



GOVERNMENT OF KARNATAKA

**EVALUATION OF INFRASTRUCTURE FACILITIES
AND ELIGIBILITY CONDITIONS OF PRIVATE
SCHOOLS AS PER RTE ACT-2009 IN KARNATAKA**



ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ
Karnataka Evaluation Authority

KARNATAKA EVALUATION AUTHORITY

PLANNING, PROGRAMME MONITORING AND STATISTICS DEPARTMENT

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JUNE 2021

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KALBURGI**

**DEPARTMENT OF PRIMARY AND SECONDARY EDUCATION
GOVERNMENT OF KARNATAKA**



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FOREWORD

In a knowledge economy, education is the key for empowerment of the poor and marginalised community. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation envisaged under Article 21-A, that ensures every child in the age group of 6-14 has a right to free and compulsory education. Access, equity and quality education are the trifold objectives of RTE Act, 2009. The provision of the RTE Act under 12 (1) (c) is the most significant section which stipulated 25 per cent of seats in private unaided non-minority schools for disadvantaged sections of society. The Department of Primary and Secondary education initiated the study on Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as Per Right to Education Act 2009 in Karnataka State through Karnataka Evaluation Authority (KEA) to know whether the objectives set under the provisions are fulfilled or not and to get the feedback on its impact on learning outcomes and bottlenecks in implementation of the scheme. The study was carried out by Hyderabad Karnataka Centre for Advanced Learning (HKCAL) under the guidance of KEA.

The Study derives the findings from the analysis of secondary data over time and the primary data derived from a stratified sample of 360 schools from nine districts, 754 parents, 5,453 students and 63 educational officers. The sample schools in general fulfil 8 out of 9 mandated facilities of RTE Act and Rules. Demand for seats is increasing and the demand ratio for 10 seats increased from 4.2 to 7.6 during 2012-13 to 2018-19.

Learning environment is 'free', 'open' and 'friendly' in the schools. 95 per cent students report that teachers are friendly with them. 98 per cent students 'clear' their doubts and get satisfactory answers (98 per cent). In spite of a 'good' learning environment, still 72 per cent RTE students go for 'private tuitions'. Teachers perceive RTE children to be smart (93%), enthusiastic (97%), disciplined (98%), and punctual in homework (95%). Impact on learning outcomes is significant and the difference in achievements between the RTE & Non RTE students is marginal. There is hidden, subtle discrimination against RTE children in a small minority of schools mainly in drinking water and toilet facilities. In general, Good Governance of RTE 12 (1) (c) in letter and spirit is observed in the sample districts.

The major recommendations are: Department of Education can encourage/motivate the schools to possess own buildings, should strictly enforce existing legislation against collection of donations and collection of tuition fees, provide instruments box and crayon boxes craft materials, Atlas, workbooks to all RTE children. Private unaided schools who do not have

adequate demand for RTE seats in their own revenue village/ward can admit children of neighbouring villages/wards. Monitoring and supervision need to be focussed and strengthened against discriminatory treatment of RTE children, provide 'sensitisation training', and one week short courses through the DIETs/DSERT to Head Teachers on management and counselling of children with adjustment problems, 'children with learning difficulties', extend the scope of the RTE Act, 2009 to include LKG/UKG/Anganwadi stage of schooling as well as Highschool education. Ensure that teachers appointed (in future) possess necessary qualifications and may be considered for appointment through Teacher Eligibility Test. Improve public schools with adequate computer learning and English medium facilities so that the public/parents do not feel the need to admit the children in private schools.

I expect that the findings and recommendations of the study will be useful to the Government, and Department of Primary and Secondary Education to take appropriate measures to implement the provisions of the Act more effectively and attain the objectives of access equity and quality education for the poor children as envisioned under Sustainable Development Goal -4 'quality education for all'.

The study received support and guidance of the Additional Chief Secretary Planning, Programme Monitoring and Statistics Department, Government of Karnataka. The report was approved in 49th Technical Committee meeting. The review of the draft report by KEA, members of the Technical Committee and an Independent Assessor, has provided useful insights and suggestions to enhance the quality of the report. I duly acknowledge the assistance rendered by all in successful completion of the study.



Chief Evaluation Officer

Karnataka Evaluation Authority

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The “Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as per RTE Act-2009 in Karnataka” was compiled with efficient analysis of primary and secondary data obtained from the valuable information contributed by beneficiaries of the scheme selected from 9 districts of Karnataka. Hyderabad Karnataka Centre for Advanced Learning (HKCAL) would like to acknowledge the following personalities for their valuable contributions in completing this evaluation study.

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Dr. A.S Seetharamu has carried out this study as its Principal Investigator and prepared this report. His total dedication for the evaluation study and involvement in preparing this report is highly appreciated our special thanks to him. We thank our team members for their meticulous job and digital support in statistical analysis.

Smt. Aparna M Kolla, Director of HKCAL is the key person for HKCAL in lending overall support in successful completion of this evaluation study. Our sincere thanks to her and all the HKCAL team, who contributed in taking up the Evaluation of the Scheme without whom the evaluation would not have been possible.



President

Hyderabad Karnataka Centre for
Advanced Learning, (HKCAL), Kalburgi

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List of Abbreviations

ADPI	Assistant Director of Primary Instruction
AL	Agriculture Labour
ASER	Annual Status of Education Report
B.Ed	Bachelor of Education
B.P.Ed	Bachelor of Physical Education
BEP	Basic Education Programme
BRC	Block Resource Person
C.P.Ed	Certificate in Physical Education
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CCTV	closed-circuit television
CE	Computer Education
CPE	Compulsory Primary Education
CPI	Consumer Price Index
CRP	Cluster Resource Person
CWSN	Child with Special Need
D.Ed	Diploma in Education
DBT	Direct Benefit Transfer
DDPI	Deputy Director of Primary Instruction
DIETs	District Institutes of Education and Training
DoE	Department of Education
DPED	Department of Planning and Economic Development
DSERT	Department of State Educational Research and Training
DW	drinking water
ECCE	Early Childhood Care and Education
ENT	Ear, Nose, Throat
EVS	Environmental Science
FGD	Focus Group Discussion
GICSE	General Certificate of Secondary Education
GO	Government Order

GoI	Government of India
GoK	Government of Karnataka
HIV	Human Immunodeficiency Virus
HPS	Higher Primary School
HS	High School
HT	Head Teacher
IDI	In-depth Interview
ILO	International Labour Organization
KEA	Karnataka Evaluation Authority
LAT	Learning Ability Test
LPS	Lower Primary School
M & S	Monitoring and Supervision
M.Ed.	Masters in Education
MDM	Mid-Day Meal
MHRD	Ministry of Human and Resource Department
MRPs	Master Resource Persons
NCLP	National Child Labour Project SCHEME
NCPCR	National Commission for Protection of Child Rights
NSSO	National Sample Survey Office
NST	Nursery School Training
OB	Operation Blackboard
DPEP	District Primary Education Program
OBC	Other Backward Classes
OOSC	Out of School Children
PG	Post-Graduation
PRS	Policy Research Studies'
PTA	Parent Teachers Association
PTR	Pupil Teacher Ratios
PTM	Parent Teacher Meeting
PUAS	Private, Unaided Schools
PWD Act	Persons with Disabilities Act
RCC	Reinforced Cement Concrete

SC/ST	Schedule Caste/Schedule Tribes
SCPCR	State Commission for the Protection of Child Rights
SCR	Student Classroom Ratios
SDMC	School Development Monitoring Committee.
SMC	School Management Committees
SSA	Sarva Sikshana Abhiyan/Samagra Sikshana Abhiyan
TC	Transfer Certificate
TCH	Teachers Certificate – Higher
TET	Teacher Eligibility Test
TLM.	Teaching Learning Materials
ToR	Terms of Reference
U-DISE	Unified District Information System for Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPS	Uninterrupted Power Supply
VIP	Very Important Person
WHO	World Health Organization

Executive Summary

This is a study of Infrastructure Facilities and Compliance to Eligibility Conditions of the RTE Act, 2009 by private, unaided, non-minority schools of Karnataka State with special reference to section 12(1)(c) and other school specific sections. There are 38 sections in the Act along with 2 schedules on complements of school quality. 25 of the 38 sections are directly related to the school level implementation. Other sections are for LSG, GoK, GoI duties.

Right to Education, 2009, has a history of over 200 years as a public policy agenda beginning with the French Revolution. Earliest initiatives began in India at Baroda State in 1908 and in old Mysore State in 1914. Karnataka State adopted the Act in 2010 and rolled out the rules in 2012.

Objectives of the study are specified by the KEA/DoE in its ToR. Study of selection process, with reference to (a) transparency, changing admission policies and procedures, effectiveness in reaching the disadvantaged sections of society as stipulated in sections 2 and 3; (b) learning environment in schools and learning attainments of children admitted under 12(1)(c); (c) discriminatory practices (if any) in schools and the hidden/subtle ways of such discrimination; (d) compliance to eligibility conditions of quality elementary education with specific references to physical and academic infrastructure facilities; (e) capturing the perceptions of primary stakeholders – parents, students and others in the school system – Head Teachers, Teachers; (f) examining the Monitoring and Supervision (M and S) practices at school and by the departmental officers; (g) examining redressal mechanisms for grievances (if any); and (h) providing a feedback and suggestions for improving the implementation status in conformity with the letter and spirit of the RTE Act in future constitute the objectives of the study.

Triangulation is the method adopted. Documentary analysis of secondary data from school and the DoE; Descriptive Survey of schools and stakeholders that includes Observation techniques, Validation of observations of Field Investigators by the Field Supervisors, IDI of HTs, teachers, parents, students, educational officers; Case Studies of ‘good’ and ‘other’ (not so good) schools are the specific methods.

Stratified Random Sampling is used for selection of sample schools and stakeholders, in consultation with KEA. Type of schools (LPS/HPS/HS), region, districts/division wise

representation is ensured. Number of schools is same for all 34 districts. 360 schools at 15 schools per district, 754 parents, 5,453 students and 63 educational officers constitute the sample.

Analysis of data is both qualitative and quantitative. Descriptive Statistics, deviation analysis, correlation of attainments with attendance, Levene's 't' test analysis of differences in attainments across RTE and non-RTE children (control group) across divisions and the State, analysis of perceptions of primary stakeholders are the variety of analyses of empirical data. Demand estimation using secondary data has been done.

Results are classified under the following sections: (I)(a) RTE Enrolments – secondary data analysis of State data and Retention; (b) Enrolments in the Study; (c) Learning Attainments of RTE and non-RTE children; (II) Infrastructure physical and academic; (III) Learning Environment, (IV) Social Profile; (V) Issues of Discrimination; (VI) Problems in RTE Implementation; (VII) Case Study Results, (VIII) Recommendations – Specific and Long-term; (IX) Final Observations.

RTE admissions began on a low key during the three years 2012-13 to 2014-15, initial period. During 2012-13 to 2019-20, there have been marginal increases. For every 10 seats available, demand ratio has been 4.2, 6.9, 8.5, 9.0, 8.5, 8.5 and 7.6 during 2012-13 to 2018-19. Private, unaided schools are also growing every year, adding to the pool of available seats under RTE 12(1) (c). Number of invalid applications reduced over the years even with digital mode after 2015-16. Transitions from year to year are complete; there are no drop-outs, full retention. Increases in demand are observed and are steady in 12 out of 34 educational districts of the State the range being 0.04 to 1.12 per cent in 09 districts – Yadgir, Mysuru, Shimoga, Chikkodi, Bellary, Dharwad, Kodagu, Davangere, Udupi and Dakshina Kannada. It is high only in Bengaluru City (2 districts) at 18.40 per cent, during the reference period. One per cent increase means nearly 500 seats. Enrolments under RTE 12 (1) (c) have implications for reimbursements of unit costs by the government.

Demand for RTE seats is observed to be a function of Computer Education, English medium instruction, infrastructure facilities – Science laboratory, English communication milieu which are perceived to guarantee bright life-chances.

Demand across the divisions is highest in Kalburgi division, average for 4 years from 2015-16 to 2018-19 being 7828 students. It is followed by Bengaluru division at 7156

students. It is low in Belagavi and Mysuru divisions. *Neighbourhood School Policy has been revised by the DoE/GoK to accommodate parents' choices as well as schools with capacity for seats being higher than effective demand.*

There is an alternative view that the neighbourhood school policy discriminates against parents with or without a government sector school in their neighbourhood. *Latest departmental circulars have addressed these concerns [Annexure No. 04].*

A Learning Attainment Test of 4th standard level used by the DoE was administered on 1440 RTE and 720 non-RTE children with equal proportion of boys and girls. It was a composite test on Kannada, English, EVS and Mathematics. Results of analyses reveal that in regard to overall performance on all 4 subjects, average marks is 84.21 per cent for RTE students while it is 86.51 per cent for non-RTE students. Differences are insignificant. Levene's 't' test analysis showed that differences across 4 divisions are also not significant. Kalburgi division students have performed better than students of other divisions. Correlation values across attainments and attendance percentages of both RTE and non-RTE students are positive and significant everywhere. Values are marginally higher for non-RTE than RTE students.

RTE students are doing well in learning attainments in private unaided schools.

Violations of the RTE Act are observed in varying degrees across the State by marginally significant proportions of schools. These violations are in regard to recognition (11 per cent not recognized), schools in rented buildings (31 per cent), no compound (35 per cent), no CCTV (22 per cent). Schools are comfortable with 8 out of 9 mandated facilities of RTE Act and Rules. They are toilets for boys, for girls, drinking water, playground, ramps with railing and landing space, library, electricity, classrooms. Compound wall is the 9th facility.

Computer Laboratory (CL) is there in 90 per cent schools. Computer Education (CE) begins from I standard in 60 per cent schools and from III standard in 75 per cent schools, from V standard in 85 percent schools. Even in Kalburgi division, a backward region, CL is there in 78 per cent schools. In contrast, CE begins at 6th standard in Government schools while only 40 per cent Higher Primary Schools have a CL. 71 per cent schools in the State sample have a dedicated science laboratory. Still, 63 per cent schools have aids/equipments which are adequate to conduct 30 per cent of experiments/activities prescribed in the syllabus

by DSERT, for I to VIII standards. 99 per cent schools possess Teaching Learning Materials (TLM). 66 per cent schools take students on project work, outside the school.

Sports and Games facilities are quite good in sample schools.

Learning environment is 'free', 'open' and 'friendly' in the schools. 95 per cent students report that teachers are friendly with them. 98 per cent students 'clear' their doubts and get satisfactory answers (98 per cent). There is no ragging/teasing/taunting/bullying/molestation of students [as per self-report by 94 per cent]. All subjects are 'easy' for 70 per cent students. Difficult subjects are English (16%), Mathematics (13%) and Computer Science (7%).

RTE students learn CE with non-RTE students (95%), learn school subjects (92%), surf advanced information (80%), and play games (72%).

RTE students conduct experiments in science laboratory (94%), use school library and reading room (82%), do project work (90%). All children participate in sports/games/literary/cultural activities. 43 per cent have won prizes. 18 per cent have participated in inter-school competitions.

By and large, learning environment is 'satisfactory'. Students are 'very happy' (68%) and 'happy' (30%) to study in these schools. In spite of a 'good' learning environment, 72 per cent RTE students go for 'private tuitions'.

Teachers perceive RTE children to be smart (93%), enthusiastic (97%), disciplined (98%), and punctual in homework (95%). Only 27 per cent teachers feel that RTE students are 'children with learning difficulties'.

An analysis of education and occupation of fathers and mothers of students reveals that RTE 12(1)(c) seats have gone to the '**deserving poor**'. 48 per cent children are girls. There are 27 per cent SC/ST and 73 per cent OBCs in the sample. Selections are by the SSA/DoE/GoK as per norms – a case of perfectly 'Good Governance' of RTE 12 (1) (c) in letter and spirit.

There is hidden, subtle discrimination against RTE children in a small minority of schools, in several areas of school life, exceptions being sports/games, literary/cultural activities and monitor system. Instances of discrimination are: separate section or seating arrangements (5.6%, 20 schools), separate batches to conduct science experiments (4.7%

schools), CE in separate groups (7.2% schools), separate library timings (8.05% schools), separate timings at reading room (9.2% schools), separate toilets (16.7% schools) and separate drinking water facility (17.8% schools). Surprising fact is that parents/students have no complaints about these acts of discrimination. Individual schools are not important. Problem needs to be addressed at systematic level beginning with GPs/Blocks/districts.

Aggressive strategies such as RTE enrolment campaigns and publicity measures by the Government are quite wanting. Parents relied on neighbours, friends and relatives for knowing about RTE 12 (1) (c) opportunities. Remote rural/tribal areas need special attention. Parents find it difficult to adjust to digital methods of application. Parents (24%) spend money at Cyber Café for this purpose (they are poor). Donations are collected in 16 per cent schools. Attention to ‘children with learning difficulties’ is lacking. Methods like ‘Mastery Learning’ and ‘Time-on-Task’ are not practised in schools (advocated by the DSERT). Health camps are not systematically organized. Documentation for RTE applications (Aadhar Card, Income Certificate, Caste Certificate, Age-proof etc.) is unsystematic and variegated across the State. In a few schools, the year’s syllabus is not completed in time. There is a significant concern in regard to reimbursements. 35 per cent schools do not maintain a separate Bank Account for RTE.

Case studies of good and other schools contrast with each other. ‘Pooled’ performance of 136 sub-variables of RTE performance is studied using 09 ‘good’ schools and 05 ‘other’ schools. Performance ranges from 68.44 per cent to 84.71 per cent. A positive response on each sub-variable gets 1 score. Good schools are ‘good’ in Social profile (95.83%), non-discrimination (93.46%), Learning Environment (90.37%), management concerns (86.11%), and Infrastructure (78.59%). They are not so good in regard to grant of 25 per cent seats (66.67% score). ‘Other’ schools do not do well on any of the variables except social profile where Government/DoE intervention is there.

Strictness in enforcement of RTE/departmental rules in regard to recognition of schools, prevention of donations/fees, facilitation of digital support to parents for filling/filing applications, simplification of documentation practices, serious attention in M & S against discrimination of RTE students, facilitation of learning to RTE students through supply of accessories for learning – instruments box, drawing books, craft materials, crayon boxes, Atlas etc., (even for Government sector school children), counselling programmes to RTE school heads and teachers are the specific recommendations.

Extension of scope of RTE Act, 2009 to pre-primary and secondary stages of schooling, 4 to 16 years; ensuring D.Ed./B.Ed (elementary education) among teachers of private, unaided schools (63 per cent teachers do not have it; they have B.Ed., which is fit for secondary schools); enforcement of Teacher Eligibility Test (TET), a test mandated for all teachers, every 5 years by GoI/GoK; organization of short-cycle/sandwich training courses to Teachers of private/unaided schools by the DSERT/DIETs on payment basis; attaching kindergartens with 1 to 8 standard schools (discouraging stand-alone kindergarten schools) are the long-term recommendations. Finally, improve all government schools to such heights/levels that parents do not feel the need for RTE 12 (1) (c) admissions in private schools. For this purpose, provide Computer Labs to all government schools, begin CE from 3rd standard, improve teaching of English as ‘a language’ of study and communication, provide self-sufficient, norms-based science laboratories, provide graduate teachers to elementary stage (94 per cent of private school teachers are graduates/post-graduates), link teachers’ pay of government schools to their qualifications and not the stage at which they teach.

Implementation of the RTE Act satisfies WHO/ILO/UNESCO parameters of a development project. They are Relevance, Efficiency, Effectiveness and Impact. The fifth and final parameter – Sustainability is under stress. Let RTE 12(1)(c) section, not any of the other sections, be a stop gap/interim arrangement till all public (government) schools (rural/tribal/urban) reach highest standards of quality, equity, efficiency and excellence. Government schools are excellent in regard to all the 09 RTE mandated facilities; better than private schools in certain respects; except CL & CE (SDG goal 4 expectation).

As of now, ‘gross violation’ of RTE Act by private unaided schools is in regard to section 13 – no capitation fees (a small minority of schools), teachers eligibility conditions (section 23), mother tongue as medium of instruction (section 29) and discriminatory practices. They need redressal through social action.

1. Introduction

1.1 Background of the Study:

There is more than 200 years of history for the societal movement in the direction of the policy decision for adoption of the Right to Education, 2009 (RTE) Act in India. It is also vetted by strong theoretical foundations with the history of ideas and intellectual vindication. A brief review of history and theory on the back stage of RTE Act would lend meaning and justification for the RTE, 2009 policy on which the current evaluation has been completed.

1.2 Theory of Rights: Doctrine of Natural Rights:

Idea of 'Rights' of people in society dated back to Greek and Roman Civilizations. Benevolent kings of India also, since the Gupta period honoured the rights of the common people. *

Both Western and Indian philosophers believe that there is a 'moral order'/ Ritha (in Sanskrit) in the universe. This moral order can be discovered through 'Pure Reason'**.

Pure Reason informs us that the earth and its resources belong to all organisms that inhabit this earth. They have equal entitlements on these resources. ***

This is also the (theory) principle underlying the Doctrine of Natural Rights. Doctrine of natural rights is the foundational idea of 'Democracy'. **

1.3 Theory of Social Contract:

The emphasis on natural rights shifted towards societal obligations towards individuals after 15th century, the 'Age of Reason' and enlightenment, the age of renaissance. Rousseau the French social philosopher advanced his theory of 'Social Contract'. Human beings form groups, communities and societies to protect themselves and promote their life, liberty and happiness. There is no meaning for a society, if it does not protect and promote rights of individuals. Similar view was expressed vehemently by John Locke, the British political philosopher in his 'Second Treatise on Government'. Individuals will maintain 'Interest' in government and society, only when their rights are honoured, interests are

* M Rama Jois: "Constitutional History of India"

** Immanuel Kant: "Critique of Pure Reason"

*** A.K Sen: (a) "Ethics and Economics", Royer Lectures

(b) 'Choice and Freedom' A K Sen has adopted Kant's thinking for his "Theory of Entitlements" in this lecture.

** J.J Rousseau and Jeremy Bentham

served. These interests are not identical for everybody. They are need-based. Needs of the disadvantaged and dispossessed are different from the well-to-do sections of society.

1.4 Theory of Entitlements: Needs, interests and rights derive their validity only when they have legal and Constitutional stamp of authority. Ground realities should reflect this status. This is the theory of entitlements. [E.g.: A person has a right to a landed property – vacant site, house or agricultural land – only when the ‘title deed’ is in the person’s name. Then only s/he is entitled to it]. The government/society/polity should facilitate the individual to choose what is ‘good and right’ and provide opportunities thereon. [A K Sen: (a) ‘Choice and Freedom’, (b) “Ethics and Economics”]. Such a position is an offshoot of the Social Choice Theory of Kenneth Arrow. RTE Act, 2009 falls under this framework.

RTE Act, 2009 is a corollary of the concept of ‘Dharma’ in Indian philosophy. Dharma is an overriding principle of the well-known root word Ritha (pronounced as so in Sanskrit and spelt as Rta-reference is apt for the phrase ‘Aano Bhadrah Rta vo Yanthu vishwathaha’- Let noble thoughts come to us from all sides-Rta is the moral order of this universe. It is a Vedic age concept /idea). Dharma is from the root ‘Dhri’ which means ‘to hold’. Whatever holds together human relationships-trust, love and service- is Dharma. Dharma holds together the individual-Society relationship – Constitution of India. Injustice, inequality and deprivation of freedom cannot hold people together. They are ‘Adharma’. Justice for people who have suffered injustice for millenniums leads to equality. Freedom can be there only among equals. Free persons enjoying justice and feeling as equals can only experience the value of fraternity. RTE Act, 2009 needs to be located within the context of Constitutional Dharma of Indian life. In brief RTE Act, 2009 is an expression of Democratic Socialism, Constitutional Dharma of India’s life in the area of Education.

1.5 History of Rights:

Human Rights, Right to Education therein, was an idea in the minds of intellectuals and a dream of savants till the French Revaluation of 1789, which symbolised a commoners movement for Justice, Equality and Liberty. The first ever people’s government in France following the French Revolution led by the ‘Sans Culottes’ party of Robespierre had include, ‘Free and Compulsory Elementary Education’ in its Manifesto, the first ever declaration in human history.

A series of pro-rights treatises followed this event. Prominent among them are the works of Tom Paine, Mary Wolstone Croft, Hegel, Karl Marx, J S Mill and Dadabhai Navroji.

Following all these ideational influences and revolutions for justice, equality and liberty in the first half of the 20th Century in Europe, the British Government adopted 'Free and Compulsory Elementary Education Act' in England in 1881. It took another 27 years for the first ever Compulsory Education Act to be adopted in British India by the princely state of Baroda.

The first ever act for free and compulsory Primary Education Act in Mysore State was adopted in 1914, when Krishna Raja Wodeyer was ruling the State and Sir M Vishvesharaya was the Dewan of the State. This is the second such act in India.

The dream of free and compulsory education in India evolved and fructified through a series of initiatives over a period of time and cultivated finally in the Right to Education Act, 2009.

1.6 Context of the Study

With the relatively considerable success of the DPEP programme and the launching of the SSA in 2000 AD, time was ripe to exercise political will in the country for ensuring free and compulsory UEE. A bill for RTE was introduced in Parliament in 2002 for the purpose. The bill was vetted by all legislative bodies, all over the country, subjected to public debate, designed over a period of 7 years. The bill was enacted in Parliament in 2009 when it became RTE Act, 2009 (April). The Act provided for several sections/provisions, the most significant section being 12 (1) (c) which stipulated 25 per cent of seats in private unaided schools for disadvantaged sections of society.

The section 12(1) (c) experienced extensive public debate in the country. Major issue concerned Minority Educational Institutions. Judicial sanction was given to these institutions to be free of section 12 (1) (c) compliance. Hence RTE was applied in totality to non-minority private unaided institutions, including CBSE, GICSE and IB schools. However, except section 12(1) (c), all other sections relating to access, quality and standards are applicable to all types/Boards of schools.

It is the mandatory obligation of the State to ensure EE of 'quality with equity'. The sensitive term here is 'equity'. Indian society including Karnataka is beset with a number of

varieties of social evils and prejudices. Apathy towards CWSN/HIV affected/children of families of farmer suicides as well as migrants of lower strata of society is one area of prejudices. Caste discrimination, communal prejudices, gender (female children) insensitivity and imbalanced attention to girls over boys are other areas of social evils. Of all of them, caste prejudices and discrimination percolate all areas of social life including school education. Girls face both sex and caste discrimination. It is in this society that by Constitutional mandate, the upper and upper middle class society, high fee paying society, has to accept disadvantaged sections in the same context of private unaided school milieu. This is also true of the teachers, head teachers and managements who belong to better off sections. They have no choice except to accept others under section 12(1)(c). How well do they receive the other half of society? How comfortable do the disadvantaged sections feel in a milieu where 75 per cent are different from them? Are the teachers, head teachers, monitoring officers down the line, sensitive to the feelings, apprehensions and anxieties of the disadvantaged sections? These and similar concerns need a systematic analysis so that mid-course correctives can be contemplated in the long term interests of peace and harmony in social life in the State.

‘RTE Act, 2009, is not just about section 12(1)(c). There are other sections that specify a framework for schooling of quality with equity. Section 19 of the Act stipulates establishment or recognition of a school only when it fulfils norms and standards specified in the schedule for the Act/Section. Likewise, section 25 stipulates norms for PTR. Over a period of time, all schools including publicly run and supported schools have to comply with these norms of quality schooling, which are very huge in number. Do the fee collecting high profile private unaided schools maintain standards as per RTE specifications? Are there regional inter-district variations in the maintenance of standards? What is the nature and degree of compliance? How is the PTR in the schools? In the present context, these and similar questions carry significance. They are also constituents of the context of this study.

There are other sections of significance in the RTE Act which need to be systematically studied in private unaided schools. Section 3(2) prohibits collection of fees; the same section stipulates special provisions for persons with disabilities (e.g.: CWSN), right of transfer of child from one school to another school (section 5), age appropriate admission of children to different standards of schooling with special training (section 6), facilitation of admission of a child to a neighbourhood school (section 9b), 25 per cent seats to children from weaker sections and disadvantaged families, either at pre-school or at I standard stage

(section 12), no capitation fee/donation (section 13), no detention (section 16), norms and standards for a quality school (section 19 and schedule thereon), constitution of an SDMC (section 21), duties of teachers (section 24), PTR norms (section 25), no private tuition (section 28), Contours and content of curriculum (section 29 – Heart of the Act), M & S by SCPCR (section 31) and redressal of grievances (section 32). There is a need to comprehensively examine whether all the relevant sections of the RTE Act are honoured by private unaided schools in the current context of school governance, some of which are especially meaningful for children admitted under section 12(1)(c) and other sections.

Provision of equitable access and quality schooling is a duty of the Government. Ensuring it in private unaided schools is a responsibility of the Government. The State Government has no direct control of CBSE, IGCSE, IB schools. It has duty for the State Board Schools. Hence, this study is contextualized for private unaided non-minority schools of the State. It is also contextualized for the admission process adopted by the State from time to time.

Terms of Reference for the study has been served by Karnataka Evaluation Authority. The study has attempted to be faithful to the ToR in letter and spirit. Critical comments on Inception Report from KEA and draft final reports are also absorbed in the study.

2. Objectives and Performance of the Programme (Status of Implementation) and Methodology

2.1 Objectives of the Programme

Research studies involve testing of hypotheses. Evaluation studies systematically examine the efficiency and effectiveness of realization of objectives of schemes or programmes or projects. The current study is an evaluation of implementation of RTE Act, 2009 in private unaided, non-minority schools who are affiliated to Karnataka State Board of School Education (Examination Board). Hence, this evaluation study needs to conform to the objectives of RTE Act, 2009. After working out the detailed logistics of implementation of the RTE Act, the RTE Rules were rolled out in 2012 and came into force since then.

2.2 Objectives of RTE, 2009

Access, equity and quality in education are the trifold objectives of RTE Act, 2009. A detailed statement of objectives is listed here.

1. Every child in the age-group of 6 to 14 years shall have the right to free and compulsory elementary education.
2. No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. A child suffering from disability shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.
4. If a child above 6 years of age has not been admitted in any school or though admitted could not complete his or her elementary education, he or she shall be admitted in a class appropriate to his or her age. Such a child has a right to receive special training in the manner prescribed and within the time limits as may be prescribed.
5. Ensure availability of a neighbourhood school as specified in Section 6.
6. Ensure that children belonging to weaker sections and the disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds.
7. Provide quality elementary education as per norms and standards specified in the schedule for sections 19, 25 and 29 of the Act (Chapter V).

There are 34 sections drafted under six Chapters in the RTE Act. Chapter VII is devoted to Miscellaneous Provisions which comprises sections 35 to 38 along with a number of sub-sections. This is followed by a Schedule for sections 19 and 25, norms and standards for a school. Sections and sub-sections as are applicable in general to all schools, specifically the private unaided, non-minority schools, as reflected under the objectives of RTE stated herein will constitute the framework for objectives of this study.

2.3 Objectives of Evaluation Study:

All the objectives of the evaluation study stated herein are adopted in letter and spirit from the Terms of Reference for the study. They are listed here.

1. To study the selection process (admission details) under section 12(1)(c) (the provision) in the private unaided non-minority schools.
2. To examine the process of admissions in the schools and the changing admission procedures on improving effectiveness and transparency of the system.
3. To examine whether the benefits are reaching to the disadvantaged groups in the society and review the checks and balances in the system to ensure the same.
4. To evaluate the impact of exposure to better learning environment on the learning achievements of the children, admitted under section 12(1)(c)
5. To examine whether any discriminatory practices are observed in the schools leading to exclusion and isolation.
6. To study the eligibility conditions with regard to infrastructure facilities in private schools as per RTE norms.
7. To examine the problems faced by different stakeholders in seeking the benefits under the Act and analyse the existing redressal mechanism.
8. To provide feedback and suggestions for better implementation of the provision under section 12(1) (c).
9. To bring out innovative measures for implementation of the provisions and their reach to the disadvantaged children.

2.4 Log Frame Theory of Change

Components	Project Summary	Indicators	Means of Verification	Assumptions
Goals	<ul style="list-style-type: none"> Implementation of RTE section 12(1)(c) and other sections on Quality, non-discrimination and learning Free, Compulsory age-adjusted I to VIII education to children 6 to 14 years, including CWSN No discrimination in schooling 	<ul style="list-style-type: none"> Admission to socially disadvantaged kids as per norms; 25 percent of total LKG/I Std seats in school PTR, SCR, computer Lab/Science Lab Facilities Fair and equal treatment to children, inside class and in school Infrastructure Facilities in Schools 	<ul style="list-style-type: none"> RTE records in SSA/CPI Admission Register in School Attendance Register Prospectus Register of Literary/Cultural activities Observation of Seating in class, MDM arrangement FGD with Students FGD with Parents Interview of HT/Teacher/CRP 	<ul style="list-style-type: none"> School facilities are accessible to all children No hidden costs to school HT/Teachers are fair in their response.
Activities	<ul style="list-style-type: none"> Admission in past through Lottery System On-line admissions, centralized by DoE M&E of RTE Compliance by DoE Fee reimbursement as per norms of admission, infrastructure Issue of guidelines for Age-adjusted admissions, of OOSC Monitoring of ‘No Detention of Children’ to kids, especially girls 	<ul style="list-style-type: none"> Social Composition of Children, sex/CWSN, opportunities CRP/BRP/BEO/Officers visit report notes SCPCR reports No detention, No Drop-outs No transfers by school No discrimination 	<ul style="list-style-type: none"> Review of admissions at BEO office – Records Review of on-line admission at DoE/SSA Bank Pass Book Review of Records for OOSC admissions Review of Admission/Progress Registers Interview of Students especially girls, CWSN Observation of Infrastructure facilities 	<ul style="list-style-type: none"> Visit by Officers are regular Special coaching classes are conducted Access of all facilities to RTE children Opportunities of participation to all children in school activities

Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as per RTE Act-2009 in Karnataka

<p>Outputs</p>	<ul style="list-style-type: none"> • Regular attendance of RTE kids • Progress in (Learning) grades over the years of RTE kids • Social integration of RTE Kids • No hidden costs to parents • No Drop-outs; Inclusion of OOSC 	<ul style="list-style-type: none"> • 95 to 100 percent attendance • Over 80% students in B/B+/A/A+ grades • Smooth Transition • Participation of RTE kids in sports/general literary/cultural activities • Prizes in competition 	<ul style="list-style-type: none"> • Attendance Register • Progress Register • School activities Registers • Observation • FGD with Students/Parents • IDI with Officers 	<ul style="list-style-type: none"> • Students/Parents are articulate and free in their reports • Officers are impartial
<p>Outcomes</p>	<ul style="list-style-type: none"> • Inclusive and Quality Schooling to Disadvantaged children • Age-adjusted, free elementary education to disadvantaged kids • Social Integration through schooling • Balanced Personality and confident Children • Good Communicative skills in children • Honouring RTE mandates 	<ul style="list-style-type: none"> • 100 percent GER/NER/GIR: Completion Rates – 100% • Transition to Secondary Education 85 percent by 2019-20 • 85% USE by 2020 • Karnataka in top 3 ranks in the Country on EDI • No grievance complaints to SCPCR 	<ul style="list-style-type: none"> • U-DISE • Annual Reports of DoE / of MHRD • Annual Reports of SCPCR • Media show-casing of RTE Schools 	<ul style="list-style-type: none"> • Relative performance of RTE implementation in Karnataka across States is quite good/better

2.5 Scope and Purpose

Scope of evaluation is spread across private unaided non-minority schools following State syllabus and seeking recognition/registration from State Government. RTE is implemented in 34 educational districts (30 revenue districts) and 204 blocks / taluks of the State. Provisions of RTE 12 (1) (c) is implemented all over the State. Purpose of evaluation is to get a feedback on implementation of the scheme, examine whether all the objectives of RTE are fulfilled and identify bottlenecks in implementation. Smooth, transparent, non-discriminating admissions, inclusiveness for disadvantaged groups, impact on learning outcomes, availability and quality of infrastructure facilities as well as normative fee structure constitute the purpose of evaluation.

The scope of evaluation is not limited to compliance to section 12(1) (c). All other sections relating to access, equity and quality are within the ambit of this study.

2.6 RTE Indicators

Indicators are classified under the following sub-sections:

{A} Social Profile of students admitted under RTE 12 (1) (c) with reference to age, sex, social composition; age group as specified by the Act 6-14 years; no under-aged and over aged children; sex in the context of gender parity; social composition in the background of reservation policy of the state. Profile will include inter-district and inter-division variations.

* Changing supply and demand calculus for RTE seats across the years along with financial implications for the State.

{B} Learning/Scholastic Performance of RTE Vs. non RTE students on LAT test (D.E) for 4th standard students- correlation between attendance and performance – Division wise, State level Results.

* 't' test analysis results of performance on LAT tests across divisions for RTE and non RTE (Control group) students; division-wise significance of differences- Levene's test; RTE is non RTE performance on LAT test –State level results.

{C} Availability of RTE mandated 9 basic infrastructure facilities in sample schools as per RTE norms: Girls' Toilets, Boys' Toilets, Drinking water, Library, Compound wall, Ramps, Electricity, Play Ground and Classrooms.

- * **Availability of additional facilities like:-** Science Laboratory- DoE has mandated number of experiments to be conducted as per syllabus for elementary stage of schooling; facilities available in schools for number of experiments are subject to analyses
 - Proportion of experiments specified in syllabus.
 - * Computer laboratory (CL) - year/standard from which CE (Computer Education) begins in school; type of exposure in CE-standard wise/stage wise; number of students per computer/system; No. of hours of UPS capacity for CL.
 - * Project work exposure to students
 - Within the school and outside the school
 - Standards in which students are taken out (5th /6th /7th /8th) and number of projects in a year
 - Availability of subject-wise Teaching Learning materials (TLM) and methods of development of TLM (or procurement),
 - * Availability of Library/RR facility in schools; practices in regard to issue and return of books
 - * Availability of facilities for sports/games/literacy/cultural activities; for boys/girls
 - * CCTV facility availability; number of CCTVs.
 - * Availability of school bus
- {D} Leadership development facilitation through adoption of ‘Monitor’ system in schools; Incidence of RTE students as class Monitors; Participation of RTE children in interschool competitions,
- {E} Practices of the Department in regard to parental requirements of documents to be submitted along with applications for RTE admissions; checking on duplicity/multiplicity of documents.
- {F} Analysis of Social Profile of parents who were successful in getting RTE admissions, with reference to region (Rural/Urban), Educational/occupational background, migratory status.
- {G} Analysis of data on publicity techniques adopted by DoE/schools for RTE awareness building among eligible parents; sources of awareness of parents
- {H} Social adjustment of RTE students – Social/Emotional/Scholastic-Rapport with peers, Teachers, HTs; perceived difficulties in learning school subjects; techniques adopted to manage difficult subjects; adjustment of ‘children with learning difficulties’

- {I} Feedback from schools/students in use of school facilities to understand DISCRIMINATORY PRACTICES in schools-with reference to science laboratory, CL, library, RR, classroom seating, use of toilets, use of drinking water etc.;
- {J} Teachers qualifications and training as per RTE norms
- {K} Head teachers qualifications and training
- {L} Equality concerns in learning outcome-attention to ‘children with learning difficulties’
- {M} Concerns for CWSN children [There are no CWSN children in RTE quota in sample schools]
- {N} Fee/Donations collected-compliance to RTE norms
- {O} Comparative profiles of ‘Good’ and ‘Other’ schools subjected to case study analysis- Areas of contrast and degree of performance.
- {P} Learning attainments of RTE and non-RTE students-overall performance and subject-wise performance-Performance on Learning Attainment Tests of DoE.

2.7 Methods and Techniques

Descriptive/Normative Survey is the chief method adopted for this study. Such surveys describe ‘status’. Status of implementation of RTE Act, 2009 in private unaided non-minority schools is the focus of the survey in this study. It is supplemented by Documentary Analysis technique, Observation and Case Study methods.

Secondary data on trends in admission to private, unaided schools under RTE 12(1) (c) for the years 2012-13 to 2017-18; inter-district variations in trends are subjected to documentary analysis. School level data on enrolments, special training, progress and performance in school examinations, reimbursement data to schools, and infrastructure data from registers/records are also subjected to documentary analysis.

2.7.1 Data collected through observation by trained field supervisors and field investigators were subjected to analyses using observation techniques. Data on infrastructure facilities (building, playground, compound wall), seating arrangements in classrooms, cleanliness/hygiene, toilet/drinking water/classrooms facilities, (open) access to library, reading room, computer laboratory, science laboratory, social mixing of children- RTE/non RTE students’ communication skills in English and other concerns of upkeep of children are the data collected through observation and subjected to analyses using observation techniques.

2.7.2 Descriptive survey method and techniques of analyses are used extensively. Questionnaire is administered to the Head Teachers on school processes and RTE implementation.

Primary data is collected from primary stakeholders-parents and students. FGD (Focus Group Discussions) and IDI (In Depth interviews) are adopted. Oral interviews were taken from illiterate parents. Questionnaires were administered on Head Teachers and Teachers, education officers. Questionnaire data was supplemented with IDI of these groups.

2.7.3 Feedback from parents on the scholastic/social/emotional adjustments of their wards was taken. Information on private costs of schooling, experiences with on-line applications, sources of information on RTE, practice of sending their wards for private tuitions, incidence of PTA meetings, perceptions of the values of RTE opportunities on growth and development of their children were all subjected to IDI/checklist analyses.

2.7.4 FGD of students is completed to get feedback from students. Areas covered are: rapport with non-RTE students, teachers, HTs; learning milieu problems and their management; discriminatory treatments (if any). Similar information on control group students was also collected.

2.7.5 IDI of teachers and HTs were also conducted to get information on the quality of performance of their duties and responsibilities.

2.7.6 IDI of Educational Officers was completed about their M & S activities in regard to RTE implementation in schools

2.7.7 Case Studies: After the primary survey is completed and initial analyses done, sample schools/cases beset with problems and those with exemplary performance are identified for Case Study. They are subjected to intensive and in-depth examination to understand the nature of problems and to showcase success stories.

2.8 SAMPLING:

The universe of study appears to be homogeneous as it is limited to private unaided non-minority schools. But it is not so. There is heterogeneity in the universe that attracts stratification. Schools are to be selected in rural and urban areas. There are schools with LPS only, LPS with HPS, HS with LPS and UPS. There are schools beginning with LKG and others with I standard.

The study is set in all the 4 divisions, viz., Kalburgi, Belgaum, Bangalore and Mysore. 9 districts are selected from these 4 divisions. They are: Bellary and Yadgiri; Bijapur and Uttar Kannada; Mysore and Dakshina Kannada; as well as Tumkuru and Bangalore South and Bangalore North. 2 taluks are selected from each district, totalling 18 taluks. In Bangalore City district (2), it will be ranges, not taluks. The taluks/ranges selected will be those with highest and lowest number of RTE enrolments in the districts. 20 schools will be selected as a stratified random sample from each taluk. In sum, there will be 360 schools in the study. Division/District wise tally of sample schools and beneficiaries (Numbers only) is given here.

Table 1: Sample Frame

Division	Districts and Taluks	No. of Schools	No. of Beneficiaries	Schools Visited	Sample Students
Kalburgi	Bellary 1	553	27345	20	600
	2			20	
	Yadgir 1	269	12672	20	600
	2			20	
Belgaum	Bijapur 1	712	25458	20	600
	2			20	
	UK 1	66	3193	20	605
	2			20	
Bangalore	South 1	1571	75065	20	605
	2			20	
	North 1	1102	55324	20	601
	2			20	
	Madhugiri 1	112	5959	20	600
	2			20	
Mysore	Mysore 1	446	18836	20	612
	2			20	
	DK 1	189	8950	20	630
	2			20	
Total		5,020	2,32,802	360	5453

Source: Terms of Reference

Summary: 4 Divisions / 9 Districts / 18 Taluks / 360 Schools / 5290 Students

A total of 5290 students – 5110 from sample 360 schools and 180 students as control group.

Data to be collected

(i) School Level – Admission Register, Bank Pass Book (reimbursement details), Audit Reports.

Admissions: during 2012-13, 13-14, 14-15, 15-16, 16-17, 17-18 (6 years)

25% RTE Break-up – SC / ST / Cat 1 / II A / II B / III A / IIIB / Orphans / HIV / CWSN – 10 Types

(ii) Admission Register

Table 1.1: Data to be collected

Standard / Years	2012-13	13-14	14-15	15-16	16-17	17-18	Total Years
I Standard	✓	✓	✓	✓	✓	✓	6
II Standard	--	✓	✓	✓	✓	✓	5
III Standard	--	--	✓	✓	✓	✓	4
IV Standard	--	--	--	✓	✓	✓	3
V Standard	--	--	--	--	✓	✓	2
VI Standard	--	--	--	--	--	✓	1
LKG	✓	✓	✓	✓	✓	✓	6
UKG	--	✓	✓	✓	✓	✓	5
Source: Terms of Reference							

(iii) Infrastructure: 20 Variables

(iv) Fees: 16 Variables

(v) Teaching – Learning Process: 10 Variables

(vi) FGD – Beneficiaries / Others 2 FGDs per schools

(vii) Interview of District / Taluk / Gram Panchayat level personnel – about schools

(viii) Bank Officials – Reimbursement issues

2.9. Data Collection Tools

Documentary analysis data sheets, questionnaires, interview schedules, observation check-lists and case study data sheets will be used. Supervisors and FIs will be trained in the use of tools, observation techniques, sample selection and field-work skills / communication nuances.

2.10. Method of data analysis

Analysis will be both qualitative and quantitative. There will be district-wise and division-wise analysis of data relating to all **Evaluation Questions** in the ToR. Simple percentage analysis will be engaged in. Admission data will be subjected to quantitative analysis. Other primary data will be subjected to qualitative analysis.

Field Supervisors were guided to revisit feasible variables at sample schools and check on Field Investigators data. A deviation analysis of Supervisors' data with FIs data is made using census of India, techniques.

There will be a district update for each district on comparable parameters. Likewise, there will be a division-wise analysis and a consolidated State Report.

2.11 Limitations of the Study.

A few constraints were experienced in the RTE study. At the outset field work got delayed as PUAS did not allow FIs of the study to do field work when all requests failed/directives at lower level field, when PUAS Association also backed PUASs, to brass of Department of Planning and Education spoke to the PUAS association president. Later, the field study could be done without any problems.

All the parents interviewed in the study were not available readily. They were working parents

Parents self – report on private tuitions, guidance by the family members at home, donation paid (as reported), and the like cannot be cross-checked for their veracity.

FIs reports on schools had to be cross checked with supervisors' observations and reports using DEVIATION ANALYSIS (after Census of India, and NSSO Practices). This is not a limitation but a method adopted to overcome limitation, if any, in FIs work.

3. Review of Literature and Previous Evaluation Reports

3.1. Introduction:

Compulsory Primary Education (CPE) has a very short history in the context of more than 5000 years of human civilization. It got a mention for the first time in the Manifesto of the Sans Culottes Political Party led by Robespierre, immediately after the French Revolution (1879) in 1891. After several, continuous debates across European countries, in the 19th century, England adopted CPE legislation in 1881. Developments since then across the world and in India were slow. Systematic efforts began after the 2nd World War and after the setting up of the UN/UNESCO. The United States passed the Elementary and Secondary Education Act, in 1965 which provided for free and compulsory education for 12 years in K-12 schools. They were called Charter schools. Even in 2016-17 there were 6900 Charter schools in 42 States (out of 50 States of USA) with an enrolment of 31 lakh students. Just like RTE arrangement in India, they receive a fixed per-pupil amount as funding support. Even in UK, Brazil and other countries, per pupil funding for low income families is given in the form of educational vouchers. A number of research studies/evaluation of educational vouchers have arrived at positive results. They discovered that learning levels and students' scholastic adjustments appreciated because of the Charter schools/educational vouchers. Reference to these studies is outside the scope of this study. India/Karnataka State is in harmony with several parts of the world in promulgating the RTE Act, 2009.

3.2. Rationale for RTE:

Justice and equality are two foundational, Constitutional Values in India. In 1961, the Compulsory Primary Education Act was passed for the first time in Karnataka/India for equalizing the benefits of education. Several incentives like free textbooks, freedom from school fees, free uniforms, pre/post metric scholarships, mid-day lunch are being given after this date to equalize educational opportunities. In order to formalize strategies to equalize opportunities, an amendment to the Constitution was made in 2002, the 86th Constitutional Amendment, which made Elementary Education as a Fundamental Right. Many of the provisions of RTE Act, 2009 had been envisioned in the 86th amendment. [CABE: 56th Meeting Proceedings, 2013].

In spite of the amendment and State initiatives for free and compulsory education of a given quality (such as OB, DPEP, SSA, DIETs, IED etc.), demand for and growth of private

enterprise in schooling could not be arrested due to the national policies of liberalization, privatization and growth in individual incomes. Capitalising on this development as an opportunity, the State in India decided to get mileage for poor and disadvantaged sections of society, in the form of cross-subsidisation of school expenditures, an idea which had worked successfully in professional education. The only difference was that the subsidy would be given as Direct Benefit Transfer (DBT), to the school itself in favour of the child/student/parent.

3.3. RTE Act, 2009:

A bill was introduced in Parliament in 2002 for making free and compulsory education, a fundamental right, known as “The Right of Children to Free and Compulsory Education”. This bill was vetted by the Parliament – Lok Sabha and Rajya Sabha; all the State Legislatures of the country; apart from other fora in the country. It was adopted as an Act in 2009 April and located under Article 21(A), Fundamental Rights.

RTE rules had to be framed under this Act. The Central Advisory Board of Education, (CABE), at its 54th meeting in 2011, set up a sub-committee to roll out the rules and regulations for this Act. This sub-committee decided to limit the provisions only to elementary education, leaving out pre-school and secondary education from the purview of the Act. After three sittings, this sub-committee finalized rules of the RTE Act, known as ‘Central Rules’ in June 2012.

However, the Government of Karnataka, the SSA, in an independent initiative began framing the rules (drafting the rules) in 2011 and finalized it by 2012. It was adopted by the State Legislature in 2012. Highlights of the Central rule known as ‘Model Rules’, were compared and contrasted before final adoption.

The RTE Act, 2009, 38 sections and sub-sections of the Act, as well as the Karnataka RTE rules, 2012, the ToR issued by the KEA which is in turn based on the Act and the Rules constitute the framework of evaluation of this study.

The RTE Act, 2009, was amended twice. During the first amendment of 2012, minority institutions were exempted from enforcement of section 12(1)(c) after a series of litigations, beginning with the TMA Pai Foundation vs. State of Karnataka, which was fully disposed off by a 11 judge bench.

The second amendment happened in 2018. Bill had been introduced in 2017 and passed by the Lok Sabha on 18th July 2018 and Rajya Sabha on 3rd January 2019. No detention till class 8, class examinations at classes 5 and 8, re-examination for those who fail once, is a highlight of this amendment.*

3.4. Context of the Study: RTE Act, 2009, has been a subject of wide-ranging debate and discussions all over the country and on a continuous basis. Debates in Parliament and State legislatures, legal wrangles in judiciary, discussions in the media, educational institutions, public platforms and citizens fora, studies by researchers and national level institutions have focused on several dimensions of the implementation of the RTE Act, 2009. As such, there is a plethora of literature, systematic studies of the RTE Act and its governance. It is not proposed to review all the studies here. Only those studies that have a bearing on the current evaluation study, especially the studies that have focused on Karnataka are taken up for a brief review.

3.5. All India Studies: Evaluation/Research Studies on RTE Act, 2009

All India context studies reviewed here are

3.5.1. The Observer Research Foundation* used secondary data (UDISE), media reports, to examine success and challenges, implementation of section 12(1)(c), compliance to input norms, ECCE status, no detention policy and similar concerns of RTE Act, 2009. Data was collected for all States and Union Territories of India, for the 10 years period or from the date of the Act to the year of implementation, high end data being 2018-19.

3.5.2. KPMG: “Assessing the Impact of RTE Act, March 2016, KPMG.com/in/ci/in

This is a joint study report of KPMG and CII. Secondary data of UDISE and ASER (2014) reports were used for 33 States/Union Territories of India. Enrolments and Learning outcomes data of ASER report were used along with other secondary sources apart from UDISE. Impact was studied on enrolments, quality of schooling, teacher supply and social infrastructure.

3.5.3. MHRD (JRM): “Assessment of Implementation of RTE Act”, 2016, PIB/GOI

This report is based on a review of RTE implementation in the entire country by Joint Review Mission of MHRD. [‘Joint’ refers to post-liberalisation (NPE, 1991) funding agencies like the World Bank, European Commission et.al.]. JRMs engage in periodical

reviews. They are constituted by the MHRD. Their reports are based on secondary data like u-DISE and field visits in selected States which are rotated from time to time. Last review was in February 2015, after the GoI adoption of the declaration.

- ‘Padhe Bharath, Badhe Bharath’, meaning – let the country transform itself into a learning society and achieve growth through this measure.

3.5.4. CAG: Implementation of RTE Act, 2009 in India

A report [CAG – Controller and Auditor-General of India], for the period April 2010 to March 2016.

Objective of CAG was to examine compliance of Union/State Governments/ UTs of the RTE Act, 2009. 28 States and 7 UTs formed the scope of this review.

3.5.5. RTE Resource Centre: “State of the Nation, RTE Section 12(1) (c)”, RTE Resource Centre, Indian Institute of Management, Ahmedabad in collaboration with Centre for Policy Research (CPR), Delhi, and Central Square Foundation, Ahmedabad, 2015.

This study is based on both secondary and primary data. Secondary data was used from u-DISE and MHRD reports. Primary data was collected in Maharashtra and Rajasthan.

3.5.6. NIPFP: “Resource Requirements for RTE – Issues and Challenges in India” New Delhi, December 2017

National Institute of Public Finance and Policy, New Delhi, examined resource requirements for implementation of RTE Act, 2009, in India. 11 States and 1 UT were covered, including Karnataka. Components of resources examined are: Library, Drinking water, Boundary wall, Ramps, Playgrounds and Kitchen sheds.

3.5.7. S. Sreedhara, Seema Rajput, et.al.: “Status of Implementation of RTE Act, 2009, in India”, RTE FORUM, India, Delhi, 2015.

RTE Forum, India, is an independent, non-government organization which has about 10,000 affiliate organizations across the country along with State Chapters in several States of the country (19 States of India including Karnataka State).

3.5.8. NCPCR: “A Study on Implementation of Section 12(1) (c) of RTE Act, 2009 in Delhi Pertaining to Admission of Children from Disadvantaged Sections in Private Schools”, NCPCR, Delhi, 2017

NCPCR examined (a) Compliance of admissions of EWS/DG category students as per RTE 2009, (b) Drop-out rates of students under EWS/DG categories and (c) inclusive environment in private schools and perceptions of private schools authority. [EWS = Economically Weaker Sections; DG – Disadvantaged Groups].

Converging results of the 8 studies reviewed here are given here:

3.5.9 Converging Results

- (i) Increases in enrolments under section 12 (1) (c) are observed in almost all states/regions of India. This is true of CWSN enrolments which increased from 14 lakhs in 2009 to 25 lakhs in 2014, an increase of 36 percent in a five year period.
- (ii) considerable improvements are observed in regard to provision of infrastructure facilities as per RTE norms, as well as in regard to PTR (Pupil Teacher Ratios) and SCR (Student Classroom Ratio)
- (iii) Logic and logistics of unit costs varies across the country.
- (iv) 6 states including Karnataka opposed relaxation of ‘no detention policy’ effected through 2018-19 amendment to the RTE Act.
- (v) Several States (11 out of 33) including Karnataka Constituted SCPCR [a variant of NCPCR-National Committee on protection of Child Rights] as per section 31 and 32 of the RTE Act.
- (vi) Learning guarantee for 3Rs [Reading, Writing, Rithmetic], conduct of National Achievement Surveys [NAS – This is being done since 2015], performance grading of schools on learning achievements, adoption of Students’ Achievement Tracking System [Karnataka has done this-SATS], adoption of digital mode of admission [Karnataka has done this since 2015], are the variety of measures suggested in these studies.
- (vii) Donation/tuition fees are collected in a few States. Children are also observed to take private tuitions. Prevention of both these practices are recommended.
- (viii) Practice of maintaining/ tolerating unrecognised schools is observed in many regions of the country.

3.5.10 Differentiated (Diverging) Results.

These results are observed only in one or two (a few) studies. Significant results among them are listed here.

- (i) Empower SDMCs for monitoring and supervision of RTE Act in private, unaided schools.
- (ii) Enforce maintenance of VER (Village Education Records) by GPs (Gram Panchayaths), as per RTE Act.
- (iii) Extend scope of RTE Act to the age groups 4 to 6 and 16 to 18 years; that is ECCE and Secondary stage of schooling
- (iv) Prevent discriminatory practices (they are observed in a few studies) against RTE kids.
- (v) On-site academic support to RTE schools is absent. This needs to be provided.

3.6. Studies in States including Karnataka

Following studies are reviewed herein.

3.6.1. RBL Soni and A Rahman: “Status of Implementation of RTE Act 2009 in context of disadvantaged children at elementary stage” Department of Elementary Education, NCERT, New Delhi, 2013.

