline for form submission	6	10	16
Date of lottery	3	5	8
Total	10	10	20

Figure 4.2- Distribution of schools (In %) that provide/display information for parents about admission process in Karnataka

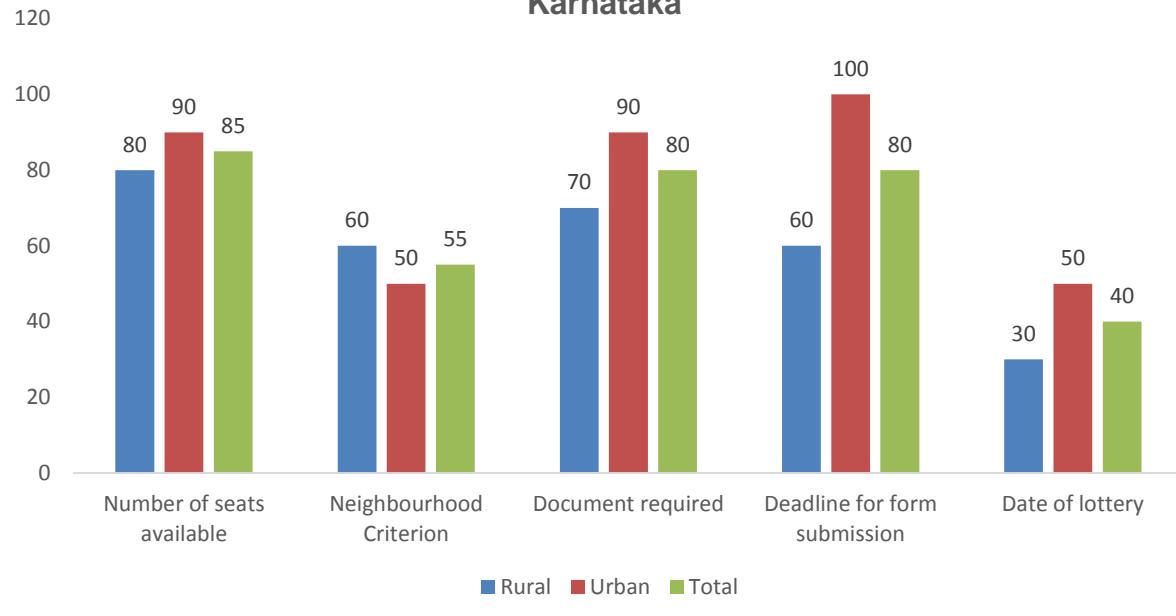


Table 4.4: Distribution of schools, by area, that had visits from the education department regarding the process of admission, enrolment and inclusion in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	10	100	10	100	20	100
No	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 4.5: Distribution of schools, by area, that had taken steps to facilitate form submission by parents in Karnataka

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Yes	10	9	19
No	0	1	1
Total	10	10	20

Figure 4.3- Distribution of schools(No in %), by area, that had taken steps to facilitate form submission by parents in Karnataka

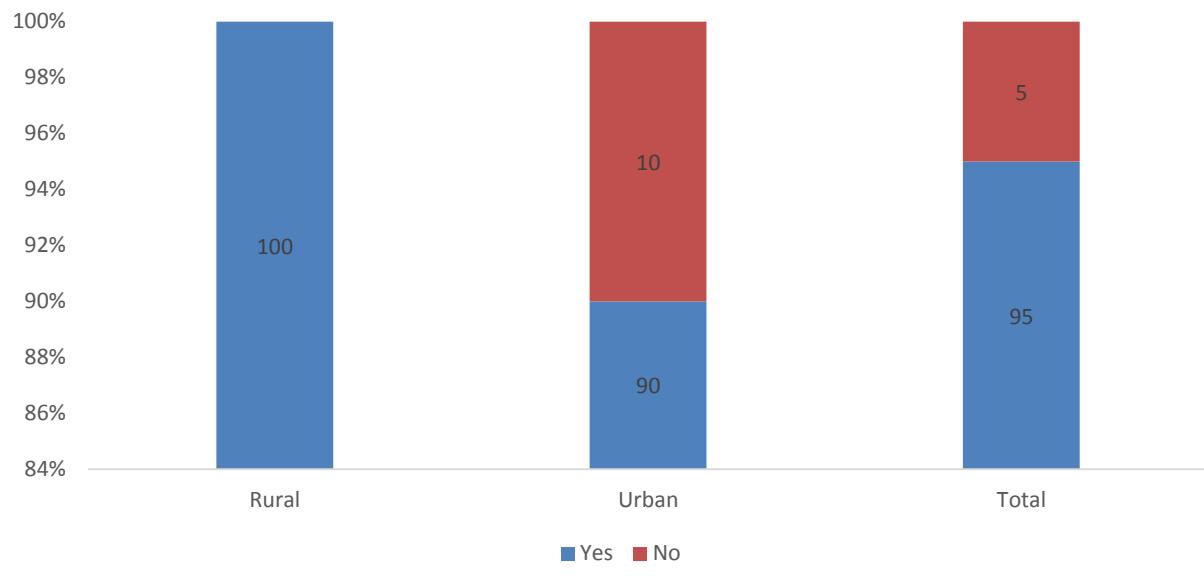


Table 4.6: Distribution of schools by area and type of information government collects on RTE portal in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fees	9	90	6	60	15	75
Cost of Text Books, Uniforms	5	50	6	60	11	55
Other Learning materials	5	50	2	20	7	35
Other School charges	5	50	2	20	7	35
Entry Level Class	9	90	6	60	15	75
Number of available seats	7	70	6	60	13	65
Applications received	9	90	8	80	17	85
Neighbourhood	6	60	7	70	13	65
Name and details of final children and parents enrolled	8	80	8	80	16	80
Details of children continuing education	8	80	7	70	15	75
Total	10	100.0	10	100.0	20	100.0

Table 4.7: Distribution of schools, by area, that impart some special training to teachers for teaching/dealing with students of EWS and Disadvantaged section in Karnataka

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Yes	3	4	7
No	7	6	13
Total	10	10	20

Figure 4.4 - Distribution of schools (In %), by area, that impart some special training to teachers for teaching/dealing with students of EWS and Disadvantaged section in Karnataka

