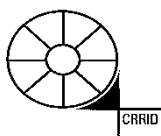


EVALUATION AND IMPACT OF RTE ACT IN HARYANA



Sponsored by
Government of Haryana

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Acknowledgements

At the outset, I am grateful to the Government of Haryana for entrusting the study on “Evaluation and Impact of RTE Act in Haryana” to CRRID and giving me a chance to study the current situation of the Right to Education act in Haryana.

I am indebted to Dr. Rashpal Malhotra, Executive Vice Chairman, CRRID who has been a source of inspiration for me in all my academic endeavours. I also express my sincere gratitude to Dr. Sucha Singh Gill, Senior Professor, CRRID for providing me an opportunity to undertake this project. I am also grateful to Prof. Kuldip Kaur, Director General, CRRID as without her encouragement, this project work would not have been successfully completed.

I appreciate the hard work put in by Sh. Baneshwar Singh, Research Assistant, who was the pillar behind the successful completion of this project. His valuable assistance in Field work is highly valued. I am grateful to Sh. Gurvinder Singh, Sh. Surinder Kumar and Sh. Rajesh Kumar who assisted me in collection of data. I am also indebted to Ms. Vinayaka Joshi who helped me in assortment of information and analysis of data.

I also value the assistance provided by Ms Anita Gupta, Shri Hem Singh, Ms. Bindu Sharma, Ms. Neetu Bhatia and Sh. Sandeep of Computer Centre, CRRID for helping me in feeding and tabulation of data. I deeply appreciate the support extended by the administration and library of CRRID during the process of accomplishing this task. Thanks are also due to Shri Brahm Singh for his help in xeroxing the report.

I also acknowledge co-operation extended by the officials of Directorate of Elementary Education, Haryana especially Dr. Balkrishan Yadav, Consultant Planning and Sh. Parmod Kumar, Programme Officer. I will be failing in my duty if I don't acknowledge the DEO, DEEO, BEO, Principals, Teachers, Sarpanches, MC officials, Parents and Students of Haryana especially in districts Mewat, Fatehabad, Karnal and Ambala for giving their honest and frank responses during the survey conducted by CRRID. I appreciate them for providing authentic information and requisite data to the investigators.

It is hoped that the project will be helpful to policy planners, administrators and researchers working on the RTE Act and Education Issues.

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Chapter 11

Impact of RTE Act

State government is making all efforts to implement the RTE Act and has definitely invested in Infrastructure, teachers, free entitlements etc. The following is the impact of RTE Act, brought out by CRRID study, based on empirical and secondary data and interactions held with representatives of Education department, DEO, DEEO, BEO, Principals, Teachers, Panchayats Members, Parents and Children in Haryana:

- The Act by bringing together rich and poor students in the same school has given an equal opportunity to all children and developed a feeling of integration among them.
- RTE has lowered dropout rate but augmented absenteeism and irregularity in schools as names can't be cut.
- Free education and incentive like MDM, money deposited for text books, uniforms etc is definitely attracting poor and disadvantaged children to schools. But, it has also led to some parents only sending their children for the purpose of MDM, free text book, uniform and monthly scholarship and neither children nor parents have been able to develop any interest in education.
- A clear distinction is seen in the composition of government and Private schools. There are high proportion of SC, OBC and low proportion of general category students enrolled in Government school. Due to free entitlements, mainly poor are sending their children to government schools. The picture is visa-versa in Private schools.
- RTE by its mandate of reservation of seats for EWS in private schools has in a way brought private schools under the watch of the Education Department. It invades on the rights of private schools.
- The act focuses more on inputs like infrastructure, compensation, textbooks etc. than on important outputs as quality of education. While the former is certainly essential, the latter is also equally pertinent to address the problems of India's education system. Although, the Infrastructure in schools is still lacking but efforts to improve facilities in schools is the focus of the government ever since RTE Act came up.
- Since, no student can be detained in any class; they are being promoted regardless of whether he/she is fit for promotion to the next class lowering the standards in education.
- The reservation of EWS under RTE/134-A has led to a tiff between government and Private schools on the issue of reimbursement.
- Due to directive of reservation of seats for EWS students, the private schools are feeling the financial burden and hence some of them are admitting fake BPL students. Many schools were found charging EWS students in one form or another and hence the very essence of RTE Act for universal enrolment and free education for all is not being complied with. Private schools also show their helplessness as nothing has so far been reimbursed. Thus, whether it is due to private school management or tehsildar making fake BPL certificates or government official's pressure, many schools end up admitting undeserving children who get the benefit while needy are left behind.
- Due to reservation of free seats for EWS students, private schools have enhanced their fee from rest of the students in order to make up for the financial loss they incur in admitting EWS students, reported many parents (need verification). There is no standard fee for private schools, hence, they charge according to their own whims and fancies.

- A major adverse impact of no-detention is that it has led to irregularity and absenteeism of students in schools. Since, no child can be held back, expelled or required to pass until the completion of elementary education under RTE, students are not coming to school regularly leading to low attendance rates. Students now remain absent for long periods and when asked offer lame excuses like visit to relatives, marriage of a relative, illness, etc. Parents also don't bother as they know that their child will be promoted to next class.
- Because of the no-detention policy, students manage to make it till Class VIII. But no failure policy will also lead to high dropouts and high failure rate in Class IX.
- No detention/retention policy has led to children loose interest in learning. They are no longer serious about studies. There is no fear of exam or failure, so there is lack of competition and enthusiasm in students/parents. Majority of the teachers opinion is that "no pass-fail" system has encouraged negligence and reluctance of children to study. It was reported in schools that as there are no exams, the students get careless and carefree. So much so, that many children leave the school after MDM, especially in districts like Mewat. In the primary section, no serious teaching takes place in most of the schools.
- Not only students, even teachers have lost interest and enthusiasm, because of no failure & examination. The accountability of teachers has become minimal. Non-serious attitude of the teachers was reported. They too have become complacent and lethargic, names cannot be cut even if child doesn't come for months (although now the limit of 10 days has been put),they cannot fail, hence no competition, they cannot beat so they are not bothered if a child completes his homework or is attentive or not, their interest is lost. The teachers also know very well that the students will move to the next class automatically. The fact whether they teach properly or not in the class, does not matter much. Hence, the pressure is off the teachers to impart the lessons with sincerity and dedication. The motivation to impart quality education is gone.
- In few words, no-detention policy had aggravated the challenge of motivating students and teachers as well as affected the "the drive to excel or perform".
- No detention has hampered the quality of education. No examination and no failure Policy of RTE has led to very low standards and falling learning outcomes. The state is suffering ever since it (the no-fail policy) was implemented in terms of fall in educational standard and low learning levels due to no monitoring of teachers and students. It has affected the teaching-learning environment greatly. Students do not concentrate on their studies as they are aware that even without learning and performing poorly in tests, they will be promoted to the next class.
- No detention and no corporal punishment has led to difficulty in maintaining discipline. They also know the teacher cannot beat them. Hence, they engage in all sorts of mischief thereby disrupting the educational environment of the school. Most of the students studying in a particular class do not have the required educational competence, knowledge and skill to understand the lessons imparted in the class because they have not studied in the previous classes seriously. Hence, they find no interest and motivation in the class. They are more prone to disturb the class and vitiate the atmosphere of the school. The law prohibits any punishment on the students. Consequently, there is nothing to stop the rowdy miscreants in the school.
- Admission of children in age appropriate classes is leading to poor performance of students, who find it difficult to cope without any formal education inspite of training.
- RTE allows transfer of children from one school to another and also reserves 25 % seats for EWS in private schools or 10 % through 134-A in Haryana. It becomes very tough

for the child as well as the teachers to bridge the gap when a child shifts from Haryana Board government school to Private school and also when the child changes from Haryana board school to CBSE affiliated schools. Child's learning is affected and he finds it very tough to cope with the studies. Further, the private institutions always complain that the children not enrolled earlier or coming from a government school know nothing when they come to take admission in private schools.

- The reservation policy and its procedures lead to delay in enrolment of EWS in private schools. Majority of them are enrolled two months after the classes start, making them unable to cope and cover the gap and so they lag behind. Every year students apply and by the time they are admitted, a lot of their time has already been wasted.
- Due to the improper and slow implementation of the RTE Act and lack of qualitative improvement in public system of education/government schools, the private lobby is working overtime and there is mushrooming growth in both number and enrolment in private schools. Private schools should only supplement what the government is required to provide. But, presently the private education is taking over the government system of education in Haryana.
- RTE Act exempts minority schools from reservation of seats for EWS. It is being said that this has led to a rise in the numbers of private schools applying for minority status. However, there is great deal of ambiguity and contestation on granting such status and issue as such. This issue needs further verification.
- Talking about impact of this policy on parents, majority of them are happy about free education and incentives. Excluding some aware and educated parents, majority are happy that their children will not be detained in any class at least to class-VIII. They are not educated enough to think that their children are becoming cosmetically literate without any significant improvement in their educational standard. Some of the poor parents engage their children in household chores or taking care of siblings. They even engage them in child labour activities during peak season of agriculture. Children are made to miss school for long duration and help their parents in labour activities. They are contented as long as their children are enrolled in the school and enjoying the various student-supporting schemes even if they are very irregular.

Chapter12

Executive Summary

In 2010, the Right to Education Act (RTE) was passed by the Indian government, recognizing the importance of education and making it a 'fundamental right' for every child. The Act made education free and compulsory for all children between 6 and 14 years. RTE Act, 2009 has completed six years journey since its enactment on 1st April, 2010. In light of this, the author thought of evaluating the implementation of Act and hence the present study was conducted.

The first chapter gives a brief introduction to the RTE Act and discusses its main features namely: 1. Every child of India in the 6 to 14 years age group has a right to free and compulsory education in a neighbourhood school till the completion of elementary education; 2. Children who have either dropped out from the school or have not attended any school will be enrolled in the schools and no school can deny them admission; 3. Private and unaided educational institutes will have to reserve 25 percent of the seats for the students belonging to EWS category in to Class first to be reimbursed; 4. No donation and no interview/ screening of the child or parent at the time of admission; 5. No child shall however be denied admission in a school for lack of age proof; 6. All schools except private unaided schools are to be managed by SMCs; 7. Child's mother tongue as medium of instruction and CCE system of child's performance will be employed; 8. The Act calls for ensuring prescribed Pupil Teacher Ratio, filling up of teacher vacancies, prohibiting deployment of teachers for non-educational tasks; 9. The Act mandates improvement in quality of education. 10. Not enrolled/dropout children be admitted to age appropriate class; 11. No child shall be held back, expelled or required to pass a board examination until the completion of elementary education; 12. Prohibition of corporal punishment; 13. Monitoring of students learning; 14. Providing Infrastructure.

In the introductory chapter, besides discussing the RTE Act and its components, also focuses on the objectives of the current study and methodology. In general, the major thrust of the study is to assess the RTE Act and the present status of some of its major components and its impact on the stake holders in order to give policy input for future in the state of Haryana. The specific objectives of the study are the following: To study the Act and its various components; to analyse qualitative and quantitative achievements in education on different components of RTE; to understand if RTE (by bringing together children of different economic classes in same school), has led to their feeling of integration or segregation among them; to assess the extent to which RTE has been implemented in terms of providing totally free education; to make an assessment of the awareness of the Act and finally to give recommendations to contribute to policy planning.

Both primary and secondary data was collected. Empirical data was collected through a comprehensive pretested Questionnaires (including both structured and open-ended questions), observations and discussions with the respondents. To make the study representative, one district from each division of Haryana was selected. The finally selected districts were: Ambala, Mewat, Karnal and Fatehabad. A total of 20 elementary schools were selected for the study i.e., 16 rural schools (4 schools per block) and four schools from urban/semi urban areas. Both government (16) and private school (4) were selected to collect details on various parameters identified in the RTE Act. The sample of the present study includes 20 school authorities (Principals/Headmasters/in charge), 20 teachers, 120 enrolled students or/and their parents, 80 drop out/OoSC, 20 Village/ urban local head. Five types of

Interview Schedule/ questionnaires were designed to collect data/ information. Coding, Tabulation and analysis of the data was done to bring out the present report.

The Introductory chapter was followed by a chapter on 'Access to schools' which analyzes section 6 of the RTE Act which stresses on accessibility to schools within the distance norm by providing a primary school within 1 km of the habitation and an upper primary school within 3 kms of the habitation. Every child of India in the 6 to 14 years age group; has a right to free and compulsory education in a neighbourhood school till the completion of elementary education. The Haryana government claims that access of school in Haryana is within the distance norms i.e. of one km for primary and three kms for Upper Primary. However, as per 8th AISES, 99.22 per cent habitations in the State are served by a primary school either within the habitation or within a distance of one km, meaning thereby that there are definitely a few unserved pockets. CRRID field survey also tried to ascertain accessibility. 118 students i.e., 98.3 per cent students reported that the elementary school facility was available within norms. Two students (1.7%) however reported that school was at a distance of 3 to 5 Km. On further probe, it was found that some migrants are staying in Dera Ram Nagar in Karnal where primary schools (government or private) was not available within one Km. So, many children from there either don't go to school or don't go every day. Thus, 100 per cent accessibility to schools is still not achieved.

Chapter three entitled 'Is education really free under RTE act?' examines the RTE Act mandate that "every child of India in the 6 to 14 years age group has a right to free and compulsory education till the completion of elementary education". In other words, it implies that no child liable to pay any fee/expense preventing her from pursuing and completing elementary education. The Government claims that in Government schools of the State, all kinds of charges and funds have been discontinued since April, 2010 at elementary level. The grants are being sent to SMCs. The empirical data collected in the present study too suggests that education in Government schools is totally free for all EWS students. Besides, provision of cooked Mid-Day-Meal to all, students are also getting free school uniform, free school bag and stationery although a few irregular instances of paying a small token in the name of farewell parties, Independence Day, Annual day etc. was reported by a few students. 100 per cent children in the government schools studying in class 1st to 8th were also given the benefit of free text books. Though, majority of the children got most of the text books in time, but, in Mewat, books reach very late each year. All students in all four selected districts got new text books (versions) every year. Further, majority of students liked MDM. School authorities reported that some children in Mewat come to school only for MDM.

Further, as per the Government clarification, Section 12 of RTE i.e. 25 per cent admission in private schools is not being implementing by State because a similar rules in Haryana State Education Rules already exist i.e., rule-134-A, where only 10 percent seats are reserved and not 25 percent. It gives relief from tuition fees only and not from other expenditures like cost of school books, van/convenience charges, which are quite high in good private schools. Empirical data collected by CRRID from four selected private schools also reported that they were reserving 10 per cent seats for EWS children. The schools claimed that they don't charge any kind of fees. However when the CRRID field team interacted with the enrolled EWS children, 17 out of 24 students in the sample reported having incurred some kind of expenditure in schools—mostly admission fees but in few cases tuition fees or half-yearly fees. Children were also charged computers fee, development fund (sometimes included in Admission/Annual fee) etc. Tuition fees were waived off or concessions were given mostly to one child in case of two-three siblings were studying in the same school. After this feedback, there was a strong urge to examine this issue at depth. So, a study of additional 20 private

unaided schools was conducted. Again, 14 Principals reported that they are not charging any fees, although six admitted that they are charging some nominal fund. However, when probed and inquired from enrolled children, it was again found that majority of them (65 %) were also paying fees in one or the other form – Admission fees (mostly). In few cases along with admission charges, they were also paying half yearly fee. In other cases, they were paying monthly fee/charges also (concessional or full). Children in some schools were also charged recreation fund, development fund etc. In other words, free education in Private schools was largely restricted to partial or subsidised fee. Majority of EWS students were paying in one form or the other (subsidised or otherwise). Thus, education is totally free in all Government schools but not in all private schools for EWS.

In chapter four, entitled ‘Admissions for EWS children’, an attempt was made to study the RTE Act mandate of the Private and unaided educational institutes to reserve 25 percent of the seats for the students belonging to EWS and disadvantaged section of the society in admission to class first. However, as already mentioned, the State is not implementing the section 12 of RTE Act because 134-A already exist in Haryana, under which, 10 per cent seats are reserved in Class 2nd to 8th in private schools for EWS (income of the family is less than two lac per annum) but meritorious students. Further, Section 13 of the RTE Act also makes provisions for no screening of the child or parent at the time of admission.

CRRID study revealed that 15 EWS students were admitted in four private schools selected in the sample in 2014-15 and 13 in 2015-16. Further, to study this issue in more detail, an additional sample of 20 private unaided schools was analysed by CRRID team. Out of the 20 schools surveyed, 18 reported that they are reserving seats for EWS meaning thereby that all private schools were not adhering to the norm of reservation. CRRID survey revealed that 139 EWS students were admitted in the additional 20 Private select schools in 2015-16. However, at many places, the author felt that RTE and its allied state law of 134-A overlapped.

Further, Section 13 of Act prohibits screening of child/parent at admission time. However, in Haryana, 10% reservation in admissions in private schools is based on two criteria: poverty line and restricted to only meritorious children (children clearing the test with minimum score of 55% and total annual family income not crossing two lacs), which is refuting the Act.

The major alarming issues emerging from reservation of EWS Admissions thereby hampering the very essence of the Act were: All private unaided schools were not complying with the provisions of the Act. Many school authorities were not enrolling the requisite percent/number of EWS children in their schools. Further, many undeserving students were getting benefit of reservation while genuine were left behind, i.e. reservations were being given to some students in private schools who did not belong to BPL category. Fake BPL certificates were being made by Tehsildars. Such feedback, however, needs verification.

In Chapter five, a complete analysis of enrolment in Haryana is discussed. The Government is making all efforts to ensue compulsory admission and 100 per cent enrolment under RTE Act. However, data revealed that inspite of enrolment drives; the enrolment Ratios in government schools in Haryana is decreasing. As against the target of 100 percent enrolment of children under RTE, it is seen that NER is only 77.1 at primary level and upper primary level (both) and GER is 95.5 and 94.2 at primary and upper primary level respectively. District wise picture revealed that the lowest Enrolment ratios (both Net and Gross) are seen in Mewat, Mahendergarh, Rewari, Rohtak. The Ratios in these districts was much lower than the Ratio at the State level. Enrolment in Private Schools is however on a rise (54% as against only 44 % in government schools). Data from ASER, 2014 brings out a strong preference of children to Private schools. In fact, many districts in Haryana have more than 60 percent

children (6-14) in Private schools i.e., district Faridabad, Gurgaon, Rotak, Rewari, Panipat, Mahendergarh, Jhajjar, Bhiwani. Major cumulative reasons emerging from CRRID study for preferring private schools in descending order were: inadequacy of staff in government schools, studying in Private school is a status symbol, better quality of education, English medium and better infrastructure in private schools etc.

Further, data revealed a clear cut distinction emerging in composition of Government and private schools i.e. the number of SC and OBC students is very high as compared to the general category students in state government schools. "The absence of quality education in government schools has led to segregation of students on caste lines. Its social implications are even more dangerous." Thus, despite pumping in money and resources to increase enrolments in government schools, the admissions to private schools at the primary level are higher and the trend is on the upswing with each year.

Another target of RTE Act is provisions have to be made for children suffering from disabilities. Haryana government claims that they have been included in disadvantaged group and all provisions have to be made for their education. However, data revealed that only 0.82 percent CWSN children were enrolled at primary level and 0.91 per cent at U. Primary level as against all State proportion of 1.2 per cent and 1.12 per cent respectively, showing that Haryana state is admitting less proportion of CWSN and is far from achieving its target.

The next chapter deals with Dropouts and Out of school children (OoSC). It attempts to analyse that status of Haryana in terms of target of RTE of 100 per cent retention of children in schools. It also examines RTE act mandate of no school denying admission to children who have either dropped out from the school/ or have not attended any school. Also, no denial to admission due to lack of age proof is allowed under RTE.

In the beginning, the chapter studies the details of proportion of drop outs and reasons thereof in order to contribute to policy suggestions. As per government data of 2014-15, the dropout rate of class I-V in Haryana is 0.41 and in classes VI to VIII is 2.55, revealing higher drop out at middle level. A very high proportion of drop-outs at elementary level belonged to socially disadvantaged groups (SC/OBC) or were Muslims in Haryana. In addition to the drop outs, there are 1.61 out of school children in the age group 6-14. The maximum number of dropouts/Oosc in Haryana were from the Mewat district. CRRID conducted a field survey of 80 households of Drop outs/OoSC. Gender disparities starkly emerged. Majority of dropouts/OoSC were from low income labour class families. The major reason of drop out and Oosc revealed by the survey were that the parents and children have no interest in education, Child labour, Gender disparity (girls to take care of household chores and their siblings), safety of girls (especially in districts like Mewat). Some additional reasons like poor quality of education and facilities in Government schools, Madrassa education, corporal punishment, early marriage, seasonal migration were also cited.

11.3 per cent drop outs/not going to school children reported that the government schools denied them admission and the main reason reported by majority was due to incomplete documents i.e. no birth certificate /adhaar card. This was the ground reality inspite the fact that RTE Act strongly advocates against denial of admission in a school for lack of age proof.

Further, the Act directs the State government/local bodies to make sure that every child between 6 and 14 years of age is admitted in a class appropriate to his age. The Haryana government asserts that Age Appropriate Admission is in process. However, the empirical data collected by CRRID revealed that only three schools out of 16 government schools had admitted children in age appropriate class. Maximum students admitted were from Mewat in

the last three years (9 out of 17 children). Children were admitted as per their age in classes 2nd to 8th. In spite of being given training, children are finding it tough to cope with studies.

Further, all the government schools did conduct a survey to trace the OoSC/dropout and that school mapping was done in order to mainstream the non-enrolled.

In chapter seven, Infrastructure Facilities in Haryana have been examined. The Act mandates to provide Infrastructure of school building along with toilet facilities, drinking water, playground etc. Haryana Government claims that the State is providing infrastructure like school building, teacher, staff and other equipment etc. As per U-DISE, 2015-16, 99 per cent schools in Haryana have buildings, 98 per cent are with boundary wall and 99.8 per cent have water facility and electricity (both). However, field survey revealed in spite of electricity connection; there was no supply of power most of the time when school was functioning (especially in Mewat where even EDUSET doesn't work for days together). Similarly, almost all schools had the provision of water in Haryana. But, district wise picture revealed that in Mewat, only 89 per cent schools have drinking water facility. Two government schools out of four surveyed in Mewat did not have safe and adequate drinking water. They were purchasing water at Rs.700-900 after every 10 days and then it is put in water tank.

Various other deficiencies in Infrastructure were also revealed. 43 per cent government schools don't have Head Master room, 10 per cent lack boys' toilet and 6 per cent lack girls' toilet, and 57 per cent have no toilets for CWSN. Further, having a toilet alone is not enough, their maintenance and cleanliness is also important, which the government needs to ensure (as many toilets are not cleaned regularly). The condition of toilets can be imagined without adequate water in schools in districts like Mewat. Further, 22 per cent schools lack hand washing facility near toilets, which is a must for hygiene of the child. 19 per cent schools don't have playgrounds, 72 per cent don't have computers, 32 per cent lack Kitchen shed. 50 per cent did not have handrails on ramps, 28 per cent lack ramps 20 per cent lacked urinals and 11 per cent schools were without functional toilets. Regarding the state of classrooms, although 82.2 per cent in primary level schools and 83.4 per cent in upper primary schools are in good condition, however, 9.07 per cent Primary and 10 per cent Upper primary classrooms need minor repairs. Further, 8.7 per cent Primary and 6.6 per cent U. Primary classrooms require major repair work.

CRRID survey of 20 schools highlighted that seven (35 per cent) government schools did not have basic facility like table-chair/bench/desk for every student in all classes. Many children in Ambala and Mewat sat on the floor. Out of the 20 schools surveyed, ten schools reported insufficient number of toilets for boys and nine reported inadequate number for girls in government schools. To conclude, a lot is to be done to fill the various gaps in Infrastructure/facilities in Government schools.

To sum up, a lot of issues need to be addressed in Haryana pertaining to facilities and Infrastructure, especially- Classrooms, Headmasters room, water facility, kitchen shed, boundary wall, toilets, playground facility, ramps, schools with urinals, furniture etc. There is also real lack of computers, playing material and hand wash facility near toilet.

The next chapter tries to analyse the Quality of education in schools. The RTE Act mandates improvement in quality of education by ensuring prescribed Pupil Teacher Ratio, filling up of teacher vacancies, prohibiting teachers in non-educational assignments, training of teachers, and having qualified teachers. The Act stresses on Child's mother tongue as medium of instruction and CCE as system of evaluation. RTE Act directs all schools except private unaided schools are to be managed by school managing committees. The Act instructs no child to be held back, expelled or required to pass a board examination until the completion

of elementary education. The Act also prohibits the school and teachers from corporal punishment. Monitoring of students learning is also an important aspect of the act. All these issues related to quality have been dealt with in the chapter. The claim made by Haryana Government is that Rationalization and re-deployment exercise of teachers has been completed for primary teachers. To ensure good quality education various initiatives have been stated by the government. Rationalization of JBT teacher as per RTE norms has recently been done for improving the quality education as well as maintaining the PTR as per RTE Act. No detention policy is in place up to class VIII and board examination for class VIII has been abolished.

CRRID analysed all these issues one by one. Regarding qualification of teachers, CRRID study revealed that although majority of the teachers are graduates (37%) or post graduates (46%) but still within the school system of Haryana currently, many unqualified teachers are teaching. Surprisingly, there are 13 per cent teachers in Haryana who are only higher secondary or even less qualified. All these teachers are teaching from primary up-to higher secondary levels. Further, as per UDISE data, not all, but 96.7 per cent regular teachers and only 94.4 per cent contract teachers in Haryana are professionally trained. Although 99.43 percent regular teachers in government schools are professionally trained but the figure is relatively very low in private schools (93.6%).The percentage of Contractual teachers to total Teachers in Haryana (15.23%) is more than all states (14.59%).

Further, regarding PTR, 44.8 per cent Government Schools in Haryana had PTR more than 30 at Primary Level and 14.28 per cent upper Primary Level had PTR greater than 35, thus not meeting the RTE norms. Shockingly, PTR is more than 100:1 in 201 schools in Haryana. The PTR in 44 schools of Mewat is 147:1. In addition, there are Zero teacher and single teacher schools in Haryana. In fact, out of a total of 14477 government schools in the state, 1039 are single teacher schools and 151 are zero teacher schools. Again, Mewat leads the state with the maximum 90 teacherless schools and 85 single teacher schools. Mewat seems to be the most backward district in Haryana. In Mewat, out of 6000 sanctioned posts, 2149 were vacant and only 3185 were filled. Shockingly, there were less filled posts in Mewat than vacant in subjects like SS, Maths, Science, Music, Home science, Sanskrit etc.

CRRID survey also revealed shortage of subject wise teachers in important subjects like Maths, science, social science at middle level in government schools. Further, many teachers were also teaching subjects which do not come under their domain. On the other hand, barring a few cases, in almost all private schools subject wise teachers were available.

Further, the proportion of teachers deployed in non-teaching activities is more in Haryana (3.18%) than all states (3%).CRRID survey brought out that teachers often complain that a lot of time was consumed in maintaining mid-day meal records, getting material (vegetables, flour), and supervising MDM. Again the Act norms on the prohibition of teachers' involvement in non-educational purposes has been refuted.

