#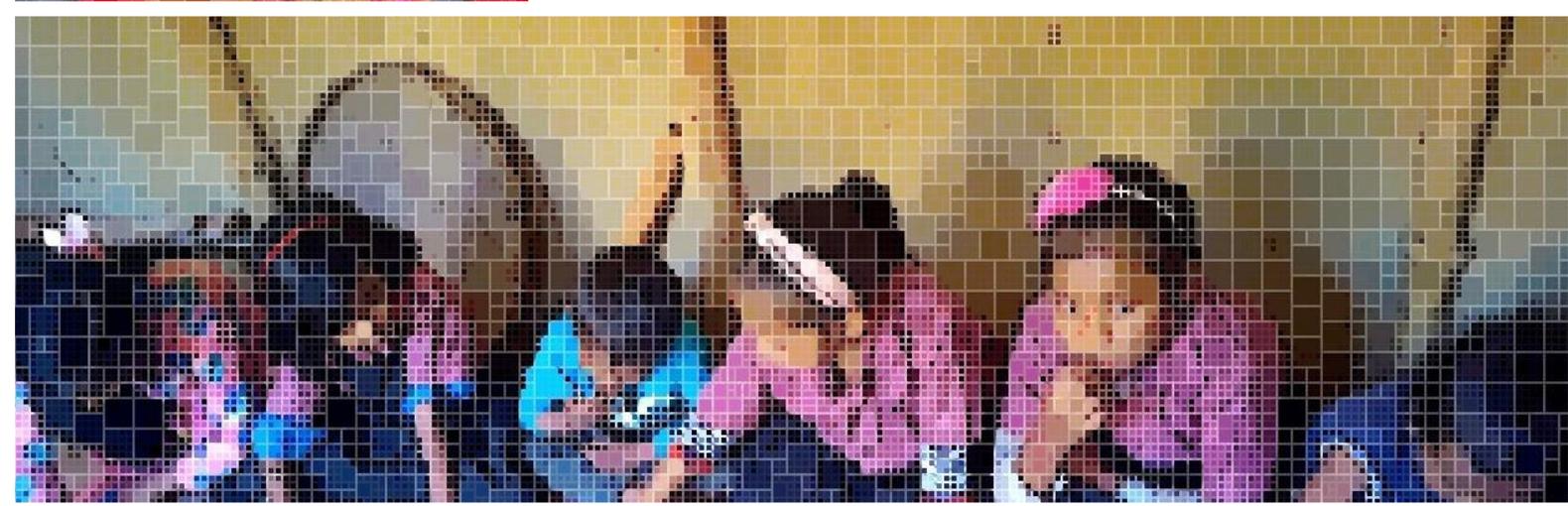 Study on Effectiveness of the National Child Labour Project (NCLP) Scheme in mainstreaming Out of School Children (OoSC)

सत्यमेव जयते

NCPCR

QCI

PREFACE

The National Commission for Protection of Child Rights (NCPCR) was created under the Commissions for Protection of Child Rights (CPCR) Act, 2005, to ensure that children enjoy their rights and develop in a free and fair environment. It has been mandated under section 31of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 to examine and review the safeguards of the rights provided under the Act and to recommend measures for its effective implementation. Towards realizing its commitment of Universalization of Elementary Education, the Commission has undertaken many initiatives for providing equitable, inclusive, quality and sustainable education in India.

In view of the above, NCPCR took initiative to determine the effectiveness of the National Child Labour Project (NCLP) in mainstreaming the NCLP children. The purpose of the NCLP Scheme is to rehabilitate children working in hazardous occupations and industries. Under this Scheme, Special training centres for children were established which focus on providing elementary education to these children and prepares them for integration into the schooling system.

NCPCR conducted a research study in 16 districts within 8 states across the country to examine the effectiveness of the Special Training Centres and the process of mainstreaming of NCLP Children. This report is a result of extensive research and field work in randomly selected Special Training Centres in different districts across 8 states. A pilot was also conducted in Haryana in four different STCs prior to the survey.

The report presents a quantitative as well as a qualitative analysis of the status of implementation of the NCLP Scheme. The report provides a reliable and comprehensive data which produces useful recommendations for all stakeholders involved in different processes of identification and mainstreaming the NCLP Children. Specifically, the report intends to, not only assess the magnitude of the problem but also identify the underlying responsible factors that are barrier to its full implementation. This will be useful for monitoring progress of the policy measure as well as, provide assessment and analysis to facilitate policymaking.

I would like to extend my gratitude to Shri. Adil Zainulbhai, Chairman, Quality Council of India (QCI), Dr. R.P. Singh, Secretary General, QCI, Ms. Madhu Ahluwalia, Senior Advisor, QCI and her team for undertaking this study.

The report would not have been possible without the administrative support of officials of Ministry of Labour and Employment. I take this opportunity to extend my gratitude to all the stakeholders including State Governments, District administrations, local communities, Project Directors, Teachers, Volunteers/Managers, Civil society groups, Academicians and enforcement agencies for their cooperation and providing inputs to NCPCR in conducting the study in their respective regions. It was because of the

excellent efforts of all the stakeholders that the Commission was able to reach to a large number of children and other stakeholders in various parts of the country.

The study would not have been possible without the administrative support of the Member Secretary, Ms.Rupali Banerjee Singh. I would also like to thank Dr. (Ms.) Madhulika Sharma, Advisor (Education/PP&R Cell) for her contribution and inputs in monitoring the study at all stages. I would also like to extend my gratitude to Mr. Kumar Purshottam, Senior Consultant (Education/PP&R Cell) for providing support in finalisation of the report.

I hope this report will provide inputs for betterment of the current process of mainstreaming the rescued children into schools. The Insights from the report may be utilised in creation of a roadmap for providing quality education to the under privileged children and children rescued from Child labour.

Priyank Kanoongo,

Chairperson,

National Commission for Protection of Child Rights

(NCPCR)

Executive Summary

As per Census 2011, the total child population in India in the age group (5-14 years) is 259.6 million. Of these, 10.1 million (3.9% of total child population) are working, either as main worker or as marginal worker[1]. In addition, more than 42.7 million children in India are out of school. These children, due to poor family conditions such as poverty, illiteracy, irregular income, economic shocks etc. are forced to work at an early age because of which they miss out on the opportunity to gain education. The lack of education at a young age disables them to obtain work opportunities and lead a quality life as an adult, overall slowing economic growth and development of the nation.

The Ministry of Labour and Employment initiated the National Child Labour Project (NCLP) in 1988 to rehabilitate the children working in hazardous occupations and industries. Under this Scheme, Special Training Centres for children were established across the country. These Special Training Centres focus on providing elementary education to these children and prepare them for integration into the schooling system.

Quality Council of India conducted a study to assess the effectiveness of special training centers in mainstreaming the OoSC and identifying the issues and challenges faced by different stakeholders. The study also captured the quality of educational facilities provided in these special training centers. The study consisted of three parts – collection of data (i.e., information related to special training centers, review of educational facilities at the STCs and interview with drops out during this

transition phase. Relevant stakeholders for this study (Project director, teachers, students etc.).

As a part of the study field assessments were conducted in special training centers in 16 districts within 8 states: Assam, Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Punjab, Tamil Nadu and West Bengal. A pilot study was also conducted in Gurgaon, Haryana in four different STCs. During the study it was found that several STCs were not yet functional in selected states i.e., 41 STCs in Andhra Pradesh and 11 STCs in Tamil Nadu were not functional.

It was found that 90% of STCs in Bihar do not have toilet facility. All STCs in West Bengal, Punjab, Maharashtra, Bihar, Assam, Andhra Pradesh are run by NGOs. In Tamil Nadu 28% of STCs are run by NGOs whereas 72% of them run by Project Society. 80% of STCs in Madhya Pradesh run by NGOs and only 20% of them run by Project Society. The study also revealed that Madhya Pradesh has the highest ratio of children (98%) who dropped out of the special training centers.

An entry-level assessment should be conducted every time a child is enrolled as suggested by NCERT guidelines to assess the learning level of the student. It was found that Tamil Nadu and Punjab have different ways of conducting entry level assessment. In Madhya Pradesh, 70% of STCs conducted entry level assessment every six months. In Assam, 55% of STCs conducted entry level assessment in every six months and 40% of STCs in Bihar never conducted any entry level assessment. Most of the STCs in Maharashtra have different ways of conducting entry level assessment.

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[1] Source: Report on Child Labour in India – International   Labour Organization 2017

It was observed that only in Bihar 10% and in Assam 40% STCs were inspected by officials from Central Government. Further it was found that all STCs in Andhra Pradesh, Assam, West Bengal and Punjab were visited quarterly by District Project Society. 70% of STCs in Bihar were never visited while 30% were visited by District Project Society. 90% of STCs in Madhya Pradesh were visited quarterly and 10% every six months. In Maharashtra, 93% of them were visited by District Project Society.

The study concludes with the recommendations for Central and State Governments on variety of parameters and with the intention of helping both State(s) and Union Government of India to provide effective special training to the STC's.

CONTENTS

List of Abbreviations

NCPCR	National Commission for Protection of Child Rights
NCLP	National Child Labour Project
NABET	National Accreditation Board for Education & Training
QCI	Quality Council of India
MOLE	Ministry of Labour and Employment
MDM	Mid-Day Meal
STC	Special Training Centre
NGO	Non- Government Organization
RTE	Right to Education Act
NRSTC	Non-Residential Special Training Center
RSTC	Residential Special Training Center
OOSC	Out of School Children
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research and Training

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1. Introduction

1.1 Background

As per the 2011 Census, a large segment of our population constitutes children. Persons below the age of 14 years account for 29% of the total population while persons between the age group of 14 to 18 years account for another 10% of the total population. A child's natural place is at school and the playground; however, many children are unfortunately denied these basic development opportunities in childhood. They instead get burdened with work because of poverty, irregular income streams for the family, economic shocks, ignorance, lack of access to social security, education, health facilities, food security etc. The 2013 World Report on Child Labour prepared by the ILO has observed that child Labour can compromise the productive capacity of workers during adulthood and thereby constraint both national economic growth and efforts to reduce poverty.

In order to provide elementary education to underprivileged children, the Right of Children to Free and Compulsory Education Act of 2009, also known as the Right to Education (RTE) Act, came into effect in 2010. It includes a particular provision for free and compulsory education for special training (Chapter II, paragraph 4). It focuses on children above the age of six who have not yet been enrolled in school or who, despite being enrolled, have not finished their elementary education. A special training is a necessary step that helps these children to be enrolled in the appropriate age category by bringing them at par with their peers.

The RTE Act of 2009, Section 4, Chapter II, assigns responsibility for ensuring the integration of out-of-school children into the education system established by the State and Local Government. Furthermore, when a child enters formal school, the teacher should continue to provide extra attention to the student in order to ensure that the child's intellectual and emotional integration with the rest of the class is excellent.

The Ministry of Education and the National Council for Educational Research and Training (NCERT) have laid down suggestive guidelines for States and Union Territories to execute the provision given under section 4 of the RTE Act of 2009. In addition, several states have adopted their own procedures in order to fully implement this provision.

A central sector scheme known as the National Child Labour Project (NCLP) was launched in 1988 for rehabilitation of child Labour. Under this project, the special schools/rehabilitation centers for rehabilitation of child labourers were established so that they can be mainstreamed into formal schooling system. These centers provide non formal education, vocational training, supplementary nutrition and stipend to children withdrawn from employment.

In order to assess the effectiveness of the above-mentioned guidelines, QCI conducted a study as mandated by NCPCR to assess the effectiveness of these special training centers.

1.2   National Commission for Protection of Child Rights (NCPCR)

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

The Right to Education Act, 2009 has mandated appropriate Governments to ensure suitable environment and quality education for completion of free and compulsory education for every child in the age 6-14 years u/s 8 of RTE Act, 2009. Further, Section 4 of the Right to Education Act (RTE), 2009 provides special training arrangements for Out-of-School Children (OoSC) in order to ensure that they are academically at par with others in their age group. It effects crores of children nationwide. For this, the RTE Act, 2009, under Section 31, has mandated NCPCR to monitor the implementation of the provisions of the Act. To fulfill these functions and suggest targeted recommendations, availability of a reliable, authentic data is important, in absence of which the effective monitoring and review are not feasible.

As a result, NCPCR and the Quality Council of India (QCI) signed a Memorandum of Understanding with the objective of determining the effectiveness of the NCLP scheme.

1.3 Quality Council of India

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

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

RTE Section 4 Paragraph II

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

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such a manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years. Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

1.4 National Child Labour Project (NCLP)

National Child Labour Project (NCLP) Scheme was started in 1988 to rehabilitate Child Labour. The Scheme seeks to adopt a sequential approach with focus on rehabilitation of children working in hazardous occupations and processes.

Under the Scheme, a survey is conducted of children engaged in hazardous occupations and processes in a district or a specified area;

then children in the age group of 9-14 years are withdrawn from these occupations and processes, and put into NCLP special training centers. In the special training centers, these children are provided with the facilities such as bridge education, vocational training, mid-day meal, stipend, health care and recreation etc. with the ultimate objective of preparing them to be mainstreamed into the formal system of education.

The NCLP Scheme seeks (i) to eliminate all forms of Child Labour (ii) To contribute to the withdrawal of all adolescent workers from hazardous occupations / processes and their skilling and integration in appropriate occupations (iii) Raising awareness amongst stakeholders and target communities, and orientation of NCLP and other functionaries on the issues of 'Child Labour' and employment of adolescent workers in hazardous occupations/processes; (iv) Creation of a Child Labour monitoring, tracking and reporting system.

The NCLP Scheme focuses on:

- All child workers below the age of 14 years in the identified target area.

- Adolescent workers below the age of 18 years in the target area engaged in hazardous occupations / processes

- Families of child workers in the identified target area.

The overall approach of the project is to create an enabling environment in the target area, where children are motivated and empowered through various measures to enroll in schools and refrain from working, and households are provided with alternatives to improve their

income levels.

NCLP Scheme is to be implemented in close coordination with State, District administration and civil society. Elimination of Child Labour is joint responsibility of the Ministry of Labour and Employment and the State Governments. Other stakeholders such as District Administrations, local communities, civil society groups, NGO's, academicians and enforcement agencies have an important role to play.

The Scheme seeks to not only set up the implementation structure but also institutionalize monitoring and supervision for effective functioning of the Scheme.

The implementation of the project is carried out at the district level by a dedicated District Project Society (DPS) set up for the NCLP scheme. NCLP society is registered under the Societies Registration Act, 1860 and functions under the Chairpersonship of the administrative head of the district namely District Magistrate/Collector/ Dy. Commissioner of the district.

1.5 Identification and Mobilization of Children

The children are identified and mobilized in a two-step manner, which is enumerated as follows: --

A. By conducting surveys to identify children working in hazardous occupations.

B. The children in the age group 9 - 14 years are identified and sent to Special Training Centers (STCs) through NCLP scheme.

1.6 Special Training centers

Special training is a time bound initiative that helps children intellectually and emotionally to integrate them into the schooling system. It also ensures the completion of elementary

education by facilitating the age-appropriate enrollment of children with similar competencies.

1.6.1 NCLP Special Training Centers

Under the NCLP Scheme, the children in the age group of 9-14 years are withdrawn from work and put into NCLP Special Training Centers, where they are provided with bridge education, vocational training, mid-day meal, stipend, health care etc. before being mainstreamed into formal education system.

1.6.2 Duration of Special Training

According to the norms, special training should last at least three months and up to two years. The entry level assessment determines the duration of the special training. In addition to this, based on the time spent in the special training center, the child is mainstreamed into an appropriate class.

1.6.3 Educational Processes Involved in Special Training

Entry Level Assessment: The entry level assessment is conducted when a child enters the STC. It is often done in written or oral format to determine the knowledge and competences of the child. The child's grade/level is decided by his or her performance on the entry level assessment.

Development and Distribution of Special Learning Support Materials (SLSMs): These are specially prepared materials with a reduced curriculum that allows the student to develop age-appropriate skills. State Council of Educational Research and Training (SCERT) creates SLSMs, which are then distributed by

District/Block officials.

Training of Head Teacher and Teacher/Education Volunteers: The District Institution for Education and Training/District Resource Unit/Block Resource Coordinator/Cluster Resource Coordinator are the organizing entities for the Head Teacher and Teacher/Education volunteer training.

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

1.7 Mainstreaming of OoSC

As per the NCLP guidelines the main purpose of the NCLP scheme is to mainstream the children rescued from work either into regular schools or in the vocational stream and subsequently, till reaching the legal age for employment, in acceptable and productive work, suited for their aptitude and skills. Prior to this the admission of these children in schools, such as those under the Kasturba Gandhi Balika Vidyalaya scheme, ashram pathshalas, hostels etc., would help in retention of these children in their

mainstreaming.

- The District Project Society through its volunteers should maintain record of mainstreaming data and update it for next one year since mainstreaming.

- The updation of tracking data must be after three months, six months and after one year since mainstreaming.

2. Approach and Methodology

To study the effectiveness of National Child Labour Project (NCLP) scheme in mainstreaming OoSC, a Memorandum of Understanding (MoU) was signed between National Commission for Protection of Child Rights (NCPCR) and Quality Council of India (QCI) to examine the following aspects:

1. The benefits of NCLPs in the mainstreaming of children in school system under the Right to Education Act of 2009.
2. Factors leading to effective implementation of the scheme.
3. The NCLP scheme's attributes in regard to the RTE Act of 2009

2.1 Secondary Research

2.1.1 Analysis of Documents Pertaining to STC's

NABET-QCI conducted secondary research through literature review, regulatory norms, reports, case histories, information regarding practices and initiatives of various Ministries and State Governments along with the data provided by NCPCR, pertaining to NCLP scheme to prepare a draft questionnaire for evaluation. NCLP guidelines were studied in detail to understand the objectives, process and mandates of the special training centers.

67 districts were approached for data collection, out of which 38 districts sent their data for secondary research while the remaining 29 districts did not share the required data.

NABET QCI developed a checklist to understand ground situation of STCs and further strengthen the draft questionnaire. The analysis of this data is detailed out in the findings section.

2.1.2 Development of assessment questionnaire

Through extensive secondary research, literature review of existing scheme guidelines and inputs from experts a robust assessment questionnaire was developed for collecting relevant and adequate information as part of the STC evaluation. The questionnaire was developed for four stakeholders as mentioned in the picture 1.

The following components were included in the questionnaire: -

1. Direct observation of the STCs condition.
2. Interview with stakeholders to understand the issues and challenges faced
3. Evaluation of the various documents to ensure effective functioning.

2.2.2 Sampling

The most challenging and difficult aspect of the project was selecting the sample districts for the study. Repeated follow ups were done by NABET-QCI team with the district authorities to collect information regarding the status of STCs in their districts and current enrollment status of children. As part of the sample exercise 148 districts were contacted by NABET-QCI team out of these it was

Picture 1

Picture 2 (Pilot assessment in Gurgaon, Haryana)

informed that STCs in 66 districts were either not functional or were awaiting approval for extension. Even after extensive follow with the rest 82 districts only 20 districts were able to share consolidated information related to STCs in their respective district. With the best possible geographical spread, eventually 17 districts were shortlisted and random sampling method was used to select the final list of STCs for conducting the field assessments

2.2.3 Pilot Exercise in STC

Once the scope of the states and STCs was finalized, a pilot exercise was conducted in Gurugram, Haryana. The pilot exercise was conducted in four STCs to understand the functioning of the STCs and to plan the survey process in an effective manner. The findings obtained from the pilot assessment were used to check the feasibility of the questionnaire. General schemas on the profiles of STC teachers teaching learning methodologies, the process of mainstreaming and both the challenges faced by students and teachers, alike were developed.