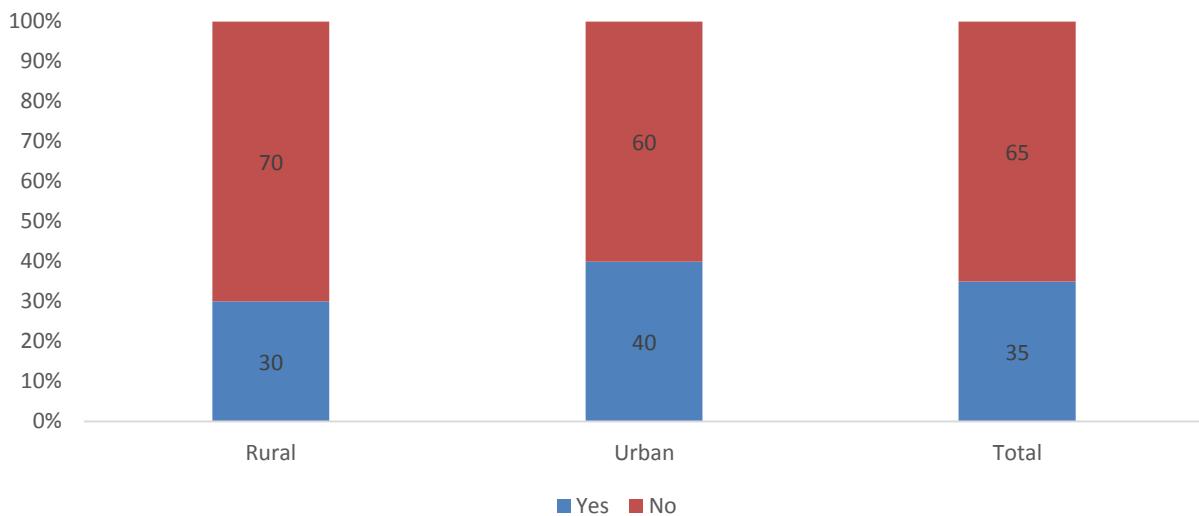


Table 4.8: Distribution of schools, by area, that follows up with dropout students in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	5	50	2	20	7	35
No	5	50	8	80	13	65
Total	10	100.0	10	100.0	20	100.0

4.3 Enrolment in schools

As per RTE Act, the Government must ensure compulsory admission, attendance and completion of elementary education by every child. For this purpose, identification of children is a critical starting step followed by their enrolment in school. Section 9 of the Act provides that every local authority would maintain records of children up to the age

of 14 years residing within its jurisdiction. Rule 6 of Karnataka RTE Rules states that the local authority would maintain records of all children in its jurisdiction, through a household survey, from their birth till they attain 14 years. This record was envisaged to include status of pre-primary/elementary education of the child in the jurisdiction of respective local authorities, children requiring special facilities/residential facilities on account of migration and sparse population, etc.

However, as per discussion with concerned authorities of the government at the state and district level, there is no separate authority to maintain records of all children within the age group of 6 to 14 years at District or State level. But HM of every government school maintains the records of school going children. Child census is conducted and consolidated periodically and out of school children are mainstreamed through various interventions.

4.3.1 Current enrolment status

The study observed that among the current total strength of students in the sample schools in Karnataka, percentage of students enrolled under EWS / DG category total strength was about 12% (Rural 11%; Urban 13%). However, the drop-out rate of students admitted under these categories was relatively more in urban area than that in rural area (Rural 0.19%; Urban 3.01%).

In this context, the strength of EWS / DG students in terms of new admissions shows marginal increase in rural area (Total admission 11.09%; New admissions 11.25%) but substantial decrease in urban area (Total admission 12.57%; New admissions 6.82%). Overall, the percentage of students admitted under EWS / DG category in new admissions was at the level of about 8.99% (Rural 11.25%; Urban 6.82%) as against 15.59% (Rural 16.94%; Urban 14.39%) in the total strength of students in the schools.

Table 4.9 presents the details

Table 4.9: Current enrolment in sample schools in Karnataka

Class	Total No. of Student in school	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Rural	9404	1043	11.09	2	0.19	1893	213	11.25
Urban	6347	798	12.57	24	3.01	1979	135	6.82
Total	15751	1841	11.69	26	1.41	3872	348	8.99

4.3.1.1 Current class-wise enrolment

A. Rural area

Probe into class-wise current enrolment revealed that the percentage of students enrolled under EWS / DG category out of the current total strength has been at maximum level of 18.39% in class 2 and minimum at 0.00% level in class 8 in the rural area; like – wise their enrolment in new admissions was at maximum level of 24.00% in class 5 and minimum level of 0.00% at class 8. Further, the drop -out rate was maximum (1.04%) in class 1 and minimum (0%) in all other classes. Overall drop-out rate was 0.19% (N=1043).

Table 4.10 presents the details.

Table 4.10: Current class-wise enrolment in sample schools in Rural Karnataka

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	796	117	14.70	0	0.00	796	117	14.70
Pre-Primary/ KG	887	134	15.11	0	0.00	157	13	8.28
1	1107	193	17.43	2	1.04	420	23	5.48
2	1104	203	18.39	0	0.00	68	10	14.71
3	1017	135	13.27	0	0.00	60	9	15.00
4	963	72	7.48	0	0.00	71	9	12.68
5	890	41	4.61	0	0.00	50	12	24.00
6	962	101	10.50	0	0.00	81	10	12.35
7	810	47	5.80	0	0.00	72	10	13.89
8	868	0	0.00	0	0.00	118	0	0.00
Total	9404	1043	11.09	2	0.19	1893	213	11.25

B. Urban area

Similar probe into class-wise current enrolment in urban area revealed that the percentage of students enrolled under EWS / DG category out of the current total strength has been at maximum level of 20.87% in Pre-School / Nursery class and minimum at 0.00% level in class 8. Their enrolment in new admissions was also at maximum level of 20.87% in Pre-School / Nursery class and minimum level of 0.00% at class 2 to 8. Further, the drop -out rate was maximum (13.04%) in class 7 and minimum (0%) in class 8. Overall drop-out rate was 3.01% (N=798).

Table 4.11 presents the details.

Table 4.11 Current class-wise enrolment in sample schools in Urban Karnataka

Class	Total No. of Student in Class	Total No. of Admission Under EWS/DG Category		Total No. of Student Admitted Under EWS/DG Category Who Have dropped out		Total No. of New Admission	New Admission Under EWS/DG Category	
		No.	% wrt Col.(2)	No.	% wrt Col.(3)		No.	% wrt Col.(7)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pre-School/ Nursery	575	120	20.87	4	3.33	575	120	20.87
Pre-Primary/ KG	625	125	20.00	1	0.80	230	2	0.87
1	766	146	19.06	2	1.37	301	13	4.32
2	666	99	14.86	0	0.00	120	0	0.00
3	661	69	10.44	1	1.45	139	0	0.00
4	672	101	15.03	4	3.96	126	0	0.00
5	646	54	8.36	3	5.56	121	0	0.00
6	669	38	5.68	3	7.89	171	0	0.00
7	628	46	7.32	6	13.04	65	0	0.00
8	439	0	0.00	0	0.00	131	0	0.00
Total	6347	798	12.57	24	3.01	1979	135	6.82

It is important to note that the percentage of students enrolled under EWS / DG category out of the current total strength as well as out of new admissions in all classes has been less than 25% both in rural and urban area. This calls for urgent attention for strict compliance of prescribed guidelines and monitoring the progress of implementation of the Act.

As per interaction with the stakeholders, the reasons for not admitting full 25 percent quota of admission are as follows:

- Delay in admission process.
- Schools preferred by some parents do not qualify the neighbourhood criteria.
- Absence of demand. Only the most preferred schools can fill up their full quota of 25%.
- Lack of awareness and knowledge among target groups.

