

**Terms of Reference for the Study on Evaluation of Infrastructure Facilities and
Eligibility Condition of Private Schools as per Right to Education Act 2009 in
Karnataka State.**

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Terms of Reference for 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.

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

5. Evaluation Objectives

- ## 6. Evaluation Questions

- Year wise details of students admitted and seats allotted under RTE in the school
(25% of the RTE students)**

[illegible]

Details from Sample Schools

Year	Total seats	25% of RTE seats	orphans	HIV affected/infected child	Child with SN	Migrant/ street child	Sc	ST	C at -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

- 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?
- Examine the process of admissions in schools with one level and two levels entry system.
- 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.

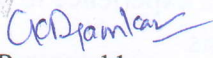
13. Contact person for further details:

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)