Further, though no detention is being followed but monitoring learning is poor. An important indicator of quality education is the outcome of learning of children in schools. In 2014, ASER brought out that with respect to learning levels of standard I-II, 20 per cent children couldn't read Letters, Words or more. Thus, the performance is very low as children are still unable to read as per their grade level. Further, 15 per cent couldn't recognize numbers (1-9) or more. Similarly, 25 per cent children from standard III- V could not read a Standard I Level Text or more and 34 per cent children who couldn't do subtraction or more. CRRID too tried to assess the performance of children in 20 schools selected in the sample. An attempt was made to evaluate the learning achievement of 100 students of class- VI and VIII. It was done by conducting three types of tests 1) Reading 2) Spellings 3) Written combined

test, including subjects like English, maths, science/EWS and Hindi. After the 1st test, it was found that maximum schools (16 out of 20) performed very poorly in English reading both at class VI and VIII level, although the performance in Hindi reading was relatively better in both classes. A vast majority of the students i.e. 16 students of class VI and VIII each were not able to read a single paragraph in English language properly. Private school students performed much better than government schools. Regarding the 2nd test on spellings, again poor performance in English words as compared to Hindi words was brought out. 27 children from class VI and VIII each scored zero out of five marks in English. 70 students of class VI and 72 of class VIII got less than two marks in English. However, children got much better score in Hindi. In the 3rd test on learning achievement, 85 per cent in class VIII and 61 per cent in class VI scored less than 50 percent. 51 students in class 8th and 23 in class 6th scored Zero to five marks only. The performance of the students especially in class VIII was very poor. Private school students fared much better performance.

Overall assessment of quality of education has painted a grim picture of the standard of education in Govt. Elementary schools in Haryana and calls for a large scope for improvement.

Grievance redressal in RTE Act is entrusted with Government agencies from SMCs to PRIs. Haryana government claimed that SMC plays an important role whenever there is any grievance at the school level. Government confirms that there is a grievance Redressal system at the state level. However, CRRID study revealed that barring three schools (two govt. and one private), no other school had maintained registers and written records of complaints and no one else was involved in redressal of complaints except the Principal/Headmaster. In majority of the schools, complaints were verbally launched and sorted by school head only.

Although corporal punishment is banned under RTE, 50 per cent teachers admitted that they still frequently resort to physical punishment (both government and private) and another 20 percent acknowledged that they sometimes resorted to it. Only 30 percent reported that they never resort to corporal punishment. Majority of the teachers felt that punishment should not be banned as it important for maintaining discipline. Students' feedback revealed that 69 per cent students had been a victim of Corporal punishment recently. The most common reasons being homework not done, indiscipline or misbehaviour. More than 98 per cent reported that they were given beatings. Only a negligible 2 per cent reported that they were badly insulted.

The language in which children are taught is crucial both in terms of quality and equity. All government schools taught in Hindi while the medium of instruction in private schools was English as per CRRID study. Further, in 13 schools i.e. 65 percent teachers make use of local dialect (Haryanvi) and in Mewat, Urdu was also used for explaining.

Further, the RTE Act mandates CCE for ensuring quality education. As per UDISE 2015-16, CCE is being implemented in 99.7 percent government schools in Haryana while all management schools are lagging behind (94 per cent). Further, 100 per cent teachers/principals in sample reported no failure/detention to be hindering quality of teaching-learning and also leading to irregularity/absenteeism of students in schools. They all strongly advocated examination to be reintroduced for both class V and VIII.

The RTE Act further stipulates the establishment of School Management Committees to increase community participation in RTE. As per U-DISE data, 2015-16, 99.6 per cent schools in Haryana have formed SMCs and the same proportion also has bank accounts. In all government schools surveyed by CRRID also, SMC were constituted. The composition was as per norms. Around 6-10 SMC meetings were held in last 12 months in all government schools selected by CRRID. Surprisingly, eight out 13 parents who were the SMC members

were not aware of all the issues passed in SMCs even if a few were President of SMC. Actually, majority of the SMCs members were illiterate, daily wage earners, for whom it was very tough to miss their daily wages to attend meetings in schools. Hence, a sheer formality of getting their signatures was definitely taking place although their full-fledged involvement was not there. Many government officials in education departmental so endorsed this about SMCs. Similarly, in five out of 16 areas surveyed, even the panchayats members who were SMC members were not aware of issues /decision on which they had signed in school. This is the most disturbing fact i.e., in spite of claims of training of SMC there is still lack of clarity of local authorities on their roles and responsibilities as defined by the RTE Act.

Chapter nine discusses whether the EWS students enrolled in a private school under 134-A/RTE develops a feeling of segregation or integration due to studying with economically better off students. 75 per cent children felt good and never felt discriminated/segregated. The data suggests that the policy has rather led to feeling of integration among students. The EWS students felt happy and proud that they are studying in English medium schools with access to good infrastructural facilities. They feel they can talk and play comfortably with all children in the class. However, 25 per cent students did say that they feel segregated during stage performance, sports competition, picnics/tours (as they can't afford expenses). The rich children are able to participate in more activities, they felt. They do get a feeling of inferiority complex at times. Thus, mixed responses were received, however, majority of the students were positive about it. Further, a clear distinction was felt in responses of students going to CBSE schools and Haryana Board private schools. In CBSE schools, feeling of segregation was relatively glaring. Parent's opinion was that their children studying in Private and English medium schools is a dream come true. Majority of the Principals also endorsed that a feeling of integration has grown among children of all sections studying in one school.

Awareness about RTE Act has been analysed in chapter 10. As per the government survey, awareness regarding RTE was lacking in 36 percent households in Haryana. As per CRRID study, only 65 percent of schools authorities, 70 percent of school head teacher, 16 percent of the parents of the enrolled students and 45 per cent heads of Village/MC were aware and knowledgably about RTE act. However, there is still lack of complete awareness of the Act among many who have only partial, disintegrated knowledge. The awareness among parents was extremely low. So, there is need for evolving a method of disseminating information to make all school authorities'/teachers/parents/PRI, aware of this legislation.

Impact of RTE Act has been analysed in the last chapter. It discusses the various consequences of the Act.

After analysing the various qualitative and quantitative facets of education under RTE Act in Haryana, it can be concluded that though RTE Act completes six years, only a fraction of its promise has been fulfilled as per the revelations in all the chapters discussed in the report. There is no doubt that certain initiatives have been taken by the government to ensure the execution of the Act and the status of various provisions extended under RTE Act has improved extensively since its implementation but there is still a long way to go before all goals set by the Act can be achieved. There is slow implementation of the RTE Act, 2009 in Haryana and hence, there is a dire need to urgently strengthen the public system of education in order to make the dream of universalization of right to education for children a reality.

Chapter-13

Policy Recommendations

RTE Act is a progressive piece of legislation that endeavours to take education to the masses and fill the gaps in the social system. This chapter provides recommendations to contribute to the policy planning. The propositions will help to fill the gaps to ensure the fulfilment of the commitment to provide education for all children. The suggestions given below emerged from both- secondary and primary data based on field work. These recommendations are also based on the inputs given by School Principals, teachers, DEEO, BEE0/BEO, panchayats members, parents and children on RTE. The cumulative recommendations are as under:

- **Emphasise on Implementation:** Ensure complete implementation of the RTE Act, 2009. Confirm all schools abide by all norms of the Act. Government should take stock of the implementation of Act from time to time and prepare a road-map to make RTE a reality.
- **Create Awareness on the Functioning of the RTE Act, Both at the Functionary Level and Community Level:** This still needs to be done so that the functionary knows his/ her roles and responsibilities to ensure effective implementation. Presently, there is lack of awareness of RTE Norms to government officials, principals, teachers, parents. Awareness generation for parents need to be seriously undertaken on a more regular and systematic basis for bringing Oosc/dropouts to schools.
- **Allocate Adequate Funds:** Increase the allocation on education to 6% of GDP as majority of Indians, especially in the rural and remote areas, still rely on public institutions for education. Further, ensure there are no delays due to lack of funds at Centre and State level e.g. ensure regular and timely supply of free text books, stationery.
- **Strengthen the Grievance Redressal Mechanisms:** This can be done by creating awareness among functionaries/community on what it is and how it functions. Elected representatives should seek status and monitor of RTE implementation in their area.
- **Strengthen Research and Monitoring of RTE Act:** Proper assessment, evaluation and monitoring of this largest social development policy is important to understand the gaps in its implementation and as well as provide a proper road map for the way forward.
- **Filling Vacancies, Redistribution/Rationalization of Teachers is a Must:** Teacher shortages have severely impacted the quality education in Haryana. Imperative action should be taken to ensure all teacher vacancies are filled by professionally qualified teachers. It is pertinent to make all Institutions fully functional and adequately staffed. Fill vacant posts to achieve the required PTR and provide subject wise teachers in all schools. A strong recommendation coming from various functionaries during the course of present study was that DEO/BEO should be given some contingency fund to appoint guest/contractual teachers (in case of long leave of a teacher to cover staff shortage).
- **Non-Teaching Activities of Teachers should be reduced:** Involving a teacher in non-teaching activities like safai abhiyaan, election duties, household surveys, and supervision of MDM is demotivating. Since there are lack or absence of clerical staff in schools i.e. there is nobody to handle postage, fees records etc, hence, such tasks are also undertaken by teachers in many schools although more than half of the teachers expressed disinterest in such activities as it adversely affects teaching work.
- **Provide Sufficient Non-Teaching Staff also in the Schools:** In some schools visited by CRRID team, there were computers in school but no computer teacher; there was a

library without a librarian. It is pertinent to fill all non-teaching vacancies/posts in schools. Further, there was no sweeper/chowkidaar/clerk in many schools. It is suggested that monitory powers should be given to DEO/BEO/Principal for managing or appointing librarian, clerks' peons, chowkidaars, sweepers, etc (after consulting SMC).

- **Formulate a special strategy for Mewat:** Either appoint local teachers or make it compulsory for any teacher who joins to stay for minimum 5 years, to avoid vacancies.
- **Extend RTE:** Extend RTE to children under 6 and up to the age of 18 years.
- **Bring all Children Back to School:** Emphasise on child mapping and tracking systems, special training for all Oosc and ensure adequate budget allocations for the same. It is recommended that enrolment drives and awareness generation need to be undertaken on a more regular and systematic basis for bringing Oosc and drop outs to schools.
- **Reintroduce Evaluation System/Examination at Vth and VIII Class:** No detention policy should be withdrawn. Without exams, there is no competition. Parents and teachers don't take interest in studies. Option of retaining the students who don't perform well should be available. When a child who doesn't know fourth class syllabus is promoted to fifth and then sixth, he keeps going down in his comprehending capability and gap increases as his class gets higher. School results too go down as he progresses.
- **Make Teachers Accountable and Responsible for Results:** The Performance of the teachers in government school needs to be assessed. For improving quality of education imparted, it is very important that principal has the power of reward-punishment for teachers as in private schools to ensure quality and discipline.
- **Improve Quality of Teachers to Provide Quality Education in Government School:** Organize need based remedial classes, refreshers, sustainable training courses and focused professional development programmes for teachers which will help bring about the desired change and enhance quality education in government schools. Identify academic weakness in teachers and bridge the gaps. All teachers are not weak on same points. Some teachers can be weak in grammar, others in writing skills, still others in spoken skills. So provide specific need based training so that each teacher can strengthen her weakness to improve quality of education imparted and better results in schools.
- **Strengthen Administration at School Level:** Field visits highlighted that the schools with strong Principals in government schools were performing much better than others. Hence, competent Administration needs to be developed and promoted.
- **Decentralize and Fix Responsibility:** Decentralization is only in paper. It is important to implement it upto the village level. Community mobilization and involvement of PRI in education and management of schools is not effectively prevalent. The role of VECs, PTAs is still partial. Rejuvenate VECs to make them socially accountable and involve panchayats to motivate parents to send children to schools.
- **Motivation of Parents and Children is a Must:** There is an urgent need to motivate parents to send their children to school. There is also a need to inspire the children to create their interest in studies. Teachers and village panchayats should motivate parents for continuity of children in studies. SMC should be active to ensure continuous attendance of all children from neighbourhood in school. There should be periodic door to door survey by teacher in the village for dropout and out of school children.
- **Improve the Standard and Quality of Education in Government Schools:** Government schools serve a majority of children in our country but they at present are in an appalling state. They are increasingly being accessed by the poor and marginalised. There is need to ensure government schools impart quality education. The Haryana

government should set priorities and focus on upgrading educational standards in order to balance the increasing trend towards private schools. Efforts should be made to revamp old schools and ensuring sufficient facilities to cater to the needs of children. The administration's role is significant here. Instead of forcing the private schools with 134A, government should focus more on improving the standard of education in public schools.

- **Provide Better Infrastructure and Basic Amenities/Facilities in all Government Schools:** Infrastructure shortages such as lack of classrooms, safe drinking water, separate hygienic functional toilets for girls/boys/ teachers, hand washing facility, sitting arrangement need to be addressed. Government should also ensure repair and maintenance to improve school environment. Providing sports equipment, computer education is a must for students. Government is providing so many free entitlements, still parents are running to enrol their children in private schools due to lack of infrastructure in government schools. So, it is important to strengthen our public institutions.
- **Ensure Genuine and Honest Identification of the Poor/ EWS for Reservation under RTE/134A:** As reported by many EWS parents during CRRID field study, fake BPL certificates were being prepared and undeserving were taking advantage of reservation under the Act. So it is felt that it is of utmost importance that genuine, transparent and honest identification of the poor is done for making the policy purposeful.
- **Send money directly in child Account:** The constant and unanimous suggestion emerging from Principals/Teachers/DEO/BEO during the course of study was that instead of government reimbursing the money to Private schools for reservation of EWS under RTE/134-A, should credit the amount directly to bank of EWS student and he/she is given the choice of selecting a school for studying. It was recently reported by Media that probably this recommendation is likely to be accepted by the government.
- **Bridge Gender Gap in Enrolment and Retention:** There is need to reduce gender gap in education in all districts especially Mewat. In rural areas, the state needs to implement its plan of identifying the blocks/pockets with higher gender gap and time bound interventions need to be made. Ensuring deployment of more female teachers in middle school especially in districts like Mewat will result in more girls in schools. Concerted efforts including parental counselling and motivation of girls is required to reduce gap.
- **Introduce English as Teaching Subject from class-1 in Government Schools:** English in India is a symbol of people's aspirations for quality in education. The visible indicator of mushrooming of private schools is due to English language. It is being demanded by many to be taught at the very initial stage of schooling. Introduce English in class 1 and ensure the adequate and competent teachers for teaching this language.
- **Ensure Strict Regulation of Private Schools:** Undertake area mapping to identify school catchment areas and ensure that new private schools are only opened in under-served and un-served areas, where there are no government schools. Strictly implement district level tracking of enrolment and attendance.
- **Encourage District level planning:** Develop action plan in districts with declining enrolment in public schools to address the core reasons. Develop district level strategies which will culminate in a State plan.
- **Ensure Regulation of Private Schools:** Ensure that the private schools are recognized, follow 25% (RTE) or 10% reservation (134-A) and are addressing other RTE provisions.
- **Use GIS for Locating Under-Served Un-Served Areas:** To ensure proper school mapping and availability of neighbourhood schools, a Geographic Information System mapping of schooling facilities could assist the appropriate Governments to understand

the geographic dispersal of schools, the distance to schools from the habitations and the physical barriers, if any, as some State Governments are already doing. Appropriate Government and the local authority can work together to meet this goal.

- **Implement CCE in the Right Earnest:** Primary education is weak in India especially in Haryana. CCE is a very good programme but is not being implemented in the right earnest. It caters around all round holistic personality development---neatness, cleanliness, art, craft, stage...It is based on observation of student's day-to-day activities so that everyday gaps are filled. A child lagging behind in a particular field e.g., reading, should be made to improve in that area each day. It involves continuous evaluation. But teachers give grades randomly. Thus, CCE is not serving its desired purpose. Therefore, training of all teachers on CCE becomes very pertinent.
- **Operate Solar System in Mewat:** Electricity problem is acute in Mewat. Possibility of installing solar system in certain schools at Mewat could be explored.
- **Universalize Mobile School for City's Special Kids:** Children with special needs, who cannot commute to schools for attaining education, can be covered under home-based education. Follow Kalam Express i.e. a mobile school to educate and rehabilitate special children on the doorstep. It imparts quality education that too free of cost. This was launched in Jind last year. The mobile school is equipped with therapist, educators, care takers. It has therapy equipment and educational toys. Red Cross vehicles can also be used for launching the mobile educational-cum-rehabilitation unit.
- **Bring Absent Students Back to School or Allow Striking off Names of Long Absentee Students:** All efforts should be made to make students regular in school. To achieve this, it is first important that the school heads bring the data of absent students on record. However, if students miss school for months, then teacher should be allowed to cut names. The policy of not cutting names is encouraging irregularity and long absenteeism of students in schools. Therefore, striking off names should be allowed.
- **Reform School Curriculum for Seasonal Migrants:** Problem of dropouts/Oosc due to seasonal migration needs to be addressed by reforming the school curriculum & making it child friendly, flexible & designing academic calendar in sync with migratory seasons.
- **Students should be motivated to Re-Join the Schools:** Officials can take the help of NGOs and public representatives (panchayats/councilors) to bring back dropouts to schools. Field survey reported some dropouts were due to early marriage or work. As for marriage, a certain age is specified. Officials should look into it. In fact, it is pertinent that all Deputy Commissioners look into the issue of child labour and early marriage.
- **Formulate a committee for surprise checks:** To raise the standard of education and improve functioning of govt. schools, Government should formulate a committee to inspect (without prior notice/intimation) discipline amongst teachers and students, basic infrastructure like availability of portable water facility, sanitation and cleanliness (maintenance of toilets/drinking water area). It should check the punctuality, regularity and teaching skills of teachers and gaps in the actual and required no. of teaching staff.
- **Make Training More Need Based:** Provide effective and need based training to teachers to strengthen his/her weakness to increase her/his level of competency.
- **Training for SMC Members:** SMCs need to monitor school activities and develop a School Development Plan, under RTE Act norms. SDP is basis for plans and grants to be made by the appropriate Government or Local Authority for the school. As local SMC members are not experts in this field, rather just parents and other community members, training becomes important. It is also pertinent as SMC members lack awareness about their financial powers and duties.

Chapter- 1

Introduction

Introduction to Right to Education Act:

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009, made India one of 135 countries to make education a fundamental right of every child. The 86th Constitutional Amendment was first introduced in Parliament in 2002 and took more than six years to be passed and finally receive Presidential assent in 2009 to be notified as an Act on 1st April 2010. The Indian Constitution included this intent right since independence in the form of a Directive Principle (Article 45) that aimed at guiding governance, meaning thereby that the country aspired to achieve universal elementary education for all children upto the age of 14 years since independence, and successive Indian governments also adopted policies that could facilitate this aspiration. Free and compulsory elementary education was made a fundamental right under Article 21A. The Right to Education Act will benefit about one crore out-of-school children and a large number of dropouts. Presently, out of 22 crore children in the 6-14 years age group in India, 4.6 per cent children have no enrolment in any school.

History of RTE:

At the time of Independence, India inherited an educational system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Thus, the challenge was to provide elementary education to all its children within a stipulated period of time. Accordingly, universal education for all children in the 6-14 age group became a constitutional provision by Article 45 of the Constitution. Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. But, these constitutional provisions still remain unfulfilled. Government's commitment to ensure elementary education for all children aged 6-14 years was later seen in its ambitious programme named 'Sarva Shiksha Abhiyan'.

As already stated, free and compulsory elementary education was made a fundamental right under Article 21A of the Constitution in December 2002 by the 86th Amendment. To bring this into action, 'Right of Children to Free and Compulsory Education Bill' was drafted in 2005. This was revised and became an Act in August 2009, but was enforced on 1st April 2010. To sum up the Right to free and Compulsory Education Act, 2009, provides a legal guarantee by the Government of India for a justifiable right to free and compulsory education for children between the ages of 6-14 years of age. Both the Central and State governments are responsible for the implementation of this legislation.

Main Components/Features of Right to Education (RTE) Act, 2009:

- Every child of India in the 6 to 14 years age group; has a right to free and compulsory education in a neighbourhood school till the completion of elementary education.
- Children who have either dropped out from school or have not attended any school will be enrolled in the schools and no school can deny them for taking admission.
- Private and unaided educational institutes will have to reserve 25 per cent of the seats for the students belonging to economically weaker section and disadvantaged section of the society in admission to class first (to be reimbursed by the state).
- No interview/ screening of the child or parent at the time of admission.
- For the purpose of admission in a school, the age of a child shall be determined on the basis of certificate issued in accordance with the provisions of the Births, Deaths and

marriages Registration Act, 1856 or on basis of such other document as may be prescribed. But no child shall be denied admission in a school for lack of age proof.

- All schools except private unaided schools are to be managed by school managing committees with 75 per cent parents and guardians as members.
- Child's mother tongue as medium of instruction, and comprehensive and continuous evaluation system of child's performance will be employed.
- The Act calls for ensuring prescribed Pupil Teacher Ratio, filling up of teacher vacancies, prohibiting deployment of teachers for non-educational tasks, training teachers, and having qualified teachers.
- The Act mandates improvement in quality of education.
- Not enrolled/dropout children be admitted to age appropriate class.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- Prohibition of school and teachers from corporal punishment and mental harassment.
- Monitoring of students learning is also an important aspect of the act.
- The Act calls for providing Infrastructure of school building (along with toilet facilities, drinking water, playground etc.).

Objectives of the study:

In general, the main aim of the study is to assess the RTE Act and the present status of some of its major components and its impact on the stake holders in order to give policy input for future in the state of Haryana. The specific objectives of the study are the following:

- To study the Act and its various components.
- To analyze qualitative and/or quantitative achievements of education on different components of RTE Act.
- To understand if RTE (by bringing together children of different economic classes in same school), has led to a feeling of integration/ equality or segregation among them?
- To assess the extent to which RTE has been implemented in terms of providing totally free education.
- To make an assessment of the awareness of the people about the Act.
- To give recommendations to contribute to the policy planning.

Research Methodology:

Selection of Study Area: In the light of the objectives mentioned here above, the study is undertaken in the State of Haryana. To make the study representative, data was collected from each of the four divisions in Haryana. One district from each division was selected for the study, namely: 1) Ambala from Ambala Division 2) Mewat from Gurgaon Division 3) Fatehabad from Hisar Division and 4) Karnal from Rohtak Division. Various parameters like total literacy rate, female literacy rate, proportion of the Scheduled castes /other disadvantaged population were assessed while selecting the district from each division.

Tools and Techniques of Data Collection: Both primary and secondary data was collected.

Secondary Data: Sources like Internet, Census, Journals, Directorate of Elementary Education, U-DISE, ASER, schools, government reports, other published/ and unpublished material was used to collect data for the study.

Primary data: Empirical data was collected through a field survey. Comprehensive pretested Questionnaires (including both structured and open-ended questions), observations and discussions with the respondents (comprising school children, teachers, principals, drop outs, village/MC local heads) was used to collect data.

Sample Size:

- Data was collected from both Rural and urban areas in Haryana. However keeping the objective of study in mind, more number of schools in rural habitations were selected.
- One block was selected from each district, making a total of four blocks.
- Of the four selected blocks, 16 schools were selected in rural areas (four schools per block) and four schools in urban/semi urban areas. A total of 20 elementary schools were selected. (A few schools among them were having different buildings at primary and middle level). Both government (16) and private school (4) were selected to collect details on various parameters identified in the Act.
- Empirical data was collected from the enrolled students (six children from each of 20 schools making a total of 120) or their parents. Thus, 96 students from government schools and 24 from private schools were selected for survey.
- A survey was conducted of OoSC and drop out children/parents to know the reasons of not going to school (a total of 80 drop out/OoSC households were interviewed).
- School Data on major components of RTE was collected from the schools authorities.
- In addition to the school data, information on perception of the RTE Act was also collected from one senior teacher in each of the selected school.
- Information/data pertaining to RTE was also collected from the area head: Sarpanch/MC member/or any knowledgeable person.

The data was collected by the Field Investigators trained and supervised by the CRRID staff. For the above mentioned sample study, five sets of Interview schedules were canvassed:

Table-1.1
Number of interview schedules used to collect data for the present study

Sr. No	Type of survey Interview Schedule/ Questionnaire	No. of schedules filled (Sample Size)
1	Village/urban level Interview schedule for head of area/elderly	20
2	School level Interview Schedule for Principal/HM/ In charge	20
3	Interview schedule/ Questionnaire for teachers	20
4	Interview schedule/ Questionnaire for enrolled children	120
5	Interview schedule for drop out/out of school children/parents	80

In nutshell, the sample size for the study included 20 school (16 government and four private), 120 enrolled students/ (96 students from government and 24 from private schools), 20 Sarpanch/ward members, 20 senior teachers and 80 OoSC/drop-outs/or their parents.

Kindly note that the data/information collected from five different Interview schedules will not necessarily be used together in the chapters to follow. It will be used as and when required depending on the topic/issue being discussed.

Coding, Tabulation and Analysis of the Data: Many questions in the questionnaire were already coded and after the collection of the primary data, a code design was prepared and responses to few more open ended questions in the schedules were retranslated into numerical codes (wherever required) to supplement the qualitative information. Effort was made to present the data as far as possible in a systematic and concise manner without missing out the essential details. The data was then fed into the computer using SPSS software. The analysis of the present study has been undertaken with the help of simple frequency tables, percentages and also with the qualitative information, which was collected in the course of fieldwork. Thus, after collection of the primary data, the data was fed into the computers and then tabulated before analyzing the data and writing the report.

Implications: The present study will definitely have strong bearing in policy planning and will be an eye opener for its better implementation. It will also be useful to the administrators, academicians, planners and researchers working on the theme of Education.

Chapter-2 Access to Schools

In recognition of the right of every child to access schooling facilities within his/her neighbourhood, one of the key interventions is to provide universal access; to extend coverage to unserved and underserved locations by providing a primary school within one km of the habitation and an upper primary school within three kilometres of the habitation.

The key provisions of the RTE legislation include Free and compulsory education for all children between 6-14 years of age in government schools, along with special provision of attending school in neighbourhood, and never being denied admission. The Section-6 of the Act stresses on accessibility to schools within the distance norm. Further, the Act directs State government as well as local bodies to make sure that every child between six and fourteen years of age is admitted in a class appropriate to his age.

Before going into the distance wise access, it seems relevant to study the total number of schools in Haryana that caters to the educational needs of the children.

Current Status of Number of Schools:

There are a total of 22315 all management schools in Haryana. Out of them, 14,573 are government schools and 227 are government aided schools. Out of the total government schools, 8898 are primary and 2417 are upper primary schools as per UDISE 2015-16.

**Table-2.1
Total number of Schools by Management in 2015-16**

Dept. of Education	14573
Govt. Aided Schools	227
Private Schools (Unaided Recognized)	6612
Private Schools (Unaided Un Recognized)	821
Central Govt. School KVS/NVS etc	57
Others Schools	10
Madarsa Un recognized	15
Total Schools	22315

Source: UDISE 2015-16

Further, it was found that the number of government primary and upper primary schools opened during the period 2002-03 to 2014-15 were 413 and 248 respectively. The primary schools/sections per thousand child population in 6 to 11 years is six and upper primary schools per thousand child population in 2014-15 was eight. As per the Educational Development Index 2014-15 for all Schools (All Managements) the index value of Haryana in terms of access at primary level is 0.146 and it ranks 34 among 36 states. Similarly, at upper primary level, the index value is 0.34 and the Haryana state ranks 17th in the list of 36 states/UTS in terms of Access as per data provided in U-DISE 2014-15.