Picture 3 (Pilot assessment in Gurgaon, Haryana)

2.2.4 Performance Evaluations Tests for Students

Performance evaluation tests were also prepared to assess the learning level of students studying in STCs. These tests were conducted in Math and Language subjects for the two lowest levels i.e., Level I and Level II of STCs. These two Levels were selected as most of the students belong to these levels. Questions were selected from the NCERT syllabus guidelines for STCs and grouped according to basic educational skill. Once the tests were finalized, it was translated to the medium of instruction prescribed by the State Education

Boards of our intervention states: Assam (Assamese), Andhra Pradesh (Telugu), Bihar (Hindi), Madhya Pradesh (Hindi), Maharashtra (Marathi), Punjab (Punjabi), Tamil Nadu (Tamil) and West Bengal (Bengali).

These tests were provided to the assessors to conduct an online assessment test of the students. Five students were randomly selected from each level to get a representative understanding of the learning levels of students. It was noted that students in primary level struggle to acquire basic literacy and numeracy skills which leads to poorer learning outcomes in higher classes. Hence, only skills in Language and Math were included. Moreover, due to paucity of time only two subjects were assessed.

2.2.5 Use of Technology for Assessment

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

2.2.6 Execution of Assessment Training of Assessors

Mobilization of individual assessors was based on the sample states selected. The selection of assessors was based on their education qualification(s), fluency in regional language, relevant experience in the field of education, and

performance in the training. The training of assessors was conducted in the second and third week of January 2022. Each assessor received two-day virtual training by QCI officials. The comprehensive assessor training module contained interactive components, including quizzes, simulation activities, etc., to facilitate a deeper understanding of the survey objectives. The training material included standard operating procedures, guidelines, interview of education volunteers (teachers) to learn their background, existing issues, student profiles, availability of Special Learning Support Material (SLMS), Pedagogical methodology, maintenance of records like attendance record, entry-exit dates, assessment reports, student profiles, etc. project society in charge/ director interview also taken, interview of mainstream & NRSTC school to understand the difficulties faced by the children enrolled in schools and initiatives to address these issues. Interview of several students who are studying or have studied in the STC, and have shown perseverance to continue their education despite the obstacles barring were also taken and sensitivity issues to work efficiently on the ground.

A test was administered after the training to select the final assessors who would conduct the on-field assessment. Moreover, refresher training was conducted.

2.2.7 On-site Assessment

After reviewing the data received through contacting all the project directors of 86 districts, it was observed that only 20 districts have functional STCs and were ready for field assessment and STCs from 59 districts were not functional and hence not ready for field assessment.[2]
From 17th January 2022 to 10th February 2022, 16 assessments were conducted by a team of 10 assessors across 8 states.

Each assessor visited one district for one to two days to complete the assessment of all the STCs in their region. The assessors performed the following tasks during the on-site visits:

- Project society in charge/ director interview taken by the assessor
- Observation of infrastructural amenities i.e., electricity, cross-ventilation, running water, dormitories, playgrounds, boundary walls, etc.
- Questions displayed in the application and answered by assessors on the basis of the condition there.
- Evaluation of the learning level of children using tests based on their age-class appropriate mainstreaming goals in Math and Language subjects.

Interview of education volunteers (teachers) to learn their background, existing issues These test papers were sent to QCI team for coding and correction. Student profiles, availability of Special Learning Support Material (SLMS), pedagogical methodology, maintenance of records like attendance record, entry-exit dates, assessment reports, student profiles, etc., interview of mainstream & NRSTC school to understand the difficulties faced by the children enrolled in schools and initiatives to address these issues. Interview of several students who are studying or have studied in the STC, and have shown perseverance to continue their education despite the obstacles barring were also taken.

2.2.8 Quality Check

QCI officials live monitored information received from all assessors. Real-time feedback was provided to assessors, in case of any discrepancy, before the assessor's left the STC. Issues pertaining to language, question, understanding, names of authorities were resolved promptly. Pictures of the documents like entry-exit records, attendance records, Management Committee meeting records, parent teacher meeting records, diligent quality checks of data ensured that the information received from field was valid and usable.

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[2] *Please refer to Annexure - I and II for the detailed tables.*

List of Districts for Field Assessment

S.no	District	State
1	Kurnool	Andhra Pradesh
2	Nagaon	Assam
3	Kamrup Metropolitan	Assam
4	Jamui	Bihar
5	Gurugram	Haryana
6	Shajapur	Madhya Pradesh
7	Gwalior	Madhya Pradesh
8	Parbhani	Maharashtra
9	Thane	Maharashtra
10	Mumbai Suburban	Maharashtra
11	Nanded	Maharashtra
12	Jalandhar	Punjab
13	Ludhiana	Punjab
14	Virudhunagar	Tamil Nadu
15	Krishnagiri	Tamil Nadu
16	Erode	Tamil Nadu
17	Salem	Tamil Nadu
18	Mahbubnagar	Telangana
19	Dakshin Dinajpur	West Bengal
20	Alipurduar	West Bengal

Table 1
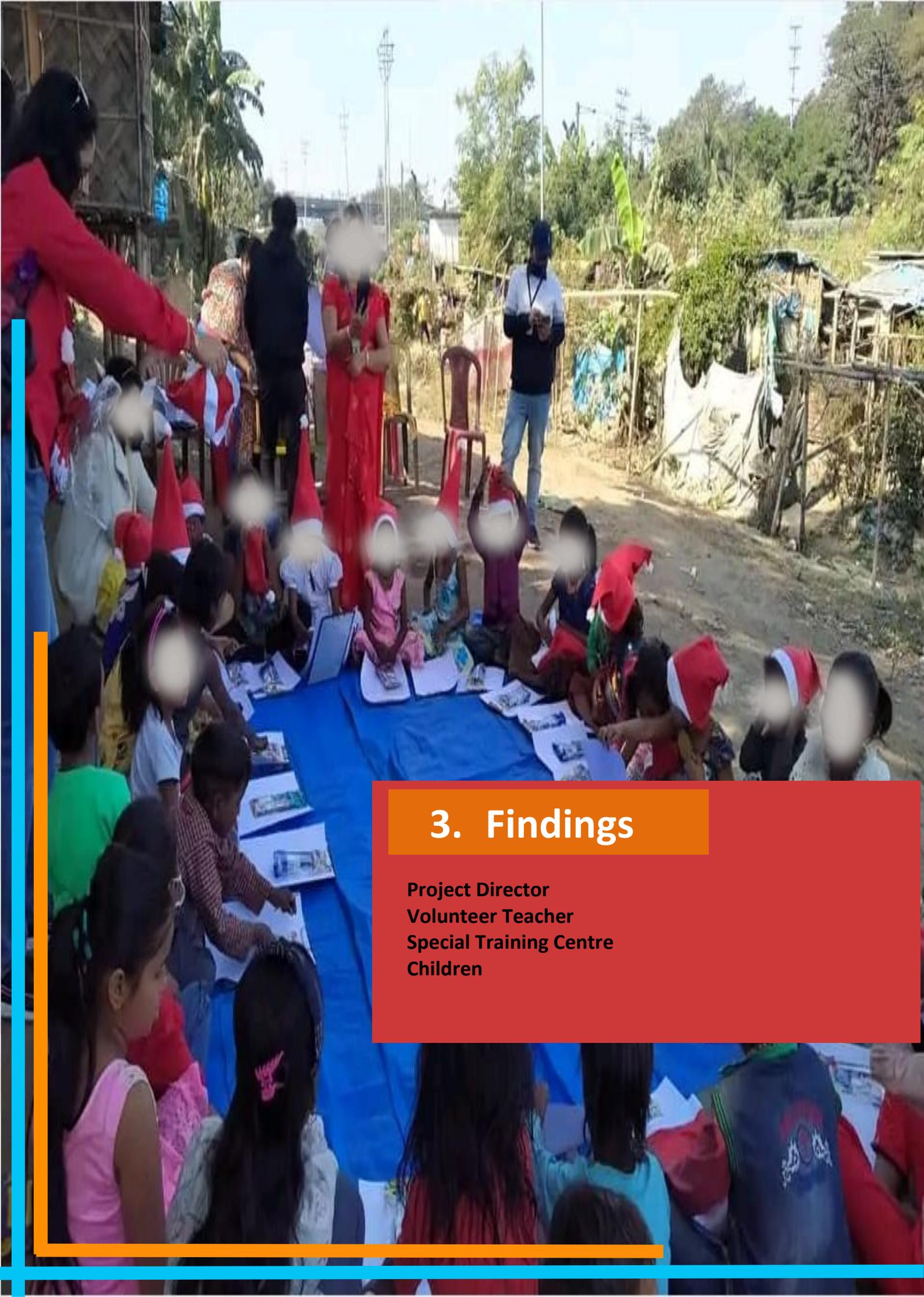
3. Findings

Project Director
Volunteer Teacher
Special Training Centre
Children
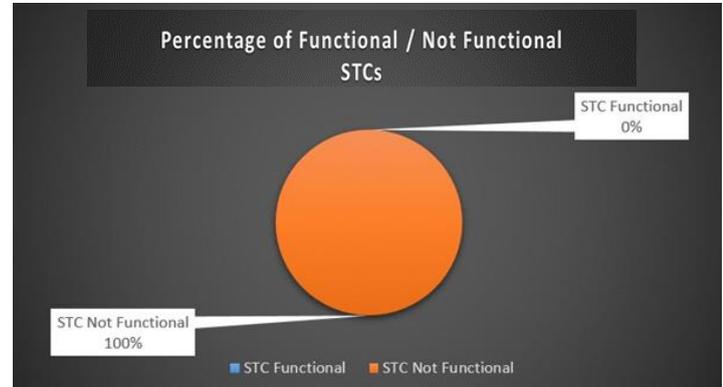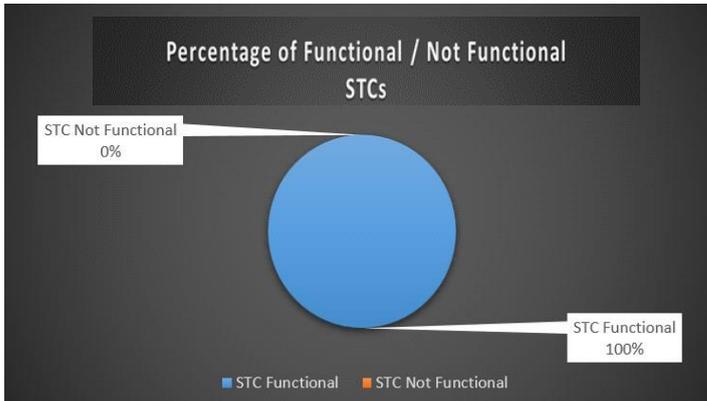
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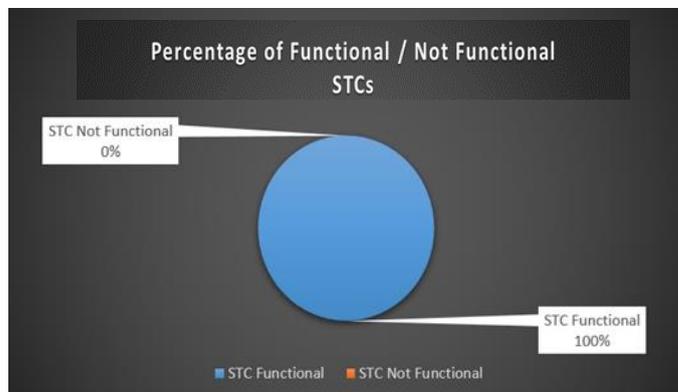
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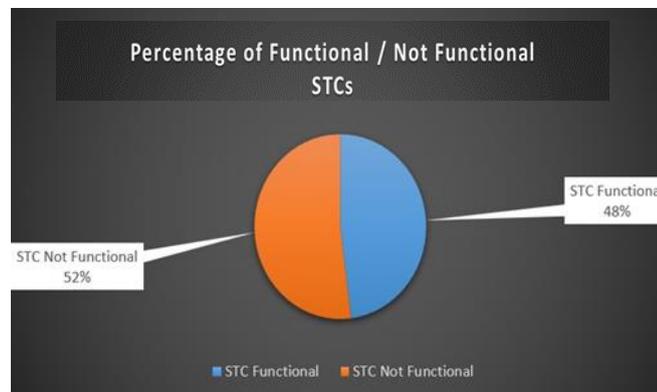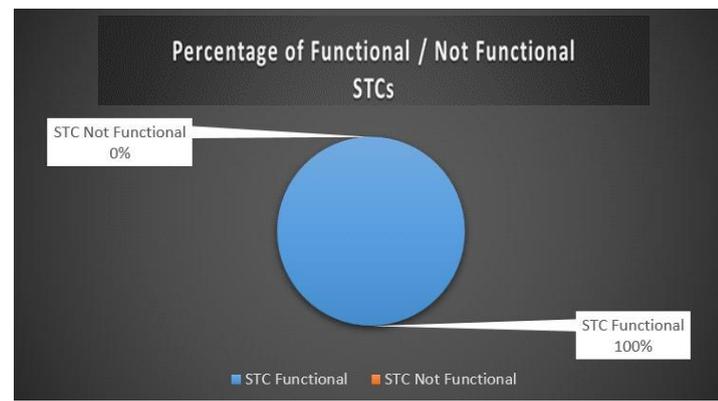

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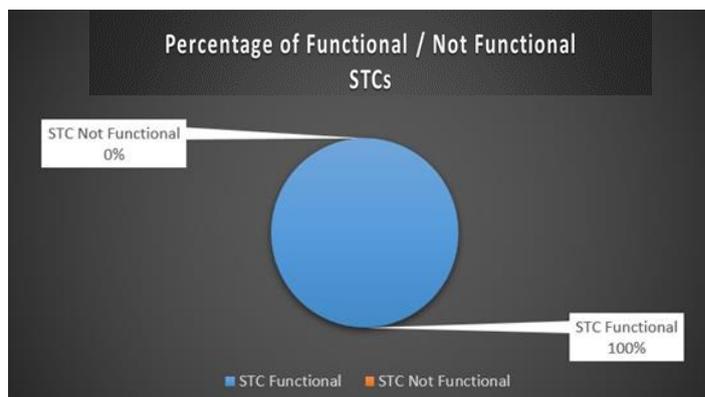
Figure 3

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Krishna (Figure 1)	15	0	348	15- NGO	455	Not Provided	28
S.P.S.R. Nellore (Figure 2)	29	15	2736	29- NGO	707	243	58
Srisaikulam (Figure 3)	26	0	1039	26- NGO	623	Not Provided	39

BIHAR

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Jamui (Figure 4)	31	Not Provided	2024	31-NGO	1600	1600	96

GUJARAT
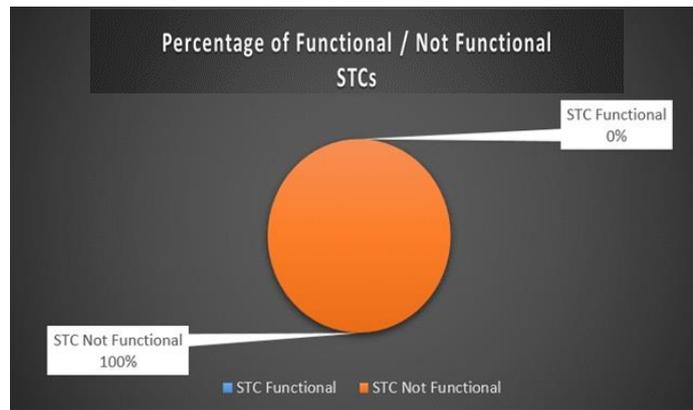
Figure 5

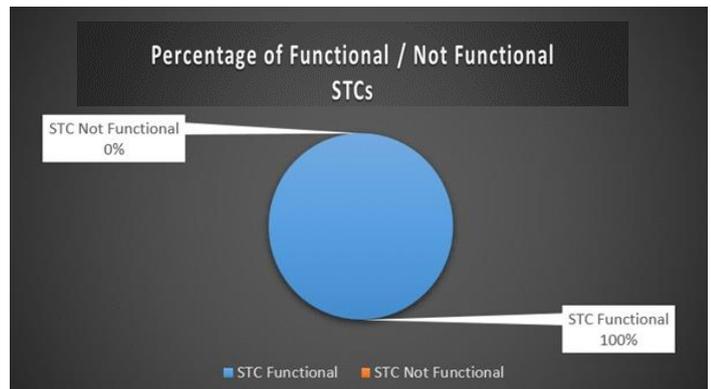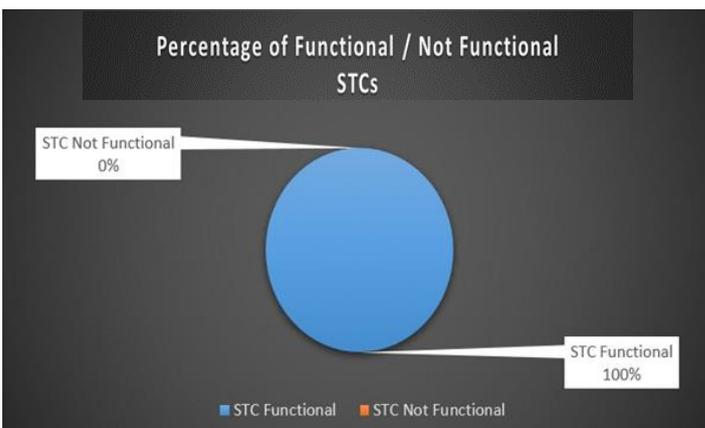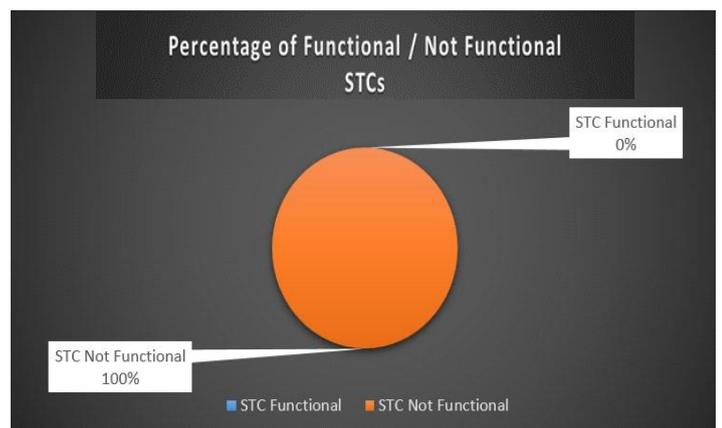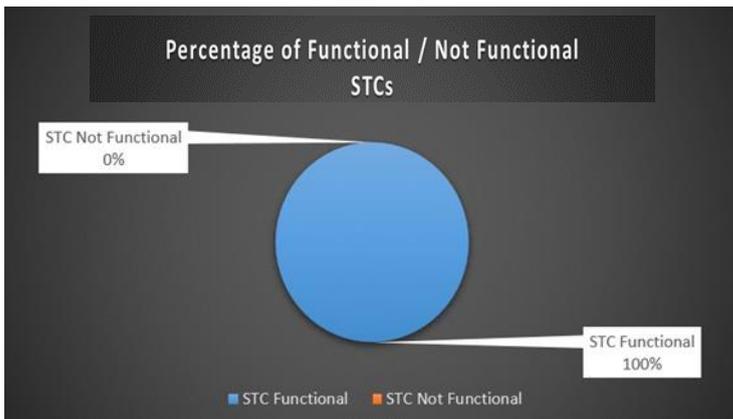| District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Kutch (Figure 5)	4	4	742	Not provided	70	24	4