4.3.2 Enrolment at entry class

A. Rural area

Enrolment at entry class in sample schools in rural Karnataka was dominated by boys by 8-14 percentage points every year from 2015-2018. Total enrolment made every year increased from minimum of 1323 in 2016 to maximum of 1569 in 2018 registering an increase of about 19%. The study also observed that maximum percentage of students that left the schools without TC was less than 1% during the said period.

Table 4.12 presents the details.

Table 4.12: Admissions in entry class in sample schools from 2015 to 2018 in Rural Karnataka

Year	Admission taken			Left Out (Without TC)			TOTAL No.	% wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
2015	747(53.8%)	642(43.2%)	1389(100%)	1	1	2	0.14	
2016	715(54.0%)	608(46.0%)	1323(100%)	7	4	11	0.83	
2017	815(57.0%)	616(43.0%)	1431(100%)	2	3	5	0.35	
2018	882(56.2%)	687(43.8%)	1569(100%)	5	7	12	0.76	

B. Urban area

Similarly, enrolment at entry class in sample schools in urban Karnataka was also dominated by boys by 6-11 percentage points every year from 2015-2018. Total enrolment made every year gradually increased from minimum of 1172 in 2015 to maximum of 1520 in 2018 registering an increase of about 30%. The study also observed that maximum percentage of students that left the schools without TC was less than 1% during the said period.

Table 4.13 presents the details.

Table 4.13: Admissions in entry class in sample schools from 2015 to 2018 in Urban Karnataka

Year	Admission taken			Left Out (Without TC)			TOTAL No.	% wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
2015	619(52.8%)	553(47.2%)	1172(100%)	0	0	0	0.00	
2016	666(55.3%)	539(44.7%)	1205(100%)	2	0	2	0.17	
2017	739(53.1%)	654(46.9%)	1393(100%)	0	1	1	0.07	
2018	815(53.6%)	705(46.4%)	1520(100%)	1	2	3	0.20	

4.3.3 Enrolment under Section 12(1) (c) of RTE Act, 2009

A. Rural area

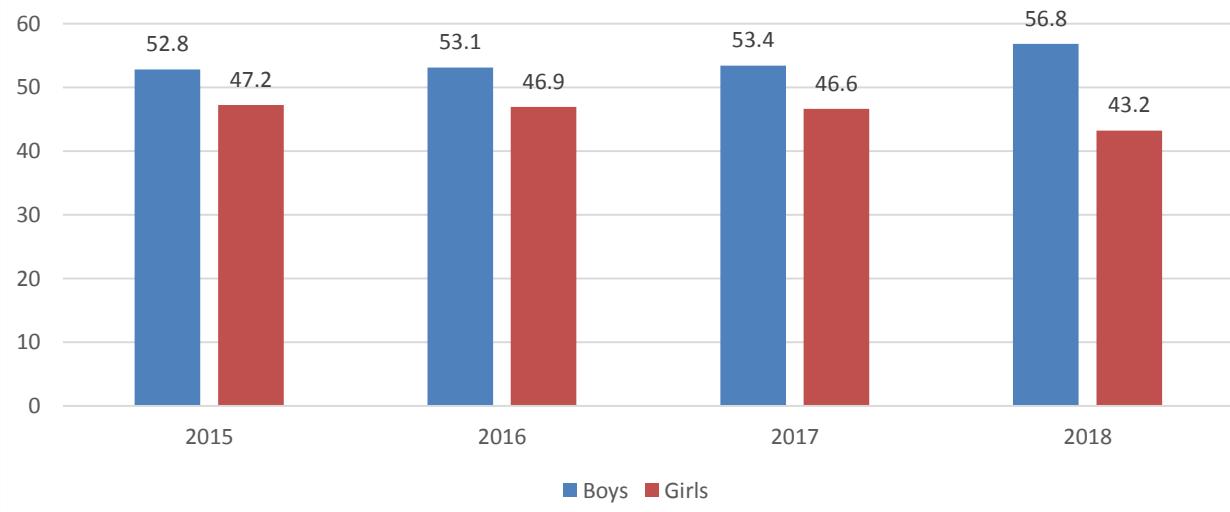
Enrolment under section 12(1) (c) of RTE Act 2009 at the entry class in sample schools in rural Karnataka was dominated by boys over girls by 6-14 percentage points every year from 2015-2018. Year-wise, not much variation is seen in total enrolment as it ranged from the lowest of 209 in 2016 to highest of 241 in 2018 registering an increase of about 12%. Further, only less than 2.4% students left the school without Transfer Certificates during 2015-2018.

Table 4.14 presents the details.

Table 4.14: Admissions in entry class in sample schools by gender under section 12(1) (C) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Rural Karnataka

Year	Admission taken			Left Out (Without TC)			TOTAL % wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls	No.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2015	113	101	214(100%)	1	1	2	0.93
2016	111	98	209(100%)	3	2	5	2.39
2017	127	111	238(100%)	0	0	0	0.00
2018	137	104	241(100%)	2	3	5	2.07

Figure 4.5- Admissions in entry class in sample schools by gender under section 12(1) (C) of RTE Act 2009 _Rural Karnataka (In %)



B. Urban area

Unlike in rural area, enrolment under section 12(1) (c) of RTE Act 2009 at the entry class in sample schools in urban Karnataka was dominated by girls over boys by about 1-3 percentage points during 2015-17. However, in 2018, boys dominated girls by about 4 percentage points in this regard. Year-wise, total enrolment ranged from the lowest of 135 in 2015 to highest of 175 in 2017 registering an increase of about 12%. Further, only less than 2.4% students per year left the school without Transfer Certificates during 2015-2018.

Table 4.15 presents the details.

Table 4.15: Admissions in entry class in sample schools by gender under section 12(1) (c) of RTE Act 2009 (EWS/DG) from 2015 to 2018 in Urban Karnataka

Year	Admission taken			Left Out (Without TC)			TOTAL No. % wrt Col (4)
	Boys	Girls	TOTAL	Boys	Girls		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2015	67(49.6%)	68(50.4%)	135(100%)	0	0	0	0.00
2016	67(48.6%)	71(51.4%)	138(100%)	1	0	1	0.72
2017	87(49.7%)	88(50.3%)	175(100%)	0	0	0	0.00
2018	90(52.0%)	83(48.0%)	173(100%)	1	2	3	1.73

Analysis of the admission data in rural area by different categories of students reveals that admissions of SCs, STs, OBCs, Children with Special Needs (CwD) and students of EWS categories had a mixed trend of growth over previous years. Maximum SC students (37) were admitted 2018; STs (13) in 2017 and 2018; OBCs (191) in 2018. No child of orphan and EWS category got admitted in sampled schools during 2015-2018. Maximum of OBCs (2.91%) in 2016 left the school without Transfer Certificates.

Table 4.16 presents the details.