Access to Schools (Habitations served with a school):

Claim of Haryana Government on RTE section 6 related to accessibility:

“The process of notification of neighbourhood schools has been completed in all 21 Districts. Access of school in Haryana is within a limit of 1 kilometre for primary and 3 kilometres for Upper Primary. Transport facility has been provided wherever demanded by the DEEO concerned. Rationalization and re-deployment exercise of teachers has been completed for primary teachers and the same is pending for master category. Rationalization of schools has been done by the elementary branches”.

Source: Department of Elementary Education, 2016

Current Status/Achievement on Access based on Secondary Data and CRRID Field data:

Table-2.2
Distribution of habitations served with a school within 1.0 km

State	No. of Habitations with Population 300 or More	Number of Habitations Served	Habitations Served %	No. of Habitations Served Within a distance of 1.0 km	Habitations Served Within a distance of 1.0 km (%)
Haryana	2187	2097	95.88	2170	99.22

Source: 8th All India School Education Survey (AISES), 2016

As per the statistics available (8th AISES), 2187 habitations in the State with population 300 or more i.e. 99.22 per cent are served by a primary school either within the habitation or within a distance of 1 km meaning thereby that there are certain unserved habitations without a primary school within one Km.

To cover the gap, 15,014 Govt. schools have been declared as neighbourhood schools as per RTE norms within a radius of one kilometre for primary classes and three kilometres for upper primary classes, as per the assertion of the Haryana government.

Field Survey Findings:

To ascertain accessibility in terms of the distance of the school from the habitation, the students' responses to 'how far is your school from your house' were analysed during the survey conducted by CRRID from a total of 120 enrolled children in four districts selected for the study. The table given below provides details of student responses.

Table -2.3
Distance-wise school facility available to the students.

District	No. of students reporting distance of school from home			
	Less than 1Km	1-3 kms	3-5 kms	Total no. of students
Ambala	28	2	0	30
Karnal	23	5	2	30
Fatehabad	25	5	0	30
Mewat	26	4	0	30
Total	102	16	2	120

Source: CRRID Field survey, 2016

The survey revealed that schooling facilities in Haryana at the primary and upper primary stage appear to be quite satisfactory. Majority of the children do have access to primary school within a distance of one km. and an upper primary school within a distance of three Kms. Majority of the enrolled students in the sample reported that school was within easy access and they did not have to cover much distance. Out of 120 students, 118 students i.e. 98.3 per cent students reported an elementary school facility available within three Kms of their habitations and 85 per cent of them were attending elementary schools located within 1 km of their homes. When seen separately, almost all had access to a primary school within 1Km, and to a middle school within 3 Kms. Only two students (1.7%) told that school was at a distance of three to five Kms. On probing, it was found that some migrants are staying in Dera Ram Nagar in Karnal where there is no primary school within one km (although it has a population of 500 people) and therefore many children don't go to school or are very irregular in attending schools although they have taken admissions. Some SC children have been given cycles by government, but many had no means to reach schools. When this issue was discussed with officials of Education department, it was pointed out that only 64 hamlets are there without schools where a transport facility has been provided for reaching the nearest government schools. However, a middle school at three kilometres is available in the Dera.

Further, as compared to only 90 per cent schools at the all India level, 98 per cent of the schools in Haryana were approachable by all-weather road which is remarkably good.

Chapter-3

Is Education Really Free Under RTE Act?

The Act states that every child of India in the 6 to 14 years age group; has a right to free and compulsory education in a neighbourhood school till the completion of elementary education". In other words it implies that no child is liable to pay any fee/expense preventing her from pursuing and completing elementary education. The present chapter assesses the extent to which RTE has been implemented in terms of providing totally free education.

Claim of Haryana Government in Implementation of Free Education in RTE Act, 2009:

<i>Section of RTE Act</i>	<i>Status of Haryana as claimed by Government</i>
<i>Section 3 Right to free and Compulsory Education</i>	<i>In Govt. schools of the State, all kinds of charges and funds have been discontinued since April 2010, at elementary level. The grants of free school uniform, free school bag and stationery are being sent to SMC</i>
	<i>Now, no child is liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing the Elementary Education. Various scholarships are also being provided to the children studying in govt. and aided schools</i>
	<i>Provision of cooked Mid-Day-Meal is in place in all govt. schools.</i>

Source: Department of Elementary Education, 2016.

Current Status/ Achievements on Free Education in Haryana:

Let's have a look at the status of the free prerogatives provided to students under RTE Act.

Free Entitlements:

Table-3.1
Free Entitlements to the Students of Classes 1 to 8 under the RTE Act

Item	Classes	Rate Per Student	Beneficiaries in 2014-15(students)	Beneficiaries in 2015-16 (students)	Amount Rs in 2015-16
Free Stationery to Non-SC Students	Class 1-5 Class 6-8	Rs.100/- Rs. 150/-	905657	582280	58228000
			431196	375463	56319450
			1336853	957743	114547450
Free School Bag to non-SC Students	Class 1-5 Class 6-8	Rs. 120/- Rs. 150/-	905657	582280	69873600
			431196	375463	56319450
			1336853	957743	126193050
Free Uniform to General and BC Boys Only	Classes 1-8	Rs.400/-	8.00 lac (approx.)	411515	164606000
Reimbursement of school fee and funds (all students)	Class 1-5 Class 6-8	Rs.36/- Rs.94/-	1501283	978417	35223012
			721236	653716	61449304
			2222519	1632133	96672316
			Grand total		502018816

Source: Department of Elementary Education, 2016

The above data highlights that various free privileges like reimbursement of school fee and funds (all students), free bags, uniforms and stationery were provided to students of classes 1to VIII under RTE, in all government schools. In the year 2015-16, an amount of approximately Rs. 50.20 crores was spent on various free entitlements. Further, interactions with the Department of Elementary Education revealed that a sum of around Rs 65.00 crore have been sanctioned to DEEO's by the Directorate of Elementary Education, Haryana,

Panchkula on the above benefits out of which a sum of Rs.56.11 crore have been incurred for these benefits and monthly tests expenditure etc. for the year 2015-16.

Further RTE Act not only talks of free education in government schools but also makes it compulsory for all aided and unaided private schools to reserve 25 per cent of total seats in elementary education for EWS and provide free education to them under Section 12. However, Haryana State is not implementing this section 12 of RTE Act because similar rules (134-A) in Haryana State Education Rules already exist and under rule-134-A, only 10 per cent seats are reserved and not 25 per cent for EWS. A need was felt necessary for the CRRID field team to assess the issue of free education under RTE/134-A.

No Fees and No Funds from EWS?

The findings given below are based on the data collected and discussions held with 20 heads of schools (Principals/head master/in charge), 20 senior school teachers, 120 enrolled students/parents of class V and VIII from sixteen Government & four private schools.

The Principals of 20 schools gave the following responses when the CRRID team questioned on if education was totally free or charges were taken from EWS students in their schools:

Table-3.2

Distribution of Schools on the Basis of whether any Type of Fees is taken from EWS

Status	Tuition fees/monthly fees/annual fees		Convenience charges/books/stationery etc.		
	Yes	No	Yes	No	Total
Government	0	16	0	16	16
Private	0	4	4	0	4
Total schools	0	20	4	16	20

Source: CRRID Field survey, 2016

The above table revealed that the education in government schools was totally free for all EWS students. When discussed with 96 students from government schools and their families, they all agreed that they had to pay no fees. They were all also availing other benefits like free bag, uniforms, stationery. However, in a few government schools instances like teachers many a times taking Rs 100 per child in the name of farewell parties which were then spend on buying office furniture like almirahs instead and shown as if was donated by the students. In a few other government schools, Rs. 10 per student was taken on Independence Day, republic day, and Annual day for distribution of sweets (9 out of 96 students reported). However, except from these small irregular expenditures, no student from government school incurred any expenditure on fees or otherwise but rather enjoyed various free entitlements. On the other hand, all four private unaided schools selected in the sample reported that they followed norms of 134-A and claimed that they had reserved seats for EWS children who were not charged with any kind of fee. Schools only charged them for books, stationery, bus/van, uniform, which was all allowed under 134-A. The only amount two school heads acknowledged after lot of probing was that they take Rs. 100 per month fees and a negligible fund of Rs. 65 from EWS. In lieu of this, CRRID team thought of interacting with the EWS students studying in Private schools.

A visit to enrolled EWS children's houses by CRRID team clearly brought out that the claims made by private school authorities were not all true as in majority of the cases, they were mostly charging Admission fee (17 students reported out of 24), even if monthly charges among many were are largely waived off or subsidised. They were mostly not charging tuition fees from students whose name was sent by BEO office. Six students, however, reported that the schools are also charging half yearly fees and even tuition fees although it is

subsidised. It was also reported that sometimes tuition fees was waived off or concessions were given in case of one child if two-three siblings were studying in the same school. Further, EWS were also charged computers fee, development fund etc (sometimes included in Annual/Admission charges). This was all in addition to the allowed expenditure to be borne by the student under 134-A like transportation (van/bus), cycle stand fees, text books/copies, uniform, stationery etc.

After getting the feedback as above, there was a strong urge to examine this issue at depth. So an additional study of 20 private unaided schools was conducted. The responses are as under:

Table-3.3
Distribution of Private Schools Admitting EWS Children under 134A

District	Private Schools providing free education to EWS	
	No fees taken by the school	Some fee/fund taken
Karnal	7	1
Ambala	4	0
Fatehabad	1	3
Mewat	2	2
Total	14	6

Source: CRRID Field survey, 2016

A very high proportion of schools authorities i.e. 14 reported that they are not charging any fees, although six admitted that they are charging some nominal fund. However, when probed and inquired from the enrolled children, it was again found that majority of them (65 percent) were also paying fees in one or the other form – Admission fees (mostly), in few cases along with admission charges, they were also paying subsidised half yearly fee, in still other, although very few cases, they were paying monthly fee also (concessional). Similar replies like if two-three siblings of the same family were studying, then fees of one was waived off were brought out during the 2nd survey also. In some cases, funds for recreation/development activities was charged. In some schools, Children also had to pay additional amount for participating in extra-curricular activities, fancy dress, skit, drama, dance etc. They also had to pay additional for excursion and tours, if they wanted to go.

Another feedback given by EWS parents was that some Private schools were giving free or subsidised education to only their staff children like drivers children, gardeners children etc. and claimed that their 10 per cent reservation seats were full. However such responses need to be verified. Very few private schools were giving totally free education to every child. Sometimes the list send by BEO office were shown as EWS but in reality parents complained that they were not below Poverty line. However such reporting again needs to be confirmed.

In other words, totally free education in Private schools was restricted to few. Private schools were charging most of the EWS students in one form or the other (subsidised mostly). Usually, students were charged Admission fees or in some cases subsidised tuition fees or half-yearly fees. Further, all 20 private schools admitted that the students pay for Text books/copies, uniform, shoes, stationery etc. Thus, majority of the EWS had to incur one or the other kind of expenditure in schools.

Free Text Books:

Text-book is the main or sometimes the only tool which is available and is being used for teaching and learning. The government is committed to supply free distribution of text-books to all the girls and SC children studying class 1st to 8th under RTE.

Table-3.4
Percentage of Government Management Schools Receiving Text Books

State	Primary Schools (2014-15)	All Schools
Haryana	99.87	99.29
All States	98.93	98.73

Source: U-DISE 2014-15: Flash Statistics

The U-DISE data 2014-15, given above, reveals that 99.87 government Primary schools received free text books and this incentive reached in total 99.29 per cent schools in Haryana. The data collected by CRRID team from 96 enrolled students from the 16 government schools revealed that all 96 children were getting the benefit of free text books every year.

Time of Supply and Type of Free Text Books:

The desired impact of this incentive (free text books) to the targeted students mainly depends on its timely and sufficient receipt. As per (NCERT (2014), majority of the schools (22 out of 28 schools) distribute free text books after one week but within one month of the academic session in Haryana. But six out of 28 schools give books after one month. Major reasons for late distribution of textbooks were late issue of textbooks, inadequate supply of textbooks, late admission of students and non-availability of transport facility (NCERT 2014).

CRRID survey team too tried to examine this issue. The students in the sample were asked about the timely supply of free text books. In addition to this, information was also sought on whether text books supplied were old or new. The responses are as under:

Table-3.5
Distribution of Children (Class V & VIII) on Timely Supply and Condition of Text Books

Districts	Majority of Text books given on Time -beginning of session	Late supply of all text books	Late supply of some text books	New and not old text book provided	Total Children interviewed
Ambala	18 (33.3)	0 (0.0)	6 (11.1)	24(25.0)	24(25.0)
Karnal	18 (33.3)	0 (0.0)	6 (11.1)	24(25.0)	24(25.0)
Fatehabad	18 (33.3)	0(0.0)	6 (11.1)	24(25.0)	24(25.0)
Mewat	0 (0.0)	24(100.0)	0(0.0)	24(25.0)	24(25.0)
Total	54(56.25)	24(25.0)	18 (18.75)	96(100.0)	96(100.0)

Source: CRRID Survey, 2016

To begin with, the most positive point emerging from survey was that all students interviewed were given new text books of all subjects every year and not old. Further, in Ambala, Fatehabad and Karnal, majority of the children got most of the text books on time i.e., at the beginning of the session (within one month) although 6 students in each of these three districts reported that some text books were given late. However Mewat case is different. It was reported that books reach very late each year. Both School authorities and students in Mewat reported that session starts in April but text books come only till July-Aug and exams are in May (monthly). This time books are more late than earlier years and the excuse given is that syllabus has changed, so new version is under print. Normally, each year, books are late by two months in Mewat. In addition, late receipt of funds for uniforms and sports equipment was also reported in two schools of Mewat.

Free Stationery/Uniforms/Bags to Students:

Government provides Rs.100/- for children in Classes one to five and Rs.150/-for children in Classes six to eight for free Stationery to Non-SC students. Similarly, free school bag to Non-SC students is provided at the rate of Rs.120/- for Classes one to five and Rs. 150/- for classes six to eight. Another incentive is the provision of Free school uniform to General &

BC boys only from Classes one to eight at Rs.400/-. The CRRID survey also endorsed that all students in the government school were getting this incentive. Money was deposited in Childs account for these incentives. However, it was observed that in all select schools in Mewat, material items are given to children instead of money. i.e., bags are provided by the school. Uniforms are got stitched and provided by school through SMCs. Stationery including registers, pencils, rubber, drawing and geometry box (at middle level) is provided by school. No money in bank is deposited on child's name. Principals feel that if they give money, parents will use it for household necessities and children will come to schools without uniforms, bags and copies. Also sometimes the date of birth and name of child in English on birth certificates or adhaar cards don't tally with what they tell orally (Parents have so many children that they sometimes don't remember the exact DOB or many a times there is a difference in the way the name is spelt and pronounced in English and Urdu language) creating problems in opening of bank account. Therefore, the administration in Mewat thinks it is better to provide items, instead of money.

Mid-Day Meal (MDM):

The enrolled students in all 16 select government schools reported they were given free meal under mid-day meal scheme. Mid-day meal was cooked inside the school and all schools had a Kitchen /Shed for cooking mid-day meals. Mid Day Meal is prepared in many schools especially in schools in Mewat on *chullas* (cow dung and wooden sticks) and not gas as cylinder finishes in two days and is expensive. Children went class wise and had their food. There was no discrimination caste or economic-wise regarding the seating arrangement while serving and eating Mid-Day-Meal. Further, all students reported that they were provided with sufficient proportion of food. Regarding the arrangement of utensils (*bartan*) to serve mid-day meals to the students, it was found that in four schools (25%) in the sample, students bring their own plate; spoon etc whereas in majority of the schools, utensils are provided by the school. A large majority of the students liked the mid day meal served to them. In fact, five per cent reported that if they stop getting the meal, they would stop going to school. It was also observed in Mewat that some Children come to school only for MDM. They not only eat but also bring empty Tiffin's to carry back more food for siblings at home. It was reported by teachers that in Mewat that attendance in schools is different at different time. In morning it is less (students come late), attendance increases during MDM time and again decreases after MDM is finished i.e., when the school timings get over. However, four schools i.e., one each in Ambala, Fatehabad and Mewat out of the total 16 government schools reported that the children did complain about the quality of food served to them at times.

On the whole, government school children are getting all free entitlements under RTE. But in private schools under rule-134-A, only 10 per cent seats are reserved for EWS that promise free education and targets to give relief from tuition fees only and not from other expenditures – which are quite considerable like the cost of school books, van/convenience charges etc. Field survey highlights that many schools are charging fees also in one form or the other (usually subsidised). In most cases, Admission charges were taken and in few cases, half yearly fees or even tuition fee was not fully waived off. Funds in the name of recreational fund/development fund/ co-curricular etc. were being charged from even the EWS admitted in reserved quota in private schools.

Chapter- 4

Admissions for Economically Weaker Section (EWS) children

The RTE Act mandates the Private and unaided educational institutes to reserve 25 percent of the seats for the students belonging to economically weaker section and disadvantaged section of the society in admission to class first, in order to make these schools more inclusive (to be reimbursed by the state as part of the public-private partnership plan). However, to this provision, the reply of Haryana government is given below:

Haryana Government's Claim

<i>Section 12 - 25% admission in private schools</i>	<i>State is not implementing the section 12 of RTE Act because similar rules in Haryana State Education Rules already exist to fulfil this requirement. With the direction of Hon'ble High Court, information and guidelines in this regard have been issued.</i>
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Source: Department of Elementary Education, 2016

Thus, the government is referring to Rule 134-A of Haryana School Education Rules, 2003, amended in 2013, where 10 per cent is reserved for EWS (income of the family is less than 2 lacs per annum) but meritorious students. Admission is for classes 2nd to 8th in private schools. Further, Section 13 of the RTE Act also makes provisions for no screening of the child or parent at the time of admission. All these issues related to admissions of the poor are discussed in the present chapter. It is more important that the poor children are admitted in schools rather than under which policy i.e., RTE or Rule 134-A.

Haryana Government's Claim

Section of RTE Act	Status of Haryana as claimed by the Government
<i>Duties of appropriate Govt. to provide free and compulsory education to every child</i>	<i>i). State is in the process of ensuing compulsory admission, 100% enrolment by providing neighbourhood schools and protecting the Rights of Children belonging to weaker sections and disadvantaged groups. ii). Through 134a.</i>

Section of RTE,2009	Status of Haryana as claimed by the Government
<i>Section 13 No capitation fee and screening procedure for admission.</i>	<i>Training programme of private school are organized to fulfil the requirement of RTE Act.</i>

Source: Department of Elementary Education, 2016

Current Status/ Achievements on Admissions in the school in Haryana:

There is lack of clarity on admissions under RTE or 134-a. On one hand, the Haryana government admits that it is giving admissions under 134-A and that the State is not implementing the section 12 of RTE Act. On the other hand, it is mentioned that “as per the amended Rule-7 of the Haryana Right of Children to Free and Compulsory Education Rules, 2011 amended in 2015, the admission, to the children belonging to weaker section and disadvantaged groups in 1st class under RTE Act up-to 25 per cent of the strength of students, is to be given preferably in Govt. schools and Govt. aided private schools. In the event of non-availability of seats in these schools, the parents of children can apply to concerned DEEO for admission in a school. The names of the eligible children will be recommended by the concerned DEEO to specified category schools and un-aided private recognized schools on the basis of draw of lots which may be conducted on a specified date”.

As per the secondary data and information collected from Haryana government, the claim is that since in entire Haryana, there are government schools available in the neighbourhood as

per norm of a primary school within one km and middle school within three kilometres, hence, reservation in neighbourhood private schools under RTE become null and void.

IIM Study reports that RTE execution has been poor in Haryana. However, the government authorities blamed overlapping of guidelines with central legislation for poor implementation. The report, known as State of the Nation, has pointed out that more than 60,679 seats (25 per cent of the total 2.42 lakh) were meant to be reserved in Class I in academic year 2013-14 under the Right to Education Act. However, only 12,045 seats were filled in all private schools. In 2012-13, 9,477 seats were filled out of 59,834 available seats.

According to rule 134-A, 10 per cent seats are reserved. Earlier admissions were done on the basis of draw only, but from this year written test has been introduced and preference is given based on location of school as per distance from the residence of child.

Admissions as per CRRID Study:

Right in the beginning of the survey, it was felt important to inquire from the authorities of four select private schools about their intake or admissions. The responses from the sample schools revealed that although private schools gave admission to EWS students directly till 2014, but presently, it is through BEO. The private schools reserve 10 per cent quota for EWS, according to the total seats they have in Class-one and thereafter the seats are as per the vacancies of drop outs/transfers etc. In most of the private unaided schools, the list of the EWS students to be taken by the school is sent by BEO office. In very few schools, the parents/children directly also approach the school, it is then principal's discretion to give or deny admission. Normally the school authorities check his/her birth certificate, Adhaar card or income proof and also ration card/BPL card before giving him admission. Some schools state that if number of vacancies/ seats is filled by the list sent by BEO, then they don't admit any BPL child on their own. If fewer names are sent by BEO, then the school authorities, at times, give admission to EWS children directly also. All the four select schools in the sample reserved seats for the EWS. The exact number of students admitted by them is given below:

Table-4.1
Number of EWS Students Admitted in Four Select Private Schools

District wise Private school	No. of EWS children admitted in 2014-15	No. of EWS children admitted in 2015-16
Ambala	4	3
Fatehabad	3	3
Karnal	4	2
Mewat	4	5
Total	15	13

Source: CRRID Field survey, 2016

There were 15 EWS students admitted in four select private schools in 2014-15 and 13 in 2015-16. In 2015-16, out of four sampled Private schools, one school had admitted two and five students each while two schools had admitted three EWS student in the year 2014-15.

The data given below pertains to reservations for EWS as per the government:

Table- 4.2
No. of EWS Students Admitted in Four Private Schools under Reservation

Name of School	District	2014-15 (Govt. data) 25 %		2015-16 (Govt. data) 25%	
		Applied	Enrolled	Applied	Enrolled
Sagar Public School	Mewat	0	0	0	0
S.B. Mission School	Karnal	5	15	0	0
Gold Middle School	Ambala	NA	NA	NA	NA
Lord Shiva Convent school	Fatehabad	20	20	29	29

Source: Department of Elementary Education, 2016

The above table clearly reveals that no child applied or was enrolled in Sagar public school, Mewat and Gold Middle School, Ambala. However, 15 EWS children were enrolled in 2014-15 in SB Mission School, Karnal and 20 in Lord Shiva School, Fatehabad in 2014-15. Maximum students i.e. 29 were admitted in 2015-16 under the Act in Lord Shiva convent school. Further, as the number of private schools being examined was relatively less i.e., it was only four. Hence, a study of additional 20 private unaided schools in the same four selected districts was taken up by the CRRID team to study this issue in depth. The first question raised was whether they reserved seats for EWS students either under RTE or 134-a and if they did, then to mention the number. The following was the response:

Table-4.3
Distribution of Schools Reserving seats and Admitting EWS Children

District	Schools reserving seats for EWS		No. of schools which admitted EWS in 2015-16.	
	Yes	No	Yes	No
Karnal	7	1	7	1
Ambala	4	0	4	0
Fatehabad	3	1	3	1
Mewat	4	0	3	1
Total	18	2	17	3

Source: CRRID Field survey, 2016

Table-4.4
Number of EWS Students Admitted in Private Unaided Schools under RTE/134-A

Sr. No	Name of School	District	CRRID survey (No. of students enrolled by school) (2015)-10 %	2014-15 (Govt. data) 25 %		2015-16 (Govt. data) 25%	
				Applied	Enrolled	Applied	Enrolled
1	Prabhat Senior Secondary SCH	Mewat	23	0	0	6	7
2	Yajanaaraislamia public school	Mewat	13	NA	NA	NA	NA
3	Greenfield high school	Mewat	5	0	0	0	5
4	Mount Aravali public school	Karnal	0	0	0	0	0
5	Swami Dayanand senior secondary school	Karnal	0	NA	NA	NA	NA
6	Mahindra Senior Secondary school	Karnal	6	4	35	4	32
7	Paras public school	Karnal	3	NA	NA	10	74
8	Kamal school, RK puram	Karnal	0	0	0	0	0
9	ChanderShekhar Azad School	Karnal	10	4	62	0	5
10	Gayatri public school	Karnal	0	0	0	0	0
11	Golden public school	Karnal	11	11	7	0	0
12	S.S.N senior secondary school	Ambala	11	0	0	2	2
13	Shree Vishwakarma high school	Ambala	15	0	0	0	0
14	Baba balaknath middle school	Ambala	4	0	0	0	0
15	Arya SSS, Mullana	Ambala	15	0	0	0	0
16	Rising sun public school	Fatehabad	5	NA	NA	NA	NA
17	Sun rise public school	Fatehabad	5	0	0	0	0
18	Holy wisdom convent school	Fatehabad	8	0	0	10	10
19	City heart public school	Fatehabad	5	0	0	0	0
20	Shanti van middle school	Fatehabad	0	0	0	0	0
	Total		139	19	104	32	135

Source: Government Department, Haryana, 2015

The above information has been taken from school authorities by the CRRID team. Out of the 20 Private unaided schools surveyed, 18 reported that they are reserving seats for EWS meaning thereby that all 100 % private schools were not adhering to the norm of reservation. In 2015-16, only 17 schools had admitted EWS student (Table 4.3). The remaining one

school reported that this year no list of EWS names to be taken by his schools were sent by BEO, hence there are no enrolments made in this category this year in his school.

Further, Table 4.4 highlights the EWS students admitted as provided by secondary data. It also provides data on the number of students admitted under 10 per cent reservation as per CRRID survey.

It was found that majority of the private schools did claim that they had reserved seats for the poor as per the Rule. And most of them were following the norm of 10 percent reservation. The above table highlights the data of 20 schools selected for cross verification. CRRID survey revealed that 139 EWS students were admitted in select 20 Private schools in 2015-16.

As per the data provided by the Government of Haryana, 104 EWS students were enrolled in these schools under RTE/134-A in 2014-15 and 135 in 2015-16.

Problems reported by EWS parents during the field study related to Reservation under 134-A/RTE:

- A shocking revelation by parents in field was that reservations in the name of EWS were being given to some students in private schools who don't belong to BPL category. They were relatives of owners of school, children of school teachers etc. The idea was to show 10 per cent quota was being given by private school authorities. Such feedback, however, needs to be confirmed. Tehsildars make fake certificates. This again needs to be verified. The families actually under below poverty line are left out as mostly they are uneducated and are more concerned about their daily wages. They don't know about the test and draw dates. The undeserving families get the wrong manipulated income certificates and take advantage by taking admissions in schools under EWS scheme. If such revelations are true, which need to be verified and confirmed, then the actual needy are left behind while better off take advantage of subsidised education under reservation policy. This complaint of the parents has been supported by even the private school federation in 'The Tribune' who reported that "they would challenge the issuance of income certificates by the tehsildars without verifying the actual income of the families that apply for the certificate to claim benefits under the RTE Act". Thus, the reservation provision is availed by rural elites who are able to afford school fees whereas a large number of children living in absolute poverty are left out. The lack of initiative by the state to create awareness among the disadvantaged sections, about admission dates which are mostly limited to website or print media; and bureaucratisation of procedures is leading to corruption.
- Another problem reported was that the classes in private schools start much earlier than the time EWS gets admission due to long time consuming procedures of getting admission. EWS students' final entry to the school is delayed by two months due to procedures of admission i.e., first test is taken, then results are taken out and thereafter school allotment are given. So EWS students get behind by two months at least and then they are unable to cope with studies.
- Sometimes the EWS names are put in a distant school in the lists prepared by DEOs /BEOs office which discourage the parents to send their children to schools and hence they are never enrolled.