HARYANA
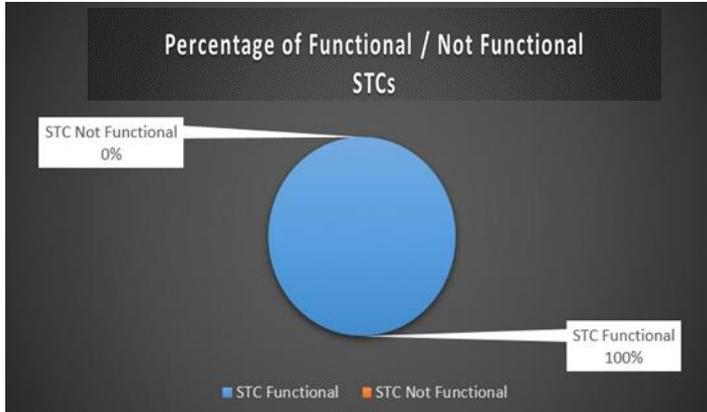
Figure 6

Figure 7

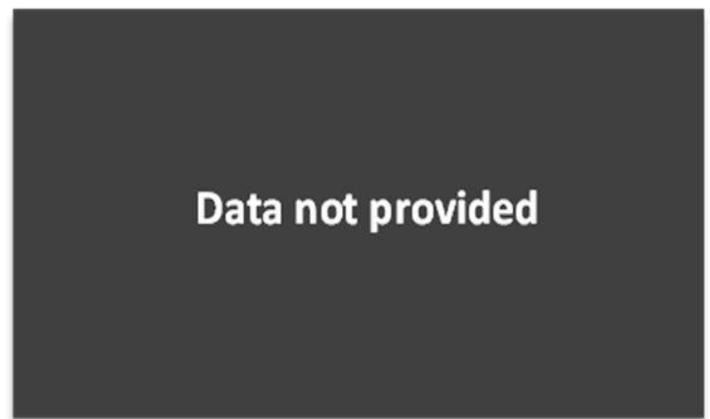| District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
GURUGRAM (GURGAON) (Figure 6)	26	0	Not Provided	26-NGO	1219	6183	52
FARIDABAD (Figure 7)	Not Provided	Not Provided	1245	Not provided	1500	90	Not Provided

KARNATAKA
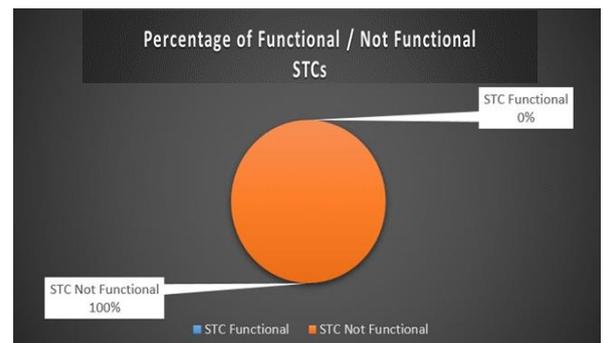
Figure 8

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Belagvi (Figure 8)	1	1	879	Not provided	17	72	2

MADHYA PRADESH

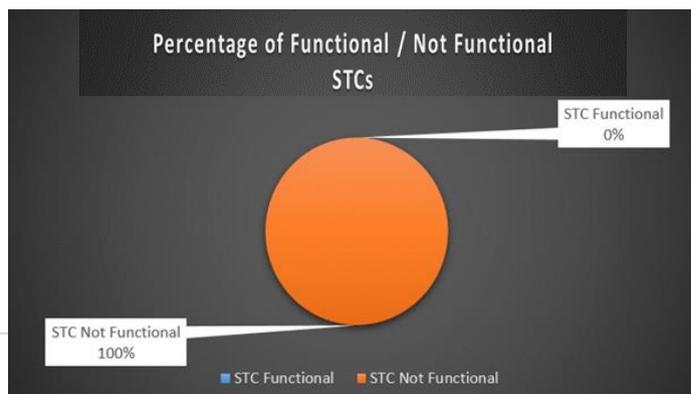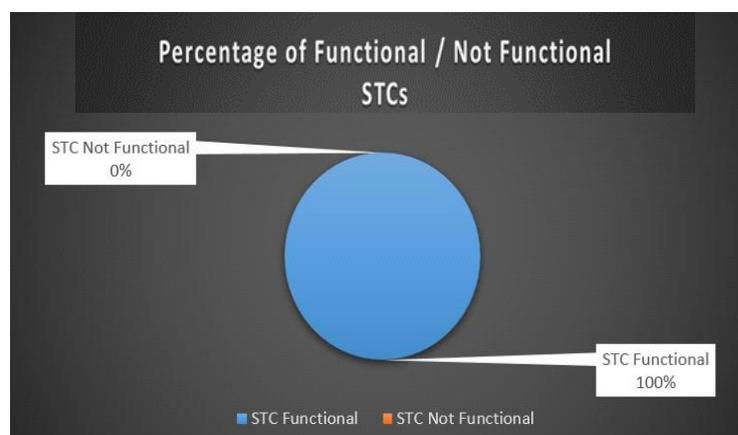Figure 9

Figure 10

Figure 11

Figure 12

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Barwani (Figure 9)	Not Provided	Not Provided	Not Provided	Not Provided	Not Provided	897	Not Provided
Gwalior (Figure 10)	32	32	Not Provided	32-NGO	940	687	60
Rewa (Figure 11)	39	0	2994	39-NGO	1789	Not Provided	78
Shajapur (Figure 12)	15	0	307	Not Provided	Not Provided	310	21

MAHARASHTRA
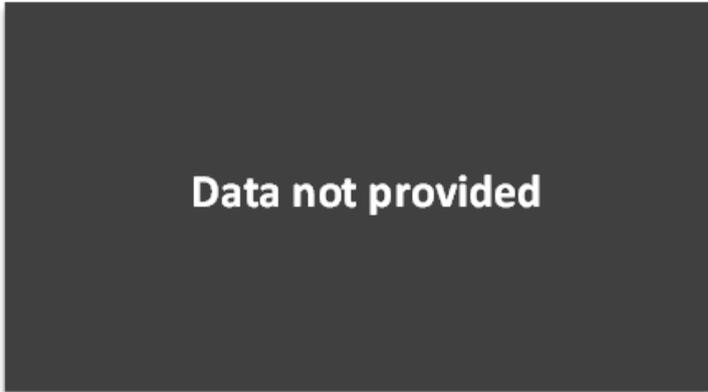
Figure 13
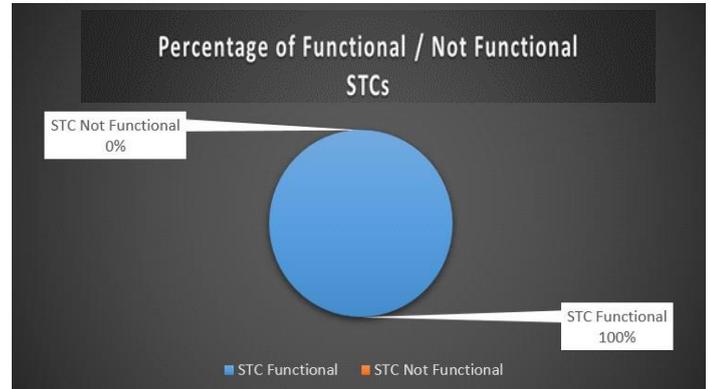
Figure 14
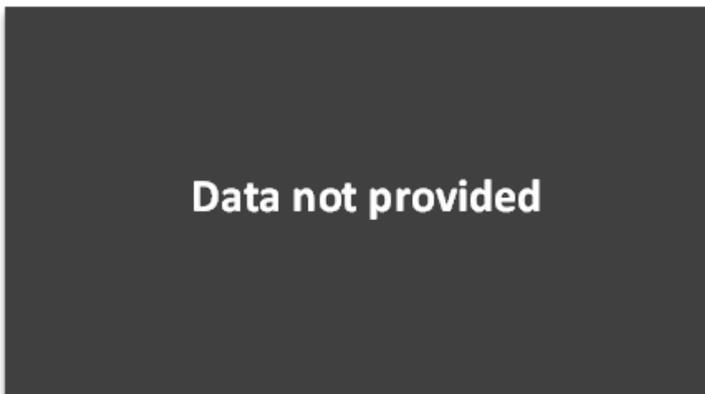
Figure 15

Figure 16

Figure 17

Figure 18

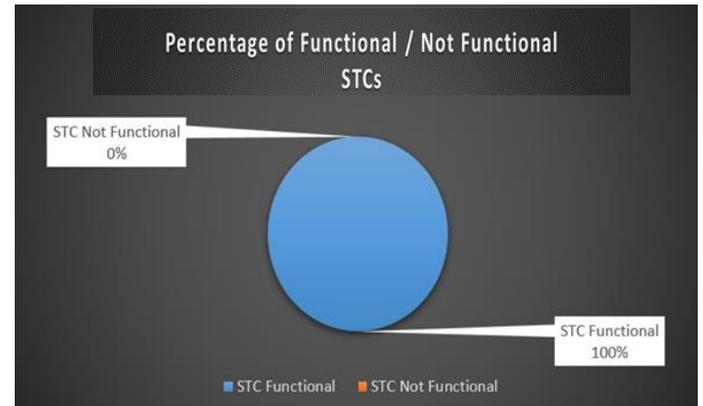| District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
GONDIA (Figure 13)	Not Provided	Not Provided	245	Not Provided	Not Provided	Not Provided	Not Provided
Beed (Figure 14)	21	0	823	21-NGO	818	409	84
Jalgaon (Figure 15)	Not Provided	Not Provided	5073	Not Provided	Not Provided	4208	Not Provided
PARBHANI (Figure 16)	21	0	1187	21- NGO	949	4090	42
Mumbai suburban (Figure 17)	6	0	142	6-NGO	142	Not Provided	12
Nashik (Figure 18)	24	24	3219	Not provided	751	736	36

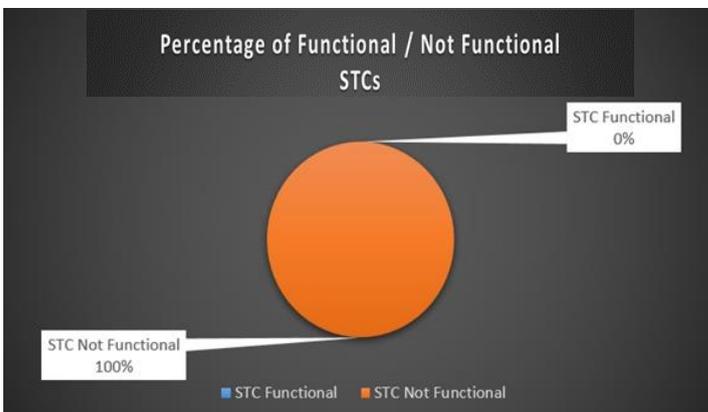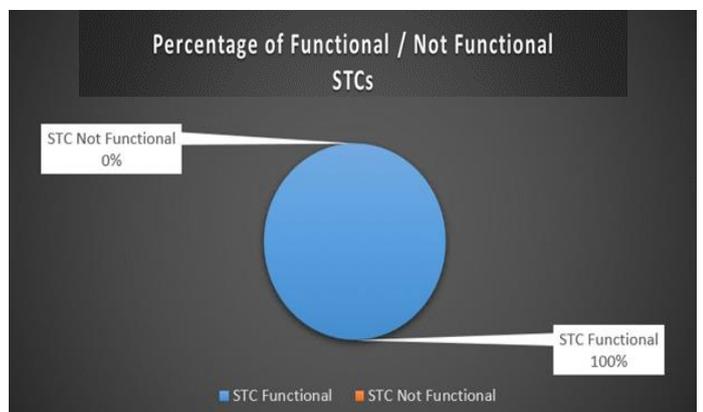# ODISHA

Figure 19

Figure 20

Figure 21

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Sundergarh (Figure 19)	28	0	869	28- Project Society	632	6335	56
BALASORE (Figure 20)	Not Provided	Not Provided	Not Provided	Not Provided	Not Provided	5845	Not Provided
Kalahandi (Figure 21)	47	47	Not Provided	47-NGO	1736	Not Provided	Not Provided

PUNJAB

Figure 22

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Jalandhar (Figure 22)	27	0	5361	27-NGO	1261	220	54

TAMIL NADU
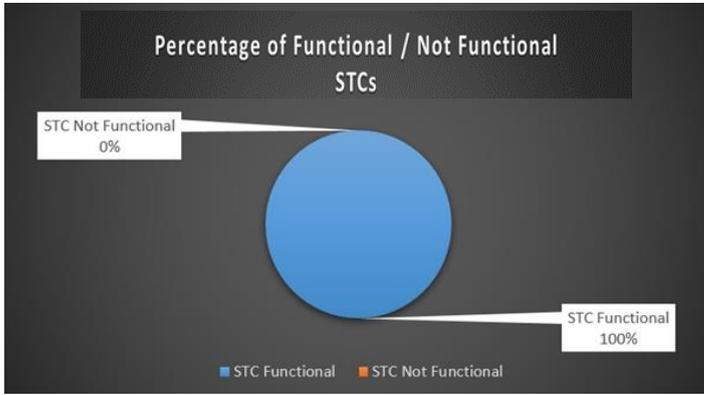
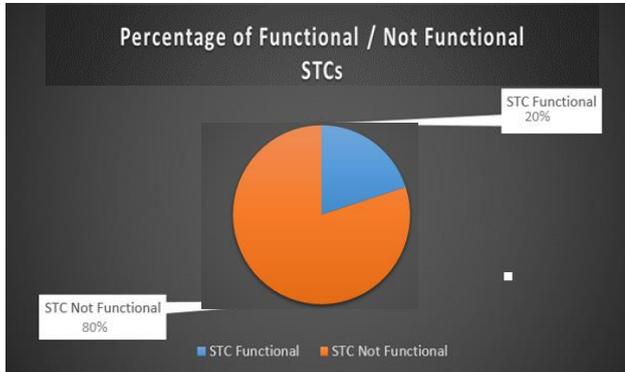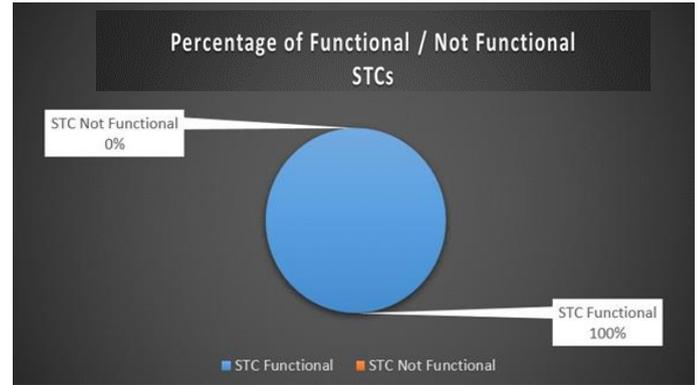

Figure 23
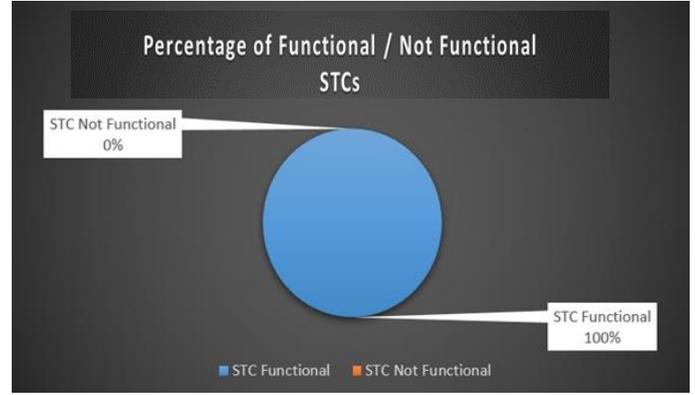
Figure 24
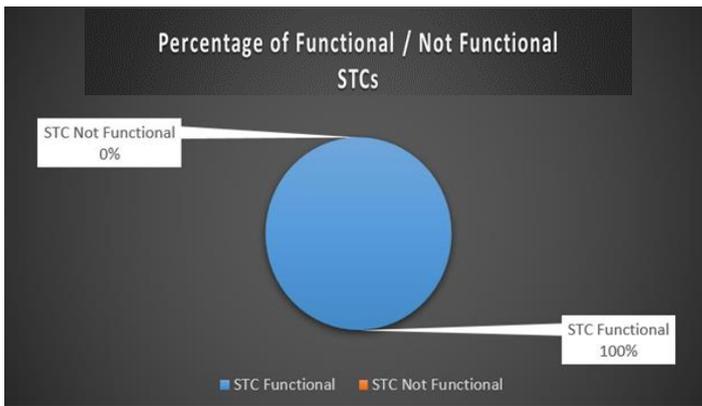
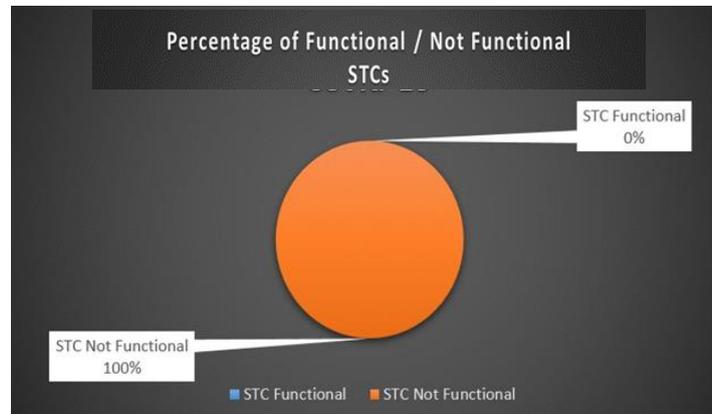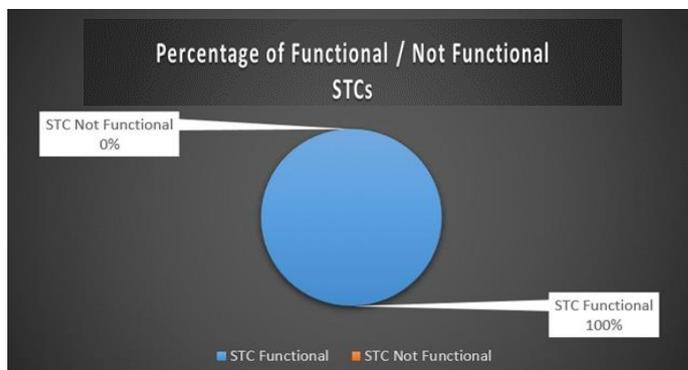Figure 25

Figure 26

Figure 27

Figure 28

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Vellore (Figure 23)	37	0	678	37- Project Society	678	306	37
Dharmapuri (Figure 24)	22	0	785	22- Project Society	643	750	24
Erode (Figure 25)	15	0	1400	15-NGO	301	44	24
Krishnagiri (Figure 26)	20	0	724	20- Project Society	605	20	20
Kanchipuram (Figure 27)	28	28	2894	28- Project Society	713	416	Not Provided
Virudhunagar (Figure 28)	21	0	385	9-NGO 12- Project Society	369	146	44