3.6.2. Charu Sethi: “A Study of Challenges of RTE Act, 2009, among Municipal Corporation Primary (MCP) School teachers of Delhi”, in; Amity International Journal of Teacher Education’, (AIJTE), Vol.3, No.1, April 2017.

This is a descriptive survey of 120 teachers through a questionnaire study. The objective of the study was to examine the challenges faced by teachers in implementation of RTE.

3.6.3. P. Bharathesh, et.al.: “A Study of Attitude of Parents and Students towards RTE Act, 2009, in Belgaum Division of Karnataka State”, in IJARET, Vol.5, Issue 1, Jan/March 2018, ISSN: 2394 – 6814.

3.6.4. Shruthi Raman and Krithik, B.S.: “Implementation of the RTE Act, 2009 in Karnataka”, NLSIU, Centre for Child and Law, Bengaluru, 2017, (sponsored by the Tata Trust).

3.6.5. Jyothsna Jha, et.al: “Implementation of the RTE Act – The Real Challenges”, Centre for Budget and Policy Studies, Bengaluru, 2016. Working paper id : 10973, e social sciences.

3.6.6 Results from studies on/in Karnataka.

- (i) Orientation programmes of RTE for teachers did not include CWSN concerns,
- (ii) Age appropriated admissions do not happen,
- (iii) Schools are under-equipped in regard to infrastructure facilities, especially furniture for children.
- (iv) Parents are apprehensive about discriminatory treatment to their children.
- (v) M and S by educational officers is of ‘average quality’.
- (vi) Karnataka is far better than Odisha in provision of infrastructure facilities and in finance and governance of RTE.

3.7. Summary of Insights from Review

1. Most of the studies on RTE, discussions and debates, centre around concerns of implementation. Hardly is there any wisdom on impact and outcomes.
2. Given the global and national significance of RTE Act, 2009, in the context of promotion of justice and equality in India, as well as the market driven private sector of schooling, the discussions/debates have gripped the attention of Parliament and State Legislatures. There is need for extensive, cumulative, empirical and analytical wisdom on the variety of dimensions of the RTE Act, 2009.

3.8. Distinctiveness of this Study

1. Even while this study is limited in scope to Karnataka State (not an all India or an inter-State study), it is quite comprehensive in its foci and concerns.
2. The concerns focus on implementation of section 12(1) (c) and go beyond to an examination of infrastructure facilities in PUAS, as per RTE specifications, discriminatory practices against RTE children, social composition of beneficiaries including CWSN children, governance of admissions by the DoE, involvement of stakeholders, Compliance/Violations status of various sections of the RTE Act by PUAS, outcomes of implementation of the RTE Act in regard to enrolments, retention and learning.

3. This evaluation study is a mega initiative by the Government as it includes 9 districts across all the 4 divisions. Sample size also is large in regard to schools, teachers, students and parents. M and S of this study by the KEA/Department is also incisive and penetrating.

Major part of the review of literature and studies had been completed before the inception report as it was essential for formulation of the project proposal.

An addition to this chapter is comparisons/contrasts of insights from review of literature with the (findings), results of this study.

There are several converging results of this study with the studies under review. Highlights are as follows:

Increases in RTE enrolments over the years, comfortable position in regard to infrastructure facilities as per RTE norms in sample schools, adoption of SATS, incidence of collection of donation/tuition fees and popularity of private tuitions, tolerance of unrecognised schools, marginal incidence of age inappropriate admissions, discriminatory treatments to RTE kids, need for academic support (short duration training) on RTE to HT and teachers, need for strengthening of M & S by educational officers are significant illustrations.

In addition, this study has highlighted feedback on values of RTE opportunities from primary stakeholders-parents and students, subtle/hidden forms of discriminatory treatment to RTE kids, social/emotional/scholastic adjustments of RTE children in schools, leadership development opportunities for RTE children, analysis of social profiles of admitted children against reservation policy in State, statistical analysis – (r and t) correlation and Levene's results for significance of differences in learning attainments across RTE and non RTE children, State-level analysis of secondary data on enrolments, retention and finances for RTE.

4. Results and Discussions

At the outset, it would be insightful to begin analysis of results and discussion of physical and financial progress of RTE implementation with specific reference to section 12 (1) (c) of the RTE Act, 2009, in Karnataka State.

4.0 Status of Implementation: {Performance of the Programme}

RTE Act was gazetted in April 2009. It was customized to Karnataka State with the delineation of RTE rules in 2012. The rules were enforced since 2013-14. Rules for admission under section 12(1) (c) of disadvantaged sections in private unaided schools, have been changing over times. Initially manual applications, applications filed by parents at the BEO Office indicating their preferences for schools in the neighbourhood and other details were submitted. Lottery system was adopted when demand exceeded the number of available seats. Later, from 2016 onwards, digitized admission process is in vogue. Parents have to submit applications on-line and selection of students is computerized. The following table reveals the total admissions and trends thereon across the years.

Table 2: RTE Quota Admissions, 2012-13 to 2017-18

Years	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
LKG	5656	24244	40501	49429	57467	63675
I Std.	43626	48864	53189	50638	50524	45291
Total	49282	73108	93690	100067	107991	108966
Percentage Change	-	48.34	28.15	6.81	7.91	0.90

Percentage change from 2012-13 to 2017-18, is 121.

Source: RTE Cell, SSA, DoE, GoK.

During the first year of the implementation of RTE, 2012-13 demand was quite low, especially at the LKG stage, may be due to inadequate publicity. Demand picked up during 2013-14. From 49282 seats in 2012-13, it went up by 48.34 per cent, during 2013-14. It increased by another 28.15 per cent during 2014-15, to 93690. In the following three years, 2015-16, 2016-17 and 2017-18, demand for seats got stabilized as increase was well within or around 08 per cent of the previous year. Demand referred to herein is effective demand, that is number of seats finally filled up.

Notional demand, that is number of seats filled up as against number of total seats available for the public under RTE quota in private unaided non-minority schools reveals a different picture.

Table 2.1: RTE Seats available Vs. Filled up

Years	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Total 6 years
Seats Available	116214	108344	110794	111131	115237	128648	690368
Seats Filled up	49282	73108	93690	100067	107991	108966	533104
Gap	66932	35236	17104	11064	7246	19682	157264
% unfilled	57.59	32.52	15.44	9.96	6.29	15.30	22.78
No. of Seats filled Out of 10 seats	4.2	6.7	8.5	9.0	9.4	8.5	7.7

Source: RTE Cell, SSA/DoE/GoK.

During the 6 year period from 2012-13 to 2017-18, nearly 22.78 per cent of the RTE quota seats have fallen vacant. Out of this figure, 43 per cent of unfilled seats, six years period, was in the first year itself, 2012-13. Having vacancies during initial years tapered off to reach a value of 15.30 per cent by 2017-18, over one out of every six seats. Lowest vacancies were during 2016-17, the year of launching on-line applications and computerized allotments.

4.1 Number of Schools with RTE Seats

Private, unaided, non-minority schools with the State Board of Examination, are subjected to analyses in this study. Number of mandated schools, applications considered, seats allotted are reported for the years 2015-16, 2016-17 and 2017-18.

Table 2.2: Number of Schools and RTE Admissions

Years	2015-16	2016-17	2017-18
No. of Schools	11202	11343	11918
Applications Received	389552	361179	217188
Invalid Applications	132610	86551	9548
Valid Applications	256942	274628	207640
Sects Allotted	102140	101345	128648
Children Enrolled	100067	107991	108966
Demand Ratios in Percentages	97.97	106.56	84.70
Reimbursement (Rs.)			
Unit cost	LKG Rs.5,924	5,924	8,000
	I Standard Rs.11,848	11,848	16,000

Source: RTE Cell, SSA/DoE/GoK.

From 2015-16 to 2017-18, the number of unaided schools increased by 716, that is in just two years, may be due to the attraction of reimbursements from Government, which also appreciated by 35 per cent both at I standard level and LKG.

Number of invalid applications decreased drastically by over 92 per cent within 2 years. Some of the reasons may be increased publicity and awareness about the dimensions of the scheme and increased skills/dependence on skilled persons for on-line/digital demand for RTE seats.

Even though the number of available RTE seats increased during this period, due to increased institutions, still enrolments did not increase correspondingly during 2017-18 as parents may go by the track record of schools. There was also a perceptible decline in the number of applications received, by 44 per cent.

Table 2.3: Student Flow in RTE Admissions

<u>ENROLMENTS</u>									
Year	I	II	III	IV	V	VI	VII	VIII	Total
2016-17	70011	63242	55897	48238	28141	-	-	-	265529
2017-18	86829	69368	62893	55832	42968	27563	-	-	345453
2018-19	98053	82040	64873	58073	51175	34746	21727	-	410687
2019-20	57641	94700	79328	62195	55564	43718	32930	14160	440236
Source: CPI/DoE									
Transition Losses 2016-17 to 2019-20									
Flow I Std Losses	I to II	II to III	III to IV	IV to V	V to VI	VI to VII	VII to VIII	Loss Total	
2016-17	-	-	-	-	-	-	-	-	
2017-18	643	349	65	5270	578	-	-	6905	
2018-19	4789	4495	4820	4657	8222	5836	-	32819	
2019-20	3353	2712	2678	2509	7457	1816	7567	28092	

Table 2.3: Student Flow in RTE Admissions (Contd.)

TRANSITION LOSSES

Years	I to V	I to VI	I to VII	I to VIII
2016-17	-	-	-	-
2017-18	-	6905	-	-
2018-19	-	-	32819	-
2019-20	-	-	-	28092

$$\frac{2016 - 17 \text{ to } 2019 - 20}{67816} = \text{Sum of losses across 4 Years (Enrolments)}$$

$$\text{Total Enrolments} = \frac{2016-17, 2017-18, 2018-19}{1021669 \text{ (3 Years)}}$$

$$\text{Percent Loss} = \frac{67816}{1021669} = 6.64 \text{ percent for 3 years}$$

$$\text{Average annual Transition Loss} = 2.21$$

4.1.1 FINDINGS:

Data on enrolments under RTE 12(1) (c) for the years 2016-17, 2017-18, 2018-19 and 2019-20 have been provided by the RTE Cell, of CPI/DoE. They are analysed for transition losses, for the 3 years period from 2016-17 to 2019-20. Data from 2016-17 onwards is considered as it is available in software; online process started in 2016-17. As the RTE 12 (1) (c) admissions began in 2012-13, the enrolments data available is upto class V by 2016-17, Class VI by 2017-18, Class VII by 2018-19 and Class VIII by 2019-20. Transition losses are from 2016-17 to 2017-18 from I to II, II to III, III to IV and IV to V as per admissions data. Likewise, it goes upto VI in 2018-19 and VII up to 2019-20. Total loss, standard-wise, is summated to get system loss (all private unaided schools pooled together) for the 3 reference periods. Total enrolments for 4 Years from 2016-17 to 2019-20 is summated. Percent loss in the system is calculated. It is observed that the systemic loss for 3 years is 6.6 percent. Average annual transition loss is 2.21 percent, around 2 percent.

Hence, it is observed that the transition loss at the State level in RTE (1) (c) admissions is just over 2 percent. This may be due to transfers to other sectors (private aided, Govt. CBSE etc.) or other States.

4.1.2 Process of allotment of seats under RTE section 12 (1) (c) [2019-20]

Following steps are adopted by the DoE/SSA for allotment of seats under RTE 12 (1) (c). The steps are not successive.

The Department takes stock of seats available for allotment under RTE 12 (1) (c) in private, unaided, non-minority schools across the whole State and maintains block/district, rural/urban data.

Community at large are informed by the Department through school centred Campaigns, other media (only a few places) about RTE 12 (1) (c).

The BEO office arranges for issue of applications for RTE seats. They can also be downloaded from Department's website. Filled in applications are received by the BEO office, subjected to scrutiny for eligibility and forwarded to the DoE/SSA. Applications can also be digitally filled and filed.

The RTE Cell of SSA processes the applications and allots seats as per eligibility. If the number of applications exceed number of available seats, then a lottery system of allotment is adopted. CWSN/HIV/FS kids are given preference.

Parents are notified about the allotment of seat and final date of admissions. Schools will be served with allotment list for their follow-up.

Note: There have been a few changes in this process since 2017-18 and 2020-21, as per notifications of the DoE/CPI. They are submitted here under annexures. (See Gazetted notification dated 10.04.2017 in Annexure No.04 also see Annexure No. 07)

4.1.3 Factors of Demand for RTE Seats

By and large, demand for RTE seats is an urban phenomenon. English medium instruction, exposure to Computer learning and education at an early age, perceived (by parents) strength of infrastructure facilities like science laboratories, library, communication milieu in English language, a false/irrational sense of social status – children who study in private, high-profile schools, relatively higher proportion of students doing well in Competitive Examinations, entrance examinations for professional courses, capacity to go an extra mile for spending on their wards – private costs, examination orientation of school, are the factors in decisions for demand for RTE seats. Reimbursement of fees by the government is also considered to be an attraction as unit cost is worked at government rates while a large

number of private schools hire teachers on low salaries. At many places, they are untrained, but well qualified for teaching work. For many teachers, teaching in private unaided schools is also considered as a pastime, rather than a calling.

4.1.4 FINANCIAL PROGRESS OF RTE SCHEME from 2012-13 to 2020-21

Table 3: Financial Progress of RTE scheme 2012-13 to 2020-21

(Rs. in Crores)

Sl. No.	Year	Budget	Amount Received	Amount Utilised	Per cent utilised
1.	2012-13	29.96	29.96	21.95	73.24
2.	2013-14	73.13	73.13	72.94	99.74
3.	2014-15	160.24	160.24	160.23	99.99
4.	2015-16	316.67	237.67	204.22	85.93
5.	2016-17	226.36	226.36	226.19	99.92
6.	2017-18	395.00	395.00	392.00	99.24
7.	2018-19	200.00	200.00	199.63	99.82
8.	2019-20	500.00	500.00	499.70	99.94
9.	2020-21	550.00	275.00	266.58	96.94
	TOTAL	2451.36	2097.36	2043.44	97.43

Source: Education Department, Government of Karnataka, August 2020.

During the first year of implementation of RTE an amount of Rs.29.96 crores had been budgeted by the Finance Department, Government of Karnataka (GoK), and released to Education Department for purposes of reimbursement of Private Unaided Schools who implement section 12(1)(c) of the RTE Act. Out of this amount Rs.21.95 crores were utilised, which is 73.24 per cent of releases received by the Education Department.

Financing RTE Act, specifically the expenditures under implementation of Section 12(1)(c) of the Act is not like the usual method adopted by the Education/Finance Department of the GoK.

In usual method, Departments of Government submit their demands to the GoK which are consolidated by the Planning Department and submitted to the Finance Department. The Finance Department will not touch committed expenditures (formerly non-plan expenditures) on establishment. Rest of the expenditures (formerly plan expenditures) are prioritised across Departments and within Departments. RTE reimbursements fall within

plan expenditures which are financed as per an agreement between the Union and State Governments in given ratios.

There is no allocation for RTE reimbursements under section 12(1)(c) as there are several imponderables in regard to private, unaided, non-minority schools who admit disadvantaged children under the Act. This will be post facto after the admissions are completed. Hence, a wide gap across releases and utilisation is normally not expected. This is what is, by and large, observed from Table 01 across all the years 2012-13 to 2020-21.

There have been fluctuations in level of funding of RTE 12(1)(c) due to changes in admission policies. During the first year of implementation, 2012-13, the volume of reimbursement was very low and just Rs.21.95 crores. Utilisation percentage was low at 73.24 per cent, lowest during the 8 years period under reference, 2012-13 to 2019-20. This may be due to low levels of awareness regarding RTE opportunities among the stakeholder public, as it was the first year of implementation.

Volume of reimbursement steadily increased after the initial year, 2012-13. There is an observed jump from Rs.72.94 crores in 2013-14 to Rs.160.23 crores in 2014-15, a jump of 120 per cent. Thereafter, the increases were steady at 27.45, 10.75 per cent. Lottery system of admission was introduced in 2015-16.

There was a sudden decrease in reimbursement from Rs.392 crores in 2017-18 to Rs.199.63 crores in 2018-19. Again there was an increase of 150 per cent from 2018-19 to 2019-20 from Rs.199.63 to Rs.499.70 crores. This is the release for the year 2018-19. Shortfall was absorbed during next year releases.

Unit Costs: Amount spent by the Government on salaries of teachers plus a few other recurring items of expenditure divided by total enrolments (nominal/not effective) in government schools, is considered as the unit cost which will be reimbursed to private unaided schools under 25 per cent quota.

Reimbursement is linked to unit costs incurred by private, unaided schools. If it is lower than the amount spent by the Government, the actual, lower cost is reimbursed. If it is higher than the unit cost of Government, even then, unit cost of the Government will be the ceiling of reimbursement.

Table 3.1: Unit Costs fixed by the Government for Reimbursement

[In Rupees]		
Years	I Standard [I to VIII]	LKG/UKG (LKG)
2012-13 to 2015-16	11,848	5,924
2016-17 to 2019-20	16,000	8,000
Per cent Increase	35.04	35.04

Source: Department of Education/GoK.

Unit costs were Rs.11,848 and Rs.5,924 for I Standard and LKG (if LKG is there) from 2012-13 to 2015-16. This will be the standard cost for LKG/UKG and I to VIII standards. Unit cost was revised in 2016-17 to Rs.8,000/- for LKG and Rs.16,000/- for I Standard (to VIII Standard), an increase of 35.04 per cent. The 2016-17 rate is continuing till 2019-20. It is envisioned even for 2020-21.

The ED/GoK issued a circular, ED 04, 2017 dated 03.03.2017 for benefit of private, unaided schools on formula of unit costs for reimbursements. Unit costs were revised in 2016-17. This GO is annexed to the report Annexure No. 05.

SECTION-I: COVERAGE OF SCHOOLS

40 private, unaided, non-minority schools are selected from each district. Belagavi, Kalburgi and Mysuru divisions have 2 districts each while Bengaluru division has 3 districts. List is given in Annexures. HPS are 67 percent, High schools are 20 percent, pure LPS schools are 13 percent. 81 percent schools carry kindergarten sections. 55 percent schools are located in urban areas. 99 percent schools are co-education schools 35 out of the 45 percent rural schools are located in GP village. 97 percent schools are connected by motorable roads. 27.2 percent schools were started after the launching of the RTE Act 2009. 79 percent schools violate the norm of neighbourhood schools (There is a government/aided school within 1 kilo meter). This norm was strictly enforced from 2019-20. Even while there are 47 percent English medium government sector schools in the wards of the 360 sample schools, parents have preferred 12 (1) (c) admissions in private, unaided schools. 10.56 sample schools are unrecognised.

SECTION-II: INFRASTRUCTURE FACILITES (Civic Facilities)

Table 4: Infrastructure facilities (Buildings)

Sl. No	Division Area of Concern	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
A]	<u>Buildings</u> (Ownership of School)										
	Own	43	53.75	61	76.25	68	56.67	55	68.75	227	63.06
	Rented	28	35.00	18	25.50	44	36.67	02	2.50	92	25.56
	On Lease	09	11.25	01	1.25	08	6.67	05	6.25	23	6.39
B	<u>Use of Building</u> Other than school uses	07	8.75	07	8.75	06	5.00	07	8.75	27	7.50
C	RCC Ceiling	76	95.00	78	97.50	120	100	75	93.75	349	96.94
	RCC										
	Asbestos sheet	04	5.00	02	2.50	00	00	05	6.25	11	3.06
D	<u>Compound wall</u> (Ramps/Railings)										
	Compound is there	46	57.50	59	73.75	80	66.67	50	62.50	235	65.28
	Ramps are there	22	27.50	27	33.75	30	25.00	30	37.50	109	30.28
	Railings are there	16	20.00	18	22.50	47	39.17	35	43.75	116	32.22
E	<u>Seating Plan</u>										
	Desks with chair	12	15.00	10	12.50	39	32.50	16	20.00	77	21.39
	Desks only	56	70.00	48	60.00	82	68.33	55	68.75	241	66.94
	Benches	43	53.75	54	67.50	61	50.83	65	81.25	223	61.94
	Planks	02	2.50	11	13.75	10	8.33	02	2.50	25	6.94
	Floor	04	5.00	08	10.00	03	2.50	01	1.25	16	4.44
	Total Schools	80	100	80	100	120	100	80	100	360	100

Source: Primary Data.

Nearly 32% schools of the study do not have own buildings. Proportions of such schools are high in Kalburgi and Bangalore Divisions. 6.7% schools are run in buildings on lease. There are 25.56% schools which are run in rented buildings.

This figure of 32 percent (2018-19) schools without own buildings got reduced to 19 percent by 2020-21. Districts are classified into 3 groups in regard to schools without own buildings, keeping 19 percent as benchmark. (Source CPI/DoE data).

Out of 3055 schools which do not have own buildings [3055 out of 16339 schools, 19%], 29 schools report that buildings are under construction. This leaves 3026 schools in rented buildings. They are classified under three groups [18.52 percent schools which do not have own buildings → [A] 10 percent or less than average → 8.52; [B] more than average 28.52 percent and below; [C] Between 8.52 to 28.52 percentage in 10 percent range of plus or minus of average.

DISTRICTS

[A] [8.52 Benchmark] Belagavi (Chikkodi) and Udupi [02]

[B] [More than 28.52] Bangalore Rural, Chikkamagaluru, Haveri, [03]

[C] All other districts except these 5 [29 districts]

GoK New Rule on Own Buildings

Gazette Notification No. ED 709 PGC 2017, Bengaluru dated 08.03.2018, amended rule 5 of 1983 Education Act allows pre-primary to higher secondary private schools to take on lease a building for lease for a period of upto 30 years. Buildings need to be contiguous with specified land space and playground. Old schools on rent can continue to be rented. Lease provision is for new buildings.

Hence, it is observed that even while private schools may be motivated to have own buildings or take buildings on lease, practice of private schools taking buildings on rent needs to be tolerated in view of the government order. Problem of rented buildings is quite high in Chikmagalur (75.06% rented) and Bengaluru Rural (79.34% schools).

A small percentage of schools use elementary school building for other purposes. This may cut into longer stay for children (RTE) in school for sports/ games/ scouts and guides/ cultural activities (practice sessions)/ extra lab work etc. Such Schools will function like several (not all) Government offices.

96.94 per cent buildings in sample schools of the study have RCC buildings; this is acceptable from the angle of well-being of the children. School kids are protected from cold in the winter and heat in the summer, if they are run in RCC buildings. 3.06 per cent buildings are asbestos sheet buildings. All buildings in Bangalore division have RCC buildings.

65.3% buildings carry compounds. Range is between 57.5% (Kalburgi Division) to 73.8% (Belgaum Division). RTE expects schools to be CWSN friendly for (orthopedically handicapped) only 30.3% schools have ramps. 32.2% schools have railings. A large majority

have neither ramps nor railings. Bellary and Tumkur have the lowest record on ramps while, again, Bellary and Tumkur have lowest record on railings.

Entries (figures) of row/ boxes will not add up to column total as schools use multiple methods to seat children.

It is pertinent to note that hardly 4.4% schools make the children to squat on the floor. 6.9% make them squat on the planks. Over 88% have furniture.

Table 4.1: Infrastructure Facilities (Contd...)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Playground (Yes)	72	90.0	76	95.0	93	77.5	75	93.8	316	87.8
Sports Rooms (Yes)	61	76.2	64	80.0	90	75	71	88.8	286	79.4
Sports Equipment (Yes)	79	98.8	77	96.2	113	94.2	79	98.8	348	96.7
Separate HT Rooms	68	85	71	88.8	103	85.8	74	92.5	316	87.8
Separate Office Room	65	81.2	74	92.5	104	86.7	70	87.5	313	86.9
Separate Store Room	34	42.5	39	48.8	78	65	45	56.2	196	54.4
Separate Assembly Hall	50	62.5	48	60	93	77.5	58	72.5	249	69.2
Auditorium	27	33.8	33	41.2	72	60.0	44	55.0	176	48.9
Mean capacity of auditorium	275		392		339		362		345	
Toilets ratio to schools	5.19		5.91		6.61		7.05		6.24	
Compound (wall)	39	48.8	36	45	52	43.3	42	52.5	169	46.9
Boys only	75	93.8	72	90	117	97.5	72	90.0	336	93.3
Girls only	75	93.8	71	88.8	117	97.5	72	90.0	335	93.1
Water to toilets	74	92.5	80	100	117	97.5	80	100	351	97.5
Drinking water (potable)	78	97.5	79	98.8	113	94.2	80	100	350	97.2
Total Schools	80	100	80	100	120	100	80	100	360	100

Source: Primary Data.

Private unaided schools of the State are in a comfortable position, though not saturated position, in regard to playground (87.8% compliance, RTE norm), Sport Room (77.4%), sports equipment (96.7%), separate HT room (87.8%), Boys toilets, Girls toilets, water to toilets and drinking water. Around 50% provision is there in regard to separate office room and auditorium. Nearly 70% schools have an assembly hall for prayers, community meetings of the school (with the students).

Provision of playground in Bangalore Division (Districts) is low at 77.5% schools. This is true of Government schools also due to constraints of space. 2 out of 3 districts in Bangalore Division, in this sample belong to Bangalore City.

LIBRARY FACILITY

96.4% schools have a library. However, 77.5% schools have a separate library room. Another 18.9% schools maintain a library without a separate room. This (gap between the maintenance of a library and a separate library room) incidence is high in Belgaum (28.3%) and Mysuru (25%) divisions while it is low in Kalburgi (15.5%) and Bangalore (12.3%) divisions. 93.9% schools issue books to students.

Table 4.2: Library Facility

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Library (Yes)	74	92.5	78	97.5	115	95.8	80	100	347	96.4
Separate Library Room (Yes)	57	71.2	54	67.5	98	81.7	60	75.0	269	74.7
Books are issued (Yes)	66	82.5	76	95	108	90	76	95.0	326	90.6
Reading room (Yes)	57	71.2	61	76.2	89	74.2	62	77.5	269	74.7
Gets newspapers (Yes)	75	93.8	76	95.0	113	94.2	78	97.5	342	95.0
Kannada	72	96.0	70	87.5	90	75	68	85	300	83.3
English	38	47.5	32	40	89	74.2	59	73.75	218	60.6
Other languages	7	8.8	7	8.75	11	9.2	9	11.2	34	9.4
TOTAL	80		80		120		80		360	

Source: Primary Data.

Table 4.3: Duration of Issue and Return of Books

DIVISION	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 week- 1 month	54	67.5	59	73.7	97	80.8	64	80.0	274	76.11

Source: Primary Data.

Table 4.4: (Average per School) Number of Books in Library (Total Books)

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
All Books					
1000 – 1500	38	39	-	-	-
1501 – 2000	-	-	-	40	347
2001 – 2500	-	-	115	-	-
Children's Books					
101 – 150	74	-	-	-	-
151 – 200	-	-	-	-	-
201 – 250	-	78	115	80	347

Source: Primary Data.

This practice of issue of books is uniformly followed in all districts. Almost all schools have children's books. State average holding of children's books per school is 347 books. 76.1% schools issue books. Incidence is lowest in Kalburgi Division (67.5%).

75% schools maintain a Reading Room. This facility is uniformly provided across all divisions. Majority of schools subscribe to Kannada newspapers, followed by English newspapers. Subscriptions to English newspapers is lower than State average in Kalburgi and Belgaum divisions while it is high in Bangalore and Mysuru Divisions.

Language Development in children can be facilitated and strongly promoted with rich library and Reading rooms in schools as well as facilitating reading habits among students. Library is a mandated RTE facility. High level of compliance is observed among private unaided schools even while there is room for better compliance.

4.2 Infrastructure Facilities: Academic Infrastructure

Table 4.5: Computer Laboratory in the School

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Computer Lab (Yes)		68	85.00	62	77.5	117	97.5	75	93.8	322	89.4
TOTAL SCHOOLS		80		80		120		80		360	
CE Standards	CE Starts from I Standard	37	54.4	40	64.5	84	72.41	55	73.3	216	67.1
	II	4		4		11		4		23	
	III	8		3		14		4		29	
	IV	3		6		3		2		14	
	V	6		5		4		9		24	
	VI	4		1		1		1		7	
	VII	5		1		-		-		6	
	VIII	1		2		-		-		2	
TOTAL SCHOOLS		68	85	62	77.5	117	97.5	75	93.75	322	89.4
LPS stage (No)		58	72.5	58	72.5	116	96.67	74	92.5	306	85

Source: Primary Data.

8 Rural schools do not get electricity. UPS in 8 out of 12 rural schools which do not get electricity throughout the day, in 5 out of 8, duration of UPS is 2 hours, in others, more than 2 hours.

District-wise Insights: 97.5% schools in Bangalore North, Bangalore South, Tumkur and Dakshina Kannada have computer labs. It is 90% in Bellary and Mysuru districts. In 2 districts, Yadgir (backward district) and Uttara Kannada, there is a computer lab provision in minimum 80% schools. It is only in Vijayapura district that the provision of computer lab is in 72.5% schools.

I Standard: in Bangalore North and Mysuru districts, in minimum 80% schools, Computer Education starts in 1st standard. In around two-thirds of the schools in Bellary, Bangalore South, Tumkur and Dakshina Kannada, CE starts from 1st standard. In Vijayapura, this is so in 55% schools, in Uttara Kannada, it is so in 72.7% schools. It is only in Yadgir district that CE begins from 1st standard in only 40.6% schools, lowest performance in the bunch (out of 9 districts).

Table 5: LPS Stage CE: District-wise table

District	Total Schools	Total CL Schools		CE at LPS	
	No.	No.	%	No.	%
Bellary	40	36	90	34	85
Yadgir	40	32	80	24	60
Uttara Kannada	40	33	82.5	32	80
Vijayapura	40	29	72.5	26	65
Bangalore North	40	39	97.5	39	97.5
Bangalore South	40	39	97.5	39	97.5
Tumkur	40	39	97.5	38	95
Dakshina Kannada	40	39	97.5	39	97.5
Mysuru	40	36	90	35	87.5
Total	360	322	89.4	306	85

Source: Primary Data.

In 85% schools in State, CE is given at LPS stage. It is low at 65% schools in Vijayapura and 60% schools in Yadgir district. It is at 97.5% schools in Bangalore North, Bangalore South and Dakshina Kannada. It is in 95% schools in Tumkur, 87.5% in Mysuru, 85% in Bellary and 80% in Uttara Kannada. It is only in Yadgir district that the gap between CL facility and CE at LPS is a little higher than that in other districts.

There is a popular, generally felt, perception that parents prefer private unaided schools over government schools because (one of the chief reasons) facility for computer education (CE) at early stages, 1st standard and LPS stage. In this study, it is revealed that it is not always true. In 40% schools (sample 360) in the State CE does not begin at 1st standard. In 15% schools, CE is not provided at LPS stage at all. In Vijayapura, 35% and in Yadgir, 40% schools do not provide CE at LPS stage. Still, children or parents go to unaided schools. Hence CE provision may not fully explain demand for private unaided schools. Hence, CE provision may not fully explain demand for private unaided schools. Case of Bangalore City (North/ South) and Dakshina Kannada are different. They are fully urbanized. IT/ BT/ BPO and Banking Services generate demand for computer skills.

In all government schools, CE begins only from UPS (6th standard), that too, not in all schools.

4.2.1) Table 6: Science Laboratory (Yes/ No)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	48	60	53	66.2	95	79.2	58	72.5	254	70.6
Total Schools	80		80		120		80		360	

Source: Primary Data.

Table 6.1: Number of Experiments Possible [In Percentages to Syllabus]

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
< 30 %	33	27	61	38	159
31 to 50 %	6	17	22	14	59
51 to 75 %	4	5	8	3	20
> 75 %	5	4	4	3	16
Total	48	53	95	58	254
% < 30	68.8	50.9	64.2	65.5	62.6
% Total	41.25	33.75	50.83	47.5	44.17

Source: Primary Data.

70.6% unaided schools have a science laboratory. Rest of the schools may buy laboratory equipment, keep them in HT room, library cum laboratory cum store room and show/ conduct a few experiments in class. Science lab is dedicated to teaching- learning of science subjects/ topics/ syllabus. Provision of science lab is at minimum 60% of schools across all divisions. It is high at 79.2% schools in Bangalore division and at 72.5% in Mysuru division, low at 60% in Kalburgi division.

Even though schools have science laboratories, 62.6 percent schools are equipped to conduct less than 30% of experiments.

DSERT has prescribed around 80 experiments for elementary education science syllabus. Even 60% compliance should be considered to be satisfactory. Only 16 out of 254 schools who have science labs can honour the syllabus requirements (6.3%)

In effect, significant proportion of students, even in private unaided schools, are not able to get wholesome, quality science education. Science teaching becomes academic, textbook based. Learning by doing will be on a limited scale.

Table 6.2: RTE Children- Out of School Projects Exposure

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Yes, Children are taken out		59	73.8	48	60	98	81.7	35	43.8	240	66.7
standards	6 th standard	46	57.7	30	37.5	56	46.28	18	22.5	150	46.67
	7 th standard	8	10	11	13.75	22	18.33	9	11.25	50	13.88
	8 th standard	5	6.25	7	8.75	20	16.67	8	10	40	11.11
Total Schools		80	100	80	100	120	100	80	100	360	100
Total 6 th to 8 th		59	73.8	48	60	98	81.7	35	43.8	240	66.7

Source: Primary Data.

Two thirds of schools in the State take RTE children out for projects, normally outside the schools' projects are recommended for topics in Biology and Social Studies (Civics/ Geography/ in some cases history). Such outings are high, 81.7% schools in Bangalore Division, followed by Kalburgi division, 73.8% schools. It is quite low in 43.8% schools in Mysuru division.

Projects are normally, by and large, outside the school, for children of 6th/ 7th/ 8th standards. In 46.67% schools, 6th standard children are taken out. This is the highest proportion across 6th/ 7th/ 8th standard. Rest of the schools take children out either at 7th (13.88% in State) or 8th standard (11.11% in State).

It is noted that not all schools take children out on projects. One third schools do not give this exposure.

District-wise insights: Highest incidence of schools taking RTE kids for projects, outside the school is in Bellary and Tumkur districts (90%). They are followed by Bangalore North and Bangalore South districts (77.5%). Around 55% schools take them in Yadgir (57.5%) and Uttara Kannada (55%) districts (Note: percentages refer to schools, everywhere). Lowest incidence is in Dakshina Kannada (47.5%) and Mysuru district (40%).

Bellary and Yadgir are in forefront taking children at 6th standard itself (more than 75% schools). Mysuru is the best in the bunch of 9 districts in regard to proportion of schools who take RTE children out at 6th standard itself.

Number of out of school projects: 44% schools (106 out of 240) take children out only once during a year. Another 32% do so twice in a year. Rest of them, 24% do so more than 2 times. (State level update). Yadgir district has a high record in taking children more than once while Bangalore South and Dakshina Kannada have low records, in this respect. [Table at the end]

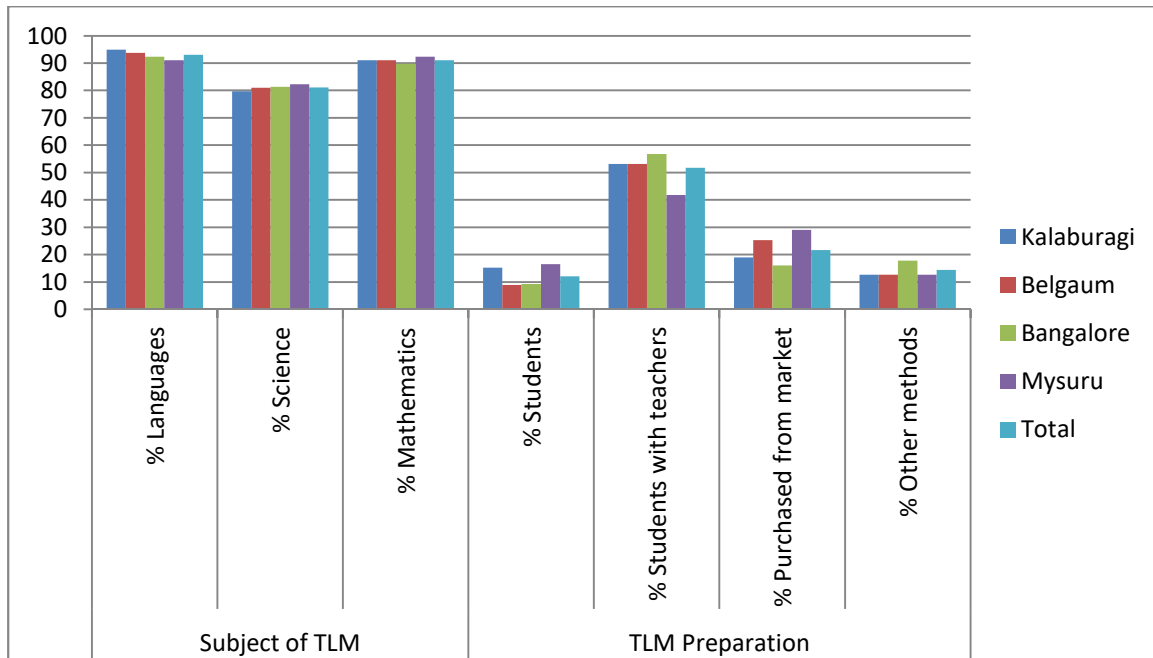
4.2.2 TEACHING LEARNING MATERIALS (TLM)

Sound educational theory advocates the use of low-cost/ no cost teaching- learning transactions. For the beginning years (2006 to 2010), SSA/ MHRD was giving a ‘Teacher Grant’ of Rs. 500/- per year per teacher for all teachers (Elementary Level) of Government and Aided schools in the country including Karnataka State, to develop/ promote this habit. Cluster/ taluk level workshops for teacher guidance were also held for this purpose (TLM preparation). Teachers are expected always to prepare TLM with the help of students or better, motivate students to prepare them and give guidance for them. They are to be prepared afresh every year so that learning is facilitated during the preparation. An update on schools in this sample is given here with respect to TLM.

Table 6.3: Status of TLM in Schools

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Yes, Schools possess		79	98.8	79	98.8	118	98.3	79	98.8	355	98.6
Subjects of TLM	Languages	75	94.9	74	93.7	109	92.4	72	91.1	330	93.0
	Science	63	79.7	64	81.0	96	81.4	65	82.3	288	81.1
	Mathematics	72	91.1	72	91.1	106	89.8	73	92.4	323	91.0
TLM Preparation	Students	12	15.2	7	8.9	11	9.3	13	16.5	43	12.1
	Students with teachers	42	53.2	42	53.2	67	56.8	33	41.8	184	51.8
	Purchased from market	15	19	20	25.3	19	16.1	23	29.1	77	21.7
	Other methods	10	12.7	10	12.7	21	17.8	10	12.7	51	14.4
Total		79	98.8	79	98.8	118	98.3	79	98.8	355	98.6
Total Schools		80		80		120		80		360	

Source: Primary Data.

Graph 1: TLM Status in Schools

With the exception of 5 out of 360 schools, 1.39% remaining 98.61% schools have TLM. Districts where these 5 schools are located are: Yadgir (1), Vijayapura (1), Bangalore South (1), Tumkur (1) and Dakshina Kannada (1).

When schools report that they have TLM, it does not mean that they have TLM in all subjects. There are differentials in percent of possession across school subjects- Languages, Science and Mathematics.

93% of schools in languages, 81.1% in Science and 91% in Mathematics, TLMs have been available. Over 90% schools across all divisions have TLMs in languages. Around 80% schools in State have TLMs for Science teaching. Again, around 90% schools in the State have TLMs in Mathematics. This position, across all subjects is true of all divisions.

In majority of schools (over 51.8%) in all except Mysuru division, students and teachers have jointly prepared TLMs- which is the right method. In Mysuru, this figure is 41.8%. in 12.1% schools, students (only students) have prepared TLMs, in the State. This proportion is highest in Mysuru division (16.5%) followed by Kalburgi division (15.2%). It is less than 10% in Belgaum and Bangalore Division.

21.7% schools in the State have purchased TLMs from the market- book stores. This proportion is high in Mysuru (29.1) and Belgaum division (25.3). Districts which rely on purchases are Bangalore North and Mysuru (over 30% schools) and Uttara Kannada, Vijayapura and Dakshina Kannada (25% and above).

12.7% schools follow other methods like borrow from other schools and recycle old TLMs.

RTE children, just like other children are involved in preparation of TLMs, wherever they are prepared at school.

4.2.3 MDM/ LUNCH AT SCHOOL

Government has a massive, food security programme of mid-day, hot, cooked meals served for children of government and private aided schools from 1st to 10th standards, for NCLP schools and Madrasa schools. As per policy, unaided school children are not covered. However, some unaided schools are provided MDM by religious Mattha who run schools or philanthropic institutions. Here is data.

Table 7: Status in regard to MDM at school:

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
Yes, MDM is there	2	6	0	9	17

Source: Primary Data.

It is only in Uttara Kannada district (6 schools), Dakshina Kannada (9 schools), Yadgir, Vijayapura (1 school each) there is an MDM programme. Otherwise, children, including RTE children bring their own lunch.

Table 7.1: Seating of RTE children: sit separately/separate room/separate place for taking mid-day lunch.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, sit separately	25	31.2	11	13.8	23	19.2	21	26.2	80	22.2
Total Schools	80		80		120		80		360	

Source: Primary Data.

In 22.2% of schools in State, 80 out of 360 schools in the study, RTE children sit for lunch in a separate arrangement. This figure is highest in Kalburgi division and high in Mysuru division. Districts where RTE kids sit separately for lunch are: Bellary (18 schools), Dakshina Kannada (12), Tumkur (10), Mysuru (9), Bangalore South (8), Yadgir (7), Uttara Kannada and Bangalore North (5); note that this incidence is there in all districts of the State in varying proportions.

Table 8: Provision/ Facilitation of Free Textbooks, Free Uniforms For RTE Children

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Uniforms	28	35.0	28	35.0	42	35.0	23	28.8	121	33.6
Textbooks	67	83.8	60	75.0	97	80.8	60	75.0	284	78.9
Total Schools	80		80		120		80		360	

Source: Primary Data.

The Cluster Resource Person (CRP) of the ward/ cluster (in rural areas) is expected to facilitate the issue of free uniforms and textbooks to RTE children- facilities given by the Department to Government and aided school kids. This facilitation is far better for textbooks than uniforms. In 78.9% schools across the State, RTE children have received free textbooks. It is minimum 75% schools across all divisions. However, the facilitation is not equally good, rather poor, in regard to free uniforms. This is so in all divisions, State figure being 33.6% schools. Districts where facilitation for uniforms by CRPs is wanting are:

Uniforms: Bangalore North (17.5%), Bangalore South and Tumkur (22.5), poorer performance among poor performers. It is relatively better in Bangalore South (65%).

Textbooks: Districts where performance is wanting are Vijayapura (Left out 30% schools), Bangalore North and Dakshina Kannada (27.5%), Mysuru and Uttara Kannada (over 20% schools)

Discussion: Parents of RTE Children, even while being poor need to buy instruments (Geometry) box, crayon boxes, drawing books, craft materials (LPS /HPS). Government should supply these items to all government sector school children including RTE Children.

It is noted that GO of ED 04, 2017, dated 03.03.2017, has clearly directed schools not to compel parents to buy uniforms/textbooks from vendors specified by the schools. There is no complaint from parents also about the schools in this regard.

4.3 ENROLMENT CAMPAIGNS (Data for 2017 and before this year)

CRPs/ BRPs/ BEO/ ECO/ Schools are expected to organize and conduct enrolment campaigns to build awareness in the communities of their jurisdiction about RTE Act, provisions and facilities, so as to operationalize 12(1)(c) of the Act, among disadvantaged sections of the population. Here is data on this.

Table 9: Schools Organised Enrolment Campaigns (in 2017 or before)

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
No of Schools organised.		44	55	28	35	49	40.8	32	40.0	153	42.5
Children Enrolled	Male	278		104		395		110		887	
	Female	197		80		421		92		790	
	Total	475		184		816		202		1677	
New enrolment per school (out of total enrolled)	Male	7		4		4		7		22	
	Female	5		3		4		6		18	
	Total	12		7		8		13		40	
Total Schools		80		80		120		80		360	

Source: Primary Data.

One of the methods of building awareness about opportunities under RTE Act 12(1)(c) is for the schools identified for RTE seats in a ward/ village/ cluster to organize and conduct enrolment campaigns. The CRP is entrusted with the duty. Campaign may be through street processions (on a Sunday or a holiday), door-to-door visits, distribution of pamphlets with newspaper boy/ milk distribution or otherwise, and the like.

Analysis of Parents' questionnaire will reveal the source of their awareness. That will be later. For the moment, it is observed that 42.5% schools in the State arranged enrolment campaigns. Bangalore and Mysuru divisions fall in line with the State average. Proportion is higher at 51.2% in Kalburgi district while it is lower at 35% in Belgaum Division.

Did the campaign help? Help through the campaign in boosting RTE enrolments is neither considerable nor insignificant. On an average, at the State level, enrolments through campaigns were 11 per school in the State. Figures for the 4 divisions- Kalburgi, Belgaum, Bangalore and Mysuru are 12,7,8 and 13 respectively. It is almost equal in case of both boys and girls. In terms of total numbers, 1677 kids enrolled, through campaigns (2017 and before), out of whom 887 were boys and 790 were girls.

Districts whose performance is sub-optimal in engagement for campaigns (optimal as per given performance is 17 schools, that is 153 divided by 9 districts). Bangalore North (only 6 schools), Mysuru (10) and Uttara Kannada (12 schools). Bellary has highest (24) participation of schools in campaign work.

Discussion: At the time of house-to-house visit by school teachers during December/January of previous academic year survey for enumeration of 5+ children as per CPE Act, 1962, teachers/enumerators can sensitise parents of eligible families about RTE 12 (1) (c) opportunities, either through word of mouth (to non and neo literates) or through pamphlets. This will be a fool-proof method of publicity of RTE 12 (1) (c).

4.4 Practices of Fee Collection by Schools (RTE Children/ Parents)

Discussion: RTE Act, Section 12(1)(c) mandates free elementary education- NO fees from parents and compensatory reimbursement to schools on per pupil basis, as per norms, for total number of students admitted in a year. Still, private unaided schools are observed to collect a few types of fees from RTE students; limited amount as tuition fees and government permitted fees for sports and reading room. Some schools collect, in advance, fees for taking children on project work/ practices/ educational tours during the year; donations (prohibited by law) to a trust created by a school (as per law a registered society cannot collect donations; a trust can do it. Schools are clever in circumventing the law.) Many schools are run by Family Trusts.

There are a few schools (very few private schools) who maintain swimming pool, gymnasium, in-door stadium for games, cricket/ football/ hockey ground. They charge fees for use of these facilities from students who use them, irrespective of whether they are RTE or non-RTE.

Here is data on the types of fees collected by schools (from RTE children/ parents) and the methods of notification of fees to parents.

Parents are willing and happy to pay as it is **very much, very much** lower than the tuition fees paid by non RTE students.

GO of ED 04, 2017, Dated 03.03.2017 has given detailed directives on collection of fee by schools. This GO is annexed to the report in Annexure No.05.

Table 10: Fee Details (Yes means, school collects it)

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Tuition Fees (YES)		60	75.0	65	81.4	73	60.8	62	77.5	260	72.2
Sports Fees (YES)		39	48.8	40	50.0	48	40.0	40	50.0	167	46.4
RR/ Library Fees (YES)		31	38.8	35	43.8	41	34.2	32	40.0	139	38.6
Project work (YES)		45	56.2	50	62.5	71	59.2	40	50.0	206	57.2
Donations (YES)		16	20.0	14	17.5	14	11.7	13	16.2	57	15.8
Methods of notification of Fees	Notice Board (YES)	72	90.0	67	83.8	101	84.2	72	90.0	312	86.7
	School web-site (YES)	12	15.0	16	20.0	44	36.7	29	36.2	101	28.1
	Whats App (YES)	30	37.5	19	23.8	48	40.0	19	23.8	116	32.2
	Parents' email (YES)	12	15.0	19	23.8	26	21.7	15	18.8	72	20.0
	Prospectus (YES)	61	76.2	56	70.0	102	85.0	63	78.8	282	78.3
Governance	Registered Society (YES)	66	82.5	52	65.0	76	63.3	53	66.2	247	68.6
	Pvt. Ltd. Co (YES)	2	2.25	13	16.2	27	12.5	16	20.0	58	16.1
	Family Trust (YES)	12	15.0	15	18.8	17	14.2	11	13.8	55	15.3
TOTAL SCHOOLS		80		80		120		80		360	

Source: Primary Data.

Fees are collected by private unaided schools from RTE students/ parents. This is in varying proportions of schools on different items of fees.

At the state level fees is collected under: Tuition Fees, Sports fees, Reading room and library

Fees for project work/ picnics/ tours etc. Donations to school

The proportion of schools in the sample of the study (360 total) under a), b), c), d), e) are 72.2, 46.4, 38.6, 57.2 and 15.8 respectively.

Across the divisions, minimum 75% schools collect tuition fees. Relatively, it is low at 60.8% in Bangalore Division and highest at 81.2% in Belgaum division. State average is 72.2% schools.

Districts where tuition fees collection is higher than at least 5% of State average figure are: Yadgir, Uttara Kannada, Vijayapura, Dakshina Kannada and Mysuru.

Districts which collect tuition fees as a lower proportion than 5% of State average figure (72.2%) are Bangalore North, Bangalore South and Tumkur (3 Bangalore Division schools), slightly lower degree of violation. Bellary falls within range (high and low of State average- almost same value).

Even though collection of sports, RR/library fees is permitted, several private schools do not collect them, or, possibly, do not show them separately. 46.4% schools explicitly (show) collect sports fee and 38.6% schools collect RR and library fees.

15.8% schools collect donations from parents (prohibited by law). It is on the higher side in 3 out of 4 divisions, except Bangalore.

Districts where donations are collected by schools are Yadgir (27.5%), Vijayapura (30%), Dakshina Kannada (25%). Low incidence is in Bellary district (5%) and Bangalore North (5 % schools). Even Mysuru is low (7.5%).

METHODS OF NOTIFICATION: Traditional methods- school notice Board (86.7% schools) and School diary/ prospectus (78.3%) are popular as methods of notification of fees by schools to parents. Technology assisted methods like school website search, Whats App group of schools and parents, e-mail communication to parents are relied upon by 28.1%, 32.2% and 20.0% schools respectively. Use of website is more popular in Bangalore and Mysuru divisions. Whats App groups are relatively more popular in Bangalore and Kalburgi division. E-mail use of equal (low level) popularity everywhere.

SCHOOL GOVERNANCE: 68.6% of schools of the study in the State are (run) governed by Registered Societies (Alternatively, 31.4% are not). Rest are run in equal proportions by Private Ltd. Companies or Family Trusts. Societies cannot collect fees. Societies may also maintain trusts. Regulations in the past by Department regarding collection of donations (since 1998) have not been successful. Political lobbies/ business houses at various levels of society, with varying political strength of officers run private, unaided schools. They have legislative powers and controls as well as powers to get transfers of officers in legal ways. Political will is needed (not politicians' will) for regulation of the already existing prohibition of donations legislation from both RTE and non RTE children. Formula of fees as per facilities (already with Department) needs to be enforced. Support of civil society (media is needed). The catch here is, many parents are willing to pay rather than protest. They have no time.

4.5 School Timings

Discussion: Schools should not function like offices. Children do not come to school to learn just school subjects. School is a place for total personality development of children. They should have opportunity to participate in sports and games activities, cultural activities, spend time in Reading Room reading newspapers, magazines and children’s literature, exchange notes on current affairs, societal concerns and be relaxed before and after attending classes. It is for this reason that schools should open earlier and close later than government/ department specified school hours. What do schools in this study do? Here is data in this regard.

Table 11: School opens 1 or 2 hours before or after scheduled time

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Before (Yes)	74	92.5	69	86.2	98	81.7	64	80.0	305	84.7
After (Yes)	47	58.8	42	52.5	82	68.3	47	58.8	218	60.6
Measure for use of RR (Yes)	16	20	11	13.8	37	30.8	18	22.5	82	22.8
Use for Games	11	13.8	10	12.5	17	14.2	14	41.2	52	14.4
For ‘children with learning difficulties’ teaching (Yes)	42	52.5	38	47.5	56	46.7	33	41.2	169	46.9
For helping in home work (Yes)	3	3.8	8	10	5	4.2	3	3.8	19	5.3
For private tuitions (Yes)	4	5	-	0	3	2.5	2	2.5	9	2.5
For office work (Yes)	31	38.8	45	56.2	43	35.8	37	46.2	156	43.3
No. of Schools	80		80		120		80		360	

Source: Primary Data.

84.7% schools keep the school opened early in the morning. 60.6% do so after school hours. Practice of opening early is quite high in all divisions while it is slightly high only in Bangalore Division, in regard to late hours, after school.

There are a variety of purposes for which schools’ function outside school hours. Of all of them, facilitating children for use of reading room is explicitly stated as a reason by 22.8% of schools in the State. This reason has highest votes in Bangalore division, 30.8%. Other minor reasons (in terms of incidence) are to provide opportunities to students to play games (14.4%) helping for homework (5.3%) and for giving private tuitions (negligible).

Two other significant reasons are helping ‘children with learning difficulties’ (46.9%) and completing office work (43.3%). Helping ‘children with learning difficulties’ is a laudable reason. This is almost uniformly practised across all divisions. Office work as a reason is of high incidence in Belgaum Division (56.2%).

Discussion: Parents/ Students schedule would reveal data on the practice of RTE students getting private tuitions. Private tuitions are facilitated in a few schools by the school itself, though this is against legislated rules. Districts which keep the school open for private tuition are very few (9 out of 360 schools) and not worthy of analysis. There is no incidence at all in Belgaum Division/ districts.

The good practice of helping ‘children with learning difficulties’ is highest in Bellary (64.9%, 24 schools out of 169 who keep school open beyond school hours) and lowest incidence in Dakshina Kannada (42.1%)

Table 12: Additional Facilities In School

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
CCTV facility (Yes)	48	60.0	55	68.8	109	90.8	69	86.2	281	78.1
Mean nos. of CCTV		4.55		3.95		5.23		3.65		3.73
Other facilities (swimming pool, gym) (Yes)	43	53.8	48	60.0	71	59.2	56	70.0	218	60.6
Other facilities open for RTE kids	43		47		66		52		208	
Not open	-		1		5		4		10	
Are RTE kids’ charged? (Yes)	-		-		2		1		3	
Total Schools	80		80		120		80		360	

Source: Primary Data.

78.1% schools have CCTV facility. In effect 21.9% 79 schools do not have it (out of 360). It is recalled that a few years ago, the High Court has mandated and the Department had issued circulars for all schools to install CCTV after instances of ragging of classmates/ school mates, molestation of girls had happened and attracted media hype. Department of Education had even provided CCTV to Government schools after tendering for the same, or alternatively allowed schools to purchase CCTV from contingency funds. Circulars had also

been issued to private unaided (minority/ non-minority) schools to install CCTV as per strength of students and building norms.

Still, 21.9% schools in this sample have not installed. This is a serious violation of a rule of public safety (students) and needs attention by the Government.

60.6% schools in State possess other facilities like gymnasium, indoor stadium, swimming pool. These facilities are in higher number of schools (70%) in Mysuru division. Facilities are open for all students including RTE kids in almost all schools, except in 10 (out of 218) where they are not accessible in State. If they are open for RTE kids (3 out of 10 schools), fees have to be paid; fees charged, parents may not be willing to avail this facility on payment basis, may not be capable also.

SECTION –III: ENROLMENTS, RETENTION AND LEARNING ATTAINMENTS

4.6 RTE Study: Sample Schools

[I] ENROLMENTS;

[A] Total figures 5453 students constitute the sample from 360 schools of 9 districts across 4 divisions of the state. Reference year for the sample is 2018-19, while the field work was completed in 2019-20. There were 20506 students in the 360 schools admitted under RTE 12 (1) (c) in the state during 2018-19. This sample of 5453 students is 26.59 percent of total students of 360 schools. Sample is across 7 years of admissions from 2012-13 to 2018-19.

Table 13: Flow of enrolments in Sample schools (2016-17 to 2019-20)

Sl. No.	Divisions	Bengaluru	Belagavi	Kalburgi	Mysuru	STATE
1	2016-17	4664	2622	3673	2952	13911
2	2017-18	5903	3183	4459	2714	16259
3	2018-19	7043	3812	5378	4273	20506
4	2019-20	3858	2200	2147	1116	9321
	Total 4years	21468	11817	15657	11055	59997
	No. of Dts	3	2	2	2	9
	4 Years average	5367	2954	3914	2764	14999

Source: Primary Data.

Bengaluru division shows highest average enrolments for the 4 years under RTE 12(1) (c), at 5367 students. It is followed by Kalburgi division (3 districts average) at 3914 students. Bengaluru is a highly urbanised division (BNG North and BNG South). Belagavi division records 2954 students, per district while Mysuru, being lowest records 2764 average enrolments.

Another trend observed across all divisions/districts [original table], is that during 2016-17, the given level of enrolments, a little high, became higher and higher during 2017-18 and 2018-19.