Problems reported by Private school authorities during survey, related to Reservation of EWS under RTE/134-A:

- Economic burden is tremendous due to free education as no reimbursement till date.
- EWS students do not take interest in studies, so, quality of education suffers.

- Poor students don't follow school rules like uniform code, cleanliness, discipline and in other activities.
- Sometimes list of EWS names given by BEO gets late; and the students are allotted school which are not approachable, so students don't join. Then their seats remain vacant.
- EWS use abusive language.

Following key points emerged during the course of study from discussions/observations/interactions:

- The Right to Education Act has in a way brought private schools under the gaze of the Education Department.
- The private unaided schools are not complying with the provisions of the Act, in particular, i.e. Many schools were not taking in the requisite number of students belonging to the weaker sections of the society on the plea that no EWS names have been recommended by the BEO in a particular year.
- Delay in reimbursement is another issue of concern. Incidentally, the government is required to pay to the schools some amount towards the fees of such students but an often heard complaint of private schools is that no such amount has so far been reimbursed/paid to them.
- Schools are also required to admit students in accordance to a fair and transparent criterion. As per section 13 no interview/ screening of the child or parent at the time of admission is to be conducted. In fact, the Haryana government asserts that the training programme of private school is organized to fulfil this requirement of this RTE. But the 10 per cent reservation in private schools is based on two criteria's in Haryana: on the basis of poverty line and also was restricted to only meritorious children. The child should clear the test with minimum score of 55 per cent and his total annual family income should not be more than 2 lakhs, which is refuting the Act.
- Further, during the field survey many parents complained that the private school are either themselves or being pressurised by the government officials unofficially to admit some children as per their recommendations. Fake income certificates were also used to take admissions.

To conclude, RTE Act should be there. But, there should be honesty and transparency in implementation of the Act. Genuine and honest Identification of the poor/ EWS is most important for making the policy purposeful.

Government is spending Rs.28000 per child annually in government schools. The private schools are ready to take relatively less than this provided they are regularly reimbursed. However, they (teachers/principals/ block and district level officers i.e., DEO, BEO) strongly recommended that it will be much better that instead of reimbursing the money to Private schools, money should be send to Child's account and let him choose the school he wants to study in.

Chapter-5 Enrolment Status

RTE insists for 100 per cent enrolment. The goal is to achieve Universal Enrolment and Retention of Children up to the Age of 14 Years. Another action to be taken under Right to free and Compulsory Education is that children suffering from disabilities / multiple disabilities covered under National Trust Act (CWSN) have been included in disadvantaged group. All the provisions are being made for their education.

Haryana Government's Claim

Section of RTE Act	Status of Haryana as claimed by Government
<i>Duties of appropriate Government to provide free and compulsory education to every child</i>	<i>State is in the process of ensuing compulsory admission, 100% enrolment, 100% retention and 100% transition by providing neighbourhood schools and protecting the Rights of Children belonging to weaker sections and disadvantaged groups to ensure that they are not being discriminated.</i> <i>134a is also operational.</i>

Current Status:

Efforts are being made to increase enrollment by providing more primary schools, upper primary schools and other interventions such as enrolment drives, improvement in infrastructure in schools, incentives such as free books, free uniforms, and mid-day meals etc.

The Gross and Net enrolment Ratios in government schools is given in the table below:

**Table-5.1
Gross Enrolment Ratio and Net Enrolment Ratio in Haryana**

Enrolment Ratio	Primary		Upper Primary	
	2014-15	2015-16	2014-15	2015-16
GER	97.57	95.5	96.03	94.2
NER	77.82	77.1	71.11	77.1

Source: Elementary education report card: 2014-15 and 2015-16 (UDISE)

The Gross and Net Enrolment Ratios for boys and Girls separately in 2015-16 is given below:

**Table-5.2
Gross Enrolment Ratio and Net Enrolment Ratio for Boys and Girls in 2015-16**

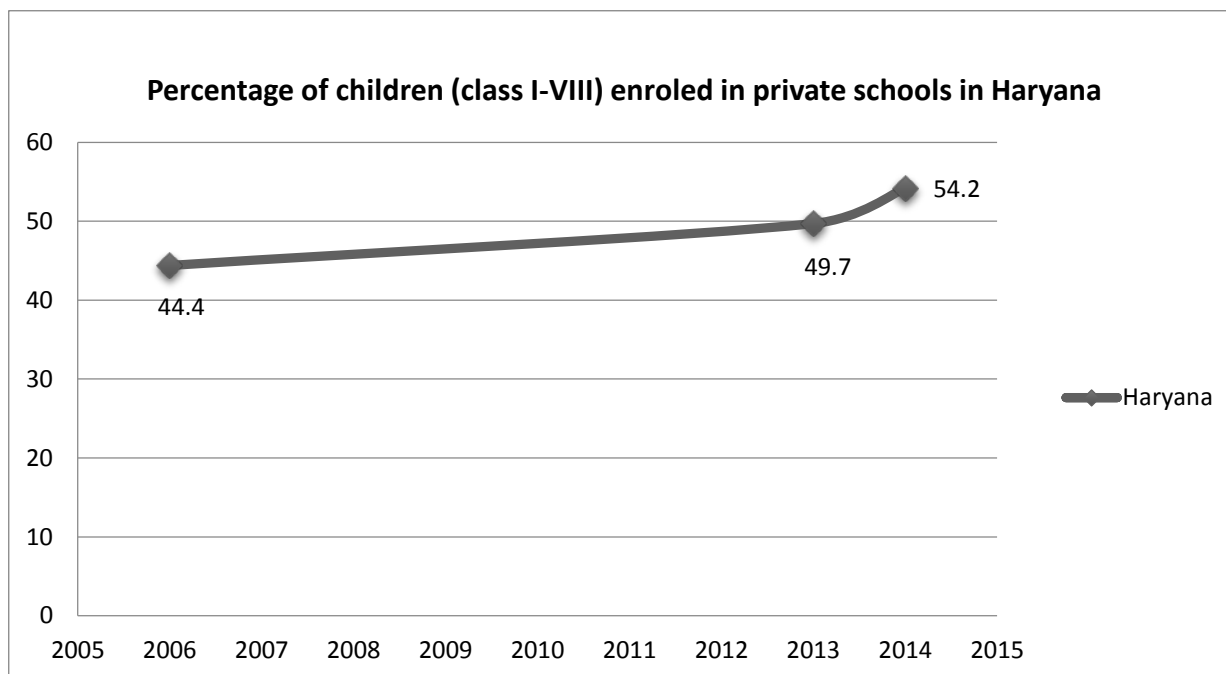
Primary Level						Upper Primary Level					
GER			NER			GER			NER		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
95.7	95.4	95.5	77.3	76.8	77.1	93.8	94.7	94.2	77.5	76.7	77.1

Source: UDISE 2015-16

The above tables clearly reveal that the gross enrolments in government schools have decreased from 97.57 to 95.5 at primary level and 96.03 to 94.2 at upper primary level in 2014-15 to 2015-16. Similarly, the net enrollment ratio has also decreased at primary from 77.82 in 2014-15 to 77.1 in 2015-16 at primary level. However at upper primary level, there has been an increase in NER from 71.11 in 2014-15 to 77.1 in 2015-16. As against the target of 100 percent enrollment of children under RTE, it is seen that NER is only 77.1 at both primary level and upper primary level and GER is 95.5 and 94.2 at primary level and upper primary level respectively. Table 5.2 reveals that barring gross enrollment at upper primary level in 2015-16, everywhere else the GER and NER of girls is lower than boys as per 2015-16 data.

Further, an attempt was made to study district-wise GER and NER at primary and upper primary level, which revealed that the lowest enrollment ratios (both Net and Gross) are seen in Mewat, Mahendergarh, Rewari, Rohtak both at Primary and upper primary level. The Ratios in these districts was much lower than the Ratio at the State level.

Further, an attempt was made to study the enrolment in private schools:



Source: ASER, 2014

The above graph vividly exhibits that for the age group 6 to 14, private school enrolment has been rising consistently year on year. The proportion distribution of children in government and private schools clearly reveals a strong preference of children in Private schools which is evident from Table 5.3. Data reveals 54.2 percent children are enrolled in private schools in comparison to only 44 percent in government schools. Nearly two percent are not enrolled in schools.

Table-5.3
Percentage of Children in different types of Schools (2014)

Age group	Government	Private	Other	Not in school	Total
6-14	43.9	54.2	0.3	1.6	100

Source: ASER, 2014

The above data emphasizes the growth of Private Schools and the fact that it is on a rise and a significant segment of education today is privatized. Even though different types of private unaided schools are having high and varying fee structures, they are being preferred. The percentage of children enrolled in private school till elementary level as per ASER 2014 is 30.8 per cent. This is a huge increase from only 18.7 per cent in 2006.

There was an increase of 1.8 per cent from 2013 (when the figure stood at 29 per cent). “The rate of enrolment is increasing in private school in most of the States. This trend of increase in private schools indicates the fact that education as ‘social public good’ is losing its base and privatization and commercialization of public education is gaining momentum.”

District wise percentage of children enrolled in private schools in 6-14 age group is given below:

Table-5.4
District-wise Proportion of children enrolled in Private schools

District Name	Private Schools(%age of Children in 6-14)
Ambala	44.2
Bhiwani	68.8
Fatehabad	51.2
Hisar	59.2
Jhajjar	75.8
Jind	55.0
Kaithal	45.7
Karnal	58.8
Kurukshetra	51.7
Mahendragarh	60.2
Panchkula	32.7
Panipat	60.7
Rewari	64.4
Rohtak	66.7
Sirsa	45.4
Sonepat	57.2
Yamunanagar	40.8
Mewat	24.8
Faridabad	64.7
Gurgaon	60.6
Total	54.2

Source: ASER 2014 District Performance Table: Haryana

The above table reveals that many districts in Haryana have more than 60 percent children (6-14) in Private schools i.e. Faridabad, Gurgaon, Rotak, Rewari, Panipat, Mahindergarh, Jhajjar, Bhiwani. This all shows that primary and upper primary level private schools are flourishing in Haryana. Seeing the increasing trend towards private schooling, an attempt was made by CRRID to understand the reasons thereof. The team interacted with 20 sarpanches/panches, 20 teachers and 24 enrolled students/parents of Private school in four districts selected for study. Major cumulative reasons emerging have been listed are given below in table 5.5.

Inadequacy of staff in government schools in comparison to better teacher-pupil ratio and availability of subject wise teachers in the private schools was cited as the most prominent reason for preferring private schools over government schools. Even government figures support this reason which shows that out of 156 all management zero teacher school running in the state, 151 are government schools. Similarly, out of 1056 all management schools with single teacher, 1039(98.4 per cent) are government schools. Lack of teachers available in government schools affects the quality of studies was the constant response in field.

Table-5.5
Major Reasons of Preference of Private Schools To Government Schools(in descending order)

1.	Lack of staff in government schools/better teacher pupil ratio and subject wise teachers in private schools/ better teacher-student communication.
2.	Studying in a Private school is a Status symbol
3.	Better quality of education (effective classroom teaching, better results in private schools)
4.	English as medium of Instruction and CBSE Board in Private school
5.	Better infrastructural facilities in private schools
6.	Regular attendance of teacher in private schools
7.	Personality development / and focus on participation in sports/extra-curricular in private schools

Source: CRRID Field survey, 2016

Further, these days, people prefer to send their children to private schools because of status symbol. Many parents, teachers and local heads pointed out that sending children to private schools is a status symbol. Many parents feel that sending their children to private schools will improve their status in the society. Also, private schools provide better quality of education and therefore their results are better, hence this emerged as a prominent reason. Further, English medium and CBSE board in Private schools attracts parents to enroll their children in private schools. English language is considered very important these days. Therefore, parents prefer private schools. Better infrastructure, regularity of teachers, extra-curricular activities and more opportunities for personality development were also reported as reasons of preferring private schools over government schools.

Further, a clear cut distinction emerges in composition of Government and private schools when data reveals that the number of students belonging to the SC and weaker sections (17.44 lakh) is more than four times the number of students belonging to the general category (4.95 lakh or 22.1 per cent of the total 22.39 lakh students) in state government schools. Educationalist highlights the exit of the rich and middle class from the public education system. Public schools have been reduced into schools catering to only marginalized section of the society. Educationalist report that “In Haryana, as a whole, only 22 per cent general students are enrolled in state government schools. The state government is striving to increase enrolment in government schools, but the Education Department data has revealed that government schools have a majority of students belonging to the Scheduled Caste and Backward Classes. But those belonging to the general category prefer to study in private schools”. If we take a look at the 2015-16 UDISE data of children enrolled in 1 to 12 classes in government schools, it shows that there are only 22 per cent general category students. The proportion of SC students is as high as 40 % and the proportion of OBC is 38 %. Further, the proportion of Muslims was 11.17%. In contrast, in all management schools, the proportion of general category was 45%. There were 23% SC and 32% OBC. The enrollment of Muslims was only 6.28%.

Educationalists say the government school environment strengthens the roots of social harmony among students from various castes. “This skewed ratio of students from various castes will have an adverse impact on the social structure of the new generations,” they said. “Mainly poor are sending their children to government schools as they could not afford fee of private schools. The number of students belonging to the general category in government schools is declining. Govt. must provide better infrastructure and faculty to its schools to compete with private ones”.

The reason can be the gap in quality of education in the government and private schools. “The absence of quality education in government schools has led to segregation of students on caste lines. Its social implications are even more dangerous.” Thus, despite pumping in money and resources to increase the enrolment in government schools, the admissions to private schools at the primary level are higher and the trend is on the upswing with each year.

Table-5.6
Proportion of Schedule Caste (SC) Enrolment in Elementary Classes in 2015-16 (Govt. schools)

Enrolments	1 to 5			6 to 8			1 to 8		
	B	G	T	B	G	T	B	G	T
SC	194793	201344	396137	137071	141182	278253	331864	342526	674390
Total	469890	508527	978417	311495	342221	653716	781385	850748	1632133
%age	41.46	39.59	40.49	44.00	41.25	42.56	42.47	40.26	41.32

Source: UDISE 2015-16

If we look at only the figures of only SC up-to elementary level in government schools, the proportion is as high as 41 percent. If we include the OBCs in this, the proportion of general category becomes very low. Even CRRID data collected from 20 schools in four districts indicate high proportion of SC/OBC in Government schools as discussed below.

Table-5.7
Class-Wise Number of Students (2015-16)

Class	Total students (Govt.)				Total Students (Private)			
	Total	General	SC/ST	OBC	Total	General	SC/ST	OBC
I-V	4029 (100.0)	56 (1.39)	1433 (35.57)	2540 (63.04)	934 (100.0)	485 (51.93)	42 (4.49)	407 (43.57)
VI-VIII	2288 (100.0)	55 (2.40)	954 (41.69)	1279 (55.90)	511 (100.0)	309 (60.46)	25 (4.89)	177 (34.63)
Total	6317 (100.0)	111 (1.76)	2387 (37.79)	3819 (60.45)	1445 (100.0)	794 (54.95)	67 (4.63)	584 (40.42)

Source: CRRID survey, 2016

Major findings from the data of 20 schools (16 government schools and 4 private) is that a very high proportion of OBC/SC category and low proportion of general category are enrolled in Government schools. The proportion was as high as 60 per cent OBC, 38 per cent SC and only two per cent from general category in govt. schools. The breakup at primary and middle level also revealed a similar trend in 2015-16. On the other hand, majority of the students (55 per cent) in private schools belonged to the general category. There were 40 per cent OBCs and only 5 per cent SCs in Private schools in 2015-16 at elementary level. "Families having meager resources prefer to send their wards to government schools. Government facilities such as free education and scholarships also attract a large number of SC students," said a government school teacher. The Education Minister recently stated that the state government was considering introduction of English as a subject from Class I in government schools to improve the quality of education.

Status of Children with Special Needs (CWSN)

Haryana Government's Claim on CWSN under RTE:

<i>Right to free and Compulsory Education</i>	<i>Another action taken by the Haryana government on Right to free and Compulsory Education is that the Children suffering from disabilities/multiple disabilities covered under National Trust Act (CWSN) have been included in disadvantaged group in Haryana Rules. All the provisions are being made for their education.</i>
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As per the census 2011, in Haryana the proportion of disabled is 2.16 per cent. An attempt was made to study the enrollment of CWSN in government schools in Haryana.

Table-5.8
CWSN Enrolment in Government Schools (2015-16)

1 to 5			6 to 8			1 to 8		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9557	6495	16052	5989	4210	10199	15546	10705	26251

Source: UDISE 2015-16

Government of Haryana has enrolled a total of 16052 boys and girls in class one to five and 10199 in classes 6 to 8 meaning thereby that a total of 26251 CWSN children have been enrolled

in classes one to eighth in 2015-16. The enrollment of CWSN by type of disability in Haryana is given below:

Table-5.9
Enrolment of CWSN Students in Government Schools by Type of Disability

Type	1 to 5			6 to 8			1 to 8		
	B	G	T	B	G	T	B	G	T
Autism	73	38	111	36	22	58	109	60	169
Cerebral Palsy	250	146	396	102	46	148	352	192	544
Hearing Impairment	617	583	1200	352	313	665	969	896	1865
Learning Disability	1130	825	1955	534	414	948	1664	1239	2903
Mental Retardation	2813	1884	4697	1897	1327	3224	4710	3211	7921
Multiple Disability	1283	730	2013	436	271	707	1719	1001	2720
Physical Handicap	1810	1211	3021	1393	906	2299	3203	2117	5320
Speech Impairment	770	441	1211	570	279	849	1340	720	2060
Visual Impairment (Blind)	134	72	206	60	42	102	194	114	308
Visual Impairment (Low Vision)	677	565	1242	609	590	1199	1286	1155	2441
Grand Total	9557	6495	16052	5989	4210	10199	15546	10705	26251

Source: UDISE 2015-16

The data reveals that in Haryana out of the total 26251 CWSN students enrolled in classes 1-VIII in government schools, maximum are mentally retarded (7921) followed by physically handicapped (5320), learning disability (2903), multiple disability (2720). Visual Impairment-low Vision (2441) and speech impaired (2060). An attempt was also made to see the proportion of CWSN children enrolled in Haryana vis-à-vis all states. The proportion is given below:

Table-5.10
Distribution of CWSN to Total Enrolment in Haryana vis-à-vis all States

State	Primary Level		Upper Primary Level	
	2013-14	2014-15	2013-14	2014-15
Haryana	0.14	0.82	0.12	0.91
All States	1.3	1.2	1.18	1.12

Source: U-DISE 2014-15: Flash Statistics

The data reveals that as compared to all states, Haryana has been admitting less proportion of CWSN students in their schools both at primary and upper primary level. In 2014-15, the proportion of CWSN enrolled in Haryana were 0.82 per cent at the Primary level and 0.91 percentage at upper primary level as compared to a relatively higher proportion in all states which was 1.2 at primary and 1.12 at upper primary level respectively.

Data regarding special schools for CWSN is given below.

Table-5.11
Distribution of Special Schools for CWSN (2014-15)

State/UT	Primary Level	All Schools
Haryana	0.02	0.04
All States	0.75	0.89

Source: U-DISE 2014-15: Flash Statistics

The data given above clearly brings out that the special schools for CWSN is relatively less in Haryana (0.04) as compared to all states (0.75) at primary level. Similarly, for all schools, the proportion of special schools for all states (0.89) is much more than in Haryana (0.04).

An attempt was also made by CRRID team to collect data on CWSN students enrolled in the 20 schools selected for the study in four districts of Haryana.

Table-5.12
Number of Physically Challenged/ Differently-Abled Children Admitted in Schools

Nature of Disability	2014-15						2015-16					
	Government			Private			Government			Private		
	B	G	T	B	G	T	B	G	T	B	G	T
Mentally Retarded	16	7	23	0	0	0	13	5	18	0	0	0
Deaf & Dumb	5	1	6	0	0	0	8	3	11	0	0	0
Handicapped(minor)	4	2	6	0	1	1	4	1	5	0	1	1
Speaking Problem	1	3	4	0	0	0	2	1	3	0	0	0
Orthopaedic	3	2	5				3	2	5			
Visual problem (blind)	2	7	9				1	5	6			
Multiple disabilities							1	0	1			
Total	31	22	53	0	1	1	32	17	49	0	1	1

Source: CRRID survey, 2016

Differently abled children were admitted mostly only in Government schools and only 2 cases of handicapped students (minor disability) were admitted in four private selected schools each during 2014-15 and 2015-16.

In 16 Government select schools, a total of 53 children differently abled children had been admitted in 2014-15 and 49 in 2015-16. Majority of them were boys in both these years. Regarding the nature of disability, the maximum number of children admitted were mentally retarded followed by those who were blind and then by deaf and dumb in 2014-15. Again from amongst the differently abled students in 2015-16, maximum number of students admitted were mentally retarded. This was followed by those who were in a way minor handicapped and those with multiple disabilities and visual problems.

Information collected from the field revealed that every government school admits handicapped. Sometimes home based education to handicapped/blind children is given twice a week but it was reported only in one school in Fatehabad. In the Field survey, some parents also revealed that sometimes Principals refused to admit the mentally retarded as they feel they are a hindrance to the other students in the class.

It is recommended that parents of CWSN should be motivated to get their children enrolled in schools. More special teachers and special schools for blind, mentally retarded etc. should be opened in the state.

Chapter- 6

Drop-out and Out of School Children

RTE Act stresses on not only compulsory admission, 100 per cent enrolment but also on 100 per cent retention. This chapter deals with drop-out and Out of School Children (OoSC) in the age group 6-14. The chapter will also assess the RTE act mandate of no school denying admission to children who have either dropped out from the school or have not attended any school. It will also study if age appropriate admissions were given to drop-outs as aimed under RTE. It will also analyse school mapping and if any child has been denied admission in a school for lack of age proof as the RTE Act strongly advocates against it.

Inclusion and Exclusion in Education:

Education is not simply about making schools available. Inclusive education is about being proactive in identifying barriers and obstacles that lead to exclusion. India with 1.4 million children ranks among the top five nations with children aged 6 to 11 who are out of school as per the UNESCO (2014) report. However, the country is among 17 other nations that have managed to reduce the number of OoSC in the past decade. The most challenging issue is enumerating the number of out of school. The latest census claims to have 34.47 million children out of the schooling system. CWSN are also minimally enrolled.

Haryana Government Claims with Respect to Retaining Children in Schools under RTE

Section of RTE Act	Status of Haryana as claimed by the Government
<i>Duties of appropriate Govt. to provide free and compulsory education to every child</i>	<i>State is in the process of ensuring compulsory admission, 100% enrolment and 100% retention.</i>

Current situation:

The present chapter on OoSC and drop outs is based on both secondary data and the empirical data collected from 80 drop/OoSC children/families by CRRID Field team. The households of the drop outs were selected with the help of Panchayat and school authorities.

Drop-out Rate and Repetition in Haryana State:

Enrolment by itself is no panacea if children do not continue education beyond a few years. Drop-out is the children who leave school. The repetition rate determines the magnitude of pupils/students who repeat a grade/level. Drop-out is in fact an indicator of wastage in education. Haryana HPSPP is trying to get enrolled of all the out of school children in 6-14 year age group. It is also trying to bring the dropouts in the main stream of elementary education. But despite various efforts like; development of infrastructure in school, providing incentives such as free education, free text-books, uniforms, bicycles, school bags, there is still a large number of drop-out and out of school children in 6-14 year age group in the State.

Table-6.1
Drop-out and Repetition Rate in Haryana (2014-15)

Grade	Drop-out Rate	Repetition Rate
I	-	0.39
II	-	0.39
III	1.00	0.36
IV	-	0.30
V	2.70	0.23
VI	1.55	0.22
VII	0.66	0.23
VIII	5.53	0.20
I-V	0.41	0.33
VI-VIII	2.55	0.22

Source: Elementary education report card: 2014-15

Table 6.1 reveals that the maximum dropout rate in Haryana is from class-VIII (5.53%) followed by class-V (2.70 %). The drop-out rate at primary level was 0.41 and at middle level was 2.55. The repetition rate was 0.33 at primary level and 0.22 at the middle level indicating that the dropout rate is more than the repetition rate at both primary and upper primary level.

Table-6.2

Sex-wise Average Annual Drop-out Rate

State/UT	Primary level			Upper primary level		
	All	Boys	Girls	All	Boys	Girls
Haryana	0.41	0.22	0.63	2.55	1.97	3.25
All states	4.34	4.53	4.14	3.77	3.09	4.49

Source: U-DISE 2014-15: Flash Statistics

Gender disparity in Haryana is apparent from above. The drop-out ratio of girls is more than boys. The girl drop-out ratio at primary and upper primary is 0.63 per cent and 3.25 per cent respectively as compared to boys dropout rate of 0.22 and 1.97 at primary and upper primary level respectively. Higher drop-out rate for all states than Haryana at all levels is also evident.

Further, the composition of drop outs is given in the table below:

Table-6.3

Composition of drop-outs at Elementary level

	All	SC	ST	Muslim
Haryana	1.19	2.49	-	8.15
All states	4.15	4.22	8.12	7.5

A very high proportion of drop-outs at elementary level were Muslims (8.15 per cent). Table 6.3 also shows that 2.49 per cent of the drop outs belong to scheduled caste population. These figures show that many drop outs are from the minority class in the state of Haryana.

Out of school children (OoSC):

Table-6.4

District-wise Distribution of Out of School Children

District Name	Out of School Children (% in 6-14 age group)
Ambala	0.0
Bhiwani	0.4
Fatehabad	0.9
Hisar	1.5
Jhajjar	0.0
Jind	1.5
Kaithal	0.5
Karnal	0.8
Kurukshetra	0.2
Mahendragarh	0.3
Panchkula	2.2
Panipat	0.5
Rewari	0.3
Rohtak	0.4
Sirsa	1.4
Sonepat	1.0
Yamunanagar	1.9
Mewat	9.8
Faridabad	0.5
Gurgaon	1.8
Total	1.6

Source: ASER 2014, Haryana

The above table shows the percentage of OoSC in different districts of Haryana. It clearly reveals that the highest proportion i.e. 9.8 percent of the out of School Children in the age group 6-14 is from Mewat (9.8%). Panchkula (2%), Yamunanagar (1.9 %), Gurgaon (1.8 %), Hisar (1.5%) and the rest all follow. However, the gap between the proportion of OoSC in Mewat and other districts is very wide. The state government keeps on making efforts to get back children in schools. The government claims that they brought around 15000 OoSC into the mainstream of education during 2012-13. Special trainings are provided by the Government to OoSC in Haryana. 8.33 per cent children were provided special Training (Govt.) in 2014-15. Further, special training was given to OoSC in 2015-16 in Mewat - 23013 students were short-listed and training was given to 9761 students. A total of 12867 students have been selected for the training session to be held in 2016-17 as per DEEO, Mewat.