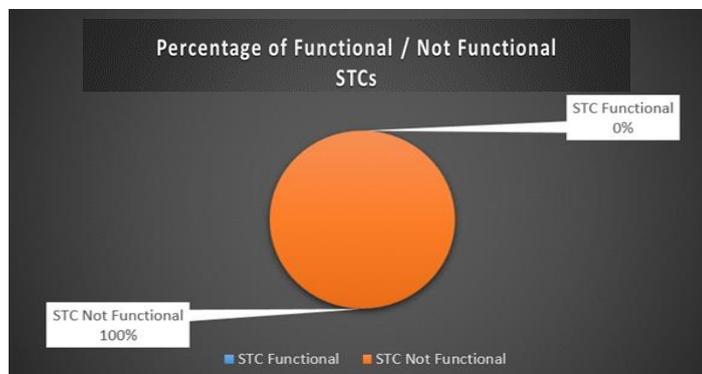# TELANGANA

Figure 29

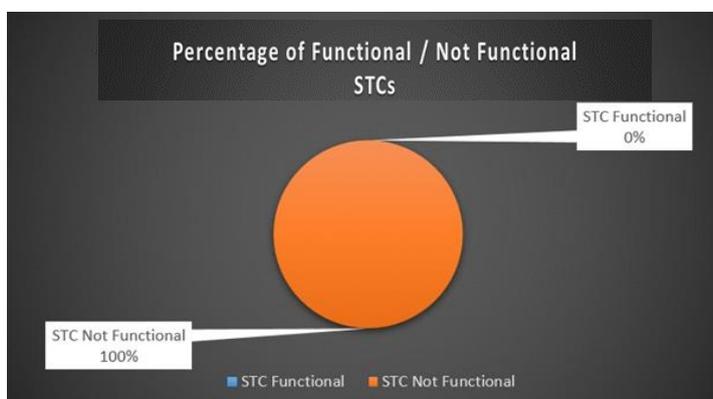

Figure 30

Figure 31

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
MAHABUBNAGAR (Figure 29)	5	4	Not Provided	5-NGO	108	Not Provided	9
Mahbubabad (Figure 30)	5	0	Not Provided	5- Project Society	108	31	9
Rangareddy (Figure 31)	27	27	775	Not provided	1008	268	52

UTTAR PRADESH

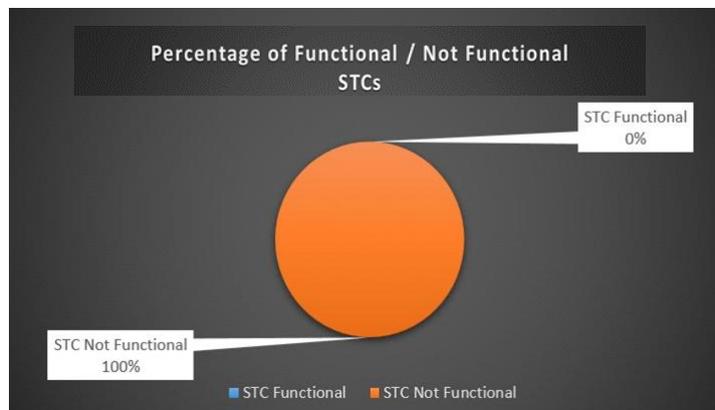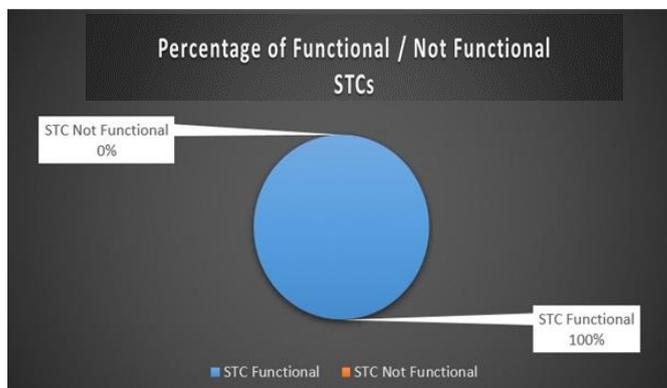**Figure 32**

Figure 33

Figure 34

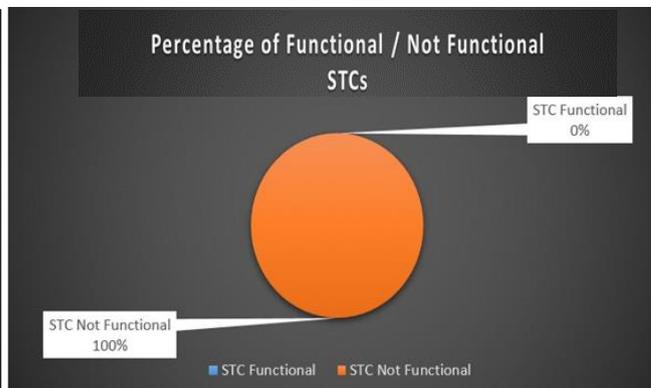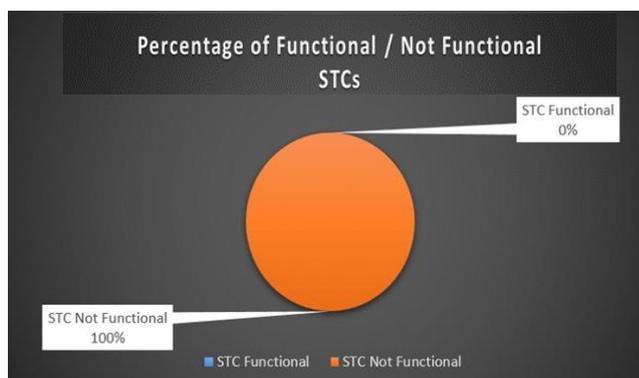| District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
PRATAPGARH (Figure 32)	40	0	Not Provided	40-NGO	1166	Not Provided	Not Provided
ALIGARH (Figure 33)	40	40	4642	40-NGO	2000	1989	80
Raebareili (Figure 34)	23	23	535	Not Provided	692	Not Provided	Not Provided

UTTARAKHAND

Figure 35

District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Dehradun (Figure 35)	5	5	1222	5-NGO	83	48	6

WEST BENGAL

Figure 36

Figure 37

Figure 38

| District	No. of STC	No. of STCs Not functional	No. of children identified in baseline survey	STC Run by NGO/ Project Society/ Other	No. of children studying in the STC 2019-20	No. of children who joined the mainstream education 2019-20	No. of Volunteer Teachers
Dakshin Dinajpur (Figure 36)	17	0	1620	17-NGO	547	Not Provided	32
Nadia (Figure 37)	100	100	Not Provided	100-NGO	3024	11795	200
UTTAR DINAJPUR (Figure 38)	39	39	11303	39-NGO	1777	Not Provided	78

PRIMARY DATA ANALYSIS

Detailed sample size of the survey - total number of STCs assessed in each state and the numberof responses received for each category

STATE	NO. OF PROJECT DIRECTOR	NO. OF SPECIAL TRAINING CENTRE	NO. OF VOLUNTEER TEACHER	NO. OF STUDENT
ASSAM	2	20	30	24
ANDHRA PRADESH	1	5	8	27
BIHAR	1	10	11	7
MADHYA PRADESH	1	8	11	0
MAHARASHTRA	4	15	11	0
PUNJAB	2	20	39	21
TAMIL NADU	4	39	37	170
WEST BENGAL	1	11	16	1
TOTAL	16	128	163	250

Table 2

The survey was conducted in 8 states i.e., Assam, Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Punjab, Tamil Nadu and West Bengal. The sample size of the survey is shown in the table above *(Table 2).*

The findings of the study as mentioned below are on the basis of a sample set of STCs visited by the assessment team in each state and information shared by Project Director/Project Manager.
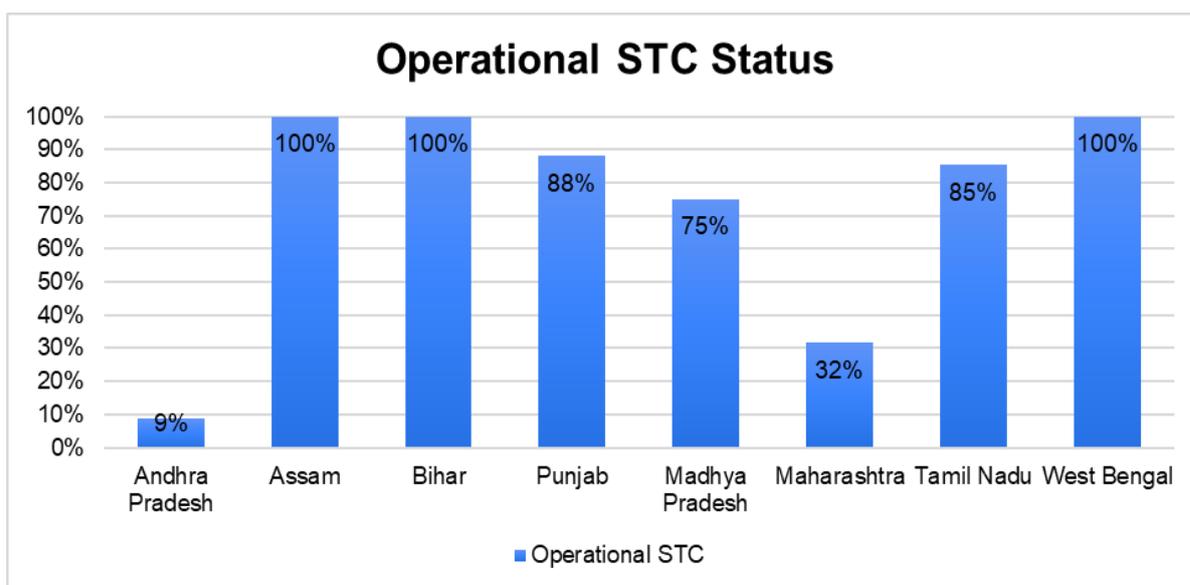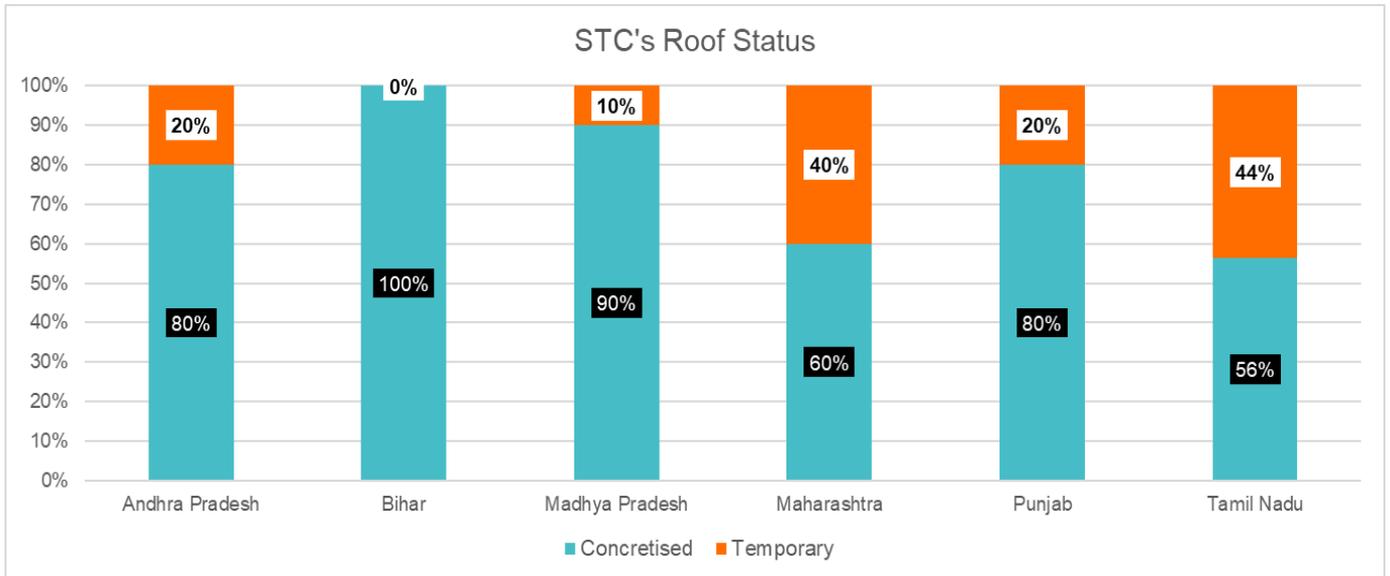

Graph 1

Some key findings and observations are listed below:

1. SPECIAL TRANING CENTRE: SANCTIONED VS OPERATIONAL:

- In Andhra Pradesh, the survey was conducted in 1 district, Kurnool where out of 45 sanctioned STCs only 4 STCs were operational.
- In Maharashtra, survey was conducted in 4 districts: Thane, Parbhani, Nanded, Mumbai Suburban where out of total 114 sanctioned STCs only 36 were operational
- In Punjab, the survey was conducted in two districts, Ludhiana & Jalandhar where out of 67 sanctioned STCs ,59 STCs were operational.
- In Tamil nadu the survey was conducted in 4 District, Virdhunagar, Salem, Erode and Krishnagar, out of total 75 sanctioned STCs 64 were operational.
- In Madhya Pradesh, the survey was conducted in 1district Shajapur where out of 20 sanctioned STCs ,15 STCs were operational.
- In Assam survey was conducted in 2 districts namely Kamrup Metropolitan and Nagao where out of 133 sanctioned STCs all were operational
- In Bihar's Jamui district out of 40 sanctioned STCs 32 were operational and in West Bengal's Alipurduar district all 13 sanctioned STCs were operational

BASIC AMENITIES FOR CHILDREN
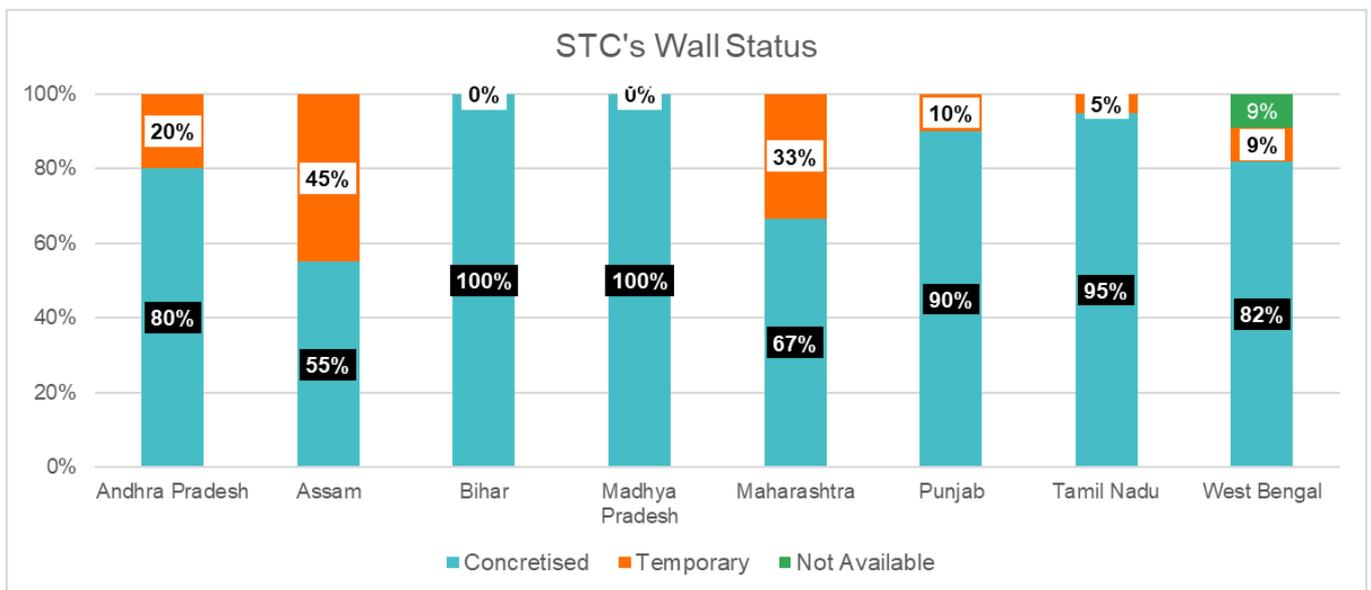
AVAILABILITY OF CONCRETE OR KUTCHA ROOF

Graph 2

In Bihar, all of the STCs have concretized roof.In Madhya Pradesh, Andhra Pradesh Punjab, Maharashtra, Tamil nadu, 90%, 80%, 80%, 60%, 56% respectively have concrete roof.