Table 4.16: Admissions in entry class in sample schools by DG (social), EWS and disability category under section 12(1) (c) of RTE Act 2009 from 2015 to 2018 in Rural Karnataka

Category	Admission taken		Left Out (Without TC)	
	Number of students	% inc/dec over previous year	Number of students	%
2015				
SC	43		0	0.00
ST	9		0	0.00
OBC	160		2	1.25
CwD	2		0	0.00
Orphans	0		0	0.00
EWS	0		0	0.00
Total	214		2	0.93
2016				
SC	29	-32.6	0	0.00
ST	8	-11.1	0	0.00
OBC	172	7.5	5	2.91
CwD	0	-100.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	209	-2.3	5	2.39
2017				
SC	35	20.7	0	0.00
ST	13	62.5	0	0.00
OBC	190	10.5	0	0.00
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	238	13.9	0	0.00
2018				
SC	37	5.7	0	0.00
ST	13	0.0	0	0.00
OBC	191	0.5	5	2.62
CwD	0	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	241	1.3	5	2.07

Likewise, analysis of the admission data in urban area by different categories of students reveals that admissions of SCs, STs, OBCs, Children with Special Needs (CwD) and students of EWS categories had a mixed trend of growth over previous years. Maximum SC students (54) and STs (16) were admitted 2017; and OBCs (108) in 2018. No child of orphan and EWS category got admitted in sampled schools during 2015-2018. Maximum of OBCs (2.78%) in 2018 left the school without Transfer Certificates.

Table 4.17 presents the details.

Table 4.17: Admissions in entry class in sample schools by DG (social category), EWS and disability category under section 12(1) (C) of RTE Act 2009 from 2015 to 2018 in Urban Karnataka

Category	Admission taken		Left Out (Without TC)	
	Number of students	% (inc/dec) over previous year	Number of students	%
2015				
SC	42		0	0
ST	15		0	0
OBC	77		0	0
CwD	1		0	0
Orphans	0		0	0
EWS	0		0	0
Total	135		0	0
2016				
SC	47	11.9	1	2.13
ST	16	6.7	0	0.00
OBC	75	-2.6	0	0.00
CwD	0	-100.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	138	2.2	1	0.72
2017				
SC	54	14.9	0	0.00
ST	16	0.0	0	0.00
OBC	104	38.7	0	0.00
CwD	1	0.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	175	26.8	0	0.00

Category	Admission taken		Left Out (Without TC)	
	Number of students	% (inc/dec) over previous year	Number of students	%
2018				
SC	50	-7.4	0	0.00
ST	15	-6.3	0	0.00
OBC	108	3.8	3	2.78
CwD	0	-100.0	0	0.00
Orphans	0	0.0	0	0.00
EWS	0	0.0	0	0.00
Total	173	-1.1	3	1.73

4.4 Free Provisions

Analysis of data collected from sample schools revealed that only tuition fee was exempted for EWS/DG students in all private un-aided schools; maximum of 50% schools (Rural 60% + Urban 40%) provided free text books; followed by 30% schools (Rural 0% + Urban 60%) gave free material for extra-curricular activities; and only 25% schools (Rural 20% + Urban 30%) provided them free uniforms.

In the majority of 75% schools (Rural 70% + Urban 80%) parents of the EWS students had to pay for uniforms; material for extra-curricular activities in 70% schools (Rural 100% + Urban 40%). About half of the schools (Rural 40% + Urban 60%) charged them for text books also. However, in none of the school parents of these children were restricted to buy these items from the respective school.

Tables 4.18 - 4.20 present the details.

Table 4.18: Distribution of sample schools, by area, providing free Items to students admitted under section 12(1) (C) of RTE Act 2009 in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Uniform	3	30	2	20	5	25
Text Book	6	60	4	40	10	50
Materials for extra-curricular activity	0	0	6	60	6	30
Others (Specify)	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 4.19: Distribution of sample schools by area and items for which EWS parents were required to pay for.

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Tuition Fee	0	0	0	0	0	0
Uniform	7	70	8	80	15	75
Text Books	4	40	6	60	10	50
Material for extra-curricular activity	10	100	4	40	14	70
Others	0	0	0	0	0	0
Total	10	100.0	10	100.0	20	100.0

Table 4.20: Distribution of sample schools by area where the parents were restricted to buy school items in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	10	100	10	100	20	100
Total	10	100.0	10	100.0	20	100.0

The RTE Act provides for the right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

Relevant extracts from the State RTE Rules, Karnataka also reaffirm the same as reproduced below:

‘All the children attending such schools are entitled to all facilities given by the state – scholarships, free uniforms, free textbooks, free midday meals, free school bags, writing materials, and any other facility that may be introduced from time to time, etc. These facilities shall also be made available to children admitted under the 25% quota in private un-aided schools.

The state shall ensure that all the children admitted in unaided schools under the 25% quota are given all the free entitlements which the children get in a government school - free uniforms, textbooks, school bags, scholarships, mid-day meals, etc.'

However, as per interaction with the State Project Director, EWS/DG category of students admitted under section 12(1) (c) were provided free tuition fee in private unaided schools. Textbooks and uniform from the schools were being given them free only till the year 2015-16. Pursuant to the government order dated: 03.03.2017, children studying in CBSE, ICSE schools have to bear the cost of uniform, textbooks and other materials. Children studying in state board schools are provided free text books by the government. However, they had to purchase school uniform from the open market. Parents of most of the children also informed that the schools covered only tuition fee and they had to pay for everything else. As some parents could not pay for the text books and uniforms etc. charged by some schools, their students dropped out after admission. Some students also dropped out due change of residence and work place of their parents.

4.5 Retention

Retention rate is the percentage of school's first time enrolled students who continue at that school the next year. Though no specific data was collected for EWS/DG categories of students first time enrolled who continued at the respective schools during next year as well, interaction with government authorities revealed that the retention rate in the state increased from 96.6% during 2012-13 to 98.37% in 2017-18.

As per the RTE Act's no-detention policy, it is the responsibility of the teachers to improve the learning outcomes of the students and enable them to continue studying further.

4.6 Drop-Outs

As per government authorities at the state and district level, dropout rate at Low Performance School (LPS) level decreased from 2.56% (2012-13) to 1.63% (2017-18) in Karnataka.

Analysis of school survey data revealed that majority of 65% schools (60% Rural + 70% Urban) had no drop-out of EWS/ DG students after admission in sample schools in the state. However, the rest of 35% sample schools (40% Rural + 30% Urban) had some drop-outs.

Table 4.21 presents the details

Table 4.21: Distribution of sample schools, by area, having drop-outs of EWS/ DG students after admission in sample schools in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	4	40	3	30	7	35
No	6	60	7	70	13	65
Total	10	100.0	10	100.0	20	100.0

One of the objectives of the RTE Act is the retention of children in schools for elementary education and reduction in the dropout rate. In this regard, an action plan is required to be prepared and followed by implementing agencies. In addition an institutional mechanism need to be set up to collect and analyse data of children who had dropped out for suggesting remedial measures to keep the problem under check.

As reported by Principals of some of the schools, most probable reasons for dropout of children admitted in schools are (i) transfer of their parents; and (ii) change of place of their residence.