After discussing the secondary data, it is thought relevant to discuss the results of 20 schools (16 Government and 4 private) from which data on drop outs was collected. In addition to this, field survey was conducted by CRRID team in 80 drop-out /OoSC households.

Let's first have a look at the year wise number of school drop-outs at primary and middle level in schools selected in the sample. It was, however, reported that there was no drop-out in four private schools and 10 government schools out of 20 schools in the sample. Hence, the number of drop-outs given below pertains to only six government schools:

Table-6.5
Year-wise Number of Dropouts from Class I-V and VI-VIII in Select Government Schools

Year	I-V			VI-VIII		
	Total	Boys	Girls	Total	Boys	Girls
2012-13	74	51	23	55	27	28
2013-14	119	67	52	49	25	24
2014-15	69	41	28	56	19	37
2015-16	51	28	23	88	43	45

Source: Data collected from Schools, 2016

The data collected from six government schools revealed that a total of 51 students dropped out in 2015-16 in classes' I-V and 88 in classes VI to VIII. The drop rate is very high at middle level. Further, the drop out decreased at primary level in 2015-16 from 2014-15 but the number of children dropping out increased in 2015-16 in comparison to 2014-15 at middle level. In private schools, it was reported that there was no drop-outs but transfer of children from one school to another. It was also observed that boys drop-out more at primary level, whereas girls drop out more at the middle level. Under RTE, there is no detention policy upto VIII, so, many children dropout only after VIII, when evaluation process starts.

Age appropriate Admissions:

RTE Act requires the not enrolled/drop-out children be admitted to age appropriate class. The State government as well as local bodies are to make sure that every child between 6 and 14 years of age is admitted in a class appropriate to his age.

Achievement/Claim of Haryana Government:

<i>Special provisions for children not admitted to , or who have not completed Elementary education</i>	<i>1-Age Appropriate Admission is in process. In last four years (Nov. 2011 to 2014), various enrolment drive programmes (DASTAK-E-TALIM) (JAZBA-E-TALIM and PARVESH UTSA) were organized to enrol children in school.</i>
	<i>2-For the purpose of special training, Bridge Course Module has been developed in the state by SCERT, SSA and trainings are being imparted</i>
<i>Right of transfer to other school</i>	<i>Detailed guidelines in this regard have been issued in the state. For further assistance Parents/ children may contact RTE Cell to seek any information. All school heads (Private and Govt.) have been informed in training.</i>

Source: Department of Elementary Education, 2016

CRRID team investigated the issue of age appropriate admissions from 20 schools (16 Government and 4 private). The following table gives the results.

Table-6.6
Number of Drop-outs/Not Enrolled Children Admitted in Age Appropriate Class

District	2013-14		2014-15		2015-16		Total
	Number	Class	No.	Class	No.	Class	
Ambala	-	-	-	-	-	-	-
Karnal	2	3 rd	2	3 rd	0	0	4
	-	-	1	4 th	1	3 rd	2
	-	-	-	-	1	4 th	1
Fatehabad	0	0	0	0	1	5 th	1
Mewat	2	6 th	1	6 th	2	2 nd	5
	1	7 th	1	7 th	-	-	2
	1	8 th	1	8 th	-	-	2
Total	6	-	6	-	5	-	17

Source: CRRID Field survey, 2016

It was found that only 3 schools out of 16 government schools (One each in Fatehabad, Karnal and Mewat had admitted children in age appropriate class. The above table reveals that maximum students admitted in age appropriate classes were from Mewat in the last 3 years (9 out of 17 children and none was from Ambala) and all were enrolled in government schools and none in Private school. Also they were enrolled in classes 2nd onwards up-to 8th. Although training was given to children, they are finding it tough to cope with studies.

CRRID study on Out of School Children/dropouts:

It was thought important to get an insight into the drop-out and OoSC and hence a sample study of 80 OoSC/drop-out households was conducted. Out of the total 80 respondents, 63 had been to school and then dropped out; however, 17 respondents had never been to school. The team tried to collect uniform sample of drop outs sex wise and district wise but could not, as strong gender wise and district-variations existed. The total sample finally selected district wise and sex wise is given in the table below:

Table-6.7
District wise and Sex wise distribution of drop-outs/OoSC

Districts	Male	Female	Total
Ambala	7(20.6)	9(19.6)	16(20.0)
Karnal	8(23.5)	6(13.0)	14(17.5)
Fatehabad	7(20.6)	4(8.7)	11(13.8)
Mewat	12(35.3)	27(58.7)	39(48.8)
Total	34(42.5)	46(57.5)	80(100.0)

Source: CRRID Survey, 2016

Table 6.7 clearly reveals that the maximum number of drop-outs/OoSC found were from Mewat and again a high proportion among them was girls (nearly 58% in comparison to 42% males), showing higher drop-out /out of children among girl child reflecting gender disparity. Although, not indicated in table but when composition of drop-outs was analysed it was found that Muslim children drop-out ratio was high as compared to other children in Mewat.

Even ASER, 2014 reports that the proportion of girls (age 11-14) not in school was 8.4 per cent in 2006, 4.3 per cent in 2009, 2.1 per cent in 2011 and 3.3 per cent in 2014 in Haryana.

Caste of the Drop-outs/OoSC:

The following table shows the caste wise distribution of select drop-outs/OoSC households:

Table-6.8
Caste-wise Distribution of Drop-outs/OoSC

Districts	SC (%)	OBC (%)	General (%)	Total (%)
Ambala	8(25.0)	7 (16.7)	1 (16.7)	16 (20.0)
Karnal	13(40.6)	0 (0.0)	1(16.7)	14 (17.5)
Fatehabad	10(31.3)	1(2.4)	0 (0.0)	11(13.8)
Mewat	1(3.1)	34 (81.0)	4 (66.7)	39(48.8)
Total	32 (40.0)	42 (52.5)	6 (7.5)	80 (100.0)

Source: CRRID Survey, 2016

Table 6.8 shows that of 80 households, 32(40 %) households belonged to scheduled caste, 42(52%) belonged to backward classes and only 6(7.5%) belonged to the general category. This shows that a large majority of the drop-outs or OoSC belonged to socially disadvantaged groups (SC/OBC). In general category most of the children who had dropped out were Muslims (Qureshi). Among OBCs also, the maximum drop outs were Muslims of Mewat.

Occupation of the Head of the Household of Drop-outs/OoSC:

The field survey conducted by CRRID revealed that majority of dropouts/OoSC (71.3 per cent) belonged to labour class families. In nine per cent cases, the family head was engaged as drivers.10 per cent were working as shopkeepers. Thus, the occupation distributions show that the head of the families of drop-outs/OoSC were engaged in informal sector work.

Total Family Income of the Drop-outs/OoSC:

According to RTE, free education has to be given to each and every child till class-VIII and income profile should not really matter, but still we find that out of 80, majority of drop-outs/OoSC are from families in low income bracket of Rs.3001-5000 per month (63 families), followed by 10 families earning between Rs.5001-7000 and only seven households had income of more than Rs.7000 pm/. Maximum drop outs are from labour class families. So either they can't afford education but since education is free, it seems the parents engage their children in labour work to earn more money and so they stop sending them to schools.

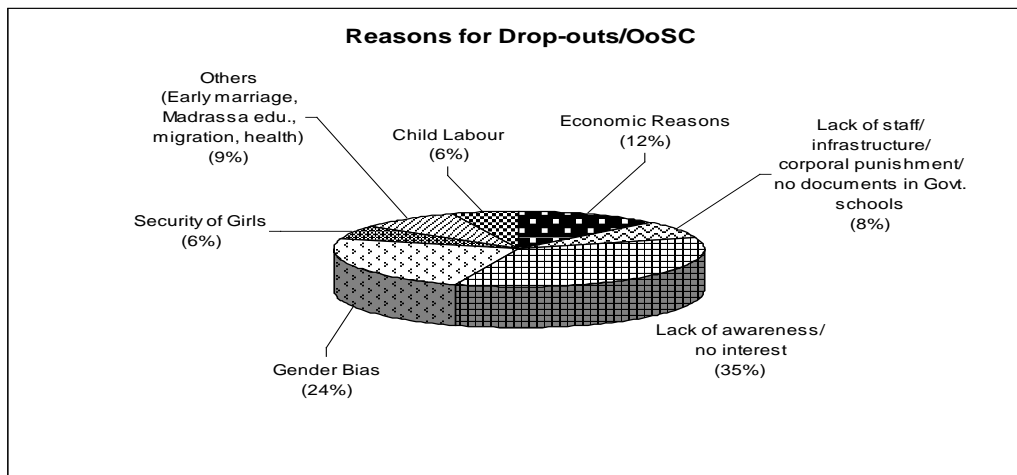
Reasons for Drop-outs/OoSC:

In order to know the accurate reasons for dropping out/OoSC, the researcher probed further and asked this question directly from the drop outs/never enrolled children and their parents. Table 6.9 clearly shows that majority of them gave more than one reason for the same.

Table- 6.9
Different reasons for drop-outs/OoSC

Reasons	Ambala	Karnal	Fatehabad	Mewat	Total
Economic Reason	1	4	9	14	28
Gender bias (Daughters involved in household work/siblings care. Parents think no need for daughters to study.	8	8	4	34	54
Distance from school	1	3	1	0	5
Poor quality of education/lack of staff/infrastructure	2	2	1	3	8
Lack of awareness of education /failure	1	5	7	23	36
Health	1	1	1	1	4
Parents and children have no interest in studies	15	12	2	15	44
Security of girls	1	1	1	10	13
Child Labour	2	4	4	3	13
Corporal punishment in school	1	1	0	0	2
Early Marriage	0	0	0	4	4
Religious/Madrasa Education, Urdu	0	0	0	9	9
Lack of birth certificate/aadhar cards	0	0	0	2	2
Seasonal Migration	1	1	2	3	4

Source: CRRID Survey, 2016* Multiple Responses



Lack of awareness about the benefits of education and no interest in studies was a major reason reported for dropout/OoSC. In fact, disinterest of both students/ parents in studies due to their low socio-economic background makes them attach no importance to education. They find all such related expenses useless. Failure/ child not able to cope in class was also reported to be a cause for children dropping out. Parents are not interested to send their children to schools especially girls as they have strong gender bias and even if few send their daughters to school, they want them to discontinue as soon as they reach class V or VI. In other words, gender inequality becomes very strong as girls grow beyond primary level. Further, expectations of domesticity leads to drop-out/OoSC among girls as they are expected to contribute to the household chores far more than boys - the implicit understanding being that a girl is being trained for a role as a wife, mother and daughter-in-law, whereas boys are being trained for an occupation. Girls take care of their siblings (In districts like Mewat, they have around 10 brothers/sisters) and do household work. In places like Mewat, girls fetch water as there is acute water scarcity, wash clothes at nearby water sources; go to collect tomatoes and wooden sticks from fields etc. Section 10 of the Act states that parents are duty-bound to ensure that children pursue elementary education but this chapter shows the ground reality of parents' lack of interest in Childs' education.

Further, economic constraint of the family leading to child labour for supplementing income was again common. Parents prefer that their children help them in the labour work. Thus, financial constraint is one of the main reasons of children dropping out from school. Section 10 of the Act states that it is the parents' duty to send their children to school and ensure that their children pursue elementary education, but again it is seen that parents themselves are more interested in getting work done from them and involve them in labour activities.

Security of girls is major concern for parents leading to dropouts. Parents don't feel safe for girls to travel alone to distant schools. After class 8th most parents prefer not to send their daughters to far off secondary schools and especially refrain to send them to co-educational schools. The no. of secondary schools is very less and that too located at far off places. This was a major reason of dropout in Haryana especially in Mewat, where parents mentioned "there is a stretch through the main road, where boys tease the girls", so it is better for girls to stay at home. In Salamba, very few girls are sent to school after class-8th due to this reason.

Poor quality of education including high pupil-teacher ratios, lack of committed teachers and lack of appropriate facilities in government schools and non-affordability in private schools led to school drop-outs. Also in Mewat, majority of Muslims wanted their children to get religious education and so send them to madrasas. Early marriage, schools situated far off, corporal punishment were other major reasons reported. Some of OoSC were children with disability, which was another deterrent in school enrolments. Seasonal migration of children with their families mostly for agriculture work is also a common reason for drop-outs.

The school authorities as well as the Panchayat also seconded these reasons of OOSC and drop outs. They also endorsed that children don't attend schools due to disinterest in studies, child labour, early marriage, gender disparity, seasonal migration, madrassa education etc. The Act states that "every child of India in the 6 to 14 years age group; has a right to free and compulsory education and it is the duty of the state and parents to ensure this". Although, the state is making efforts, but still, it is far from achieving the goal.

Further, another major aim of RTE Act is that children who have either dropped out from the school or have not attended any school should be enrolled in the schools and no school can deny them for taking admission up-to class VIII. Also, denial of admission on the basis of lack of certificates is banned. Let's see the claim of Haryana Government on this issue.

Achievement/Claim made by Haryana Government:

Section of RTE,2009	Status of Haryana as claimed by Government
<i>Section 14 Proof of age for admission and Denial of admission</i>	<i>Notified in Haryana Rule, 2011 and training have been provided.</i>

Source: Department of Elementary Education, 2016

Field Reality:

CRRID study revealed that besides the other reasons reported for dropping out or OoSC, nine students revealed that they were denied admissions by government schools and that is why their children are sitting at home or involved in child labour. Details are given in the table below:

Table-6.10
Distribution of Drop-outs/OoSC to whom admissions were denied by Government schools

District	Denied Admission		Total
	Yes	No	
Ambala	1	15	16
Karnal	1	13	14
Fatehabad	1	10	11
Mewat	6	33	39
Total	9 (11.2)	71 (88.8)	80 (100.0)

Source: CRRID Survey, 2016

The data revealed that 11.3 per cent drop-outs/OoSC in four districts said that the government schools denied them admission. Maximum number of children (6 out of 9) who were denied admission was from Mewat district followed by other 3 districts i.e., Ambala, Karnal and Fatehabad district where one child each was denied admission in school. As per the RTE Act, it is mandatory to admit each and every child free of cost up-to class-VIII and deny admission to none; however it was not being followed. Reasons for denial of admissions are as under.

Table-6.11
Reasons of denying admission/re-admission to Drop-outs/OoSC by schools

Districts	Name Struck off/Students not attending the school regularly	Came late for admission	No Birth certificate/ Aadhar Card/	Total
Ambala	1(25.0)	1 (100.0)	0 (0.0)	2 (22.2)
Karnal	1(25.0)	0 (0.0)	0 (0.0)	1 (11.1)
Fatehabad	0 (0.0)	0 (0.0)	1 (25.0)	1 (11.1)
Mewat	2 (50.0)	0 (0.0)	3 (75.0)	5 (55.6)
Total	4 (44.4)	1 (11.1)	4 (44.4)	9 (100.0)

Source: CRRID Survey, 2016

The main reason for denial of admission or readmission by drop-outs was mainly incomplete documents i.e. no birth certificate/adhaar card which is reported by four out of nine students. Although, it has been clearly mentioned in the RTE Act that no child shall however be denied

admission in a school for lack of age proof but it is evident that it was being refuted. It seems Haryana has continued pre-existing procedures insisting that children produce birth certificates. It is reported that it is only since 2014 that the list of names to be taken is sent through BEO, but till 2014, all the school authorities, whether government or private checked the child's birth certificate, Adhaar card, income proof, ration card before giving him/her admission. In case of migrants it becomes really difficult to take admissions in school. With the need for transfer certificates, adhaar cards, residence proof and other such formalities, people find the entire system of getting their children admitted very tough. Maximum children who were denied admission belonged to Mewat. The other equally important reason was that student was irregular and so his/her name was struck off in register and school.

Activities Carried-out by Drop-outs/OoSC Whole Day:

Table-6.12
Distribution of Activities Undertaken by OoSC/Drop-outs

Activities	Districts				
	Ambala	Karnal	Fatehabad	Mewat	Total
Work at home (including HH chores/ siblings care)	8	8	4	34	54
Work Outside/ child labour	2	4	4	3	13
Unable to do anything	1	1	5	1	8
Others (wandering, playing cards)	1	1	1	2	5
Total	12	14	14	40	80

Source: CRRID Survey, 2016

As we can see in Table 6.12, maximum children were working at home. They were engaged in looking after their siblings or doing household chores. This was true of girls in all select districts, especially Mewat. 13 children were also working outside as child labour. They were engaged in labour work in shops/hotels, worked in agricultural activities or scrap collecting.

The SMCs are supposed to ensure enrolment and continued attendance of all children from the neighbourhood of the school. But, these commitments remain only on paper as we continue to see children occupied in labour activities. However, the issue of child labour emerging in the field data was discussed with the BEO/sarpanches/SMC/VEC members who all reported that the proportion of child labour in Haryana is very high. They highlighted that majority of the drop-outs in the age group 6-14 in Ambala were engaged in Hotel and agriculture work; in Karnal and Fatehabad in scrap collection or worked in shops and hotels. In Karnal, majority worked in Rice shellers and in Mewat children were engaged as drivers; scrap collection, worked in shops/ hotels, auto mobile shop and agriculture labour.

Role Played by Local Heads:

Since the Act imposes that it is the duty of the state to ensure that children go to school, hence, it was felt relevant to enquire as to whether the local heads i.e., Sarpanch/ Panchayat members/VECs had made any effort to make children join school. Surprisingly, all the 16 local heads claimed that they played a positive role in improving enrolment ratio and reducing OoSC/drop-outs. However, when specifically inquired about the efforts made for girl droppers/female OoSC during last 5 years, shockingly, in only 5 out of 16 areas (none in Mewat), the panchayats reported that they had tried to motivate the girl drop outs/OoSC to join/rejoin schools. However, 75 per cent admitted that they had taken no such initiative.

Awareness Level of the Parents of OoSC and Dropouts about the RTE Act:

Sight of a group of children working in agriculture fields, small boys working in restaurants or little girls engaged as baby sitters is a cause of great concern. Do these children or their parents realise that they are entitled to free education in a school in the neighbourhood, and comprehend the value of education? Are parents really aware about the RTE Act? To find

answers, CRRID team interacted with the drop-outs/OoSC and their parents. Surprisingly, it was found that out of 80 households that were questioned, 52 households (65%) were not aware about the RTE Act. The maximum number of unaware people was found in Mewat. 35 per cent were partially aware. They knew about free entitlements. The field team then fully explained in detail about the main features of the RTE Act to all 80 drop-out/OoSC Households and then again they were asked that now since all of them were aware of rights and benefits under RTE, were they willing to send their children to schools. To this, six got convinced and were willing to put their children in schools, seven out of 13 people said that they will still not enrol their child in school mainly as children were not interested in studies, early marriage, girls' security, girls' involvement in domestic chores/siblings care etc.

School mapping:

According to RTE Act, access to schools and enrolment has to be universalised. So, mapping is a must. The Haryana Government claims that House Hold Survey of children (0 to 14 years) to identify drop-out and OoSC have been completed by the Department to ensure 100 per cent enrolment. During the field survey, CRRID too confirmed and found that all 16 government schools had conducted a survey to trace the OoSC/Drop-out and that school mapping was done to include the non-enrolled into the mainstream education.

Back to school camp/enrolment drive for mainstreaming:

It is the responsibility of the state under RTE to make sure that every child should study. In lieu of this, the families of drop-outs/OoSC were asked that if any camps/enrolment drives were initiated by the schools/ government authorities or if they were ever approached to make children join/rejoin school. 41 per cent replied in affirmative and said that they have been approached to make their children join schools. 31 per cent said that nobody approached them, 28 per cent respondents said that they don't know or don't remember or gave no response. Maximum number of enrolment initiatives was taken in Mewat where 42 per cent of the people were approached for admissions in school by Principal/teachers.

What should be done so that the children join school?

The OoSC/drop-out families were asked that what should be done so that their community send their children to schools. Some responses given by parents are: 1) In some way, interest for studies should be generated in their children. Teachers should motivate both parents and children for continuity in studies by child, as children are not interested in going to school; 2) Government should ensure that schools permit children to join school without birth certificates/adhaar cards; 3) Awareness programmes should be organized to make parents aware about education is free and compulsory. 4) No Corporal punishment by the teacher need to be ensured; 5) Provide good quality education, sufficient staff and infrastructural facilities in government schools.

Some observations:

RTE is leading to irregularity and low attendance of students in Schools. However, these figures of students being absent are recorded in only school registers, whereas, figures of drop-outs or OoSC are always stressed upon, not realising the quality of education being imparted to students who hardly attend classes. Some insights on this issue are given below:

Case of Karnal: There are three types of Dera/Dhanis existing since 40 years: a) Dera Shahpur Kalan b) Dera Sherpur Viran c) Dera Ram Nagar. While a primary school exists in a) and b) dhanis as per norms, there is no school in Dera Ram Nagar within one Kilometre, inspite of it having a population of 500 people including 100 children of 6-11 age group. In this Dera Ram Nagar, many children don't go to school or don't go everyday due to no access to school. Some SC children of these Dhanis have been given cycles but non- SC don't,

hence many children are either not enrolled or are very irregular. In this dera, children are just registered in schools and don't go everyday. They miss their classes for months. When their mothers are busy with other activities like-agricultural or other household works, then they miss the school and take care of their siblings. They just loiter here and there and do not want to study. They go and stay with their relatives in other states for weeks together. In case of a family/neighbourhood function like-marriage, *jagran*, etc. they miss their classes for 10-15 days together. The *bajigar* children just loiter here and there. The absentee rate is very high and still school authorities do not strike-off their names in registers. Children from agricultural families miss schools to assist their family in harvesting and sowing season resulting in long absence from schools. Sometimes they migrate to other state and come back to school. It was observed that as per the new rule, officially the school can strike-off the name of a child in case he doesn't attend the classes for 10 days. But this is being practiced as per whims and fancies of the school authorities as it was observed during the survey that school officials rarely struck off the names. In routine also, such children go to school twice in a month, or only when they are compulsorily called from homes to take their monthly tests. Parents of these children are working as labourers, are alcoholics or not interested in their studies. Many children themselves are working as waiters. Some of them are addicts. Some of them at times go to school, loiter on way and come back. They score very less or zero marks but get promoted at session end due to Governmental policy of no detention. Seeing these children, bright students also have stopped studying, quality of teaching and studying has fallen. This was reported by both parents and teachers. Students take all the benefits provided under the RTE, but are very irregular and hardly attend school.

Case of Mewat: In Mewat also, heads of many schools revealed that a large number of students of migrant families are not attending classes regularly. They kept missing classes off and on and for large number of days, still their names can't be cut off as per the policy. They are promoted class after class upto VIII. Further, there is a high rate of absenteeism in schools during class tests as reported by class teachers in Mewat. Few questions to ponder are: What is the quality of education we are imparting with such a weak base? Are we just promoting children from one class to another so that they have a tag of having passed class VIII? It was again reported by many teachers in Mewat that many children come just to take mid-day meal. They come to school very late. The plea given is that they go to pray/read namaz and maulvi doesn't leave them before 8 A.M. Then, they go home, get ready and then come to school by 9:30 or 10 A.M, although school starts at 7 or 8 A.M. Since there is an acute problem of no teacher or single teachers in Mewat, it is tough to maintain records on regularity and punctuality of children. Further, due to lack of subject-wise teachers, some subjects remain untouched throughout the year. This is true for even important subjects like mathematics and science. RTE does not allow failing a child, that is why they get promoted to next class without studying. This is the reason why there is high drop out after class-VIII. Children get all benefits, enjoy all ceremonies, take care of their siblings and home, work outside and still pass upto 8th. "Some schools may get merged if no. of students shown attending classes is less". So, for their own job security, school authorities show high rate of enrolment even when they are very irregular and don't cut names. Students don't know anything about the subjects but still they pass every year. So it's a win-win situation for both.

It is strongly suggested that regularity of children in schools is ensured. Enrolment drives combined with awareness generation need to be undertaken on a more regular and systematic basis for bringing OoSC and drop-outs to schools.

Chapter-7 Infrastructure Facilities

The RTE Act mandates to provide Infrastructure of school building (along with toilet facilities, drinking water, playground etc.).

Claim by Haryana Government:

<i>Section of RTE Act</i>	<i>Status of Haryana as claimed by Government</i>
<i>Section 8 Duties of appropriate Govt. appropriate Govt. provide free and compulsory education to every child</i>	<i>The State is also providing infrastructure like school building, teacher and other equipments.</i>

Current status:

The facilities available in Haryana Schools are discussed in Table 7.1, 7.1(A) and 7.1(B).

Table-7.1
Number of Government Schools having Facilities in Haryana (2015-16) (cont.)

Total Schools (%)	Building (%)	School with classroom (%)	Room for HM (%)	Boys toilet (%)	Girls' toilet (%)	Toilets for CWSN (%)	Hand washing facility (%)
14573	14492	14437	8241	13138	13731	6349	11415
(100.0)	(99.4)	(99.0)	(56.5)	(90.1)	(94.2)	(43.5)	(78.3)

Source: UDISE 2015-16

Table-7.1 (A)
Number of Government Schools having Facilities in Haryana (2015-16) (cont.)

Water	Electricity	Play Ground	Ramps	Computer	Library	Kitchen shed	
						Having	Using class
14552	14552	11860	10526	4040	14485	10027	578
(99.8)	(99.8)	(81.3)	(72.2)	(27.7)	(99.3)	(68.0)	(3.96)

Source: UDISE 2015-16

Table-7.1 (B)
Number of Government Schools having Facilities in Haryana (2015-16)

Schools with		Schools with functional Water Facility	With boundary wall	Schools with handrails where ramps	Schools with urinals	Schools with Functional Toilets	Schools with Books in Library	Schools with CCE Implemented
SMC	Bank A/c							
14521	14517	14128	14277	7335	11540	13007	14484	14531
(99.6)	(99.6)	(96.9)	(97.9)	(50.3)	(79.1)	(89.3)	(99.3)	(99.7)

Source: UDISE 2015-16

The latest data on facilities in government schools during 2015-16 given in 7.1, 7.1(A) and 7.1(B), highlights that 99 per cent schools in Haryana have buildings and 98 per cent schools are with boundary wall. Further, 99.8 per cent have water facility and electricity (both) and 99 per cent schools have libraries and with books in Library. Again almost all schools i.e. 99.6 per cent have SMC and bank account too.

However, various deficiencies in Infrastructure were also revealed in Table 7.1, 7.1(A) and 7.1(B). 43 per cent government schools in Haryana don't have head masters room, 10 per cent don't have boys toilet. six per cent lack girl's toilet, 57 per cent have no toilets for CWSN. Further, 22 per cent lack Hand washing facility. In addition to this, 19 per cent schools don't have playgrounds, 28 per cent lack ramps and 72 per cent are short of computer facility in schools. Again Kitchen shed is not available in 32 per cent schools and around four per cent are using class as kitchen for MDM. Further, half of the schools do not have handrails on ramps, 20 per cent schools lack urinals and 11 per cent schools are without functional toilets. Further, table 7.1, 7.1(A) and 7.1(B) indicate that there is real dearth of

computers, room for HM, toilets for CWSN, Kitchen shed, playground facility, ramps, and urinals etc in Haryana which all need to be addressed.