*In Assam and West Bengal most of the STC's* have *Assam type Roof.*

AVAILABILITY OF WALL

Graph 3

In Assam and Maharashtra, 45% & 33% visited STCs respectively have walls made of temporary structure like Bamboo/wooden partition and Tin sheets. In Bihar and Madhya Pradesh, all the visited STCs have concretized walls. In Tamil nadu, Punjab, West Bengal, Andhra Pradesh, Maharashtra, Assam   95%, 90%, 82%, 80%, 67%, 55% respectively have concretized wall. In West Bengal , 9% STCs do not have Side Walls and instead the roof is supported by temporary structure .
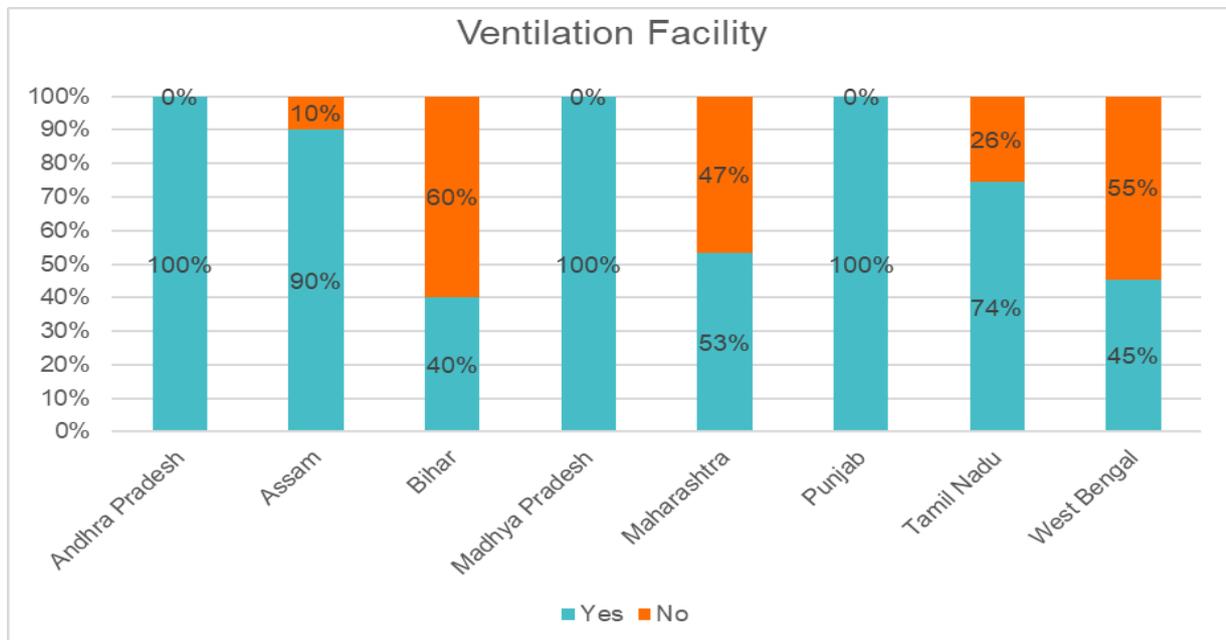
AVAILABILITY OF ELECTRICITY
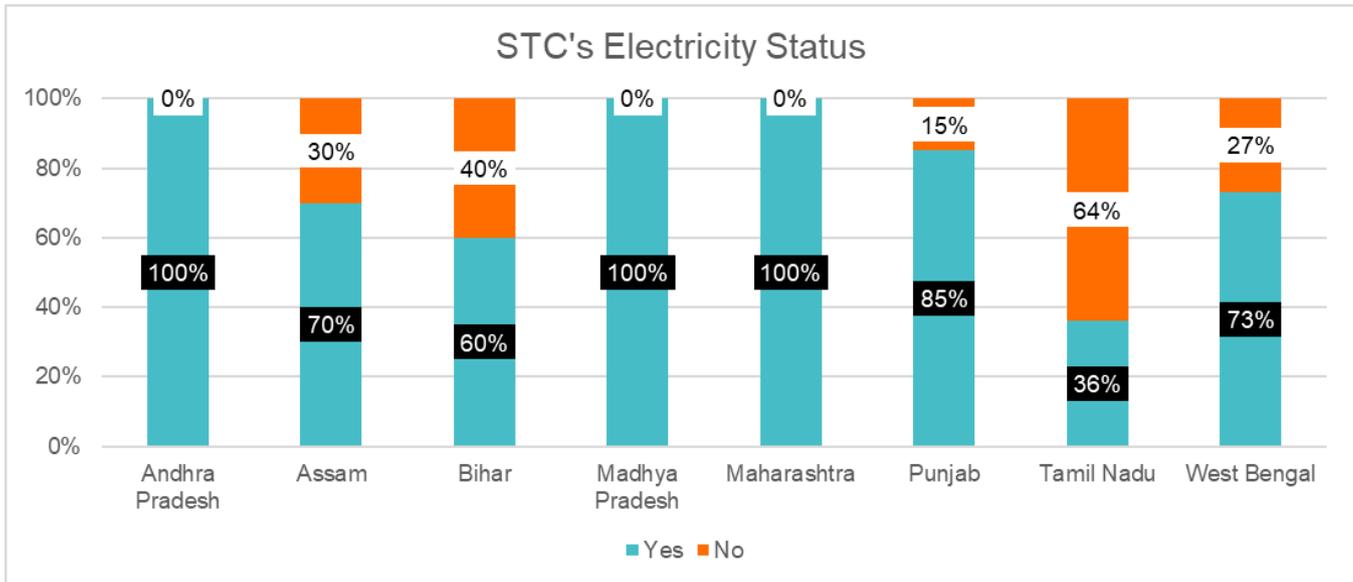
Graph 4

All STCs in Andhra Pradesh, Madhya Pradesh and Maharashtra have provision of electricity. In Punjab, West Bengal, Assam, Bihar 85%, 73%, 70%, 60% respectively have electricity in their STCs. In Tamil Nadu, 64% of STCs do not have such an availability.
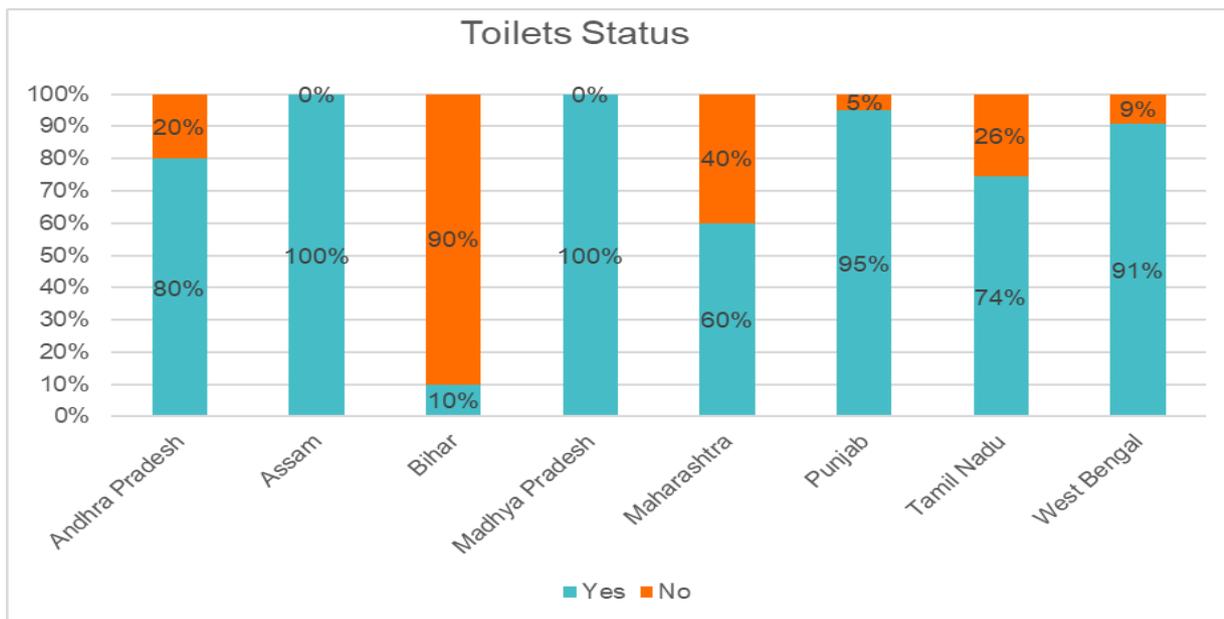
AVAILABILITY OF VENTILATION

Graph 5

All STCs in Andhra Pradesh, Madhya Pradesh, Punjab have ventilation. In Assam, Tamil nadu, Maharashtra 90%, 74%, 53% respectively have ventilation in their STCs. In Bihar, West Bengal, Maharashtra 60%, 55%, 47% do not have ventilation.
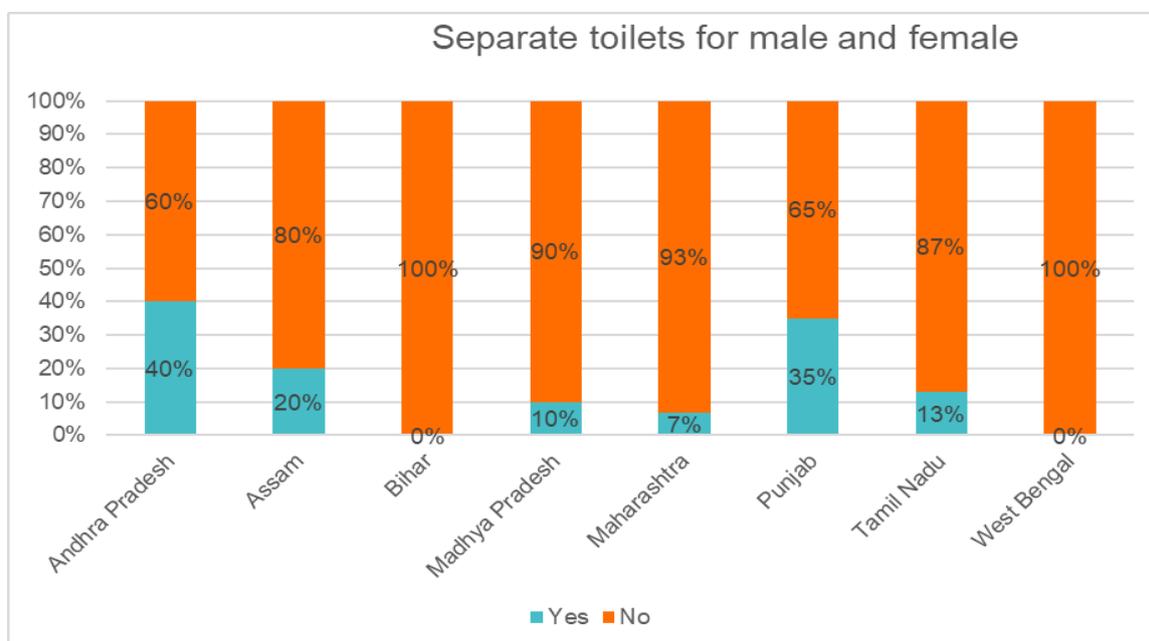
AVAILABILITY OF TOILETS

Graph 6

All Centres have toilet facility in Assam and Madhya Pradesh. In Punjab, West Bengal, Andhra Pradesh, Tamil Nadu, Maharashtra 95%, 91%, 80%, 74%, 60% respectively have this facility. In Bihar and Maharashtra 90% & 40% respectively do not have toilets in their STCs.
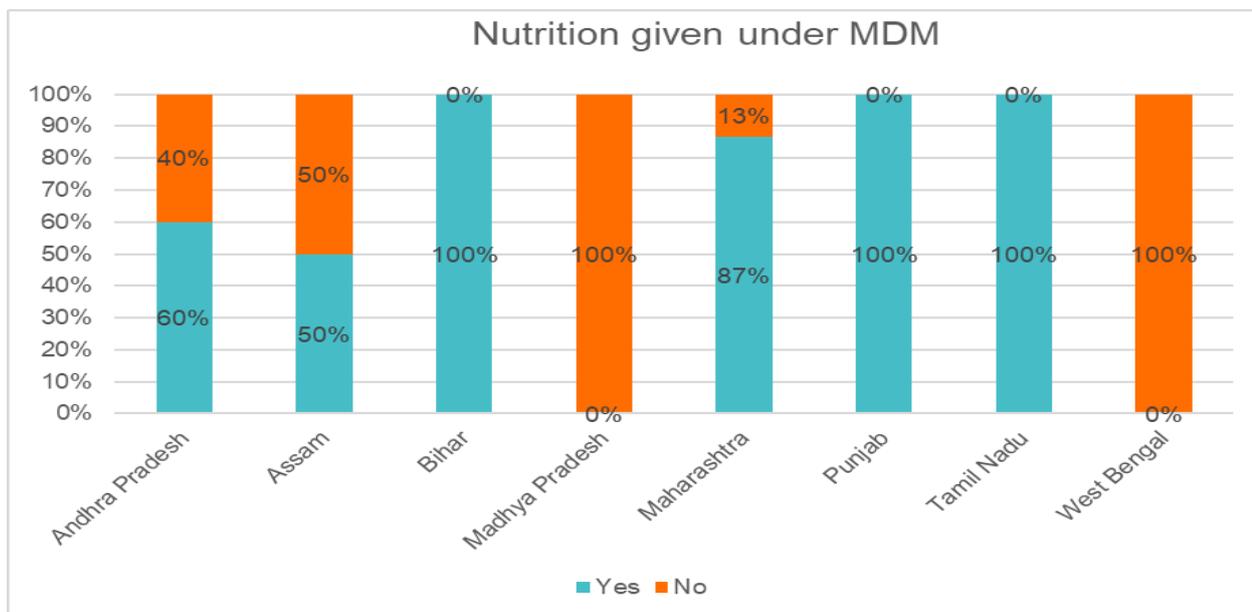
AVAILABILITY OF SEPERATE TOILETS FOR MALE& FEMALE

Graph 7

None of the STCs in Bihar and West Bengal have separate   toilets. In Maharashtra, Madhya Pradesh, Tamil Nadu, Assam, Punjab, Andhra Pradesh 93%, 90%, 87%, 80%, 65%, 60% respectively do not have separate toilets in their STCs.

AVAILABILITY OF NUTRITION IN MID-DAY-MEAL

Graph 8

Mid-day meals are mandated to be provided to all students of Government schools by SSA. However, only in Bihar, Tamil Nadu and Punjab Mid-day meal was provided to all the children. In Maharashtra, Andhra Pradesh, Assam 87%, 60%, 50% respectively have this facility in their STCs. None of the STCs in Madhya Pradesh and West Bengal have this facility.

AVAILABILITY OF SAFE DRINKING WATER
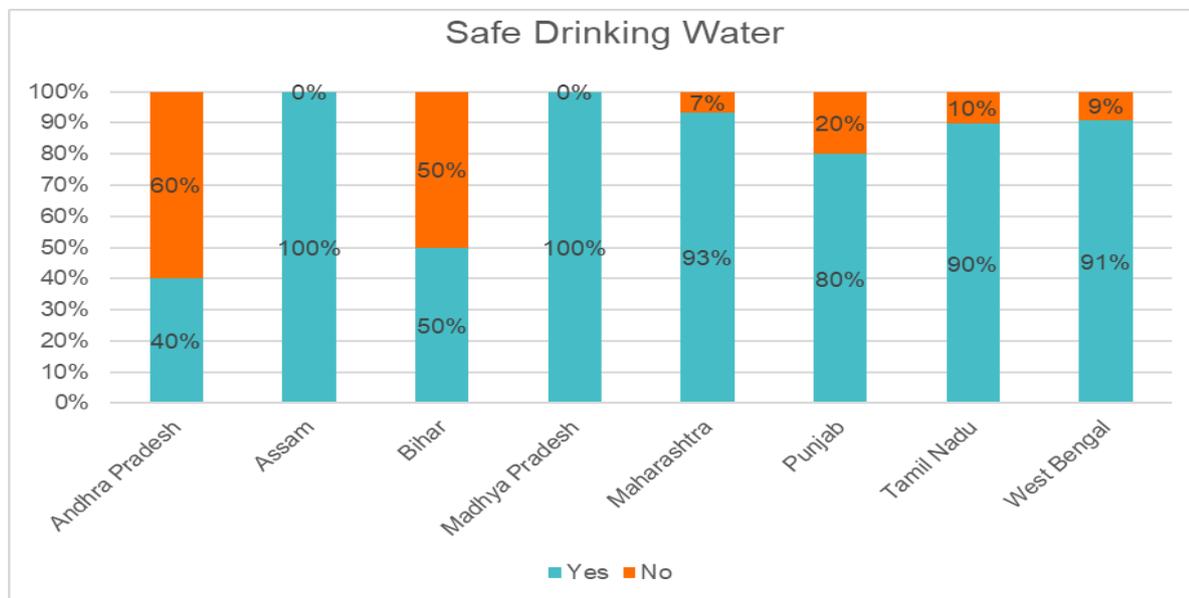
Graph 9

Drinking water is one of the basic necessities for students. All STCs in Assam, Madhya Pradesh have safe drinking water facility. In Maharashtra, West Bengal, Tamil Nadu, Punjab 93%, 91%, 90%, 80% respectively have this facility in their STCs, however In Andhra Pradesh and Bihar 60% & 50% respectively do not have this facility.

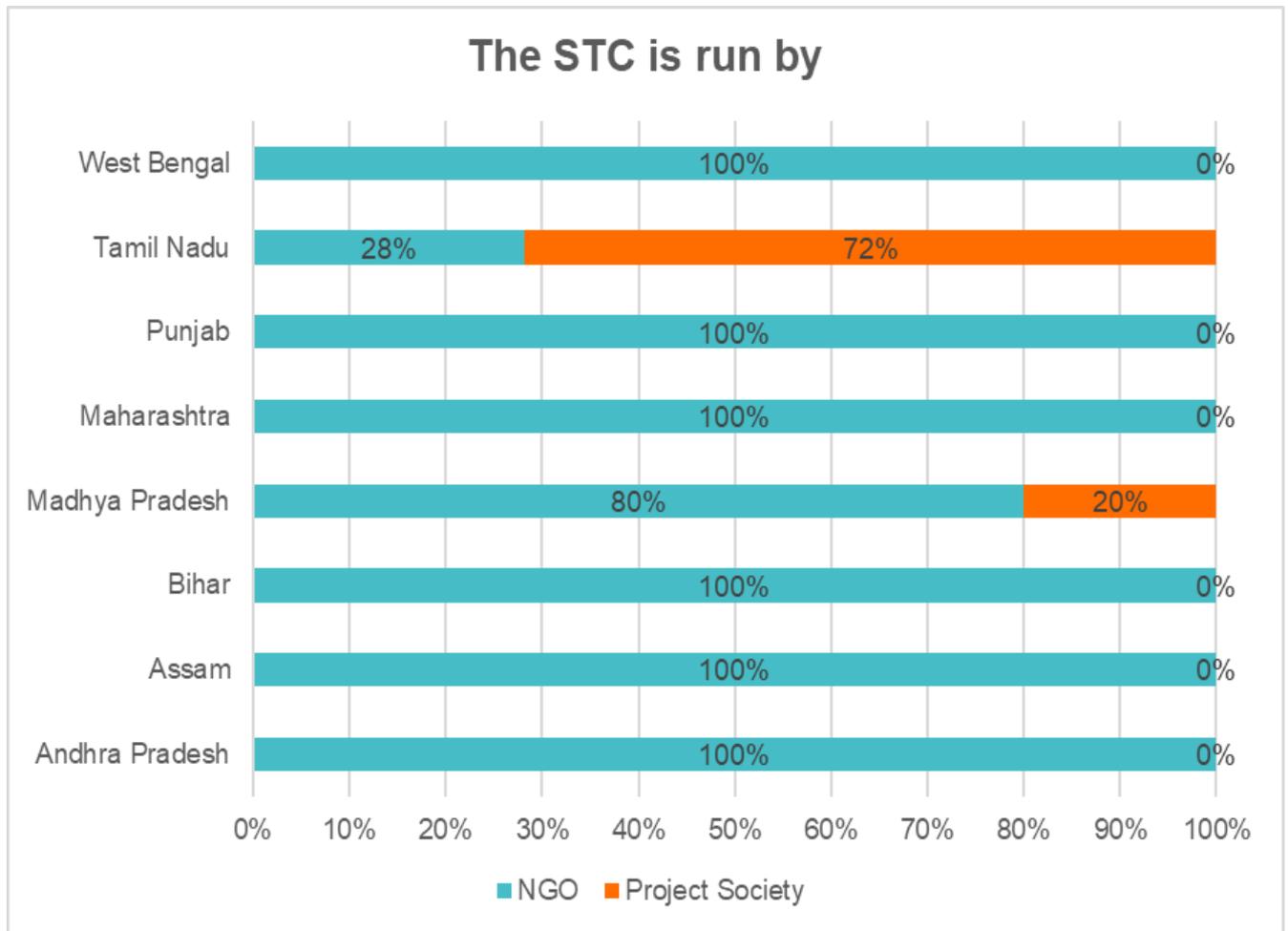## AVAILABILITY OF FIRST AID KIT
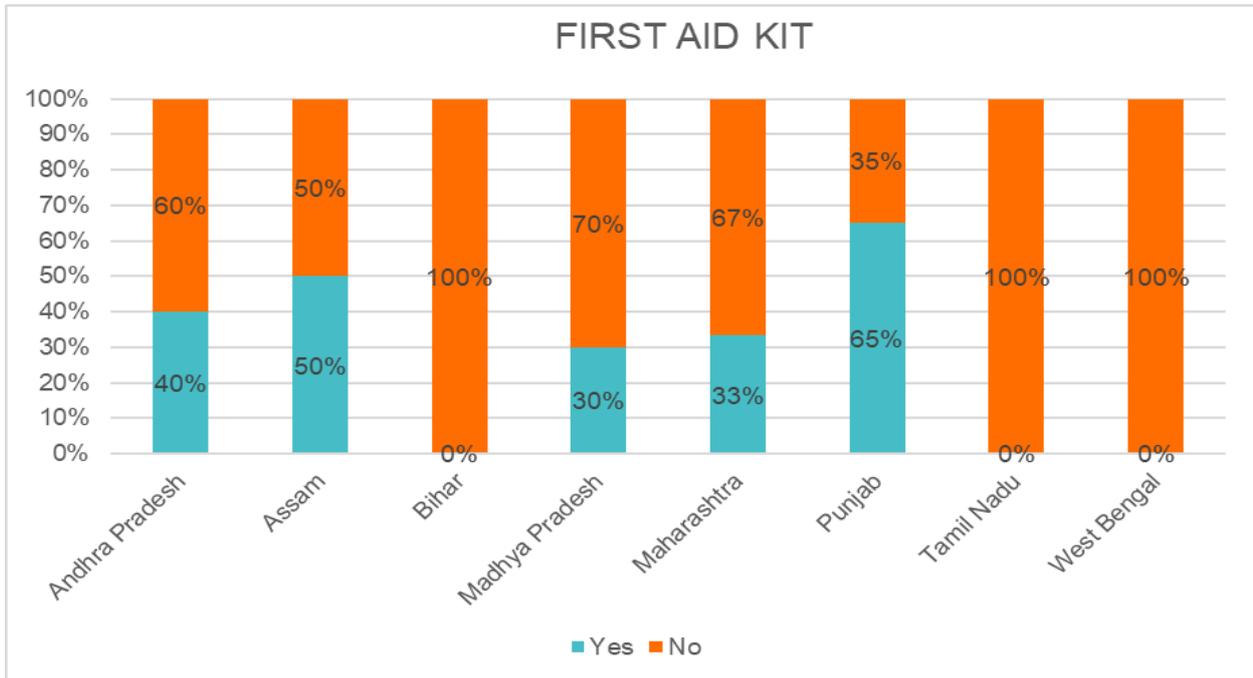
Graph 10

In Punjab, 65% of the STCs have First Aid kit in their STCs. In Bihar, Tamil Nadu, West Bengal none of the STCs have First Aid kit in their STCs. In Madhya Pradesh, Maharashtra, Andhra Pradesh, Assam 70%, 67%, 60%, 50% respectively do not have this KIT in their STCs.