The role of the teacher, too, is critical, as drop-outs often speak of teachers beating them, and complain that teachers generally waste class time rather than attending to their needs in imparting quality education.

4.7 Learning Achievement

As per interaction with the government authorities at the state and district level, class wise learning outcomes of each subject are identified by the DSERT as per the directions of MHRD. Draft Rules to incorporate learning outcomes in the State Rules have been prepared. A study by Mr. Vijaya Kumar Damera, I.A.S. reveals that the performance of children admitted under RTE Act, is equal or better than that of other children.

Majority of the 50% sampled schools (40% Rural + 60% Urban) rated the performance of EWS / DG students in comparison to other students as ‘similar’. Interestingly, a significant proportion of 35% schools (30% Rural + 40% Urban) rated it as ‘better’. Only 15% schools (30% Rural + 0% Urban) termed it as ‘weaker’.

Table 4.22 presents the details.

Table 4.22: Distribution of sample schools by performance of EWS / DG students in comparison to other students in Karnataka

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Better	3	30	4	40	7	35
Similar	4	40	6	60	10	50
Weaker	3	30	0	0	3	15
Total	10	100.0	10	100.0	20	100.0

4.8 Social Experience

As per provision of the Act, it is the duty of the Government to ensure *inter alia* that children belonging to weaker sections and disadvantaged groups are not discriminated again stand prevented from pursuing and completing elementary education; that admission, attendance and completion of elementary education by every child is monitored; that school building, teaching staff and learning equipment are provided; good quality elementary education conforming to norms and standards is provided; curriculum and courses of study are prescribed in a timely manner; and that school teachers are trained.

Interaction with the parents of the school children revealed that they had very positive social experience about treatment given to their children in sample schools.

- Most of the school teachers reported that all students were very friendly. Behaviour of students with each other was cordial.
- Teachers had very positive, supportive, open, interactive, firm and encouraging relationship with students.
- As per state and district level authorities stray cases of discrimination were reported during 2013-14 in newspapers. But issues were sorted out subsequently due to increased awareness among parents and teachers.
- In many schools even teachers were unable to distinguish between RTE and non-RTE student.

4.9 Impact

As per study findings the impact of implementation of Section 12(1) (c) of the RTE Act, 2009 in Karnataka has been as follows:

- It has a very positive impact on EWS/DG students. They are getting good

education in terms of knowledge, discipline, good behavior, communication abilities, communal harmony, team spirit etc.

- Inclusive learning.
- Enhancement of social status.
- Improvement awareness level.
- Low and medium budget schools are happy to implement RTE Act in view of substantial amount of fee reimbursement to schools for children admitted under Section 12(1) (c) of the RTE Act.
- However, many high budget schools are implementing RTE Act reluctantly and trying to get status of linguistic minority. This has an adverse impact on implementation of the RTE Act.
- There has been slight decrease in the student enrolment in Govt. schools and gradual increase in the un-aided private schools.

4.10 Financial Implications

Section 12 of the RTE Act provides that private unaided schools, providing free and compulsory education under the Act, shall be reimbursed expenditure incurred by them to the extent of per child expenditure incurred by the State, or actual amount charged from the child, whichever is less. Further, Rule 8 of MP RTE Rules specifies that the reimbursement shall be made at the end of academic session of every year in March as decided by the State Government from time to time.

As per discussion with the government authorities at the state and district level, a separate software has been developed by the state for reimbursement of fees to schools; and facilitating the heads of the school managements to upload their management details, students details and expenditure incurred etc. Per child expenditure is auto calculated on the basis of total recurring expenditure incurred as per the audit report, divided by total number of children enrolled in the school. For this purpose, three factors are taken into account, namely (i) actual fee charged to the child, (ii) per child cost as per the audit and (iii) maximum fee fixed by the government. The least of the three factors is reimbursed to schools through Khazane-2 software.

The school claims the reimbursement through online software and forward to the Block Education Officer, who in turn verifies and approves the claim, then submits to the

Deputy Director of Public Instruction in batches of 20. The DDPI verifies and approves the claims and submits to the Commissioner for Public Instruction. The CPI approves the claim after verification and sends it back to the DDPI for payment. The DDPI in turn generates payment order and sends it to treasury. Thereafter payment is made to the bank account of the concerned school through NEFT/RTGS.

The study noted that majority of 80% schools both in rural as well as in urban area had separate bank account for reimbursements. However 20% schools both in rural and urban area did not have any separate bank account for reimbursements. Average amount per child reimbursed to school in Karnataka was found to be Rs.16000 per annum in rural as well as in urban area. Overall in the combined Rural and urban area, the percentage of funds received against the amount of funds applied for reimbursement was at the level of 93%, 95% and 92% during 2015-16, 2016-17 and 2017-18 respectively. All the schools that had applied for reimbursement of funds during 2015-16 to 2017-18 had received the reimbursements. Majority of the 80% schools (Rural 70% + Urban 90%) did not face any problem in receiving reimbursement funds. However, 20% schools (Rural 30% + Urban 10%) did face some problems in this regard. About 90% schools (Rural 80% + Urban 100%) had some requirement of additional funds to meet the fund deficit post receipt reimbursement.

Table 4.23 - 4.27 present the details.

Table 4.23: Distribution of sample schools having separate bank accounts for receiving Reimbursement funds in KARNATAKA

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	8	80	8	80	16	80
No	2	20	2	20	4	20
Total	10	100.0	10	100.0	20	100.0

Table 4.24: Reimbursement of funds to schools by area in Karnataka from 2015-2018

Parameter	2015-16	2016-17	2017-18
Rural			
No. of Schools applied for reimbursement of funds	9	10	10
No. of Schools received funds	9	10	10
Amount of funds applied for reimbursement (Rs.)	4414762	6211968	11063382
Funds received (Rs.)	4108113	5947922	10306390
% Funds received	93.05	95.75	93.16
Urban			

No. of Schools applied for reimbursement of funds	9	9	10
No. of Schools received funds	9	9	10
Amount of funds applied for reimbursement (Rs.)	2528781	4027956	6251590
Funds received (Rs.)	2336501	3738023	5655880
% Funds received	92.40	92.80	90.47
Total (Rural +Urban)			
No. of Schools applied for reimbursement of funds	18	19	20
No. of Schools received funds	18	19	20
Amount of funds applied for reimbursement (Rs.)	6943543	10239924	17314972
Funds received (Rs.)	6444614	9685945	15962270
% Funds received	92.81	94.59	92.19

Table 4.25: Distribution of sample schools facing some problem in receiving reimbursement funds in KARNATAKA

List of items	Distribution of schools		
	Rural	Urban	Total
	No.	No.	No.
Yes	3	1	4
No	7	9	16
Total	10	10	20

Figure 4.6- Distribution of sample schools (In %) facing some problem in receiving reimbursement funds in Karnataka