The observed fall during 2019-20 is due to the new GoK policy of ‘neighbourhood school admissions’. GoK issued Gazette notification dated 10.04.2017 on revised ‘neighbourhood policy for admissions under RTE 12 (1) (c). [See Annexure No. 4]

[B] Table 13.1: Sex-wise enrolments; (4 Years average)

Division	Bengaluru	Belagavi	Kalburgi	Mysuru	State
B/G	52:48	51:49	48:52	52:48	52:48

Source: Primary Data.

Sex-ratio in general population in schools is in 52: 48 ratio. Same trend is observed in RTE enrolments in the State, across all districts and all divisions. This may be due to a deliberated, conscious policy of the State in admissions under RTE 12(1) (c) section. This is good. Centralised selection and admissions through the computer, digital mode, is good, welcome. It means, digital governance and policy therein, is good.

[C] Social Composition:

School wise data is not available in SSA web-site, for the 360 schools of the study- Admission data is maintained by RTE cell of SSA.

[II] RETENTION:

Data submitted by HTs of 360 schools reveals that retention of students admitted under section 12 (1) (c) is 100 percent. Only exception is a transfer case from a school which is discussed in the body of the report under HTs feedback.

However, it is noted (recalled) that there is an average annual standard to standard transition loss (summed figure) of 2 percent as per State level data.

[III] LEARNING ACHIEVEMENTS

[Detailed analysis is presented under Annexure 1 of the report]

[A] ‘t’ test analysis:

‘t’ test analyses of learning achievements of RTE (1440 sample) and non-RTE (720 sample, control group), on LAT tests was administered on 4th standard students of 360 sample schools. Summary Insights are given here. Detailed analysis is available in annexure No.3.

Summary Insights

Null hypotheses in regard to performance across all pairs of divisions on ‘all subjects’ (total marks secured) of RTE and non-RTE students are stated as follows:

“Differences in overall mean achievements are not significant”.

Null hypothesis is rejected in case of RTE students of Kalburgi division with those of Belagavi, Bengaluru and Mysuru divisions. Kalburgi RTE students are definitely, significantly, better in overall achievement in school subjects than those of other 3 divisions.

In case of differences across Belagavi and Bengaluru, Belagavi and Mysuru, Bengaluru and Mysuru, null hypotheses are accepted. There is nothing much to choose in scholastic performance of students across these three pairs of divisions.

Students of Kalburgi division are better than other divisions in overall performance. This is true in case of both RTE and non-RTE students.

Non-RTE students are better than RTE students, at given high performance levels, of both RTE and non-RTE in overall performance in academic achievements. Non-RTE students are from a better socio-economic background.

Non-RTE students mean achievement is higher by 2.30 per cent than RTE students mean achievement at the State level (all 360 schools), mean performances being 84.21 per cent of non-RTE and 86.51 per cent for RTE students. This difference is for total marks (scores) on all 4 subjects.

[B] Correlation Analysis between attendance and Learning attainments of RTE and non RTE (Control group) students: [Detailed analysis is given in annexure 1. (Page no 205to 210)]

Interpretation of 'r' values and their deviations from State 'r' values. There are 4 subjects and 4 correlations, 'r' values, are possible for subject-wise performance and average attendance for the State. There are 4 divisions. Each division can have 4 values for the 4 subjects. As such, there can be 20 'r' values, 4 for each of the 4 divisions in each of the 4 subjects, and 4 for consolidated State distributions. These r values are for LAT performance and average attendance, division-wise, subject-wise and State total.

These 20 values are there for RTE. Again, there are 20 such values for non-RTE

All these r values are significant at 0.01 level. However, they do not have independent significance, except that they are reliable at 0.01 level. To understand the significance of division-wise, subject-wise significance in a comparative frame, they are compared with the State r values, specifically the deviation of division/subject-wise values by '+' or '-' (plus or minus) range of values. Range of values is given in Table 2.

Tables 3/4/5/6/7 present deviation analysis. As per this analysis, following observations are made:

1. Performance of **non-RTE students** is **marginally better** than **that of RTE students**.
2. Better performance of non-RTE students over the RTE students is in Kannada and EVS. Such a better performance in both the subjects is observed in Belgaum division.
3. It is amusing to note that performance of RTE students is better than that of non-RTE students in Mathematics, in Bengaluru division. One explanation is that, majority of RTE students go for private tuitions. However, no such update is available for non-RTE students. Precise inference is not possible.
4. In general, it is inferred that RTE students, by and large, have done as well as non-RTE students.
5. Division-wise, performance in Kalburgi division is lower than State average performance in all subjects. This means, that average attendance levels in Kalburgi division are lower than State average attendance levels leading to lower performance in learning attainments. Lower correlation values, r , reflect this result. Results from other divisions fall within similar comparative frames, except for Belgaum division in regard to Kannada and EVS.

Conclusion: Bottom-line of this analysis is that RTE students are doing well in studies in private, unaided schools. They are doing as (much) well as non-RTE students, even while there is scope for considerable improvements, as nowhere is the r value + 1 or nearer that.

There are greater than 0.800 r values in 8 out of 16 cases across 4 subjects in 4 divisions, among non-RTE students. In regard to RTE students, such levels, that is greater than 0.800 r is in case of only 2 out of a total of 16 values (See Table 1). This is how it is inferred that non-RTE students are marginally better than RTE students.

SECTION IV: LEARNING ENVIRONMENT IN RTE SCHOOLS (Contd)

4.7 Head Teachers' (HT) Initiatives [A Feedback]

4.7.1 Profile of Head Teachers: ToR specified a coverage of 360 HTs of 360 sample schools at 40 HTs per district. 98 percent HTs are graduates/post- graduates. Only 15 percent have a D.Ed diploma/training which is essential as per RTE prescription. Another 68 percent have a B.Ed, degree, a secondary stage teacher training degree. 6.4 percent have no training, of any type. Majority of HTs have less than 10 years of experience (70 percent). 97.2 percent HTs report that all seats, full quota of RTE seats get filled up in their schools. They are worried (79 percent) that teachers in their schools do not complete syllabus in time/within the year leading to learning deficit in students. 80 percent HTs organise special classes.

Table 14: Learning Levels of RTE Children- School/HT's Satisfaction status/ efforts.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
HT satisfied (Yes)	66	82.5	61	76.2	86	71.7	62	77.5	275	76.4
Are RTE kids satisfied? (Yes)	75	93.8	76	95.0	113	94.2	70	87.5	334	92.8
Don't know	1	-	2	-	2	-	2	-	7	1.9
No	4	-	2	-	5	-	8	-	19	5.3
Total Schools	80		80		120		80		360	

Source: Primary Data.

Table 14.1: Status of Cooperation from RTE Parents (Number of schools)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	75	93.8	77	96.2	104	86.7	72	90.0	328	91.1

Source: Primary Data.

HT has continuous interaction with parents' and teachers (not all of them in a bunch). As head of the institution, s/he will develop perceptions about her/ his institution and its functionality. This is true of all organizations, if, and only if, the HT is receptive to her/ his environment. It is on this basis that HTs will understand students' progress as well as parents' degree of interest in the schooling of their wards.

76.4% of HTs are satisfied with the learning levels or performance of RTE children. By default, 85 HTs out of 360 are not satisfied. This is a good sign. Anywhere, progress depends on dissatisfaction. The school needs to address (23.6% schools the concerns of learning among RTE children. RTE parents have made the choice of admitting their wards to private unaided schools with the hope of better academic performance of their wards, smooth upward educational mobility, success in education, good jobs and life chances. Right or wrong in their choices, they should not be disappointed. Schools have to ensure learning among RTE children. Department needs to sensitize them about the basic duty of private sector schools for whom they reimburse unit costs.

Sex-wise results: As per the sampling design of the study 49 percent of 5453 students are girls. HTs are satisfied with a slightly higher proportion of girls in regard to learning levels and social adjustment in school.

HTs impressions of learning performance of students is uniformly shared across all divisions and to a slightly higher degree in Kalburgi Division.

What do students feel about their learning levels, as felt by HT. 92.8% HTs feel that students, left to themselves, are happy with their own performance.

Even parents do not complain to HT about their wards (as HTs report). 91.1% parents extend their cooperation.

District-wise data: Highest proportion of schools where HTs are satisfied with students' learning is in Bellary district (85%) and lowest proportion is in Bangalore South district (65%). Parental expectation is a little wanting (82.5% schools) in Mysuru district.

Table 14.2: HT's feelings/opinion about RTE 12(1)(c)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Satisfied (Yes)	72	90.0	69	86.2	103	85.5	67	83.8	311	86.4

Source: Primary Data.

Table 14.3: Perceptions of HT about RTE Kids:

RTE children are enthusiastic to learn and they are satisfied to be in the school.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, satisfied about all RTE kids	45	56.2	65	81.2	83	69.2	45	56.2	238	66.1
Yes, most of them	17	21.2	9	11.2	25	20.8	24	30.0	75	20.8
Only a few	9	-	3	-	6	-	4	-	22	-
None	9	-	3	-	6	-	7	-	25	-
Total Schools	80		80		120		80		360	

Source: Primary Data.

86.4% schools welcome the RTE 12(1)(c) rule. It is true that they have no choice. The concern herein is whether they accept it with open mind or because of legal compulsions. A great majority welcome the rule. Proportion of schools welcoming this rule is by and large, uniformly of similar volume.

Districts which have expressed reservations on 12(1)(c) (total 49 out of 360 schools have expressed reservations) are: Mysuru (9 schools, 22.5%), Bangalore North, Bangalore South, Uttara Kannada (6 schools each, 15%), Vijayapura and Tumkur (5 schools each, 12.5%); Bellary, Yadgir and Dakshina Kannada- 4 schools each, 10%. All districts have maximum 40 schools. Total 49 schools, 13.6% have complied because of Constitutional compulsions.

It is possible that all children admitted under RTE quota are equally motivated and enthusiastic in school. There will be deep socio-economic background differentials among them. Home milieu may not always be conducive to schooling for all children. Even HT/teachers who belong to better strata (than the students) may be prejudiced against RTE bids. Maybe for all these reasons, 87 percent of the HTs opine that RTE kids are enthusiastic to learn in school (13 percent feel otherwise). Positive opinion is high at 81.2% in Belgaum division and low at 56.2% in both Kalburgi and Mysuru divisions.

Negative opinion among HTs is not all that bad. Among 33.9% HTs, 20.8% are comfortable with most of the kids. Those who are not happy with any of them constitute 6.9% in State. This figure is a little high at 11.2% in Kalburgi division. Specifically, in Yadgir, Tumkur and Mysuru districts, over 10% HTs are not happy.

4.7.2 HTs report on academic performance of RTE kids.

Students cannot be detained up to 8th standard as per RTE Act. Still, some (exceptional cases) private schools are reported to detain children. Here is data on HTs report on academic performance of RTE kids.

Table 14.4: HTs report on academic performance of RTE kids.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	72	90.0	57	71.2	98	81.7	64	80.0	291	80.8
Total Schools	80		80		120		80		360	

Source: Primary Data.

Over 80% of HTs in State report that RTE kids are doing well in studies. This is a little high (positive opinion) in Kalburgi and a little low in Belgaum Division. Other two divisions fall in line with State average figure. Districts which carry the positive opinion at over 85% responses are: Bellary, Yadgir, Bangalore South, Tumkur and Mysuru. Districts which carry the positive opinion at less than 75% responses are Uttara Kannada (65%), Bangalore North and Dakshina Kannada.

4.8 Space for CWSN Kids in Private Unaided Schools under RTE Section 12(1)(c).

Camps have to be organized for CWSN children (RTE and non-RTE) at convenient places in or near school, parents of CWSN children have to be informed to send their children to school, doctors' (ENT/ Orthopaedics/ Ophthalmologists/ Dentists/ Physicians) services have to be marshalled for the camp, and camp has to be conducted/ managed by the school (or a network of schools). Government/ Department/ SSA organizes such camps every year, promoted jointly by MHRD also. This is an annual feature in every block of the State. Even PWD Act (Persons with Disabilities Act) mandates this. Type of disability, special needs, degree of severity of disability, nature of aids or equipment needed for kids, fitness of size and quality, are all assessed in such camps. This will facilitate follow-up of actions and assistance to CWSN. Here is data on schools of the study on CWSN camps.

Table 15: Organization of CWSN camps

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	9	11.2	4	5.0	6	5.0	2	2.5	21	5.8
Total Schools	80		80		120		80		360	
Sent to (kids) Government camps (YES)	14	17.5	6	7.5	5	4.16	10	12.5	35	9.7
Information from Government (Yes)	2	2.5	2	2.5	3	2.5	1	1.2	8	2.2

Source: Primary Data.

Organization of CWSN camps or participation of children in government organized camps is highly limited in incidence (See table).

Kalburgi division is slightly better in this respect. Department/ Government also does not keep the private unaided schools in loop regarding CWSN camps.

Table 15.1 : Aids/ Equipment Supplied to CWSN Kids, Post-Facto Camps

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
Hearing Aids	4	-	1	-	5
Braille text books	-	-	3	-	3
CWSN tricycles	3	-	2	1	6
All Total	7	-	6	1	14

Source: Primary Data.

Hardly a few schools have taken follow up action for assisting CWSN kids, 14 out of 360 schools, 3.89%. There is zero assistance in Belgaum Division and only one case in Mysuru Division.

Bellary, Yadgir, Bangalore South, Tumkur and Mysuru make their token appearances in the list of districts which have facilitated assistance in at least 1 case.

Institutional concern for CWSN is practically non-existent. PWD Act is in place and NGO lobbies for CWSN are vocal, with little or no effect. Government sector schools are far better in this respect. Otherwise, private schools leave it to parents to tend their wards.

Table 15.2: Suppliers of CWSN Aids/ Equipments to Private Unaided Schools.

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
School	5	-	3	-	8
Government	3	-	2	-	5
NGO	2	-	-	-	2
Parents	-	-	1	-	1
Total Schools	80	80	120	80	360

Source: Primary Data.

NGO participation is quite low in private unaided schools, even for RTE kids.

4.8.1 RAMPS IN SCHOOLS/ CWSN FRIENDLY INFRASTRUCTURE

Schools are expected to build ramps for facilitating CWSN kids, RTE or non RTE, for comfortable participation in schools. Ramps should be with railings and railings should have landing space. There are RTE specifications in ‘RTE Framework of Action’, MHRD, GoI.

Table 15.3: Ramps in Schools/ CWSN Friendly Infrastructure

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Ramps are there	17	21.26	20	25.0	26	21.67	16	20.0	81	21.94
No. of schools	80		80		120		80		360	
Railings for ramps (Yes)	13	16.25	13	16.25	18	15.0	12	15.0	56	15.55
Total schools	80		80		120		80		360	
Landing space (yes)	10	12.5	11	13.75	16	13.33	10	12.5	47	13.05
No. of schools	80		80		120		80		360	

Source: Primary Data.

21.94% schools have ramps, 15.55% schools have railings for ramps. 13.05% schools have landing space for railings. Effectively, as per RTE specifications, only 13.05% private unaided schools have

Ramps for CWSN children. This is uniformly the position all over the State.

By and large in 42 out of 57 (in this study) schools organize classes for CWSN children on ground floor. 6 schools have explicitly stated that they do not admit such children. 9 schools are silent on this question.

Schools are expected to display helpline numbers for CWSN and other kids, both RTE and non-RTE. Update on schools.

Table 15.4: Helpline for CWSN/ Other Children (On notice board/ on display)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, Displayed	64	80.0	64	80.0	98	81.7	67	83.8	293	81.4
Total Schools	80		80		120		80		360	

Source: Primary Data.

Over 80% of schools display helpline numbers to students on notice boards.

4.8.2 Organisation of Health Camps

Schools are expected to organize health camps for all children (including RTE), get diagnosis on health concerns of kids, apart from height and weight, report to parents on health issues of children, if they are discovered. Here is data.

Table 15.5: Organisation of Health Camps

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Organized Health Camps (Yes)		64	80.0	64	80.0	98	81.7	67	83.8	293	81.4
RTE kids included (YES)		52	65.0	61	76.25	89	74.17	58	72.5	260	72.22
Problems diagnosed	Eyesight	27	33.8	27	33.8	59	49.17	31	38.8	144	40.0
	Hearing	17	21.3	19	23.4	44	36.7	30	37.5	110	30.6
	Thyroid	11	13.8	9	11.3	24	20.0	15	18.9	59	16.4
	Blood (Anaemia)	20	25.0	20	25.0	49	40.8	25	31.25	114	31.7
Total Schools		80		80		120		80		360	

Source: Primary Data.

Over 80% schools organized health camps, 293 out of 360 schools of the study. Out of them, 33 schools, 9.2% schools, arranged it only for non RTE children. Problems of eyesight (40%), hearing (30%) and thyroid (16% cases) were discovered.

Over 30% children were anaemic. Incidence of all cases is on the higher side in Bangalore and Mysuru divisions.

PROBLEMS OF HEIGHT AND WEIGHT: These problems may be of short height, overweight, obesity, stunting. Majority of children had one or the other problem.

SERIOUS HEALTH ISSUES: were discovered in only 2.7% (8 schools). 5 out of 8 schools referred these cases to the parents.

LEARNING ENVIRONMENT in RTE SCHOOLS (Contd)

4.9 Teachers of RTE Children – A Profile

There are 385 teachers in the sample. ToR specified 360 teachers. A great majority of teachers in private, unaided schools are women (81.8 per cent). A great majority of teachers are middle aged (81.3 per cent). A great majority are well qualified (93.8 per cent are graduates). RTE Act stipulates that graduates should teach at elementary stage. This is almost complied with. However, only 41.4 per cent teachers are qualified to teach at elementary level – of which 36.6 per cent have D.Ed. 52.2 per cent have a B.Ed. degree, a higher degree in teacher training. Graduate/PG degree facilitates content enrichment. Training qualification helps in desirable methods of teaching.

Majority (56.1 per cent) have less than 10 years of experience in general and again majority (58.2 per cent) have served this school for 5 or less than 5 years of service record.

It may appear ‘good’ for champion of women’s causes that mostly women are in private unaided schools. However, the private school managements have a ‘hidden agenda’ in employing women. They appoint women (with significant proportion of honourable exceptions) for whom teaching is a ‘pastime’ (not a career); these women are highly qualified, not properly trained. They are paid low salaries in most of the schools (as compared to government schools). They have high mobility. There is no need for post-retirement investments – PF, gratuity, etc. These schools are run on low costs, with honourable exceptions, but get substantive reimbursements from the Government.

Majority of schools violate RTE Act mandate in regard to ‘training status of teachers’ at elementary schools.

Gazette Notification No. ED 626 PBS 2014, Bengaluru dated 07.08.2017 is very clear that teachers at elementary stage of schooling should have D.Ed. diploma and a pass in TET of GoK or GoI.

4.10 Learning Environment: Teachers and RTE Students

4.10.1 Teachers' Views on RTE Students

Three views are expressed. Multiple responses possible – (a) Smart like other non-RTE kids, (b) Need more time to learn, (c) Not up to my expectations. (d) RTE students are enthusiastic to learn, (e) disciplined lot, (f) mischievous once in a way, (g) complete homework in time, (h) 'Children with learning difficulties', (i) make friendship with – (i) all (even non-RTE) students, (ii) only other RTE children. Teachers' responses on all these components are presented in table 22 using field data

4.10.2 Teacher-guidance to students → students' rapport with teachers

Students approaching teachers for guidance: 3 options are there (i) always, (ii) once in a way, (iii) do not approach. Reasons for not approaching: (i) They are shy, (ii) they are withdrawn, (iii) essentially talk less. Management of such children by teachers: - No time to bother about them, busy with work, (ii) Leave them to themselves. They will improve overtime, (iii) Get them guidance from bright students (iv) counsel them in formal counselling sessions and guide them, (v) consider it to be HTs responsibility.

4.10.3 Teachers' Management of doubts of students: (a) Inform parents to provide them special attention, (b) Report about this to HT, (c) Give them extra lessons and improve their performance, (d) Tell bright children to help them. Here is feedback of responses from teachers on Concerns 1,2,3

Table 16: Clearance of doubts in lessons by RTE kids.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a. (i) Always (Yes)	37	46.2	37	42.0	38	30.2	34	37.4	146	37.0
(ii) 'Once in a way' (Yes)	39	48.8	49	55.7	78	61.9	54	59.3	220	57.1
(iii) Not Come (Yes)	4	5.0	2	2.3	10	7.9	3	3.3	19	4.9
(b)If Yes for a(iii) – Reasons										
(i) They are shy (Yes)	15	18.8	13	14.8	24	19.0	20	22.0	72	18.7
(ii) Withdrawn (Yes)	13	16.2	10	11.4	15	11.9	13	14.3	51	13.0
(iii) Talk very less (Yes)	25	31.2	14	15.9	35	27.8	26	28.6	100	26.6
Total Teachers	80		88		126		91		385	

Source: Primary Data.

37.9 per cent RTE children regularly seek guidance from their teachers for their learning problems. This proportion is highest in Kalburgi division at 46.2 per cent followed by Belagavi division at 42.0 per cent.

Among the rest, 57.1 per cent approach teachers ‘once in a way’.

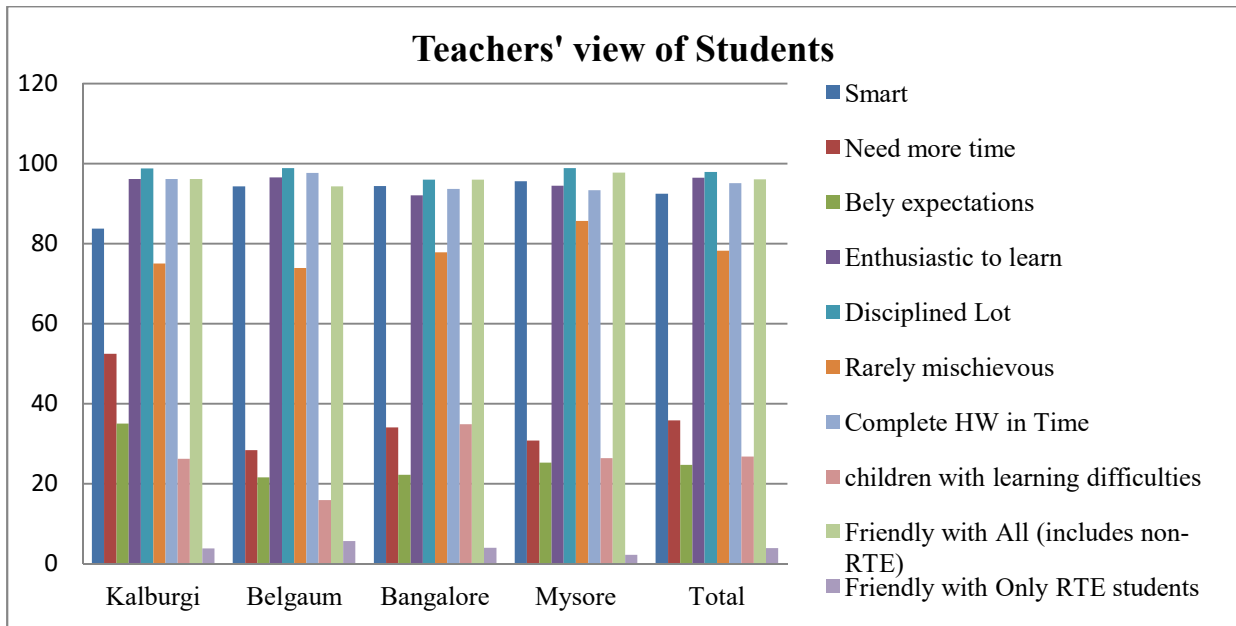
Hardly 4.9 per cent students do not meet teachers for their learning problems, if any. Teachers feel that this is because, they are ‘withdrawn’ or ‘shy’ or ‘talk less’. It is also possible that they have other ‘hidden’ sources to clarify their doubts.

The bottom line of this analysis is that teachers have ‘good’ rapport with the RTE students.

Table 17: Teachers’ views of Students

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
3 (a) Smart (Yes)	67	83.8	83	94.3	119	94.4	87	95.6	356	92.5
(b) Need more time (Yes)	42	52.5	25	28.4	43	34.1	28	30.8	138	35.8
(c) Bely expectations (Yes)	14	35.0	19	21.6	28	22.2	23	25.3	95	24.7
(d) Enthusiastic to learn (Yes)	77	96.2	85	96.6	116	92.1	86	94.5	364	96.5
(e) Disciplined Lot (Yes)	79	98.8	87	98.9	121	96.0	90	98.9	377	97.9
(f) Rarely mischievous (Yes)	60	75.0	65	73.9	98	77.8	78	85.7	301	78.2
(g) Complete HW in Time (Yes)	77	96.2	86	97.7	118	93.7	85	93.4	366	95.1
(h) ‘Children with learning difficulties’ (Yes)	21	26.2	14	15.9	44	34.9	24	26.4	103	26.8
(i) Friendly with										
(i) All (includes non-RTE) (Yes)	77	96.2	83	94.3	121	96.0	89	97.8	370	96.1
(ii) Only RTE (Yes)	03	3.8	05	5.7	05	4.0	02	2.2	15	3.9
Total Teachers	80		88		126		91		385	

Source: Primary Data.

Graph 2: Teachers' views of Students

92.5 per cent teachers feel that RTE children are ‘SMART’ like other non-RTE children. Proportions who believe like this are higher than State average percentage in all three divisions – Mysuru, Bengaluru and Belagavi. However, only 83.8 per cent teachers in Kalburgi division share this opinion. 3(b) 35.8 per cent teachers opine that RTE students need more time to learn. Such a feeling is quite high in Kalburgi division at 52.5 per cent. It is low in Belagavi (28.4 per cent) and Mysuru (30.8 per cent) divisions lower than State average (35.8 per cent). 3(c) 24.7 per cent teachers report that they expected a higher level of competence in RTE students. Their expectations are belied. This percentage is high at 35.0 per cent in Kalburgi division. In other 3 divisions, the values are nearer the State average.

A great majority, almost all, teachers have a highly positive view/opinion of RTE students. More than 95 per cent report that the RTE students are enthusiastic to learn (96.5 per cent), complete homework in time (95.1 per cent) disciplined (97.9 per cent) and be friendly with all – including non-RTE students (96.1 per cent). This is true of all divisions on all 4 counts. This is very good.

78.2 per cent teachers report that RTE kids are mischievous ‘once in a way’. There is nothing strange. Children in general are mischievous ‘once in a way’. This is the way they express their intelligence or attract others’ attention.

26.8 per cent teachers report that RTE students are ‘Children with learning difficulties’. This is expected. They do not get as rich a learning milieu as that for non-RTE children.

*It is submitted that there are no ‘children with learning difficulties’ even while pace of learning differs across students. This is also the bottom line of all researches/studies on **‘Time on Task’**. Systemic shortcomings like allowing cumulative learning deficits, paucity of attention by teachers to individual differences in learning pace and learning styles, total or partial absence of guidance at home (as parents may be illiterates/semi literates), low/insignificant attention to activity methods affect children’s learning. Teachers need to be sensitised about these realities in learning environment. DSERT had initiated/completed quite a few studies on ‘Time to Task’ area, in the past. It can be shared with teachers through DIETS in professional development programmes.*

The spirit of the RTE Act is quality learning with equity. If this is not satisfied and children are branded as ‘children with learning difficulties’, it will be a violation of the RTE Act in letter and spirit.

All 40 teachers of Bellary district (100 per cent) report that RTE kids are friendly with all other children – RTE and non-RTE, in their school.

It is not surprising that a section of teachers believe that RTE children need more time to learn and they are not upto teachers’ expectations. Teachers are from middle (lower/upper middle) classes and students are from disadvantaged sections. They (students) have been brought up in depressing environments. Their home training will be sub-optimal.

What is heartening is that almost all teachers feel that RTE children are ‘Smart’ as non-RTE children. **Very good.**

Very good reports are received from teachers in private, unaided schools about RTE children.

4.10.4. Management of Classrooms:

Table 18: Guidance to students on learning issues

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) No time to Bother (Yes)	18	34.6	10	28.6	17	26.2	14	24.6	59	28.2
(ii) Leave them to solve by themselves (Yes)	17	32.7	7	20.0	11	16.9	20	35.1	55	26.3
(iii) Attach with Bright Students (Yes)	48	92.3	33	94.3	62	95.4	53	93.0	196	93.8
(iv) Guide them (Yes)	47	90.4	34	97.1	64	98.5	52	91.2	197	94.3
(v) HTs headache (Yes)	03	5.8	05	14.3	08	12.3	11	19.3	27	12.3
Total Teachers	52		35		65		57		209	

Source: Primary Data.

Multiple responses are possible.

Only 209 out of 385 teachers (total sample) have preferred to reply to this question. Here is data of their responses. Division-wise responses from teachers are: 52 out of 80, 35/88, 65/126 and 57/91 – 65.0 per cent, 40.0 per cent, 52.0 per cent and 63.0 per cent respectively, 209/385 or 54.0 per cent at State level. Percentage analysis of their responses is to these totals.

ToR specified 360 schools. One teacher was selected from every school as the sample. Teacher was nominated by the Head Teacher, usually the senior most teacher in the school. In large schools, 2 teachers were taken [schools with more than 25 students]. Hence, there are 385 teachers from 360 sample schools.

The 176 teachers referred to have belong to 168 out of 360 sample schools [nearly 47 percent schools

A great majority of teachers either guide students who approach them with learning problems (94.3 per cent) or attach them to bright students (93.8 per cent). Only around 26 to 28 per cent do not attend to learning problems of children among 209 teachers who responded (out of total 385) and leave it to themselves. About 12.3 per cent, 27 out of 209 think it is Head Teachers' Head Ache. Bad.

Teachers who did not respond to this question were unwilling to answer further probing questions.

How many students/schools are affected by this silent response/behaviour (176 teachers) or from others who think that learning problems of students is not their headache?

It is not possible to assess the impact of this negative/silent behaviour. The response field is very complex and invisible.

It is also difficult to recommend that teachers should be mandatorily made to provide guidance to students with learning problems. Such a mandate cannot be monitored through micro-management.

Table 18.1: Management of students with low grades

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Speak to Parents (Yes)	68	85.0	72	81.8	102	81.0	78	85.7	320	83.1
(b) Report to HT (Yes)	67	83.8	71	80.7	92	73.0	78	85.7	308	80.0
(c) Give extra classes (Yes)	77	96.2	80	90.9	110	87.3	87	95.6	354	91.9
(d) Get help of bright children (Yes)	70	87.5	77	87.5	103	81.7	79	86.8	329	85.5
Total Teachers	80		88		126		91		385	

Source: Primary Data.

Majority of teachers' responses to a situation of students getting low grades in their subjects is as normal/standard as can be from a 'good' teacher.

Majority of teachers give extra classes for low achievers (91.9 per cent), get help of bright students to assist low achievers (85.5 per cent), report to HT (80.0 per cent) and report to parents (83.1 per cent). This practice is uniformly observed in all divisions except in Bengaluru division where a lower proportion of parents (73.0 per cent) report to HT.

4.10.5) Social sensitivity quotient of teachers-attitude towards RTE 12(1)(c) :

Do teachers feel that RTE students should have joined government schools where the children would have got several free facilities – uniforms, textbooks etc.? What is their Social Sensitivity Quotient? Here is data. 'Yes' means they should have joined Government Schools.

Table 18.2 : Teachers Social Sensitivity Quotient

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers Social Sensitivity Quotient	06	7.5	08	9.1	12	9.5	9	9.9	35	9.1

Source: Primary Data.

Less than 10 per cent teachers opine that RTE children should have joined Government Schools. More than 90 per cent welcome them. Their Social Sensitivity Quotient is very high.

Teachers of the study fall short of RTE requirements on training for elementary grade teachers. However, they are good in regard to their attitudes to and treatment of RTE students. A few teachers, who are exceptions, do not carry positive attitudes.

4.11 PERCEPTIONS OF PRIMARY STAKE HOLDERS

a) PARENTS

4.11.1 Profile of Parents:

ToR for the study prescribed IDI/FGD of 720 parents. There are 754 parents in this sample. Their children under RTE quota in sample schools are studying across all 1 to 8 standards, maximum number being 22 percent at 5th standard.

Daughters of 48.1 percent parents are in the sample. There are 25 under aged (7) and overaged (18) children. Admission of under aged children is violation of RTE prescription while that of overaged children is a local level administrative lapse. 75 percent parents have another non RTE child in the same school, company for the RTE sibling.

Parents are middle aged. 21.4 percent fathers and 16.2 percent mothers are illiterate. Agricultural labourers and coolies constitute 41 percent of parents of RTE kids. Together, 48 percent are in agriculture (Rural sample). There are construction labourers, Hospital ayahs, auto drivers, petty traders, bus drivers and conductors in urban sample (54 percent). 64 percent fathers are in rural occupations. In total (Rural + urban) 71 percent mothers are homemakers. There are domestic maids, garment workers, sales girls who constitute 16 percent mothers.

Analysis of profile of parents of RTE children in this sample reveals that the selection process by the SSA/DoE/GoK has been foolproof, a case of ‘good governance’ as the seats under section 12 (1) (c) have gone to the ‘most deserving’ sections of society.

Digital Format of filing applications for the year 2020-21 was released by the CPI on 27.02.2020 vide Primary Education/RTE/admission process 2020-21/2019-20 dated 27.02.2020 as follow up of GOs dated 12.12.2016, 06.03.207, 23.01.2018, 27.02.2019 and 28.11.2019. This is appended to the report (annexure no.09).

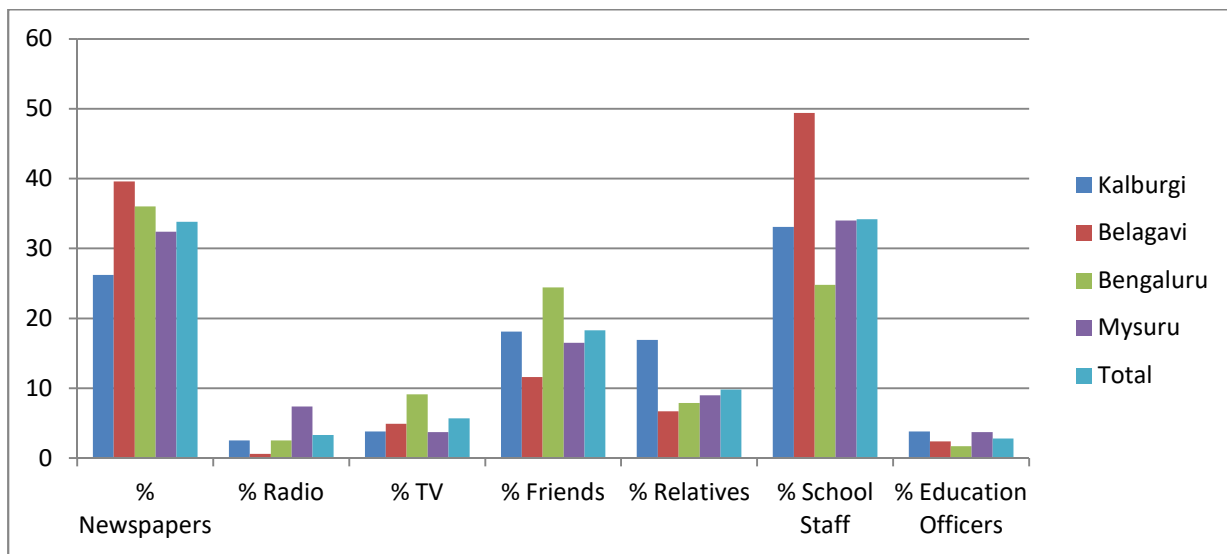
4.12 Management of RTE Opportunities:

Table 19: Sources of Awareness

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a. News papers	42	26.2	65	39.6	87	36.0	61	32.4	255	33.8
b. Radio	4	2.5	1	0.6	6	2.5	14	7.4	25	3.3
c. TV	6	3.8	8	4.9	22	9.1	7	3.7	43	5.7
d. Friends	29	18.1	19	11.6	59	24.4	31	16.5	138	18.3
e. Relatives	27	16.9	11	6.7	19	7.9	17	9.0	74	9.8
f. School staff	53	33.1	81	49.4	60	24.8	64	34.0	258	34.2
g. Education Officers	6	3.8	4	2.4	4	1.7	7	3.7	21	2.8
Total	160		164		242		188		754/ 814	

Source: Primary Data.

Graph 03: Source of Awareness



Multiple responses possible. 754 parents have given 814 responses, some of them more than one response/choice.

Only 3 sources are significant as avenues of information to parents about RTE. They are School Staff, Newspapers and Friends [34.2, 33.8 and 18.3 per cent respectively]. Other sources of minor significance are relatively (9.8), TV (5.7), Radio (3.3) and Education Officers (2.8 per cent).

Across the divisions same trend observed at State level is visible except in Bangalore division where newspapers is a more popular source (36.0 per cent) than school staff (24.8 per cent).

School staff are prominent source in Bangalore division (49.4 per cent) about RTE opportunities.

It may be recalled that 75 per cent of parents whose children have got RTE seats also have siblings in the same school. Hence they visit school regularly for one or the other reason and also (may) attend PTA meetings. Hence, they have more occasions to interact with school staff who might appraise them about RTE opportunities. As such, school staff is a major source of information about RTE opportunities.

Education Officers, specifically Cluster Resource Persons (CRPs) are expected to maintain good rapport with school communities and be a bridge between the Department of Education and the school community. This is not happening as only 2.8 per cent parents cite them as sources of information about RTE.

Radio and TV announcements have not been effective to expected levels. The poor may not have TV/Radio or do not have time for them as they are labourers.

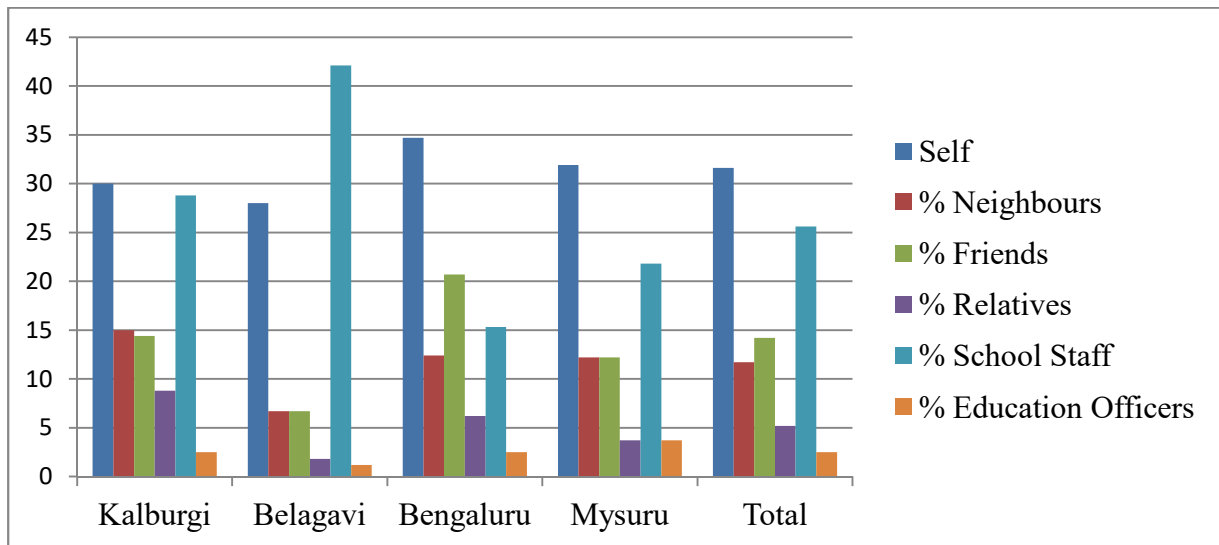
District-wise zero/nil mention of CRPs/BRPs/BEOs/ECOs as sources of information about RTE in Yadgir, Vijayapura and Bangalore South districts. Other districts also have very low mention – Bellary (6 out of 80 parents), Uttara Kannada, Dakshina Kannada (4), Mysuru (3), Bangalore North and Tumkur (2 parents each).

Table 19.1: Sources of Help in Filing RTE Application after taking application from BEO Office.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a. Self, your yourself filled it (Yes)	48	30.0	46	28.0	84	34.7	60	31.9	238	31.6
b. Neighbours helped	24	15.0	11	6.7	30	12.4	23	12.2	88	11.7
c. Friends helped	23	14.4	11	6.7	50	20.7	23	12.2	107	14.2
d. Relatives Helped	14	8.8	3	1.8	15	6.2	7	3.7	39	5.2
e. School Staff helped	46	28.8	69	42.1	37	15.3	41	21.8	193	25.6
f. Education Officers helped	4	2.5	2	1.2	6	2.5	7	3.7	29	2.5
Total	160		164		242		188		754	

Source: Primary Data.

Graph 04: Sources of Help in Filing RTE Application after taking application from BEO Office



Column totals of frequencies will not add up to row totals as there were changes in method of application (manual/computerised) over the years.

In order of choices of responses of parents at State level for the question – who helped them fill up applications, the following appear prominent – the parents themselves filled up – 31.6 per cent. Choice of option (a) ‘Self’ includes 19% parents (142) who paid service fee to ‘**CYBER CAFÉ**’ and got the application filled/FILED. School staff helped them – 25.6 per cent, friends helped them – 14.2 per cent and neighbours helped them.

Other sources of help, not significant, are: relatives (5.2 per cent) and school staff (2.5 per cent).

It is observed that 31.6 per cent parents show ‘functional literacy’ in regard to filling applications for RTE seats. This proportion is uniformly visible (not identical) across all divisions. Relatives/Friends/neighbours who constitute 31 per cent helpers for the parents at State levels are slightly higher in Kalburgi division (38.2 per cent) and in low proportion (b + c + d – 15.2 per cent) in Belagavi division. Bengaluru division is similar to Kalburgi division (39.3 per cent).

It is again observed that in 25.6 per cent cases, school staff has helped parents.

It is to be noted that educational officers are of very little help to parents (2.5 per cent). It is possible that parents may not approach them. Officers need to be pro-active in helping the ‘disadvantaged’ community.

BEOs office has programmers. Even BRP/CRPs also have Computer skills (minimum skills of filling digital applications – most of them). They can help parents who are labourers and the poor so that they can save on cyber-café services for which they have to pay.

Table 20: Perceptions of parents about selection for RTE seat: by (a) BEO/School, (b) through Lottery System, (c) Recommendation by a VIP, (d) Do not know.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) BEO/School	72	45.0	63	38.4	111	45.9	79	42.0	325	43.1
(b) Lottery System	73	45.6	69	38.4	72	29.8	74	39.4	288	32.2
(c) VIP recommendation	26	16.2	10	6.1	39	16.1	24	12.8	99	13.1
(d) Do not know	9	5.6	5	3.0	20	8.3	8	4.3	42	5.6
Total	160		164		242		188		754	

Source: Primary Data.

RTE admission were initially decided by the BEO's Office going by income, residence and connected criteria. Parents used to think it is decided by school and BEO. Later, due to demand exceeding availability, lottery system was adopted. RTE seats used to be unfilled in recent years. Not all seats were getting filled up. It is possible that some VIPs have recommended to the DDPI/BEO to give unfilled seats to a few parents. Hence, a few parents have reported 'Yes' on this alternative. There are a few parents, who are not knowing how they got RTE seat. They only knew that they had applied. Hence, they have said 'Do not know'.

13.1 per cent parents had approached a VIP for the RTE seat. They also believe that they got the seat because of the VIP.

Lottery system has both advantages and limitations. Fairness and transparency are the advantages while making parents who do not get seats get disappointed. This is a limitation. But those who get seats through lottery system may like the system. Here is data.

4.12.1 Perceptions about lottery system

The question is posed for both who got RTE seats through the lottery system (288 parents) and others who got seats through the other method – manual method.

Table 20.1: Perceptions about lottery system

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Like Lottery System (Yes)	105	65.6	105	64.0	157	64.9	122	64.9	489	64.9
Total	160		164		242		188		754	

Source: Primary Data.

Nearly two-thirds of the sample parents like the lottery system. 38.2 per cent RTE seats in this sample were through lottery system. Another 26.7 per cent parents who did not get through lottery system also like the lottery system as they expect a level playing field in this system.

Table 20.2: Payment of ‘Service Fees’ for RTE seat

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Paid Service Fees (Yes)	14	8.8	8	4.9	14	5.8	12	6.4	48	6.4
Total	160		164		242		188		754	

Source: Primary Data.

Highly insignificant proportion of parents have reported (6.4 per cent) that they gave ‘service fees’ to officers for the RTE seat. But from an ethical perspective this is unacceptable, however insignificant. It is also possible that – they would have got RTE seat without paying anything, or they have given this as ‘Thanks giving’ after getting the seat. Still, the report needs notice. It may also happen that some middle men may collect money from gullible parents giving them false impression that the money has to be given to officers. This is a grey area which needs Department’s attention

4.12.2) Allotment of seats vis-à-vis preference of parents

Table 21: Parent’s preference of Schools

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) More than one School (Yes)	99	61.9	70	42.7	140	57.9	88	46.8	397	52.7
Only one School (Yes)	61	38.1	94	57.3	102	42.1	100	53.2	357	47.3
(b) Indicated Preferences (Yes)	141	88.1	119	72.6	217	89.7	153	81.4	630	83.6

Table 21: Parent's preference of Schools (Contd.)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Got seat as per preference (Yes)										
No.1> (Yes)	110	68.8	105	64.0	165	68.2	134	71.3	514	68.2
No.2> (Yes)	27	16.9	10	6.1	35	14.5	15	8.0	87	11.5
No.3> Yes	3	1.9	4	2.4	15	6.2	4	2.1	26	3.4
No.4> Yes	1	0.6	-	-	2	0.8	-	-	3	0.4
Government Admission in										
First List	127	79.4	122	74.4	183	75.6	154	81.9	586	77.7
Second List	32	20.0	32	19.5	43	17.8	26	13.8	133	17.6
Third List	1	0.6	10	6.1	16	6.6	8	4.3	35	4.6
(c) Total	160		164		242		188		754	

Source: Primary Data.

If nearly 50 per cent parents had applied for only one school, another 50 per cent had applied for more than one school. The choice of only one school or more than one school not only depends (meaning preferences for one or more than one school) on the parent's mindset, but also on the availability of private, unaided, non-minority schools.

83.6 per cent parents had indicated their preferences. Perhaps, they had choices. Almost all of them, 514 out of 630 parents who had indicated preferences (68.2 per cent) got seat as per their preferences. Another 11.5 per cent parents got seat as per their second preferences. Perhaps, demand is more than availability in these cases. This may also be true of another 3.4 per cent who got seat as per their third preference. Density of eligible schools may be low in the second/third/fourth preference admissions to schools.

77.7 per cent parents got RTE seats in the first list. Demand began to rise from 2012-13 to 2017-18 and began to decline thereafter. Growing schools, that is increase in number of seats, opening of English medium government schools, increasing awareness and demand for Adarsha schools (MHRD/SSA promoted) may be the reasons for this phenomenon. 17.6 per cent parents waited for the second list and 4.6 waited for the third list.

It is observed that as per GO of DoE dated 10.04.2017, only 3 preferences are allowed (instead of 5).

4.12.3) Possibilities for choices Across Divisions

Preference for more than one school in the application form is observed in slightly higher proportions than State average (52.7 per cent) in Kalburgi (61.9 per cent) and Bengaluru (57.9 per cent) divisions. It was lower than State average in Mysuru (46.8 per cent) and still lower (42.7 per cent) in Belagavi division.

It is only in Belagavi division that indication of preferences for more than one school (72.6 per cent, State average 83.6 per cent) is lower than State average to a considerable degree.

Belagavi division recorded lower percentage than State average in indication of preferences and choice of more than one school. In contrast, highest proportion of parents (88.2 per cent) across 4 divisions and higher than State average (68.2 per cent) parents got seat as per their first preference.

77.7 per cent parents got RTE seats in the first list as per their preference. This is uniformly observed (not identical) across all four divisions.

Satisfaction levels among parents, disadvantaged sections of society, must be quite high in getting RTE seats in schools of their choice, in the first list itself.

4.12.4) Documents Submitted for RTE Seats

Documents submitted by parents for RTE seats (with applications), acceptance of their documents, happiness of parents (levels) in getting RTE seats, alternative/contingency plans in the mind-set of parents if they had not got RTE seats, are addressed here.

Table 21.1: Documents Submitted for RTE Seats

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Documents Submitted										
Aadhar Card (Yes)	144	90.0	148	90.2	206	85.1	166	88.1	664	88.1
Income Certificate (Yes)	134	83.8	140	85.4	216	89.3	161	85.6	651	86.3
Caste Certificate (Yes)	133	83.1	145	88.4	217	89.7	151	80.3	646	85.7
Age proof Certificate (Yes)	123	76.9	138	84.1	202	83.5	153	81.4	616	81.7
(b) School accepted (Yes)										
Income Certificate for a(ii)	110	82.1	122	87.1	179	82.9	143	88.8	554	85.1
No, sent for checking (Yes)	13	-	3	-	13	-	5	-	34	-

Table 21.1: Documents Submitted for RTE Seats (Contd.)

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(c) Are you Happy in getting RTE Seat?										
Very very Happy (Yes)	146	91.2	141	86.0	221	91.3	163	86.7	671	89.0
Happy (Yes)	9	5.6	15	9.1	17	7.0	12	6.4	53	7.0
Cannot say (Yes)	5	3.1	8	4.9	4	1.7	13	6.9	30	4.0
(d) Alternatives										
Government School (Yes)	99	61.9	87	53.0	144	59.5	90	47.9	420	55.7
Another Pvt. School pay fees (Yes)	61	39.1	60	36.6	89	36.8	98	52.1	308	40.9
TOTAL	160		164		242		188		754	

Source: Primary Data.

Aadhar card, Income, Caste, age proof certificates have been submitted by 88.1, 86.3, 85.7 and 81.7 per cent parents respectively. There is uniformity (not identical) in demand for all these 4 certificates across all the 4 divisions. By and large, a minimum of 85 per cent parents have submitted Aadhar/ Income/Caste Certificates, with 3 exceptions (out of 12 counts). In case of age-proof certificate, a minimum of 80 per cent parents have submitted it in 3 divisions, except in Kalburgi division where it is 76.9 per cent.

Parents were questioned during FGDs, the amount of additional costs (Fees/expenditures) that they incur on occasional field trips organised by schools for their wards (picnics/day out also); for providing subject related learning resources. They were unwilling to reveal any information. On further probing they dismissed the question by telling (a few of the spoke) 'Lekka Idalla Swami' (we do not keep count; they are our children)

651 parents of 754 submitted income certificate (86.3 per cent parents). Perhaps, it was not expected from Coolies and Agricultural Labourers. In case of 554 parents out of 651, 85.1 per cent in this set, the school authorities did not get them re-examined (accepted them). Perhaps, this investigation was not needed in these cases. However, in 34 out of 97 rest of the cases, they got them re-examined/cross-checked. Rest were accepted after confirming with parents.

89 per cent parents have reported that they are ‘Very Happy’ that their children got RTE seats, 7 per cent are ‘Happy’ and 4 per cent are confused, - ‘Cannot Say’ anything.

4.12.5) Alternatives to RTE Opportunity:

Parents had been queried: ‘What would you have done if your child had not got RTE seat or if RTE were not there are all? Parents’ responses are analysed here.

55.7 per cent parents in the State have reported that they would have admitted their kids to a government school. This proportion is high in Kalburgi (61.9 per cent) and Bengaluru (59.5 per cent) divisions. It is low (47.9 per cent) in Mysuru division.

40.9 per cent parents in the State have reported that they would have admitted their children to a private school by paying fees. This proportion is high in Mysuru division at 52.1 per cent. It is noted that, together, the proportion of parents performing government or another private school will not add up to 100 per cent in Belagavi and Bengaluru divisions as 26 parents from these 2 divisions have preferred to be silent on this question, which is also reflected in the State total responses.

100 per cent enforcement in regard to submission of documents by parents along with RTE application is not visible. There is no uniformity in this practice. There can be a waiver/laxity in regard to Aadhar Card (as per Supreme Court Judgements in similar cases) and income certificates (due to concerns of reliability. There can be no liberality in regard to caste and age proof certificates. Insistence on caste certificate may also be relaxed to some extent. There can be no relaxation in regard to age proof certificate. Age specific admission is a RTE mandate. Under aged children should not be admitted to I standard (less than 6 years at the time of admission). But there is laxity in regard to age related certificate also. This certificate/document was not taken from 138 parents, 18.3 per cent at State level. The incidence of laxity is highest in Kalburgi division, where 23.1 parents, 37 parents did not submit it.

4.12.6) District Level Analysis on Relaxation in regard to age-proof – RTE mandate

All districts are guilty on this count except Bengaluru North where the incidence is just 7.5 per cent (6 out of 80 parents). Otherwise districts where more than 20 per cent parents have not submitted age proof certificate are Yadgir (31.2 per cent), Bangalore South (25.0 per cent) and Mysore (20.0 per cent) districts. In 16 to 20 per cent range – districts are –

Uttara Kannada (16.2 per cent), Vijayapura (15.5 per cent), Tumkur (17.1 per cent) and Dakshina Kannada (17.6 per cent), Bellary record is 15.0 per cent.

There are 7 under aged children in this sample in 2019-20 batch.

It is noted that across the state, 40.9 per cent parents would have admitted their children to private unaided schools by paying fees, if they had not received RTE admissions. It means that they are 'willing' and 'capable' of paying fees. In some cases, free RTE seat may be an additionalities in their life, for their income basket. It is also possible that due to their faith/belief (may be rational or blind belief), parents may forego certain basic comforts of life, squeeze their expenditures, save money and admit their children to private unaided schools by paying fees. It is difficult to identify such parents. Still, it can be inferred that RTE opportunity needs better targeting. Administrative wisdom is needed for this.

Table 21.2: PTA Meetings: School convene Parent Teacher Association (PTA) meeting in the past

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
PTA Meetings Concern	158	98.8	160	97.6	233	96.3	183	97.3	734	97.3
Total	160		164		242		188		754	

Source: Primary Data.

97.3 per cent parents report that the schools in which their children (RTE quota) are studying have held PTA meetings. This incidence is uniformly (not identically) observed across all divisions.

4.12.7) District-wise data on Non-Compliance to PTA Meetings

All schools in Yadgir and Uttara Kannada have conducted PTA meetings. In Bangalore North (9 parents) only incidence of non-compliance is noticeable. Otherwise, in another 6 districts, incidence is less than 5 per cent.

4.13: PERCEPTION OF PRIMARY STAKEHOLDERS (continued)

b) STUDENTS

4.13.1 COVERAGE OF STUDENTS

ToR specified a total sample of students with a target of 5,110 students from each district for the 9 districts of the study. There are 5453 students keeping in control the specified district and division minimum as per ToR

Table 22: Age and Sex Profile of Students

Sl. No.	Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	Area of Concern	No.	%	No.	%	No.	%	No.	%	No.	%
A	Age Profile										
	5 & <5	3	0.3	10	0.8	14	0.8	17	1.4	44	0.8
	6 to 10	539	44.9	618	51.3	1125	62.3	697	56.1	2979	54.6
	11 to 13	646	53.8	510	42.3	623	34.5	508	40.9	2287	41.9
	14 and > 14	12	1.0	63	5.2	44	2.4	24	1.9	143	2.6
B	Sex of Students										
	Male	595	49.6	653	54.2	902	49.9	650	52.3	2795	51.3
	Female	605	50.4	552	45.8	904	50.1	592	47.7	2658	48.7
C	Students across Standards in school										
	LKG/UKG	5	0.4	64	5.3	66	3.65	41	3.3	176	3.2
	1 to 5	895	74.6	794	66.1	1334	73.9	915	73.7	3942	72.3
	6 to 8	300	25.0	343	28.6	406	22.5	286	23	1335	24.5
	Total	1200		1205		1806		1242		5453	

Source: Primary Data.

There are 0.8 per cent under aged, 5 and < 5 years of age, and 2.6 per cent over aged 14 and > 14 years of age, children in this sample. In terms of members, they are 44 under aged and 143 over aged children in a sample of 5,453 students.

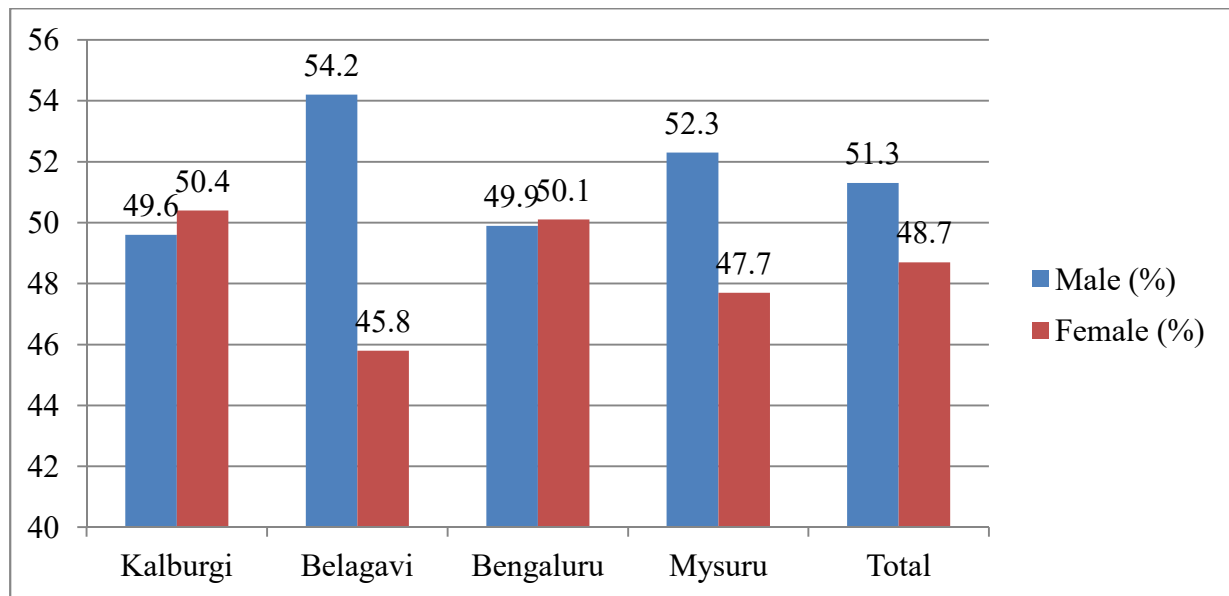
There are no under aged children in Bellary, Uttara Kannada and Dakshina Kannada districts. In Belgaum, Bengaluru and Mysore divisions, 6 to 10 age children are higher than 11 to 13 age children. In Kalburgi division the situations obverse.