GENERAL INFORMATION OF STCs

Special training Centre run by: NGO/Project Society

Graph 11

All STCs in West Bengal, Punjab, Maharashtra, Bihar,Assam and Andhra Pradesh are run by NGOs. In Madhya Pradesh, Tamil Nadu 80% and 28% of the STCs respectively are run by NGOs. In Tamil Nadu, Madhya Pradesh 72% and 20% of the STCs respectively are run by Project Society.

PROCESS OF SELECTION OF NGOs
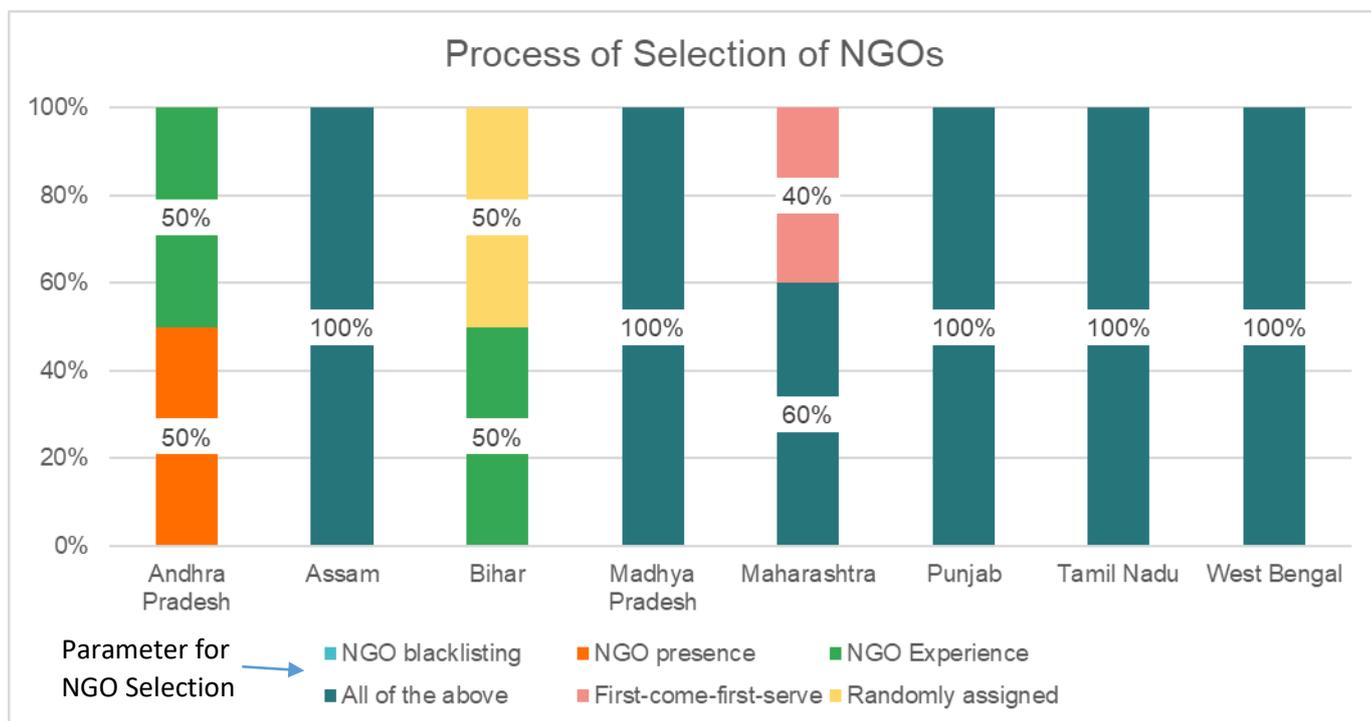
Graph 12

As per NCLP guidelines the Special Training Center(s) could be run by reputed and experienced Non-Government Organizations (NGOs) and there are specific guidelines in place for engaging such NGO's. With these guidelines as reference, the process of selection of NGOs which must be adopted by the district authorities was categorized under five parameters:

i) Blacklisting status of NGO (either due to misuse of public funds/ non delivery of service or any misdemeanour

ii) Presence of NGO

iii) NGO' past work experience in social sector

iv) NGO's selection on first come first serve basis and

v) On the basis of random selection.

In Maharashtra, NGOs are selected on the   basis of four parameters out of the above mentioned five parameters. In Andhra Pradesh, NGOs are selected on the basis of its presence &   past work experience. The NGO selection in Bihar in 50% of STCs is on the basis of past work experience whereas in other 50% are assigned randomly.

## TRAINING/ORIENTATION PROGRAMME FOR SELECTED NGOs
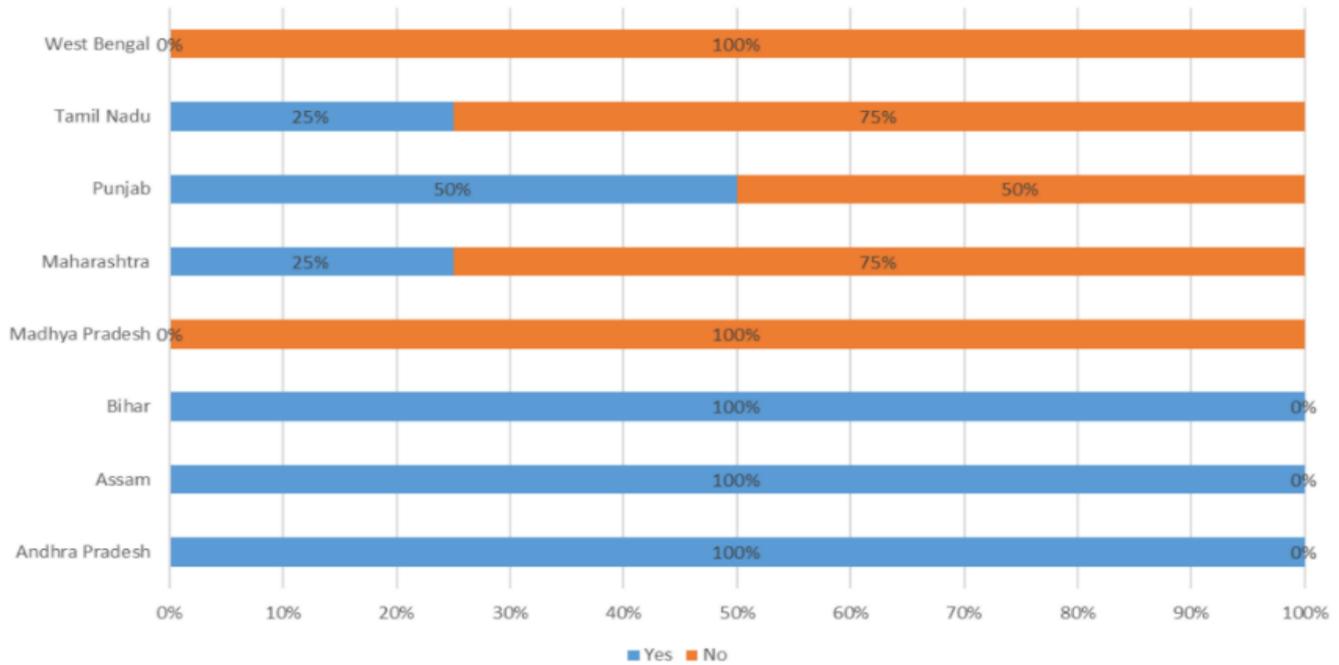
Graph 13

In Bihar, Assam and Andhra Pradesh training/orientation Programme have been conducted for all the STCs. In Punjab only 50% of the STCs have conducted training/orientation Programme. None of the STCs in Madhya Pradesh and West Bengal have conducted training/orientation Programme. In both Tamil Nadu and Maharashtra, 75% STCs have not conducted any training/orientation Programme for selected NGOs

LAST BASELINE SURVEY RECORD
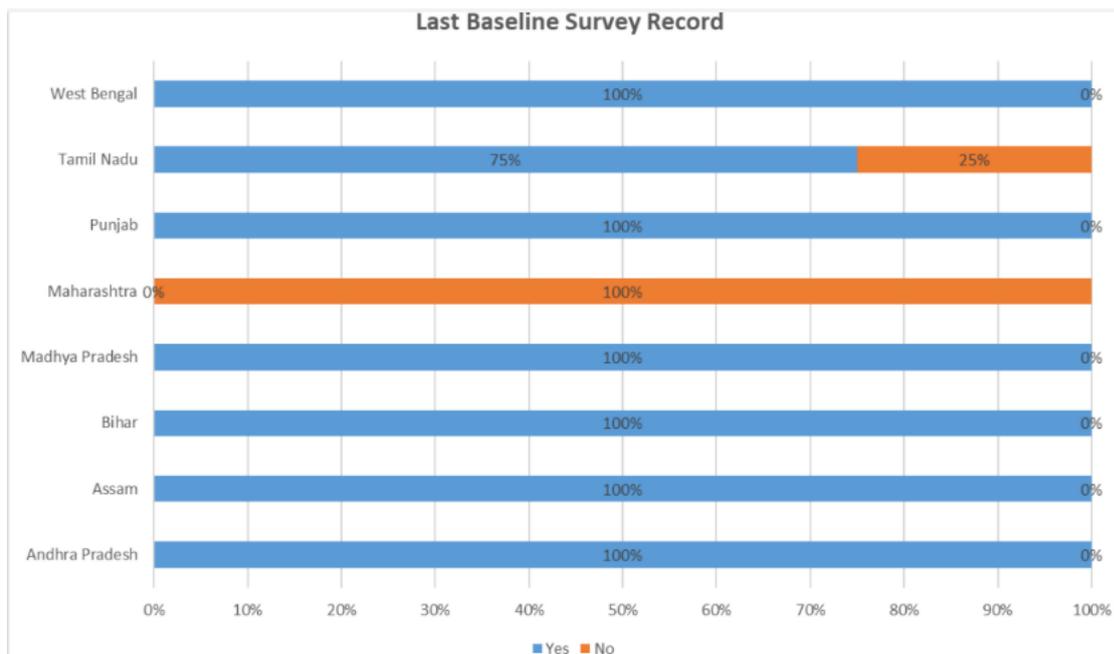
All centers in West Bengal, Madhya Pradesh, Bihar, Assam, Punjab and Andhra Pradesh have conducted baseline survey. In Tamil Nadu 75% of STCs have conducted baseline survey. None of the STCs in Maharashtra have conducted such survey.

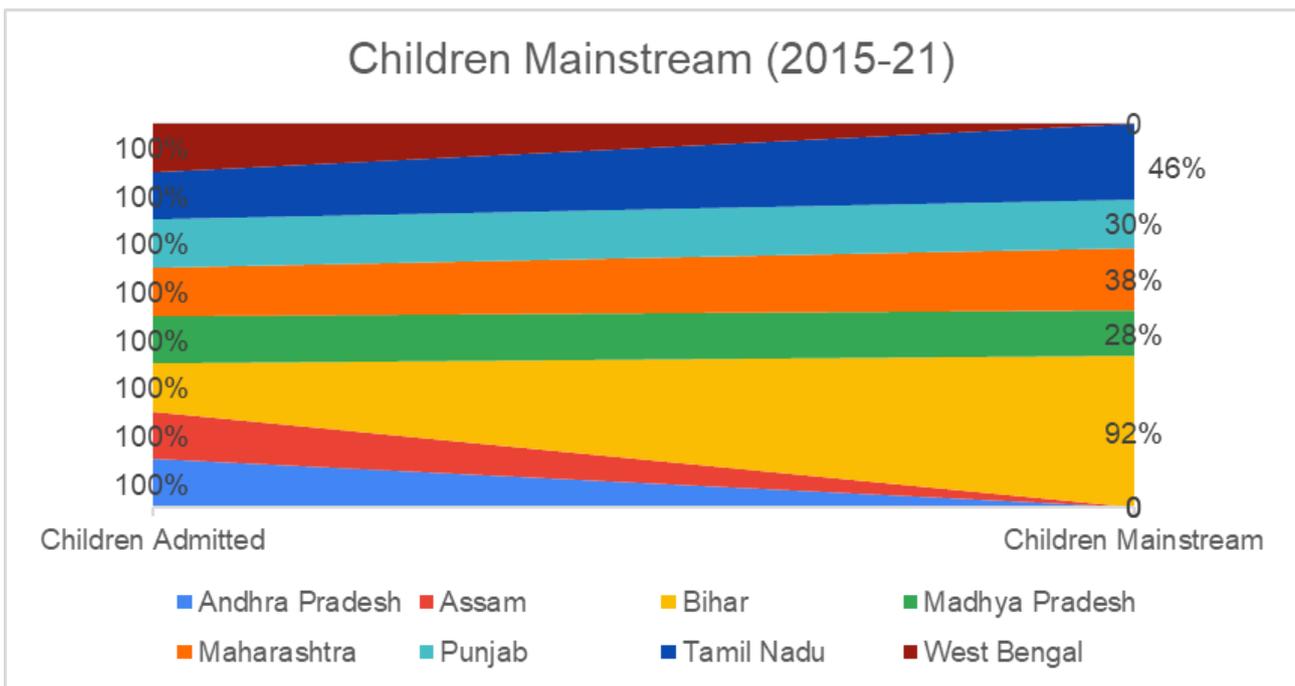## CHILDREN DROPOUT
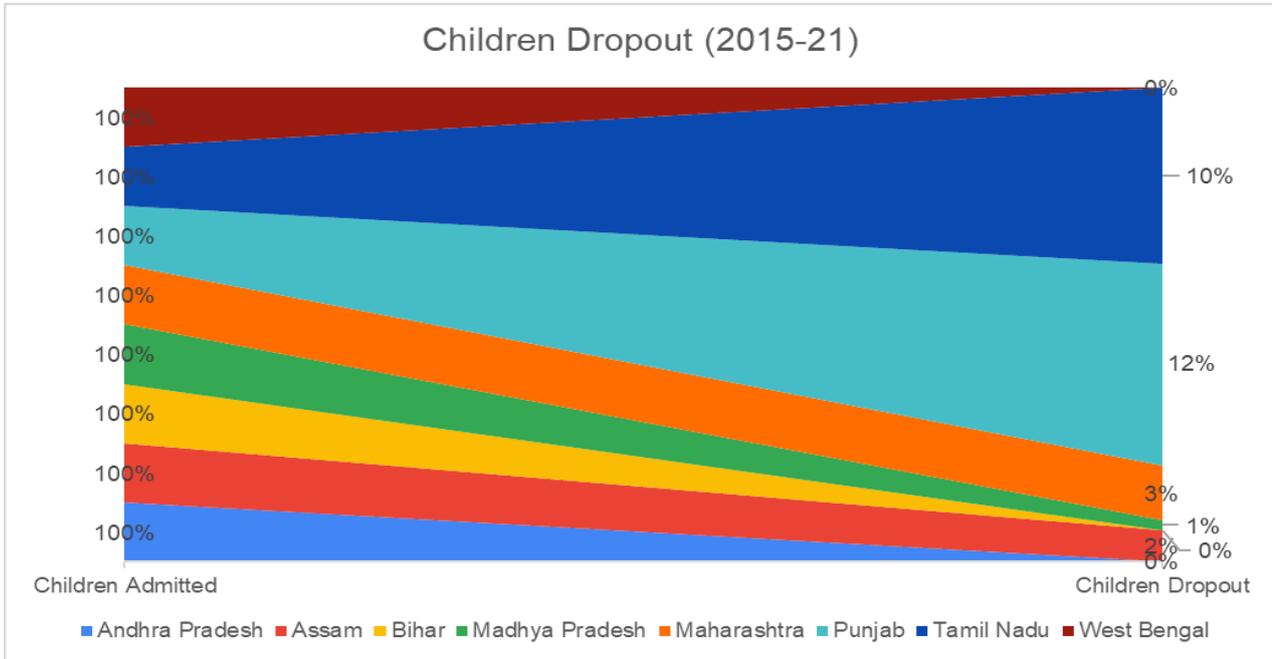
GRAPH 15