Infrastructure in Select Districts:

When district wise analysis was conducted, it was found that many schools in Mewat are lacking in facilities in schools like boundary wall, functional water facility and toilets. The district is also lagging behind in kitchen shed, playground, computers, and hand-washing facility. In Fatehabad schools special attention is required to cover gaps in Boys toilets, hand-washing facility, toilets for CWSN and functional toilets. Although, all schools lack handrails where ramps exist but the picture is the poorest in Karnal as compared to all other select districts. There is also lack of playgrounds, toilets for CWSN, room for HM in Karnal. Ambala in particular has very low proportion of schools with HM room, ramps, computers, kitchen shed and CWSN toilets. The district schools also have a definite need for more functional urinals.

Although, the data shows proportion of schools having library facilities is high but important is how many are functional. Similarly, the issue is not of merely having the facility as in the case of toilets, but also their use and maintenance. For instance, while there has been a big push for building of toilets, many toilets lay unused due to lack of maintenance and cleaning.

Facilities Available: Primary, Primary with Upper Primary, Upper Primary Schools

An effort was also made to study the facilities available separately for schools at different levels i.e., primary only, primary with upper primary and upper primary only. The results, based on Elementary education report card, 2014-15 are given in the table below:

Table-7.2
Facilities Available at Different Levels in Elementary Schools (in %)

Performance Indicators	Level of School		
	Primary only	Primary with U.P	Upper Primary Only
Single-Classroom Schools	1.5	0.0	1.9
Single-Teacher Schools	6.8	0.0	9.2
Schools with Playground Facility	78.3	87.2	78.6
Schools with Boundary wall	96.1	98.5	93.7
Schools with Girls' Toilet	94.9	99.8	90.7
Schools with Boys' Toilet	98.3	99.9	95.6
Schools with Drinking Water	99.6	100.0	99.5
Schools with Electricity connection	96.2	99.6	91.5
Schools with Computer	7.5	77.0	28.8
Kitchen Sheds	66.2	0.0	75.1
Girls Enrolment	50.6	39.8	54.8
Female teachers	45.6	66.6	32.7
Hand wash facility near toilet	63.37	NA	NA

Source: Elementary education report card: 2014-15

Table 7.2 highlights the following:

- There are still 1.5 per cent single classrooms schools at primary level and 1.9 per cent at upper primary level. (It has been reported that “more than 60 children accommodated in one classroom in 587 schools in Haryana. As many as 587 schools have 3, 20,081 children with more than 79 students per classroom. Mewat has maximum 92 schools with more than 60 children per classroom”.)
- Only 78 per cent primary schools, 87 per cent Primary with U.P and 79 per cent Upper Primary schools have Playgrounds, although they are pertinent for child’s development.
- Only 7.5 per cent primary schools, 77 per cent primary with upper-primary schools and 28.8 percent upper-primary schools have computers.
- There are 6.8 Single-Teacher Schools at primary level and 9.2 at upper primary level.

- 96.1 per cent primary schools, 98.5 per cent primary with upper-primary schools and 93.7 per cent upper-primary schools are with boundary wall.
- Only 94.9 per cent primary schools have girls toilet and 98.3 per cent have boys' toilet. Further, 99.9 per cent primary with upper-primary schools have boys toilet and 99.8 per cent have girl's toilet. For U.Primary schools, the proportion for girls' toilet is 90.7 and for boys toilet is 95.6 per cent. Gap needs to be filled for ensuring girls privacy.
- Although 100 per cent primary with upper-primary schools have drinking water facility but the proportion is 99.6 per cent for primary and 99.5 per cent for U.Primary schools.
- Only 63.37 per cent of primary schools had hand washing facility near toilet. It is important for every school to have hand-washing facility for hygiene of a child.
- There is severe lack of kitchen sheds (66% at primary and 75% at U.Primary level).
- To cater to girl's enrolment of 50.6 per cent, 39.8 per cent, 54.8 per cent girls at Primary, Primary with U.P and only U.Primary schools, there are only 45.6 per cent female teachers available at primary, 67 per cent at primary with U Primary schools.
- Although electricity facility is available in most schools i.e., in 91.5 per cent upper primary schools and 96.2 per cent primary school, 99.6 Primary with U.P schools, but it is important to provide 100 % schools with electricity facility. Although connection is there but there is no supply of power in Mewat for hours together every day, so EDUSET don't work.

In nutshell, 2014 data, also reveals that there are still primary and upper primary schools in Haryana with single classrooms, single teacher, no playgrounds, water facility, kitchen shed, boundary wall, hand wash facility. A major concern is very less availability of computers. In today's hi-tech world, a school without computers in the campus is unimaginable.

CRRID Survey:

CRRID team collected data from 20 schools (16 government and four private schools). The school information claimed has been further cross checked with discussions held and data collected from field survey of 120 enrolled students of these very 20 schools. Secondary data has also been used to supplement the CRRID findings, wherever found necessary. The table 7.3 reveals that all selected schools, private as well as government were functioning in their own buildings. None of the schools were in rented buildings. All schools had boundary wall (all four private schools and 14 government schools had permanent wall whereas one government school at Fatehabad and one government school in Mewat had fencing/ barbed wiring). Low boundary walls led to animals coming inside school campus which was especially reported in schools of Mewat.

Table-7.3
Infrastructure Facilities in 20 Selected Schools

Facilities	Available		Not available		Total
	Govt. schools	Priv. schools	Govt. Schools	Priv. schools	
School building(own/rented)	16 (own)	4(own)	0	0	20
Boundary Wall	16	4	0	0	20
Permanent wall	14	4	2 Fencing	0	20
Ramp and Other facilities	10	1	6	3	20
Provision for blind children	1	0	15	4	20
Separate office/room for Headmaster	14	4	2	0	20
Safe & adequate drinking water facility	14	4	2	0	20
Play Ground	10	2	6	2	20
Children getting games/sports material	4	3	12	1	20
Staff room for teachers	2	4	14	0	20
Library room and books (Functional)	4	4	12	0	20
Adequate number of computers	2	4	14	0	20
Internet facility	7 for staff	4 for both	9	0	20

Source: CRRID Survey, 2016

Ramp was missing in six government schools. 19 schools had no provision for blind children. Two schools did not have a separate office for Head master and 14 schools did not have staff room for teachers. Functional libraries were missing in 12 government schools and playground in eight schools (Six government and two private). Two Government schools in Mewat did not have safe and adequate drinking water facility in school. They were purchasing it. When cross verified from 120 enrolled children, 40 per cent children reported that in their schools, water supply was the main source of drinking water, 33 per cent were using hand pump, 13 per cent were using water collected in pucca pit, 10 per cent were consuming purchased water and three per cent carried water bottles at school. Majority of the children in schools of all 4 districts consumed water from hand pump or water supply. But in Mewat, 10 per cent used purchased water or children carried water bottles from home. Water in schools in Mewat is a big problem. Water is bought at Rs.700-900 after every 10 days in each school and put in water tank. Table given below gives details on sources of water:

Table-7.4
Sources of Drinking Water

District	Hand Pump	Water Supply	House water Bottle	Collected Water in pucca pit	Purchase Water Tanker	Total
Ambala	8 (20.0)	19 (38.8)	0 (0.0)	3 (18.8)	0 (0.0)	30 (25.0)
Karnal	9 (22.5)	9 (18.4)	1 (33.3)	11 (68.8)	0 (0.0)	30 (25.0)
Fatehabad	14 (35.0)	14 (28.6)	0 (0.0)	2 (12.5)	0 (0.0)	30 (25.0)
Mewat	9 (22.5)	7 (14.3)	2 (66.7)	0 (0.0)	12 (100.0)	30 (25.0)
Total	40 (33.3)	49 (40.8)	3 (2.5)	16 (13.3)	12 (10.0)	120 100.0)

Source: CRRID Survey, 2016

Various sources of Drinking water in Government schools



Data collected by CRRID further revealed that 13 Government schools do not get the games/sports material for children to play. When interacted with 120 enrolled children, 64 per cent reported that they did not get the material to play. Regarding computers, they were not available in 14 Government schools. When cross checked from the enrolled children,

only 22 per cent reported that they had computer facility in school and 35 per cent said that it was for staff only and they were rarely or never permitted to use it. However, both students and staff used it in private schools.

Further, probe was made by CRRID to find about the condition of school buildings in detail.

Table-7.5
Distribution of Schools in Terms of Condition and Safety of School Building.

School Type	Condition of school building			Safe building status		Total
	Good	Satisfactory but require minor repair	Poor but require major repair	Totally safe	Partly safe	
Government	4 (25.0)	10 (62.5)	2 (12.5)	13 (81.3))	3 (18.8)	16 (80.0)
Private	4 (100.0)	0 (0.0)	0 (0.0)	4(100.0)	0 (0.0)	4 (20.0)
Total	8 (40.0)	10 (50.0)	2 (10.0)	17(85.0)	3(15.0)	20 (100.0)

Source: CRRID Survey, 2016

Table reveals that the condition of all private schools was good in comparison to only four out of 16 government schools. Further, two government school authorities admitted that the condition of their schools was poor and required major repairs (Karnal and Mewat).10 schools were in satisfactory condition but required minor repair work. However, all private schools were in safe buildings. Three government schools however were not operating in safe buildings (schools in Karnal and Mewat), as reported by the school authorities.

Schools condition in rainy season:

All 120 enrolled students in the sample were asked to know about their schools/classrooms condition in rainy reason. 83 students (69.2%) reported it was good. However, 37 students (30.8 %) reported the condition of class room as bad during rains. Water accumulated in school and corridors and there was leakage in classrooms. Leakage was especially reported in schools of Fatehabad.

Condition of Classrooms:

Data was collected regarding the classrooms from secondary sources, which is given below:

Table-7.6
Number and Condition of Classrooms in Haryana

School Category	Number of classrooms/ Other Rooms			Condition of classrooms		
	Average Classrooms	Total Classrooms	Other Rooms	% Good Condition	% Minor Repair	% Major Repair
Primary Only	5.3	51985	16703	82.21	9.07	8.72
Primary & U.Primary	10.2	20436	4033	98.94	0.93	0.13
Upper Primary Only	3.5	8513	3884	83.37	10.07	6.57

Source: Elementary education report card: 2014-15

The 2014-15 secondary data reveals the following about classrooms in Haryana.

- An average of five, ten and three classrooms are available in primary, primary with upper primary and only upper primary schools respectively.
- 82.2 per cent classrooms at primary level are in good condition. Still 9.07 per cent classrooms need minor repairs and 8.72 per cent requires major repairs.
- The infrastructural condition of primary and Upper-primary classes is relatively better. 98.9 per cent classrooms are in good condition, although 0.93 per cent and 0.13 per cent require minor and major repair work respectively.
- Upper primary schools have 83.37 per cent of their classrooms in good condition. 10.07 per cent require minor repairs and 6.57 per cent require major repair work in their classrooms.

Further, CRRID data collected through survey highlights the following on classrooms:

Table-7.7
Distribution of Schools with Availability of Separate Classroom for Each Class

Status	Adequate (All classes have separate classroom)	Inadequate (only some classes have separate classroom)	Total
Government	10 (62.5)	6 (37.5)	16 (100.0)
Private	4 (100.0)	0 (0.0)	4 (100.0)
Total	14 (70.0)	6 (30.0)	20 (100.0)

Source: CRRID Survey, 2016

Above table shows that in Private schools, there was a separate classroom for each class but in government schools, only 63 per cent had separate classrooms for all classes but in 37 per cent schools, only some classes operated in separate rooms, meaning thereby that there was no provision of separate classroom for every class. All private schools reported adequate number of classrooms; however, 37 per cent government schools reported inadequate number of classrooms keeping in view the student strength in the school. The magnitude of the problem regarding inadequacy in the number of classrooms in some districts in Haryana can be understood from the data on Mewat given below:

Table-7.8
Requirement of classrooms and Repair work in Government Schools in Nuh (Mewat)

Name of the school	Total enrolment	No. of Classrooms required as per norms	Major repairs required	Minor repairs required
GPS, Salamba (1-V)	513	13	4	-
GGMS, Salamba VI-VIII	189	5	2	-
GPS Salahri (1-V)	642	16	-	-
GMS, Salamba VI-VIII	159	4	3	2
GPS, Kherla	609	15	4	3
GMS, Kherla	354	10	2	-
Shahpur Nangli GPS	580	15	-	4

Source: DEEO, Mewat

Table 7.8 reveals that there are seven schools in Nuh with high enrolment yet acute shortage of classrooms as per the norms. Many among these schools require major and minor repairs.

Further, it was of interest to know if all schools had adequate kind of seating arrangement for the children in schools selected by CRRID. The survey revealed the following:

Table-7.9
Distribution of Schools on Adequacy of Table-Chair/Bench for Every Student

District	Adequate	Inadequate	Total
Ambala	4	1	5
Fatehabad	3	2	5
Karnal	4	1	5
Mewat	2	3	5
Total	13	7	20

Source: CRRID Survey, 2016

Following is the availability of table-chair/bench for every student in all classes:

Table-7.10
Availability of Table-Chair/Bench for Every Student in School

Type of school	Yes	No	Total
Government	9(56.2)	7(43.7)	16(100.0)
Private	4(100.0)	0(0.0)	4(100.0)
Total	13(65.0)	7(35.0)	20(100.0)

Source: CRRID Survey, 2016

Sitting arrangement without a seat: a common site in Government schools



It was found that that seven government schools did not have basic facility like table-chair/bench/desk for every student in all classes. When district wise analysis was done, it was revealed that this was true for three schools in Mewat, two in Fatehabad and one each in Karnal and Ambala. Students of IV and VII sat on the floor in Ambala School. In Mewat, students of Primary classes generally sat on the floor. In some schools, there were benches, but that were inadequate. Some were damaged and put in store and school was waiting for them to be replaced. Children used *tats/durries/* sacks in which material came for MDM, to sit on floor and that too were inadequate in four government schools. In seven Government schools in four districts, especially Mewat, many a times, classes were held in open due to no power, however there was lack of black boards with stand to hold classes in open. Shortage and dysfunctional fans was also reported by two schools as a reason for having classes in open. There was shortage of chairs for not only students but also teachers in two government schools. In contrast, all private schools had benches for all children of all classes.

Further, data collected on availability of Toilet facilities in select schools is given below:

Table-7.11

Availability of Toilets in Schools

Status	Boys/Girls	Total Number of toilets	Functional Toilets	Dysfunctional/not working	Total students in school
Govt.	Boys	66	56	10	3208
	Girls	72	64	8	2994
	Total	138	120	18	6202
Private	Boys	14	14	0	1042
	Girls	13	13	0	602
	Total	27	27	0	1644

Source: CRRID Survey, 2016

All 20 schools selected for the study had toilets in the campus. In fact all schools had separate toilets for girls. When the school data was cross-verified from 120 enrolled children, they too reported in affirmative about all schools having separate toilets for girls and boys. The team also checked the availability during its visits to schools.

Table-7.12
Distribution of Schools by Adequate No. of Toilets for Boys/Girls & Separate CWSN Toilets

District	Adequate for students (boys)			Adequate for students (girls)			Availability of Separate toilets for children with disabilities		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Ambala	4	1	5	3	2	5	1	4	5
Fatehabad	1	4	5	1	4	5	3	2	5
Karnal	2	3	5	4	1	5	0	5	5
Mewat	3	2	5	3	2	5	1	4	5
Total	10(50.0)	10(50.0)	20(100.0)	11 (55.0)	9(45.0)	20(100.0)	5(25.0)	15(75.0)	20(100.0)

Source: CRRID Survey, 2016

There were 138 toilets for boys and 120 for girls in 16 government schools for strength of 3208 boys and 2994 girls respectively. 120 (87%) toilets were functional. In comparison to 18 (13%) non-functional toilets in government schools, there was no dysfunctional toilet in Private schools. Further, there were 27 toilets in private schools catering to 1644 students.

Keeping in view the number of students in school, the school authorities were asked if they had adequate number of functional toilets. In 10 schools (50%) insufficient number of toilets for boys (maximum was from Fatehabad followed by Mewat) and in nine (45%) inadequate number for girls was reported (again maximum was from Fatehabad followed by Mewat). The inadequacies were reported in only government schools as is evident in the table given below.

Table-7.13
Type of School and Adequate No. of Toilets for Boys/Girls and Availability of Toilets for CWSN

District	Toilets adequate for boys			Toilet adequate for girls			Separate toilets for CWSN		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Govt.	6 (37.5)	10 (62.5)	16 (100.0)	7 (43.8)	9 (56.3)	16 (100.0)	5 (31.3)	11 (68.8)	16 (100.0)
Private	4 (100.0)	0 (0.0)	4 (100.0)	4 (100.0)	0 (0.0)	4 (100.0)	0 (0.0)	4 (100.0)	4 (100.0)
Total	10 (50.0)	10 (50.0)	20 (100.0)	11 (55.0)	9 (45.0)	20 (100.0)	5 (25.0)	15 (75.0)	20 (100.0)

Source: CRRID Survey, 2016

As revealed from above, there are sufficient number of functional toilets in Private schools for both girls and boys. There is shortage of toilets in majority of the government schools. Further, no separate toilet facility was available for CWSN in private schools, as they hardly have CWSN. However, 32 per cent of the government schools had the facility of separate toilets for disabled children in their schools.

Further, data was also collected for availability of separate toilets for teachers, which revealed that although all private schools had this facility, however, majority (63%) of the government schools in all four districts did not have separate toilets for teachers.

Surveyors Feedback based on Observations:

The field team/ Surveyors on the basis of their observations gave feedback on the state of toilets in 20 select schools. A clear distinction was found in toilets in government schools and private schools. 37 per cent toilets in government schools were clean, 44 per cent were dirty and 19 per cent were partially clean. Without adequate water in schools, the condition of toilets in districts like Mewat can be imagined. Further, 81 per cent of the toilets were functional. In contrast, toilets in all four private schools were cleaner and all were functional. Feedback of Surveyors on status of classrooms, surroundings and cleanliness in schools was also taken. Regarding classrooms, 93% government schools (based on display of maps, globe, models/ charts of solar system) were ranked good or fair and 7% as poor. With respect to surroundings of schools, 50% schools had clean surroundings, 35 per cent were ranked average and 13 percent dirty. On the whole, only 44% of government schools were ranked good and clean, 50% average and six per cent poor in terms of overall cleanliness. The state of all classrooms, surroundings and overall cleanliness in all private schools was better and rated good.

Chapter-8 Quality of Education

The RTE Act mandates improvement in quality of education. The Act calls for ensuring prescribed Pupil Teacher Ratio, filling up of teacher vacancies, prohibiting deployment of teachers for non-educational tasks, training of teachers and having qualified teachers. The Act stresses on Child's mother tongue as medium of instruction and comprehensive and continuous evaluation system of child's performance to be employed. The RTE Act directs all schools (except private unaided) to be managed by school managing committees and emphasises that no child shall be held back, expelled or required to pass a board examination until completion of elementary education. The Act also prohibits the school/teachers from corporal punishment. Monitoring of students learning is also an important aspect of the Act. All these issues related to quality of education have been examined in the present chapter.

Claim by the Haryana Government on Quality of Education under RTE, 2009:

Section of RTE Act	Status of Haryana
<i>Section 8 Duties of appropriate Govt. to provide free and compulsory education to every child.</i>	<i>The State is providing infrastructure like teachers and staff. To Ensure good quality education, various initiatives have been stated. Rationalization of JBT teacher as per RTE norms has recently been done for improving the quality of education as well as maintaining the PTR as per RTE Act with the help of SCERT. It is the mandate of SSA to provide required training facilities to the teacher. No detention policy is in place up to class VIII and board examination for VIII class has been abolished.</i>

Source: Department of Elementary Education, 2016

Current Scenario and Achievements:

Let's begin by analysing the achievement of Haryana vis-à-vis the targets of RTE in terms of quality of education, one by one.

Training of Teachers:

The data on trained teacher's upto the Elementary level as per DISE 2014-15 is given below:

Table-8.1
Distribution of Professionally Trained Regular/Contractual Teachers

State/ UT	Percentage Distribution of Professionally Trained Regular Teachers				% Distribution of Professionally Trained Contractual-Teachers			
	All Schools	Govt. Managements	Private Aided Managements	Private Unaided Managements	All Schools*	All Govt. Schools	All Aided Schools	Private Unaided Managements
Haryana	96.69	99.43	96.35	93.96	94.41	98.91	92.53	92.22
All States	81.14	85.35	90.71	73.56	65.84	60.07	82.95	77.16

Source: U-DISE 2014-15: Flash Statistics

*Including teachers in unrecognised schools and Madrasas

The above table exhibits that not all contract and regular teachers in government schools were professionally trained. Overall, 96.7 per cent regular teachers and only 94.4 per cent contract teachers in Haryana are professionally trained i.e., the percentage of Professionally Trained Contractual-Teachers is lower than the regular teachers. In total the percentage of untrained regular teachers in Haryana is 3.31 per cent. Although, 99.43 per cent regular teachers in government schools are professionally trained in Haryana but the Professionally Trained Teachers in private schools are relatively low (93.6 per cent) i.e. it is 96.35 for private aided and 93.96 for private unaided. Although, all states figures are lower, yet, Haryana must try to train all teachers. Report by RTE Forum 55, 2015 highlights that overall only 53.6 per cent teachers

attended in-service teacher training programme, with the state of Gujarat and Karnataka faring well, while Maharashtra and Haryana doing poorly in ensuring that their teachers receive and attend in-service training programme.

Qualification of Teachers:

The recruitment of unqualified teachers is against Implementation of RTE, 2009. Table 8.2 discusses qualification of teachers in Haryana, which reveals that although majority of the teachers are graduates (37%) or post graduates (46%) but still within the school system of Haryana currently, many unqualified teachers are teaching. e.g. there are still 492 teachers qualified below secondary levels who are teaching upper primary, secondary and even higher secondary levels in schools meaning thereby that teachers are teaching classes higher than the class level up-to which they have themselves studied. Again, there is a vast number of teacher's qualified up-to only secondary and higher secondary levels in Haryana teaching not only primary or upper primary but also secondary and senior secondary classes.

Table-8.2
Teachers by Educational Qualification (Other than Contractual Teachers) 2014-15

School Category	Educational Qualification of teachers							Total
	Below Secondary	Secondary	Higher Secondary	Graduate	Post Graduate	M Phil/ Ph. D	Post Doctoral	
Primary Only	42	3707	5580	14940	9106	254	2	33631
Primary & U.Prim.	113	564	1856	7337	4550	130	4	14554
P.+U.P.+Sec+H.S.	110	667	2108	14488	21071	1071	36	39551
U.Primary Only	8	471	598	2396	3871	256	1	7601
U.Prim.+Sec.+H.S.	11	911	1024	6047	22724	3954	32	34703
Prim.+U.P.+Sec.	83	551	1782	9584	6586	180	11	18777
U.Primary+Sec.	4	634	727	3614	6750	706	4	12439
Contractual	121	789	2931	16276	18947	1057	27	40148
Total (%)	492 (0.2)	8294 (4.1)	16606 (8.2)	74682 (37.1)	93605 (46.4)	7608 (3.7)	117 (0.05)	201404 (100.0)

Source: Elementary education report card: 2014-15

Further, there are teachers who have education qualification below secondary and others who are Post-doctoral i.e. both extremes are teaching same levels at school. In-spite of a huge gap in qualification, they are both teaching from primary up-to higher secondary levels.

Surprisingly, there are 13 per cent teachers in Haryana who are only higher secondary or even less qualified. All these teachers are teaching from primary up-to higher secondary levels.

CRRID Survey:

During the course of its study, CRRID collected data from 20 schools (16 Government and 4 private) on availability of subject wise teachers, which is discussed in table 8.3. It should be made clear that none of the sampled 20 schools had separate subject wise teacher upto class V- not even for Hindi and Maths. There was one common class teacher who taught EVS, Social Studies, English and Hindi, Maths and all other subjects at primary level.

The status of teachers reveals that there were in total 87 teachers in 20 schools selected at the middle level. The data highlights the lack of subject teachers in government school in comparison to private schools. There were 39 teachers available in four private schools, whereas there were 48 teachers in 16 government schools. There were seven English teachers in four private schools in comparison to none in 16 government schools. Similarly, there were four Hindi teachers in four private schools as compared to only one in 16 government schools. Again, in 16 government schools, only 11 science teachers and one math teacher was available. Lack of subject wise teachers is clearly reflected in government schools. In private schools, there was adequate number of teachers although majority of them were temporary.

Table-8.3
Subject-wise Number of Elementary Teachers in Standard VI to VIII

Subjects	Government	Private	Total
English	0	7	7
Hindi	1	4	5
Sanskrit	8	1	9
Punjabi	3	3	6
Urdu	1	0	1
Math	1	7	8
Science	11	7	18
Social Science	12	7	19
Physical Education	5	1	6
Drawing	6	1	7
Music	0	1	1
Total	48	39	87

Source: CRRID Survey, 2016

Further, it was thought pertinent to analyse the shortage of Subject-wise Teachers in selected Schools in the sample, which is given in Table 8.4. The data indicates that many schools have no teacher in important subjects like Maths, science, social science; English in crucial classes from VI to VIII. There was also shortage of teachers in Drawing, Physical Education, Sanskrit etc. Head teachers were also missing in many schools as evident from table given below.

Table-8.4
Subject –wise Teachers not Available in Select Government Schools

Subject with no teacher	Name of the School
Science	GMS-Sardarewala, GMS Kalotha, GMS Shapur Nagli
Maths	GMS-Tangail, GMS Jalubi, GMS Adhoya, GMS Foxa, GMS Aible Jagir, GMS Butana, GMS Bir Badalwa, GMS Chopri, GMS Sardarewala, GMS Jhakun Dadi, GMS Hamjapur, GMS Salamba, GMS Shapur Nagli, GMS Salahri
Social science	GMS-Tangail, GMS Jalubi, GMS Adhoya, GMS Foxa, GMS Bir Badalwa, GMS Salahri
English	GMS-Tangail, GMS Jalubi, GMS Adhoya, GMS Foxa, GMS Aible Jagir, GMS Butana, GMS Bir Badalwa, GMS Chopri, GMS Kalotha, GMS Sardarewala, GMS Jhakun Dadi, GMS Hamjapur, GMS Salamba
Sanskrit	GMS-Adhoya, GMS Aible Jagir, GMS Bir Badalwa, GMS Sardarewala, GMS Jhakun Dadi, GMS Kalotha, GMS Salamba, GMS Khherla
Drawing	GMS-Foxa, GMS Butana, GMS Bir Badalwa, GMS Chopri, GMS Kalotha, GMS Sardarewala, GMS Jhakun Dadi, GMS Salamba, GMS Shapur Nagli, GMS Salahri
Physical Education	GMS- Jalubi, GMS Adhoya, GMS Foxa, GMS Bir Badalwa, GMS Chopri, GMS Sardarewala, GMS Jhakun Dadi, GMS Shapur Nagli, GMS Salahri, GMS Salamba
Head teacher	GMS-Adhoya, GMS Jhakun Dadi, GMS Salahri

Source: CRRID Survey, 2016

In private schools, relatively almost all subject wise teachers were available except for maths in Sagar Public School, Ghasera and Gold Middle School. The Social studies teacher was not available in Sagar Public School, Ghasera.

Further, an effort was made to study the educational qualification of teachers, their subject expertise and subjects taught in schools. Table 8.5 reveals that although almost all teachers in government schools have the requisite qualifications but many teachers are teaching subjects which do not come under their domain or on which they have no expertise. Thus, a strong need for recruiting subject wise teachers is felt.