Ideal position as per RTE Act, 2009 is that all children should be in 6 to 14 age range. Over aged children can be tolerated to a little extent. But under-aged children should not be there at all. It will not be in harmony with the growth profiles of small children.

By and large, around 72 per cent RTE students are in LPS, 1 to 5 standards. Around 24 per cent are in UPS, 6 to 8 standards. Only 3.2 per cent are in Kindergarten classes. Children in Kindergarten classes were read out the questions, explained, the meanings and reactions/responses recorded.

4.13.2. SOCIAL PROFILE OF STUDENTS

Graph 05: Sex of Students (in Sample)



There is a balanced (not identical) distribution of the sample across boys and girls, at 51.3 and 48.7 per cent respectively.

Table 23: Social Category

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
SC	234	19.5	215	17.8	412	22.8	176	14.2	1037	19.0
ST	132	11.0	51	4.2	156	8.6	83	6.7	422	7.7
Category I	148	12.3	195	16.2	160	8.9	80	6.4	583	10.7
II A	187	15.6	356	29.5	295	16.3	337	27.1	1175	21.5
II B	223	18.6	151	12.5	415	23.0	313	25.2	1102	20.2
III A	55	4.6	51	4.2	264	14.6	178	14.3	548	10.0
III B	221	18.4	186	15.4	104	5.8	75	6.0	586	10.8
TOTAL	1200	100	1205	100	1806	100	1242	100	5453	100

Source: Primary Data.

Social categories mentioned under eligibility for seats in private unaided non-minority institutions under section 12(1)(c) are: SC/ST/ Cat I/ IIA/ IIB/ IIIA/ IIIB/ Orphans/ children of HIV affected parents/CWSN/Children of migrants/ street children and children of parents who had committed suicide (farmers) – 13 groups. Out of them, this sample comprises of only the first 7 categories. Percentages (proportion) of representation of these castes in the sample of this study under the 7 categories are – State sample.

Table 24: State Quota and the sample

Social Categories	SC	ST	Cat. I	Cat.II A	II B	III A	III B	Total
Proportion in Sample (%)	19.0	7.7	10.7	21.6	20.2	10.0	10.7	5453
Reservation in State (%)	15.0	3.0	4.0	15.0	4.0	4.0	5.0	-
	Kalburgi Division							
	19.5	11.0	12.3	15.6	18.6	4.6	18.4	1200
	Belagavi Division							
	17.8	4.2	16.2	29.6	12.5	4.2	15.4	1201
	Bengaluru Division							
	22.8	8.6	8.9	16.3	23.0	14.6	5.8	1806
	Mysuru Division							
	14.2	6.7	6.4	27.1	25.2	14.3	6.0	1242

Source: Primary Data.

Reservation for SCs/STs in the State is set at 15 and 3 per cent respectively. In the sample of this study, representation of SCs and STs is very much higher than the State provided percentages – being 19.0 and 7.7 per cent at State level. It is very high at 22.8 and 8.6 per cent in Bengaluru Division followed by 19.5 and 11.0 per cent in Kalburgi division. It is low, lower than State stipulation at 14.3 per cent for SCs in Mysuru division – this is because, though it is high at 21.1 per cent in Mysuru district, it is quite low at 7.6 per cent in Dakshina Kannada district. It is highest for SCs in Bengaluru South district, at 27.5 per cent and for STs in Ballari at 14.8 per cent.

Proportions are high even for II B category – Muslims and others. Highest among all districts and all categories is for 2A in Belagavi division – 29.5 per cent (Kurubas, Edigas and other 102 sub-groups). 2A lags 43.0 per cent in Uttara Kannada district.

Bottom line of this presentation is that the disadvantaged groups for whom seats are earmarked in private unaided, non-minority schools under section 12(1)(c) are

represented is very high, higher than government reservation guidelines in the sample of this study. This is a welcome phenomenon.

By and large, around 70 per cent RTE students are in LPS, 1 to 5 standards. Around 24 percent are in UPS, 6 to 8 standards. Only 3.2 percent are in Kindergarten classes. Children in Kindergarten classes were read out the questions, explained, the meaning and reactions/responses recorded.

4.14. LEARNING ENVIRONMENT: STUDENTS' FEEDBACK

4.14.1) Social Adjustment of RTE Kids in School:

Questions in this series are – (a) Is your Class Teacher friendly with you? (b) Do you get doubts in your classroom transactions?, (c) If yes, do you try to clear them with your class teacher? (d) If yes, do you get satisfactory answers? (e) If No, is it because (i) you are a shy person, (ii) you are afraid of the teacher, (iii) embarrassed to clarify doubts before friends, (iv) friends are other RTE students. Here is data of students' responses on all these social adjustment questions in classroom contexts.

Table 25: Social Adjustment of RTE Kids in School:

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) Friendly Class Teacher (Yes)	1190	99.2	1180	98.3	1757	97.3	1235	99.1	5362	98.3
b) Get Doubts (Yes)	1052	87.7	958	79.8	1516	83.9	1038	83.3	4564	83.7
(c) Clear Doubts	1035	86.3	928	77.3	1479	81.9	1028	82.5	4470	82.0
(d) Get Satisfactory Answers										
Always	1021	85.1	903	75.2	1392	77.1	961	77.1	4277	78.4
(e) If No to (c) – Because										
(i) You are shy (Yes)	1	-	16	-	14	-	3	-	34	-
(ii) Afraid of Teachers (Yes)	0	-	0	-	12	-	3	-	15	-
(iii) Embarrassed of Friends	3	-	0	-	0	-	0	-	03	-
(iv) RTE Friends (Yes)	0		0		0		0		0	

Source: Primary Data.

- (a) With a few exceptions of 1.7 per cent, 91 students out of a total sample of 5,453 students, all the students, 98.3 per cent in the State report that their class teacher is ‘friendly’ with them. Highest population of such students is in Mysore division. 99.1 per cent and lowest in the group is Bangalore, with 97.3 per cent students.

Districts where students, even insignificant number compared to total students, have reported that class teachers are ‘not friendly’ are: (10 and more than 10 students out of 600 plus sample). Tumkur (35 out of 600) and Uttara Kannada (18 out of 605).

- (b) 83.7 per cent students get ‘doubts’ in class about their learning content. Highest proportion are from Kalburgi division, 87.7 per cent and lowest proportion are from Belagavi division, 79.8 per cent. Over 90 per cent students get doubts in Bengaluru South district.

Students get doubts may mean – either they do not understand the lessons or they think beyond the textbooks and are curious to learn.

- (c) All the students who get doubts may not openly express them and clarify them from the teachers for various reasons and personality constants. However, their number/percentage is very insignificant in this sample. 97.9 per cent of students, who get doubts, get them cleared from their class teacher. This practice reflects a ‘good rapport’ between teacher and students.
- (d) Almost all of them get their doubts cleared in a ‘satisfactory’ manner.
- (e) A few of them who do not try to get their doubts clarified, 34 out of 4564 who gets doubts, 0.7 per cent in the bunch, report that they are shy. Hardly a few are afraid of teachers. They hardly fight shy of their friends (non-RTE) or RTE friends.

Learning Environment in the schools is ‘free’ and ‘open’. Teachers are ‘friendly’. There is no problem of school/social adjustment for RTE kids.

4.14.2) Rapport of RTE Kids with their Classmates, Teachers and HT

(1) Do not RTE kids rag/tease/taunt children admitted under RTE quota?, (2) Do Teachers taunt them?, (3) Do teachers return greetings of RTE students? (d) If yes, it is – all teachers, only a few teachers? (4) Does HT return RTE students’ greetings [greeting may mean – Namaskaara Sir/Madam, Good Morning Sir/Madam]? (5) Do non-RTE kids return your greetings [Good Morning/Hello/Hai]? Here is data on these concerns.

Table 26: RTE Kids with their Classmates, Teachers and HT

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(1) Non-RTE Kids Rag (Yes)	69	5.75	74	6.14	141	7.81	67	5.39	351	6.44
No	1131	94.25	1131	93.86	1665	92.19	1175	94.61	5102	93.56
(2) Teachers Taunt (Yes)	75	6.25	128	10.62	107	5.92	67	5.39	377	6.91
No	1110	92.50	1060	87.97	1682	93.13	1162	93.56	5014	91.95
(3) Teachers Return Greetings (Yes)	909	75.75	1036	85.98	1354	74.97	1003	80.76	4302	78.89
(4) If Yes to (3)										
(i) All Teachers	388	32.33	460	38.17	520	28.79	430	34.62	1798	32.97
(ii) Only a few Teachers (Yes)	521	43.42	76	6.31	834	46.18	573	46.14	2504	45.92
Total	909	75.75	1036	85.98	1354	74.97	1003	80.76	4302	78.89
(5) HT returns greetings (Yes)	673	56.08	722	59.92	822	45.51	679	54.67	2896	53.11
(6) Non RTE kids return greetings (Yes)	645	53.75	634	52.61	818	45.29	634	51.05	2731	50.08
Total Students	1200		1205		1806		1242		5453	

Source: Primary Data.

1. Large majority of students in State, 93.6 per cent, do not engage in ragging/teasing/taunting of children admitted under RTE quota. This is as expected. Still it is surprising that 6.4 per cent students in State indulge in ragging. This may be due to their family (non RTE kids) emotional, social, cultural background. They may do so as a matter of habit. Ragging is common among senior students, irrespective of caste or other considerations.
2. It is amusing that 7.0 per cent teachers taunt RTE kids. Looking at it from a historical perspective, this proportion is very small, but not ignorable in 2019 AD.
3. Ragging by classmates/taunting by teachers are negative behaviours. [Students and] Teachers may not have negative behaviours/attitudes. However, they also need to display 'positive' behaviours. Nearly 21.1 per cent teachers in the State do not return greetings, any time; they are 'serious' faced, 'grim' looking. It may be their personality construct, nothing to do with caste; or RTE.
4. When students say that teachers return greetings, they have expressed their overall/general feelings. However, on further probing, it is observed that this positive

behaviour is displayed by nearly 33.0 per cent teachers in the State. It is only by a few teachers in 45.92 per cent cases.

5. HTs are, may be, slightly better than teachers. 53.1 per cent of HTs (of all HTs of 360 schools), return greetings of RTE students.
6. In case of non-RTE students, 50.08 per cent of them return greetings. Normally, girls do not return greetings of boys in younger age groups.

Inter Division Variations:

There are hardly any perceptible/significant differences in ragging behaviours of non-RTE kids, across divisions.

This is also, by and large, true of teachers engaging in taunting of RTE kids.

In regard to the behaviour of teachers of returning greetings of RTE students, highest incidence is the Belagavi division, 86.0 per cent (State average being 78.9 per cent) and lowest incidence is in Kalburgi and Bengaluru divisions.

All teachers returning students' greetings is lowest in Bengaluru division.

This position of Bengaluru division is also observed among HTs, of Bengaluru division.

Again, this is true of Bengaluru division in case of non-RTE kids returning RTE kids' greetings – lowest incidence. Apart from caste and personality consummate of students, Bengaluru division may have an additional problem of language as many migrant workers' children are admitted under RTE quota. In the sample of this study, 21.9 per cent parents are from another place than the school/City in which their ward is studying.

Districts level data:

Ragging from non-RTE kids is prominent in – 5 and more than 5 per cent students considered – Tumkur (12 per cent), Vijayapura (10.7 per cent), Bengaluru South (7.7 per cent), Yadgir (7.3 per cent) and Dakshina Kannada (6.5 per cent).

Jean Jacques Rousseau, the 17th C champion of children and their wellbeing had observed in his classic treatise 'EMILE' (his brain child) that 'child of nature is good, man/society meddles with her/him (home tutoring, schooling, upbringing) and spoils her/him. Children, left to themselves do not recognize/understand caste differentials. That is how, a great majority of non-RTE kids, 93.6 per cent do not taunt RTE kids.

The RTE Act, section 17 prohibits teachers from taunting children. Teachers of 7.0 per cent of students are guilty of the violation of this section of the RTE Act. They need sensitisation by the Department – Not just the teachers of this sample study, but in general, sensitisation of all teachers about RTE Act, relevant sections, is essential.

Emotional adjustment of RTE kids in private, unaided, non-minority schools is, by and large, satisfactory. Reference herein is to overall milieu, routine life.

4.14.3) SCHOLASTIC ADJUSTMENT OF STUDENTS

These concerns are related to difficulties of RTE students in understanding/transacting school subjects. Concerns are: (a) Are all subjects easy for you? If No, (b) Which are the difficult subjects – (i) Regional Languages, (ii) English, (iii) EVS (for students of I to IV standards), (iv) EVS I (V to VIII), (v) EVS 2 (5th to 8th) and (vi) Mathematics (all students), Computer Science (wherever CE is there); (c) How do you manage difficult subjects? – Options (i) Discuss with Subject Teachers, (ii) Teachers' help, (iii) Discuss with Friends, (iv) Friends Help, (v) Get Home guidance, (vi) Get private tuition, (vii) Do nothing, keep quiet, (d) which type of teachers help? - Women, Men, Both. Here is a feedback (data) from students of this study on all these concerns.

Table 27: RTE Students Scholastic Adjustment

	Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(a)	All Subjects Easy (Yes)	800	66.7	832	69.0	1220	67.6	904	72.8	3756	68.9
(b)	Difficult subjects										
	(i) Regional Language (Yes)	51	4.25	61	5.0	115	6.4	14	1.1	241	4.4
	(ii) English (Yes)	205	17.1	218	18.1	275	15.2	197	15.9	895	16.4
	(iii) EVS 1 to 4 (Yes) standards	42	7.4	36	5.5	47	4.1	27	3.8	152	4.9
	(iv) EVS1, 5 to 8 (Yes)	27	4.3	15	2.7	55	8.3	47	9.0	144	6.1
	(v) EVS2, 5 to 8 (Yes)	29	4.6	13	2.3	80	12.1	10	1.9	132	5.6
	Total 1 to 4 Students	570		650		1147		720		3087	
	Total 5 to 8 students	630		555		659		522		2366	
	Total All Students	1200		1205		1806		1242		5453	
	(vi) Mathematics (All)	88	7.3	180	14.9	277	15.3	159	12.8	704	12.9
	(vii) Computer Science/ CS	72	6.0	113	9.4	115	6.4	93	7.5	393	7.2
	Total All Students	1200		1205		1806		1242		5453	

Source: Primary Data.

68.9 per cent RTE students report that all subjects are 'Easy' for them. By and large, this proportion is same across all divisions. Across the subjects students find the following subjects difficult.

Table 27.1: Difficult Subjects for RTE Students

Standards	Regional Languages Kannada/ Urdu/Marathi	English	EVS	EVS1	EVS2	Mathe- matics	Computer Science
All	4.4	16.4	-	-	-	12.9	7.2
1 to 4	-	-	4.9	-	-	-	-
5 to 8	-	-	-	6.1	5.6	-	-
Total	5453	5454	3087	2366	2366	5353	5453

Source: Primary Data.

English (16.4 per cent students) and Mathematics (12.9 per cent) are the 2 subjects which are of high difficulty potential to the students. This is uniformly felt across all divisions for both the subjects, except in Kalburgi division where only 7.3 per cent students have reported Mathematics as a difficult subject. Subject of least difficulty is the regional language – Kannada, Urdu and Marathi.

4.14.5) Scholastic Adjustment: District-wise analysis:

Across the districts, Bengaluru North and Vijayapura find difficulty in regional languages.

More than 100 students find difficulty in learning English in a few districts. The districts are: Dakshina Kannada (151 students), Vijayapura (150), Yadgir (127), Tumkur (120) and Bengaluru South (104 students).

EVS (1 to 4 students), EVS 1 and 2 (5 to 8 students) are not of much difficulty in any district, except Tumkur in EVS 2.

Again more than 100 students in Tumkur district find Mathematics to be difficult.

Computer Science (CS) is not of much difficulty anywhere, for RTE students.

Of all the districts, students from Tumkur are observe to mention maximum difficulties.

4.14.5) Management of difficult subjects:

Options are: (a) Discuss with Subject Teachers, (b) Teachers help you, (i) Always, (ii) Once in a way, (c) Discuss with Friends – (i) Friends help (i) always, (ii) once in a way, (d) Get guidance at Home, (e) Go for private tuition, (f) Do nothing, keep quiet, (g) which type of teachers help you? (i) Male, (ii) Female, (iii) Both.

Table 27.2: Management of Difficult Subjects

	Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(a)	Discussion with Subject Teachers (Yes)	1098	91.5	994	82.5	1632	90.4	1120	90.2	4844	88.88
(b)	Teachers Help (Yes)	1061	88.4	971	80.6	1580	87.5	1027	82.7	4639	85.1
	(i) Help Always (Yes)	978	81.5	912	75.7	1516	83.9	933	75.1	4339	79.6
	(ii) Once in a way (Yes)	83	6.9	59	4.9	64	5.3	94	7.6	300	5.5
(c)	Discuss with Friends (Yes)	1183	98.6	1188	98.6	1782	98.7	1184	95.3	5337	97.9
	(i) Friends Help Always (Yes)	1029	86.0	1003	83.2	1537	85.1	921	74.2	4490	82.3
	(ii) Help once in a way (Yes)	154	13.0	185	15.4	245	13.7	263	22.2	847	15.5
(d)	Get Home Guidance (Yes)	1139	94.9	1105	91.7	1675	92.7	1155	93.0	5074	93.0
(e)	Get Private Tuition (Yes)	964	80.3	787	65.3	1289	71.4	889	71.6	3929	72.1
(f)	Do Nothing keep quiet (Yes)	205	17.1	129	10.7	302	16.7	149	11.2	775	14.2
(g)	Teachers who help you										
	(i) Males	221	18.4	263	21.8	433	24.0	344	27.7	1261	23.1
	(ii) Females	38	3.2	94	7.8	112	6.2	84	6.8	328	6.0
	(iii) Both	941	78.4	848	70.4	1261	69.8	814	65.5	3864	70.9
	Total Students	1200		1205		1806		1242		5453	

Source: Primary Data.

More than one response is possible and allowed for this question.

88.8 per cent of all students (who get doubts) discuss with subject teachers to clear their doubts. This proportion is low at 82.5 per cent in Belagavi division.

In 85.1 per cent of cases among students who prefer to discuss, the teachers help them. A miniscule 5.3 per cent help ‘once in a way’. By and large students approach teachers; and teachers help. In 70.9 per cent cases both male and female teachers help

students. Girls tend to approach female teachers for help. In 6.0 per cent cases female teachers, exclusively, help students.

97.9 per cent students also approach friends/classmates for help and in majority of cases (82.3 per cent), friends help (friends also should know the solutions), ‘always’.

93 per cent students report that they get home guidance. This report cannot be accepted as considerable proportion of fathers and mothers are illiterate or educated up to class 5. However, it is possible that an elder sister, brother, aunt, uncle can help.

72 per cent students report that they get private tuition. If this is true, it will be an extra cost/burden for parents of RTE children. If ‘children with learning difficulties’ can be helped at school, this cost can be avoided/prevented. Depending on private tuition is high at 80.3 per cent in Kalburgi division – Bellary district (83.2 per cent) and lowest at 62.6 per cent in Uttara Kannada district [District-wise analysis].

During FGD of parents, they were questioned on the need for private tuitions. They were either silent or evasive. They do not complain against schools. They said: ‘Namma Kushige Kaluhisutheve’ [we send them for our well-being]. Further, probing elicited silent response.

14.2 per cent students report that they do not try to clear their doubts. They keep quiet. This is not acceptable. All students, including such students, need to be encouraged/motivated to ask questions, clear doubts and ensure learning.

Learning atmosphere in schools where RTE children study is, by and large, free and open, encouraging for students, with a few unacceptable exceptions. Schools need to be sensitized about shy and withdrawn students. They will be there in a minority in all schools. Schools need to be pre-active to reach them.

4.14.6) COMPUTER EDUCATION FOR RTE CHILDREN

Opportunity to learn using Computers, organisation of such opportunities by the school without discrimination /exclusion, that is in the company of non RTE children, content of learning through computers- that is learning school subjects, surfing for information, completing projects or just playing games are concerns in this sub section

Table 28: Opportunity to learn with computers

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) Opportunity to learn with Computers [3 to 5 Standards] (Yes)	706		643		1193		812		3354	
b) (i) With RTE students only (Yes)	12	1.7	20	3.1	75	6.3	61	7.5	168	5.0
(ii) With even non-RTE students (Yes)	694	98.3	623	96.9	1118	93.7	751	92.5	3186	95.0
c) Independent Users (Yes)	606	85.8	563	87.6	1126	94.4	703	86.6	2998	89.4
d) What is Learnt?										
(i) School Subjects (Yes)	662	93.9	563	87.6	1126	94.4	703	86.6	3054	91.1
(i) Surf Information (Projects) Yes	629	89.1	518	80.6	958	80.3	558	68.7	2663	79.4
(ii) Play games (Yes)	562	79.6	442	68.7	877	73.5	552	68.0	2433	72.5
Total Sample	706		643		1193		812		3354	

Source: Primary Data.

A large majority of parents, especially in semi-urban and urban areas prefer private, unaided schools, either by paying fees or under RTE, keeping in view 2 special opportunities

There is scope for their children to be conversant with English language, the language of high level business, commerce, trade, transport and the professions and (ii) there is opportunity for Computer Education and Computer skills which is the language of the modern world.

(a) 73.3 per cent students studying in 3rd to 8th standards have opportunity to learn with and through computers. Among rest of the students CE may begin from 5 to or 6th standards. Here, the count is taken from 3rd standard.

It is highest in Bangalore division, as expected, at 83.4 per cent (3 districts), followed by Mysore division at 79.5 per cent, followed by Belagavi division at 66.4 per cent and lowest by Belagavi division at 66.4 per cent and lowest in Kalburgi division, as expected, at 61.2 per cent.

(b) Is there discrimination in provision of Computer Education in schools against RTE kids? It is there in 5 per cent of cases of students in this sample, among children who have CE opportunity.

It is lowest in Kalburgi division at 1.7 per cent, 12 out of 706 students, and high in Bengaluru and Mysuru divisions – 75 out of 1193 and 6 out of 812 students respectively.

M and S by CRPs/BRPs and re-sensitization of such schools is needed.

(c) 89.7 per cent students have had opportunity to independently operate computers. This is high in all divisions.

(d) What do students do with Computers? (i) Nearly 92 per cent students learn school subjects. This is uniformly (not identically) observed across all divisions. (ii) Nearly 80 per cent surf for supportive information to work on and complete school projects. This is quite high in Kalburgi division (89.2 per cent) and low (68.7 per cent) in Mysuru division. Belagavi and Bengaluru divisions log proportions nearer to the State average value. (iii) 72.3 per cent students play games. This number may be higher at lower standards, 3 and 4. It is a little high (79.6 per cent) in Kalburgi division.

All private, unaided schools (all students) give Computer Education from 3rd standard onwards is not true. Many schools do not do so.

A large majority of children learn school subjects and surf for information for completing projects. This is good. An opportunity missed by all children (especially the poor children) in Government schools (3rd to 5th standard) and by 65 per cent of children (6th to 8th standard) is available and accessible for RTE children (disadvantaged sections). This is good and welcome. Government pays for it.

4.14.7) Table 28.1: Opportunity to conduct experiments in the Science Laboratory.

	Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
a.	Conduct Experiments (Yes)	1096	91.3	1185	98.3	1710	94.7	1143	92.0	5134	94.2
	(i) Independently (Yes)	31	2.8		-		-	19	17	50	1.0
	(ii) In Batches (Yes)	1065	97.2	1185	100	1710	100	1124	98.3	5084	99.0
b.	Who in Batch										
	(i) Other RTE Kids	150	14.1	166	14.0	208	12.2	82	7.3	606	11.9
	(ii) All – even non RTE kids (Yes)	915	85.9	1019	86.9	1501	87.8	1042	92.7	4477	88.1
c.	Happy to do experiments (Yes)	763	69.6	812	68.5	1216	71.1	766	67.0	3557	69.3

TOTALS VARY

Source: Primary Data.

94.2 per cent students have opportunity to conduct experiments in Science. Almost all of them do it in batches of students. This is uniformly so in all divisions.

In nearly 12 per cent cases in the State, 606 children out of 5134 students who conduct experiments (Total 5453 students) are allowed to do so in batches of RTE students only. In another 88.1 per cent cases, 4477 out of 5134 students, students are allowed to do it with all students, no RTE/non-RTE consideration. This is uniformly so in all divisions.

However, only 69.3 per cent of students are happy to conduct experiments. What is the cause of unhappiness for rest of the students? It is not clear. One possible explanation is, when students conduct experiment in batches, it is possible that the senior partners (classmates only) may boss over – senior may be in height, talkativeness, academic performance, etc., the others and deprive of full opportunity. Teachers/lab. Assistants have to monitor this. They may not be doing it. This ‘happy’ student’s proportion is uniformly observed across all divisions.

Districts where only RTE children are formed into batches to conduct experiments are: Vijayapura (21.4 per cent), Yadgir (17.0 per cent), and Bangalore South (14.9 per cent). Low incidence in there in Uttara Kannada (6.9), Dakshina Kannada/Mysuru (7.3) and Bengaluru North (7.8 per cent).

This type of subtle discrimination should be monitored and regulated by Departmental Officers – CRP/BRP.

4.14.8) Use of Library and Reading Room

Concerns are: (a) use of Library, (b) It is with only RTE or with non RTE children, (c) Timings of issue of library books/of reading room (d) Access to newspapers

Table 28.2: Use of Library and Reading Room

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Use of School Library (Yes)	1001	83.4	1037	86.1	1420	78.6	993	80.0	4451	81.6
With non-RTE Students (Yes)	821	82.0	949	91.5	1259	88.7	864	87.0	3893	87.5
If No, RTE kids separate time (Yes)	90	9.0	36	3.5	48	3.4	22	2.2	196	4.4
(b) School Lends Books (Yes)	957	79.8	972	80.7	1254	69.4	894	72.0	4077	74.8
(i) Just Like Non-RTE kids (Yes)	840	87.8	827	85.1	1053	84.0	793	88.7	3513	86.2
(c) RR in School (Yes)	953	79.4	1034	85.8	1408	78.0	1031	83.0	4426	81.2
If yes, RR Timings same for all (Yes)	877	92.0	980	94.8	1334	94.7	987	95.7	4178	94.4
Separate Timings for RTE Kids (Yes)	76	8.0	54	5.2	74	5.3	44	4.3	248	5.6
(d) Sufficient Newspapers in RR (Yes)	844	88.6	858	83.0	1193	84.7	897	87.0	3792	85.7

Source: Primary Data.

No response from 362 students for question a(ii). [4451 – (3893 + 196)]

Multiple choices were given for expressing reasons for being not happy ‘to some extent’ and for being ‘not happy’ at all. The count of responses is for 86 ‘Not Happy’ children. 38 out of 86, 44.2 percent [0.7 percent when taken out of total 5453 kids] report that teachers are ‘unfriendly’. It happens.

All the teachers are not ‘friendly; may be with some or all children. It is human nature, though this is not expected of teachers. They can only be counselled to avoid giving such feelings to students.

Library is a mandated facility under RTE Act. All Government schools – LPS/HPS/HS – have a library. SSA had given a grant in 2010 for all schools to have a library. Using individual school funds – SDMC/HT participated – participative exercise and with stalls from well-known children’s/school books (not textbooks) publishers and distributors – school libraries were either set up or enriched. Library exhibition had been arranged at convenient places in every district – mostly District HQ for book choice. Exhibition was for a week. SDMC President/HT were provided transport costs and library grant. As a prelude SSA had

a preparatory meeting with 40 leading publishers/distributors Kannada/English/Urdu/.. books). Meeting was for two days at Mitralaya School, behind Bengaluru Mahanagra Palike in December 2010. The bottom-line of this information is that all government schools have RTE mandated library.

81.6 per cent private, unaided, fee charging schools have a library. 18.2 per cent schools 92 out of 5453 schools, do not have a school library. How can the Department tolerate it? Surprisingly, 21.4 per cent schools in Bengaluru division do not have a school library.

Districts: 4 Districts have more than 20.0 per cent schools which do not have a school library. The districts without a school library are: Tumkur (35 per cent), Dakshina Kannada (34), Vijayapura (23.3) and Bengaluru South (22 per cent).

- a. (i) (ii) Among schools which have a school library, 4.4 per cent maintain a separate timing of library hours for RTE students. This proportion is highest at Kalburgi division, at 9.0 per cent and lowest at Mysuru division at 2.2 per cent.
- (b) Even while 81.6 per cent students have libraries in their schools, only 74.8 per cent (of all schools) lend books to students. The point to be noted here is that out of these 74.8 per cent schools who lend books, 86.2 per cent maintain same condition for all the students – timings of issue, number of books issued, duration of keeping books, etc. Another 13.8 per cent have different rules for RTE students.
- (c) Even though 4451 out of 5453 schools have a school library, 81.6 per cent, still only 4426 schools, 81.2 per cent, maintain a Reading Room. 27 schools have a library, but no Reading Room/Reading Corner in a Library. Out of the 81.6 per cent schools which have a Reading Room, 94.4 per cent schools maintain same timing for all students. 5.6 per cent schools, 248 out of 4,426 students are allowed (RTE students) to RR at different/ separate timings.
- (d) 85.7 per cent students who report that they have a Reading Room in their schools also report that there are sufficient newspapers.

District-wise Analysis shows that –

Districts which have separate set of rules for issue of books to RTE students (15 per cent and more students reporting on it) are: Tumkur (23.4 per cent), Vijayapura (16.7) and Bengaluru North (16.1).

Districts which maintain separate Reading Room timings for RTE students are: (more than 8 per cent count) – Bellary (11.8 per cent), Tumkur (9.7 per cent) and Vijayapura (8.4 per cent).

Violation of RTE Act

From students' report it is revealed that there are 2 types of RTE violations in sample schools of this study. 18.4 per cent do not have a school library. This is one type of violation.

Second type of violation is discrimination against RTE children in terms of – separate rules for lending books, separate timings for library and reading rooms for RTE students. These issues need to be addressed by the Department and its Officers.

4.14.9): School Projects/Assignments: exposure to RTE students

- (a) Practices of school in regard to assignments/ projects
- (b) Reaction of teachers for non-completion in time by students.

Table 28.3: School Projects/Assignments: exposure to RTE students

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Get Projects (Yes)	1091	90.9	1017	84.4	1624	89.9	1138	91.6	4870	89.3
(i) Complete in time (Yes)	982	81.8	963	79.9	1509	83.6	998	80.4	4452	81.6
(ii) a (i) always (Yes)	600	50.0	485	40.2	956	52.9	635	51.1	2676	49.1
(iii) a (i) by and large (Yes)	258	21.5	349	29.0	444	24.6	250	20.1	1301	23.9
(iv) a (i) once in a way (Yes)	124	10.3	129	10.7	109	6.0	113	9.1	475	8.7
(b) If a (iv) Teacher scolds (Yes)	42	3.5	36	3.0	44	2.4	29	2.3	151	2.8

Source: Primary Data.

89.3 per cent students get assignments/project work in schools – almost all children as small kids may not get them. This is uniformly so across all divisions.

81.6 per cent of students who get projects/assignments complete them in time. This is the uniform (not identical) position across all divisions. Out of these 81.6 per cent, a sub-sect of 81.6 per cent, that is 89.3 per cent complete the project/assignment 'always' in given time or 'by and large' in given time. 8.7 per cent students have difficulties in sticking to time. They may need additional help.

In summary, 4870 out of 5453 students get projects/assignments. Out of them 4452 complete them 'always or by and large in time'. 475 out of 4452 complete projects in time 'once in a way'. 151 out of 475 students get scolding from teachers, when they do not complete the project/ assignments in time. That is, 475 out of 4452 students, 8.7 per cent cannot complete the projects in time and 151 out of 4452, 2.8 per cent get scolding in school (RTE children).

Scolding children, for any reason, is a violation of RTE Act section 17. Children need to be assisted, facilitated, motivated to complete projects in time.

4.15. Participation in Sports/Games/Literary and Cultural Activities

Participation in Sports/Games/Literary and Cultural Activities is classified under –

[A] Field Games [B] Athletics [C] Cultural Activities and [D] Literary Activities –

There is a general question which applies to all the A/B/C/D activities, which is – In which of the following activities do you participate? Note that field games include both indoor and outdoor games.

RTE children participate in variety of field games – indoor and outdoor. In order of popularity of games, the following list is presented: Normally popular among boys (not a generalisation) – Kho-kho (49.3 per cent), Kho-kho is to some extent, popular among girls also; Kabaddi (45.2 per cent); Cricket (24.3 per cent); Foot Ball (16.2 per cent); Hockey (5.4 per cent); Normally popular among girls – Ring (26.1 per cent), Throw Ball (25.2 per cent); Tennicoit (6.3 per cent); normally popular among both boys and girls – Basket Ball (8.9 per cent), Table Tennis 4.9 per cent) and Shuttle cock (3.1 per cent); a variety of other non-specific games are mentioned by a total of 14.7 per cent students.

There are marginal variations in popularity of games among RTE students. For instance, Cricket is least popular in Bengaluru division, across the 4 divisions. There is no play ground in schools. Children of well-to-do families join clubs, by paying monthly fees. RTE children cannot do it. Kabaddi, a popular game in State is least popular in Bengaluru Division. It is more popular in less urbanised districts. Shuttle Cock and Table Tennis have very low following in Kalburgi division.

Investment on sports and games is very low, sub-optimal in private, unaided schools. Low investment in Government schools is tolerable, though not welcome, but not in private unaided schools which collect high volume of fees/donations from parents.

Kho-kho, Kabaddi do not need substantive investments. Both of them are popular (highest level of popularity). Hockey needs investments. Only 5.4 per cent students have mentioned it.

Ring, Throw Ball, Tennis, are popular among girls demand low investments.

The Department needs to consider in depth the type of sports/games facilities in private, unaided schools before deciding on volume of reimbursement. As of now, the formula for reimbursement includes all these considerations. However, self-reports of schools are normally taken into account. Detailed inspection would be needed on school-by-school basis from CRPs/BRPs/ECOs/other officials.

As compared to field games, participation of RTE students in athletics is quite low. Nearly 40 per cent do not participate in any of the 5 major events noted here. Running race is a little popular as it does not need any expenses or/preparation, RTE students participate in Javelin throw (15.6 per cent), Long Jump (12.9 per cent) and Discus Throw (9.1 Per cent).

It is noted that none of the high investment events which have Olympic level recognition are provided for in schools, Gymnastics, weightlifting, aquatics shorting, archery, fencing, etc., involve expenditures. It is not there in any State Board, private, unaided schools. Quite a few ICSE/IBSE schools in Bangalore have some of these facilities.

Schools are nurseries for enculturing State/National/International level competitions. The dream of a RTE Compliant school is to provide rich and variegated exposure and experience to children of disadvantaged families, facilitate them to grow up and blossom to their differentiated potentials, not just academics and standard professions. This is not happening. At this rate, Karnataka/India, has a long and arduous way to tread to reach Golan heights in international sports/games/athletics/aquatics events.

Cultural Activities:

Normally children participate in (a) music, (b) light music, (c) folk music, (d) dance, (e) folk dance, (f) drama, (g) painting, (h) drawing, (i) rangoli, (j) others, (k) none: 10 activities identified here. Do RTE kids participate in such events.

12.9 per cent RTE children do not participate in any cultural activity. Alternatively, 87.1 per cent RTE children participate in one or the other cultural activities. In order of proportions of students who participate in cultural activities, highest proportion is for 'Drawing' (44 per cent). It is a natural activity, popular even with toddlers and at school

level needs extremely low expenses. It is followed by dance (41.8) and music (31.3 per cent). By and large, when children mention dance, it will not be Bharathanatyam, Kathak, Kathakkalli, Odissi or Manipuri. It will be 'film dance'. Likewise, when they mention music, it is not Karnataka classical or Hindustani or Rabindra Sangeetha. It will be 'film music'. Traditional forms of music/dance need investments of money, time, patience and perseverance. RTE parents cannot afford.

Painting (2.8) and folk music (23.2) and folk dance are also popular (20.1). Karnataka is rich in folk culture. Yakshagana, Kamsale, Gigipada, Banjara, Karadi Kunita are illustrations. They need skill and practice. Painting involves some cost. It is good that RTE children are into these activities. Painting involves some cost. It is good that RTE children are into these activities.

Drama is a popular art form in the State. School has been a standard platform to groom drama artists for a long time. Several amateur theatres and modern (on the lines of German Playwright BRECHT) theatres came up in 1960s and 1970s in the State. Karnataka is the land of TP Kailasam, Sri Ranga, Raghava, Parvathavani, B V Karantha and Girish Karnad. RTE children (21.4 per cent) have taken to drama is a good thing.

Rangoli is a popular art form in the State (all over India). It is normally identified with middle class families and rural folk. It is good that 16.6 per cent RTE kids, all may be girls, have taken to it. This needs to be more popular among RTE kids.

Light music is not so popular among RTE kids even though it has a glorious history in the State. Vachana and Dasa traditions are 500 years old in State. This does not require much investment except a good (tolerably good) voice. Schools need to popularise it among RTE kids. It is regaling to the heart and exhilarating to the listeners.

Cultural activities in schools need a better streamlining. Schools need guidance and direction from high level non-government State organisations through the Department.

Literary Activities

Literary activities in which all children and RTE kids participate in school are – (a) Essay Writing, (b) Extempore speech, (c) Debate Competitions, (d) Quiz Competitions, (e) Others. Here is field data on participation of RTE children in these activities.

Drama is a popular art form in the State. School has been a standard platform to groom drama artists for a long time. Several amateur theatres and modern plays get conceptualised and come to life in schools (colleges)

Quiz programmes is the earliest among literary activities. 45.4 per cent RTE children participate in it. There can be group quiz also. Sometimes teachers make two groups in a class, left hand side and right hand side of the class, form two groups and conduct quiz without a quiz master. The class may be of boys only, girls only or both together. It is of value, but not a countable activity.

Highest participation is in ‘Essay Writing’, 37.0 per cent students. It is slightly higher in Belagavi division, 44.0 per cent and lower than State average in all the other 3 divisions. It is followed by participation in extempore talks 30.1 per cent. It is good. However, debates which some oratory skills, records 23.9 per cent participation.

Literary activities contribute to language development, graphic imagination, oratory skills which means, pronunciation, intonation and dialogue delivery, precision in writing, usage of direct/indirect speech, facial expression that match use of the language according to emotions. A higher level of participation should have been there.

In all Government schools, at the beginning of the year, talents of children are given scope for expression in a formal programme of one or two days in the form of a Talents Festival – Prathibha Kaaranji. Some private schools are known to conduct ‘Talents’ Day’. This programme must be made mandatory even for private schools where RTE children can participate and benefit.

4.15.1) RTE children’s participation in competitions:

12.4 per cent of RTE students do not play games in school. This is not strange. This is true of non-RTE children also, generally speaking. A large majority play games at school either daily or regularly. This is good. Participation is a little lower than State average in Kalburgi and Mysuru divisions.

Only 17.5 per cent RTE children have participated in inter-school competitions. This is the norm for all children in schools, in general. Such participation is highest in Kalburgi division and lowest in Mysuru division.

School events or inter-school events, 43.3 per cent students have won prizes in competitions. This is as it can be. All cannot win prizes, even when rotation of time is considered, that is events, this or previous years. Highest number/proportion of students winning prizes is reported from Kalburgi division.

RTE children have good facilities for participation in games and school events in private, unaided schools. It is not clear whether schools have ‘participation’ certificates or consolation’ prizes. In such a case, higher level of ‘prizes won’ report would have been there. Satisfaction among children would have been more widespread.

4.16. Happiness Level of RTE kids in RTE schools

(a) Are RTE children happy in their respective schools?

(b) If they are not, why are they unhappy – because of (i) excessive discipline, (ii) paucity of friends, (iii) ragging from seniors, (iv) unfriendly teachers, (v) other reasons. Here is data

Table 29: Happiness level of RTE students

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
a) Happy?										
(i) Very Happy	737	61.4	876	72.7	1279	70.8	789	63.5	3681	67.5
(ii) Happy	443	36.9	296	24.6	499	27.6	403	32.4	1641	30.1
(iv) To some extent	8	0.7	16	1.3	12	0.7	9	0.7	45	0.8
(v) Not Happy	12	1.0	17	1.4	16	0.9	4	3.3	49	0.9
(b) Reasons for a (iv)										
(i) Excessive Discipline	10	0.8	17	1.4	16	0.9	32	2.6	75	1.4
(ii) Not many Friends (Yes)	10	0.8	17	1.4	11	0.6	16	1.3	54	1.0
(iii) Ragging by Seniors	4	0.3	1	0.1	5	0.3	8	0.6	18	0.3
(iv) Unfriendly Teachers	5	0.4	11	0.9	8	0.4	14	1.1	38	0.7
(v) Other Reasons	4	0.3	4	0.6	2	0.1	0	0.0	10	0.2
Total Students	1200		1205		1806		1242		5453	

Multiple responses are possible for (b) – Reasons for being unhappy.

Source: Primary Data.

97.6 per cent RTE students are either very happy (67.5) or happy (30.1 per cent) in the school where they are studying. Percentages across 4 divisions are: 98.3, 97.3, 98.4 and 95.9 per cent respectively.

A small minority, insignificant, but not ignorable, are not happy (0.9 per cent). Reasons for their unhappiness are strict discipline and paucity of friends, followed by unfriendly teachers. Ragging is not a prominent reason.

Districts where all RTE students are very happy/happy are: Bellary and Mysuru. All three districts in Bengaluru division have a better record, very low number being not happy, 16 out of 1,806. Highest figure is in Dakshina Kannada 41 out of 630 students.

Students are 'by and large' happy to be in schools under RTE umbrella. Majority are 'Very Happy'. As such adjustment level of students in RTE schools is quite high. Children are innocent. They do not even understand that they are being discriminated against by adult society- HT, Teachers (exceptional cases, cannot be ignored)

Students who are unhappy (1.3 percent) are so because of 'excessive discipline' (as reported by students) in RTE schools. It is not clear as to the meaning of 'excessive'. Further, opinions differ in society on the degree of discipline to be maintained in schools. Individual/group counselling of children is always good.

SECTION V: CONCERNS OF DISCRIMINATION AGAINST RTE STUDENTS

4.17 Discussion: RTE parents/children belong to disadvantaged section, lowest social strata in the hierarchical structure of Indian society. There is a fusion of caste, class and life-styles in this historically stratified society. The Constitution of India is a blue print of a new society that is directed towards justice, equality, brotherhood and freedom from any type of social/political/cultural discrimination. There have been phenomenal progress in Indian society since 1950 in this direction through legislation, social action, citizen-awareness, Judicial sanctions and media hype, still, these values have not completely percolated into the mind-set and world view of all sections of Indian society (Karnataka included). Discrimination is practised in subtle/hidden ways in urban life/school life in society.

In the context of RTE Act, specially implantation of section 12(1)(c), discrimination against RTE kids in private, unaided schools may be in regard to seating arrangements for children, during class sessions, mid-day meals; grouping of children in computer/science laboratory; access to library and reading room; use of toilets and drinking water and the like. This evaluation study addresses the foregoing concerns with empirical data.

4.17.1) Table 30: Discrimination in seating arrangements

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
A. Same class rooms (Yes)		75	93.8	75	93.8	113	94.2	77	96.2	340	94.4
B. In a bunch (Yes)		3		1		5		5		14	
C. Alphabetical order (Yes)		5		5		23		9		42	
D. As per height (Yes)		31		28		50		24		133	
No order		36	45	41	51.3	35	29.2	39	48.8	151	41.9
LUNCH	E. Lunch in CR (Yes)	18	22.5	25	31.2	68	56.7	53	66.2	164	45.6
	F. in community Hall (Yes)	25	31.2	28	35.0	25	20.8	6	7.5	84	23.3
	G. In compound (Yes)	29	36.2	19	23.8	34	28.3	12	15.0	94	26.1
	H. Other places (Yes)	5		3		5		5		18	
	Total Schools	80		80		120		80		360	
SOCIAL MIX	I. all kids sit at one place (Yes)	57	71.3	66	82.5	95	79.2	63	78.8	281	78.1
	J. RTE kids sit separately (Yes)	1		1		4		6		12	3.3
	K. No response	22	27.5	13	16.2	21	17.5	11	13.8	67	18.6
	Total Schools	80		80		120		80		360	

Source: Primary Data.

There is discrimination against RTE children in 18 out of 360, 5.6% schools of the State. RTE children sit in separate classes/ sections. It is relatively in lower proportion than 5.6% in Mysuru district (at 3.8%, 3 schools).

Districts where such discrimination are reported are: Tumkur (6 schools), Vijayapura (4 schools), Bellary (3), Mysuru and Yadgir (2 each), Uttara Kannada, Bangalore North and Dakshina Kannada (1 each). There is no such school in Bangalore South district.

In 340 out of 360 schools, RTE children sit with others. There is some order in seating of these children. In 14 out of these 340 schools, 4.1% schools, RTE children are bunched together. Out of 326, rest of the schools, there is some order in seating of children in classrooms/ sections, in 175 schools (175 out of 326 is 53.7%). This order maybe according to height of children or alphabetical order of names. In 151 schools (41.9% schools, out of 340 total there is no order, children sit wherever they are comfortable.

In effect, 20 school's seat RTE Students in separate sections, 14 schools- RTE as a bunch, in total 34 out of 360 schools, 9.44% of schools, there is discrimination against RTE children in classroom seating arrangements, in the State.

Across divisions, this discrimination (separate class + bunching) tally is- Kalburgi- 8 out of 80 schools, 10%; Belgaum- 6 out of 80 schools, 7.5%; Bangalore – 12 out of 120 schools, 10%; and 8 out of 80 in Mysuru division- 10%. Total in State- 34 out of 360 schools.

Table 30.1: District-wise analysis of discrimination in seating arrangements reveals (separate classroom/ section + bunching)

Districts	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
Separate section	3	2	1	4	1	0	6	1	2	20
Bunching	2	1	1	0	1	1	3	5	0	14
TOTAL	5	3	2	4	2	1	9	6	2	34

Source: Primary Data.

Discrimination is there throughout the State, even though it is in different forms (2) and to a low degree. Focussed attention for prevention is needed in monitoring by M & S officers.

4.17.2) LUNCH BREAK

There is possibility of discrimination during lunch break when social mixing is possible. Students take their lunch (in some schools there is a short break as well as a long break, long break is for lunch) in their classrooms, in community hall, in school compound, and at other places (may be auditorium, playground etc.). In 281 out of 360 schools, 78.1%, all kids sit at one place and consume lunch. In 12 schools, RTE kids sit separately for lunch- 3.3% schools- not clear whether it is their choice or that of school arrangement. 18.6% schools- HTs are not aware/ concerned about this. Sensitization of HTs about RTE directives would be necessary.

Districts where RTE kids sit separately for lunch are: Dakshina Kannada (5 schools); Bellary, Vijayapura, Bangalore South and Mysuru (1 school each); Tumkur (3 schools).

4.17.3) Table 31: Participation of RTE Children in Sports and Games; Cultural Activities.

Division		Kalburgi		Belgaum		Bangalore		Mysuru		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Participation of RTE kids	A. Sports & games	76	95.0	75	93.8	119	99.2	78	97.5	348	96.7
	No. of Schools	80		80		120		80		360	
	In group games (YES)	63	78.8	58	72.5	87	72.5	58	72.5	266	73.9
	B. Cultural Activities	79	98.8	74	92.5	115	95.8	80	100	348	96.7
Cultural Activities	Literary (Yes)	32	40.0	35	43.8	56	46.7	32	40.0	155	43.0
	Music (Yes)	50	62.5	56	70.0	89	74.2	56	70.0	251	69.7
	Dance (Yes)	60	75.0	64	80.0	86	71.7	65	81.3	275	76.4
	Drama (Yes)	46	57.5	41	51.3	66	55.0	43	53.8	196	54.4
	Drawing & painting (Yes)	56	70.0	63	78.8	79	65.8	51	63.8	249	69.2
	Others	16	20.0	13	16.3	18	15.0	16	20.0	63	17.5
Won Prizes RTE (Yes)		63	78.8	43	53.8	73	60.9	61	76.3	240	66.7
Number won prizes (mean figures)		9		14		14		8		11	
Total Schools		80		80		120		80		360	

Source: Primary Data.

In 96.7% schools, 348 out of 360, RTE children participate in sports and games activities. High level of participation is reported across all divisions. However, only 74%

participate in ‘group’ games. This is a general phenomenon, not limited to RTE children, this is also true across all divisions.

96.7% RTE students participate in cultural activities. It is in 100% schools in Mysuru division, and quite high in other divisions. However, level of participation varies across the type of activities. Participation in literary, music, dance, drama, drawing/ painting and ‘others’ category activities are reported by 43.0%, 69.7%, 76.4%, 54.4%, 69.2% and 17.5% respectively.

Participation in literary activities, drama and ‘others’ is uniformly reported across all divisions. It is in higher proportion in Dance in Mysuru and Belgaum divisions, in music in Bangalore Division, in drawing/ painting in Belgaum division.

In 66.7% schools, RTE students have won prizes. On an average, 11 students (RTE) win prizes. There can be 60 to 80 prizes (on an average) in a school (medium sized) in a year. RTE students have done well.

There appears to be no discrimination in participation of students in sports, games and cultural activities.

4.17.4) Table 32: Science Laboratory and Teaching Learning Activities:

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
RTE kids conduct experiments (Yes)	74	92.5	69	86.2	112	93.3	73	91.2	328	91.1
Do with all children (Yes)	71	88.8	67	83.8	109	90.8	71	88.8	318	88.3
Mixed groups	66	82.5	66	22.5	104	86.7	65	81.3	301	83.6
RTE kids separate groups (Yes)	5		1		5		6		17	4.7
No. of schools	80		80		120		80		360	

Source: Primary Data.

In 91.1% schools, RTE children conduct experiments in science subjects/ topics. This is so across all divisions except Belgaum where the percentage is 86.2%.

RTE children conduct experiments when all non- RTE children are also engaged in experiments.

RTE children engage in experiments in mixed groups with non-RTE children in 83.6% schools.

Separate groups for RTE kids are there in 17 out of 360 schools, 4.7%.

Districts where RTE children conduct experiments in separate, only RTE children groups are: Yadgir and Dakshina Kannada (4 schools each); Bangalore South (3), Bangalore North and Mysuru (2 each); Bellary, Vijayapura (1 each); Tumkur and Uttara Kannada (0).

There appears to be a marginal degree of discrimination in regard to involvement of RTE kids in conduct of science experiments; cannot be ignored still, M and S needs to be focused on this concern.

4.17.5) COMPUTER EDUCATION (CE)

Is there a computer laboratory in the school? Do students learn school subjects using computer? Do they only surf/ search for information? Do they complete projects using computers? Do they play games using computers? Do children learn in groups using computers? Do RTE children sit with all children for CE? Do RTE children sit in separate groups for CE?

These are the concerns around which CE analysis and discrimination, if any, in CE for RTE children have been discussed. Here is the data.

Table 33: Computer Education analysis and discrimination for RTE Children

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
CL in school (YES)	68	85.00	62	77.50	117	97.50	75	93.75	322	89.44
Students learn school subjects (YES)	52	65.00	47	58.75	94	78.33	64	80.00	257	71.38
Surf information (YES)	21	26.25	21	26.25	34	28.33	22	27.50	98	27.22
Complete projects (YES)	20	25.00	14	17.50	31	25.83	18	22.50	83	23.05
Play games (YES)	11	13.75	9	11.25	15	12.50	11	13.75	46	12.78
Learn in groups (YES)	61	76.25	55	68.75	107	89.17	75	93.75	298	82.78
RTE kids in mixed groups (Yes)	57	71.25	49	61.25	98	81.67	68	85.00	272	75.56
RTE kids sit separately (YES)	4	5.00	6	7.50	9	7.50	7	8.75	26	7.22
Total Schools	80		80		120		80		360	

Source: Primary Data. computer education (with or without a dedicated laboratory) facility. This figure is highest as 97.5% in Bangalore division and lowest in Belgaum division

at 77.5%. It is also a little high at 93.75% in Mysuru division and a little low at 85.0% in Kalburgi division.

Students are allowed to use computers, wherein they engage in variety of activities like learn school subjects (71.38% in the State), surf for subject related advanced/ additional information (27.22%), complete school projects (23.05%) and some of them play games (12.78%). Those who learn school subjects are high in Mysuru (80.0%) and Bangalore (78.33%) divisions. It is low in Kalburgi (65%) and lowest (58.75%) in Belgaum division.

Over 27.22% children surf for subject related information. This proportion is uniformly observed across all divisions. A small minority percentage (12.78%) also play games. This is equally true of all divisions. Children are children everywhere.

Computers were not given to individual children. They learn in groups (82.78% schools). In 75.56% schools' children always learn in mixed groups with non RTE children. This practice is highest in Mysuru division at 85.0% and lowest in Belgaum division at 61.25%.

RTE kids are made to sit in separate groups exclusively with other RTE children in 7.22% schools in the State. This practice is observed in schools of all divisions with varying proportions of 5% in Kalburgi, 7.5% each in Belgaum and Bangalore, and 8.75% in Mysuru division.

District-wise adoption of the undesirable 'Principle of Exclusion' in CE is reported from: 5 schools each in Tumkur and Dakshina Kannada, 4 schools in Vijayapura, 3 schools each in Bellary and Bangalore South, 2 schools each in Uttara Kannada and Mysuru, 1 school each in Yadgir and Bangalore North, discrimination everywhere.

4.17.6) USE OF LIBRARY AND READING ROOM

Most of the schools have dedicated library cum Reading Room (RR) while some of them have ad hoc arrangements for these facilities. It is to be seen whether RTE children are allowed to use library and RR facilities; if Yes, whether the timings of use are same for both RTE and non RTE children; is the RR facility open for every child at the same time, and whether RR facility (newspapers, magazines, seating arrangements etc.) is same for all kids.

Table 34: Use of Library and Reading Room

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
RTE kids use library (Yes)	76	95.0	77	96.2	119	99.2	78	97.5	350	97.2
Same timings for RTE (yes)	65	81.3	71	88.8	113	94.2	72	90.0	321	89.2
RR access for RTE (Yes)	76	95.0	76	95.0	111	92.5	76	95.0	339	94.2
Same RR facilities for both (Yes)	71	88.8	75	93.8	108	90.0	73	91.3	327	90.8

Source: Primary Data.

In 97.2% schools in State, RTE children have access to school library. This is there in almost all schools (119 out of 120) in Bangalore Division. It is there in 78 out of 80 and 76 out of 80 in Belgaum and Kalburgi Divisions. 10 out of 360 schools do not give access. The district-wise tally is: 2 schools each in Bellary, Yadgir, Vijayapura and Mysuru, 1 school each in Uttara Kannada and Tumkur. It is completely open for both RTE and non RTE kids in Bangalore North, Bangalore South and Dakshina Kannada (3 districts).

LIBRARY TIMINGS: They are same for both RTE and non RTE children in 89.2% of schools (321 out of 350 schools who allow access to RTE kids). Among them 29 schools maintain different timings. This practice of separate timings is highest in Kalburgi division- 11 out of 76 schools, it is in 6 schools in Belgaum division- out of 77 schools; and again in 6 schools in Mysuru division- out of 78 schools; again in 6 schools in Bangalore division out of 119 (total 120).

Table 34.1: Districts where differential timings for library are maintained for RTE children by the schools are:

DISTRICTS	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
No. of schools	5	6	2	4	1	1	4	2	4	29

Source: Primary Data.

Incidence of 'Exclusion' are there everywhere. It is notable in Yadgir and Bellary, as well as in Mysuru, Uttara Kannada and Tumkur.

Discussion: M&S needs to be focused and targeted. Names of individual schools in this sample is not important. Officers may zero in on these schools; admonish them and feel gratified. This is only a sample study. Phenomena has to be addressed and not the sample. This is true (concentration on phenomenon) of all instances of discrimination on other similar practices in science/ computer lab/ reading room, use of other facilities.