None of the children in Andhra Pradesh, Bihar, West Bengal dropped out. In Assam, Punjab, Tamil Nadu, Madhya Pradesh, Maharashtra 2%, 12%, 10%, 1%, 3% respectively dropped out.
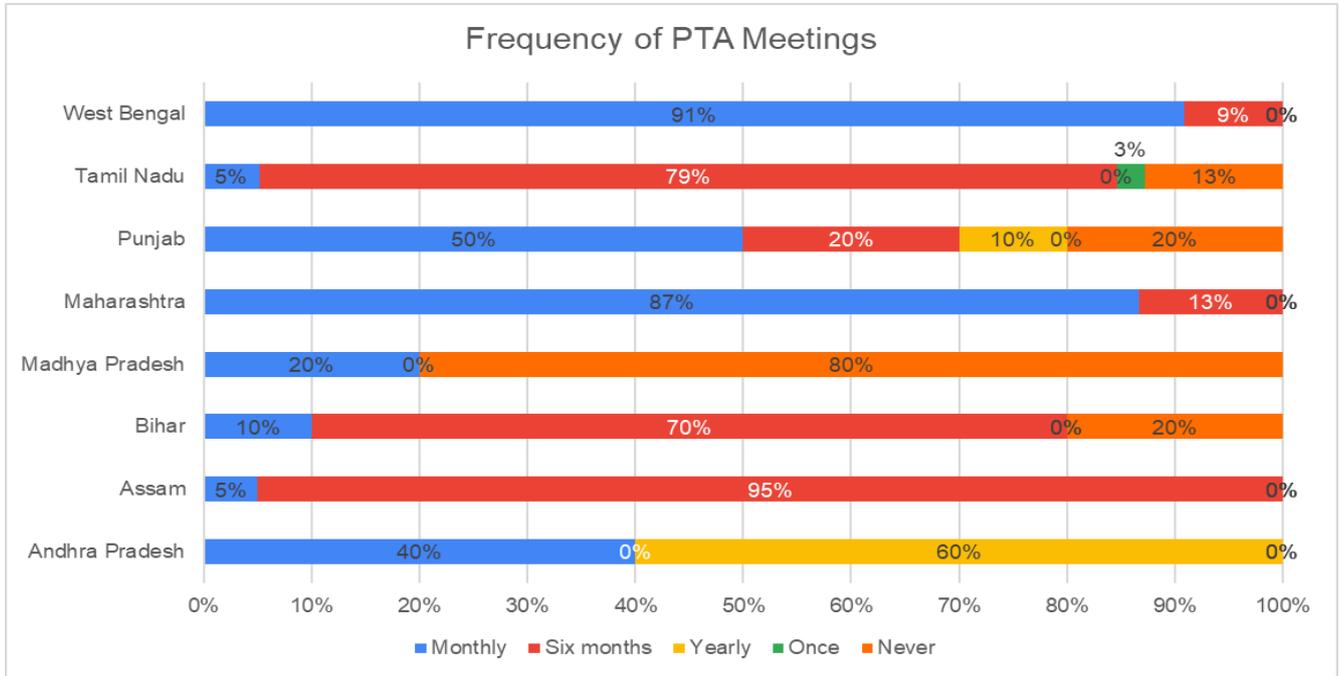
CHILDREN MAINSTREAM

GRAPH 16

The ratio in graph depicts mainstreamed children from year 2015-2021.In Bihar, Madhya Pradesh, Maharashtra, Punjab, Tamil Nadu 92%, 28%, 38%, 30%, 46% respectively were mainstreamed.
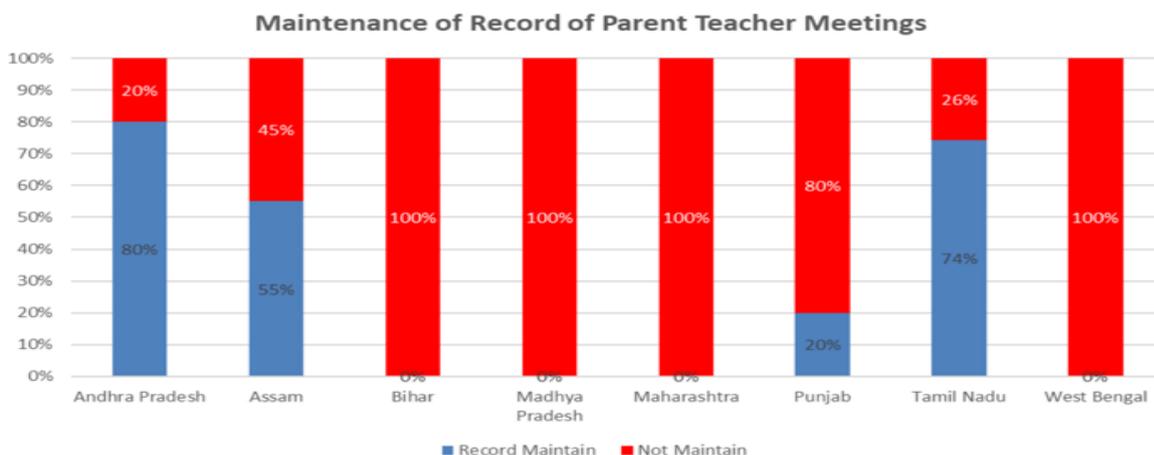
FREQUENCY OF PARENT TEACHER MEETINGS

Graph 17

In Tamil Nadu ,79% of STCs conducted parent teacher meetings (PTMs) once in 6 months, 5% of STCs conducted PTMs every month ,3% STCs conducted PTMs once in a year while 13% of STCs did not conduct any PTMs.In West Bengal, 91% of STCs conducted monthly PTMs while 9% STCs conducted PTMs once in 6 months.In Andhra Pradesh, 40% STCs conducted PTMs monthly whereas 60% of them conducted it yearly. 95% of STCs in Assam had PTMs in 6 months and only 5 % of STCs had PTMs monthly.In Maharashtra, 87% of STCs had PTMs monthly and 13% of STCs had PTMs in 6 months.No PTMs were conducted in 20% STCs in Punjab,50% had it on monthly basis, 20% STCs had once in 6 months while 10% had it once in a year.In Madhya Pradesh, 80% STCs never conducted any PTMs while 20% conducted it on monthly basis.In Bihar, 70% of STCs had PTMs in 6 months whereas 10% had it monthly and 20% of STC did not conduct any PTMs.

MAINTENANCE OF RECORD OF PARENT TEACHER MEETINGS

Bihar, Madhya Pradesh, Maharashtra and West Bengal have maintained records of all its Parent Teacher Meetings. In Andhra Pradesh 80% of STCs have maintained records while 20% have not maintained any records.80% STCs in Punjab have not maintained any records while in Assam 45 % have not maintained it. In Tamil Nadu, the STCs which have not maintained the records stands at 26%.

TEACHING/LEARNING METHODOLOGY

TEACHER EDUCATION QUALIFICATION
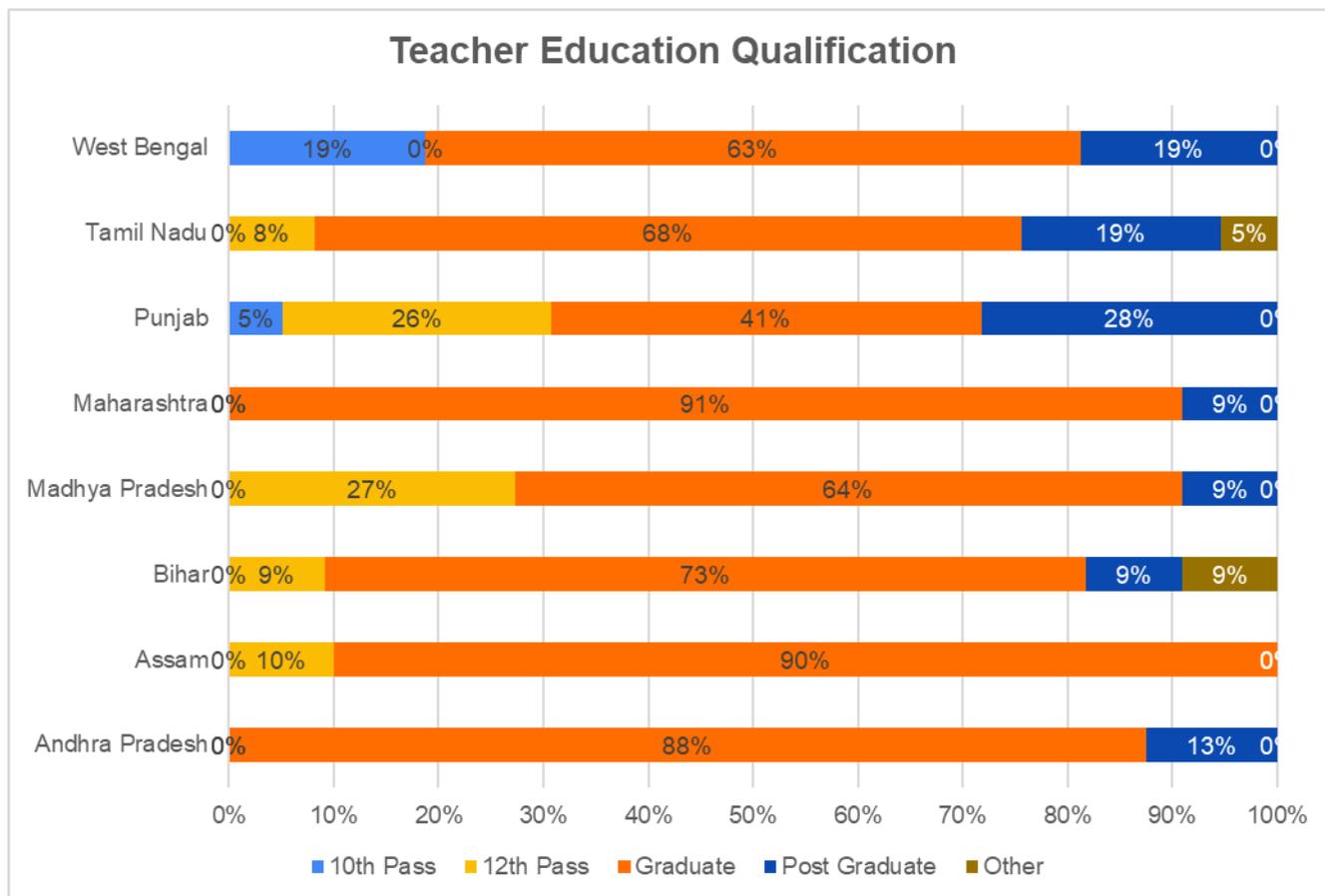
Graph 19

As per the rule specified in RTE, the minimum educational qualification to teach in STCs should be 12th pass or above with a professional degree. The required professional qualification to teach in the STCs should be D.El.Ed./D.P.S.E. or above. In Andhra Pradesh, 88% of teachers were graduate whereas 13% of them were post graduate. 90% teachers in Assam were graduate while 10% were 12th pass. In Bihar 9% of teachers were 12th pass. In Madhya Pradesh, 27% of teachers were 12th pass while 64% and 9% were graduates & post graduates. As compared to other states Maharashtra has the highest percentage of graduate teachers which stands at 91%. In Punjab 26% of teachers were 12th pass, 5% were 10th pass, 41% were Graduates while 28% of teachers were post graduates. 8% of teachers were 12th pass in Tamil Nadu while 68% and 19% of teachers were graduate and post graduates. In West Bengal, 19% of teachers were10th pass while 63% and 19% of teaches were graduates & post graduates.

FREQUENCY OF TEACHER'S TRAINING
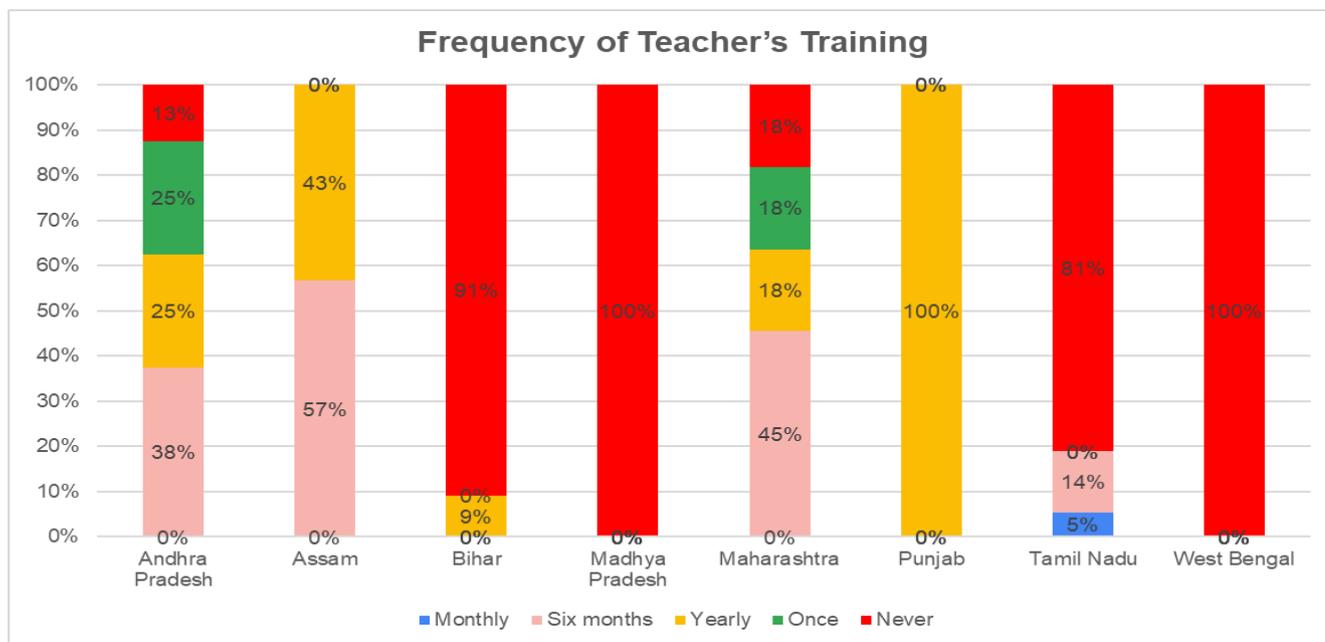
Graph 20

As per NCERT guidelines, ideal frequency of teacher training is a five-day workshop every 6 months. None of the teachers in Madhya Pradesh and West Bengal received teacher training. In Bihar and Tamil Nadu, most of the teachers not received any training. All teachers in Punjab received training yearly. In Andhra Pradesh, 13% of teachers not received training while 38% in six months,25% in yearly,25% once. In Assam,57% of teachers received in 6 months while 43% yearly. In Maharashtra,45% of teachers received in 6 months and 18% of them not received any training.

ORGANISING AUTHORITY/AGENCY FOR TRAINING OF TEACHERS
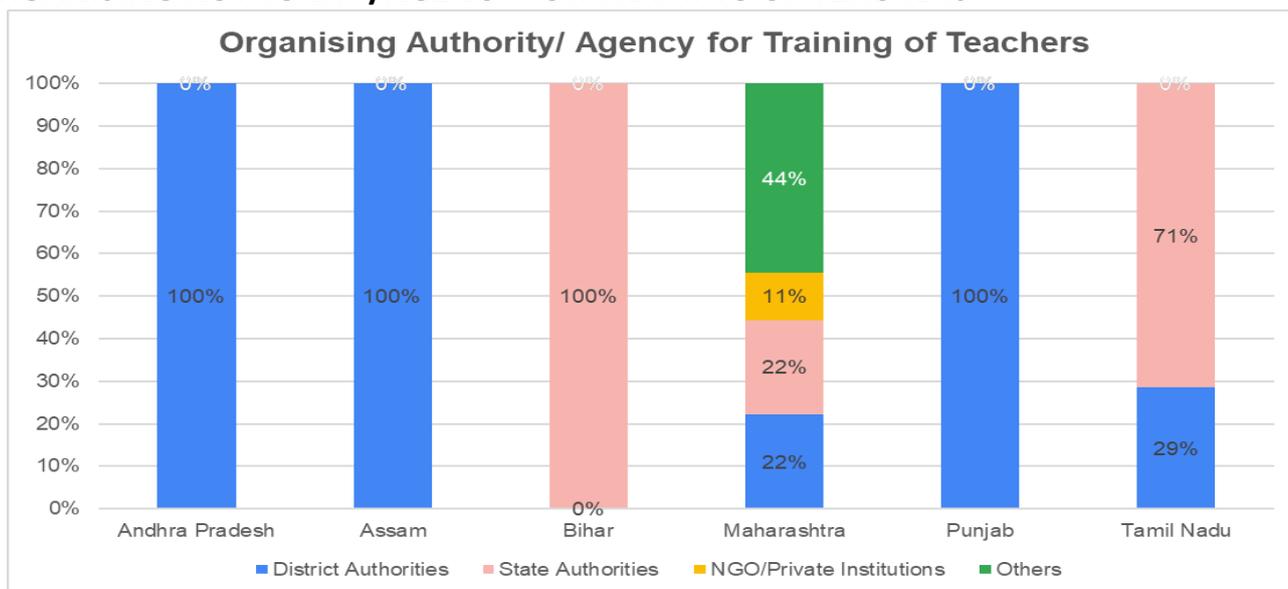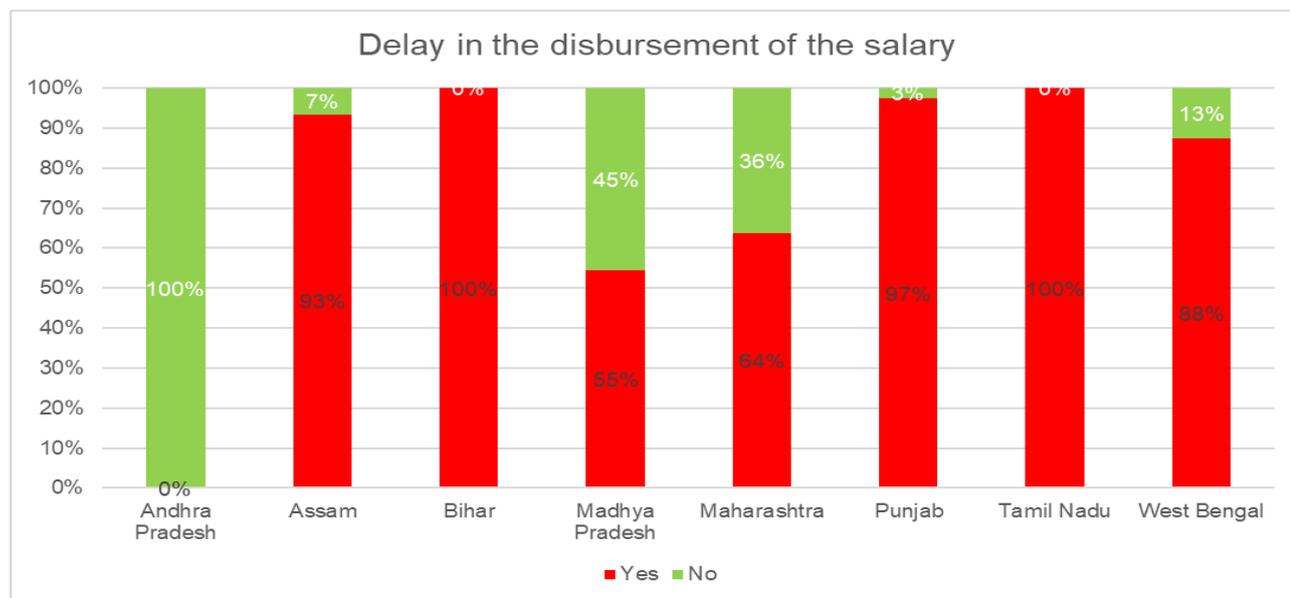

Graph 21

In Andhra Pradesh, Assam and Punjab training of all teachers was conducted by district

authorities.In Bihar training of all teachers was conducted by state authorities.71% of teachers in Tamil Nadu were trained by state authorities while 29% by district authorities.In Maharashtra, 22% and 11% of teachers were trained by district authorities and NGO/Private Institutions respectively while 22% were trained by state authorities.

## DELAY IN DISBURSEMENT OF THE SALARY

Graph 22

All teachers in Tamil Nadu informed during volunteerteacher interview that there was delay in disbursement ofsalary whereas in Andhra Pradesh there was no delay. Most of the teachers in Assam, Bihar, Punjab and West Bengal informed that there was delay.55% and 64% of teachers in Madhya Pradesh and Maharashtra, respectively informed that there was delay.