Table-8.5**Distribution of Teachers on Basis of Their Qualification, Subject Expertise and Subjects Taught (Government Schools)**

Name of School (Government)	Subject Expert	No. of teachers available per subject	Educational Qualification of each teacher	Classes Taught	Subjects taught
GMS Jalubi	Drawing	1	10+2, Art & Craft	VI to VIII	Drawing, Social Studies
	Science	1	BSc, B.Ed	VI to VIII	Science, Math
GGMS Adhoya	Science	1	MSC, B.ED	VI to VIII	Science, Math
GMS Foxa	Science	1	MSC, B.ED	VI to VIII	Science, Math
	Sanskrit	1	MA, B.Ed	VI to VIII	Sanskrit, Hindi
GMS Aible Jagir	Science	1	MSC, B.ED	VI to VIII	Science, Math
	SS	1	MA, B.ED	VI to VII	Social studies, English
GMS Sardarewala	SS	1	BA, B.Ed	VI to VIII	Social studies, English
GMS Butana	Science	1	BSC, B.ED	VI to VIII	Science, Math
	SS	1	MA, B.ED	VI to VII	Social studies, English
	Sanskrit	1	MA, B.Ed	VI to VIII	Sanskrit, Hindi
	Sanskrit		MA, B.Ed	VI to VIII	Sanskrit, Hindi
GMS Bir Badalwa	Science	1	BSC, B.ED	VI to VIII	Science, Math
GMS Chopri	Science	1	BSC, B.ED	VI to VIII	Science, Math
	SS	1	MS, B.ED	VI to VIII	Social studies, English
GMS Jhakun Dadi	SS	1	BA, B.ED	VI to VIII	Social Studies, English
GMS Hamjapur	Science	1	BSC, B.ED	VI to VIII	Science, Math
	SS	1	MA, B.ED	VI to VIII	Social Studies, English
	Sanskrit	1	BA,MA	VI to VIII	Hindi, Sanskrit
GMS Kalotha	SS	1	MA, B.ED	VI to VIII	Social studies & English
	Social studies	1	BA, B.ED	VI to VIII	Social studies, English
GGMS Salamba	Science	1	MSC, B.ED	VI to VIII	Science, Math
	SS	1	MA, B.ED	VI to VIII	Social studies, English
GMS Kherla	English	1	MA, B.ED	VI to VIII	English, Social studies
	Social studies	1	BA, B.ED	VI to VIII	Social studies, English
GMS Shapur Nagli	English	1	BA, B.ED	VI to VIII	English, Social studies
	Sanskrit	1	BA, B.Ed	VI to VIII	Sanskrit, Hindi
GMS Salahri	Science	1	BSC, B.ED	VI to VIII	Science, Math
	SS	1	BA, B.ED	VI to VIII	English, Social Studies
GMS Tangail	Science	1	M.sc, B.Ed	VI to VIII	Science, Math
	Sanskrit	1	M.A	VI to VIII	Sanskrit and Hindi

Source: CRRID Survey, 2016

- In GMS, Jalubi a Drawing teacher whose qualification is 10+2 and diploma in Art & Craft is teaching Social Studies to students of class-VI to VIII.
 - In most of the schools; Social studies teacher is teaching English along with S.Studies.
 - Science teacher is teaching both Science and Maths in many schools: GGMS Adhoya, GMS Foxa, GMS Aible Jagir, GMS Butana, GMS Bir Badalwa, GMS Chopri, GMS Hamjapur, GMS Salahri, GMS Hamjapur, GGMS Salamba, GMS,Tangail.
 - English teacher is teaching Social science, for example- GMS Shapur Nagli, Kherla.
- Gaps were also found in Private schools also, which is evident from Table 8.6.
- Maths teachers were teaching both Maths and Science (Gold Middle, Sagar Public)
 - In Sagar Public & S.B.mission, S.studies teacher is teaching Hindi, Punjabi, English.
 - Science teacher is teaching science and maths (Gold Middle school).
 - S. Studies teachers are teaching English (Lord Shiva Convent School, Sb. Mission).

Table-8.6
Distribution of Teachers on Basis of Their Qualification, Subject Expertise and Subjects Taught
(Private schools)

Name of School	Subject	Number of teachers per subject	Educational Qualification of each	Class Taught	Subjects taught
Gold Middle School	Maths	1	MCA	VI to VIII	Math, Science
	Maths	1	MSc, B.Ed	VI to VIII	Math, Science
S.B. mission school	Science	1	BSC, B.Ed	VI to VIII	Science, Maths
	Science	1	BSC, B.Ed	VI to VIII	Science & Math
	Maths	1	MCS (IT)	V to VIII	Math, Computer, Hindi
	Maths	1	B. Com, B.Ed	VI to VII	Math & Social Studies
	Social studies	1	BA, B.Ed	VI to VIII	Social Studies, English
	Social studies	1	BA, B.Ed	VI to VIII	Social Studies, English
	English	1	BSIT	VI to VIII	English & Computer
	English	1	BA, B.Ed	VI to VIII	English, Social Studies
Lord Shiva Convent School	Social studies	1	MA, B.Ed	VI to VIII	Social Studies, English
	Social studies	1	MA, B.Ed	VI to VIII	Social Studies & Punjabi
Sagar Public School	Maths	1	MSc.	VI to VIII	Math, Science
	Social studies	1	BA, B.Ed	VI to VIII	Social Studies & Hindi

Source: CRRID Survey, 2016

To conclude, there are not only lack of subject wise teachers but even more serious problem is that teachers are teaching subjects at middle level for which they have no expertise.

Pupil-Teacher Ratio (PTR):

Among one of the key targets Government of India was supposed to meet by March 31, 2013, is the norm of 30:1 PTR for primary level and 35:1 for upper primary level.

Status of Haryana: Haryana Governments Claim

<i>Section 25 Pupil teacher ratio (PTR)</i>	<i>To maintain the PTR (as per RTE norm i.e. 30:1 for primary and 35:1 Upper primary) 8400 JBT teachers and 1910 Masters have been posted in schools. Urdu teachers appointed in Mewat.</i>
<i>Section 26 Filling up the vacancy of teacher</i>	<i>Selection of more than 9 thousand JBT teacher by selection board.</i>

Table-8.7
Distribution of PTR at Different Levels (2014-15)

State/UT	PTR > 30 at Primary Level (% All Management Schools)	PTR > 35 at Upper Primary Level (% All Management Schools)	% Govt. Schools with PTR > 30 at Primary Level	% Government Schools with PTR > 35 at Upper Primary Level
Haryana	30.4	8.72	44.8	14.28
All States	27.11	14.11	27.35	15.12

Source: U-DISE 2014-15: Flash Statistics

The above table reveals that the Schools with PTR greater than 30 at Primary Level is 30.4 per cent for all management schools. However, the proportion is much higher (44.8%) in government schools. Similarly, higher proportion of government schools (14.28%) have PTR greater than 35 at Upper Primary level than all management schools (8.72%) indicating that government schools have less teachers as compared to other schools like private schools.

Table-8.8
Distribution of SCR at Different Levels (2014-15)

% of All Management Schools with SCR > 30 at Primary Level	% of All Management Schools with SCR > 35 at Upper Primary Level	% Govt. Schools with SCR > 30 at Primary Level	% Government Schools with SCR >35 at Upper Primary Level
27.2	25.6	27.7	32.3

Source: Elementary Education Report Card: 2014-15

Assessment of SCR given in Table 8.8 reveals that there are still 27.7 per cent of govt. schools where the SCR is greater than 30 at primary level and 32.3 per cent where SCR is greater than 35 at U. Primary level. The proportion for all management schools is relatively less. Thus, Haryana is far from achieving the target of RTE in terms of PTR/SCR. Further, it was thought relevant to study the Pupil-Teacher Ratio in the select schools by CRRID.

Table-8.9
Teacher –Pupil Ratio in 20 Select Schools

District	Block	School Name	Teacher- pupil ratio(Primary)	Teacher pupil ratio(Middle)
Ambala	Barara	GMS Jalubi	1:27	1:37
Ambala	Barara	GMS Foxa	1:25	1:42
Ambala	Barara	GGMS Adhoya	1:30	1:42
Ambala	Barara	GMS Tangail	1:22	1:10
Ambala	Ambala	Marry Gold Middle Sch	1:17	1:14
Karnal	Nilokheri	GMS Butana	1:25	1:30
Karnal	Nilokheri	GMS Aible Jagir	1:26	1:11
Kanral	Nilokheri	GMS Bir Badalwa	1:46	1:78
Karnal	Nilokheri	GMS Chopri	1:17	1:22
Karnal	Karnal	S B Mission school	1:30	1:28
Fatehabad	Ratia	GMS Sardarewala	1:38	1:102
Fatehabad	Ratia	GMS Hamjapur	1:30	1:15
Fatehabad	Ratia	GMS Jhakan Dadi	1:36	1:131
Fatehabad	Ratia	GMS Kalotha	1:45	1:47
Fatehabad	Fatehabad	Lord Shiva Convent	1:37	1:16
Mewat	Nuh	GMS Salahri	1:22	1:153
Mewat	Nuh	GGMS Salamba	1:28	1:94
Mewat	Nuh	GMS Kherla	1:33	1:35
Mewat	Nuh	GMS Shahpur Nagli	1:38	1:62
Mewat	Nuh	Sagar Public School	1:26	1:8

Source: CRRID Survey, 2016

Table 8.9 reveals that out of 20 select schools, seven schools at primary level had PTR more than 30 and 10 schools at middle level had Teacher-Pupil Ratio more than 1:35. Further, Table 8.10 highlights district-wise schools having Student-Teacher Ratio greater than 100:1.

Table-8.10
District-wise no. of Schools with Student-Teacher Ratio Greater than 100:1 in Haryana

District	No. of Schools
Mewat	44
Faridabad	36
Gurgaon	29
Palwal	19
Fatehabad	7
Rohtak	7
Karnal	6
Jind	5
Kurukshetra	5
Panipat	5
Rewari	5
Kaithal	4
Panchkula	4
Sonipat	4
Hisar	3
Jhajjar	2
Ambala	2
Sirsa	1

Source: UDISE 2015-16

A shocking revelation is that in 18 districts in Haryana there is Student-teacher Ratio greater than 100:1 in schools. Quoting Sushil Manav from the Tribune (June 29, 2016), “Pupil-teacher ratio in several government schools of the state continues to remain poor. The ratio is more than 100:1 in 201 schools as against the recommended ratio of 30:1 and 35:1 under the RTE Act, in lower primary and upper primary schools, respectively. The figure of one teacher for every 100 students in govt schools is pathetic”. Further, as per the U-DISE data, there are 997 teachers for 1, 54,925 schoolchildren in 201 schools, taking the PTR to more than 155 pupils against one teacher. Talking about the districts selected in our sample, the pupil-teacher ratio in 44 schools of Mewat district is 147:1. Seven schools in Fatehabad, six in Karnal and two schools in Ambala have pupil-teacher ratio of more than 100:1.

To cap it, there are schools with single teacher which is highlighted in the Table given below:

Single Teacher Schools

Table-8.11
Percentage Distribution of Single Teacher Schools

State	Primary Schools			All Schools		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Haryana	3.06	5.66	6.79	2.38	3.97	4.1
All States	11.79	11.46	11.1	8.65	8.32	8.07

Source: U-DISE 2014-15: Flash Statistics

The above table clearly reveal that the percentage of single teacher schools has consistently increased in Haryana from 3.06 per cent in 2012-13 to 5.66 per cent in 2013-14 and 6.79 in 2014-15 at primary level. It has increased for all schools also. The state, however, has less proportion of single teacher schools in comparison to all states.

Table-8.12
Percentage of Single-Teacher Schools with 15 and More Students

State	Primary Schools			All Schools		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Haryana	2.77	4.31	5.04	3.07	3.3	3.28
All States	10.05	9.67	9.07	8.72	7.15	6.77

Source: U-DISE 2014-15: Flash Statistics

The above table reveals that the proportion of single teacher schools with 15 or more enrolment of students at primary level has also increased over the years in Haryana at primary level. It has increased from 2.77 percent in 2012-13 to 4.31 in 2013-14 and reached 5.04 per cent in 2014-15. Instead of decreasing, it is showing an upward trend.

Further, Table 8.13 reveals that there is 1.72 per cent Enrolment in Single-Teacher Schools in Haryana at primary level and 1.18 at all levels in 2014-15. Again the proportion of Enrolment in Single-Teacher Schools has shown an increasing trend.

Table-8.13
Percentage of Enrolment in Single-Teacher Schools

State	Primary Schools			All Schools		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Haryana	1.1	1.49	1.72	0.79	1.25	1.18
All States	6.83	7	6.23	3.79	3.68	3.3

Source: U-DISE 2014-15: Flash Statistics

Further, it was of interest to study District-wise Zero & Single Teacher schools having enrolment. Table 8.14 reveals that it is shocking that out of a total of 14477 government schools in the state, 1039 are single teacher schools and 151 are zero teacher schools. Mewat leads the state with the maximum 71 schools without any teacher followed by Yamunanagar

having 40 zero teacher schools, while on the other hand six districts i.e. Bhiwani, Faridabad, Kaithal, Jind, Rohtak and Rewari have no school without a teacher. However, there seems to be inconsistency in data as Mewat office reports 90 teacherless schools and 85 single teacher schools in Mewat for 2015-16.

Table-8.14
Zero & Single Teacher Schools having Enrolment (2015-16)

District	Total schools	Zero Teacher Schools	Single Teacher Schools
Ambala	775	3	84
Bhiwani	1137	-	47
Faridabad	370	-	13
Fatehabad	624	1	35
Gurgaon	592	4	41
Hisar	885	1	7
Jhajjar	534	8	53
Jind	746	-	11
Kaithal	595	-	32
Karnal	785	1	42
Kurukshetra	795	2	138
Mahendragarh	769	1	42
Mewat	834	71	84
Palwal	606	16	30
Panchkula	417	-	83
Panipat	422	1	12
Rewari	655	-	49
Rohtak	428	-	6
Sirsa	841	1	33
Sonapat	720	1	32
Yamunanagar	947	40	165
State Total	14477	151	1039

Source: UDISE 2015-16

Besides, the number of schools without a single teacher is really high (16) in Palwal and Jhajjar(8). Zero teacher schools also exist in other districts like Fatehabad, Mahendragarh, Panipat, Hisar, Sirsa, Sonapat. Kurukshetra, Gurgaon, Ambala, Karnal and Panchkula. Single teacher schools exist in all the districts of the state. They are the highest in Yamunanagar district (165) followed by Kurukshetra (138) and Ambala (84). Last year, 132 schools in the state did not have a single teacher while 895 others had only one teacher. Now the figures for zero teacher schools has reached 151 and for single it has touched 1039, meaning thereby that the number of schools with and without a single teacher has increased in the past one year. In this one year, the number of zero teacher schools in Mewat increased from 52 to 77 although now it has decreased to 71. However, in Yamunanagar, the number of schools without a single teacher decreased from 54 to 52 and now to 40. The main reason for lack of staff in many districts and adequate in others is that “Education Department keeps on shifting teachers during its rationalisation process to ensure that no school remains without a teacher”.

Teachers’ engagement in Non-Teaching Assignments:

RTE Act stresses on the prohibition of teachers involvement in non-educational activities.

Haryana governments claim on Non-Teaching Assignments

<i>Section 27 Prohibition of deployment of teachers for non-educational purposes</i>	<i>Letter and guidelines received from MHRD issued to all concerned. A letter from the Chief Secretary office has already been forwarded to all the deputy commissioners in this regard</i>
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The Table 8.15 given below gives data on the teachers’ engagement in non –teaching activities as per a study done by RTE Forum:

Table-8.15
Percentage of Teachers (including Contractual) involved in Non-Teaching Assignments

	2012-13		2013-14		2014-15	
	% Teachers Involved	No. of days Involved	% Teachers Involved	No. of days Involved	% Teachers Involved	No. of Days Involved
Haryana	1.87	15	6.01	15	3.18	9
All States	5.49	16	2.48	16	3	11

Source: U-DISE 2014-15: Flash Statistics

The percentage of teachers involved in Non-Teaching Assignments to Total teachers (including contractual) increased from 1.87 per cent in 2012-13 for 15 days to 6.01 for 15 days in 2013-14, but, dropped to 3.18 for nine days in 2014-15, which is positive. However, the proportion of teachers in non-teaching activities is more in Haryana than all states. When the CRRID team discussed this issue with teachers in the government schools, they reported that a lot of time is wasted in non-teaching assignments like maintaining mid-day meal records, getting material (vegetables, flour) and supervising the cooking of MDM in schools.

Vacant Posts:

Teachers form the backbone of the education system and are key stakeholders in the implementation of RTE Act. Hence, it is important to examine the progress made in staffing and filling gaps of vacant posts. Many schools aim to fill this gap of vacant posts by hiring para teachers (contract teachers). Let's study the status of contractual teachers in Haryana.

Table-8.16
Distribution of Contractual Teachers to Total Teachers

State/UT	% Distribution of contractual teachers							
	All Schools		All Govt. school		All Aided Schools		All Unaided Schools	
	No.	%	No.	%	No.	%	No.	%
Haryana	40148	19.62	15354	15.23	723	22.34	22814	24.16
All States	1119827	13.64	703530	14.59	30869	4.38	355082	14.51

Source: U-DISE 2014-15: Flash Statistics

The number of contractual teachers in Haryana is really high as compared to all states position. It is as high as 15.23 per cent in Government schools, 22.34 per cent in all aided and 24.16 per cent in unaided as against all states figure of 14.59 per cent, 4.38 per cent and 14.51 per cent respectively in 2014-15.

Table-8.17
Distribution of Regular and Contractual Teachers (category wise)

School Category	Total Teachers	Regular Teachers	Contractual Teachers
Primary Only	41138	81.75	18.25
Primary & U.Prim.	19204	75.79	24.21
P.+U.P.+Sec+H.S.	52628	75.15	24.85
U.Primary Only	9156	83.02	16.98
U.Prim.+Sec.+H.S.	40206	86.31	13.69
Prim.+U.P.+Sec.	24267	77.38	22.62
U.Primary+Sec.	14805	84.02	15.98

Source: Elementary education report card: 2014-15

Table 8.17 shows that there are 18 per cent contractual teachers at primary level, 25 per cent at Primary & Upper Primary level and 17 per cent at Upper Primary only. However, the issue of para-teachers/contractual teachers is of grave concern as they do not qualify for full employment, though they are cheaper to afford. The research suggests they are not as productive in ensuring quality education as full time regular teachers. (Report by RTE Forum

9). CRRID team also collected data from the 20 sampled schools for the present study, regarding the number of posts sanctioned, filled and vacant. The following results emerged:

Table-8.18
Sanctioned, Filled and Vacant Posts for Teachers in Schools

Type of post	No. of post (I-V)			No. of post (VI-VIII)		
	Govt.	Private	Total	Govt.	Private	Total
Sanctioned	145	32	177	105	31	136
Filled	126	32	158	56	31	87
Vacant	19	0	19	49	0	49
Total	290	64	354	210	62	272

Source: CRRID Survey, 2016

CRRID data reveals that in the 16 government schools in four selected districts, out of the 145 sanctioned posts - 126 were filled and 19 were lying vacant at the primary level. At the upper primary level, 49 posts were lying vacant out of the total 105 sanctioned posts although filling up the vacancy of teacher is one of the main target of RTE Act. In comparison, none of the seats in four private sampled schools were vacant. During the survey, it was found that Mewat seemed the most backward districts in the sample regarding vacant positions. The exact number status based on secondary data is given below:

Table-8.19
Distribution of Regular, Guest and Vacant Teachers in Mewat

Subject	Status of posts of teachers				
	Sanctioned posts	Regular	Guest	Total Working	Vacant
SS	484	208	0	208	276
Math	127	37	0	37	90
Science	359	31	85	116	243
Music	5	1	0	1	4
Home Sci.	10	2	1	3	7
DPE	31	4	0	4	27
EHM	341	102	0	102	239
Sanskrit	352	72	83	155	197
Hindi	116	68	0	68	48
Drawing	123	82	11	93	30
PTI	129	111	0	111	18
JBT	3516	1780	876	2656	860
HT	407	297	0	297	110
Total	6000	2795	1056	3851	2149

Source: Office of District Elementary Education Officer Mewat at Nuh, 2015-16

It was found that out of the total 6000 sanctioned posts, 2149 were vacant and only 3185 were filled (2795 regular and 1056 guest). This is in context to Vacancy Position of Masters and C & V Teachers and JBT, HT. There were less filled posts in Mewat than vacant posts in subjects like S.Studies, Maths, Science, Music, Home science, Sanskrit, EHM and DPE etc.

Learning Outcomes:

Monitoring of students' learning is also an important aspect of the RTE act. What can be understood as an important indicator of quality education is the outcome of learning of children in schools. There is no failure policy under RTE up-to class VIII. However, U-DISE 2014-15 has given results of Grade V and Grade VIII in previous academic years indicating that the pass percentage of Haryana is 98.85 for boys and 97.96 for girls. Only 69.77 per cent boys and 89.58 girls in Grade V passed with 60 per cent and above meaning thereby that the performance of girls is better than the boys up to Vth class. However, those who passed with 60 per cent and above was only 37.5 per cent for boys and 68 for girls in Grade VIII.

While there are very few surveys that assess students' learning, ASER study offers some glimpse in assessing performance and comparing the trends in mathematics and language amongst government school children. The position of Haryana district wise is given below:

Table-8.20
District Performance Table: Haryana, 2014

District	Standard I-II (Learning Levels)		Standard III-V (Learning Levels)	
	%age Children who can read Letters, Words or More	%age Children who can recognise nos (1-9) or more	% Children who can read a standard I Level Text or More	%age Children who can do Subtraction or more
Ambala	76.9	85.5	67.5	57.0
Bhiwani	84.4	86.2	84.0	77.3
Fatehabad	75.0	81.7	68.8	53.5
Hisar	90.1	94.1	78.2	70.8
Jhajjar	95.0	95.0	85.8	83.8
Jind	89.7	93.6	85.5	79.1
Kaithal	79.5	82.8	75.4	53.3
Karnal	87.0	92.1	83.9	66.9
Kurukshetra	83.1	87.3	71.1	64.2
Mahendragarh	82.6	85.2	78.6	72.3
Panchkula	68.3	77.5	57.2	45.0
Panipat	84.1	88.0	73.1	70.7
Rewari	91.4	93.1	76.9	77.4
Rohtak	89.1	91.2	86.5	76.6
Sirsa	69.3	78.7	77.1	70.1
Sonepat	84.6	87.0	70.8	72.2
Yamunanagar	76.5	81.6	67.1	50.3
Mewat	42.4	55.7	34.2	25.3
Faridabad	72.1	78.4	82.0	66.9
Gurgaon	85.6	86.4	78.5	72.3
Total	79.9	84.6	74.5	65.7

Source: ASER 2014

In 2014, ASER assessed the learning levels of standard I-II and highlighted that 20 per cent children couldn't read Letters, Words or more. Thus, the performance is still very low as children are still unable to read as per their grade level. Further, 15 per cent couldn't recognize numbers (1-9) or more. Similarly, 25 per cent children from standard III-V could not read a Standard I Level Text or more and 34 per cent children who couldn't do subtraction or more. Mewat district shows the poorest performance.

Since very few surveys assess student's learning like ASER, CRRID team thought it best to assess the performance of children on its own in 20 select schools (16 Govt. and four private).

Performance of Schools as Revealed by CRRID Assessment 2016:

In order to know the impact of various activities being taken under RTE, an attempt was made to assess the learning achievement of class VI and VIII students through conducting three types of tests 1) Reading 2) Spellings 3) Combined written test including subjects like English, maths, science/EWS and Hindi. The performance of 100 sample students each from class-VI and Class VIII has been reflected through the tables given in the following paras.

Reading Test (English and Hindi Language):

Reading test of English Language and Hindi Language of class-VI and Class VIII students was conducted in all 20 schools. The achievement of reading ability was cumulatively judged per school on the basis of performance of five students selected from each school for both Hindi and English each. One para from class book in Hindi and English of class VI and VIII respectively formed basis of assessment.

Table-8.21
Reading Assessment of Schools (Based on Reading by Five Students in Each Class)

Performance	English		Hindi	
	Class VI	Class VIII	Class VI	Class VIII
Good	3	3	6	7
Fair	1	1	11	10
Poor	16	16	3	3
Total	20	20	20	20

Source: CRRID Field survey, 2016

It was found that maximum schools (16 out of 20) performed very poorly in English reading. The performance in Hindi reading was relatively much better. Overall performance shows that the achievement of reading test especially English was not satisfactory. In 16 schools, class VI and VIII each were not able to read a single para in English language properly. The performance of students was poor and not satisfactory.

Spelling Test: 100 Students of class VI and VIII each were given a five word simple test in English and Hindi.

Table-8.22
Performance of Students Based on Spelling Test

Correct spelling out of 5 words/marks	Number of children (Class VI)		Number of Children (Class VIII)	
	English	Hindi	English	Hindi
0	27	11	27	9
1	20	1	31	6
2	23	10	14	20
3	13	27	10	23
4	6	28	8	37
5	11	23	10	5
Total	100	100	100	100

Source: CRRID Field survey, 2016

The spelling test given in Class VI and VIII again brought out poor performance in English as compared to Hindi. 27 children in class VI and VIII scored zero mark in English out of five. 70 students of class VI and 72 of VIII got less than two marks in English. However, children performed much better in Hindi as majority of the students got three or more marks.

Learning Achievement Test:

A written combined Assessment test (including subjects like English, maths, science/EWS and Hindi) was also conducted by the CRRID team of 100 sample students of Class-VI and class VIII each. The test was of 20 marks. Each question carried 1 mark. The performance of the students is detailed in the following table:

Table-8.23
Performance of Learning Achievement Test

Marks	No. of Students of Class VI	No. of Students of Class VIII
0-5	23	51
6-10	38	34
11-15	26	9
16-20	13	6
Total	100	100

Source: CRRID Field survey, 2016

The data shows that 85 per cent students in class VIII and 61 per cent in class VI scored less than 50 per cent. Shockingly, among them 51 students in VIII and 23 in class VI scored Zero to five marks only. The performance of the students especially in class VIII was very poor. However, private schools students performed much better than government school students in all three tests. Overall, assessment of education has painted a grim picture of the standard of education in Haryana Elementary level schools and calls for a large scope for improvement.

How can Learning Levels Improve?

An important finding in Mewat is as follows: Although many schools in Mewat are teacherless-schools or no subject wise teachers are available for the past two years and students have not even opened some books in important subjects like Maths, Science yet all children pass without reading a single page of the book and they keep moving from one class to next. The Principals/Teachers in Mewat admitted that if the schools start revealing actual performance of children during tests or scold the students for remaining absent, the children will stop coming to school, resulting in the strength of school going down, and then teachers will be declared surplus and school will lose its upgraded status. The teachers in any case can neither fail them nor punish them as per rules. A special attitude towards girls is that if they are passed till class VIII, their marriages will take place in better households. So a vicious cycle is created thanks to the policy of no detention. But, is somebody bothered about quality of education we are imparting? Where are our learning levels going and how can we improve with such thinking and policies is a question to ponder over?

Grievance Redressal:

On many issues, there can be poor compliance of schools with RTE norms, which require accountability of government officials at various levels. The RTE framework of grievance redressal constitutes a mechanism to redress issues.