Reading Room: 94.2% schools provide access to Reading Room for RTE kids. Highest access is in Bangalore Division- 94.2%. lowest access in Kalburgi division- 81.3%. RR facilities are same for both RTE and non RTE in 90.8% schools in State- in 12 schools, facilities are not same even though access is there, 327 out of 339 schools. This is uniformly so across all divisions.

Table 34.2: District wise data on Exclusion in RR (equal) access and facility (same)

Districts	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
Access	3	1	4	2	2	3	4	0	4	23
Facility	2	3	1	0	0	1	2	1	2	12
Total Schools	40	40	40	40	40	40	40	40	40	360

Source: Primary Data.

Exclusion is there, maybe negligible but not ignorable. 23 schools practice exclusion at gate point while 12 schools do so after they allow RTE children inside the gate. Targeted and focused M&S needed.

4.17.7) MAINTENANCE OF TOILETS

Hard pressed for menial services, shortage of staff on contract basis, schools may engage students for maintenance of toilets and classrooms. In some schools, teachers may also step in. It should not happen that RTE children, because of their socio-economic background, be used for maintenance of toilets and classrooms. Here is data on schools in this study.

Table 35: Toilet/ Classrooms Maintenance

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
By Ayahs	71	88.8	74	92.5	116	96.7	66	82.5	327	90.8
By Students	2	-	1	-	2	-	5	-	10	2.8
By Teachers	5	-	6	-	1	-	3	-	15	4.2
All Students	1	-	1	-	1	-	2	-	5	-
Only RTE kids (Yes)	0	-	0	-	0	-	0	-	0	-
Classrooms by Ayahs (Yes)	68	85.0	67	83.8	110	91.7	66	82.5	311	86.4
By children on rotation (Yes)	1	-	4	-	1	-	2	-	8	-
Only RTE kids (Yes)	1	-	0	-	0	-	0	-	1	-
By others (Yes)	0	-	1	-	0	-	1	-	2	-
Number of Schools	80		80		120		80		360	

Source: Primary Data.

Ayahs clean toilets in 90.8% schools. Ayahs are not engaged for this work in 33 out of 360 schools. Again, in 86.4 % schools, Ayahs clean classrooms. In 49 out of 360 schools, this is not the practice.

Toilet cleaning in residual schools (25 who have reported), students and teachers maintain toilets. It is by 'all' students. Nowhere in the State, only RTE kids are used for maintenance of toilets.

In 8 schools, students maintain classrooms on a rotational basis, all students. In 1 school, in Bellary district, only RTE students are used for classroom cleaning.

There appears to be hardly any discrimination against RTE children in maintenance of classrooms and toilets, in the State (Bellary exception).

4.17.8) SEPARATE TOILETS FOR RTE CHILDREN

Some schools may maintain separate toilets for RTE children, that is earmark some toilet/s for RTE children among available toilets. They may not put a board (like for Gents and Ladies), still, advise RTE students to always use specified toilets. This may also be true in case of drinking water (DW) facility- taps/ pitchers. Here is data:

Table 35.1: Separate toilets for RTE children

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
RTE kids use separate toilets (YES)	15	25.0	9	11.2	21	17.5	15	18.8	60	16.7
RTE separate DW (YES)	15	18.8	13	16.2	22	18.3	14	17.5	64	17.8
No. of schools	80		80		120		80		360	

Source: Primary Data.

There is significant proportion of ‘exclusion’ of RTE kids in regard to both use of toilets and access to drinking water. This may happen in a SUBTLE way. In 16.7% schools in State, separate toilets are maintained for RTE students, in State. In case of drinking water, it is 17.8% in Kalburgi division, it is slightly higher in case of toilets at 25.0% exclusion. Otherwise, incidences are of similar volume.

Table 35.2: District wise data on exclusion (RTE kids)

Districts	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
Toilets	5	10	2	7	4	9	8	14	1	60
DW	7	8	5	8	6	6	10	13	1	64

Source: Primary Data.

There is discrimination in regard to (exclusion) use of toilets, and even drinking water! It is high in Dakshina Kannada, Tumkur, Yadgir. Little lower in other districts, lowest in Mysuru.

M&S needs to be targeted, focused and secretly interactive with RTE children.

4.18. RTE Children in Monitor System in Schools

Many schools have class monitoring system. This is an old, very old system in schools in India that helps teachers to coordinate classroom activities, monitor, discipline and locate a spokesperson for the school in the class. It was appreciated by the British also (See K. Siddalingaiah: “School Administration”. He was a DPI in 1950s in Karnataka). Normally, students who are enterprising and have leadership qualities are nominated by teachers as monitors/ class leaders. Rotational system of monitors is also a practice (nominated). In many schools they are elected by classmates. This is advocated as it gives an exposure to students to representative style democracy. Have any of the RTE students been class monitors is the concern here.

Table 36: RTE children in monitor system in schools

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
School has monitor system (YES)	65	81.2	59	73.8	111	92.5	72	90.0	307	85.3
RTE students as monitors	58	72.5	53	66.2	105	87.5	64	80.0	280	77.8
No. of schools	80		80		120		80		360	

Source: Primary Data.

85.3% schools have a class monitor system. This is high in incidence in Bangalore (92.5%) and Mysuru (90%) divisions. It is lower than State average (73.8) in Belgaum division.

In a great majority of schools RTE students have also been monitors (77.8%) in the past. This is equally true of all divisions and high in Bangalore division.

4.19. RTE Kids and School Bus

Some schools have school bus to transport kids to school. Parents who have the time to drop/pick up their children to/ from schools and for whom school is at a distance (even 1 km is a distance) may prefer to use school bus, if they can pay for it. It is too been seen, whether RTE children have access to school bus, use it, and are allowed to sit freely with others. Here is data.

Table 37: RTE Children access to school bus facility

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
A. School Bus (Yes)	41	51.2	54	67.5	72	60.0	46	57.5	213	59.2
B. If No, how do children commute? By walk	10	12.5	9	11.2	10	8.3	11	13.8	40	11.1
(360-213) = 147	-		-		-		-		27.2	
C. parents drop/ pick up (Yes)	23	28.8	11	13.8	33	27.5	19	23.8	86	23.9
D. Don't know)	6	7.5	6	7.5	5	4.2	4	5	21	5.8
Number of schools (Total	80		80		120		80		360	
E. Access to RTE kids (Yes)	41	51.2	54	67.5	72	60	46	57.5	213	59.2
i). Sit with all kids	30	37.5	48	60	60	50	39	48.8	177	49.2
ii). Sit separately (Yes)	11	13.8	6	7.5	12	10	7	8.75	36	10

Source: Primary Data.

59.2% schools have school bus service and children use them. All RTE kids are allowed to access school bus facility. Of the rest (147 schools out of 360), parents drop/ pick up children to/from school (23.9%), children walk to school (11.1%). HTs do not know in 21 out of 147 schools.

There is a discriminatory practice in regard to seating of children in school buses. It is not clear whether it is a discriminatory measure or a disciplinary practice. The fact is that in 16.9% cases, 36 out of 213 schools that have school bus, RTE children sit separately in a bunch. District-wise update is given here, of RTE children sitting separately in school bus.

Table 37.1: RTE children sitting arrangement in school bus.

DISTRICTS	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
Separate seating	3	8	2	4	2	6	4	6	1	36
Total Schools	17	24	27	27	14	28	30	30	16	213

Source: Primary Data.

Incidence is high in Yadgir, Bangalore South and Dakshina Kannada. It is low in Mysuru. It is also possible that 'other' parents may demand this arrangement. M&S officers may confer with school authorities on this and sensitize parents at parents' meetings in schools.

SECTION VI: OTHER CONCERNS

4.20. Table 38: Problem Children- HTs Perceptions

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
Problem cases (Yes)	1	1	11	2	15
Sent out with TC (Yes)	1	-	-	-	1
Total Schools	80	80	120	80	360

Source: Primary Data.

15 schools have reported that there were problem cases among RTE kids. It is high in Bangalore Division.

District-wise tally is (Schools)- Bangalore North (7), Bangalore South (3), Bellary, Vijayapura, Tumkur, Dakshina Kannada and Mysuru (1 each). Zero reporting in Yadgir and Uttara Kannada. All these schools reported the matter to parents. However, Bellary school issued TC (after warning) and sent the child out.

It is also possible that there may be problem cases among the non-RTE children. There is no update here on such cases and how the school has dealt with them. This is outside the scope of this study (This study is mainly on RTE children only)

Note: reference to children as ‘problem children’ is a misnomer. There are no problem children upbringing in society.

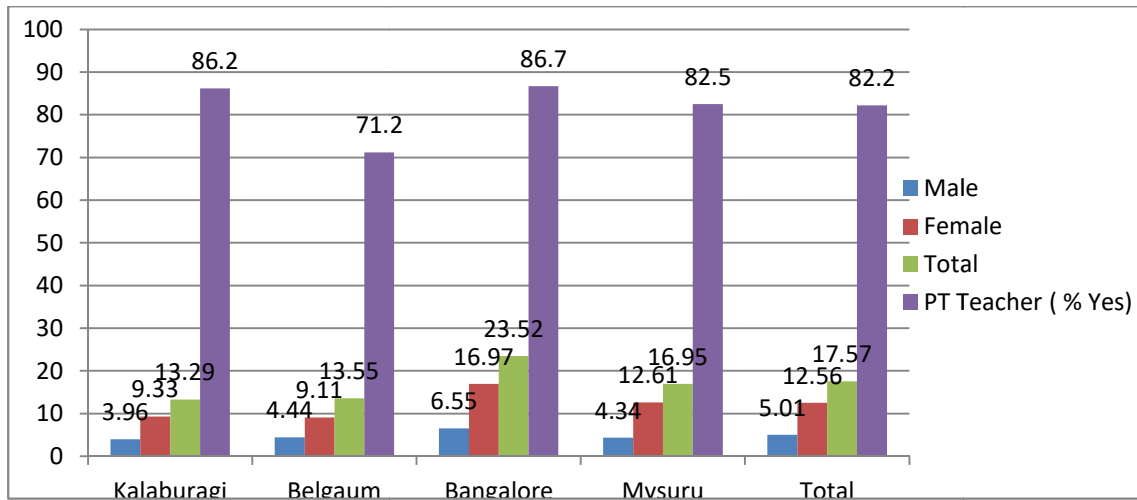
4.21. Number of Teachers in Study Schools

Pupil-Teacher Ratios in study schools will be addressed later/ in a later section. As of now, mean/ average number of teachers per schools and availability of PT teachers (exclusively for PT- Physical Education classes) will be discussed:

Table 39: Mean/Average number of teachers per schools and availability of PT teachers

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
Average Availability	%	%	%	%	%
Male	3.96	4.44	6.55	4.34	5.01
Female	9.33	9.11	16.97	12.61	12.56
Total	13.29	13.55	23.52	16.95	17.57
PT Teacher (YES)	86.2	71.2	86.7	82.5	82.2
Total Schools	80	80	120	80	360

Source: Primary Data.

Graph 06: Mean/Average number of teachers per schools and availability of PT teachers

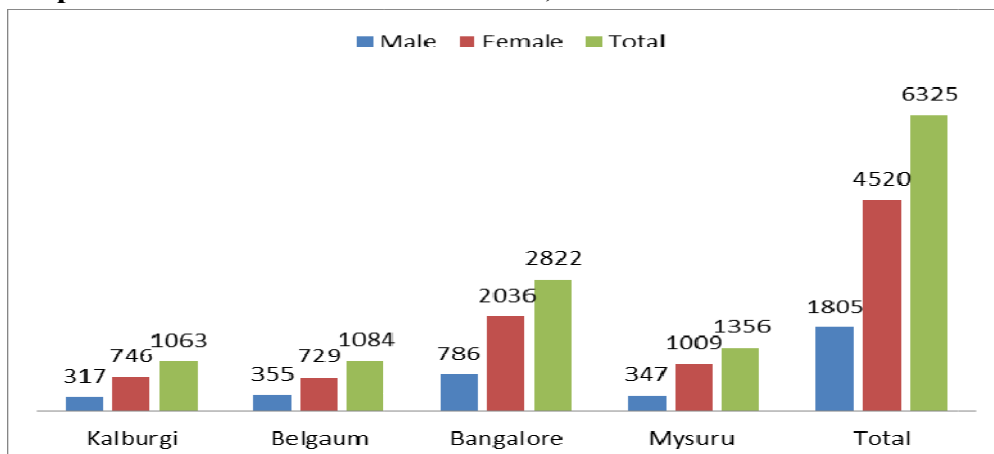
It will not be clear about the comfortability of a school in regard to position of teachers unless school size (enrolment data) is juxtaposed with it.

It can only be informed that female teachers are in high proportion in private, unaided schools. It is quite high in Bangalore division, relatively high in Mysuru division as compared to other two divisions.

Table 39.1: Ratio of teachers in divisions, across Male and Female is as follows.

Division	Kalburgi	Belgaum	Bangalore	Mysuru	Total
No. of schools	80	80	120	80	360
Male	317	355	786	347	1805
Female	746	729	2036	1009	4520
Total	1063	1084	2822	1356	6325
M/F ratio	30:70	33:67	28:72	26:74	29:71

Source: Primary Data.

Graph 07: Ratio of teachers in divisions, across Male and Female is as follows

State average M/F ratio of teachers in this sample is 29:71.it is uniformly so across the State, with slightly higher male presence in Belgaum and slightly lower for males in Mysuru division. This portion is ‘Obverse’ of Government schools.

4.22. Reimbursement of Fees under RTE 12(1)(c)

Government of Karnataka, Education Department, reimburses the unit cost (expenditure) that it makes on its own (Government Sector) schools, in a year. This unit cost is revised periodically to adjust for changes in Government costs. It is given as per a formula of private unaided school facilities including teacher salaries. Details of reimbursement value is discussed in Chapter I. Here is data on details of reimbursement for sample schools of the study (360 schools) across the State, 4 divisions/ districts.

Table 40: To HT: Status of school in regard to opening of a separate Bank Account to receive reimbursement of tuition fees from the government

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
A. Opened separate Bank Account (YES)	35	43.8	51	63.8	89	74.2	58	72.5	233	64.7
B. Reimbursement amount adequate (YES)	38	47.5	34	42.5	57	47.5	46	57.5	175	48.6
C. Satisfied with Govt. formula (YES)	59	73.8	55	68.8	80	66.7	62	77.5	256	71.1
D. Excess amount spent in rupees (YES)	-		-		-		-		-	
E. Delay in reimbursement (YES)	28	35.0	36	45.0	65	54.2	23	28.8	152	42.2
F. Reported to Govt. (YES)	8	28.6	11	30.6	27	41.5	6	26.1	52	34.2

Source: Primary Data.

64.7% schools have opened a dedicated Bank Account for receiving reimbursement of tuition fee from the Government under RTE Section 12(1)(c). High compliance is in Bangalore (74.2) and Mysuru (72.5% schools) divisions. Low incidence is there in Kalburgi division (43.8%).

21.1% schools are comfortable with the formula of the Government/ Education Department for reimbursement, based on facilities and estimated unit costs. This satisfaction is there uniformly across all divisions.

Still, only 48.6% schools in the State report that the reimbursement is 'adequate'. Satisfaction is at a higher level in Mysuru division (57.5% schools) and very low in Belgaum Division (42.5%).

152 out of 360 schools, report delay in reimbursement (42.2%) one third of these schools also followed up with the Government on delays in reimbursements.

The GoK has given new guidelines for reimbursement in its notification dated 05.06.2020. This is annexed to report in Annexure No. 8 (highlights only). SATS link is mandatory.

4.23. Mindset of Private Unaided Schools

Are these schools falling in line, without choice, because of falling Constitutional compulsions to accommodate disadvantaged children under Section 12(1) (c) or, do they have social sensitivity? Here is data.

Table 40.1: If given an option by law, attitude of HTs to continue with RTE Admissions: Number of Responses Saying 'No'

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No	20	25.0	34	42.5	34	28.3	27	33.8	115	31.9
Total Schools	80		80		120		80		360	

Source: Primary Data.

31.9% schools in State have expressed that they have no choice but to accept RTE Section 12(1)(c). If, the Act is withdrawn they would be comfortable, 115 out of 360 schools. District-wise tally, for information only, is here. No follow-up is either needed nor possible.

Table 40.2: District level responses:

Districts	Bellary	Yadgir	Uttara Kannada	Vijayapura	Bangalore North	Bangalore South	Tumkur	Dakshina Kannada	Mysuru	Total
No	12	8	14	20	7	12	15	14	13	115
No. of schools	40	40	40	40	40	40	40	40	40	360

Source: Primary Data.

Reservations expressed by HTs against 12(1)(c) is highest in Vijayapura (20 out of 40 schools), followed by Tumkur (15 schools), Dakshina Kannada and Uttara Kannada (14), Mysuru (13), Bellary and Bangalore South (12) and Bangalore North (7 schools).

SECTION VII: MONITORING AND SUPERVISION OF RTE IMPLEMENTATION IN PRIVATE, UNAIDED SCHOOLS

A] EDUCATIONAL OFFICERS

4.24. Performance of Educational Officers

4.60) There are 9 districts and 18 talukas/blocks, as per ToR, in this study. One DDPI from each district – 9 DDPIs, 2 block officers, BEO/BRC from each taluk – 36 block officers and 2 CRPs from each taluk – 18 CRPs are transacted/covered for In-Depth Interviews by Project Supervisors of the study (IDIs). There are a total of 63 officers who are contacted/covered for IDIs. An update on their responses follows.

4.24.1) DDPIs [09 numbers]

DDPIs were asked whether they had faced any problems in getting children admitted under RTE section `12(1)(c).. All the 9 DDPIs of all 9 districts said ‘No’. Table not needed.

DDPIs were asked about problems that they have faced, if any, in regard to free distribution of books/uniforms and fees to be paid by parents. All 9 DDPIs said that there were no problem in regard to textbooks/uniforms or fees (apart from tuition fees which is free), they have to pay.

All of them have visited private unaided schools (non-minority) where RTE children study (not all schools) for supervision work, as per their self-report. For the question, ‘any other problem’ that they would like to mention, all of them said ‘No’.

In regard to complaints, if any, received by them from parents regarding ‘treatment’ of their children; fees charged by schools; insistence (if it is there) on colour/design of uniforms to be worn by their wards; and textbooks to be used/followed. All the 9 DDPIs said ‘No’ such complaints have been received by them

DDPIs have not received any complaints/grievances from parents regarding ill treatment of their wards, discriminatory treatment, undue collection of donation /fees, from parents. Hence, they report that they have not reported on any complaint to SCPCR as required under section 32 of the RTE Act. There is no scope.

DDPIs are ‘apparently’ happy about implementation of RTE 12(1)(c) in their districts.

4. 24. 2) M & S of RTE- Feedback from BEO / BRPs

IDI based reports from 36 BEO/BRPs are presented here. This is a consolidated report Tabular form is not used.

All the 36 BEO/BRPs from all taluks reported that they have no problems in ‘computerised selection’ of students under RTE 12(1)(c).

None of them has experienced any pressure/recommendation/influence (non-specific persons) from any source for RTE 12 (1) (c) seats.

They did not have any ‘issues’ in accepting caste certificates submitted by parents as documents in support of their applications for RTE seats

They have not faced any problems in implementation of section 12 (1) (c) or any other section of the RTE act, 2009.

None of the educational officers, as per their submissions during IDI time, has observed any discriminatory treatments against RTE children. They have also not received any such reports from parents/students.

Discussion: This study has discovered several types of discriminatory treatment of RTE children – Science Lab., Computer Lab., Reading Room data analysis from Tool 1/2/3 being illustrations. BEOs/BRPs deny any instance of discrimination. This is a semi-feudal attitude. It is not inferred herein that they deliberately support/suppress/encourage/gloss over discrimination in schools against RTE children. They are ‘unmindful’ of such practices. They need sensitization regarding ‘micro-management’ concerns.

4.24.3. CPE Survey: CRPs [18 Numbers]

IDI question: (Did you) Had you engaged/conducted CPE surveys in the past in your clusters? This survey is a regular, annual feature of the CPI Office, called the CPE survey – Survey of children who are eligible for admission to I standard of elementary education by next year June as per their date/month/year of birth. CPE will be normally in December of previous year.

Responses: 9 out of 18 CRPs said ‘yes’ while 9 said ‘No’. Districts from where CRPs said ‘yes’ are Bellary (one out of 2), Vijayapura (one out of 2), BNG North (2), BNG South (1), Tumkur (2), DK (2). Districts where CRPs have said ‘No’ are Yadgir (2), Bellary (1), and Vijayapura (1).

Which methods are popular among CRPs to publicise on the CPE survey? Here is a list of methods adopted by CRPs in descending order of their choices. Multiple responses possible.

1. Door-to-door visits and local radio broadcast of CPE – 9 CRPs each.
2. Regional TV and Local newspapers – 6 CRPs each
3. Gram Panchayats Notice Board and CRPs mobile networks – 5 CRPs each.
4. Hoarding in Public places and assistance of village level workers.
5. Village Day is and Agricultural Assistants help – 3 CRPs each. Lastly.
6. SHGs – 2 CRPs

There are 11 options for publicity. BNG North and Tumkur districts have relied upon 8 options, each. BNG South and Bellary have used 7 options, each. Dakshina Kannada has used 6 options. Uttara Kannada and Vijayapura have used 4 options, each. Mysore and Yadgiri have not campaigned – Zero choices, each, among the 18 CRPs of the study. Total options possible – 198 for 18 CRPs at a total of 11 options. Number of options used – 56 across CRPs in 7 districts (14 CRPs).

Discussion: These door – to – door surveys can also be used to publicise RTE 12(1) (c) opportunities among eligible homes, through oral messages (illiterates and neo-literates) and pamphlets.

4.24.4) Discriminatory Practices as observed by the Officers-District wise analysis

Which are the aspects supervised by the CRPs when they visit schools? (a) Observe whether RTE children are made to sit in a separate class/ classroom/section (b) Observe whether RTE children are made to sit separately/ as a bunch in the small / as a bunch in the same class; (c) Observe whether children are facilitated to mix with other during physical education periods; (d) Observe whether RTE children mix with other children during out-of-classroom, before/after periods/in class/social situation; (e) RTE children mix with non-RTE children during lunch time; (f) mix during sports/games activities; (g) during cultural activities if any, on the date of visit; (h) Separate arrangements, if any, for toilets use and access to drinking water to RTE children. Like this there are 8 contexts where discriminatory treatment of RTE children is possible.

Here is an account of CRPs awareness and observations of these 8 contexts, as per their responses at IDI

Table 41: Discriminatory Contexts and CRPs [Yes/No]

Districts → Concerns ↓	BNG North	BNG South	Tumkur	Uttara Kannada	Vijayapura	Yadgiri	Bellary	Dakshina Kannada	Mysuru	Total
(a) Yes	1	1	2	1	0	0	0	2	0	07
No	1	1	0	1	2	2	2	0	2	11
(b) Yes	2	1	1	0	0	0	1	2	1	8
No	0	1	1	2	2	2	1	0	1	10
(c) Yes	0	2	1	1	0	0	0	2	1	7
No	2	0	1	1	2	2	2	0	1	11
(d) Yes	0	0	0	0	0	0	0	0	0	0
No	2	2	2	2	2	2	2	2	2	18
(e) Yes	2	2	1	1	0	0	1	2	1	10
No	0	0	1	1	2	2	1	0	1	8
(f) Yes	2	2	1	1	0	0	1	2	1	10
No	0	0	2	1	1	2	1	0	1	8
(g) Yes	2	2	0	1	0	0	1	2	1	9
No	0	0	2	1	1	2	1	0	1	8
(h) Yes	2	1	1	1	1	0	0	2	1	9
No	0	1	0	1	1	2	2	0	1	8

[For a/b/c/d/e/f/g/h, see 4.24.4 page no 132]

Source: Primary Data.

Attention of CRPs:

By and large, CRPs are not sensitive/interested/helpless in regard to discriminatory environment, if any, in private unaided schools. Many of these schools are also with high profile managements. They may not like Departmental interference in their styles of governance, especially from lowest profile officers, the CRPs. Keeping this caution in mind, data on discriminatory context, if any, attended by CRPs is listed here, in order of decreasing incidence.

10 CRPs each look into concerns (e) whether RTE children mix with others during lunch time and (f) mix with others during sports and games activities.

9 CRPs each oversee (g) RTE children's participation – free association during cultural activities; one more CRP has said: There is no chance, we may not know/get

invited/attend cultural activities (Vijayapura district – honest fellow); (h) location of RTE children – separate/together, during morning assembly; one CRP has said – it is not necessary (Tumkur district – insensitive). That is why, total of Yes/No for (g) and (h) sums up to 17 CRPs.

8 CRPs oversee (b) whether RTE kids are seated separately/together in the same class.

7 CRPs each have ticked options (a) whether RTE children are seated in a separate room/section of the same class, and (b) whether are mixing with others during PT classes, stand as a separate group for exercises.

No CRP has time/interest to oversee ‘general’ mixing of RTE children in school, with others.

District-wise analysis:→ 8 discriminatory contexts have been identified, possible contexts, where RTE children can be subjected to discriminatory treatments. Choices of attention of CRPs, district-wise are given here.

There are 8 contexts. If 2 CRPs of a district attend to, give attention to, all 8 contexts, then there can be 16 contexts, in which 2 CRPs of a district can look into. In Dakshina Kannada all CRPs attend to all (14) contexts (leaving out ‘general’ mixing which is not an area of concern for CRPs anywhere). This is the maximum effort, as self-reported in IDI of CRPs.

11 out of 16 contexts are looked into by CRPs in BNG South and BNG North. 6 contexts out of 8 are looked into by CRPs in Tumkur, UK and Mysore. Bellary CRPs look into 4 contexts. Only one context is looked by 1 CRP in Vijayapura.

CRPs do not look into any single context in Yadgiri. These are not issues for them.

CRPs are over worked in the Department. They have numerous, variegated, subtle and complex duties to attend to. It is a ‘thankless’, errand job. Still there is a demand for it from senior teachers, mostly male, who would like to free themselves from the nuts and bolts of everyday classroom teaching and may also avoid getting transferred to remote villages/places for teachers’ postings. Once they accept/get selected, they may feel the ‘pressure’ of work. They are the foot soldiers. It is a tall order to expect them to delve deep into school life in private, unaided schools.

BEO/BRP/DDPI should attend to these issues/concerns during their visits as well as collect ‘intelligence’/‘surveillance’ reports from the field.

4.25. PROGRESS in STUDIES OF RTE STUDENTS and CRPs

Academic/scholastic progress of RTE students' needs attention from the Department. It should not be an exclusive concern of the school and parents. How do CRPs supervise academic performance and progress of RTE students. Here is data from 18 CRPs of 9 districts of the study.

Table 42: Progress in studies of RTE Students and CRPs

Districts → Concerns ↓	Discriminatory Contexts and CRPs										
		BNG North	BNG South	Tumkur	UK	Vijaya pura	Yadgiri	Bellary	DK	Mysur u	Total
a> Examine Progress Card	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
b> Examine Test papers and assignments	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
c> Discuss with HT/ HT Teachers	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
d> Meet Parents	Yes	2	2	2	1	1	0	1	1	1	11
	No	0	0	0	1	1	2	1	0	1	6
e> No Opportunity		-	-	-	-	-	-	-	1	0	1

Source: Primary Data.

CRPs follow all methods to ascertain on the performance and progress of RTE students – 12 out of 18 examine marks cards, tests/assignments papers, discuss with HT/Teachers. 11 out of 18 get feedback from parents also. It is not that these CRPs follow all methods all the times, and every time they visit. 6 CRPs do not adopt any of these methods. Either they are not bothered or schools may not allow them. They do not clarify.

Maximum care is bestowed by CRPs of BNG North, BNG South, Tumkur and Dakshina Kannada. Minimum (Zero incidence) care is given by Yadgiri CRPs.

PTA meetings need to be held by the schools and CRPs need to be invited for these meetings. Performance and progress of RTE students, problems if any, can be one of the agenda items at these meetings

4.25.1) CRPs attention to Physical Infrastructure in Schools

Attended by RTE Children

CRPs may, as a matter of routine, in a subtle way, observe the availability and functioning of physical infrastructure in schools. These facilities include: toilets, girls' toilets, drinking water, computer laboratory facility for RTE kids, Science Laboratory facility, Library and reading room access. How many do it? Here is data.

Table 43: CRPs attention to Physical Infrastructure in Schools Attended by RTE Children

Discriminatory Contexts and CRPs											
Districts → Concerns ↓		BNG North	BNG South	Tum kur	UK	Vijaya pura	Yadgir	Bellary	DK	Mysuru	Total
a> Toilets	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
b> Girls' Toilets	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
c> Drinking Water	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
d> Computer Lab.	Yes	2	2	2	1	1	0	1	2	1	12
	No	0	0	0	1	1	2	1	0	1	6
e> Science Lab.	Yes	2	2	1	1	1	0	1	2	1	11
	No	0	0	0	1	1	2	1	0	1	6
f> Library and RR	Yes	2	2	2	1	1	0	1	1	1	11
	No	0	0	0	1	1	2	1	1	1	7

Source: Primary Data.

12 out of 18 CRPs usually check on facilities of toilets, girls' toilets, drinking water and computer laboratory. 11 out of them, check Science Laboratory also. One CRP has said 'it is not possible'.

None of the facilities are checked by the 2 CRPs in Yadgir district, any time.

One of the 2 CRPs in Bellary, UK, Vijayapura and Mysore is not checking on any of these things – as per self-report.

Private unaided schools do not like monitoring of their schools by Department officials. However, as RTE children study there, a Constitutional mandate, and as they get government reimbursements, these schools should not have any reservations on any routine checks by the Department. They should be taken into confidence in these matters.

4.25.2) CRPs Attitude Towards Parents of RTE Kids

What do CRPs, field workers of the system, feel about the parents' enthusiasm for private schooling. How many of them feel about the wisdom of parental choices in this regard. Here is feedback from 18 CRPs of the study.

Table 44: CRPs Attitude towards Parents of RTE Kids

Districts → Concerns ↓	BNG North	BNG South	Tumk ur	UK	Vijaya pura	Yad giri	Bellary	DK	Mysuru	Total
a> Over enthusiastic parents	2	2	2	2	2	2	2	2	2	18
Yes										
No	0	0	0	0	0	0	0	0	0	0
b> Could have chosen government schools										
Yes	0	1	1	1	1	0	0	2	0	6
No	2	1	1	1	1	2	2	0	2	12

Source: Primary Data.

All the 18 CRPs of all 9 districts opine that parents have been over-enthusiastic in getting their wards to private unaided schools under RTE section 12(1c).

However, only 06 out of 18 CRPs feel that the government school in their village/ward would have been a better alternative. These 6 CRPs are from: Dakshina Kannada (2 CRPs), UK, Vijayapura, BNG South and Tumkur (one CRP each).

12 CRPs are not happy about parents' overzealousness about RTE opportunities. However, they also do not have the confidence to recommend government schools of their jurisdiction as an alternative.

Discussion: CRPs/BRPs/BEOs/DDPIs would do well to use Government Directives on school Buildings, Land space, Safety of Students and Schools of their jurisdiction by using the checklist given in this directive, vide Gazette Notification No. ED 709 PGC 2017, Bengaluru dated 08.03.2018. It is annexed to this report. See Annexure No. 06

Further, it is noted that CPI/DoE GO No. C7 (8)/RTE software 2019-20 dated 05.06.2020 locates direct responsibility on BEOs for any lapses in processing of reimbursement applications. A revised job-chart needs to be rolled out for educational officers using these mandates. A refresher sensitisation is also recommended for them.

B) M & S BY FIELD SUPERVISORS- EVALUATION STUDY

4.26) Field Supervisors'-Validation of FI Data

4.26.1) M & S by Field Supervisors of the Evaluation Study

a) Coverage

Sample Size: One field supervisor had been appointed per district, 2 taluks in each district, for the 9 districts of the study. Each of them had been assigned 40 schools for – IDI of HTs, observation and cross-checking of information given by HTs to field investigations about school details – infrastructure facilities, teachers’ strength, CWSN facilities, upkeep of students, access to facilities for RTE students, discrimination, if any, against RTE students. Supervisors had to observe and note details without announcing their intentions to HT. They had to engage in this work apart from cross checking. Field Investigators (FIs) filled in tools, interviewing taluk/cluster level officers and overseeing the work and well-being of FIs, during the period of field work. Here is data of their feedback in schedules specifically prepared for them. All the supervisors are post-graduates. They received training for their work at the time of their engagement.

Table 45: Ownership of School

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) Own	45	56.2	59	73.8	67	55.8	56	70.0	227	63.1
(ii) Rented	28	35.0	20	25.0	46	38.3	20	25.0	114	31.7
(iii) Leased	07	8.8	01	1.2	07	5.8	04	5.0	19	5.3
Total Schools	80	100	80	100	120	100	80	100	360	100

Source: Primary Data.

63.1 per cent schools have own buildings. This percentage is higher than State average in Belagavi (73.8 per cent) and Mysore (70.0 per cent) divisions.

31.7 per cent schools are in rented buildings. Rented buildings are more (35.0 per cent) in Bengaluru division and low (25.0 per cent) in Mysuru division.

In Kalburgi division (8.8 per cent) schools have buildings, on lease.

Table 45.1: Uses of school building for other purposes

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
• Only for School use (Yes)	71	88.8	73	91.2	113	94.2	74	92.5	331	91.9
• Used for Other purposes also (Yes)	09	11.2	07	8.8	07	5.8	06	7.5	29	8.1

Source: Primary Data.

Uses of school building for purposes other than the school, is quite considerable in Kalburgi (11.2 per cent) and Belagavi division (8.8 per cent). It is 8.1 per cent in State.

School is used for running morning/evening colleges, shorthand institutes, marriage receptions (Sundays/Holidays) and the like. If school is used for multiple purposes, children of the school (regular school) will not get to use playground. It will function like an office for them.

Infrastructure Facilities: HTs reports to FIs are cross-examined by the supervisors (observation technique).

b) Facilities: A Reality Check

97 per cent schools have RCC roof. All buildings have RCC Roof in Bengaluru division.

3.06 per cent schools have Asbestos Sheet roof.

Belagavi and Kalburgi division – districts – E.g.: Bellary, Yadgir, Vijayapura will experience very high temperatures during March/June/July, when school will be functioning. It is difficult for all children, including RTE children to bear the heat. No school especially schools in districts where average summer temperatures are high should not have ‘sheet’ schools. This position may be noted by the Department in granting renewing recognition in future.

65.8 per cent schools have a Compound. This is uniformly observed (not identical) across schools of Bengaluru and Mysore divisions. It is high in Belagavi and low in Kalburgi divisions.

It is difficult to maintain hygiene in schools without a compound. Dogs, pigs, cattle stray into the compound area. It will be difficult for children to consume their Mid-Day lunch (carried from home), if they have to use the compound for the purpose.

32.2 per cent schools have Ramps for CWSN children. Almost all schools which have ramps have railings. Mysore division where 46.2 per cent schools have ramps, is highest across the 4 divisions, but only 18.8 per cent have railings in Kalburgi division. It is also low in Belagavi division. In Bengaluru division 40.0 per cent schools have railing for ramps.

87.8 per cent schools have playground. Playground facility is highest in Mysuru division at 95.0 per cent and lowest in Bengaluru division, understandable, at 78.3 per cent.

76.9 per cent schools maintain a Sports Room. This figure is uniformly observed across all divisions.

However, 93.0 per cent schools maintain Sports Equipments. This is also true of all divisions. Games like kho-kho, kabaddi athletics do not need investments on sports equipment. Hence, most schools can afford to keep sports and games equipment for other games.

Private unaided schools are in a comfortable position in regard to provision of toilets. 360 schools have total 2214 toilets for boys, 2157 toilets for girls and total 4336 toilets in general. Average number of toilets per school is 6.15 for boys, 5.99 for girls and 12.04 in general.

96.4 per cent schools maintain water access for toilets. Rest of them have to carry water from outside. Mysuru division schools have the highest level of provision of toilets, both for boys and girls. It is for girls in Kalburgi division. Schools versus toilet ratio is analysed here. More meaningful analysis would have been correct for students vs. toilets. It could not be done for logistic reasons.

4.27. Data from Observations of Supervisors on School Upkeep and Practices (Analysis)

Table 45.2: Validation of FIs data on number of classrooms

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classrooms (Yes)	77	96.2	77	96.2	117	97.5	79	98.8	350	97.2
Teachers (Yes)	76	95.0	75	93.8	114	95.0	78	97.5	343	95.3
Number of Schools	80		80		120		80		360	

Source: Primary Data.

By and large, HTs are correctly reporting on classrooms and teachers. Over-reporting is just within 3 per cent for classrooms and 5 per cent for number of teachers. These reports are uniformly correct across all divisions.

4.27.1) CWSN Children [as observed]

CWSN children are given learning aids, Braille books, tricycles as applicable (hearing, sight, movement) wherever such children are there.

There are 11 partially deaf children in RTE sample; 4 in Kalburgi, 3 in Belagavi, 4 in Bengaluru and none in Mysore divisions. All of them were using learning/hearing aids.

There are 3 partially blind/blind RTE kids; none in Kalburgi/Belagavi divisions. They are provided with Braille books.

There are 12 orthopedically handicapped RTE students; 2 in Kalburgi, 4 in Belagavi, 4 in Bengaluru and 2 in Mysore. They have been given tri-cycles (using them).

4.27.2) DISCRIMINATORY PRACTICES

Do RTE children sit separately in classrooms during learning transactions or sit with non-RTE children as per an order; do they wear uniform and specifically, is the colour of uniform same for RTE children as for everybody; do RTE children wear shoes just like others? Here is data on cross-verification

Table 46: Discriminatory Practices

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) Seating										
RTE Separate (Yes)	6	7.5	7	8.8	10	8.3	5	6.2	28	7.8
(i) Uniform (Yes)	68	85.0	66	82.5	97	80.5	69	86.2	300	83.3
(ii) Sale Colour (N0)	09	13.2	05	7.6	13	13.4	07	10.1	34	11.3
(iii) Wear Shoes	79	98.8	63	78.8	114	95.0	72	90.0	328	91.1
(iv) No. of Schools	80		80		120		80		360	

Source: Primary Data.

Discrimination against RTE kids is observed, even while it is quite low, not ignorable. 7.8 per cent schools, 28 out of 360, make RTE kids to sit separately, to distinguish them from non-RTE kids. Bad practice. The incidence is from 2 to 5 schools across all districts. It is at 5 each out of 40 schools in Vijayapura and Tumkur districts.

In 83.33 per cent schools, 300 out of 360, across 9 districts, children were observed to wear uniform on the day of visit of supervisors. Incidence was uniformly (not identically) observed across all division schools.

However, in 11.3 schools, 34 out of 360, the colour of the uniform for RTE children was different from that of others. Percentages of different colours of uniforms across 4 divisions respectively are 13.2, 7.6, 13.4 and 10.1.

It is not crystal clear whether this colour difference is due to discrimination against RTE children or not. It is possible that RTE children were wearing 'free' uniforms supplied by the Government while the colour of school uniform was different. If this is so, government supplied uniform; the Department can make cash transfers, DBT, to parents of RTE children that is equivalent of the Government uniforms unit cost so that they can get school/colour uniforms stitched to their wards. This will obviate 'on surface' differentiation.

In 91.1 per cent RTE schools, children were wearing shoes, on the day of visit of supervisors. This is uniformly so across all divisions except in Belagavi division where the incidence was at 78.8 per cent.

4.27.3) Discriminatory Practices (Contd.)

Library, Science/Computer Laboratory

DO RTE children use library like all other children?; do they mix with other non-RTE children (batching and matching) while conducting experiments in science? ; do they have access (6th and 7th standard only) to computer laboratory like for non-RTE Children? Here is data.

Table 46.1: Library, Science/Computer Laboratory for RTE student

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) Library (Yes)	76	95.0	76	95.0	118	98.3	80	100.0	350	97.2
(ii) Science Lab. (Yes)	73	91.2	72	90.0	113	94.2	75	93.8	333	92.5
(iii) Computer Lab. (Yes)	67	83.8	63	78.8	118	98.3	75	93.8	323	89.7
Number of Schools	80		80		120		80		360	

Source: Primary Data.

In 97.2 schools, RTE children use library like all children. This is so in all schools in Mysuru division (80 schools) of this study. Division-wise incidence for other three divisions, of equal access, are Kalburgi (95.0 per cent), Belagavi (95.0 per cent) and Bengaluru (98.3 per cent). In sum, 10 out of 360 schools do not allow equal access to library. The districts are: Vijayapura (04 schools), Yadgir (03 schools), Bellary, Bengaluru North and Bengaluru South (one each), Uttara Kannada and Tumkur (no school each, all schools allow). M and S by Officers needed.

In 92.5 per cent, RTE children are freely allowed to conduct experiments and mix freely with non-RTE children. 27 out of 360 schools do not have this practice. District where such incidence, of regulated access to RTE children, are: 7 schools in Vijayapura, 5 schools each in Bellary and Mysuru, 3 schools in Tumkuru, 2 schools each in Yadgir, Bengaluru North and Bengaluru South, one school in Uttara Kannada and no school in Dakshina Kannada. It may be noted that all 9 districts of the study have a sample of 40 schools.

Discrimination in use of Computer Laboratory for RTE children is slightly higher as compared to use of science laboratory. In 89.7 per cent schools, RTE children (6th and 7th standards studied) have equal access to computer laboratory as non-RTE children. Access is quite good in Bengaluru division at 98.3 per cent schools, while it is low at 78.8 per cent in

Belagavi division. Equal access is also higher than State average (89.7 per cent) in Mysuru division, at 93.8 per cent schools and lower than State average at 83.8 per cent schools in Kalburgi division.

District-wise analysis on limitation of access shows that the number of schools which regulate access are: Vijayapura (12 schools), Yadgir (9 schools), Uttara Kannada and Mysore (5 schools), Bellary (4), Bengaluru North and Tumkur (01 each), Bengaluru South and Dakshina Kannada (zero each).

Surreptitious surveillance is needed by M & S Officers, regarding equal access to RTE children in use of computer/science laboratory and library.

4.27.4) Social Mixing of RTE Children

Sitting with non-RTE children, playing with them, friendly behaviours.

Table 47: Social Mixing of RTE children

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) Lunch Time , sit with all	78	97.5	78	97.5	114	95.0	78	97.5	348	96.7
(No) Sit separately	02	-	02	-	06	-	02	-	12	-
(ii) Play with non-RTE kids(Yes)	76	95.0	77	96.2	117	97.5	78	97.5	348	96.7
(iii) Non-RTE kids friendly with RTE	77	96.2	75	93.8	116	96.7	73	91.2	311	94.7

Source: Primary Data.

All children, including RTE children, sit for lunch together, in 348 out of 360 schools. In 12 schools, they sit separately. It is not clear whether this is by choice or force.

In 96.7 per cent schools, RTE kids play with non-RTE kids. They mix freely. After all, children are children. As Jaen Jacques Rousseau, 18th Century Philosopher and Champion of Children's education had observed in his classic text 'Emile', his brain-child: 'Child of nature is good at birth'. Man (Society) meddles with it and the child gets spoilt (becomes conscious of race, religion caste, language and similar evil practices)'. This was the first, opening sentence and theme of this book.

In Uttara Kannada, Tumkur and Dakshina Kannada, children of all 40 schools mix with each other.

In 94.7 per cent schools non-RTE children are ‘friendly’ with RTE children. Some children are shy’ by nature, everywhere. That cannot be helped.

Social mixing of RTE and non-RTE children leaves very little to be desired. This is good.

4.27.5) Table 48: Cleanliness Concerns

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
(i) Premises clean	79	98.8	73	91.2	110	91.7	77	96.2	339	94.2
(ii) Somewhat Clean	01	-	07	8.8	08	10.0	01	-	17	4.7
(iii) No, Not clean	-	-	-	-	02	-	02	-	04	-
(iv) Classroom Clean	78	97.5	74	92.5	101	84.2	66	82.5	319	88.6

Source: Primary Data.

The premises of 94.2 per cent schools appeared to be clean as observed by unannounced visits of Supervisors of the field study. This incidence is higher than State average percentage at 98.8 per cent schools in Kalburgi division and 96.2 per cent schools in Mysuru division. It is lower than State average in Belagavi and Bengaluru divisions at 91.2 and 91.7 per cent respectively.

In Bellary district, classrooms of all 40 schools are clean. Two districts where classrooms are not clean as per expectations are Dakshina Kannada, 67.5 per cent and Tumkur, 77.5 per cent.

Schools need to teach ‘cleanliness’ as a habit of life. They do this by example and not precept.

4.27.6) Satisfying Parental Expectations

One significant expectation of parents, among many, is that their children admitted under RTE section 12(1)(c) would be able to converse fluently in English, as well as, become good in conversational skills. These capabilities serve as route maps for education in good colleges and avenues for good/high paying jobs. It is not clear as to how much grain is there in this belief. Belief is belief, not verifiable.

4.27.7) Other Infrastructure Facilities:

Drinking Water: Clean and potable drinking water is provided to RTE (non-RTE also) children in 92.8 per cent of unaided schools. This provision is 96.2, 93.8, 92.5 and 88.8 per cent in Belagavi, Mysuru, Bengaluru and Kalburgi divisions respectively.

Among the districts, in Uttara Kannada, (100 per cent), all students provide clean/potable drinking water. It is lowest at 87.5 per cent in Yadgir district.

Discussion: Private unaided schools provide ‘good’ quality drinking water to students. Parents also will be relatively more enlightened and demanding. In this sample, districts like Bijapur, drinking water is extra-saline and impure. All the nine districts are comfortable in regard to drinking water access.

4.27.8) Rooms: Almost all private unaided schools will have a Head Teachers Room, sufficient classrooms, a staff room and the line. Lesser number of schools have a store room, separate office room and assembly hall for students. Hence, an analysis on sample schools regarding availability of these facilities.

4.27.9) Table 49: Conversational ability of higher primary stage children in English language as observed by Field supervisors.

Division	Kalburgi		Belgaum		Bangalore		Mysuru		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Converse Fluently	75	93.8	67	83.8	108	90.0	72	90.0	322	89.4
Number of Schools	80		80		120		80		360	

Source: Primary Data.

89.4 per cent schools have children in 5th/6th/7th standards who are good in conversational skills. This proportion is quite high everywhere except in Belagavi division where it is 83.8 per cent.

4.28. Deviation Analysis – Interpretation of Results

Supervisors' schedule has two components – (a) Items of information about the school and its infrastructure facilities which had been collected by Field Investigators on their own and through In-Depth Interviews (IDIs) of Head Teachers. They had been analysed and interpreted earlier – Tool 1 analysis section. Later, when the Supervisor of the project, one per 2 taluks of each district, 40 schools, 9 supervisors, visited schools, they also observed the availability of infrastructure facilities and cross-checked on several information from HTs in a very subtle way as if they are checking it independently without letting HTs know that the intention of the visit is to cross-check and observe on school facilities and treatment of RTE children.

Further, the Supervisors observed school processes (discrimination against RTE Kids) like functioning of library, science/computer laboratory, classroom seating of children, RTE children's social mixing with non-RTE children, hygiene in classrooms and school premises, special facilities for CWSN kids and the like. Intention of visit was not disclosed to the Head Teacher. It was displayed like a casual visit to get a feedback on school's problems/concerns with RTE children. This is how the Supervisors had been trained/ sensitised.

'Supervisors' observations on all the variables identified herein have been already discussed.

Table on deviation analysis – FIs data on schools as reported and as observed by them, as well as Supervisors' observations and feedback from Head Teachers on some variables are juxtaposed with each other in terms of percentages of compliance or non-compliance, is already presented. Interpretation follows. 5 per cent \pm deviations across 2 sets of data is accepted as 'Standard'.

83.1 per cent schools maintain a separate office room. It is uniformly so across all divisions except Kalburgi where the provision is only in 77.5 per cent schools.

Only 53.6 per cent schools maintain a separate store room. Other schools may have a 2 in 1 or 2 in 1 arrangement for the store room along with library, or office or sports room. Bengaluru division is better in this facility with 62.5 per cent schools maintaining a store room. Kalburgi and Belagavi divisions have lower provisions.

69.7 per cent schools have built an assembly hall for students, for meetings, prayers, extension programmes. Rest of the schools may use their compounds, playgrounds, open spaces for these purposes. Many times students stand under the sun for assembly. This provision is slightly higher in Bengaluru and Mysuru divisions at around 75.0 per cent.

Higher the level of provision of such facilities, better is the 'feeling' among (parents) students that they are studying in a 'good' school and higher will be their 'Confidence level' in life.

4.28.1) Seating Facilities for Children:

Multiple responses for possible. Branches or Desks in the norm for seating children. Around two-thirds schools provide this facility in the State.

Writing desks are the ideal furniture for schools. They are also economical compared to individual chairs attached with writing desks.

Just benches, just chairs, planks or ground are not admissible. Children have considerable writing work/computing work for classroom learning transactions. If they have to bend their back for these exercises, it will have a cumulative negative effect on their health and fitness over the years. This will be a contribution of the system of life in society. This warning applies equally to Government sector schools. By and large, high schools – both government and private – are better. LPS and UPS stage, many children suffer. This may be noted.

School is a place for physical growth and development of children apart from scholastic pursuits. At present, with no provision of writing/computing facilities, schools lead to anti-growth and development.

Deviation Analysis is completed.

Abstract of Tables is presented here

Table 50: Abstract of Deviation Analysis

DIVISIONS → ↓ VARIABLES	Kalburgi			Belagavi			Bengaluru			Mysuru			Total		
	P	✓	X	P	✓	X	P	✓	X	P	✓	X	P	✓	X
1. (i) Own Building (Yes)	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
(i) Rented (Yes)	-	✓	-	-	✓	-	-	✓	-	P	-	-	-	✓	-
(ii) On Lease (Yes)	P	-	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
2. (i) Only School Use (Yes)	P	-	-	P	-	-	-	✓	-	-	✓	-	-	✓	-
(ii) Other Users (No)	-	✓	-	P	-	-	P	-	-	-	✓	-	-	✓	-
3. Roof (i) RCC (Yes)	-	✓	-	-	✓	-	-	-	X	-	✓	-	-	✓	-
(ii) Sheet Yes	-	✓	-	-	✓	-	-	✓	-	-	-	X	-	✓	-
4. Compound (Yes)	-	✓	-	P	-	-	-	✓	-	-	✓	-	-	✓	-
5) Ramps	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
6) Railings (Yes)	-	✓	-	P	-	-	-	✓	-	-	✓	-	-	✓	-
7) Play Ground	P	-	-	-	✓	-	-	✓	-	-	✓	-	P	✓	-
8) Sports Room	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
9) Sports Equipments (Yes)	-	-	X	-	✓	-	-	✓	-	-	✓	-	-	✓	-
10) Toilets (1) Males (Yes)	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
11) Females (Yes)	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
12) Drinking Water (Yes)	-	-	X	-	✓	-	-	✓	-	-	-	X	-	✓	X
13) (i) Office Room (Yes)	-	✓	-	-	-	X	-	✓	-	-	✓	-	-	✓	-
(ii) Store Room	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
(iii) Assembly Hall (Yes)	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
14) Seating (i) Benches	-	✓	-	-	✓	-	P	-	-	-	✓	-	-	✓	-
(ii) Desks (Yes)	-	✓	-	-	✓	-	P	✓	-	-	✓	-	-	✓	-
(iii) Desks with Chairs (Yes)	-	✓	-	-	✓	-	-	✓	-	-	✓	-	-	✓	-
(iv) Planks (Yes)	-	✓	-	-	✓	-	-	✓	-	P	-	-	-	✓	-

Source: Primary Data.

There are 24 variables of which 14 major variables and rest sub-variables. Each variable can accommodate 5 responses, 4 for the 4 divisions and one for the State, for cross-verification. Hence, for the 24 variables, 120 responses are possible.

If there is deviation, and the given deviation is well within plus or minus 5 per cent norms of research methods, it is indicated by a '✓' symbol.

If the deviation is more than + or = 5 per cent, it is indicated by a 'X' mark.

If the Supervisors' observation and FIs recordings are same, it is considered as 'perfect match' and indicated with the letter symbol 'P'. Here is a count of number of '✓', 'X' and 'P'.

Table 91 has 5 pages. It has columns for each Division and State. If FS and FI data match, within range of deviation, it is counted as '✓'. If it is not so, it is counted as '✗'. 'P' means Perfect match. Abstract of results is give in table 51

Table 51: ✓, ✗ and P counts of Table 50, Abstract

Count	Kalburgi	Belagavi	Bengaluru	Mysore	Total
(a) '✓' Counts	20	20	19	19	22
(b) 'X' Counts	02	01	01	02	01
(c) 'P' Counts	02	03	04	03	01
Total Counts	24	24	24	24	24

Source: Primary Data.

Wherever alternatives are there, each one gets a count. If there are two alternatives, matching is for both – matching of FIs data with Supervisors' data.

School Buildings: 2 alternatives – own use, other uses. For Kalburgi – own use is 91.2 per cent schools; other uses is 8.8 per cent schools (Total 100 per cent, 40 schools). Marking is for both alternatives.

If multiple responses are possible, total percentages crosses 100; still, it does not affect matching exercise for each response; e.g.: seating facilities in classrooms for children.

These precautions need to be noted while reading the table.

There are 07 mismatches out of 120 counts, 15 perfect match count, and 98 counts under deviations within norms.

4.28.2) District-wise analysis for Mismatches:

There are 07 mismatches. Variables on which 0.7 mismatches are discovered across divisions/State and within counts of districts are:

Table 52: [Deviation] Districts Counts [FI vs. FS data Sets]

VARIABLES DISTRICTS ↓	Drinking Water (Yes)	Sheet Building (Yes)	RCC Roof (Yes)	Office Room (Yes)	Sports Equipments (Yes)	Total
Bellary	-	-	-	-	Yes	01
Yadgir	(Yes)	-	-	-	-	01
Uttara Kannada	-	-	-	-	-	-
Vijayapura	-	-	-	(Yes)	-	01
Bangalore North	-	-	-	-	-	-
Bangalore South	-	-	(Yes)	-	-	01
Tumkur	-	-	(Yes)	-	-	01
Dakshina Kannada	-	(Yes)	-	-	-	01
Mysuru	(Yes)	(Yes)	-	-	-	02
State	(Yes)	-	(Yes)	-	-	02

Source: Primary Data.

There are total 7 deviations across 4 divisions. A deeper analysis of districts revealed 10 deviations out of 120 counts across 4 divisions and State. Divisions are one each in Bellary (Sports Equipment), Yadgir (Drinking Water), Vijayapura (Office Room), and Dakshina Kannada (Sheet Building). Mysore District shows 2 deviations – in Drinking water and Sheet Building. At State level, there are 2 deviations (RCC Roof) and Drinking Water.

There are 3 deviations in Drinking water (out of 24), RCC Roof (out of 24), 2 in Sheet Building (out of 24) one each in availability of office room and Sports equipments (out of 24 each).

SECTION VIII: IMPLEMENTATION OF RTE ACT, 2009 IN KARNATAKA STATE – AN EVALUATION

4.29 CASE STUDIES

4.29.1. (A) Good Schools:

Good schools are referred to as ‘Model Schools’. They are identified on the basis of converging opinions of Field Supervisors of the project, Educational Officers of ward/village, block/district, parents and public image.

Good schools are referred to as those whose performance on the following parameters is quite good: (a) Enrolments/Retention/Learning Levels, (b) Infrastructure, (c) Learning Environment and School Management, (d) Social Profile, (e) Issues of discrimination and (f) Problems of Management. Parameters are defined in terms of variables and sub-variables. Compliance to each sub-variable is given 1 score. Scores are spread across variety of variables/sub-variables. There are a total of 136 sub-variables across 6 variables, identified herein. Hence, maximum possible score for perfect compliance to RTE Act, 2009, (ideal performance) is 136 scores. Discrete sub-variables are scored; scores are pooled under each variable. Pooled scores across variables of a school are pooled again across the 09 case study schools. It is to be noted that CWSN variables/sub-variables are not counted here. If they are also counted, there will be 143 sub-variables and 143 scores.

4.29.2: Pooled Performance of ‘Good’ Schools

Table 53: Scores on Discrete Variables

Sl. No.	Variables/Sub-variables	Maximum Score	Obtained Score	Percent Obtained
I	Enrolments/Retention/Learning	45	30	66.67
II	Infrastructure	369	290	78.59
III	Social Profile	72	69	95.83
IV	Learning Environment	405	366	90.37
V	Concerns of Discrimination	153	143	93.46
VI	Management Concerns	180	155	86.11
	Total Scores	1224	1053	86.03

Source: Primary Data.

Table 53.1: Descending Order of Pooled Scores (Good Schools)

Sl. No.	Variables	Percent Performance
I	Social Profile	95.83
II	Concerns of Non-Discrimination	93.46
III	Learning Environment	90.37
IV	Management Concerns	86.11
V	Infrastructure	78.59
VI	Enrolments/Retention	66.67

Source: Primary Data.

CASE STUDY SCHOOLS: GOOD SCHOOLS & OTHER SCHOOLS

There are 09 schools of the study across the following districts:

	Good Schools	Other Schools
Bengaluru Division:	03	02
Belagavi Division:	02	01
Kalburgi Division:	03	00
Mysuru Division:	01	02

Total 09 'Good' schools and 05 'Other' schools across 4 divisions.