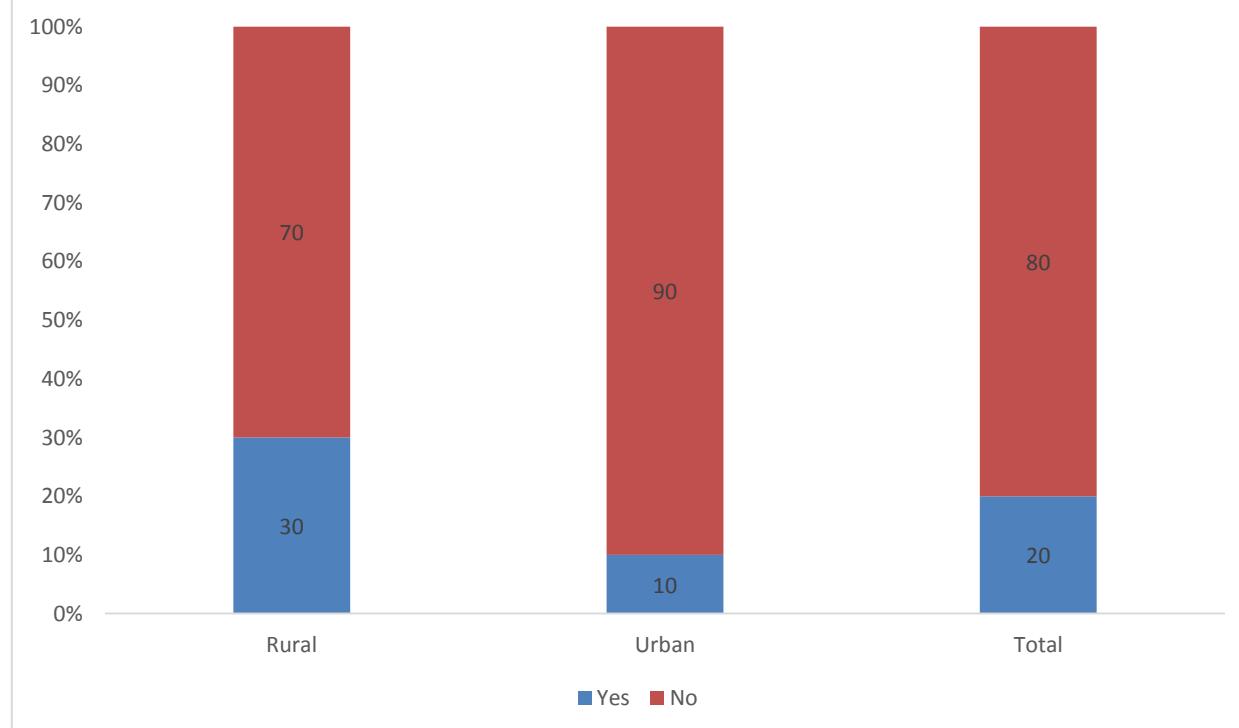


Table 4.26: Distribution of sample schools having some requirements from school post receiving reimbursement in KARNATAKA

List of items	Distribution of schools					
	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	2	20	0	0	2	10
No	8	80	10	100	18	90
Total	10	100.0	10	100.0	20	100.0

Table 4.27: Average amount of reimbursement per annum per student received by school in Rural and urban area in KARNATAKA

Area	Amount of reimbursement (Rs.)
Rural	16000
Urban	16000
Total	16000

4.11 Recommendations for Improvement

Based on the study findings, interaction with the stakeholders and observations of the study team, following recommendations are made to improve implementation of the Section 12(1) (c) of the RTE Act, 2009 in Karnataka:

- Like in Delhi and MP the state government of Karnataka must take necessary measures to strengthen the monitoring mechanism; gradation of private schools; track the progress of students enrolled under Section 12(1) (c) of RTE Act 2009; link attendance (75%) with promotion from one class to next class and ensure no detention till class 5; awareness generation; mechanism for submission of off-line application forms; ensure that the schools organise an orientation programme for parents; update residential address of students periodically; schools provide free school uniform, text books and stationery to the students admitted under Section 12 (1) (c) of the RTE Act; The selection process must involve verification of given residential address through personal home visits; check retention and drop - out rates; training of teachers; strengthen school administration; ensure timely reimbursement of fund; and redressal mechanism.

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CHAPTER 5

CONCLUSION

5.1 Introduction

The study attempted to assess the status of implementation of provisions made in section 12 (1) (c) of the RTE Act 2009 in Delhi, Madhya Pradesh and Karnataka. This report is based on quantitative primary data collected from the 60 sampled schools (20 schools in each state) and qualitative data gathered through interactions with concerned government officials at the District and State levels offering insights into key areas of interest. It is hoped that the findings and insights presented in the report would serve as strategic inputs for implementing the proposed interventions. Further, the estimates generated will be useful for assessing the impact of the provisions of the Act under study. This chapter presents a recap of the key findings that emerged from the survey, impact areas and related outcome.

5.2 Key Findings

Major findings of the study were as follows:

Notification of Rules

- All the three states have notified the respective State Rules for implantation of the RTE Act, 2009; and have well - structured organisational set-up for its implementation.

Awareness Generation

- For generating awareness and publicity about the Act, IEC activities were being undertaken by all the state governments through print and electronic media.
- Advertisement about reservation of 25% seats for EWS/DG candidates under the Act was mainly done on DoE portal of the states and school notice boards. Thus, awareness generation about section 12(1) (c) of the RTE Act is very limited.
- Majority of schools provided /displayed information for parents about admission process including number of seats available, neighbourhood criterion, documents required, deadline for submission and date of draw for selection of students.

- All the states have an Education Portal that gives necessary information about state RTE rules and admission related issues.

Admission Process

- The admission process in the schools in all the three states was primarily online through website.
- In all states, 25% seats at the entry levels (nursery, kindergarten and class 1) were reserved for EWS/DG categories in private schools, excluding minority institutions.
- Age limits prescribed for admission for children belonging to EWS / DG categories was 3-5 years for nursery; 4-6 years for kindergarten; and 5-7 years for class 1.
- Selection of candidates was done by computerised draw.
- The successful applicants were informed about the school allotted for admission under EWS/DG category through SMS on their registered mobile number.
- Type of information that state governments collected on RTE portal included tuition fee, cost of text books, uniforms, learning material, number of available seats, applications received, neighbourhood criteria, name and details of children finally selected and enrolled; and details of children continuing education.
- Most of the schools imparted special training to teachers for teaching and dealing with students of EWS and DG categories in Delhi and Madhya Pradesh; and also took up follow-action with drop-outs to help and motivate them for continuing their education. However, in Karnataka majority of schools did not follow this practice.

Enrolment in schools

- In contravention to the provision in Section 9 of the Act, no local authority was maintaining records of children upto age of 14 years in Delhi, MP and Karnataka.
- In Delhi, Sarva Shiksha Abhiyan (SSA) maintained record of all children within the age group of 6-14 years. In MP, the School Education Department was conducting annual door to door household survey (HHS) under **School Chalein Hum Abhiyan** for identifying children from zero to 14 years to update the village education register (VER) in rural areas and ward education register (WER) in urban areas. In Karnataka the head Master of every government school maintained the records of school going children. Child census was conducted and consolidated periodically; and out of school children were mainstreamed through various interventions.