Achievement/Claim of Haryana Government

<i>Section 24 Duties of teachers and redressal of grievances</i>	<i>Sugam Sampark on-line grievance redressal mechanism has been developed by the department which is being monitored by the joint Director level officer on weekly basis.</i>
<i>Grievances redressal mechanism for students</i>	<i>A toll free help line is installed in the RTE branch and complaints are being received, replied and redressed</i>

CRRID study brought out that the only grievance redressal mechanism, the parents and the teachers were aware of was going and complaining to the Principal/head master/in-charge of school. In a large majority of the schools, complaints were verbally launched and sorted. On checking of schools registers, it was found that only three schools (two Government and one private) had confidential system of receiving complaints i.e., they had maintained registers and written records of complaints. And the only complaints launched so far are on Corporal Punishment (five cases) followed by shortage of teachers (two cases) and late textbooks/uniforms/lack of sports equipment (one case). Thus the maximum complaints in schools in all districts relate to corporal punishment, in spite RTE Act prohibiting it.

Haryana Government's claim on Corporal Punishment:

<i>Section 17 prohibition of physical punishment and mental harassment to child</i>	<i>Already notified in Haryana Right of children to Free and Compulsory Education Rules, 2011</i>
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Table-8.24

Distribution of Schools on Receipt of Guidelines/Notification on Corporal Punishment

District	Yes (%)	No (%)	Total (%)
Ambala	4 (80.0)	1 (20.0)	5 (100.0)
Fatehabad	0 (0.0)	5 (100.0)	5 (100.0)
Karnal	1 (20.0)	4 (80.0)	5 (100.0)
Mewat	2 (40.0)	3 (60.0)	5 (100.0)
Total	7 (35.0)	13 (65.0)	20 (100.0)

Source: CRRID Field survey, 2016

Only seven government schools and no private school reported that they had received the Guidelines /Notification from their school Boards/State on Corporal Punishment and mental harassment. Majority of the schools in Ambala had received the notification. However, it seemed during the field visit that even if majority of the schools had not been communicated in writing about it, both government and Private school teachers and staff were aware of

it.100 per cent of the sampled schools reported that no training programme has been conducted for teachers and staff on eliminating corporal punishments and mental harassment.

Table-8.25
Distribution of Schools on Teacher Giving Corporal Punishment to Students

District	Never (%)	Sometimes (%)	Often (%)	Total (%)
Ambala	2 (40.0)	0 (0.0)	3 (60.0)	5 (100.0)
Fatehabad	2 (40.0)	0 (0.0)	3 (60.0)	5 (100.0)
Karnal	1(20.0)	3 (60.0)	1 (20.0)	5 (100.0)
Mewat	1 (20.0)	1 (20.0)	3 (60.0)	5 (100.0)
Total	6 (30.0)	4 (20.0)	10 (50.0)	20 (100.0)

Source: CRRID Field survey, 2016

Surprisingly, 50 per cent of the school authorities admitted that the teachers often give physical punishment to the students (both in government and private schools). Another 20 percent acknowledged that they sometimes resort to physical punishment. Only 30 percent reported that they never resorted to punishment. Thus, inspite the ban, corporal punishment exists in majority of the schools. Further, Principal or senior teacher in each of the 20 schools was asked their opinion on corporal punishment i.e., if they think that it is the right policy.

Table-8.26
Principals/Teachers Response to a Ban on Corporal Punishment

District	Strongly Agree on ban	Partially agree on ban	Strongly Disagree on ban	Total
Total	2 (10.0)	10 (50.0)	8 (40.0)	20 (100.0)

Source: CRRID Field survey, 2016

Surprisingly, only two school authorities felt that corporal punishments should be banned. Eight school teachers strongly disagreed to ban on punishments, while 10 school authorities partially agreed to it but with reluctance (both in government and private schools). Almost all teachers/school authorities felt that Corporal Punishment should not be completely banned as some sort of punishment is important for maintaining discipline and making the children study. Without Punishment students don't listen as there is no fear. According to them, students are not scared of teachers. Now, if a teacher scolds them or hits them, they say they will get the medical conducted and drag the teacher to court. Teachers confessed that now they have stopped bothering about disciplining them. They feel helpless. Further, the enrolled children's response on if their teachers punished them were also analysed. Their views are as under:

Table-8.27
Distribution of Students on if they have Experienced Corporal Punishment Recently

Districts	Yes (%)	No (%)	Total (%)
Ambala	25 (83.3)	5 (16.7)	30 (100.0)
Karnal	12 (40.0)	18 (60.0)	30 (100.0)
Fatehabad	23 (76.7)	7 (23.3)	30 (100.0)
Mewat	23 (76.7)	7 (23.3)	30 (100.0)
Total	83 (69.2)	37 (30.8)	120 (100.0)

Source: CRRID Field survey, 2016

The table given above clearly reveals that 69 per cent students had been a victim of Corporal punishment in schools recently. They were further asked to specify the reasons for the same.

Table-8.28
Most common Reasons for punishment reported by students

District	Homework not done	Naughty/misbehave /indiscipline	Students long absenteeism/Irregular	Total
Total	43 (51.8)	37 (44.6)	3 (3.6)	83 (100.0)

Source: CRRID Field survey, 2016

The most common reasons reported for corporal punishment is homework not done followed by indiscipline or students misbehaviour. Some students are also punished due to not being regular or for long absenteeism. When the children were questioned on the type of punishment given, a large proportion i.e., more than 98 per cent reported that they were given beatings. Only a negligible two per cent reported that they were badly insulted.

Medium of Instruction:

“The language in which children are taught is crucial both in terms of quality and equity. Research evidence from across the world shows that children starting formal education in their mother tongue have a tremendous academic advantage. On the other hand, children whose first medium of instruction is not their mother tongue are at a serious disadvantage”. Sometimes non-use of the local language leads to poor reading and comprehension levels of children, as they are made to learn in a language they don’t understand. Medium of instruction is a significant issue in the context of RTE. However, these days there is a real craze growing for English language especially with increasing number of private schools. Some states have gone over to English medium in their government schools also, despite the fact that most teachers lack basic expertise in the language. In lieu of above, it was of interest to know the medium of instruction (language) in 20 schools selected by CRRID for study.

Table-8.29
Distribution of schools according to Medium of Instruction

Status	Hindi	English	Total
Government	16 (100.0)	0 (0.0)	16 (100.0)
Private	0 (0.0)	4 (100.0)	4 (100.0)
Total	16 (80.0)	4 (20.0)	20 (100.0)

Source: CRRID Field survey, 2016

Survey revealed that medium of instruction in all government schools was Hindi and in private schools was English. Majority of the schools (65%) also used the local dialect like Haryanavi to explain while teaching when children don’t follow something. In Mewat, Urdu was also used in some schools for explaining. When cross-verified from enrolled students, majority of them (65%) did agree being taught in local dialect also for better understanding.

Haryana Government’s Claim on Continuous and Comprehensive Evaluation (CCE):

<i>Section 30 Examination and completion certificate</i>	<i>Board exam have been abolished up to VIII class and students are being accessed through Continuous and Comprehensive Evaluation (CCE), Certificate are being issued accordingly.</i>
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Government has introduced CCE, focusing on all round development of child, learning through activities, and building child’s potential. RTE Act mandates CCE for ensuring quality education in schools. “RTE has eliminated terminal, high stakes standardized exams and replaced them with regular low-stakes assessments of student achievement. CCE is a more comprehensive assessment of student achievement than traditional testing, in that it assigns scores on the basis not of only scholastic performance, but also co-scholastic activities (such as arts, music, or athletics) and personality development. Adequate attention has not been paid to generate proper training on CCE, so, in many cases CCE has made teachers less accountable towards children, especially those from disadvantaged and marginalized groups”. The following table reveals that CCE is being implemented in 99.7 per cent government schools in Haryana while all management schools are lagging behind (94%). Although implementation of CCE in all select districts is more than 99 per cent in Government schools, it is lagging behind in Fatehabad in all management schools with only 82.8 per cent implementation. Further, with regard to the sample of schools selected by CRRID, all government schools (16) were following CCE programme whereas two out of four private schools i.e., one each in Fatehabad and Karnal were not implementing.

Table-8.30
Distribution of Schools with CCE Scheme

District	Total Schools (Govt.)	Schools with CCE (Govt.)	Total Schools (All management)	Schools with CCE (All management)
Ambala	778(100.0)	778(100.0)	1083(100.0)	1025(94.65)
Fatehabad	631(100.0)	625(99.04)	916(100.0)	759(82.8)
Karnal	787(100.0)	786(99.8)	1347(100.0)	1328(98.5)
Mewat	845(100.0)	840(99.4)	997(100.0)	964(96.6)
Haryana	14573(100.0)	14531(99.7)	22315(100.0)	20939(93.8)

Source: U-DISE: 2015-16

No Private Tuitions by Teachers?

Further, Section 28 of RTE Act asserts that no teacher should engage in private tuition or private teaching activity. Since no teacher would directly agree to teaching tuitions, since, it is prohibited under RTE, hence indirect assessment of the same was made by asking students from classes I-VIII that if they were taking tuitions. The responses are given below:

Table-8.31
Distribution of Children on the basis of Whether They take Tuitions or Not

Status	Take Tuitions (%)	Don't take tuitions (%)	Total (%)
Government	16 (16.7)	80(83.3)	96 (100.0)
Private	10(41.7)	14(58.3)	24(100.0)
Total	26 (21.7)	94 (78.3)	120 (100.0)

Source: CRRID Survey, 2016

Surprisingly, 42 per cent of the Private schools students and 17 per cent of the government schools students were taking tuitions. All total 22 per cent of the parents of enrolled children were also spending on tuitions of their children. Majority of the children taking tuitions were from class VIII (65%) followed by class VI. Subject-wise analysis reveals that 62 per cent of the students were taking tuitions in all subjects. Further, when probed four students from government schools out of 26 taking tuitions reported that teachers of school force them to take tuitions. The ground reality seems to be refuting RTE Act of no tuitions by teachers.

No Detention Policy:

Further, under the RTE Act, no child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

Haryana Governments Claim

<i>Section 16 prohibition of holding back and expulsion</i>	<i>Notified in Haryana Right of Children to free and Compulsory Education Rules, 2011 and training have been provided.</i>
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Surprisingly, all the 20 school authorities/teachers in both government and private schools in the sample felt that the system of having no exam is wrong. All reported that the policy no failure/detention is hindering quality of learning among students, which has now fallen down. With no detention, students have lost interest in studies and they don't take them seriously as there is no fear of failure. Quality of education has also gone down. It has made the students complacent and lethargic. They have stopped studying. Principals remarked that teachers also now have a casual approach towards teaching as they are not bothered about class results. They know they have to pass all; so there is no serious teaching or evaluation. Both students and teachers have lost interest and enthusiasm, due to no failure. Another very major adverse impact of no exam and no failure is that it has led to irregularity and absenteeism of students in schools, although monitoring the students' attendance and learning is an important aspect of the act. They all advocated exams to be reintroduced for both V and VIII standard.

School Management Committee (SMC):

RTE Act mandates that all schools except private unaided schools are to be managed by SMC consisting of representatives of the local authority, parents/ guardians of children admitted in such schools, and others, for performing various duties. The RTE Act has defined a clear role for community participation that aims to support systems of monitoring, developing school plans, and helping resolve local grievances. Each school must have an SMC set up which is representative of the community, and meets the needs of all children in an inclusive way.

Haryana government's claim on SMC:

<i>Section 21 School Management Committee</i>	<i>SMCs are constituted in all the schools of the State. All the SMCs are functioning well; funds are being directly transferred to SMCs accounts for decentralization of powers and for their strengthening. Regular meetings and trainings of members are being organized. The grants of school uniforms, school bags and stationery are being sent to them and they provided to the SMCs. 23 March, the formation day of SMCs is being celebrated as social audit and SMS days in all schools of Haryana every year.</i>
<i>Section 22 School development plan</i>	<i>SMCs are preparing the school development plan and submitting to DPC officer concerned every year.</i>

Table-8.32

Number of Schools with SMC in Select Districts in Haryana (2015-16)

District	Schools with SMC	Schools with Bank A/c
Ambala	778(100.0)	778(100.0)
Fatehabad	622(98.5)	622(98.5)
Karnal	786(99.8)	786(99.8)
Mewat	840(99.4)	839(99.2)
Total	14521(99.6)	14517(99.6)

Source: UDISE 2015-16

U-DISE data 2015-16 clearly indicates that 99.6 per cent schools in Haryana have formed SMCs and the same proportion also has bank accounts. As per the U-DISE data in 2014-15, regarding functions of SMCs, 96.24 per cent of SMC had prepared School Development Plan (SDP). As per RTE forum SMC constitution followed RTE norms in Haryana. Monitoring functioning of school and monitoring utilization of grants by school is 100 per cent.

Activities undertaken by State in 2015-16: Haryana Governments claim

All the SMCs are having separate bank account which is being operated jointly by the SMC President and SMC Secretary (Head of School).

- All the SMCs are trained to develop school development plan of their schools.
- Structure of SMCs in Composite Schools: - Each SMC for each school.
- Local Authority as per the State Notification.
- The Literacy level of SMC members: - Not assessed but now after reconstitution of SMCs in April 2016, it is expected that more educated members will join SMCs.
- Social Audit is conducted by involving SMC, parents, villagers in March every year.
- Grievance Redressal system: SMC plays an important role whenever there is any grievance at school level. There is a grievance Redressal system at the state level.
- Role of SMCs: SMC members are involved in designing & procurement of uniform, school development plan, infrastructure like civil work, construction activities under SSA. Department is undertaking with community and SMC involvement 'Beti Bachao-Beti Padhao' and 'Swachta Abhiyan'. All procurement related to teacher learning equipment (TLE), expenditure on School grant, expenditure on maintenance grant are under taken with community and SMC involvement.
- SMC meetings in 2015-16: In last six meetings (15.8.2015 to 31.6.2016), all members took active participation (Independence Day, Teachers Day, Children Day, PTM etc).

CRRID Survey on SMC in 16 Government Schools: Field Reality

SMCs were constituted in all 16 govt. schools. Table 8.33 gives details of last year meetings.

Table-8.33

Number of SMC Meetings held in the last 12 months in Select Government Schools

Districts	Less than 5	6-10	11-15	16-20
Ambala	0	3	0	1
Fatehabad	0	3	1	0
Karnal	1	2	0	1
Mewat	0	2	2	0
Total	1	10	3	2

Source: CRRID Field survey, 2016

Field data revealed that in all 16 government schools in the sample, SMC meetings are held regularly. In majority of the schools in each district, six to ten meetings were held last year.

Details on Composition of SMC in Select 16 Government Schools:

The composition of SMCs in select government schools suggests that RTE norm of SMC with 75% parents & guardians as members is being followed as obvious from table below.

Table-8.34

SMC Composition in select Government Schools

	Composition of SMC			Position		
	Male	Female	Total	President	Vice-President/ Co-ordinator	Member
Parents	55	106	161	16	11	134
Local authority/ panchayat	7	2	9	0	0	9
Teachers	9	6	15	0	0	15
Head teacher/Incharge	10	6	16	0	16	0
Local Educationalist	3	0	3	0	0	3
Ex-servicemen	3	1	4	0	0	4
Others (students)	3	1	4	0	0	4

Source: CRRID Field survey, 2016

Some of the major issues raised and decision taken by SMC in meetings during the last 12 months as per CRRID Survey, 2016 were regarding Maintenance grant, Kitchen grant/MDM, purchase for furniture, boundary wall/construction of toilets, Uniform grant, selection of school bags, plantation, dustbin purchase, cleaners etc. Colour and design of uniform and bag were also decided with the help of SMCs concerned. Further, the families of enrolled children falling in our sample were also asked if any member from their family was part of SMC. It was found that 13 family members (parent) out of the 120 surveyed were members of SMCs. But eight out of 13 were not aware of the issues which were being passed in SMCs; even if a few were President of SMC. In fact, majority of SMCs were illiterate and daily wage earners and so it was very tough for them to miss their daily wages and come to attend meetings in schools. Hence, a sheer formality of getting their signatures was definitely taking place although their full-fledged involvement and participation was not there. Many government officials in Education department too endorsed that formation of SMC was only a formality and SMC meeting is only for signature.

Further, the feedback given by the school authorities was cross verified from Panchayat members. In all 16 areas surveyed in four districts, all panchayat members were members of SMC in some or the other school (school may be or not be in the select sample) and all 16 reported that SMCs were working very well. They also reported that in last year, they had signed on major issues like bags, uniform, stationery, repair/ maintenance, MDM, plantation, construction of kitchen shed/toilet, purchase of furniture etc. However, it is pertinent to know that in five out of 16 areas surveyed, even the panchayat members were not aware of any issue/decision on which they had signed. Their answer was 'Don't Know'. It seems that majority of SMC members may not be necessarily always included in planning process or maybe they are not made to give inputs into issues related to quality of education. Their only role is restricted grants and its utilization. This is the most disturbing fact i.e. in spite of claims of training of SMC there is still lack of clarity of local authorities on their roles and responsibilities as defined by the RTE Act.

Chapter- 9

Impact of RTE: a Feeling of Segregation or Integration among EWS?

The Supreme Court directs 25 per cent of the total seats to be reserved for the children belonging to the economically weaker section (EWS) in recognised private and un-aided schools. In lieu of this Act or 134-a, which is being implemented in Haryana, it was thought important to seek feedback from the EWS students who sought admissions in private schools under quota and assess their feeling of integration or segregation due to their now studying with relatively higher economic class students. In addition, opinion of Principals, Parents, Teachers were also incorporated. Government too claims that to avoid discrimination among the school children, it has organized various trainings. To study this parameter 24 EWS students were interviewed by CRRID team. The field survey revealed the following:

Opinion of EWS Students Enrolled in Private Schools:

Table-9.1
Responses of Students on Feeling of Integration/Segregation

Feeling of Integration/Segregation	Frequency	Per cent
Integration	18	75.0
Segregation	6	25.0
Total	24	100.0

Source: CRRID Survey, 2016

When the students / families of EWS studying in the private schools were directly asked that what is their opinion on the policy regarding bringing together rich and poor students in the same school through reservation in Private schools, three-fourths of the families (75 per cent) felt good and never felt discriminated/segregated. The data rather suggested it has rather led to feeling of integration among students. They feel happy that they are studying in English medium schools. They feel the teachers are helpful and caring. They don't beat and abuse them. They also feel proud of the fact that they have access to clean toilets, drinking water and a science laboratory in the school. They feel they can talk and play comfortably with all children in the class. Although, majority of students were positive, however, there was a mixed response to EWS quota in schools. Although, majority of the students did not feel discriminated but six students (25 per cent) did say that they have experienced a feeling of exclusion, especially, during fancy dress competitions or stage performance (as they are unable to buy or take a dress on rent), sports competition/ excursion, picnics/tours (as they can't afford travelling expense). The rich are able to participate in more activities, they felt. Further, they confessed that sometimes they also feel very uncomfortable opening their tiffin boxes. They do get a feeling of inferiority complex at times, when they see rich children coming to schools in cars, carrying expensive bags/water bottles, wearing classy watches. They also felt embarrassed during PTMs. When asked about teacher's attitude towards them, only three remarked that teachers give more importance to the rich. Many a times if a theft has taken place in school/class, the suspicion goes on them. However, a distinction was felt in responses between students going to CBSE schools and Haryana Board private schools, In CBSE schools especially in urban areas, the feeling of exclusion and inferiority was glaring.

Opinion of Parents:

Parents feel that enrolling their children in private schools is a dream comes true. They were happy that their children were studying in good English medium schools. It is good policy as it gives equal opportunity to all children. Sometimes, they do feel scared that their child will also start demanding expensive items which rich children in their schools bring, which they will not be able to afford.

Opinion of Teachers:

In order to get more reliable results, interactions were held with 20 additional Teachers/Principals of only unaided private schools, especially interviewed for getting response to this question. Majority i.e., 14 school teachers/Principals supported that a feeling of integration has grown with children of all sections studying in one school under RTE. They were very positive when their view were taken. They reported that the school tries its best to make the EWS children comfortable. They make the poor children feel at home. For teachers, all students are the same. They believed that it is true that EWS students face challenges in the classroom and take some time to adjust to the new environment but then it is the schools' responsibility to help them adjust to the new system and make them feel as much a part of the school as much the other students. They want these children to start early i.e. take admissions in class one and not late, otherwise once they come from government schools, then it becomes tough for them to pick up in private school and gap widens. EWS children lack parental support but they can pick up, especially when they start young.

However, six school authorities/teachers felt that it has led to segregation. But a lot depended on the school in charge/Principal of the school, they reported. Principals in CBSE schools asserted that the teachers are always trained to avoid discrimination between students at any level in school. Teachers rather motivate the students to treat everybody equally and they ensure that everybody who is enrolled in the school is equal. Although, majority of the Principals/teachers stated that both rich and the poor should be studying together and the Act has led to a feeling of integration. Yet, on probing and after long discussions, it did emerge that practically they felt that children from EWS spoil the discipline of private school. When the EWS come to school in a dirty, worn out dress and broken shoes, then sometimes middle class students do treat them differently. Parents of low income group don't dress up their children well, so difference is visible. Further, their reading, learning ability is generally poor, so some of them do feel inferior. Further, few teachers confessed that they too face difficulties in handling the children from diverse socio-economic and educational backgrounds. Moreover, these children do not have the right environment at home. They don't get any help from their parents. They also tend to suffer from inferiority complexes when exposed to the environment where middle class children study. They are irregular in attending school and so other children are affected. Poor have only one pair of uniform, shoes and so look shabby. They, many a times, use abusive language or fight, leading to constant complaints of parents of other children, who often request for a change in section or seat. EWS students are mostly unable to compete with others in studies due to their background.

However, teachers reported that in Haryana board private schools, since there is not much difference between socio-eco backgrounds of students, so, no such feeling of discrimination or segregation emerges in children. Students from not very rich families are enrolled in Haryana Board Private Schools. Nearly all schools authorities highlighted that poor students prefer admissions in English medium CBSE Schools even if they are far off and they are not treated well. A very interesting and a different angle shown was that sometimes rich students feel discriminated. They start to feel why EWS students should be studying for free, while they have to pay. Again they feel that even if they don't study and majority are not good in studies, but still because of the policy of no detention, they pass. So middle class students develop strange hatred for them.

Note: A total of 24 EWS students admitted through reservation in Private unaided schools were interviewed for getting their opinion on segregation issue. These students did not particularly belong to the specific four private schools in the sample selected. They were selected from a larger canvas. The idea was to study the issue in depth.

Chapter- 10

Awareness about RTE Act

Awareness among the people is one of the best regulators for successful functioning of any scheme/programme. The present chapter examines the awareness of the school authorities, Head Teachers Parents/children and PRIs/local MC heads about the RTE Act.

Awareness among School Authorities about RTE:

All the heads of 20 educational institutions were interviewed regarding the RTE Act. Table given below gives the details.

Table-10.1
Awareness of the School Authorities about Right to Education Act 2009

Status	Quite knowledge about RTE (%)	Are partially knowledgeable about RTE (%)	Total (%)
Govt.	11(68.75)	5(31.25)	16(100.0)
Private	2(50.0)	2(50.0)	4(100.0)
Total	13(65.0)	7 (35.0)	20(100.0)

Source: CRRID Field survey, 2016

It was found that although all the school authorities (Principals/headmasters/in-charge) knew about RTE Act but only 65 per cent of the schools authorities were aware and quite knowledgeably about RTE act.

However, in 35 per cent cases, although they knew about no exam, no failure, free education, and no corporal punishment etc but ever knew it to be a part of some policy or RTE Act. They had disintegrated the picture and could not co-relate the Act and features together. They had only partial knowledge about RTE. In some government schools, as there was no Principal or head master, the knowledge of in charge was limited. Further, majority of the Principals, in Private Schools knew about free education as part of 134-A

Awareness among Head Teachers, Parents/children and local heads about RTE:

Awareness on RTE among parents/children of 120 households, 20 head Teachers of schools and 20 local village/Town heads were sought. The responses are as under:

Table-10.2
Awareness about the RTE Act among Head Teachers, Parents/Children and PRIs/Local MC Heads

District	Head Teachers			Parents/children			PRIs/local MC heads		
	Quite aware/Knowledgeable about Act (%)	Partially aware/not aware/knowledge (%)	Total (%)	Quite Knowledgeable about Act (%)	Partial /no knowledge (%)	Total (%)	Quite Knowledgeable about Act (%)	Partial /no knowledge (%)	Total (%)
Ambala	4(80.0)	1(20.0)	5(100.0)	9(30.0)	21(70.0)	30(100.0)	2 (40.0)	3(60.0)	5 (100.0)
Fatehabad	4(80.0)	1(20.0)	5 (100.0)	5(16.7)	25(83.3)	30(100.0)	3 (60.0)	2 (40.0)	5(100.0)
Karnal	3(60.0)	2(40.0)	5(100.0)	4(13.3)	26(86.7)	30(100.0)	2(40.0)	3 (60.0)	5 (100.0)
Mewat	3(60.0)	2(40.0)	5(100.0)	1(3.3)	29(96.7)	30(100.0)	2(40.0)	3 (60.0)	5 (100.0)
Total	14(70.0)	6(30.0)	20(100.0)	19(15.8)	101(84.2)	120(100.0)	9(45.0)	11 (55.0)	20 (100.0)

Source: CRRID Survey, 2016

The table clearly reveals that 70 per cent of school head teacher knew about the RTE Act, although only 25 per cent of the school teachers (all from government schools) claimed that they had undergone some training although not necessarily specifically on the RTE Act but in other seminars/courses attended by them, where RTE Act was always mentioned. No teacher from Private school had undergone any training on RTE. Further, as many as 120 households

were contacted during the field survey to know whether they were aware of RTE or not? Out of these 120 respondents involving parents of the enrolled students, a vast majority i.e. 84 per cent were not aware of this act although they knew about free education and incentives. Only 16 per cent were quite aware about the features of RTE and majority of them gained knowledge about the act from school teacher or school staff. The remaining few got awareness from relatives or newspapers. Among the students enrolled in government schools or their parents reporting that they were aware about RTE , majority knew only about the free text books/uniforms, no fees, MDM i.e., they were only aware of free education or some also knew about no detention policy. There was hardly any awareness on grievance redressal.

Awareness of local heads was also evaluated. During the field survey 16 sarpanches/panches/ SMC members and four officials of MC were interviewed to assess about their awareness level of RTE. Only nine heads (45 per cent) of Village/MC were found quite aware of the RTE Act and its features. All of them i.e., 45 per cent claimed that they had undergone some sort of training on this Act...maybe during SMC training meetings. Majority of the members (55 per cent) were not aware fully about the activities being conducted under the RTE, inspite the fact that few among them were members of SMCs. But they were illiterate or daily wage earners who just went to sign and hardly had time or interest to get involved in functioning of schools.

To conclude, it was found that there is still lack of complete awareness of the Act. Although some are aware, but many still have only partial, disintegrated knowledge. Even if they knew about the features, they could not relate them to be part of RTE Act. Awareness is specially lacking amongst parents and local heads. As per the government survey also, awareness regarding RTE was lacking in 36 percentage households in Haryana. So there is need for evolving a method of disseminating information to make all the school authorities/teachers/parents/PRIIs aware of the legislation in Haryana.

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