4.29.3 Plan of Analysis

Qualitative Analysis of individual sub-variables has been done.

Good practices of individual schools will not lead to any generalization. Hence, performance of 09 good schools are taken for case studies in a composite way, measured through scores obtained by them on 06 variables and 136 sub-variables are pooled together. Total scores of all 09 cases/schools are arranged in a descending order of pooled scores. Higher the pooled score, expressed in the form of percentages taken out of maximum possible scores for a variable, perfect compliance, better is the performance. Lower the percentage and rank, higher is the degree of non-compliance/violation of concerned sections of the Act.

Pooled insights from snapshots of good schools will lead to cumulative insights about discrete dimensions of compliance or (violation) non-compliance. Results are tabulated here.

(B) Table 54: RTE Act Performance of Other Schools

Sl. No.	Variables and Sub-Variables	Maximum Score	Pooled Score	Performance Percentage
I	Enrolments, Retention, No Detention, Learning Levels – RTE/Non-RTE	05	17	68.0
II	Infrastructure	41	152	74.75
III	Social Profile	08	34	85.00
IV	Learning Environment	45	154	68.44
V	Issues of Discrimination	17	72	84.71
VI	Problems in Management	20	77	77
	TOTAL SCORES/Percent Performance	136	506	74.41

Source: Primary Data.

Table 54.1: Descending Order of Pooled Scores (Other Schools)

Sl. No.	Variables	Percent Performance
I	Social Profile	85.00
II	Non-Discrimination	84.71
III	Management Concerns	77.00
IV	Infrastructure	74.75
V	Learning Environment	68.44
VI	Enrolments/Retention/No Detention	68.00

Source: Primary Data.

The ‘other’ schools have done well in ‘Social Profile’. Social Profile includes such sub-variables as: Perception of teachers about RTE children. – Smart, enthusiastic, disciplined, punctual in home assignments, friendly with all children, etc. Per cent performance is 85.00.

Lowest performance of ‘other Schools’ is in the area of enrolments/ retention/no detention/learning levels of RTE/non-RTE children. If a school has 12(1)(c) enrolments which is less than 20 per cent, the specified quota being 25 per cent, it will get a zero score. Pooled performance is 68 per cent.

In other areas, the pooled performance is between 68.44 to 84.71 per cent. Other areas are infrastructure, learning environment and management problems.

It is difficult to identify ‘other schools’ among private unaided schools. Unlike the government/private aided schools, the private unaided schools have relatively lower degree of transparency in administration. Educational Officers find it difficult to visit these schools.

RTE Act compliance in private unaided schools is always, relatively better. They provide facilities and charge fees for that. Some facilities are accessible to RTE 12(1)(c) students also. Still, other schools log in a cumulative 82 per cent/pooled performance.

Table 55: Comparative Profiles of ‘Good’ and ‘Other’ Schools

Sl. No.	Variables	Pooled Performance (in percentage)				
		Good Schools	Rank	other Schools	Rank	Difference %
I	Enrolments/Retention/ Learning	66.67	VI	68.00	VI	1.33
II	Infrastructure	78.59	V	74.75	IV	3.84
III	Social Profile	95.83	I	85.00	I	10.83
IV	Learning Environment	90.37	III	68.44	V	21.93
V	Concerns of Discrimination	93.46	II	84.71	II	8.75
VI	Management Concerns	86.11	IV	77.00	III	9.11
	Total Performance	86.03	-	74.41	-	11.62

Source: Primary Data.

There is a clear difference of 11.62 per cent value in pooled performance across good and other schools. Good schools have obtained a pooled score of 86.03 per cent while other schools have obtained a pooled score of 74.41 per cent.

Otherwise, in other areas like management concerns (9.11 per cent), non-discrimination (8.75 per cent), social profile (10.83 per cent), the difference is well within 10 per cent value. In the area of infrastructure, the difference is just 3.84 per cent value in favour of good schools. In the area of enrolments/retention/no detention, the other schools are a shade better (1.33 per cent value) than good schools.

4.29.4 CASE STUDIES: DESCRIPTIVE ACCOUNTS

Here is a descriptive/qualitative account of a ‘good’ school and an ‘other’ school in the study sample. Quality of implementation of the RTE ACT 2009 at grassroots levels is the focus of this presentation.

1) Case of a ‘Good’ school

Sri Vishweshwaraya Higher Primary school, Allipura village, Bellary taluk, Bellary District emerged as the best school with a quantitative score of 89.71 percent. DISE code is 29120114240. This school is not considered for qualitative analysis as it is a small school with total 70 children. The second best school with a quantitative score of 83.52 percent is considered for analysis as it is a medium sized school with 200 school students.

The Case 1: ‘Jnanajyothi English Medium School’, established in 2012-13, is located in ward No.1, Bapugowdanagara of Shahpur town of Shapur taluk of Yadgir district. DISE Code is 29330718801 (11digits). Nearby government HPS in the neighbourhood is at a distance of more than 3 kilometers, which satisfies RTE norms for access. Kindergarten (LKG/UKG) stage is attached to this school. There are 29 RTE children, with no drop-outs since 2013-14 to 2017-18.

The school has adequate infrastructure facilities as per RTE norms. It is a recognised school, established in 2012-13, having own building exclusively for school use. There is a RCC ceiling with compound wall, ramps with railings, playground, sports room, sports/games equipments, 10 classrooms for 8 standards (all facilities as observed), separate HT room, office room, assembly hall, toilets for boys/for girls, with water facility, potable drinking water, benches/desks for all children, a fully functional library which subscribes to magazines/newspapers in both Kannada & English and electricity.

There is a computer laboratory. CE begins from 3rd Standard. Ratio of computer to students is 5:1. The school has a science laboratory with facility for conducting 51 to 75 percent of prescribed experiments. This figure should be read along with the State average provision of 30 and less than 30 experiments in 44 percent schools. Children are taken out for project work. School has aids/equipments (adequate) to teach languages/geography/history.

All teachers have D.Ed. diploma; there are 08 teachers for 8 standards and 05 of them are graduates. There is a dedicated physical education teacher. The school functioned for 228 out of 230 days during 2017-18.

The school had organised RTE enrolment campaigns during 2017-18. A small amount of tuition fee is collected from parents. The school has facilitated free textbooks of the DoE to RTE children. Parents buy workbooks and other learning accessories.

The school had organised health camp during 2017-18 and records are maintained about children's health parameters. There are no CWSN kids.

Learning environment is open and non-discriminatory. RTE/non RTE children are mixed in the classroom seating arrangement, as per alphabetical order. All children have equal access to all infrastructure facilities in the school. Children are empowered to conduct experiments by themselves along with non RTE children. RTE children participate in all cultural/literary/sports/games activities and have won prizes.

The school whole heartedly welcomes RTE Act, 2009, specifically section 12(1) (c). There are no ST category students. SC, Category I and Category II A children are in majority. Social profile of RTE children is more than pleasing.

Majority of parents have adjusted to digital mode of applications for RTE seats. Students are happy with the teachers and their interest in facilitating learning. Students have free and easy access to teachers for their learning needs.

Class teachers carry positive attitudes about RTE kids. They counsel and assist 'children with learning difficulties'. HTs report that syllabus is completed in time, before the end of the year. They organise special classes for 'children with learning difficulties'.

The school has opened a dedicated bank account in a Nationalised Bank for receiving Reimbursements from the Government. There is 'no response' for queries on adequacy of reimbursements/unit costs of the government.

In sum, it is observed that the 'good' school referred to herein is 'good' in regard to infrastructure facilities, social profile of students, learning environment as per feedback from parents, students, teachers and the Head teacher. The only reservation is in regard to collection of a marginal amount of tuition fees which is not in keeping with stipulations of the RTE Act. Educational officers are **'happy'** with this school.

The Case 2: Case 2 is of a school which is not classified as 'good'. It is referred to as **'Other;** school. Adjectives like low performing/poor/bad/problem schools are deliberately avoided.

The 'other' school known as **Vidyajyothi National School** is located in Jyothinagar ward of Sira town of Sira Taluk of Tumkur district. DISE code of the school is 29310620309. It was established in 1993-94. Quantitative score on performance is 70.59 percent. School is recognised, has own building subjected to exclusive use of the school.

Part of the school has asbestos ceiling while the rest is with RCC roof. Provision of infrastructure facilities is 'average'. It has a compound, no ramps, no playground; there is a sports room with sports equipments. Children use school compound, public places/civic amenities for play.

There are 08 rooms, 07 of which are used as classrooms, one of them is HT cum office room. Separate Toilets for boys/girls and drinking water facility are there. Furniture for seating children- desks/benches are there. Library and RR facility is there. CE begins at 5th standard while CL has only 12 computers shared by students in batches at a ratio of 1:8 students. UPS is there. Children are given projects/assignments at school; they are not taken out for project work. TLM is available in school. They are prepared by both students and teachers as per norms.

There are 6 teachers for 8 standards and all are post graduates along with D.Ed training. There is a physical education instructor.

The school had organised enrolment campaign in the ward for building awareness about RTE among public/parents, during 2017-18. School maintains a prospectus.

There is no collection of tuition fees; however, sports/RR fees is collected. Parents need to purchase learning accessories-work books, instruments box, craft materials etc.; from market.

The school had organised health camps for all students in 2017-18.

Records of results of health camp are not maintained. There are no CWSN kids.

Learning environment is open and free. It is non-discriminatory. Response is not given on seating arrangement of RTE children in classrooms. There are no separate toilets, drinking water facility for RTE kids. All children sit together and consume their home food during lunch hour. Library access, timings, CE classes, conduct of experiments in science laboratory, participation in co-curricular activities, are open for all RTE children along with non RTE children; there is no record of RTE children winning prizes in school competitions. RTE children are considered to be disciplined.

School welcomes provision of seats to disadvantaged children under RTE section 12 (1) (c).

Parents do not mention school as a source of RTE awareness and for filling/filing application through a digital mode. Friends have helped them. They are happy that their wards can communicate in English. They are satisfied with the attitude of HT and teachers to their children.

Students have no complaints regarding rapport with non RTE students, teachers and HT. Non RTE/RTE students help ‘children with learning difficulties’ for learning needs. School does not organise special classes.

School has opened a dedicated bank account in a cooperative bank for receiving reimbursements from the government.

In sum, it is observed that the ‘other’ schools fall short of infrastructure requirements and learning environment. They are ‘good’ in not collecting tuition fees from RTE parents.

Comparative Account of CASES 1 and 2:

The ‘other’ schools differed from ‘Good’ schools with respect to provision of infrastructure facilities (marginal diversity), number of classrooms, strength of buildings, teacher-standard ratios, attention/concerns to ‘children with learning difficulties’. ‘Other’ schools are better in regard to academic qualification of teachers and eschewal of collection of tuition fees from parents.

The difference between ‘good’ and ‘other’ private, unaided schools is that of degree and not of substance on several parameters of RTE Act, 2009.

5. Findings and Conclusions

This is a study in 360 private unaided, non-minority schools (PUAS) who have admitted children from disadvantaged sections of society in the State under RTE Act, Section 12(1)(c). As per ToR, it is in 18 taluks of 9 districts (2 each) of 4 divisions wherein Bengaluru Division has 3 districts while the other 3 have 2 districts each. The 9 districts are – Bellary, Yadgir; Uttara Kannada, Vijayapura; Bengaluru North, Bengaluru South, Tumkuru; Dakshina Kannada and Mysuru. Minimum 40 schools are selected, as per a sampling plan from each district. The composition of schools across LPS, HPS, HS and HSc, is 49 : 233 : 71 : 07. 1 to 8 standards is in foci in all schools.

Framework for the setting of the study, collection of data, analysis and interpretation of data, drawing conclusions and recommendations is as per the RTE Act, 2009, relevant sections of the Act, and ‘Framework of Implementation of the Act’, published by the MHRD, in 2010 [**Blue Book**].

5.1 Coverage of Schools

360 schools constitute the sample. A significant proportion of private, unaided schools (27.2 percent) were started after April, 2009, the date of the RTE Act, to avail of benefits of reimbursements under section 12 (1) (c). 11 percent schools are still to get recognition.

5.2 Infrastructure:

* All Government schools have own buildings. But 63.1 per cent of schools in the sample have own buildings; 6.4 per cent are on lease and rest of the **30.6 per cent schools have rented buildings**. 96.4 per cent schools have RCC roof. 3.6 per cent have Asbestos sheet ceilings. These sheet buildings are absorb lot of heat. Children feel the heat. 65.3 per cent schools have compound. Security of small kids is at risk in 34.7 per cent schools. Only 4.4 per cent children sit on floor and 6.9 per cent sit on planks in the classroom. Rest of them has benches/benches with desks. By and large, sample schools are comfortable with playground, sports room, sports equipments, assembly hall, toilets for boys, toilets for girls, potable drinking water facility and the like.

Government allows private schools to take buildings on lease for 30 years period, if they do not have own buildings. It allows old schools to run in rented buildings. [Gazette notification in annexure no.06)

5.2.1. Library and R.R: All schools have library, but 77.5 per cent have a dedicated library room. Almost all of them issue books for students. There is a reading Room/Reading corner in Library in 75.0 per cent schools. All the schools get newspapers, mostly Kannada while 68 per cent get English newspapers. LPS schools may not get English newspapers. Bengaluru division schools have relatively high collection, 2001 to 2500 of books on an average; this is true of children's books also whose average is 201 to 250 numbers.

Discussion: A good library and RR is essential for developing reading habits and language development of children.

5.2.2 Computer Laboratory in Schools (CL)

CL is a distinctive facility of private, unaided schools. 90 per cent schools have a CL. It is quite high in Bengaluru (97.5) and Mysuru (93.8) divisions. It is low in Belagavi 85.0) and lower still in Kalburgi (77.5) divisions.

5.2.2.1. CE – Computer Education starts from I standard itself in 60 per cent schools. By the time students reach V standard, a total of 306 out of 322 schools which have a CL would have begun CE for students (95.0 per cent). It will be 85 per cent of total schools. In contrast, CE begins at 6th in Government schools, is only 30 per cent of HPS. CE is the cutting edge of private, unaided schools.

5.2.2.2) Electricity Availability:

There are still 8 rural schools which do not get electricity throughout the day and they have to use UPS.

Discussion: In a district-wise update it is observed that in Vijayapura (35 per cent schools) and Yadgir (40 per cent schools), CE is not given at 1st standard and upto LPS 1 to 5 stage. Still, parents prefer private, unaided schools under RTE 12(1)(C). CE does not 100 per cent explain the demand for RTE sects.

5.2.3. Science Laboratory:

70.6 per cent schools have a dedicated science laboratory. Others maintain science equipments to conduct experiments in the classrooms. Even while RTE schools, have science laboratories/equipments. 62.6 per cent schools are equipped to conduct less than 30 per cent of prescribed (syllabus) experiments.

Bottom line is that significant proportion of students are not able to get wholesome, quality science education.

5.2.3.1 Outside School Projects:

Two thirds RTE schools take RTE children (others also) outside for projects in Biology and Social Studies. It is high at 81.7 per cent in Bengaluru division and low at 43.8 per cent in Mysuru division. These project exposures are for 6th / 7th / 8th standard students.

Across districts, in Bellary and Tumkur, 90 per cent schools give project exposure. Lowest incidence is in DK (47.5) and Mysuru (40 per cent schools).

5.2.3.2 TLM – Teaching/Learning Materials

98.61 per cent schools report that they have TLM. TLM is there in all subjects. As per guidelines, students and teachers jointly prepare TLMs in only 52 per cent schools. In 12 per cent schools, only students prepare them. 22 per cent schools have purchased TLM from book stores/market, not recommended. RTE children participate in TLM preparation in schools where they are prepared jointly with teachers (52 per cent) or independently by themselves.

5.2.4 Enrolment Campaigns (update upto 2017). As per report from schools (from CRPs/BRPs and parents, later section), 42 per cent of them had organized enrolment campaigns, as required by guidelines. It did not help much as enrolments through campaigns was only 11 per cent. In particular, Bangalore North, Mysuru and UK need to improve, just as others.

Scope and modality of Enrolment Campaigns need a paradigm shift. As of now, these campaigns are focussed on identification of children eligible for I standard admissions during the next/following, academic school year and non-enrolled/dropout children. The scope of this survey should expand to include: awareness building among parents about variety of facilities offered by the government for schooling of children, RTE 12 (1) (c) opportunity, importance of schooling for life and livelihood. Currently door-to-door visits is in vogue. Print/electronic media also needs to be used for this purpose. Procession/Jathas involving youth clubs, SHGs, Cultural organisations need to be organised for enrolment campaigns.

Enumeration survey as per CPE Act 1962 of the GoK can be used for awareness building about RTE 12 (1) (c).

5.3 Fee Collection from Parents

5.3.1. Volume of Fees: * Collection of fee from parents of RTE students is prohibited by law. Still schools collected certain types of fees and parents are willingly pay. Fees collected varies across schools/districts/divisions. a) tuition fees – 72.2 per cent; b) sports fees – 46.4 per cent, c) library and RR fees – 38.6 per cent; d) project work/picnics/tours, - 5.72 per cent and e) donations to schools – 15.8 per cent; b and c are permitted by government. Collection of Tuition fee is higher than the State average figure (72.2 per cent) by at least 5 per cent in Yadgir, UK, DK, Vijayapura and Mysore.

* Several private schools in this sample do not collect sports and RR fees. It is possible that they do not show it separately.

* Donations, prohibited by law, are still collected by 15.8 per cent schools; 57 out of 360 schools. Yadgir (27.5 per cent schools), Vijayapura (30 per cent) and DK (25 per cent schools) record higher than State average proportions of schools where donations are collected.

GoK/ED 04,2017, Dated 03.03.2017 issued detailed directives on collection of fees from RTE 12 (1) (c) students/parents.

5.3.2. * Methods of Notification of Fees:

Traditional methods such as School Notice Board (86.7 per cent schools) and School Dairy (78.3 per cent) are popular methods for notification of fees.

* 68.6 per cent schools are run by Registered Societies who are in charge of governance of schools including fees. Rest are run by Private Ltd., Companies.

* Government / CPI has arrived at a formula for fee collection by private, unaided schools, which is linked to type and quality of facilities in schools. But it is not strictly enforced due to hidden reasons. People are also willing to pay without protests – in keeping with the Hindi proverb – ‘*Ghoda Hai, Maidhaan Hai*’. It is difficult for the Government to intervene.

5.4 School Timings

* School is a place for total personality development, not just for scholastic pursuits. Children should have opportunity to play games, engage in sports, literary and cultural activities, and spend time in library and RR. For these reasons schools should open early and close late. 84.7 per cent schools open early while 60.6 per cent close after late hours. Of all

the reasons advanced by schools, one prominent reason for extra hours of school timings is that 51.4 per cent like to help ‘children with learning difficulties’; further, 5.8 per cent assist in completion of homework. 9 out of 360 schools use extra time for private tuitions. Reading Room, RR, is kept open after school hours in 24.9 per cent schools.

5.4.1 Additional Facilities in Schools

78.1 per cent schools have CCTV. This is mandated by government after reports of molestation bullying, ragging cases were reported in media. Mean number of CCTVs are 3.73 in these schools. 60.6 schools also have facilities like gymnasium, swimming pools and indoor stadiums. Fees is charged for users.

5.4.2 School Uniforms/Text Books

In 81.7 per cent schools, students/parents have to buy and wear school uniforms. [In section 6.3.1, there is a report that CRPs facilitate many children to get governments’ free uniforms and textbooks – textbooks 79 per cent schools and uniforms 34 per cent schools. This may be harmonized with RTE school specifications].

In 70 per cent schools, children have to wear/buy white uniforms, 92 per cent schools, to wear/buy shoes with socks – coloured and white (one day in the week), both.

Parents need to buy textbooks – those do not get it free; they have to buy workbooks (53.3 per cent), instrument box (65.0 per cent), drawing books (54.7 per cent), craft materials (29.2 per cent schools); and other items.

These are ‘additional costs for parents, externalities of private schooling under RTE.

5.5 Social Profile of Students:

There are 5453 students. 52 percent are boys and 48 percent are girls. There are 07 under aged children, admission, at the time of admissions [RTE 12(1) (c)]. Parents are, by and large, middle aged, 30 to 35 years. 21.4 percent fathers and 16.2 percent mothers are illiterate. 48.04 fathers are in agriculture of whom 27 percent are agricultural labours. Together, agricultural labours and coolies constitute 41.02 percent of fathers 71 percent mothers are homemakers.

Reservation policy for SCs/STs in the State, in general, provides for 15 percent for SCs and 3 percent for STs in educational/employment opportunities. The sample of the study reveals that RTE 12(1) (c) seats have gone to 19 percent SC and 8 percent ST students.

Majority of seats have gone to OBCs categories I (10.7 percent), Categories IIA (21.6 percent), II B (20.2 percent, includes Muslims and others). IIIA (10.0 percent), III B (10.7 percent).

Conclusion in regards to Social profile of students is that the RTE Act, specifically section 12(1)(c) provision, has benefitted the ‘**most deserving**’ section of society.

5.6 Enrolments, Retention and Learning Attainments:

Kalaburagi division reveals highest average enrolments under RTE 12 (1)(c) followed closely by Bengaluru division

There is a decline in enrolments from the year 2019-20 when the admission policy ‘neighbourhood schools’ was strictly enforced for RTE 12 (1)(c) opportunity. The GoK issued a gazette notification on 10.14.2017, clarifying the concept of ‘neighbourhood schools’, in view of problems faced by schools and students/parents (See annexure 4)

During the reference years 2012-13 to 2017-18 (6 years), 76 percent seats were filled in the State out of total available seats [Total schools in State, not sample].

Retention of RTE students in 360 sample schools is 100 percent.

Mean achievement of RTE students on LAT/DoE (4th standard-all subjects) is 84.21 percent while that of non RTE students is 86.51 percent

Differences in overall mean achievements across RTE/non RTE is not significant

Differences are significant across Kalburgi and other 3 divisions-Bengaluru/Belagavi, Bengaluru/Mysuru and Belagavi/Mysuru. Performance of Kalburgi division is better than the other divisions. ‘t’ values are also significant.

5.7 Learning Levels of Children – Views of Head Teachers

HTs were asked: “Are you satisfied with the learning levels of RTE children?” and “Do you get co-operation from parents in managing RTE kids?” These two questions are subjective in type and emotionally loaded.

76.4 per cent HTs are satisfied with the performance and learning levels of children. By default, 85 out of 360 HTs are not satisfied. This is a good sign. Improvements follow dissatisfaction. However, 92.8 per cent HTs report that students are satisfied about their own

learning levels. Parents have never complained about learning levels/performance of their wards. 91.1 per cent parents extend cooperation, as per HTs reports.

5.7.1. Enthusiasm to learn of RTE Kids

86.7 per cent HTs are satisfied with the enthusiasm displayed by RTE kids 'to learn'; 66.1 per cent say 'all kids' while 20.8 per cent say 'most of them'.

5.7.2. Performance of RTE Kids

80.8 per cent HTs report that RTE kids are doing well in studies and passing well every year. Such an opinion is quite high in Kalburgi division (90.0 per cent) and low (71.2 per cent) in Belgaum division. Bellary, Yadgir, BNG South, Tumkuru and Mysuru have very high positive opinions while Uttara Kannada (65 per cent), BNG North and Dakshina Kannada carry low degree of positive opinions.

5.7.3. RTE Schools and CWSN Children

CWSN kids are there in 57 out of 360, 15.8 per cent schools. Only 5.8 per cent schools, 21 out of 360 had organized CWSN camps while 35 out of 360, 10.3 per cent, had sent children to Government organized CWSN camps.

Hardly a few kids have received CWSN aids and equipments after the camps; the figure is 3.89 per cent, 14 schools. In rest of the cases, parents have arranged.

5.7.4 CWSN Camps

Ramps/railings/landing space is one of the 9 RTE stipulated facilities in schools. 22.22 per cent schools in this sample have provided ramps, 15.55 per cent, a sub-set, have provided railings, 13.05 per cent, a sub-set of 22.22 per cent have provided landing space. Position in regard to ramps/railings/landing space is uniformly observed across all divisions.

By and large, 42 out of 57 schools with CWSN kids, organize classes for them in ground floor.

5.7.5 Helpline number for CWSN: All schools, everywhere, are expected to display helpline numbers to children on notice board, as per government order. 81.4 per cent schools in this sample do so.

5.7.6 HEALTH CAMPS

81.4 per cent schools organized health camps, as stipulated. In 72.2 per cent schools, a sub-set of total schools, RTE kids were included in these camps. It means, 9.2 per cent schools organized them only for non-RTE kids.

Problems of eyesight (40 per cent children), hearing (30 per cent children), thyroid (16 per cent cases), anaemia (30 per cent children), were discovered among RTE children, in schools when camps were organized and RTE kids included.

5.8: DISCRIMINATORY PRACTICES AGAINST RTE CHILDREN

5.8.1 Concerns on discriminatory practices are

Seating of RTE children in school (Yes) (by schools)]

(i) Same Class room	94.4
- in a bunch (separately)	03.9
- alphabetical order	11.7
- as per height	36.9
- no order	41.9
- no response	05.6
(ii) Take lunch	
- in Classroom	45.6
- in Community Hall	23.3
- in Compound	26.1
- no definite place	05.0
- all kids sit together	78.0
- RTE kids sit separately	03.4
- no response, do not know	18.6
Total Schools	360

Discussion: By and large, there is no discrimination in private, unaided schools against RTE kids. However, in 3.9 per cent schools (14 out of 360), there is discrimination in seating of RTE children in same classrooms. There are no separate classrooms/sections. Again, in 3.4 per cent schools (12 out of 360) RTE children sit separately and consume lunch,

Both the instances are in low percentage of schools, still **cannot be ignored.**

District-wise Analysis

In 20 schools there are separate sections for RTE children, in the State (5, 6 per cent schools). Districts-wise distribution is: BNG South (Zero); Uttara Kannada, BNG North, Dakshina Kannada – 1 school each; Yadgiri, Mysuru (2 schools each); Bellary (03 schools); Vijayapura (04 schools); and Tumkuru (06 schools); all districts have 40 schools; total 20 schools.

Bunching of RTE children in same classrooms: Vijayapura and Mysuru (zero); Yadgiri, Uttara Kannada, BNG North, BNG South (1 each); Bellary (2 schools); Tumkur (03) and Dakshina Kannada (05); Total 14 schools.

Discrimination, of one type or the other, is observed in all districts, throughout the State, in different contexts/degrees.

Discriminatory seating during lunch time – 12 schools are in – Dakshina Kannada (05 schools); Bellary, Vijayapura, BNG South, and Mysuru (1 school each); Tumkur (03 schools); total 6 districts; not so in Uttara Kannada, Yadgiri and BNG North.

5.8.2 Participation in Sports and Games and other Activities:

[Discriminatory practices, if any]

In 97 per cent schools all children including RTE children, participate in sports and games activities. Their participation group games is in 74 per cent schools as expected, in general.

In 97 per cent schools, RTE students participate in cultural activities. Participation is spread across all activities – music, dance, drawing etc., except in literary activities where it is low.

There appears to be no discrimination in sports/games/cultural activities.

5.8.3 Science Laboratory and Teaching Learning Activities

In 91.1 per cent schools, RTE kids conduct experiments. May be in lower primary schools, they may not do it, in a few of them. In 88.3 per cent schools (out of total schools), RTE children engage in experiments with all children-including non-RTE children. Even though in 88.3 per cent schools, RTE children conduct experiments with non-RTE children, at the same time, still in 4.7 per cent schools, RTE children do so in separate groups. They

are not mixed with non-RTE children, 17 out of 360 schools. These 17 schools are there in (districts): Yadgir and Dakshina Kannada (4 schools each); Bellary and Vijayapura (1 school each); BNG North and Mysuru (2 schools each); BNG South (3 schools); Tumkur and Uttara Kannada (zero).

5.8.4 Computer Education (CE):

* 89.4 per cent schools have computer laboratory (CL). Students learn school subjects (71.4 per cent schools), surf advanced information (27.2 per cent schools), work on projects (23.0 per cent schools), play games (12.8 per cent schools).

* In 272 out of 360 schools RTE kids learn/operate computers with non-RTE children in mixed groups. In 26 schools, 7.2 per cent, RTE kids learn/operate/sit CE in separate groups; they sit separately.

Districts where RTE children sit in separate groups for CE are Tumkur and DK (5 schools each); Vijayapura (4 schools), Bellary and BNG South (3 schools each), UK and Mysuru (2 schools each), Yadgir and BNG North (1 school each). 'Principle of exclusion'/discrimination is there throughout the State, in different degrees.

5.8.5 Use of Library and RR

* RTE kids use library in 97.2 per cent schools (where libraries are there). Timings are same for all children in 89.2 per cent schools. There is RR access to RTE kids and same facilities for all in almost all schools.

There are 29 schools who maintain different timings for RTE kids: there are 11 schools in Kalburgi division, 6 schools in Belgaum division, 6 schools in each in Bengaluru and Mysuru divisions.

In 12 schools, RR facilities are not same for RTE/non-RTE kids. These 12 schools are there in all districts except Vijayapura and BNG North where it is zero incidences.

Discussion: On 6.11 A/B/C/D/E - There is discrimination against RTE students, very subtle discrimination in regard to use of science laboratories, computer laboratories, library and RR as well as in seating arrangements for RTE children in classrooms.

Only area where there is no discrimination is there is RTE children's participation in sports/games and cultural activities.

5.8.6 Maintenance of Toilets

Ayaha clean toilets in 91 per cent schools and classrooms in 86.45 per cent schools. In other schools, teachers and students maintain toilets, may be small schools (LPS).

There is hardly any discrimination against RTE children in maintenance of toilets.

5.8.7 Separate Toilets for RTE Kids:

In 60 out of 360 schools, there are separate toilets for RTE kids. In 64 schools, there are separate drinking water facilities for RTE kids. Districts where separate toilets and drinking water facilities are there, given here: first digit in brackets against each district is toilets and second digit is drinking water facility: Dakshina Kannada (14, 13 schools), Yadgir (10, 8), BNG South (9, 6), Tumkuru (8, 10), Vijayapura (7, 8), Bellary (5, 7), BNG North (4, 6), Uttara Kannada (2, 5) and Mysuru (1, 1).

Discrimination is observed in all districts.

5.8.8 Monitor System in Schools and RTE kids:

85.3 per cent schools have monitoring system. Considerable number of RTE students have also been monitored. There is no discrimination.

5.8.9 School Bus

59.2 per cent schools have school bus. There is open access to RTE kids in school bus. In 36 out of 213 schools which have school bus, RTE children sit separately in a bunch. It is not clear whether it is their choice or arrangement by the school. Discrimination cannot be established. This incidence is high in Yadgir, BNG South and DK. It is low in Mysuru district.

5.9 Problem Children / RTE : Perceptions of HT

15 HTs report on problem children (cases of RTE kids), 11 of them in Bengaluru Division, 10 being from BNG North and South. In one case, HT gave TC and sent the child to another school (Fit for Case Study)

5.10 Teachers

In 82.2 per cent schools, there are exclusive PT teachers. Among total subject teachers, for every 13 female teachers, there are 5 male teachers – 28 : 72, male : female ratio. In government schools, State average M/F ratio is in observe position.

5.11 Reimbursement of Fees

64.7 per cent schools have opened separate bank accounts to receive reimbursement of unit costs of RTE students from Government. 71.1 per cent schools are satisfied with the Government formula for reimbursement. Still, only 48.7 per cent schools report that unit cost received by them is 'adequate'. They spend more than they receive. They do not give precise information on this account. 42.2 per cent schools reported delays in reimbursements. 34.2 per cent reported to government on delays.

5.12 Mindset of Private, Unaided Schools on RTE section 12(1)(c)

86.4 per cent HTs are happy with RTE 12(1) (c). [Question 31.4 to HTs]. However, to a question [Qn.no.46.2] whether they would have admitted RTE children, if they were given an option/choice. 31.9 per cent HTs responded in the negative. They would not have admitted. Highest reservation (20 out of 40 schools) is in Vijayapura district, followed by Tumkuru (15 schools), DK/UK (14 each), BNG South (12) and BNG North (7 schools).

5.13 LEARNING ENVIRONMENT- STAKEHOLDERS' PERCEPTIONS

a) PARENTS

5.13.1 SAMPLE DETAILS

There are 34 educational districts across 30 revenue districts. 9 districts constitute the sample for the study. ToR stipulated 720 parents at 80 parents per district. 2 Taluks are provided in each district. There are 2 districts for each division – Kalburgi, Belagavi and Mysuru while there are 3 districts for Bengaluru Division. The 9 districts are: Bellary, Yadgir, Vijayapura, Uttara Kannada, BNG North, BNG South, Tumkur, Dakshina Kannada and Mysuru.

There are 754 parents in this sample. Every district has 80 parents, while Vijayapura has 84, Tumkur 82 and Dakshina Kannada 108. Total schools of the study are 360 from where parents are associated. Students/children of these 754 parents are studying in all standards.

Majority of parents belong to most disadvantaged sections of society.

5.14 Management of RTE opportunities

5.14.1 Sources of Awareness of RTE Opportunities

Among the chief sources are school staff (34.2 per cent), newspapers (33.8 per cent), friends (18.3 per cent), relatives (9.8 per cent). It is to be recalled that 75 per cent parents have non-RTE children studying in same school (or RTE admissions of earlier years who are not in this sample, of the same parents) who can be chief source of RTE opportunity information through the school staff either informally or at PTA meetings.

It is significant to note that the Radio (3.3 per cent), TV (5.7 per cent) and education Officers (2.8 per cent) have not been effective as sources of information.

Multiple responses were allowed for this question.

CRPs/BRPs/ECOs/BEOs are 'Zero' sources of RTE information in Yadgir and BNG South districts.

5.14.2 Filing an application for RTE sect

31.6 per cent filed the application by themselves. In 25.6 per cent cases, the school staff helped them. Friends, relatives and neighbours helped for 31.1 per cent parents. Hardly 2.5 per cent education officers helped the parents. It is possible that parents may not approach officers while officers may not be ‘pro-active’ in helping ‘disadvantaged’ communities.

GoK issued a gazette notification on 10.04.2017, detailing process of admissions [See annexure 04]. It was revised again on 27.02.2020 as per ED 101 PGC 2018 (See Annexure 07)

5.14.3 Methods of Filling/Filing Applications

Government policy in regard to RTE applications changed over the years. In the beginning manually filled applications were accepted; no other option. Later, filling/filing applications was made on-line, by the Department. Even in this sample, 32 per cent parents, whose wards must be in higher standards (7th or 8th), had filed manually filled applications for RTE seats. 3.2 per cent parents had friends/relatives/neighbours who belong to ‘on-line era’ who helped them in filling/filing on-line applications; [All percentages to grand totals]; 32 per cent filled it/filled it on-line by themselves. This is creditable, given their low educational levels (as self-reported). Help from friends/neighbours constitute 32 per cent. Help from BEO Office is just 2.5 per cent. Significant information is that 19% per cent went to **CYBER CAFÉ**, paid money (poor people) and got the application filed. School staff helped in 25 per cent cases when parents say, they themselves, cyber-café is included.

Discussion: BEO office has computer facility, programmers. They can help AL, coolies, maid servants and poor like them in filling/filing applications. This facility can be announced on the web-site along with riders.

5.14.4 Seat Allotment:

38.2 per cent parents report that they got seats through lottery system; 43.1 per cent got it through on-line allotments/BEO Office according to them 13.1 per cent had approached VIPs, as per their self-report; in reality such accommodations do not work; it is digital selection, as per criterion. They believe that their efforts worked. 5.6 per cent are ignorant about the process. Better transparency and sensitization of parents can be maintained in future (not in selection, but awareness building exercises).

Irrespective of how they got seats, 65 per cent parents prefer lottery system. They expect a level playing field in lottery system.

6.4 per cent, 48 out of 754 parents have given, as per their self-report, 'service fees' for RTE seats. Details are not there. It is possible, that this may be a 'thanks giving' fee. There are quite a few illiterate parents. Sensitisation of parents would be of value to them.

50 per cent parents had applied for more than one school. Such an exercise also depends upon the number of private, unaided schools in their ward/village. With more than one school, choices are possible. 83.6 per cent parents had indicated preferences for schools in their wards/villages as well as other wards/villages. 83.6 per cent parents had indicated preferences for schools in their words/villages as well as other wards/villages. 81.6 per cent got seat as per their preference, may be one of two choices or the only choice they had given. 77.7 per cent got seat in the first list. 17.6 per cent got it in second list. Choices of parents have been fruitful to some extent.

Satisfaction levels of parents, disadvantaged sections of society, must be quite high, as they got RTE seats in schools of their choice in the first list.

5.14.5 Documentation: Variety of documents have been submitted by parents, in support of their claim for RTE seats. Aadhar Card (88.1 per cent parents), Income certificate (86.3 per cent), Caste certificate (85.7 per cent), age proof (81.7 per cent) are the 4 documents. Too much of documentation must have affected their working time.

By and large, the documents submitted by parents have been accepted without cross-checking/verification.

Among options for alternative responses, for their level of satisfaction in getting RTE seat, 89.0 per cent report that they are 'Very Happy'; 07 per cent are 'Happy'; 04 per cent said 'cannot say'.

5.14.6) Alternatives to RTE

A pin-pointed question was posed to them: "What would you have done, if your child would not have been given a RTE seat?" 55.7 per cent have said that they would have no choice except to send their child to a government school. However, 40.9 per cent parents, 308 out of 574, have submitted, that, they would have paid fees at market rates and their

capacity to get their children admitted to private, unaided schools. This is their aspiration and choice in spite of being disadvantaged financially.

Discussion: 18.3 per cent parents, 138 out of 754 parents have not submitted age-proof certificates, still got RTE seats. This has happened across all districts with varying degrees. This has resulted in 7 under aged children being admitted under RTE. This incidence is violative of RTE norms.

RTE opportunity needs a little more refined targeting. It should not be given to children/parents who are 'willing' and 'capable' to admit their wards by paying fees charged by private, unaided schools.

5.14.7) PTA Meetings

Almost all schools have convened meetings of Parent-Teacher Associations – PTA.

5.15 LEARNING ENVIRONMENT –STAKEHOLDERS’ PERCEPTIONS

(Contd.)

b) STUDENTS’ FEEDBACK

5.15.1 Sample Details

There are 5453 students in this study from 09 districts of 4 divisions of the State. ToR specified 5,400 students at minimum 600 students per district. Boys Vs. Girls ratio is balanced at 51 : 49. There are 13 social categories eligible for RTE 12(1)(c) seats. 07 major categories are represented here. Proportion of SCs/STs is very much higher than that earmarked by the State in general and reservation in Education and Employment. There will be variations across division due to concentration or low incidence of one or the other groups in the districts. Proportion is higher for II B, Muslims, also.

Bottom line is that RTE 12(1)(c) seats have gone to reserved categories in higher proportions than that earmarked by the State in its policy guidelines. This is a welcome phenomenon.

Students belong to all standards/stages (LPS/HPS), wherein considerable majority are from LPS stage. FIs read out the questions, explained their meanings and recorded their responses, as students of standards 1/2/3 cannot/find it difficult to read questionnaires.

5.15.2> Social Adjustment of RTE Students

Almost all students (98.3 per cent) report that teachers are ‘**friendly**’ with them. A great majority report that teachers ‘**clear their doubts**’, in a satisfactory manner. Students are ‘**free**’ with their teachers.

Ragging/teasing/taunting of RTE students by non-RTE students is almost **non-existent**.

Majority of the HTs, Teachers and non-RTE kids return the greeting from RTE students. An insignificant minority of non-RTE students do rag RTE kids. Such ragging is a common feature in all schools, not just private, unaided schools.

Across the 4 divisions, relatively lower than State average proportion of HTs and teachers do not return students’ greetings in Bengaluru division. Level of urbanization and degree of snobbishness may be hand in gloves.

Children are not caste-conscious. They continue to be products of 'Nature'. A miniscule proportion of teachers are caste-conscious. They need RTE sensitivity training. Students have 'satisfactory, social/emotional adjustment within the rigmarole of everyday school life.

5.15.3> SCHOLASTIC ADJUSTMENT

For majority of RTE students, 'all' subjects are easy. For a small percentage of RTE students, English and Mathematics are 'difficult'. Regional languages – Kannada/Urdu/Marathi are felt to be least difficult, as expected. CE poses no difficulty.

Majority of RTE students who get doubts discuss with their subject teachers and get their doubts cleared. Almost all teachers help them.

Majority of RTE students also approach knowledgeable friends for doubt clearance. Friends help them.

For majority of students, there is scope for some guidance from elder sister, brother, aunt and uncle. Not many parents can help.

It is significant to note that considerable majority (72.0 per cent) of students get 'private tuition'.

5.15.4> COMPUTER EDUCATION

Majority of children get their CE classes from 3rd standard onwards. Considerable majority get it before they complete 5th standard.

A very small minority of students, 5.0 per cent of total, 168 students have to learn CE in CL only with RTE students. This cannot be ignored even while proportion is small. This is an instance of discrimination, against the letter and spirit of RTE Act.

Almost all students learn school subjects in CE classes. Majority surf for advanced information. Children of lower standards play games.

Children learning school subjects and surfing for information in CE classes is good/welcome. This is an opportunity missed out by children of Government schools, most of whom are 'poor' children. Even at HPS in Government schools only 35 per cent children have opportunity of CE. Government pays for RTE children in private, unaided schools, 'privileged poor'.

5.15.5. SCIENCE LABORATORY

There is Science Laboratory in almost all schools. Almost all RTE children have opportunity to conduct experiments. This is very good – right way to learn science – observe directly and learn.

However, a small minority of RTE children have to conduct experiments, 606 out of 5134 students, 11.8 per cent among them, are in batches of other RTE children only, not with non-RTE children. This is a case of discrimination. Such discrimination is spread across all divisions.

Even while almost all children are given opportunity to conduct experiments in science laboratory, only a majority (70 per cent) are ‘happy’ about it. 24 per cent, sizeable figure, are unhappy. This may be because when they learn in batches with other RTE and non-RTE children, senior students may boss over them and deprive them of free/full opportunity. Seniority may be in height, weight, academic performance, talkativeness and the like. Teachers/Lab. Assistants need to monitor this.

5.15.6> Use of Library and RR

Library is a mandated facility under RTE Act. All Government schools – LPS/HPS/HS have a library. A small percentage, 18.2 per cent, 92 out of 5453, of students do not have library facility.

Among students who have a library, 4.4 per cent children, need to use it during separate library hours for them, 196 RTE out of total 4451 RTE children. This is discrimination, as reported by students themselves.

248 RTE students, 5.6 per cent count, have to use Reading Room during separate timings earmarked for them by the schools – a case of discrimination.

There are 2 types of RTE violations in a few sample schools of this study – (i) no library and (ii) discriminatory treatment of RTE children in use of library and RR.

5.15.7> School Projects and Assignments

A great majority of schools provide experience to RTE students to take up projects and complete assignments, just as it will be for everybody. A miniscule proportion of children are not able to complete projects / assignments in time, and get scolding from teachers. Teachers have a right to be displeased. But RTE Act expects them to counsel and help students, not to scold them.

5.15.8> Sports/Games/Literary and Cultural Activities

This is a 'green spot' in school life for RTE children. Variety of activities are conducted in all these 4 areas. All RTE children participate. They have won prizes in 'adequate' numbers in competitions. There is 'no discrimination' of any type against RTE children, anywhere.

5.15.9> Happiness Quotient of RTE Children

Almost all children are '**Happy**' to be studying in private, unaided schools under RTE 12(1)(c). 67.5 per cent are 'Very Happy' while another 30.1 per cent are 'Happy'. These proportions are uniformly observed across all divisions.

5.16 LEARNING ENVIRONMENT (Contd..) – c) TEACHERS

5.16.1. Details of Coverage

There are 385 teachers in the sample. 94 percent teachers are graduates. 82 percent are women. RTE mandates graduate teaches.

Discussion: More than 50 per cent teachers in private, unaided schools do not satisfy RTE stipulation in regard to their training status.

5.16.2 Experience

Discussion: Champions of women's causes (including this author) may hail the fact that a large proportion of teachers in private, unaided schools are women, and it is good/welcome. However, private school management have a 'hidden agenda' in hiring women teachers (with honourable exceptions). They appoint women for whom teaching is a 'pastime', not a career. These women are highly qualified, not properly trained. They are paid low salaries in most of the schools (not all schools), as compared to government sector salaries. They have high mobility. Management saves on PF/Gratuity, when teachers leave the job. New teachers/replacements begin with 'starting salaries'. These schools are run on low costs, but get substantive reimbursements, with honourable exceptions.

Majority of schools violate RTE norms in regard to training status of teachers.

5.16.3 Teachers and RTE Students

Teachers' views on RTE students – Three views are there – (a) Smart like other non-RTE kids, (b) need more time to learn, (c) not upto my expectations, (d) enthusiastic to learn, (e) disciplined lot, (f) mischievous once in a way, (g) complete homework in time, (h) 'Children with learning difficulties', (i) make friendship with – (i) all students (even non-RTE), (ii) only other RTE children. There are 9 components with the 9th component having 2 alternatives. Multiple responses are allowed.

92.5 per cent teachers opine that RTE students need more time to learn. This percentage (view) is from 52.5 per cent teachers in Kalburgi division.

One fourth of the teachers had higher expectations in regard to studies from RTE students. This proportion is high at 35.0 per cent in Kalburgi division.

Insights: The foregoing 3 observations are realistic. RTE children are smart enough. They come from poor backgrounds, without guidance at home, need more time to learn. Teachers are from middle class backgrounds, most of them women, must have had higher expectations from students.

What is pleasing to note is that almost all teachers feel that RTE students are ‘Smart’.

Almost all teachers feel that RTE children are – enthusiastic to learn, disciplined, friendly with everybody, and complete home work in time. Majority of them report that they are rarely mischievous.

26.8 per cent opine that RTE students are ‘Children with learning difficulties’.

Discussion: Almost all teachers carry ‘positive opinions’ about RTE students. However, significant (around 30 per cent) section feel that they are slow in learning and need more time. Natural.

5.16.4 Teachers and Guidance to RTE students

Only 4.9 per cent teachers report that RTE children have not approached them to get doubts cleared/guidance. Otherwise, 37.0 per cent teachers ‘always’ receive students for guidance/clarification/doubt clearance. Another 57.1 per cent teachers get students for these purposes ‘once in a way’.

Why do students not approach teachers for guidance or do so ‘once in a way’. Teachers feel that RTE students are shy by nature (18.7 per cent, may be more girls), withdrawn (13.2 per cent) or they talk very less (26.0 per cent).

By and large, teachers maintain ‘satisfactory’ rapport with RTE students.

How do teachers manage children/give academic guidance? Multiple responses are possible.

209 out of 385 teachers, nearly 55 per cent, have responded.

Among them who have responded 209 teachers, 196 teachers (93.8 per cent) attach them with bright students in the class while 197 teachers (94.3 per cent) guide them. It means, they do both.

28.2 per cent teachers, 59 out of 385, report that they have ‘no time’ to bother.

26.3 per cent, 55 out of 385, expect students to clear doubts by themselves, and not bother them.

12.3 per cent teachers, 27 out of 385, feel that it is Head Teachers’ headache.

Discussion: Nearly 45 per cent teachers lack ‘maturity’ / ‘skills’ /attitude’ in addressing RTE students’ academic problems/learning problems.

5.16.5 Teachers and ‘Children with learning difficulties’

What do you do when students get low grades?

92 per cent teachers give extra classes. This is good. Further, 83.1 per cent speak to parents and 80.0 per cent report to HT. 85.5 per cent attach them to bright students and tell them to help them.

Insights: Those who get low grades will be relatively less in private, unaided schools. Managements do not tolerate low grades (not children). Hence, majority of teachers take extra care.

5.15.6 Social Sensitivity of Teachers

Social Sensitivity Quotient of teachers is quite high. They were asked: Do you feel RTE students should have joined government/aided schools where everything – uniforms, textbooks, MDM are free?

Only 9.1 per cent teachers, 35 out of 385, responded ‘yes’ to this question. This is good.

5.16.7 Summary Insights on Teachers

Even while teachers fall short on training requirements, they are ‘good’ in terms of ‘attitudes’ towards RTE students and their treatment. Exceptions are understandable in India’s conservative social structure.

5.17. LEARNING ENVIRONMENT (Contd.) –

d) HEAD TEACHERS

5.17.1 Sample Details

There are 360 Head Teachers. All of them are well qualified. Most of them are not properly trained (no D.Ed).

5.17.2 Demand for RTE Sets

350 out of 360 HT report that all RTE seats are filled up in their schools. It is 100 per cent schools in Kalburgi division.

Among the reasons given by 10 HTs for a few vacancies in their schools, one of them is ‘there is a ‘good’ government school nearby’. This is in BNG South district. Point to be noted.

Discussion: If Government schools have a ‘good’ change, demand for RTE seats will diminish.

5.17.3> Syllabus Completion

80 per cent HTs report that their teachers ‘complete’ the syllabus in their subjects. 20 HTs report, out of 360, that students have complained to them regarding their difficulties in understanding lessons.

Discussion: Individual monitoring every teacher needs to be in place and a final update to be taken in January, 2 months before final examination.

5.17.4 Management of ‘Children with learning difficulties’

* 327 out of 360 HTs responded to this concern. 80 per cent report that they conduct ‘Special Classes’, 10 per cent HTs advise parents to get private tuitions for their wards; bad practice.

* 28 HTs have reported that they would prefer to give Transfer Certificate to students who continuously fail in tests and examinations. Their numbers are 6/80 in Kalburgi, 5/80 in Belagavi division, 8/120 in Bengaluru division and 9/80 in Mysuru division. They not only transfer a systematic problem, but also violate the spirit of RTE.

5.18 CONCLUSIONS OF THE STUDY

[A] Background

This evaluation study has revealed that the implementation of the RTE Act, 2009, in Karnataka State with a focus on infrastructure facilities and eligibility conditions of private schools as well as a special focus on compliance to section 12(1) (c) is a 'mixed bag'. There are several green spots in implementation just as there are violations of the Act in letter and spirit of private, unaided, non-minority schools. They are identified and discussed here.

Reimbursement Motive: Quite a significant number of schools (27.2 per cent) sprang up in the State after 2009, the year of adoption of the Act. Attractions of reimbursement of fees by the Government may be one of the reasons for this phenomenon. Unit cost of governance of government sector schools – Government, private aided and corporation schools – is very much high than that of a number of private, unaided schools who run on economy budgets as they pay very low salaries for teachers.

In spite of several free facilities/incentives provided by the Government of government sector schools attending children like textbooks, uniforms, mid-day meals, milk, nutrition tablets, still a small section of parents from disadvantaged background, including maid servants, coolies and agricultural labourers demand/prefer admissions in private, unaided schools under RTE Act section 12(1)(c). This study reveals that 41 per cent fathers in this study are Agricultural Labourers and Coolies, 71 per cent mothers are homemakers, while 18 per cent mothers are in menial jobs including those who are maid servants. Illiterate parents – 21 per cent fathers, 17 per cent mothers also prefer private schooling.

Such a demand may be due to a perception – true or false – may be a social superstition that their children would do well in 'English' language skills and 'digital skills' which are considered to be right royal tracks for quality college/ professional courses, well-paying jobs, comfortable life and better socio-economic status. [See Ivor Morris: Chapter on "Education, Social Mobility and Social Change", in The Sociology of Education, R & K Publications, London, 1972].

[B] Infrastructure

All schools in this study give English Medium instruction. 99 per cent possess a Computer Laboratory, 60 per cent students are exposed to Computer Education from I standard while 95 per cent get it by III standard itself. In contrast government schools have this facility only from 6th standard. This facility is also limited to 33 per cent of higher primary schools.

Infrastructure in private, unaided schools is good; it satisfies many of the RTE expectations on basic facilities, especially in regard to number of toilets, drinking water facility, science laboratories, computer laboratories, and the like. However, there is a violation of RTE Act [Framework of Implementation] in regard to a few significant concerns/facilities. 31 per cent schools are run in rented buildings. In contrast, all government schools have own buildings. Still, they have been granted recognition by the Government.

[C] Social Profile of Students, their parental background leads to certain significant conclusions. Seats in private, unaided schools under RTE 12(1)(c) have been given to 'most deserving' children. As has already been observed, most of the parents belong to disadvantaged, poorer state of society. This fact implies that the selection process by the Government is almost fair, equitable and foot proof. This has been the case as revealed by several years of data on enrolments/ admissions to schools. RTE has proved to be of high 'Relevance' to disadvantaged sections of society.

The Social background of students in this study reveals that there is nearly equal proportion of boys and girls. The caste background of students reveals that the distribution across SC/ST/OBC categories is very high and very much higher than the reservations quotas specified for them. To illustrate, government quota for SC/ST is 18 per cent while RTE seats for SC/ST is 26.7 per cent. Position in regard to Division-wise distribution for SC/ST is: 30.5 per cent in Kalburgi division, 21.5 per cent in Belagavi division, 31.4 per cent in Bengaluru division and 21.1 per cent in Mysuru division. RTE selection process has been 'highly efficient'.

However, it is observed that **admission policy** changed during 2018-19, from the earlier policy for the period 2012-13 to 2017-18. During 2018-19, the 'neighbourhood school' principle was strictly enforced by the Department of Education/SSA. The policy

stipulates that, admission to eligible students will be facilitated only when there is no government sector school in the neighbourhood of the parents (residence), defined as 1 kilometer for LPs I standard and 3 kilometers for LPs 6th standard fresh admission. Consequently admissions under RTE 12(1)(c) fell sharply during 2018-19. It is wondered whether in future RTE admissions would be sustainable. If this rule had been enforced right from 2012-13, a significant volume of reimbursements of unit costs could have been saved to the Government. Better late than never.

[D] Learning Environment in private, unaided schools is good in several respects. This has been examined from the angles of (a) Schools, (b) Head Teacher, (c) Teachers; stakeholders, (d) Students, and (e) Parents.

(a) Schools:

90 per cent schools possess a computer laboratory. Possession of a CL is in 98 per cent schools in Bengaluru division, 94 per cent in Mysuru division, 85 per cent in Belagavi division and 78 per cent in Kalburgi division schools. CE (Computer Education) is a very strong component of learning environment, as has already been discussed. 71 per cent schools have a dedicated science laboratory, a privilege for elementary stage schools. However, only 30 per cent of prescribed experiments are possible in 61 per cent schools. This is not a satisfying position. Library and Reading Room facilities are there. Books are issued to children.

Children, including RTE children, are taken out of school for learning – for outside projects in biology and social studies. This is activity learning, in two-thirds of schools.

Teaching-Learning Materials [Low cost, no cost materials] for learning of school subjects are there in 99 per cent schools. They are prepared by students/teachers in over 76 per cent schools.

In sum, learning environment has a strong base for activity base learning, discovery learning, experiential learning and digital learning in RTE schools.

(b) Head Teachers' Initiatives:

Head Teachers, by and large, are satisfied with the learning levels of children. 87 per cent HTs report that RTE kids are 'enthusiastic' to learn. All children have been getting promoted on their own efforts, year after year. There has been 'no detention' of any RTE kid

so far. Such a feeling, however, an insignificant minority of HTs (10 per cent) advise parents to get private tuition for their kids. This is unacceptable.

HTs have expressed reservations about teachers in their schools (20 per cent HTs) that teachers do not complete (teach) prescribed syllabus. Head Teachers express helplessness in this regard. This is an age-old concern in education department in many schools. This needs to be addressed as a general problem.

HTs and CWSN Kids: Head teachers of RTE schools are not very much considerate about CWSN children/RTE admissions. Hardly a few Head Teachers have organized CWSN camps (6 per cent), while over 10 per cent Head Teachers have facilitated participation of CWSN children in government organized CWSN camps. CWSN camps are mandated by the PWD Act [Persons with disabilities]. They are needed to identify special needs of children and arrange aids/equipments. Hardly a few schools have facilitated such aids/equipments. 23 per cent schools provide for Ramps (RTE mandate) while 16 per cent of this set of schools provide railings for ramps and 13 per cent provide landing space. However, 82 per cent schools display CWSN helpline number on notice board of the school.

In sum, care and concerns for CWSN children in RTE schools leaves much to be desired.

However, it is observed that admission policy changed during 2018-19, from the earlier policy for the period 2012-13 to 2017-18. During 2018-19, the 'neighbourhood school' principle was strictly enforced by the Department of Education/SSA. The policy stipulates that, admission to eligible students will be facilitated only when there is no government sector school in the neighbourhood of the parents (residence), defined as 1 kilometre for LPs I standard and 3 kilometres for LPs 6th standard fresh admission. Consequently admissions under RTE 12(1)(c) fell sharply during 2018-19. It is wondered whether in future RTE admissions would be sustainable. If this rule had been enforced right from 2012-13, a significant volume of reimbursements of unit costs could have been saved to the Government. Better late than never.

c) Teachers' Initiatives:

There is gross violation of RTE specifications [Section 23 of the Act] in regard to training status of teachers. All teachers are well qualified, graduates and post graduates. But

they do not possess D.Ed. – Diploma in Education which is the qualification prescribed to teach at elementary stage. They have B Ed. Degree which has exclusive focus on secondary education.