- In Delhi, percentage of students enrolled under EWS / DG category wrt current strength was about 20%. They accounted for about 25% share in new admissions. At entry level their enrolment ranged from lowest of 817 in 2018 to highest of 860 in 2016 registering a decrease of about 5% in rural area. In urban area it increased from lowest of 1346 in 2015 to highest of 1828 in 2018 registering an increase of 36%. Less than 5% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.
- In MP, percentage of students enrolled under EWS / DG category wrt current strength was about 16%. They accounted for 7% share in new admissions. At entry level their enrolment declined from highest of 952 in 2015 to lowest of 880 in 2018 registering a decrease of about 8% in rural area. In urban area it increased from lowest of 984 in 2016 to highest of 1105 in 2017 registering an increase of about 12%. Less than 4% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.
- In Karnataka, percentage of students enrolled under EWS / DG category wrt current strength was about 12%. They accounted for 9% share in new admissions. At entry level their enrolment increased from lowest of 209 in 2016 to highest of 241 in 2018 registering an increase of about 12% in rural area. In urban area it increased from 135 in 2015 to 175 in 2017 registering an increase of about 12%. Less than 2.4% students left the schools both in rural and urban area without Transfer Certificates during 2015-2018.

Free Provisions

- In Delhi, free items provided to EWS/DG students included uniforms and text books (85% schools each); and material for extra-curricular activities (70% schools). About 40% schools also provided them other free facilities like school transport, computer and smart classes etc. About 65% schools charged for other facilities like school transport, computer and smart classes etc.
- In MP, only tuition fee was free. Parents had to pay for uniforms and text books in all schools). In 75% schools they paid for material for extra - curricular activities; In 40% schools they also paid for transport and computer classes etc. However, parents were not restricted to buy these items from school.
- In Karnataka, only tuition fee was free in all schools. Some provided free text books, uniforms and material for extra-curricular activities. Parents had to pay for uniforms in 75% schools; in 70% schools they paid for material for extra - curricular

activities; In 50% schools they also paid for text books also. However, parents were not restricted to buy these items from school

Retention

- No specific data was collected for retention of EWS/DG students admitted at entry class in sampled schools for elementary education in any state. However, as per government authorities in all the three states retention rate of these students was very high in the primary and upper primary level of school education in all the three states.

Drop-Outs

- About 60%, 70% and 35% schools in Delhi, MP and Karnataka respectively had drop-outs of EWS/ DG students after admission. The most probable reasons reported by school principals across states for dropout were change of place of residence and transfer of parents. Additionally, in Delhi, some parents also did not want to send their children in schools. However as per government authorities drop-out rate was very low.

Arrangements for teaching EWS/DG Students

- Except one school in Delhi, 2 in MP and 5 in Karnataka, no school had made any separate arrangement for teaching EWS/DG students.

Learning Achievement

- Majority of 70% schools in Delhi rated the performance of EWS / DG students in comparison to other students as ‘similar’; and 30% rated it ‘weaker’. None rated it as ‘better’. In MP 55% schools rated it as ‘similar’; 45% rated it ‘better’ (45%); and none rated it ‘weaker’. In Karnataka, 50% schools rated it as ‘similar’; 35% rated it as ‘better’; and only 15% it as ‘weaker’.

Social Experience

- Parents of most of the students had very positive social experience about treatment given to their children in sample schools in all the three states. Their children never faced any problem in school.

Impact

- It has a very positive impact on EWS/DG students. The Act has provided them a scope to study in a good school and receive best education.
- The Act provided a platform to bring children of all sections of society together and provide them an opportunity to avail best school level education.
- It has created an inclusive attitude with a democratic perspective in heterogeneous classrooms. The classrooms are the representations of the cross section of society.
- Most teachers felt that the teaching level though had to be brought down because they had to reach out to diverse learners.
- The final goal setting is lowered when the students have not been to school at 6 years or above.
- In Karnataka, Low and medium budget schools are happy to implement RTE Act in view of substantial amount of fee reimbursement to schools for children admitted under Section 12(1) (c) of the RTE Act. However, many high budget schools are implementing RTE Act reluctantly and trying to get status of linguistic minority. This has an adverse impact on implementation of the RTE Act.

Financial Implications

- Average amount per annum per child reimbursed to school was found to be Rs.19,176/-, Rs.4037/- and Rs. 16,000/- in Delhi, MP and Karnataka respectively.
- About 75%, 89% and 20%schools in Delhi, MP and Karnataka did not have separate bank account for reimbursements.
- About 70%, 65% and 20%schools in Delhi, MP and Karnataka faced some problem in receiving reimbursement funds.
- In Delhi, percentage of funds received against the amount of funds applied for reimbursement was at the level of 81%, 52% and 5% only during 2015-16, 2016-17 and 2017-18 respectively; and about 50% schools required additional funds post reimbursement.
- Likewise, in MP, percentage of funds received against the amount of funds applied for reimbursement was at the level of 71%, 34% and 2% only during 2015-16, 2016-17 and 2017-18 respectively; and only 2 urban schools required additional funds post reimbursement.
- In Karnataka, percentage of funds received against the amount of funds applied for reimbursement was at the level of 93%, 95% and 92% during 2015-16, 2016-17

and 2017-18 respectively; and only 2 rural schools required additional funds post reimbursement.

5.3 Conclusion

The study findings indicate that section 12 (1) (c) of the RTE Act 2009 is being successfully implemented to only some extent in Delhi, Madhya Pradesh and Karnataka. Awareness about section 12(1)(c) of the RTE Act and knowledge about processes and procedures in seeking admission in private schools for availing intended benefits is limited among the potential beneficiaries. Several schools have not fulfilled the 25% quota particularly in MP and Karnataka. The main reasons for large number of seats remaining vacant are as follows:

- Lack of awareness about section 12(1) (c) of the Act and knowledge about the admission processes among parents of potential beneficiaries prevents them from availing the intended benefits of rights granted to them under the Act.
- Often, the number of students in the final admissions is significantly smaller than those participating in the draw by lottery due to delay in the admission process. Unless all students in the first round get admission, subsequent process gets delayed further. Such delays, even if rectified in a few months, can adversely impact the academic progress of the student.
- Applicants generally preferred schools that begin at the pre-primary/ nursery level rather than those which directly start from class 1.
- High budget private schools are able to evade the system, or resist the admissions. They fear that EWS/DG category children have inferior backgrounds, cultural disadvantages, and poor academic contributions to the classroom. Such students are more likely to drop-out because of their incapability in adopting environment in the private schools.
- Besides resistance to follow rules by private schools, particularly un-aided private schools, parents of general category of students and some schools tend to have a prejudice against the people from marginalised sections of society.
- Some of the enrolled EWS/DG students dropped out after admission because of migration due to change of residence or economic consideration, natural calamities and harvesting etc. In some cases, the reason was attributed to non-affordability of expenses related to non-refundable charges on school uniform, text books and transport etc. charged by schools.