Another gross violation of the RTE Act section 29 is that all teaching is through the English Medium. RTE Act and cumulative educational wisdom mandates I to V standards, 6 to 10 years of age children, schooling/teaching/ instruction through mother-tongue as the education. English can be a language of study, a subject in the curriculum, but not the medium. Department of Education/ Government are not able to enforce this mandate. Attempts in the past have been overruled by the Supreme Court. There is a stalemate, a piquant situation in this regard.

The highest court in the country has upheld parents' rights on choice of medium for their children. Hence, status quo will not change.

Majority of teachers are young. 66 per cent are within 35 years of age. 82 per cent are women. Private, self-financing schools in India/Karnataka State prefer women as they leave jobs mid-way. Managements save on retirement benefits and pay initial salaries to replacement teachers (colloquial usage – starting salary). They save on teachers' salaries. This is unlike the position in United States, France, UK and other advanced countries where elementary stage teaching load is flooded by women. It is a 'Career' for them. All Western textbooks in education use the pronoun 'She' for a teacher. Regulation in regard to training status of teachers in private, unaided schools, salary structure and periodical clearance of Teacher Eligibility Tests of the State need to be place in through legislation.

Learning/Teaching environment is 'open' and 'free' in RTE schools. 93 per cent teachers carry 'positive' attitude towards RTE kids. They feel that these kids are 'Smart', 'enthusiastic' to learn, complete home assignments in time. However, 27 per cent teachers feel that RTE children are 'Children with learning difficulties'. 36 per cent feel that they take/need relatively more time to learn. This may be the case with considerable proportion of non-RTE children. There is no clarity as this question was no within the scope of this study.

94 per cent teachers happily receive RTE students who get doubts in lessons. While 37 per cent teachers get children who approach them to doubts regularly another 57 per cent get such children 'once in a way'. Hardly 5 per cent teachers report that students are 'shy'/'withdrawn'/'talk less'. In effect, 94 per cent teachers 'guide' children. 92 per cent

teachers conduct extra classes for 'children with learning difficulties', 83 per cent confer with parents, and 80 per cent confer with Head Teacher.

Teachers of RTE schools are, 'by and large' friendly with RTE kids, carry positive attitudes and assist children in learning concerns.

d) Learning Environment in Schools:

[Primary Stakeholders → Students' Feedback]

Feedback is from 5453 students of whom 48.7 per cent are girls.

More than 95 per cent students find the teachers to be friendly, approach them to clear their doubts and get satisfactory answers. There is comfortable social adjustment between teachers and students in regard to learning needs. Social adjustment of RTE kids also high with non-RTE kids.

Scholastic adjustment of RTE kids is also high, though not perfect. 69 per cent students report that they find 'all the subjects' to be 'easy'. English and Mathematics are reported to be 'difficult' subjects. 89 per cent students discuss with subject teachers the subjects/topics that they find to be difficult. Teachers always help. Even peers/fellow students/friends are a source of guidance and help.

In sum, learning environment in school is very friendly as per the reports of students. Still, this environment may not be adequate/satisfactory to forge learning. This is revealed by the fact that 72 per cent of RTE kids go for 'private tuition'. This is revealed by the fact that 72 per cent of RTE kids go for 'private tuition'. This phenomenon 'is/may also be' true of non-RTE kids. Private tuition is a 'malaise' in urban regions of the State. Government tried to ban private tuitions in the past. There is also legislation supporting a ban. Still, enforcements have not been successful. Alternatives are not in place. Two hours of extra time at school for the students with all teachers would be of value to reinforce day's learning. Paid tutors (on contract basis) who are qualified/trained can also be engaged to assist teachers. Expenditures are involved. It is a concern of resources. Government needs to spend for government schools and private un-aided schools for their schools. Otherwise, accept the dictum 'As you sow', so you reap'.

Almost all children get opportunity to learn with computer. 92 per cent learn school subjects, 80 per cent surf for advanced information while 72 per cent play games-multiple uses. Digital skills are promoted.

95 per cent students get opportunity to conduct experiments; 70 per cent are 'happy' about it. Rest of them feel that they are part of chorus signing while others, may be senior in height/weight, take the lead. This is discovery learning opportunity.

Majority of students (82 per cent) get exposure to library and reading room (95 per cent). Reading skills/language skills get promoted.

90 per cent get engaged in school projects/assignments. Writing/thinking skills and creativity gets promoted.

Almost all children participate in sports/games/literary/cultural activities. Language skills, emotional adjustment, physical development are promoted. They have won prizes in school and interschool competitions. Confidence in life will get boosted.

Quite a few RTE kids over 78 per cent of them, have become Monitors/Class Leaders. Leadership gets promoted.

In sum, learning environment in RTE schools is very good. This environment facilitates the development of digital skills, reading/writing/ thinking skills, creativity emotional adjustment, physical development and confidence in life. That is why, majority of RTE kids report (68 per cent) that they are 'Very Happy' to be studying in the RTE schools while the rest (30 per cent) report that they are 'Happy'. RTE opportunities have borne a lasting 'IMPACT' on children of disadvantaged sections of society.

e) Learning Environment in Schools Stakeholders' Perceptions – Feedback from Parents

Majority of parents are poor, lowly and disadvantaged. They cannot be rated upon about learning environment. Certain indicators reveal their perceptions. 89 per cent, a great majority is 'Very Happy' and 7 per cent are 'Happy' to get RTE seats. 82 per cent have got seats in their 'First Preference' schools. Still, 72 per cent parents do not have complete confidence in guarantee of learning at schools. They send their children for 'private tuition'. Further, another 41 per cent parents have reported that they would have admitted their wards to private, unaided schools by paying fees, if they had not got RTE seats. It reflects their faith in private, unaided schools for learning guarantee (personality development of children). They would have squeezed themselves, reordered their priorities and done this as has been observed in case of several maid servants, coolies, auto drivers, and mechanics.

[E] DISCRIMINATION in Schools against RTE Kids

As already been discussed, Indian/Karnataka society is highly stratified. 70 years of Constitutional life in India/Karnataka has led to metamorphic social change. Legislation, development action, judicial controls, media led awareness, social action and evolutionary forces have brought about phenomenal changes in India/Karnataka social life. There is higher level/degree of social justice, equality, non-discrimination and free atmosphere in contemporary society. Still, one cannot vouchsafe that Constitutional values have hit the ground. Subtle/hidden discrimination against lower strata of society are prevalent. This is also true of contexts in implementation of RTE Act, 2009 at the ground level, in private, unaided schools even while the incidences are varied and are on a limited scale.

Discrimination against RTE children in simple schools are observed in the following contexts.

(a) There is a hidden, subtle discrimination against RTE children in a small minority of schools. Only two areas of school life where there is no discrimination of any type or degree are: (i) sports/games/athletics/literary and cultural activities; (ii) practice of class monitor system. RTE children are treated as equally as non-RTE children in these 2 areas.

b) Areas of School life where there is hidden discrimination are:

1. RTE children are bunched together in the same class/section or made to sit in a separate section in seating arrangements without following alphabetical order or height of children, in 5.6 per cent (20) schools.
2. RTE children conduct experiments in science laboratories in batches composed of only other RTE students in 4.7 per cent (14 schools).
3. RTE children learn school subjects through computers in CE classes in separate groups of RTE children only in 7.2 per cent (26) schools.
4. Separate library timings – reference issue/return of books are earmarked for RTE students in 8.05% (29) schools.
5. Reading Room – Newspapers, Magazines time is different for RTE students in 9.2 per cent (33) schools.
6. Separate toilets are maintained for RTE kids in 16.7 per cent (60) schools.
7. Separate drinking water facility is there for RTE kids in 17.8 per cent (64) schools.

Even while incidence is low, issue of serious concern. It needs to be addressed in systemic contexts.

[F] Problems in Implementation:

Problems are faced by the schools, parents, students and the Department of Education.

All RTE schools have not opened separate Bank Accounts for RTE reimbursements. DBT transfers by the Department to dedicated accounts do not happen. Audit will be difficult.

All parents are not comfortable with digital filling and filing of applications. They need to spend money for this to CYBER CAFES.

Documentation for RTE applications is not systematised across the State. Parents are expected to submit several documents instead of one single Aadhar Card.

CWSN camps are not mandatorily organised by Schools/Department for RTE children causing hardship to parents and CWSN students.

There are ‘children with learning difficulties’ among RTE students. Their problems of learning are not addressed properly.

Several teachers do not complete syllabus in time causing hardship to students.

[G] Monitoring and Supervision (M&S)

M & S by Educational Officers is a weak spot in RTE implementation. The Officers – DDPI/BEO (BRPs)/CRPs – either do not focus on discriminatory practices or they ignore such practices. They have all reported that there is no discrimination which is far from truth.

Department is lax in giving recognition to private, unaided schools. Quite a number of schools who do not satisfy RTE requirements have been accorded recognition. Schools’ functioning in rented buildings is an illustration.

[H] Enrolments, Retention and Learning Attainments:

1. 75 percent RTE seats get filled up, on an average in PUAS.
2. Enrolments have declined under RTE 12 (1) (c) over the years.
3. Seats have gone to ‘**most deserving**’ section of society. this is a case of ‘**Good Governance**’ of DoE
4. Retention is 100 percent.
5. RTE students are doing very well in their (RTE) overall, average, total achievement is 84.21 percent (Marks) on LAT/DoE test.

6. RTE Act has been highly relevant in providing quality schooling to most disadvantaged children in society.

Discussion: Alternatively, there is also a critical outlook on ‘neighbourhood school’ policy. There is no standardisation of school facilities (inputs), learning environment (processes) and quality of schooling (outcomes) as per RTE norms in all government sector schools. Enforcement of revised neighbourhood policy [Gazette notification of GoK date 10.04.2017 (ED)] would do justice to both parents and schools as well as private unaided schools.

[I] Case study analysis of ‘Good schools’ and ‘Other schools’ - PUAS accommodating RTE 12 (1)(c)- has revealed that the difference between the 2 types is 11.62 percent (pooled performance). Good schools perform at 86.03 percent efficiency while problem schools perform at 74.41 percent efficiency. Good schools outperform problem schools in the area of learning environment.

[J] Final Observations

Going by all the discrete findings and conclusions, it is concluded that implementation of RTE has been par excellence in regard to a few sections of the RTE and expectations for quality schooling like selection process, development of digital skills, learning environment for children, adoption of activity learning arrangements and free elementary education. There are varieties of dissatisfactions in implementation status. Discrimination against RTE children, engagement of teachers who are not properly/correctly trained, reliance of parents on private tuitions, improper documentation for RTE admissions, constraints on parents to approach cyber cafe for filling/filing RTE applications, absence of specialised camps for a CWSN children are illustrative references in this direction.

RTE carries a high degree of relevance, efficiency, effectiveness and impact. Sustainability will be a concern over the years as government sector schools may improve and begin to provide quality schooling. There can be no substitute for good quality public education.

[K] FINAL REFLECTIONS

Final reflections are discussed within ILO conceptual framework – (A) Relevance, (B) Efficiency, (C) Effectiveness, (D) Sustainability and (E) Impact.

a. RELEVANCE OF THE POLICY/ PROGRAMME

The findings of the study reveal the following:

RTE 12(1) (c) is highly relevant. It is serving the poor, disadvantaged sections of society as intended by the Act. At least, 25 per cent of them get privileges of CE, privilege to conduct experiments on their own, ‘feel good’.

b. EFFICIENCY

Efficiency concerns are in a mixed bag.

Selection process of the Government/Department of Children for RTE 12(1) (c) is highly efficient, almost ‘fool proof’.

The private, unaided schools are run in a highly inefficient way in regard to certain aspects, by concerns of RTE Act.

Most of the teachers are not properly trained (D.Ed.) to teach in elementary schools. This violates stipulations of the RTE Act, Schedule 28 [See RTE Framework of Implementation, MHRD, 2010, Blue Book].

There is inefficiency in regard to management of ‘children with learning difficulties’, ‘problem children’, in many schools not all schools. A few teachers ‘scold’ ‘children with learning difficulties’ who do not submit assignments in time. This is against RTE Act.

High level of efficiency is there in CE, management of CL and Science Laboratory. CE begins at class 3 and majority get exposure before they complete 5th standard [CE – Computer Education, CL – Computer Laboratory].

There is inefficiency in provision of infrastructure facilities, full and complete – toilets, drinking water, etc.; RTE Act is complied with.

There is efficiency in regarding to buildings and their uses. Majority of schools are run in rented buildings with asbestos sheet ceilings. RTE Act is violated.

There is high level efficiency in maintenance of school timings, much before and beyond, official time for the benefit of students.

Illiterate, primary schooled parents are compelled to spend money, go to cyber – café and get applications for RTE filled and filed. This is a highly inefficient arrangement by the Government. It defeats the spirit of RTE – Free Education, as well as it is anti-poor.

CWSN children are treated with good care. This satisfies section 3 of the RTE Act.

There is no grievance against Government Formula for Reimbursement of Unit cost. This is highly efficient arrangement.

[c] EFFECTIVENESS

RTE 12(1) (c) has been highly effective for a large majority of children who are ‘Very Happy/’Happy’ to be in this stream.

For a ‘significant’ minority (number) of children, it is not effective. In quite a few schools across all districts, as observed in schools and as reported by students and cross-verification by Field Supervisors, there is Discrimination against RTE children – in CE, Science Laboratory, Library, RR, Toilets, Drinking water access, and School Bus usage. RTE Act, Section 19 is grossly violated.

Many schools do not effectively implement teaching-learning transactions. Students, in a few schools, are advised to take private tuitions. This is against RTE Act.

Quite a few teachers/HTs are ‘not friendly’ with RTE students (may also be with non-RTE – not clear). They do not return every day, routine greetings of children. School milieu gets affected, against spirit of RTE.

Students are competent to converse in English, even LPS kids. This is quite good, effective schooling milieu.

RTE Act, 2009, has been very effective as revealed by the learning performance of students admitted under section 12 (1) (c), on the LAT test administered on 4th standard students. Their overall achievement in all school subjects, summated average percentage is 84.21 percent. Their performance is just 2.30 percent lower than that of non RTE students (86.51 percent) which is also not statistically significant (‘t’ test analysis, see annexure 1).

Hardly a few schools have reported on vacancies of RTE 12(1)(c) seats (2013 – 2018). Demand is complete. Section is Effective.

[d] SUSTAINABILITY

This programme/policy will not be sustainable for a long time for the following reasons:

1. Reimbursement bill will be huge over the years. Government sector schools will be deprived of this huge volume of expenditures as money has alternative uses in Government. It is not ‘Sky is the Limit’ funding for the Education Sector.

2. Just as quality of Government schools improve – English proficiency (not as a Medium of Instruction, but as a language of communication) improves, CE is taken for lower students of LPS, science laboratories get fully equipped in Government schools, primarily ‘learning’ is guaranteed, demand for RTE 12(1)(c) seats falls sharply. This is also a shared vision of the State and public;
3. Private, unaided schools have reached a saturation point in their growth,
4. 2019-20 rule and its strict enforcement of ‘neighbourhood’ schools has already reduced demand for RTE 12(1)(c) seats; relatively very low enrolments as compared to previous years.
5. In countries, Elementary/Secondary Education is a duty/responsibility of the State, not the private sector. Arrangements vary. All children get same benefits.

[e] IMPACT

It is too early to assess the impact of RTE 12 (1) (c) on human resource development. The first batch of children admitted in 2012-13 will complete 8 years of schooling by 2019-20. They need a few more years to enter the world of work. However, there are a few lateral observations which are indicative of the impact.

Demand for RTE seats have been steady. Enrolments/institutions in the private/unaided sector are growing. Realising that the public/common people prefer English Medium education, the government itself began a scheme of setting up English Medium schools in rural areas in 2017-18, with an initial initiative of 1000 schools. Parents and students, the primary stakeholders are upbeat about RTE seats.

A significant impact of the RTE Act, 2009 is that the benefits, 25 percent seats under section 12 (1) (c) in private unaided schools have gone to the ‘most deserving’ sections of society. Selections by the SSA/DoE/GoK have been foolproof, a case of ‘good governance’ (see page no.79).

Analysis of social profile data of students admitted under section 12 (1) (c) of the RTE Act has revealed that the representation of reserved categories of students is very much higher in proportions than that earmarked by the government in its reservation policy in the State (see pp. 91-92).

Impact of the RTE Act is starkly clear as revealed in the consumer satisfaction levels, that is, satisfaction of parents and students. Nearly 98 percent parents are ‘very

happy’/ ‘happy’ about their opportunity to study in private, unaided schools [See section 4.16, pp. 110-111].

The other type of impact of the RTE Act, 2009, is on quality and standards of schooling. Descriptive case studies of a ‘good’ and an ‘other’ school have shown that the two types of schools differ on quality which may in part be attributed to their years of establishment which are 2012-13 (after the RTE Act, 2009) and 1993-94 respectively. The new breed of schools are relatively and largely better on infrastructure facilities and learning milieu.

It is also observed that the learning outcomes of RTE children are closely located with that of non-RTE children. Overall performance of non RTE and RTE children on LAT/DoE examination is 88.50 percent and 87.73 percent respectively. Children from disadvantaged section of society who were admitted under RTE 12 (1) (c) are doing well in private, unaided schools. There are no drop-outs.

[Division-wise] Regional Differences: [Group Statistics]

Mean Values: Mean achievement among RTE students as well as non-RTE students has a minimum value of 80 per cent. Range of achievement is as follows:

RTE [Across 4 Divisions]

<u>Range</u>	<u>Kannada</u>	<u>English</u>	<u>Mathematics</u>	<u>EVS</u>	<u>N</u>
Lower Limit	83.65	83.44	81.40	82.21	1440
Upper Limit	88.22	87.47	87.69	87.53	

CONTROL GROUP: Non-RTE (across 4 Divisions)

<u>Range</u>	<u>Kannada</u>	<u>English</u>	<u>Mathematics</u>	<u>EVS</u>	<u>N</u>
Lower Limit	85.81	85.13	84.63	85.13	720
Upper Limit	89.06	88.31	88.13	88.50	

Test is for 4th Standard Students in Private Unaided Schools. Non-RTE is the control group students. All schools are sample schools. These values are taken from tables on Group Statistics (See Tables 1 and 2).

Their participation in school life is exemplary.

RTE Act will have a lasting impact on ‘Quality Schooling’ in the State/ India. But RTE 12 (1)(c) will have a short lived impact.

Those children who are already in the pipeline of RTE 12(1)(c) schooling will remember this experience for a life-time.

6. Recommendations

There are 2 types of recommendations – Specific/Immediate, and Long term which need legislative action or policy changes. Long term recommendations may be complied within 2 or 3 years.

Specific recommendations are stated as actionable points. They flow from results and discussions as well as conclusions of the study.

6.1 Specific Recommendations:

- 1) As per GO of the ED dated 08.03.2018 [see annexure 6] private unaided schools can take school buildings on lease for a period of 30 years [see p.42]. Old schools can function in rented buildings [GO dated 24.07.2019]. Still DoE can encourage/motivate the schools to possess own buildings. Initially, schools with asbestos sheet roof can be counselled to shift to RC roofs in the interest of well-being of students.
- 2) Department of Education should strictly enforce existing legislation (1978) against collection of donations and collection of tuition fees (against RTE Act, 2009) by private, unaided schools. (Revised guidelines given by ED on 03.03.2017 in Annexure No.05) This should be done through strict vigilance and surveillance with the help of CRPs or Educational coordination of the DoE
- 3) Department of Education should provide instruments box (4th standard onwards), and crayon boxes (all children), craft materials (4th standard onwards), Atlas, workbooks to all RTE children. This measure needs to be extended to all government sector school children.
- 4) Go of ED dated 10.04.2017 has redefined the neighbourhood school admission policy. Under this policy, the ‘within 1 Km rider’ for admissions is removed and replaced by ‘within revenue village, or ‘ward limits’. Private unaided schools who do not have adequate demand for RTE seats in their own revenue village/ward can admit children of neighbouring villages/wards. [See Annexure 04]. This legislation can be strictly adhered to provide a level playing field to students/parents/schools.
- 5) M & S needs to be focussed and strengthened against discriminatory treatment of RTE children with reference to – Classroom seating arrangements of RTE children, access to library and Reading Room, pairing of RTE children with non-RTE children while doing experiments in science laboratory and on computer systems. This should also be

monitored in regard to use of toilets and drinking water facility, seating of children in school bus.

- 6) The DoE, through its programmers in BEO offices, should facilitate parents for complying with digital mode application for RTE seats, and help them to save expenditure on CYBER CAFÉ.
- 7) DoE/CPI notified documents needed and Bio-metric admissions in its circular dated 10.04.2017 (Annexure No.04), along with other details. This needs to be strictly adhered to.
- 8) Provide 'sensitisation training', one week sandwich courses through the DIETs/DSERT to Head Teachers of all private, unaided, non-minority/minority schools on management and counselling of children with adjustment problems, 'children with learning difficulties', CWSN kids, rapport building with all students, management of school calendar as per specified rules (Completion of syllabus by all teachers) and finally the need and significance of non-discriminatory treatment to RTE children (a Constitutional mandate).

Similar training coupled with child psychology, dynamics of motivation and learning, personality development of children from disadvantaged homes, adjustment needs of adolescent children, needs to be given to all existing teachers who do not have a D.Ed. diploma.

Both the trainings of HTs and teachers should be compulsory and on payment basis.

- 9) Department of Education should use the CPE Act (Compulsory Primary Education Act 1961) survey in a meticulous way and enforce age-appropriate admissions. For this purpose, village/ward education records should be systematically maintained [VER/WER], as approved by the NEP 1986.

Enrolment Campaigns should go beyond identification of eligible children for schools. They should build awareness about variety of facilities provided by the Government for school education, RTE section 12 (1) (c), importance of schooling for life and livelihood and parenting of children. Apart from current door-to-door visits, print/electronic media, jathas/ processions with involvement of youth clubs, SHGs, cultural organisations should be relied upon.

- 10) DoE should ensure that all the equipments/aids/materials/TLM needed to conduct experiments/project work as per syllabus (as specified by the DSERT) are procured and maintained by all the schools including private, unaided and government sector schools.

- 11) Provide Refresher/Sensitisation Training Courses to all educational officers on GoK directives on Safety of students/schools and other concerns as per Gazette notification dated 08.03.2018 (Annexure No. 06). Revise their job chart.
- 12) Pooled performance of 'Good' Schools is 86.03 percent while that of 'Other' schools is 74.41 percent. Learning environment, as discussed in the report is better in 'good' schools. Using 'SATS' data, warn 'other', poorly performing private, unaided schools that they may be derecognised if they do not improve learning performance in students.

6.2 Long Term Recommendations

- 1) Enforce 5+3+2+2 structure of schooling as recommended by NEP 1986 and RTE Act, 2009. Do away with 1 to 7 elementary schools. 63 percent schools in this sample are 1 to 7 standards schools. They should become 1 to 8. This is out of a total of 233 HPS schools (147 schools). 44 out of 71 High schools, (62 percent), begin with 8th standard. DoE should regulate both types of schools to adopt 5+3+2+2 structure.
- 2) Extend the scope of the RTE Act, 2009 to include Kindergaertens/Montessori (LKG/UKG/Anganwadi) stage of schooling as well as secondary (9th and 10th standards) of schooling. Explanatory Note for this recommendation is given under Annexure No. 11.
- 3) Discourage establishment of standalone Kindergaertens/Montessori (LKG/UKG) schools and Anganwadis. They should be attached to elementary schools. Government Departments of Education, Women and Child Development, Social Welfare, Planning as well as Finance need to jointly roll out an Action Plan for this purpose. Once, government is through with this policy, private unaided schools (RTE) can be forced to fall in line. Likewise, do away with standalone high schools with 8th /9th /10th standards. 8th should be with elementary stage as per RTE Act.
- 4) Computer Education and attention to mastery of English language are the contrasting attractions in private unaided schools. Government schools can enrich themselves by providing these 2 facilities (Elementary Schools) in more intensive ways.
- 5) Ensure that all teachers of private/unaided (RTE) schools are appointed (in future) only when they possess D.Ed (Diploma in Education) or B.Ed (Elementary Education) training qualification. Derecognise schools that do not fall in line.
- 6) Enforce compliance of private/unaided school teachers (RTE) to acceptance of Teacher Eligibility Test (TET) as mandated in the RTE Act, 2009.

- 7) Engage ECOs along with the CRPs for RTE liaison work for every Taluk/block of the State. They will function as liaison officers between the Department, the schools and parents. Ratio of 1:50 schools can be maintained in this context. They can be given incentives and they will work with the BEO. BEO shall convene a monthly meeting of all RTE/ECO coordinators, CRPs will also conduct enrolment campaigns for awareness building on RTE act among the public, assist parents in compliance to digital applications, assist parents in documentation for applications and do surveillance work for the department. Systematic implementation/ enforcement of RTE Act, 2009 is the justification for this arrangement.
- 8) Enforce strictly the existing legislation on banning private tuitions. All learning concerns of all children should be addressed at school through adoption of CCE, Mastery Learning, and Time –on-Task techniques: mentally retarded children, CWSN and ‘children with learning difficulties’ should be given special attention.
- 9) Government schools are excellent in regard to provision of 9 RTE mandated facilities, better than private, unaided schools in certain respects. However, they lag behind in provision of computer laboratory and computer education. A detailed note on this is given in Annexure No.10. Improve public (government sector) schools to such levels that the public/parents do not feel the need to demand admissions to their children in private/unaided schools under RTE 12 (1) (c) provision. Provide computer laboratory to all schools and begin CE form I standard. Demand for private/unaided schools (RTE) will automatically decline. Reimbursement costs will be saved permanently (See annexure 10)
- 10) Appoint graduates in languages/humanities/Science/Mathematics for elementary schools, as mandated by the RTE Act, 2009-norms for a good quality school, in all government sector schools in future. Demand for RTE seats will decline.

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Annexure- 1

RTE ATTENDANCE AND LEARNING ATTAINMENTS OF STUDENTS: A COMPARATIVE ANALYSIS OF RTE AND NON-RTE STUDENTS

Data Base and Methodology

Learning Attainment Tests (LAT) used by the Department of Education in English, Kannada, EVS – includes Science and Social Studies, Mathematics, for 4th standard students are administered on 1440 RTE students and 720 non-RTE students. 4 RTE students, 2 boys and 2 girls are chosen as a Random sample from each of the 360 sample schools. 2 Non-RTE students, one boy and one girl are chosen as a Random sample for each of the 360 sample schools. All the 6 students are administered the same LAT test. Distribution of scores on LAT test of 1440 RTE and 720 non-RTE students constitute Learning Achievement Data. Average attendance of these 2160 students for the period June 2019 to January 2020, 8 months period is collected from the 360 schools and documented against each child, along with achieved scores on subjects and total scores.

Spearman's Rank Difference Correlation, Rho, ρ (r) statistics is calculated to strike relationships across RTE/non-RTE attendance and LAT achievement. This is done for the distribution of all 1440 RTE and 720 non-RTE students.

Correlation Values are taken division-wise for each subject and attendance for 1550 RTE students. It is also taken for State total distribution. For the non-RTE students Correlation Values are taken for the total 720 students for each subject and State total, division-wise and the State as a whole, just like RTE students.

All the correlation values, for all subjects and for all divisions between learning achievements and attendance are significant at 0.01 levels. That is, in 99 out of 100 repeat tests in this genre will give the same result (will be observed). This is the highest level of significance.

ABSTRACT of Deviations of "r" Values of Divisions in School Subjects from State level 'r' values, by + or – (plus or minus) 5 per cent of State values of r.

Note:

- < means less than State value by + or – 5 per cent.
- = means within + or – 5 per cent of State Value.

- > means higher than State Value by + or – 5 per cent of State value

INTERPRETATION OF RESULTS

There are 7 tables of analysis of ‘r’ values. They are given in softcopy

Table 1: Division-wise and subject-wise consolidated r values for RTE and non-RTE students indicating the relationships between Learning Achievements and Average Attendance. Values for State overall performance, all subjects, all divisions, is given in the last column.

Table 2: Results of deviation analysis are made in Tables 3/4/5/6/7. For this, deviations of Plus or Minus 5 per cent of (from) r values of State in each subject are computed and presented in Table 2. Such values are given for both RTE and non-RTE distribution for all subjects.

Table 3: Table 3 is only for RTE students. State level range of values for + or – per cent deviations in each subject are given in the first row. 2nd, 3rd, 4th, and 5th rows presents obtained r values, subject-wise for each division and in the immediately following row, indicates whether the obtained values are well within the + or – per cent range of State value. If this is so it is indicated by the symbol ‘=’ (equal). If the obtained value is less than the lower limit of the range, it is indicated by the symbol ‘<’ (less than). If the obtained value is higher than the upper limit of the range, it is indicated by the symbol ‘>’ (higher than). This technique is adopted for all 4 subjects, viz., Kannada, English, EVS and Mathematics.

Table 4: Same technique is adopted for Table 4, as it was for Table 3. In Table 4 non-RTE students’ values are compared with the range of r values for the State for non-RTE students.

Table 5: Table 5 is an abstract of deviations of RTE and non-RTE students division-wise and subject-wise, denoted only by the symbols for less than (<), equal to (=) and higher than (>) state value.

Table 6: This table is a consolidated statement of number of r values, across all divisions and State total number. This table presents data both for RTE and non-RTE students separately. This is only a division-wise update, across all subjects.

Table 7: This table is similar to Table 6, the difference being, it is subject-wise for all divisions.

INTERPRETATION of r Values

Interpretation of 'r' values and their deviations from State 'r' values. There are 4 subjects and 4 correlations, 'r' values, are possible for subject-wise performance and average attendance for the State. There are 4 divisions. Each division can have 4 values for the 4 subjects. As such, there can be 20 'r' values, 4 for each of the 4 divisions in each of the 4 subjects, and 4 for consolidated State distributions. These r values are for LAT performance and average attendance, division-wise, subject-wise and State total.

These 20 values are there for RTE. Again, there are 20 such values for non-RTE

All these r values are significant at 0.01 level. However, they do not have independent significance, except that they are reliable at 0.01 level. To understand the significance of division-wise, subject-wise significance in a comparative frame, they are compared with the State r values, specifically the deviation of division/subject-wise values by '+' or '-' (plus or minus) range of values. Range of values is given in Table 2.

Tables 3/4/5/6/7 present deviation analysis. As per this analysis, following observations are made:

1. Performance of non-RTE students is marginally better than that of RTE students.
2. Better performance of non-RTE students over the RTE students is in Kannada and EVS.
3. It is amusing to note that performance of RTE students is better than that of non-RTE students in Mathematics, in Bengaluru division. One explanation is that, majority of RTE students go for private tuitions. However, no such update is available for non-RTE students. Precise inference is not possible.
4. In general, it is inferred that RTE students, by and large, have done as well as non-RTE students.
5. Division-wise, performance in Kalburgi division is lower than State average performance in all subjects. This means, that average attendance levels in Kalburgi division are lower than State average attendance levels leading to lower performance in learning attainments. Lower correlation values, r, reflect this result. Results from

other divisions fall within similar comparative frames, except for Belgaum division in regard to Kannada and EVS.

Conclusion: Bottom-line of this analysis is that RTE students are doing well in studies in private, unaided schools. They are doing as (much) well as non-RTE students, even while there is scope for considerable improvements, as nowhere is the r value + 1 or nearer that.

There are more than 0.800 r values in 8 out of 16 cases across 4 subjects in 4 divisions, among non-RTE students. In regard to RTE students, such levels, that is more than 0.800 r is in case of only 2 out of a total of 16 values (See Table 1). This is how it is inferred that non-RTE students are marginally better than RTE students.

Interpretation

[A] Group Statistics: When total performance, that is, performance on all subjects pooled together, that is pooled scores on Kannada, English, Mathematics and EVS of 4th standard students on LAT test are considered for analysis of results of 't' test, group statistics, the following insights are obtained: RTE/Non-RTE.

RTE:

Mean performance of RTE students in Kalburgi division is very much higher than that in other divisions. It is 350.91 mean value (4 subjects, maximum score being 400), per cent performance being 87.73. In contrast, mean performances of other divisions in descending order are Belagavi – 336.47 (84.12%), Mysuru 333.41(83.35%), and Bengaluru 330.00 (82.50%). There is a clear difference of 5.23 per cent in average performance of Kalburgi division RTE students over Bengaluru division RTE students. It needs to be examined whether these differences stand the test of significance in Levene's test [Student's t-test].

It is observed that Standard Deviation Values of distributions are relatively quite low at 28.164 for RTE and 28.066 for non-RTE (Group Statistics) in case of Kalburgi division. They are high for other 3 divisions both in case of RTE and non-RTE students. It means that there is relatively a high degree of equality in achievement in Kalburgi division.

NON-RTE:

Mean performance of non-RTE students in Kalburgi division is very much higher than that in other divisions. It is 354.00 mean value [4 subjects, maximum score being 400],

per cent performance being 88.50. In contrast, mean performances of other divisions in descending order are: Belagavi: 348.06, 87.02 per cent; Bengaluru: 342.69, 85.73 per cent, Mysuru: 340.69, 85.17 per cent. There is a clear difference of 3.33 per cent in average performance of Kalburgi division non-RTE students over Mysuru division non-RTE students. It needs to be examined whether these differences stand the test of significance in Levene's test [Student's t-test].

[B] LEVENE'S t-test results:

[RTE]

All values which are below 0.05 in 2-tailed sigma are significant. Equality assumed results are considered.

The 't' value of 4.589 is significant across Kalburgi and Belagavi; 't' value of 6.32 across Kalburgi and Bengaluru is significant; again, 't' value of 6.024 across Kalburgi and Mysuru is significant. Differences in 't' values, mean achievements in all subjects' are significant across Kalburgi and other 3 divisions.

't' values across Belagavi and Bengaluru are not significant as the 'p' value (that is value of sigma of 2 tailed tests) is 0.086, more than 0.05. Equality in distribution is also not assumed.

't' values across Belagavi and Mysore is -4.38. It is significant as the p value is 0.000.

't' values across Bengaluru and Mysuru is -0.98 when equality is assumed. It is not significant as 'p' value is 0.350.

Non-RTE

There are differences in mean achievements in 'all subjects' between Kalburgi and other three divisions. Kalburgi reveals better performance. Differences are significant only across Kalburgi and Mysuru. They are not significant across Kalburgi and Belagavi as well as Bengaluru divisions.

Differences in mean achievement across Belagavi and Bengaluru as well as Belagavi and Mysuru are not significant. Equality of distributions are not assumed.

Differences in mean achievement across Bengaluru and Mysuru is not significant due to p value which is higher than 0.05.

[C] Summary Insights

Null hypotheses in regard to performance across all pairs of divisions on ‘all subjects’ (total marks secured) of RTE and non-RTE students is stated as follows:

“Differences in overall mean achievements are not significant”.

Null hypothesis is **rejected** in case of RTE students of Kalburgi division with those of Belagavi, Bengaluru and Mysuru divisions. Kalburgi RTE students are definitely, significantly, better in overall achievement in school subjects than those of other 3 divisions.

In case of differences across Belagavi and Bengaluru, Belagavi and Mysuru, Bengaluru and Mysuru, null hypotheses is **accepted**. There is nothing much to choose in scholastic performance of students across these three pairs of divisions.

Students of Kalburgi division are better than other divisions in overall performance. This is true in case of both RTE and non-RTE students.

Non-RTE students are better than RTE students, at given high performance levels of both RTE and non-RTE, in overall performance in academic achievements. Non-RTE students are from a better socio-economic background.

Non-RTE students mean achievement is higher by 2.30 per cent than RTE students mean achievement at the State level (all 360 schools), mean performances being 84.21 per cent of non-RTE and 86.51 per cent for RTE students. This difference is for total (marks) scores on all 4 subjects.

Reference Page No.62-64 and 196

Annexure - 2

ENROLMENTS

Children Admitted under RTE 12(1) (c)

Division-Wise enrolments under RTE 12(1) (c)

Average for 4 years is taken. Years under reference are 2016-17 to 2019-20.

Averages. Vary due to several factors. In this analysis Bengaluru Division, as per ToR has 3 districts,

While other 3 divisions have 2 districts each.

Kalburgi division shows highest average enrolments for the 4 years under RTE 12(1) (c), at 7828 students. It is followed by Bengaluru division (3 districts average) at 7,156 students. Bengaluru is a highly urbanised division (BNG North and BNG South). Such a low enrolment, lower than Kalburgi district average is surprising. One reason may be, presence/incidence/availability of ‘good’ quality state supported ‘private aided’ schools. Belagavi division records 5908 students, per district while Mysuru, being lowest records 5537 average enrolments.

Another trend observed across all divisions / districts [original table], is that during 2016-17, the given level of enrolments, a little high, became higher and higher during 2017-18 and 2018-19.

The Government revised/updated/pruned/tightened its policy of RTE 12(1) (c) admissions in 2019-20, when the rule became: “Wherever there is an availability of a Government sector school, within 1 km. distance radius of the residence of an aspiring parent – government or private aided – then the parents cannot aspire for a seat in LKG or I standard of a private unaided school under RTE 12(1) (c). The administration will ensure this.”

Hence, total enrolments under RTE 12(1) (c) fall substantially.

The fall during 2018-19 to 2019-20 is from 20,506 students admitted under RTE 12(1) (c) in 2018-19 to 9321 students in 2019-20, because of the new rule. In percentage terms the fall across 4 divisions and the State is:

State average fall is 55 per cent. It is highest at 74 per cent in Mysuru division, followed by 60 per cent in Kalburgi division. More the number of government sector schools, 'ACCESS'/ provision by government, higher the percentage of fall.

This rule should have been incorporated, thought of, in 2012 itself when RTE Act was formulated into rules. In the absence of this rule, there have been heavy loss to the State exchequer in terms of reimbursement.

Heavy reimbursements have been there for Kalburgi division, average district-wise enrolments for 4 years being 7828 students followed by Bengaluru division, 7156 students. However, when presence of government sector schools is considered, as revealed by 74 per cent fall from 2018-19 to 2019-20, heavy expenditure are on Mysuru division, followed by Kalburgi division.

SEX-WISE ANALYSIS OF RTE ENROLMENTS

Sex-ratio in general population in schools is in 52: 48 ratio. Same trend is observed in RTE enrolments in the State, across all districts and all divisions. This may be due to a deliberated, conscious policy of the State in admissions under RTE 12(1) (c) section. This is good. Centralised selection and admissions through the computer, digital mode, is good, welcome. It means, digital governance and policy therein, is good.

SOCIAL CATEGORY WISE RTE 12(1) (C) ENROLMENTS IN STATE

School-wise data not available on SSA web-site. Data was needed for 360 schools of this study. Hence, analysis for 360 schools is not done. State-wise data on RTE admissions under Social categories, collected from SSA have been analysed in Chapter I of this report.

Annexure - 3

INTERPRETATION OF RESULTS **LEARNING/SCHOLASTIC PROGRESS AMONG** **RTE and NON-RTE STUDENTS ('t' test Results)**

[A] [Division-wise] Regional Differences: [Group Statistics]

Mean Values: Mean achievement among RTE students as well as non-RTE students has a minimum value of 80 per cent. Range of achievement is as follows:

RTE [Across 4 Divisions]

<u>Range</u>	<u>Kannada</u>	<u>English</u>	<u>Mathematics</u>	<u>EVS</u>	<u>N</u>
Lower Limit	83.65	83.44	81.40	82.21	1440
Upper Limit	88.22	87.47	87.69	87.53	

CONTROL GROUP: Non-RTE (across 4 Divisions)

<u>Range</u>	<u>Kannada</u>	<u>English</u>	<u>Mathematics</u>	<u>EVS</u>	<u>N</u>
Lower Limit	85.81	85.13	84.63	85.13	720
Upper Limit	89.06	88.31	88.13	88.50	

Test is for 4th Standard Students in Private Unaided Schools. Non-RTE is the control group students. All schools are sample schools. These values are taken from tables on Group Statistics (See Tables 1 and 2).

Division-wise Insights:

By and large, performance of RTE students in Kalburgi is better across all 4 divisions in all subjects. Performance of disadvantaged students under 12(1) (c) admissions is highest in relatively most backward division of the State.

Standard Deviations: Taking all 16 Standard Deviation Values (See Table 1) across the 4 divisions/4 subjects, it is observed that the distributions of achievement are not highly skewed. Range of sigma values is from 7.954 (Kannada/Kalburgi) to 14.908 (Kannada/Kalburgi). Values (Sigma) are low in Kalburgi and high in other three divisions.

Kalburgi students must be more homogeneous in their socio-economic identity and achievements (See Table 1).

RTE/Non-RTE: Results of non-RTE students are similar to RTE students in almost all respects (See Table 2).

The significant observation is that there is not much difference between RTE and non-RTE students, across the 4 divisions in both mean achievements and distribution of achievements.

The non-RTE students are marginally better than RTE students at high equilibrium of performance (80 per cent and above).

Discussion: Performance of RTE students is as much ‘good’ as non-RTE students, throughout the State and across all subjects. Given an opportunity disadvantaged sections of society will do as much well as others.

[B] Interpretation of Results (Contd.)

‘t’ test analysis

Independent Samples, Paired Tests (groups) across divisions

1. Less than 0.05 p values, that is sigma values of 2 tailed tests, are treated as significant.
2. High F values are treated as highly significant.
3. Values of table 3 and table 4 are conjointly considered with results of tables 1 and 2.
4. Results are for mean differences in achievements across divisions for given distributions.
5. Detailed analysis and results are available in soft copy.

RTE Students

Significance of Differences in Achievement Across subjects and across divisions – Student

‘t’ test analysis

Null Hypotheses: “There is no significant difference across divisions, pairs of divisions, in scholastic achievement”

Differences across Kalburgi and all other divisions are significant. This is true of all 4 subjects – Kannada, English, Mathematics and EVS. Such a result is also reflected in correlation analysis of RTE students. This is also indicated by the high F values of Kalburgi with other divisions Range of F values is from 8.11 for EVS across Kalburgi and Belagavi to 91.48, across Kalburgi and Bengaluru, in Mathematics. Even correlation analysis has reflected this result.

Hence, the already stated null hypothesis is rejected in case of Kalburgi and other divisions. RTE students of Kalburgi are better than those of other divisions. RTE 12(1) (c) has been of high value in the backward Kalburgi division for disadvantaged students.

Differences in achievements across Belagavi and other two divisions, Bengaluru and Mysuru are not significant in regard to all subjects except in Kannada across Belagavi and Bengaluru divisions [See Table 5]. F values between Belagavi and Bengaluru are relatively high for English (15.07), Mathematics (18.51) and EVS (19.87) while it is relatively low for Kannada (9.43) [See Table 3]. Achievement in Kannada is slightly better in Belagavi than that in Bengaluru. Nearly 40 per cent population in Bengaluru have non-Kannada languages as their mother-tongue.

Differences in achievement across Bengaluru and Mysuru are also significant in Kannada language. Mysuru is a shade better than Bengaluru Reasons are similar between these two divisions as advanced for Bengaluru and Belagavi, herein.

All other RTE values in English, Mathematics and EVS across Belagavi, Bengaluru and Mysuru are not significant. Hence, the null hypothesis is accepted. There is not much to choose across these divisions in achievements in all three subjects, as well as in Kannada, to some extent (Belagavi and Mysuru)

Discussion: Scholastic achievements of Kalburgi RTE Students are significantly better than that of other divisions. RTE 12(1) (c) has been of maximum benefit to students of Kalburgi division.

[C] NON-RTE STUDENTS

Interpretation of Results (Contd.)

Independent Samples across divisions/subjects

Student 't' test analyses

Null Hypotheses: “There is no significant difference across pairs of divisions in scholastic achievement”.

Difference in achievement in all subjects between Kalburgi division as well as Bengaluru and Mysuru divisions is significant. This is true of all 4 subjects viz., Kannada, English, Mathematics and EVS. However, it is observed that F values are not very high across Kalburgi and the other 2 divisions, the values being 20.05 (Kannada), 9.74 (English), 7.66 (Mathematics) and 12.01 (EVS) for Kalburgi/Bengaluru; they are 6.05 (Kannada), 5.101 (English), 7.365 (Mathematics) and 6.496 (EVS) for Kalburgi/Mysuru divisions.

Scholastic performance of Kalburgi division students is also high (non-RTE students) at 89.06 per cent (Kannada), 88.31 per cent (English), 88.13 per cent (Mathematics) and 88.50 per cent (EVS).

Very high F values are observed for RTE students, values as high as 91.48 per cent. In contrast, highest F value for non-RTE students is 20.05 per cent in Kannada across Kalburgi and Bengaluru.

Hence, null hypotheses set for non-RTE students: “There is no difference across divisions in scholastic performance” is accepted, by and large, except for Kalburgi division, as already discussed.

Discussion:

With a few exceptions, scholastic performance of non-RTE students across the whole State, are similar. This is so in private, unaided, non-minority schools affiliated to the State Board.

RTE students are marginally behind non-RTE students in overall performance, except in Mathematics where RTE students are better than non-RTE students. Private tuitions taken by RTE students may make a difference.

ABSTRACT OF SIGNIFICANCE

INDEPENDENT SAMPLES – PAIRED TESTS
RTE AND NON-RTE ACROSS SUBJECTS AND
ACROSS DIVISIONS

[Less than 0.05 P Value is significant)

[Subjects] P Values	Kalburgi and Belagavi	Kalburgi and Bengaluru	Kalburgi and Mysuru	Belagavi and Bengaluru	Belagavi and Mysuru	Bengaluru and Mysuru
Kannada - RTE	S	S	S	S	NS	S
Non-RTE	NS	S	S	NS	NS	NS
English – RTE	S	S	S	NS	NS	NS
Non-RTE	NS	S	S	NS	NS	NS
Mathematics - RTE	S	S	S	NS	NS	NS
Non-RTE	NS	S	S	NS	S	NS
EVS - RTE	S	S	S	NS	NS	NS
Non-RTE	NS	S	S	NS	NS	NS

Annexure - 4

Karnataka Gazette dated 10.04.2017

Subject: Admission of Children under section 12 (1) (c) of the RTE Act, 2009.

[Neighbourhood School defined]

There is uneven spread of private unaided schools wherein there are a few areas/regions which do not have such schools, depriving access, opportunities for disadvantaged sections of society for admissions under RTE section 12 (1) (c), if the neighbourhood policy of admissions within 1 Km for LKG/Standard I/ LPS or 3 Kms for UPS is enforced. Further, demand for admissions under 12 (1) (c) is not uniform throughout the State. Many private unaided schools with low demand find it difficult to faithfully adhere to section 12 (1) (c) admissions. Further, a need has been felt to solely depend on Aadhar card of the child/parents for processing the admissions.

In view of all these realities in admissions, the Education Secretariat issued a revised gazette notification on admissions under RTE 12 (1) (c). Highlights of this notificatoin are as follows:

Sl. No	Existing	Revised
1	Within 1 km of residence from school	Within revenue village jurisdiction (rural areas), limits of CMC/TMC/TP or within limits of ward in 11 cities notified.
2	Parents can apply as per residence requirement noted above	Parents can give 2 nd preference for another adjacent area school outside notified area
3	Rely on Aadhar Card	Rely on Aadhar Card. Govt to facilitate Aadhar enrolment. Give Bio-metric or OTP based authentication.
4	Scope for preferences to 5 schools	Scope for preference to 3 schools.
5	Applications to Department /BEO office	On-line admissions allowed at offices of DoE, at Bengaluru one, Karnataka one Centres, AJS Kendras (Taluk/Hobli HQ) or directly on mobile/ internet to DoE.

6		9 Special categories defined apart from regular children.
7		In case of applications being more than available seats, seniority in age of applicants/ children will be considered.
8		If vacancies are there in schools, children of parents of economically weaker sections (income between Rs. 1 Lakh to Rs 3.5 Lakhs) can be considered for admissions under RTE section 12 (1) (c).
9	Other guidelines stay as they are	-

Reference Page No. 3, 37, 61, 166, 174, 199 and 200

Annexure -5

GO of ED 04, 2017, dated 03.03.2017

[A] As per RTE section 12 (2) and 8 (1).

Unit costs	LKG	Rs.8000/-
	1 to 8	Rs.16000/-

One of 3 following alternatives, which is lowest

1. Equal to unit costs in government schools,
2. Fees charged per child by the private school,
3. Unit cost of the private school. In addition, sports, RR, library, computer laboratory (ICT), activities, mid-day meals can be charged to general category students, but not to weaker sections and disadvantaged children/parents.

[B] There should be no directive to parents to purchase uniforms and text book from vendors specified by the schools. Parents are free to purchase them from open market. Children admitted under RTE 12 (1) (c) are to be provided free text books by the Karnataka Text book society.

Reference Page No. 40, 55 and 199

Annexure - 6

Government Directives on School Buildings, land space, Safety of Students and schools.

Vide Gazette Notification No. ED 709 PGC 2017, Bengaluru, dated 08.03.2018.

The ED/GoK amended rules of Karnataka Education Act of 1983 and notified it on 08.03.2018. These amendments and fresh specifications are focused upon requirements in regard to land space, school buildings, safety measures needed for the schools and students. There are 2 types of rules as per checklist given for M & S of the implementation of the rules-Mandatory (M) and recommended but not mandatory (R). Classified list of specifications in the checklist are as follows:

Sl. No.	Areas of Concern	Numbers	Mandated	
			M	R
First Schedule-Students				
01	Physical Safety-Infrastructure, Health, Transportation Note: Numbers do not include detailed (additional) Specifications	18.	13	05
02	Health	10	07	03
03	Transportation	09	09	00
04	Personal and Sexual Safety	05	04	01
05	Social and Emotional Safety	09	04	05
06	Procedures/protocols	18	17	01
07	Procedures for Reporting	11	10	01
08	Disaster Management	07	04	03
09	CYBER SAFETY	08	07	01
	Total [Students]	95	75	20
Second Schedule: School (All M)				
01	Safe Learning Environment for Children	04		
02	Safety Planning	05		
03	Implementation Responsibility	03		
04	Capacity Building for School Safety	05		
05	M & S	02		

Note: Second Schedule (School Safety) notifies persons/agents responsible for the specifications along with periodicity of monitoring for school safety. SMC (SDMC in Karnataka), PRI (Panchayaths), Principal/HT of school, Teachers are notified as persons/agencies for maintenance of school safety.

IMPORTANT: Directive on Buildings (outside the checklist), amendment to Rule 5 of Karnataka Act, 1983. Every school shall own the building in which it functions. Alternatively, it can take a building on lease for a period of 30 years. The building should be contiguous (not split) and carry a playground.

Buildings RTE:

GO No. ED 31 PGC 2019 dated 24.07.2019, old schools are allowed to be run in rented buildings.

Reference Page No. 137, 161, 199 and 201

Annexure - 7

Process of allotment of seats under RTE section 12 (1) (c), as on 2020-21.

The DoE gives publicity through various measures for the attention of stakeholder public some of which are already referred to in the report. In addition, the DoE directed the Director, 'Department of Information and Publicity' to publicize the RTE 12 (1) (c) opportunity in popular newspapers vide letter of DoE number 07.03.2020 as per DoE circular dated 27.02.2020, following ED 101 PGC 2018 dated 27.02.2019, notification. The change is from 2019-20 in regard to publicity in newspapers through Department of I and P.

A time-table for admissions is also notified by the DoE on DoE website [<http://www.schooleducation.kar.nic.in>]

Here is the time-table for 2020-21		
1.	02.03.2020	Release of time table by CPI
2.	07.03.2020	Demo of Software by SDC to CPI
3.	09.03.2020	Publication of list of eligible schools
4.	11.03.2020	Demo to revised software by SDC to public
5.	16.03.2020	Filing of objections on school list
6.	19.03.2020	Finalization of school list along with available seats and notification in DoE website
7.	23/24.03.2020	Filing date of applications (Final)
8.	26.03.2020 to 20.04.2020	Filing of applications (Final) by schools/students (parents).
9.	27.03.2020 to 24.04.2020	Scrutiny of applications by SDC/CPI plus scrutiny of special category applications/invalid applications
10.	27.04.2020	Publication of eligible students, lottery if necessary, within CPI
11.	04.05.2020	First list publication, SDC/CPI
12.	05.05.2020 to 11.05.2020	Initiation of admission process in schools
13.	05.05.2020 to 11.05.2020	Uploading student details by schools
14.	21.05.2020	Publication of 2 nd list of seats /CPI
15.	22.05.2020 to 30.05.2020	Admission of 2 nd list students by schools
16.	22.05.2020 to 30.05.2020	Uploading student details by schools.

Highlights of Process:

- Adequate time is given by CPI to students and schools for valid admissions;
- Parents/schools are given demo of software;
- Applications are scrutinized thoroughly;
- 50 days is total duration.

Reference Page No. 37 and 174

Annexure - 8

New Guidelines on Reimbursement - Highlights of Module on Reimbursement [Software] of DoE/CPI/GoK dated 05.06.2020.

- Use CPI email [rtektk@gmail.com] contact number 080-22484716.
- RTE transactions are merged with u-DISE code of schools. Use this code of your school for all transitions. This DISE code is also applicable to all students admitted under RTE 12 (1) (c).
- Maintain a dedicated Bank account for RTE reimbursements.
- Submit validated audit report of a chartered Account along with demand note for reimbursement.
- Submit recognition (permanent/renewed) certificate of CPI along with application.
- Use CPI/RTE software for submitting demand note for reimbursement.
- Adhere to RTE guidelines on reimbursements (already notified).
- There is option for supplementary demand along with justifications form schools.

MOST IMPORTANT: Use SATS, Student Achievement Tracking System, software for reimbursements, for every child; [(a) Karnatakasatshelp@gmail.com] (b) satskarnatakahelp@gmail.com]. There will be no reimbursement without SATS link.

Reference Page No. 129

Annexure - 9.

Digital Format of Filing applications

STEPS

1. Mapping of schools with PIN Codes.
2. Publication of school wise seat matrix.
3. Release of Admission Time table to Public
4. Demo of Software for filing applications-to parents/schools/officers.
5. Publication of revised school wise seat matrix after vetting it from schools-in DoE websites→ [(a) Karnatakasatshelp@gmail.com]or satskarnatakahelp@gmail.com. This is after schools harmonize their students' data with SATS data. Mail correspondence with rtektk@gmail.com.
6. Filing trial applications (parents).
7. Filing final applications (parents).
8. Security of applications by SDC/CPI.
9. Publication of admission list CPI/SDC through lottery, if required –First list.
10. Initiation of admission process.
11. Uploading admission details by schools.
12. Publication of 2nd list by CPI/SDC.
13. Admission of 2nd list students.
14. Uploading details of all admitted students by schools (RTE 12 (1) (c)).

Note: RTE 12 (1) (c) applications are uploaded on CPI website for parents, along with Bio-Metric spaces, address validation, Aadhar, Reservation details, school preferences spaces.

Reference Page No. 80

Annexure - 10

Recommendation on ‘Improve Public/Government Schools’.

[Quantitative Justification]

There are 9 RTE mandated infrastructure facilities in public/government schools, especially on 9 RTE mandated facilities like electricity, library, compound wall, toilets for boys, toilets for girls, playground, drinking water, ramps and classrooms, Government/public schools are quite good on provision of all these facilities. Toilets and drinking water are also Supreme Court mandated facilities. There is near saturation in regard to these facilities except in case of ramps and playgrounds (urban areas). Government/ public sector schools compare well with private, unaided schools in all these respects and better than them in regards to a few facilities like student classroom ratios.

However, they fall short of private, unaided schools in regard to facilities like internet for teachers and computers for pedagogical purposes. These 2 facilities are identified as indicators of target 4 of **SDG Goal 4** → 4.A.1.1 and 4.A.1.2 as of 2017-18.

There is a need to improve government/public schools in regard to provision of computer laboratories (CL) in schools along with UPS facility, build capacities of teachers for pedagogical transactions using computers/internet/on-line learning and begin computer education (CE) at an early age.

Position in government schools: In regard to CL and CE [Ref. GO ED 64 Mahithi 2016- and KEA/ToR on TALP programme]: Department implemented on experimental basis, quite a few CE programmes like Mahithi Sindhu, 11th FC project, revised CLASS project, ICT 1 and ICT 2. Using all these experiences, it began Technology Assisted Learning Programme, TALP in Government UPS, HS and HSC stages during 2016-17. This is apart from EDUSAT and CALC programme. [It is noted that U-DISE and SATS are also computerised along with MIS system].

Coverage of the programme as on 2019-20 is 3250 schools and 750 colleges, across 34 educational districts of the State. All secondary schools are given a computer laboratory. Coverage of upper primary schools is nearly 40 percent of total schools. One teacher per school is trained in DIETs who is expected to guide/train/sensitize other teachers on internet/on-line teaching [During COVID 2019-20 period, a large number of teachers might

have been trained on on-line pedagogy for which data is not available]. CE begins at 6th Standard in over 40 percent government schools and at 8th in all high schools

Position in Private, Unaided Schools

[Sample 360 schools in 09 districts of the State, as approved by KEA]

[Study of RTE Implementation, sponsored by KEA 2020]

[A] Standard at which CE begins [Private, unaided schools]

I standard	60 percent schools
III Standard	75 percent schools
V Standard	85 Percent Schools
I to VIII Standards	89 percent schools
CL in schools	89.4 percent schools

[B] Government Schools

No CE/CL at	LPS
CE begins at VI	40 percent schools
CE at secondary	Full coverage

[Position as on 2018-19]

[Source: RTE study Private schools, U-DISE Govt. Schools]

It is noted that CE/CL are one of the major attractions of private, unaided schools among well-to-do public and RTE 12 (1) (c) availing parents. Hence, it is recommended that all government schools be provided with CL and let CE begin from 3rd standard. This facilitation will be for moving towards a DIGITAL SOCIETY. All the teachers need to be trained for teaching through computers [at elementary Stage]. This should be through BLENDED LEARNING. M & S by educational officers of [Subject Inspectors] should include this on-line methodology. They can be trained for this purpose.

Reference Page No. 202

Annexure - 11

Extension of RTE to 9th and 10th Standards

There have been considerable problems of transition of children from 8th to 9th standards and retention of Children at secondary stage of schooling. Net enrolment ratios [Children enrolled in specified age groups in given standards of schooling – that is 6 to 14 years in I to VIII standards, 15 to 16 in IX and X standards; under-aged and over-aged children are not counted] at primary (I to V), upper primary (VI to VIII) and Secondary (IX and X) Stages are 94.45, 80.35 and 64.07 percent respectively in 2017-18 (Source: U-DISE). SDG Goal 4 has set a target of 100 percent NER by 2022 which continues even by 2030. This is possible only with extension of RTE 12 (1) (c) opportunity to 9th and 10th standards because all non-enrolment and drop-out problems are mostly among disadvantaged sections of society.

Further it is noted that Karnataka has performed well above national average values on all priority indicators (Total 7 as identified by NITI Ayog; there are 68 priority indicators out of a total 169 indicators; 07 are identified under SDG goal 4) except in secondary education (9th and 10th standards). While all India drop-out rate at secondary stage in 2017-18 is 17.06 percent, the rate for Karnataka is 26.18 percent.

Hence, extension of RTE 12 (1) (c) is recommended for 9th and 10th standards, secondary stage of schooling.

Annexure - 12

Evaluation Questions and Sub Questions

Sl. No.	Questions
1.	Whether the school is recognized or recognition renewed by the Department? If yes copy of the renewal order to be obtained.
2.	Whether there are any deviations of the rights of the child and denial of admissions and timely provision of free entitlements? How many complaints are received in concerned BEO's office? Whether the complaints are addressed properly?
	Sub Questions
	<p>E.g.: 1) III EVQ2, (f)/(g)/(h) – Infrastructure Facilities</p> <p>(f) Library Facilities:</p> <p>(i) Separate Library room: Yes / No</p> <p>(ii) No. of Text books:.....(Number) (iii) No. of other books: ...(Number)</p> <p>(iv) No. of Magazines:(Number) (v) Books in regional Language: Yes / No (vi) Books in English: Yes / No (vii) Children's books (literature): Yes / No (viii) Books issued to students: Yes/No (ix) Books issued: Weekly / Fortnightly /Monthly</p> <p>(x) There is a Reading Room: Yes / No (xi) School subscribes to Newspapers: Yes/ No Kannada: Yes / No, English Yes / No Others: Yes / No (Marathi / Urdu)</p> <p>(g) (i) Is there a Computer Laboratory? Yes / No</p> <p>(ii) Computer education begins from standard – 1 / 2 / 3 / 4 / 5 / 6 /.....</p> <p>(iii) Number of Computers in the school.....</p> <p>(iv) Students to Computer ratio at UPS:.....</p> <p>(v) Will there be electricity during school hours? Yes / No</p> <p style="text-align: center;"><i>(Question for Rural schools)</i></p> <p>(vi) Is there dedicated UPS for the Computer Laboratory? [EVS 1] Yes / No If yes, Number of Hours of back-up: 2 / 3 / 4 / 5 / >5 hours</p> <p>(h) (i) Is there a Science Laboratory in the school? Yes / No (UPS stage)</p> <p>(ii) What percent of experiments / demonstrations can be completed in the science laboratory? Percentage) Less than 30, 31 to 50, 51 to 75, 76 to 100.....(Specify)</p> <p>(iii) Do you take students outside the school on project works?[RTE Students] Standards: 6 Yes / No, 7 Yes / No, 8 Yes / No</p>

	[Put <input type="checkbox"/> <input type="checkbox"/> mark on appropriate response] (iv) How many times in a year? [If yes to No.(iii); Once / Twice / More than twice RTE students]
3.	One level / two level admission
4.	Whether parents of disadvantaged group students face any problems in admission/whether on-line admissions are parent friendly? Whether the BEOs help the parents to fill up the admission forms?
5.	Whether the schools conduct any enrolments drives and special campaigns for girl children for admissions under RTE? If so how many children are admitted during enrolments drives.
6.	Whether application of Orphans, migrant and street child, HIV affected, and suicide Farmers cases are considered. If yes give details of such children. Find out .whether the children and their parents are aware of these provisions?
7.	Whether the online lottery system is functioning effectively? Earlier the preference was limited to only five schools but now from 2017-18 the child can mark preferences to all the schools within the ward and all the schools in adjoining wards. What is the opinion of the parents and other stakeholders in this regard? Whether the admission process is user friendly and is able to yield quick results?
8.	Verify whether the admissions of the children are as per the concept of neighbourhood? How the demographic details are fetched? Examine the functioning of the new vis-a-vis the old system.
9.	Whether the benefits are reaching to the real disadvantaged group? Whether Income certificate produced is authenticated properly? Are there any cases of producing false Income certificates? Whether school authorities take any initiatives to check such cases? Study such cases in detail?
10.	Analyze in detail the Social and Economic profile of Sample children to substantiate whether the benefits are reaching to the disadvantaged children in different categories. What is the trend in admissions across different categories?
11.	Two major changes have occurred in the selection process: computerized selection and introduction of Aadhaar for the selection. Are there any discernible changes in the categories of admitted children at each such major change? What are the perceptions of different stakeholders about these changes?

12.	<p>Furnish details of fees for 1st standard, LKG as announced in the notice board or published in the school website or school prospectus/broachers</p> <p>Tuition fee; Maintenance fees; Extra fees for other school activities; Any Other fees</p>
13.	<p>Any additional fees are charged? Do the school management insist to purchase books, uniforms, shoes etc. in school or from a particular shop and charge additional amount? Examine the issues in detail across the districts and regions as well as in rural and urban areas</p>
Sub Questions	
<p>Eg:2) IV EVQ 15, (i)/(ii)/(iii) – FEES DETAILS</p> <p>(i) [EVQ15] How is the fee notified to parents ? [HT]</p> <p>Notice Board Yes / No; Website Yes / No; Whats Up Yes/ No; Mail Id of Parents Yes / No; School Prospectus Yes / No</p> <p>(ii) Types of Fees Collected from students / parents.</p> <p>(a) Tuition Fees Yes / No ; (b) Sports Fee Yes / No; (c) RR Fees Yes / No; (d) Excursion / Field Trips / Day-out Fees Yes / No; (e) Voluntary Donations to the school Yes / No;</p> <p>(iii) School is managed by a Society Yes / No ; Trust Yes / No Extended Family Yes / No; Other type Yes / No [Specify.....] (From HT)</p> <p>(iv) [EVQ 16] Do students of RTE buy uniforms as prescribed by school? Yes/No If yes, what is the average cost per set? Range for LKG - Rs.....; Elementary 1 to 5 - Rs.UPS 6 to 8 - Rs.....</p> <p>Is there a White Uniform on one day of the week ? Yes / No Is the Colour of the Uniform same for RTE kids and others? Yes / No</p> <p>(v) Do all students have to wear shoes to attend school? Yes / No Is there a guideline to wear white shoes on one day of the week? Yes / No Do RTE children adhere to this guideline? Yes / No</p> <p>(vi) Regarding Text Books: Parents purchase prescribed books Yes / No (State Syllabus) Parents purchase Notebooks / Work books / Instrument Boxes / Atlas / Drawing Books / Crafts Materials</p> <p>Tick the answer ‘<input type="checkbox"/>’ if this is true. Otherwise, tick ‘x’</p> <p>E.g.: 3) VI EVQ 26, (i)/(ii)/(iii)/(iv)</p>	
14.	<p>Whether separate bank account is opened to receive the reimbursement amount</p>

15.	What are the perceptions of these Schools with regard to admissions under the quota. Reimbursement of fees, delays and detention of children etc. What are their suggestions for improvement in the process.
16.	Whether the fees reimbursed is adequate and to what extent the method of calculation is appropriate? How far it is a cost effective provision and what are its implications for the existing system of school education?
17.	Whether CWSN children are provided the following facilities to enable them to attend schools Hearing aids; Braille etc.; Tricycle; Any other appliance (specify) How comfortable are these children with the learning environment in the school'.)
18.	How often the parents council meeting is held to discuss with the parents on the following issues Send the children regularly; Discuss about the children's academic achievements; General behaviour of the child and participation in school activities.
19.	Whether the teacher completes the entire curriculum within the specified time? What extra efforts are made to complete the curriculum in student friendly manner?
20.	Whether special training is given to children admitted under age appropriate class. It so give the details of such children and the impact on learning outcomes?
21.	Whether the child helpline number is displayed prominently and whether regular health camps are arranged for the children in the school. If yes what are major diseases identified. What are the steps taken to provide further follow-up treatment?
22.	Whether child belonging to weaker sections and those belonging to disadvantaged groups segregated or discriminated in following places In the class room; Separate seating arrangements; During mid-day meals; In the playground; In the use of common drinking water and toilet facilities; In use of Library facilities; Laboratory facilities; In the cleaning of toilets or class rooms; In the use of ICT facility-smart class; In opportunities of participation in school cultural programmes and activities, leadership, competitions and awards etc.; Teachers' attitude and care; Teacher mentoring; Behaviour of other children in the class towards them.
23.	Provide an in depth analysis of any other deprivations and barriers for integration of these children with others in the class school. Analyze the behavioural patterns of these children and find out how comfortable they are in the class rooms.

24.	Whether adjustment difficulties, discriminatory practices have resulted in drop outs. Change of schools. Return back to earlier school etc. Analyze such cases in detail and bring out the problems and issues in transition process. How these can be addressed?
25.	Whether the provision under the Act has been able to provide a better learning environment to the children from the disadvantaged group? What is the impact on the personality and learning achievements of the children?
26.	<p>Any additional Issues</p> <p>[VI] [EVQ 26] DISCRIMINATORY PRACTICES (if any)</p> <p>(i) Do RTE children: (a) sit in same class with other children, (b) sit in a separate class. If answer is (a) –</p> <p>(ii) How do children sit in class? (a) RTE children as a bunch (b) sit in alphabetical order, (c) sit as per their height [Tick ‘<input type="checkbox"/>’ appropriate answers]</p> <p>(iii) Where do all children eat their lunch ?</p> <p style="padding-left: 40px;">(a) In their rooms, (b) In the hall, (c) In the Compound</p> <p>If answer is (b) / (c), do RTE children (d) sit along with others or (e) sit separately [Note the appropriate response (d) or (e)]</p> <p>(iv) Do the RTE Children participate in sports and games at schools ?</p> <p style="padding-left: 40px;">Yes / No / Some of them participate.</p> <p style="padding-left: 40px;">If yes or some of them, do they participate in group games with others – Yes / No</p> <p>(v) (a) Is a separate toilet reserved for RTE children ? Yes / No</p> <p style="padding-left: 40px;">(b) Is a separate drinking water unit (tap) earmarked for RTE children? Yes / No</p> <p>(vi) Do RTE children use library just like others ? Yes / No</p> <p style="padding-left: 40px;">if yes, Are the timings – same / different</p> <p>(vii) Do RTE children use Reading Room just like others ? Yes / No</p> <p style="padding-left: 40px;">If yes, Are the facilities common for both ? Yes / No</p> <p>(viii) Do children conduct experiments by themselves under the guidance of EVS teacher? Yes / No</p> <p style="padding-left: 40px;">If yes, do they do it in batches of 2 / 3 / 4 / 5 students ? If in batches, are RTE children batched– with others or separately. (Tick appropriate answer)</p> <p>(ix) Do you have a computer laboratory ? Yes / No, Response should match with answer for III (g) here. Check</p> <p style="padding-left: 40px;">If yes, do children learn from computers / surf for information / complete project work / play games on computers ?</p>

<p>Tick ‘<input type="checkbox"/>’ appropriate responses</p> <p>Do they sit in batches of – 4 / 5 / 6 / >6</p> <p>If they sit in batches, are RTE children – sitting in separate batches, or along with others</p> <p>(x) Arrangement for toilet cleaning – ayah/children/teachers/teachers with children. If children – all children / RTE children Arrangement for upkeep of classrooms – ayah / all children by turns / RTE children</p> <p>(xi) Do RTE children participate in cultural activities of school ? Yes / No If yes, type of activities in which they participate – Literary / Music / Dance / Drama / Painting / Others (Specify) Have they won prizes last year? Yes / No How may have won ? Give details of 5th/ 7th standard children (Check Records)</p> <p>(xii) Do you have class leader / monitor system in school ? Yes / No, If yes, Are any of the children nominated / elected as Monitor / class leader? Yes/No If Yes – Give details (Note details)</p> <p>(xiii) Is there a school bus ? Yes / No If No, How do children attend school? Walk to school / Parents drop them If yes, Do RTE children have a separate seating arrangement in school bus? Yes/No</p> <p>(xiv) Are there instances of RTE children being (a) naughty; (b) mischievous; (c) disobedient; (d) irregular in attendance (e) leaving school mid-way ? Note details – Tick appropriate answer ‘<input type="checkbox"/>’ If any one of a / b / c/ d, has the school reported to parents / sent out of school after repeated complaints. (Note relevant response)</p> <p>(xv) Are the RTE children well behaved in school ? All of them / most of them / only a few of them / none of them</p>

Annexure - 13
Evaluation Matrix

Sl. No.	Evaluation Questions	Indicators	Data Sources	Collection Methods	Analysis Procedures
1	Whether the school is recognized or recognition renewed by the Department? If yes copy of the renewal order to be obtained.	Recognition/ Renewal Certificate	School (HT)	Checking Records	--
2	Whether there are any deviations of the rights of the child and denial of admissions and timely provision of free entitlements? How many complaints are received in concerned BEO's office? Whether the complaints are addressed properly?	Rejection of Application. Complaint received. Reply given	<ul style="list-style-type: none"> • BEO Office • SSA/DoE Office 	Checking Records	Analysis of Nature of Complaints
3	One level / two level admission	Level of Admission LKG / I Std	<ul style="list-style-type: none"> • School • BEO • SSA/DoE 	Checking Records	Differential Analysis
4	Whether parents of disadvantaged group students face any problems in admission/whether on-line admissions are parent friendly? Whether the BEOs help the parents to fill up the admission forms?	Problems faced by Parents	<ul style="list-style-type: none"> • Parents • SSA/DoE 	<ul style="list-style-type: none"> • Parents FGD • DoE records 	Descriptive Technique (DT)

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Sl. No.	Evaluation Questions	Indicators	Data Sources	Collection Methods	Analysis Procedures
	Sub-Questions				
	Did you get application filled in Cyber Café and Pay for it	Payment to Cyber Café	Parents	FGD with Parents	DT
5	Whether the schools conduct any enrolments drives and special campaigns for girl children for admissions under RTE? If so how many children are admitted during enrolments drives.	<ul style="list-style-type: none"> No. of children admitted through campaigns (Girls) CPE Act Report 	<ul style="list-style-type: none"> SSA/DoE School Parents 	<ul style="list-style-type: none"> Records FGD with Parents 	DT
6	Whether application of Orphans, migrant and street child, HIV affected, and suicide Farmers cases are considered. If yes give details of such children. Find out whether the children and their parents are aware of these provisions?	No. of Special category children admitted	<ul style="list-style-type: none"> DoE School 	<ul style="list-style-type: none"> Records Observation 	<ul style="list-style-type: none"> DT Observation analyses
7	Whether the online lottery system is functioning effectively? Earlier the preference was limited to only five schools but now from 2017-18 the child can mark preferences to all the schools within the ward and all the schools in abutting wards. What	<ul style="list-style-type: none"> Social Composition of admitted children under Lottery vs. On-line system Admission to Girls, Special Groups 	<ul style="list-style-type: none"> BEO SSA/DoE Parents CRP/BRP 	<ul style="list-style-type: none"> Checking Records FGD with Parents Interview of Officers 	DT

	is the opinion of the parents and other stakeholders in this regard? Whether the admission process is user friendly and is able to yield quick results?				
8	Verify whether the admissions of the children are as per the concept of neighbourhood? How the demographic details are fetched? Examine the functioning of the new vis-a-vis the old system.	<ul style="list-style-type: none"> • Ward-Level School Mapping by CRP/BRC • CPE Act Report 	<ul style="list-style-type: none"> • CRP/BEO • CPE Block Report 	<ul style="list-style-type: none"> • Checking Records • Viewing Map 	Map Analysis
9	Whether the benefits are reaching to the real disadvantaged group? Whether Income certificate produced is authenticated properly? Are there any cases of producing false Income certificates? Whether school authorities take any initiatives to check such cases? Study such cases in detail?	<ul style="list-style-type: none"> • (Social) Composition of RTE admissions • Rejected applications • Recorded grievances 	<ul style="list-style-type: none"> • BEO • SSA/DoE • SCPCR 	Collection of data from the offices	Documentary Analysis
10	Analyze in detail the Social and Economic profile of Sample children to substantiate whether the benefits are reaching to the disadvantaged children in different categories. What is the trend in admissions	<ul style="list-style-type: none"> • Admissions through SSA/DoE • Admissions in Sample Schools – Girls / Special Groups 	<ul style="list-style-type: none"> • SSA/DoE • Schools 	<ul style="list-style-type: none"> • Secondary Analysis of SSA/DoE data • Checking school records 	Trend Analysis

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	across different categories?				
11	Two major changes have occurred in the selection process: computerized selection and introduction of Aadhaar for the selection. Are there any discernible changes in the categories of admitted children at each such major change? What are the perceptions of different stakeholders about these changes?	Composition of admissions under differing methods	<ul style="list-style-type: none"> • BEO/ • SSA – DoE • Parents • Officers 	<ul style="list-style-type: none"> • Records Analysis • Interview of Officers • FGD with Parents 	Trend Analysis
12	Furnish details of fees for 1st standard, LKG as announced in the notice board or published in the school website or school prospectus/broachers <ul style="list-style-type: none"> • Tuition fee • Maintenance fees • Extra fees for other school activities • Any Other fees 	<ul style="list-style-type: none"> • Notice Board • Prospectus • School Website • Whats app Messages 	<ul style="list-style-type: none"> • School • Parents 	<ul style="list-style-type: none"> • Observation • Checking Records • FGD of Parents 	<ul style="list-style-type: none"> • Document Analysis • Observation Analysis • DT
	Sub-Questions Give details of the money you spend on your child on <ul style="list-style-type: none"> • Text books 	Money spent by Parents on their Wards	<ul style="list-style-type: none"> • Parents • School • Students 	<ul style="list-style-type: none"> • FGD Parents/Students • HT 	DT

	<ul style="list-style-type: none"> • Uniforms • Private Tuition • Transport • Other items 				
13	Any additional fees are charged? Do the school management insist to purchase books, uniforms, shoes etc. in school or from a particular shop and charge additional amount? Examine the issues in detail across the districts and regions as well as in rural and urban areas	<ul style="list-style-type: none"> • Parents reports • HT reports 	<ul style="list-style-type: none"> • Parents • Schools 	<ul style="list-style-type: none"> • FGD • HT interview 	Division/Division; R/U analysis FGD analysis
14	Whether separate bank account is opened to receive the reimbursement amount	Entries in Bank Pass book of school. Reimbursement details	<ul style="list-style-type: none"> • Bank Pass Book 	<ul style="list-style-type: none"> • Record Checking 	Documentary analysis
15	What are the perceptions of these Schools with regard to admissions under the quota. Reimbursement of fees. Delays and retention of children etc. What are their suggestions for improvement in the process.	HT reports on reimbursements; perceptions on RTE	<ul style="list-style-type: none"> • HT • Bank Pass book 	<ul style="list-style-type: none"> • Interview of HT • Checking Pass book 	<ul style="list-style-type: none"> • Documentary Analysis • DT
16	Whether the fees reimbursed is adequate and to what extent the method of calculation is	<ul style="list-style-type: none"> • Facilities in School • Reimbursement received 	<ul style="list-style-type: none"> • School Infrastructure 	<ul style="list-style-type: none"> • Observation checklist 	<ul style="list-style-type: none"> • Checklist analysis • DT

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	appropriate? How far it is a cost effective provision and what are its implications for the existing system of school education?		Facilities • Bank Passbook • HT	• Checking Records • Interview of HT	
17	Whether CWSN children are provided the following facilities to enable them to attend schools <ul style="list-style-type: none"> • Hearing aids • Braille etc. • Tricycle • Any other appliance (specify) How comfortable are these children with the learning environment in the school'.)	<ul style="list-style-type: none"> • Facilities given to CWSN • Source of Funding • Attention to learning of CWSN Children 	<ul style="list-style-type: none"> • CWSN Children • Parents • Class Teachers 	<ul style="list-style-type: none"> • Physical checking of equipment given to CWSN • Interview of Parents • Interview of Class Teachers • Progress Register of CWSN 	<ul style="list-style-type: none"> • Case Study Analysis • DT • Records Analysis
18	How often the parents council meeting is held to discuss with the parents on the following issues <ul style="list-style-type: none"> • Send the children regularly • Discuss about the children academic achievements • General behaviour of the child and participation in school activities. 	<ul style="list-style-type: none"> • PTA Meeting Register – Proceedings, Issues discussed • Parents reports 	<ul style="list-style-type: none"> • School PTA Register • Parents 	<ul style="list-style-type: none"> • Document Analysis • FGD with Parents 	<ul style="list-style-type: none"> • Documentary Analysis • DT
19	Whether the teacher completes the entire	• Students Report	• Students	• FGD with	DT

	curriculum within the specified time? What extra efforts are made to complete the curriculum in student friendly manner?	<ul style="list-style-type: none"> • Parents Reports • Arrangement of Private Tuition to Students • Class Teacher/HT Report 	<ul style="list-style-type: none"> • Parents • Class Teacher / HT 	<ul style="list-style-type: none"> Students • FGD with Parents • Interview of HT/ Class Teachers 	
20	Whether special training is given to children admitted under age appropriate class. It so give the details of such children and the impact on learning outcomes?	<ul style="list-style-type: none"> • Progress of Children admitted mid-way (including OOSC) • Special Training Report 	<ul style="list-style-type: none"> • Progress Register (OOSC only) • Records of school 	<ul style="list-style-type: none"> • Checking Reports 	Documentary Analysis
21	Whether the child helpline number is displayed prominently and whether regular health camps are arranged for the children in the school. If yes what are major diseases identified. What are the steps taken to provide further follow-up treatment?	<ul style="list-style-type: none"> • Display of Child Helpline Number • Health Status of Children • Referrals made 	<ul style="list-style-type: none"> • Display Board • Health Register of School • Parents 	<ul style="list-style-type: none"> • Observation • Record Checking • Parents' Interviews 	<ul style="list-style-type: none"> • Documentary Analysis • DT
22	Whether child belonging to weaker sections and those belonging to disadvantaged groups segregated or discriminated in following places a) In the class room b) Separate seating arrangements	<ul style="list-style-type: none"> • Classroom seating arrangements (inspection) • Mid-day meal seating arrangements • School Facilities Access • Cleaning duties 	<ul style="list-style-type: none"> • School / Classrooms • Students • Parents • Records of sports / games/cultural 	<ul style="list-style-type: none"> • Observation • FGD with Students • FGD with Parents • Checking Records • Interview of HT/Class Teacher 	<ul style="list-style-type: none"> • Documentary Analysis • Checklist analysis • DT

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	<p>c) During mid-day meals</p> <p>d) In the play ground</p> <p>e) In the use of common drinking water and toilet facilities</p> <p>f) In use of Library facilities</p> <p>g) Laboratory facilities</p> <p>h) In the cleaning of toilets or class rooms</p> <p>i) In the use of ICT facility-smart class</p> <p>j) In opportunities of participation in school cultural programmes and activities, leadership, competitions & awards etc.</p> <p>k) Teachers' attitude and care</p> <p>l) Teacher mentoring</p> <p>m) Behaviour of other children in the class towards them.</p>	<ul style="list-style-type: none"> • Participation in sports/ games/cultural activities • Girls' Participation • Students /Parents Perceptions • Class Teacher views • Non RTE kids behaviours 	<p>literary activities</p> <ul style="list-style-type: none"> • Class Teacher/HT interviews 		
23	<p>Provide an in depth analysis of any other deprivations and barriers for integration of these children with others in the class school. Analyze the behavioural patterns of these children and find out how comfortable they are in the class rooms.</p>	<ul style="list-style-type: none"> • Students' Behaviours • Communication Skills of Students, Girls • Confidence of Children • Social Integration 	<ul style="list-style-type: none"> • Students – Girls • Parents • HT / Class Teacher 	<ul style="list-style-type: none"> • Observation of Students • FGD of Parents • FGD of Students • Interview of HT / Class Teacher 	<ul style="list-style-type: none"> • Checklist Analysis • DT

24	Whether adjustment difficulties, discriminatory practices have resulted in drop outs. Change of schools. Return back to earlier school etc. Analyze such cases in detail and bring out the problems and issues in transition process. How these can be addressed?	<ul style="list-style-type: none"> Retention of Children w.s.r.t girls/CWSN/Special Groups TC to Children 	<ul style="list-style-type: none"> Admission Register of School Attendance Registers Parents of D.O Children 	<ul style="list-style-type: none"> Records Checking Interview of D.O (Parents) Children 	<ul style="list-style-type: none"> Documentary Analysis
25	Whether the provision under the Act has been able to provide a better learning environment to the children from the disadvantaged group? What is the impact on the personality and learning achievements of the children?	<ul style="list-style-type: none"> Progress of Learning of RTE Children Cheerfulness/Joy/Enthusiasm/Self Initiatives of Children Participation in School Activities 	<ul style="list-style-type: none"> Progress Register Sports/ Cultural Activities Register Students LAT/ECO Test 	<ul style="list-style-type: none"> Check Records FGD of Student LAT Results 	<ul style="list-style-type: none"> Documentary Analysis FGD Analysis
ADDITIONAL QUESTIONS					
EVQ 22	<ul style="list-style-type: none"> Has your child begun conversing in English after joining private school ? Yes / No <p>If yes, is it fluently / Tolerably / Somewhat</p> <p>Are you happy / excited about this? Yes / No</p> <p>To 5th Standard Children Only</p>	<ul style="list-style-type: none"> Students' School Adjustment Class Teachers' Views 	<ul style="list-style-type: none"> Parents Students 	<ul style="list-style-type: none"> FGD with Parents FGD with Students Interview of Teacher 	<ul style="list-style-type: none"> DT

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	<ul style="list-style-type: none"> Has your child expressed excitement at home after getting exposed to Computer Laboratory? Yes / No 				
	Background variables of Students Parents' Education, Occupation	<ul style="list-style-type: none"> Level of Education Nature of Occupation of Father / Mother related to children's performance 	<ul style="list-style-type: none"> Parents Mother/ Father 	<ul style="list-style-type: none"> Questionnaire 	<ul style="list-style-type: none"> DT
EVQ 9	<ul style="list-style-type: none"> What would you have done, if you did not get RTE 12 (1) (c) quota seat for your ward ? Would have admitted to a Government School Yes/No Would have paid fees and admitted to a Private School Yes / No How much happy are you that you got RTE seat allotment for your ward ? Very much Happy / OK / Cannot Say 	<ul style="list-style-type: none"> RTE opportunity and fulfilment 	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> Interviews of Parents 	<ul style="list-style-type: none"> DT

Annexure - 14

Terms of Reference of the Study

Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as Per Right to Education Act 2009 in Karnataka State.

1. Title of the study

Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as Per Right to Education Act 2009 in Karnataka State.

2. Department Implementing the Scheme

Department of Primary and Secondary Education

3. Background and Context

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches peoples' understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education increases the productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and improving income distribution.

“The Right of Children to Free and Compulsory Education Act 2009 is an Act to provide free and compulsory education to all children of the age of 6 to 14 years. It shall extend to the whole of India except the state of Jammu and Kashmir. Government of Karnataka made rules and these rules are called The Karnataka Right of Children to Free and Compulsory Education Rules 2012 and are published in the gazette on 28.04.2012.

Aims and objectives of the scheme

- 1) Every child in the age group of 6 to 14 years shall have a right to free and compulsory education.
- 2) No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.
- 3) A child suffering from disability shall have the right to pursue free and compulsory elementary education in accordance with the provision of chapter V of the said Act
- 4) If a child above 6 years of age has not been admitted in any school or though admitted could not complete his or her elementary education he or she shall be admitted in a class appropriate to his or her age. Such a child has a right to receive special training in the manner prescribed and within the time limits as may be prescribed
- 5) Ensure availability of a neighbourhood school as specified in section 6
- 6) Ensure that children belonging to weaker section and the disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.

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Financial progress of the scheme from 2012-13 to 2016-17

Sl. No.	Year	Budget Rs. lakhs	Amount Released	Amount Utilized
1.	2012-13	29.96	29.96	21.95
2.	2013-14	73.13	73.13	72.94
3.	2014-15	160.24	160.24	160.23
4.	2015-16	316.67	237.67	204.22
5.	2016-17	226.36	226.36	226.19
6.	2017-18	350	350	19.75
Total		1156.36	1077.36	705.28

Physical progress of the scheme from 2012.13 to 2016-17

Year	Unit No of Admission (as per 25% quota)												Position as on 30.01.2018	Target	Achievement
	LKG	UKG	Total	1 st std (Fresh)	1 st Std (Promoted)	1 st Std (total)	2 nd Std	3 rd Std	4 th Std	5 th Std	6 th Std	Total			
2012-13	5656	0	5656	43626	0	43626	0	0	0	0	0	43626	49282	116214	49282
2013-14	24244	5656	29900	48864	43626	92490	0	0	0	0	0	92490	122390	108344	73108
2014-15	405012	24244	64745	53189	5656	58845	48864	43626	0	0	0	151335	216080	110794	93690
2015-16	49429	40501	89930	50638	24244	74882	58845	48864	43626	0	0	226217	316147	111131	100067
2016-17	57467	49429	106896	40524	40501	81025	74882	58845	48864	43626	0	307242	414138	115237	97991
2017-18	63675	57467	121142	45291	49429	94720	81025	74882	58845	48864	43626	401962	523104	128648	108966
													Total		5,23,104

ADMISSION UNDER RTE FOR THE YEAR 2012-13 TO 2017-18

Kalaburagi Division								
SL.No	District	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
1.	Bellary	2703	4050	4843	4959	5214	5576	27345
2.	Bidar	3241	2497	3845	3958	3652	3277	20470
3.	Kalaburagi	1940	2849	4443	4006	3937	3673	20848
4.	Raichur	1787	2181	2921	3128	3493	3615	17125
5.	Yadgir	468	1110	1880	1753	1997	2244	9452
6.	Koppal	1787	1918	2315	2107	2282	2353	12762
Total		11926	14605	20247	19911	20575	20738	108002

Belagavi Division								
SL.No	District	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
1.	Vijayapura	4440	3253	3944	4211	4643	4967	25458
2.	Belgaum	1814	1276	2007	2397	2416	2743	12653
3.	Chikodi	1775	2362*	1144	3798	4035	4449	17563
4.	Dharwad	1483	1720	2707	2808	3108	3586	15412
5.	Gadag	999	1297	1688	1354	1361	1574	8273
6.	Haveri	1381	1486	1833	1958	1881	2299	10838
7.	Uttar Kannada	499	537	500	490	559	608	3193
8.	Bagalkote	1900	1879	2520	2729	2877	3613	15518
Total		14291	13810	16343	19745	20880	23839	108908

Mysore Division								
SL.No	District	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
1.	Chamaraja nagar	558	810	933	886	723	799	4709
2.	Chikmagalur	794	1227	1584	1355	1193	1274	7427
3.	Dakshina Kannada	775	1185	1664	1802	1768	1756	8950
4.	Sirsi	448	307	335	302	316	398	2106
5.	Hassan	1061	1741	1867	2102	1790	2281	10842
6.	Kodagu	208	399	546	542	483	624	2802
7.	Mandya	1747	1926	2262	2335	1736	1984	11990
8.	Mysore	1269	2921	3653	3872	3191	3980	18886
9.	Udupi	422	690	731	1003	1005	1003	4854
Total		7282	11206	13575	14199	12205	14099	72566

Bangalore Division								
SL.No	District	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
1.	Bangalore Rural	1159	1840	2234	2389	2127	1988	11737
2.	Bangalore Urban (North)	1987	8071	10732	11172	10531	12831	55324
3.	Bangalore Urban (South)	2743	9717	14457	15382	15096	17670	75065
4.	Chikkaballapur	1660	1840	1981	2169	2197	1972	11819
5.	Chitradurga	1087	1545	1922	1945	1917	2223	10639
6.	Davanagere	1654	2032	2712	3196	3247	3759	16600
7.	Kolar	1905	2314	2808	2908	2786	2587	15308
8.	Ramanagar	1124	1416	1526	1684	1553	1608	8911
9.	Shimoga	432	1790	2048	2134	1922	2225	10551
10.	Tumkur	1509	2025	2006	2081	1823	2271	11715
11.	Madhugiri	523	897	1099	1152	1132	1156	5959
Total		15783	33487	43525	46212	44331	50290	233628
Grand Total		49282	73108	93690	100067	97991	108966	523104

4. Evaluation scope and purpose

The provision of the RTE Act under 12 (1) (c) is implemented in all the 204 blocks of the 34 districts of Karnataka State. The purpose of evaluation is to know whether the

objectives set under the provision are fulfilled or not and to get the feedback and bottlenecks in implementation of the scheme. There are many innovations introduced in the implementation of the provision. The study is directed to capture the impact of them on promoting smooth and transparent admissions. It also attempts to examine the access of the admissions to the children of disadvantaged groups and the impact on learning outcomes as well as the availability of infrastructure facilities in the schools as per RTE norms.

5. Evaluation Objectives

1. To study the selection process (admission details) under section 12(1)(c) (the provision) in the private unaided non minority schools.
2. To examine the process of admissions in the schools and the changing admission procedures on improving effectiveness and transparency of the system.
3. To examine whether the benefits are reaching to the disadvantaged groups in the society and review the checks and balances in the system to ensure the same.
4. To evaluate the impact of exposure to better learning environment on the learning achievements of the children, admitted under section 12(1)(c)
5. To examine whether any discriminatory practices are observed in the schools leading to exclusion and isolation.
6. To study the eligibility conditions with regard to infrastructure facilities in private schools as per RTE norms.
7. To examine the problems faced by different stakeholders in seeking the benefits under the Act and analyse the existing redressal mechanism.
8. To provide feedback and suggestions for better implementation of the provision under section 12(1)(c).
9. To bring out innovative measures for implementation of the provisions and their reach to te disadvantaged children.

6. Evaluation Questions

1. Get the following details from the sample schools and analyse them.

Year wise details of students admitted and seats allotted under RTE in the school (25% of the RTE students)

Year	25% RTE	Sc	St	Cat.I	2A	2B	3A	3B	Weak er sections	HIV	Farmers children	CW SN	Mig rants	Or ph an s
2013-14														
2014-15														
2015-16														
2016-17														
2017-18														
Total														

Details from Sample Schools

Year	Total seats	25% of RTE seats	orphans	HIV affected/infected child	Child with SN	Migrant/street child	Sc	ST	Cat -I	IIA	IIB	III A	III B	Total
2012-13	1 st std													
2013-14	1 st std													
	2 nd std													
2014-15	1 st std													
	2 nd std													
	3 rd std													
2015-16	1 st std													
	2 nd std													
	3 rd std													
	4 th std													
2016-17	1 st std													
	2 nd std													
	3 rd std													
	4 th std													
	5 th std													
2017-18	1 st std													
	2 nd std													
	3 rd std													
	4 th std													
	5 th std													
	6 th std													

Separate figures for pre-primary classes – LKG and UKG to be given

2. Infrastructure

	Requirement as per norm	Availability
Building Own Rented		
Whether school building used for any other purpose/ non educational activities		
No. Of class rooms	At least one classroom for every teacher and an office cum store cum Head teacher's room	
Barrier free access to rooms		

Size of the class room length breadth, verandah size? (Check for adherence to the norms)		
Separate toilets for boys and girls with water facilities		
Safe and clean drinking water		
A kitchen where midday meals is cooked in the school		
Playground & sports material		
Age appropriate furniture- Desks /Benches/chair		
Library facilities Books periodicals		
Computer lab		
Science Laboratory		
TLM Material		
Teachers		
No. Of Teachers HPS/LPS		
Teacher Pupil ratio		
Qualifications of Teachers HPS, LPS, LKG Trained		
Working hours		
Separate teachers for Science, Maths, Languages		

3. Whether the school is **recognised or recognition renewed** by the Department? If yes copy of the renewal order to be obtained.

Admissions and Fees

4. Whether there are any deviations of the rights of the child and denial of admissions and timely provision of free entitlements? How many complaints are received in concerned BEO's office? Whether the complaints are addressed properly?
5. Examine the process of admissions in schools with one level and two levels entry system.
6. Whether parents of disadvantaged group students face any problems in admission/ whether on-line admissions are parent friendly? Whether the BEOs help the parents to fill up the admission forms?

7. Whether the schools conduct any enrolments drives and special campaigns for girl children for admissions under RTE? If so how many children are admitted during enrolments drives.
8. Whether application of Orphans, migrant and street child, HIV affected, and suicide Farmers cases are considered. If yes give details of such children. Find out whether the children and their parents are aware of these provisions?
9. Whether the online lottery system is functioning effectively? Earlier the preference was limited to only five schools but now from 2017-18 the child can mark preferences to all the schools within the ward and all the schools in abutting wards. What is the opinion of the parents and other stakeholders in this regard? Whether the admission process is user friendly and is able to yield quick results?
10. What is the type of school in the neighbourhood?

	Type of school	Distance	Syllabus	Medium
LPS	1. Government			
	2. Aided			
	3. Private unaided			
HPS	1. Government			
	2. Aided			
	3. Private unaided			

11. Verify whether the admissions of the children are as per the concept of neighbourhood? How the demographic details are fetched? Examine the functioning of the new vis-a-vis the old system.
12. Whether the benefits are reaching to the real disadvantaged group? Whether Income certificate produced is authenticated properly? Are there any cases of producing false Income certificates? Whether school authorities take any initiatives to check such cases? Study such cases in detail?
13. Analyse in detail the Social and Economic profile of Sample children to substantiate whether the benefits are reaching to the disadvantaged children in different categories. What is the trend in admissions across different categories?
14. Two major changes have occurred in the selection process: computerized selection and introduction of Aadhaar for the selection. Are there any discernible changes in the categories of admitted children at each such major change? What are the perceptions of different stakeholders about these changes?
15. Furnish details of fees for 1st standard, LKG as announced in the notice board or **published in the school website or school prospectus/broachers**
 - Tuition fee
 - Maintenance fees
 - Extra fees for other school activities
 - Any Other fees
16. Any additional fees are charged? Do the school management insist to purchase books, uniforms, shoes etc. in school or from a particular shop and charge additional

amount? Examine the issues in detail across the districts and regions as well as in rural and urban areas.

17. Furnish details of amount reimbursed for last 3 years (Pre-primary and elementary classes separately)

Year	Amount received	Date of receipt in the bank account
2015-16	-	
2016-17		
2017-18		

(Audit report to be verified)

18. Whether separate bank account is opened to receive the reimbursement amount
19. What are the perceptions of these Schools with regard to admissions under the quota, reimbursement of fees, delays and retention of children etc. What are their suggestions for improvement in the process.
20. Whether the fees reimbursed is adequate and to what extent the method of calculation is appropriate? How far it is a cost effective provision and what are its implications for the existing system of school education?

Teaching Learning Processes and environment

21. Whether CWSN children are provided the following facilities to enable them to attend schools
- Hearing aides
 - Braille etc
 - Tricycle
 - Any other appliance (specify)
- How comfortable are these children with the learning environment in the school?
22. How often the parents council meeting is held to discuss with the parents on the following issues
- Send the children regularly
 - Discuss about the children academic achievements
 - General behaviour of the child and participation in school activities.
23. Whether the teacher completes the entire curriculum within the specified time? What extra efforts are made to complete the curriculum in student friendly manner?
24. Whether special training is given to children admitted under age appropriate class. It so give the details of such children and the impact on learning outcomes?
25. Whether the child helpline number is displayed prominently and whether regular health camps are arranged for the children in the school. If yes what are major diseases identified. **What are the steps taken to provide further follow-up treatment?**

26. Whether child belonging to weaker sections and those belonging to disadvantaged groups segregated or discriminated in following places
- In the class room
 - Separate seating arrangements
 - During mid day meals
 - In the play ground
 - In the use of common drinking water and toilet facilities
 - In use of Library facilities
 - Laboratory facilities
 - In the cleaning of toilets or class rooms
 - In the use of ICT facility-smart class
 - In opportunities of participation in school cultural programmes and activities, leadership, competitions and awards etc.
 - Teachers' attitude and care
 - Teacher mentoring
 - Behaviour of other children in the class towards them.
27. Provide an in depth analysis of any other deprivations and barriers for integration of these children with others in the class/school. Analyse the behavioural patterns of these children and find out how comfortable they are in the class rooms.
28. Whether adjustment difficulties, discriminatory practices have resulted in drop outs, change of schools, return back to earlier school etc. Analyse such cases in detail and bring out the problems and issues in transition process. How these can e addressed?
29. Whether the provision under the Act has been able to provide a better learning environment to the children from the disadvantaged group? What is the impact on the personality and learning achievements of the children?
30. Any additional Issues

7. Evaluation methodology & Sampling

The data required for the study is indicated below

Type of data	Method of data collection	Source of information	Method and Tools
Primary data	1. Quantitative data	Beneficiaries, non-beneficiaries.	Survey, Observations
	2. Qualitative data	Beneficiaries, non-beneficiaries.	FGD,
		State level, district level, taluk level, GP level, Bank officials	IDI-interview schedules
Secondary data	Data from the department, annual Reports	Department levels district and taluka levels.	On selected indicators relevant for the evaluation

The total beneficiaries over the period are 523104. The sampling design is based on stratified multi stage Random Sampling. Two districts from each division with highest and lowest number of students admitted in private schools are selected. The sample will cover the urban and rural parts and two talukas from these two districts from each division.

Division/ District wise total beneficiaries and Sample beneficiaries

			No. Of Schools	Total Beneficiaries	Sample
1	Kalaburagi	Bellary	553	27345	600
		Yadgir	269	12762	590
2	Belgaum	Bijapur	712	25458	600
		Uttar Kannada	66	3193	500
3	Bangalore	Bengaluru (South)	1571	75065	590
		Madhugiri (Tumkur)	112	5959	540
		Bangalore (North)*	1102	55324	560
4	Mysore	Mysore	446	18886	580
		Dakshin Kannada	189	8950	550
Total			5020		5110

5110+control 180=5290= 5300

*To be proportionately distributed across the districts.

Bangalore North is included as it has the highest fee reimbursement in the State.(161.82 Crores over the time period).

The sample is to be distributed across the districts and the two talukas proportionately. 20 schools to be selected from each taluka to select the sample. It should cover all types of schools and rural and urban areas. It should include students from all categories and all the years proportionately.

- Control group of 20 students from each district =180 students.
- FGDs and IDIs to cover all the Stakeholders at various levels 30 FGDs & 60 IDIs.

*** The randomization of sample will be done at KEA

Documents to be verified

1. Admission register containing the names of students admitted under the **RTE Act**
2. Passbook for having received the reimbursed amount in respect of RTE students
3. Audit reports

8. Deliverables and time schedule

The Department of Primary and Secondary Education and KEA will provide the necessary information pertaining to the study and also co-operate with the consultant organization in completing the assignment task within the stipulated time period. The concerned district and

taluk officials will be instructed by the **Department of Public Instruction and** Department of Primary and Secondary Education for providing the required information/data at the taluk and GP levels.

It is expected to complete the present study in 5 months time line, excluding the time taken for approvals at KEA.

Timelines and deliverables:

a. Inception Report	1 month after signing the agreement
c. Field Data Collection	3 months date of work plan Approval
d. Draft report submission	1 month after Field Data Collection
e. Final report dissemination & presentation	1 Month after Draft report submission
Total duration	6 months

9. Qualities expected from the Report

The evaluation report should generally confirm to the United Nations Evaluation Guidelines (UNEG) "Standards for Evaluation in the UN System" and "Ethical Standards of Evaluations".

The report should present a comprehensive review of the Scheme/ programme in terms of the content, implementation process, adequacy, information and access to beneficiaries.

The Report should provide a scientific assessment of the impact of the provision under RTE on the learning outcomes of the children and the reach of the Act to the poor and disadvantaged children across the social categories. The qualitative data should be used in unbiased manner to support or for further analysis of the reflections from the quantitative data. The analysis should provide adequate space for assessing the variations across the regions and social categories. Case studies to be presented to bring out the realities at the household level.

The report should come out with specific recommendations based on adequate field evidence for any modifications in the programme design, content, implementing procedures, and any other modifications as midcourse corrections to improve the access and impact of the Scheme/Programme.

Structure of the report

The following are the points- only inclusive and not exhaustive- which need to be mandatorily followed in the preparation of evaluation report:

By the very look of the evaluation report it should be evident that the study that of Primary and Secondary Education Department and Karnataka Evaluation Authority (KEA) which has been done by the Evaluation Consultant Organization. The report should be complete and logically organized in a clear but simple language. Besides confirming to the qualities covered in the Terms of Reference, report should be arranged in the following order:

Preliminary Part

- Title and Opening Page
 - Index
 - List of acronyms and abbreviations
 - Executive Summary- A section that describes the program, purpose and scope of evaluation, research design and methodology, key findings, constraints and recommendations.
1. Background- A section that briefly covers the history or genesis of the sector under which the programme/scheme being evaluated covered. It should give recent fact sheets taken from reliable and published sources and review of the progress of the scheme at Taluka/District level.
 2. Objectives and performance of the program - This section includes the stated objectives of the program and the physical and financial achievements of the selected program in the period of evaluation. It should cover the description of the target group, aim of the program and method of selection of beneficiaries and the physical and financial achievements.
 3. Review of literature/past evaluation reports and their findings.
 4. Evaluation Methodology - This should include research design, sample design and size, questionnaire design and pilot test, data collection and quality assurance plan.
 5. Limitations/constraints in the evaluation study.
 6. Case Studies & Best Practices
 7. Findings of the evaluation study.
 8. Recommendations that flow from the evaluation.

Annexure-

- a. Sanctioned Terms of Reference of the study.
- b. Survey tools and questionnaires
- c. List of persons with addresses personally interviewed.
- d. Place, date and number of persons covered by Focus Group Discussion (if applicable).
- e. Table showing details of major deviations, non-conformities, digressions of the

program.

10. Administrative arrangements

The core team should comprise of the following technical members (list is inclusive but not exhaustive) should possess requisite qualification and experience as stated below:

Table : Team to carry out the study

Principal Investigator	Post Graduate in Education/ Social Science with first class /Ph.D in the subject is preferable.	05 years of experience in Education/ and related sectors.
1 st Core team member	Post graduate in Education/Social Science (Social Work preferable).	Should also possess a minimum of three (3) years of experience in Education/ social science / allied sector projects
2 nd Core team member	Post Graduate in Statistics/Economics with knowledge of Statistical analysis	3 years experience in data analysis

And such numbers that the evaluation is completed within the scheduled time prescribed by the ToR.

11. Cost and Schedule of Budget release

The Output based budget release will be as follows-

1. The **first instalment** of Consultation fee amounting to 30% of the total fee shall be payable as advance to the Consultant after the approval of the inception report, but only on execution of a bank guarantee of a scheduled nationalized bank, valid for a period of at least 12 months from the date of issuance of advance.
2. The **second instalment** of Consultation fee amounting to 50% of the total fee shall be payable to the Consultant after the approval of the Draft report.
3. The **third and final instalment** of Consultation fee amounting to 20% of the total fee shall be payable to the Consultant after the receipt of the hard and soft copies of the final report in such format and number as prescribed in the agreement, along with all original documents containing primary and secondary data, processed data outputs, study report and soft copies of all literature used in the final report.

Taxes will be deducted from each payment, as per rates in force. In addition, the evaluating agency/consultant is expected to pay service tax at their end.

12. Selection of Consultant Agency for Evaluation:

The selection of evaluation agency should be finalized as per provisions of KTPP Act and rules without compromising on the quality.

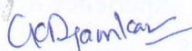
13. Contact person for further details:

Contact person to get further details about the study.

1. Shri.B.K.Basavaraju DPI(pry) Department of Public Instruction 9448999411
2. Shri.S.R.S.Nadan Special officer and ex office U/Secretary Planning – Education Dept. M: 984527799
3. Consultant Evaluation KEA

-Sd-

**Chief Evaluation Officer
Karnataka Evaluation Authority**


ToR Prepared by
(Dr. Chaya Degaonkar)



Annexure - 15

Checklist on compliance to RTE Act, 2009, by RTE Schools in this Study.

Section wise Report

Chapters	Section	Details	Compliance
I	1	Definition	Not Applicable (NA)
	2	Definition	NA
II	3 (2)	No Fees	Violation by a few schools
		CWSN accommodation	Partly Complied
	4	Non completion of Transfer	No such case, NA
III	5	Transfers/ Migrants	No such case, NA
	6	LSG duties	NA
	7	Duties of Government	NA
	8	Duties of Government	NA
	9	LSG Duties (Neighbourhood school)	Complied since 2019-20
	10	Parental duty	NA
	11	LSG and Pre-school Education	NA
IV	12(1)(c)	25 percent seats Govt. managed	Case of Good Governance
	13	No capitation Fee	Violation by a few schools
	14	Age appropriate admission	Marginal violation
	15	Denial of Admission	No such case, no scope, NA
	16	Expulsion of Children	One case out of 515 schools
	17	Physical punishment/mental harassment of a child	No such case
	18	Recognition of schools	A few schools are still getting renewals after many years
	19	Recognition as per Norms and Standards	Violations observed to some extent.
	20	Amendment to norms	NA
	21	Constitution of SDMC	NA, PTAs are there
	22	SDMC duties	NA
23	Teachers eligibility conditions	Grossly Violated	

	24	Duties of Teachers		
		- Punctual	OK	
		- Complete Syllabus	Minor Violation	
		- Help students	OK	
			- PTA Meetings	OK
	25	PTR norms	OK	
	26	Teacher vacancies	No vacancies NA	
	27	Extra duties for Teachers	NA	
28	No private tuition by teacher	No information		
V	29	Academic Norms and Standards- Adherence to Constitution	Done	
		- Attention to all-round development of the child	Very well done	
		- activity learning	Satisfactory	
		- mother Tongue as Medium	Gross Violation	
		- Free atmosphere	Partial violation	
	- CCE	Done		
30	Certificate of completion	NA		
VI	31	NCPCR Duties	No case, NA	
	32	Grievance for SCPCR	No case, NA	
	33	GoI duties	NA	
	34	GoI duties	NA	
VII	35	GoK duties	NA	
	36	GoK duties	NA	
	37	GoI/GoK	NA	
	38	GoK duties	NA	
Schedules	Section 19 and Section 25	Teachers, Buildings, TLM, Library, Games	Full Compliance is not there. - Rented buildings, - No compounds, - Subtle discrimination against RTE kids.	

Annexure – 16

[For Comment No. 1 of Independent Assessor]

Linkages between Conclusions/Recommendations and Objectives of the Study

Sl. No.	Objectives [as on p.14 of the report]	Conclusion/Recommendations
1.	To study the selection process (admission details) under section 12(1)(c) (the provision) in the private unaided non-minority schools.	Conclusion: Page No. 184, Annexure 9-p.229, p.79, Annexure 4, pp.219, 220 Various pages in the report, 37, 62, 79,164, 172.
2.	To examine the process of admissions in the schools and the changing admission procedures on improving effectiveness and transparency of the system.	Recommendations No. 4 & 9, pp. 197 and 198
3.	To examine whether the benefits are reaching to the disadvantaged groups in the society and review the checks and balances in the system to ensure the same.	See p.79; Conclusion : Page No. 184 Recommendation 2,7 and also see p.55; p.91.
4.	To evaluate the impact of exposure to better learning environment on the learning achievements of the children, admitted under section 12(1)(c)	See pp.65 to 70; pp.73-78; pp. 92 to 111 [Findings] Conclusion: pp.185-189; Annexure 1 and 3 Recommendation no. 3,8, 10,11; Long term No. 4,5,6,8,9,10
5.	To examine whether any discriminatory practices are observed in the schools leading to exclusion and isolation	See pp. 112 to 123; pp.130 to 132; Conclusion: p.190 Recommendation No. 5 & 8
6.	To study the eligibility conditions with regard to infrastructure facilities in private schools as per RTE norms.	See pp.41 to 53; Annexures 5,6,7 Conclusion: P.184 Recommendation No. 1,3,10; Long term recommendation 4 & 9.

7.	To examine the problems faced by different stakeholders in seeking the benefits under the Act and analyse the existing redressal mechanism.	See pp.82, 85, 86 to 87 [Parents] pp.93 to 95, 96 to 98, 105 to 106, 110 [Students] pp.65, 67 [HTs] PP. 75,76 [Teachers] pp.128, 129, 132 [Educational Officers] Conclusion: p.186 [HTs/Teachers] p.188 [Students] p.189 [Parents] p.191 [Educational officers] Recommendation No. 1,6,9 Long term : Nos.1,2,3,7 &8
8.	To provide feedback and suggestions for better implementation of the provision under section 12(1) (c).	Already complied See pp. 192-196 and 197 to 200
9.	To bring out innovative measures for implementation of the provisions and their reach to the disadvantaged children.	See pp.197 to 200
10.	ToR Evaluation objective No.3: Are the benefits reaching the disadvantaged sections of society? What are the checks and balances?	See the following sections, Pages in the report Section 4.11, P79; 4.13.2, pp91,92; Section 4.16, Table and write-up; pp.110 and 111; section 4.25, p.135; annexure 4, pp.219 to 220; annexure 6. pp.223-224; annexure 9, 229
11.	Impact assessment of exposure to better learning environment to RTE students on their learning achievements; ToR evaluation objectives No.4	See section 4.6-sub-section III [A], pp.62 to 64, and annexure-1 of the report, pp.205 to 210. Learning attainments of RTE students is presented in these sections, pages annexure-1.

Annexure – 17

[For Comment No. 8 of Independent Assessor]

School Structure and Teacher Qualification

PART - A

School Structure:

The NEP, 2020 proposes 5+3+3+4 structure in place of 5+3+2+2 structure from 3 to 18years; 3 years anganwadi and 2 years of LPS, standards 1 & 2, treated as 5 years of I stage; followed by 3 years- 3rd, 4th, 5th, standard as II stage; followed by 3 years of 6 to 8 standards as III stage; and 4 years of 9th, 10th, 11th, 12th as IV stage in this 5+3+3+4 structure. As of now, 2 years AW is given in over 65000 centres, 80 percent of which are in locations/buildings separated from 1 to 5 LPS stage of schooling. Clubbing 1 & 2 standards of present 1 to 5 LPS lead to lot of logistic problems. There are a significantly large number of LPS 1 to 5 which are managed by 2 teachers. If 1 & 2 are taken out there will be unviability of 3, 4, 5 standards of LPS. Teacher's qualifications and training also vary across present AW (NST or AW job training) and LPS (D.Ed). Hence, the new structure proposed by NEP can only be a pious wish that conforms to sound psychological principals, but insurmountable administrative challenges. Hence, it cannot be recommended as of now. However, wisdom lies in 1 to 12 standard comprehensive schools in every Gram Panchayath village, over a period of time. Reduce 129000 schools [65000 AW+64000 Schools-LPS/HPS/HS/HSC] to 6000 GP plus ward schools. Provide road connectivity, transport with escort from satellite villages to GP village school, with all normative facilities. This is the model in several advanced countries [E.g. Finland]. It is working.

PART – B

Teacher Qualification

NEP is silent on status of D.Ed. There is not much discussion on D.Ed. training which is the focus of the present study [see section 5.2 of NEP, p.20, section 5.22, 5.23, 5.24, 9.23. Discussion is mostly about B.Ed Elementary Education-Integrated, 4 years duration. NCTE has not proposed to do away with D.Ed of 2 years duration after class XII, which is essential to teach I to VIII standards. Rather, it has accepted D.Ed (Elementary) Course of NIOS.

Hence, this comment addressed.

Annexure - 18

IMAGES/PICTURES OF FIELD LEVEL DATA COLLECTION



Evaluation of Infrastructure Facilities and Eligibility Conditions of Private Schools as per RTE Act-2009 in Karnataka



Latitude: 16.831072
Longitude: 76.813918
Elevation: 454.59m
Accuracy: 9.6m



Latitude: 16.733733
Longitude: 76.750473
Elevation: 440.59m



**EVALUATION OF INFRASTRUCTURE FACILITIES AND ELIGIBILITY
CONDITIONS OF PRIVATE SCHOOLS AS PER RTE ACT-2009
IN KARNATAKA**

Karnataka Evaluation Authority

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