It is encouraging to note that implementation the provision of section 12(1) (c) of the RTE Act had very positive impact on the education of the EWS/DG students. It has provided a platform to bring children of all sections of society together and provide them an opportunity to avail best school level education. It meets the constitutional obligation made by section 12 (1) (c) of the RTE Act in terms of social integration by bringing children from different backgrounds to share interests and knowledge on a common platform. The learners had an opportunity for equanimity in education. Many parents of EWS/DG children in these schools had a positive social experience about the treatment given to their children. Their children did not face much problem in school in terms of discrimination / bias, language, mixing up with other children, projects and activities etc. Most of the school teachers also felt that the teaching, learning and attitude of the students had been inclusive. Their experiences are indicative of the extent of positive impact made by section 12 (1) (c) of the RTE Act.

However, there is lot of scope for improvement in all the three states. They have yet to appoint local authority to maintain record of all children within the age group of 6-14 years in the state. This record was envisaged to include status of pre-primary/elementary education of the child in the jurisdiction of respective local authorities, children requiring special facilities/residential facilities on account of migration and sparse population, etc. It is desirable to maintain district-wise records of all EWS/DG categories of students admitted under section 12(1) (c) and track their progress till completion of compulsory education. Enrolment of students under section 12 (1)(c) shows a mixed trend of increase and decrease in enrolment numbers in the last 3 years, and it remains below the mandated 25%.

It has also been noted that some of the students left the school without transfer certificate despite the provisions of section 5 of RTE Act, whereby Head teacher or teacher in charge is required to give immediate Transfer Certificate (TC). Failure to give TC invites disciplinary action against said head teacher. The provision provides children the right to seek transfer from a government or government aided school to another such school to complete elementary education. This provision is intended to institute reform to remove procedural barriers in obtaining Transfer Certificates.

5.4 Recommendations:

Based on the study findings, interaction with key stakeholders and observations of the research team following recommendations are made for consideration.

Union Government

- Department of School Education and Literacy, Ministry of Education (MoE) should have a periodical review - meetings with state governments, preferably every 6 months, to share their experiences about implementation of the provisions of section 12 (1) (c) of the RTE Act, success stories, challenges faced, and best strategies adopted to overcome them. It will provide a useful platform for learning best regulatory practices and articulate their plan of action accordingly.

State Governments

- The states must have a robust Management System (MIS) for private schools. All processes from admission to reimbursement with timelines for milestones and accountability should be made public. Immediate remedial measures should be taken by concerned authority to check the defaulters. The portal for online education system should provide comprehensive information about dropouts and learning levels of EWS/DG students. Grievances received and their redressal should be made time bound and public.
- The monitoring mechanism should be strengthened to ensure the functioning of private schools is in compliance with the prescribed guidelines. They must ensure that the School Management Committees (SMCs) are constituted and remain functional. The SMCs must meet regularly to help in efficient functioning of schools through Strategic Development Plans (SDPs).
- A designated authority must be appointed to maintain record of all children within the age group of 6-14 years.
- The recognised participating private schools should be graded as per available infrastructure and facilities; and the applicants seeking admission should be asked to fill in the preferences of the schools accordingly. .
- District-wise progress of students enrolled under section 12 (1) (c) should be tracked / monitored till completion of compulsory education.
- At least 75 % attendance should be linked with promotion from one class to next class and there should be no detention till class 5.

Awareness Generation

- IEC activities to generate awareness among the target groups about the provisions of the Act and knowledge about the eligibility criteria, admission process of EWS / DG category of students should be strengthened. The under-privileged households

should be identified and provided timely information in this regard. Type of information to be shared, method of its dissemination and authority responsible for outreach should be clearly identified.

- Print media, advertisement and posters should be extensively used, particularly in rural area, to make announcements about the admission of children under section 12(1) (c) of RTE Act 2009. Community meetings should be organised to disseminate information about how to submit application, how to track it, and seek redressal of grievances, if needed.
- In addition to public representatives and anganwadi workers, gram panchayats and local NGOs should also be actively engaged in IEC activities to generate awareness about the Act and admission processes/procedures amongst potential applicants, assist them in form-filing, and track their admission status.

Admission Process:

- There should be a mechanism for submission of off-line application forms for those who cannot follow online process.
- Admission process should start well on time and before the month of April, the beginning of the academic session and timelines drawn for major deadlines of admission cycle.
- Admission of RTE 12(1) (c) applicants should be synchronised with that of the other students in private schools.
- The selection process must involve verification of given residential address through personal home visits.
- Documentation of the students admitted under EWS / DG categories should be updated every year.
- All the schools must organise an orientation and counselling programme for parents of the students given admission to help them understand the functioning of the schools and roles / responsibilities expected from parents.
- The residential address of EWS/DG students, in particular those who lived in rented accommodation, should be periodically checked for any change, as they may change their address during the course of time. The school records must be updated accordingly.

Free Provisions

- All schools must provide free school uniform, text books and stationery to the EWS/DG category students admitted under section 12 (1) (c) of the RTE Act.

Retention:

- All the school teachers should be sensitised to meet the needs of EWS / DG students and ensure that no student leaves the school without TC.
- Advocacy programmes should be organised for parents of the children leaving the school to understand their problem and extend them needful help to the extent possible and also facilitate in continuation of the education of their children.
- The schools should have separate arrangement for teaching specially abled students
- District level records of retention of EWS/DG students should be maintained upto class 8th level.

Drop-outs:

- Efforts should be made to check drop-out rates of EWS/ DG students after admission. In this regard, organise advocacy programmes for drop-outs / potential drop –outs and extend needful help to ensure that the child completes his elementary education in another school.

Orientation of teachers:

- All the school teachers and Principals must be provided training to sensitize them about the needs of EWS /DG students and for effective implementation / compliance of the RTE guidelines. Similar to in-service training of government school teachers, training of private school teachers should be conducted by respective schools through DIETs.
- Training should be organised at district level through a well - structured module

School Administration:

- All the schools must ensure that the quota mandated by section 12(1) (c) of RTE Act 2009 remains fairly accessible to the intended beneficiaries and take necessary measures to comply with the prescribed norms in fulfilling it.
- The school administration must engage the candidates and their parents before the beginning of the academic session to give them counselling and proper orientation

about the norms, methodology adopted by them in conducting the classes and the role / co-operation expected from parents.

- The Parent's Teacher Association in private schools should have reservation for parents of EWS/DG category students admitted in the school.

Reimbursement:

- Most of the schools are facing some problem in receiving reimbursement funds. Immediate steps should be taken to streamline the process of reimbursement and address their issues.
- The reimbursement provisions and processes should be made transparent. Criteria and method for reimbursement should be well defined; and the designated financial authorities responsible for calculating and reimbursement for fee, uniforms and books etc. should be put in public domain for the benefit of stakeholders.

Redressal Mechanism

- Problems of staff and parents about implementation of the RTE Act should be first resolved by a special committee constituted for this purpose in the school itself.

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