Mainstreaming Process from STC to Regular School
FREQUENCY OF ENTRY-LEVEL ASSESSMENT IN STCs
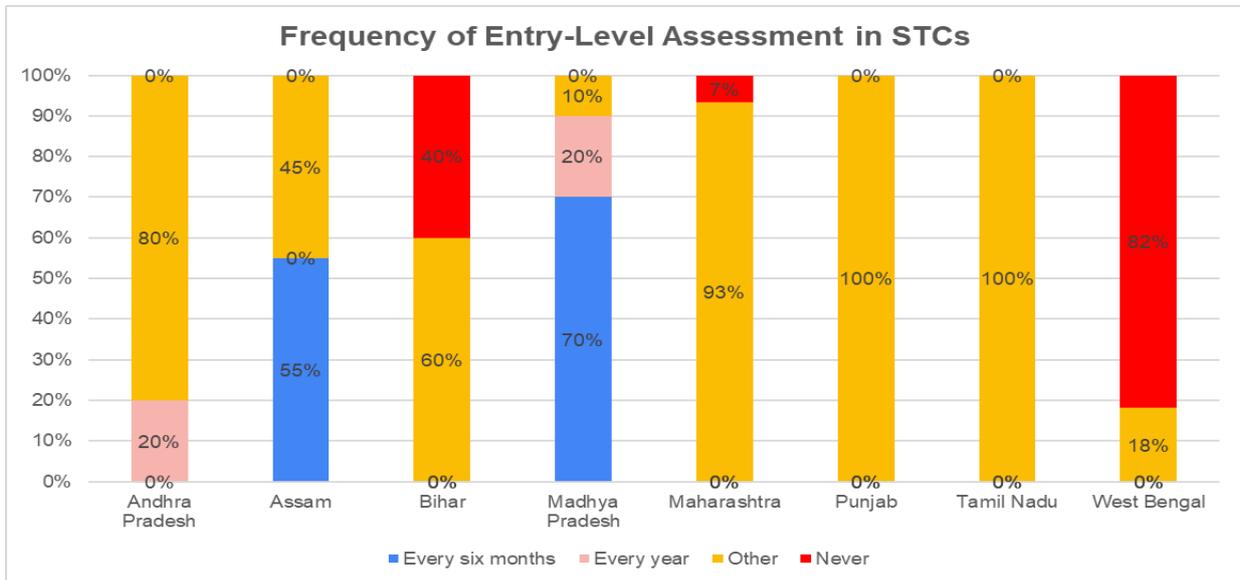
Graph 23

The entry-level assessment should be conducted every time a child is enrolled as suggested by NCERT guidelines to assess the learning level of the student and group him/ her into an appropriate level. Tamil Nadu and Punjab do not have fixed frequency for conducting entry level assessment In Madhya Pradesh, 70% of STCs conducted entry level assessment every six months while 20% every year and 10% STCs have other ways of assessing the children. West Bengal constitutes for highest percentage of STCs where entry level assessments have never been conducted. In Assam,55% of STCs conducted entry level assessment every six months while 45% do not have a fixed frequency for assessments. 40% of STCs in Bihar never conducted entry level assessment. 93% STCs in Maharashtra do not have a fixed frequency for conducting such entry level assessment.

FREQUENCY OF PERIODIC PERFORMANCE EVALUATION IN STCs
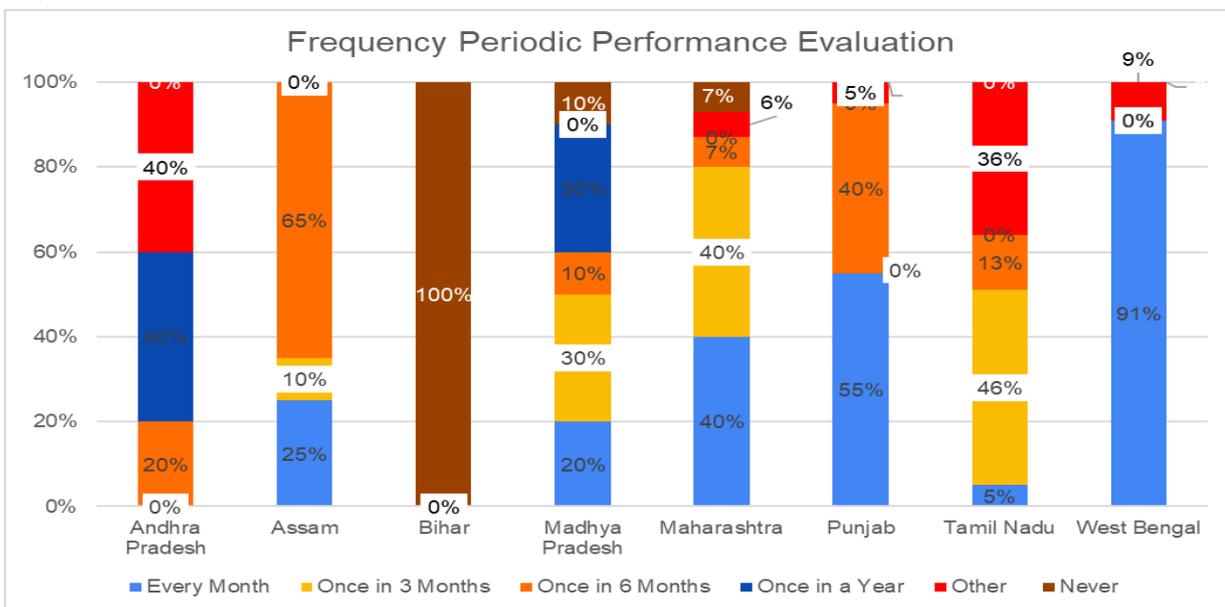
None of the STCs in Bihar conducted periodic performance evaluation whereas in West Bengal 91% ofSTCs have conducted it every month. In Madhya Pradesh 10% of STCs have not conducted periodic performance evaluation. In Tamil Nadu, only 5% of STCs have conducted evaluation every month while 46% of them have conducted once in 3 months. In Maharashtra, 7% of STCs have not conducted any evaluation. In Punjab, 55% of STCs have conducted evaluation every month while 40% in every six months and 10% STCs do not have a fixed frequency for conducting such performance evaluation.

MECHANISM TO TRACK STUDENTS AFTER THEY HAVE BEEN MAINSTREAMED
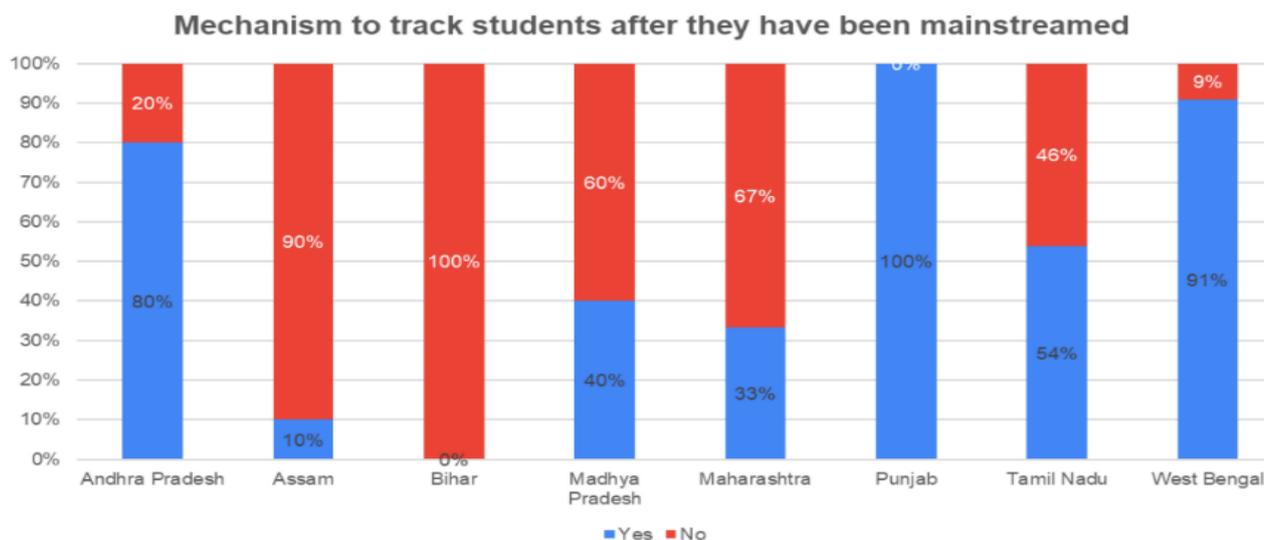
Graph25

All centers in Punjab have mechanism to track students.In Bihar, none of the STCs have such mechanism. Andhra Pradesh and West Bengal have the highest number of STCs with such mechanism.90% of STCs do not have any mechanism in Assam whereas 60% and 67% in Madhya Pradesh & Maharashtra do not have any mechanism. In Tamil Nadu,46% of STCs do not have a mechanism for tracking such students

ORGANISATION PROVIDING SPECIAL LEARNING SUPPORT MATERIALS
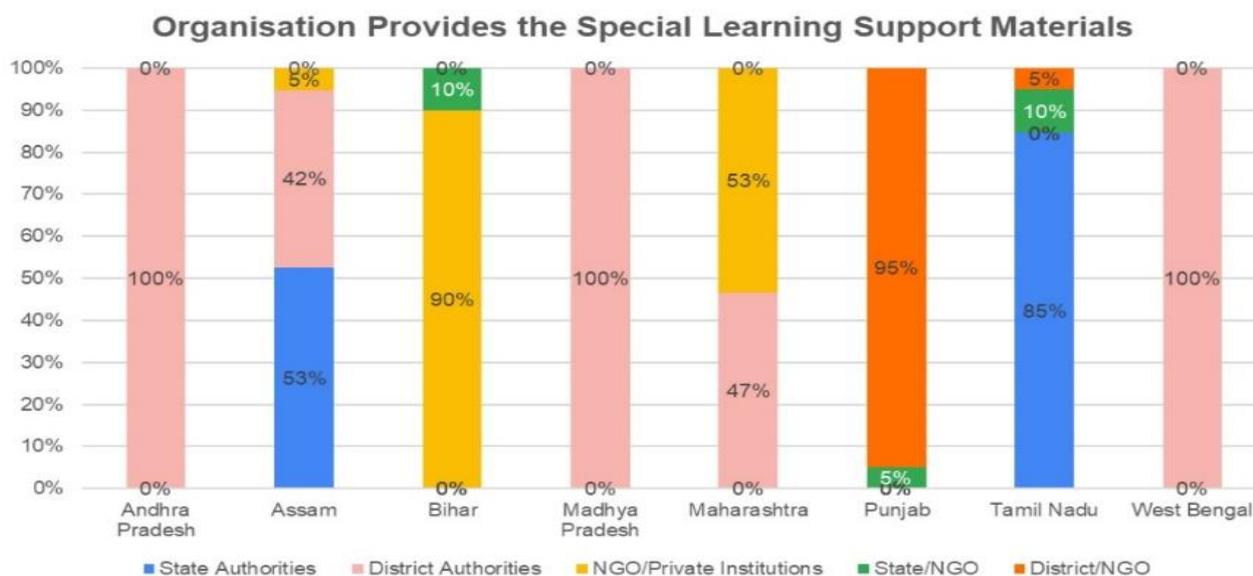
Graph 26

All centers in Andhra Pradesh, Madhya Pradesh and WestBengal receive Special Learning Support Material (SLSM) from district authorities. 53% and42% of STCs in Assam receive SLSM from state & districtauthorities while 5% from NGO/private institutions. Most of the STCs in Bihar receive SLSM fro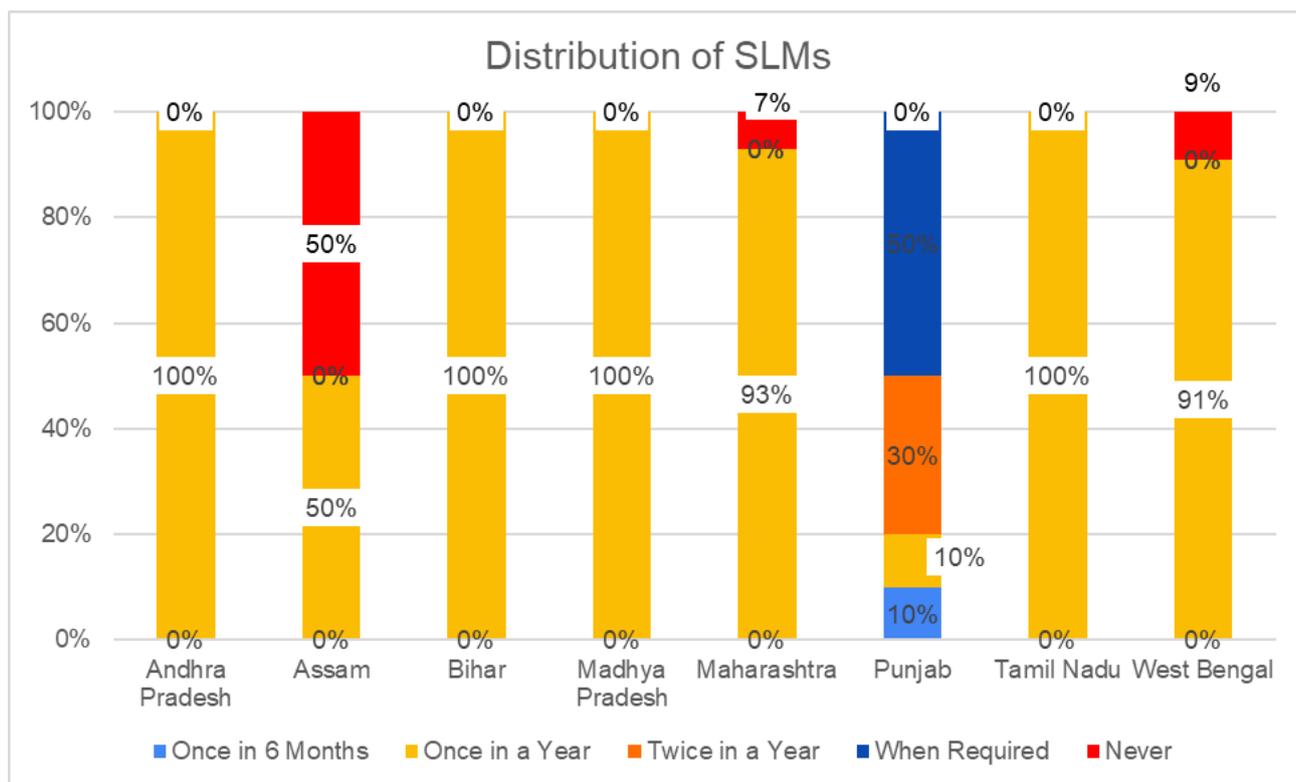m NGO/private institutions. In Maharashtra, 53% STCs receive SLSM from NGO/private institutions while 47% receive it from districtauthorities. 95% of STCs in Punjab receive SLSM from district/NGO whereas 85% STCs in Tamil Nadu receive it from state authorities.

DISTRIBUTION OF SLSMs

Graph 27

All centers in Andhra Pradesh, Bihar, Madhya Pradesh and Tamil Nadu distributed SLSM once in a year. 91 %STCs in West Bengal & 93% STCs in Maharashtra distributed SLSM once in ayear while 9% & 7% of STCs respectively never distributed. 50% of STCs in Assam never distributed SLSM while in Punjab, 50% of STCs distributed SLSM as and when required and 30% of them distributed it twice in a year.

Mainstreaming Process from STC to Regular School
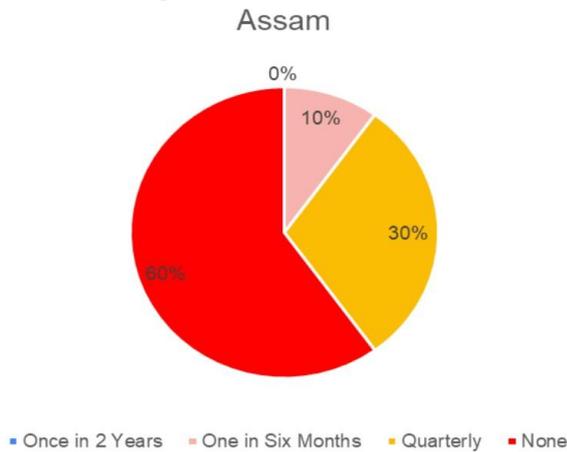
GRAPH 28

GRAPH 29

2 states (Assam and Bihar) out of 8 were inspected by Ministry of Labour and Employment. No inspection was conducted in 60% STCs of Assam while 30% of them were inspected quarterly and 10% every six months. In Bihar, inspection was not conducted in 90% of STCs while in 10% it was conducted once in 2 years.

FREQUENCY OF VISIT BY: STATE GOVERNMENT
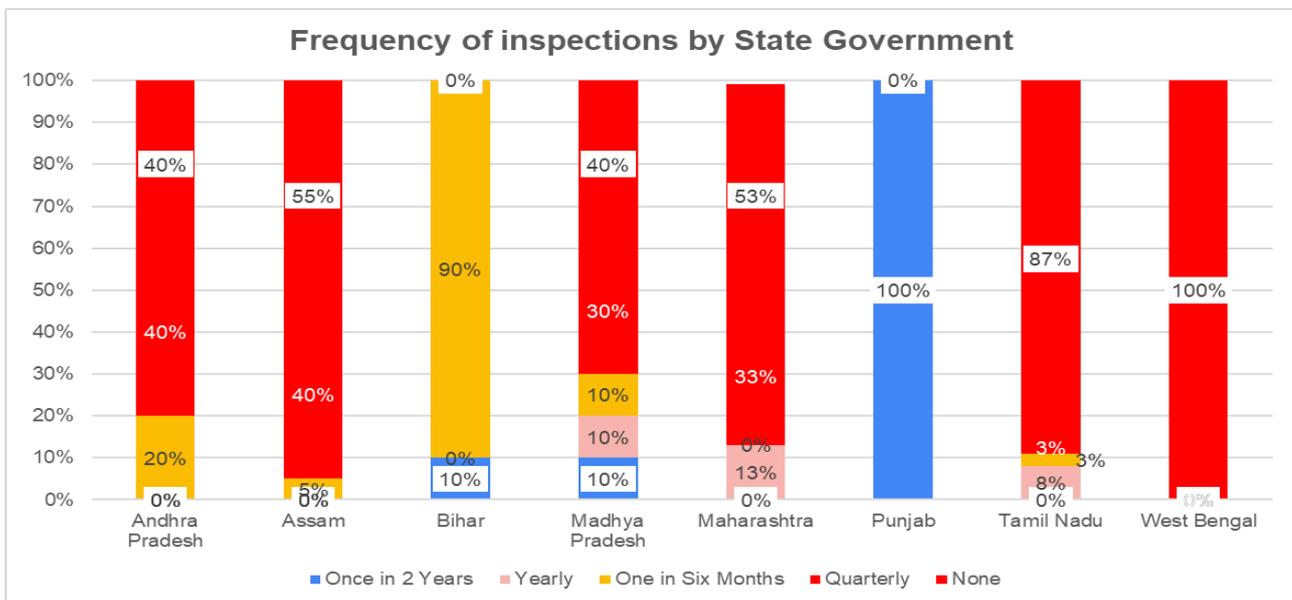
Graph 30

None of the STCs in West Bengal were visited by State government. 87% of STCs in Tamil Nadu were never visited by State Government. In Bihar, most of the STCs were visited every six months whereas 10% of them were visited once in 2 years. In Andhra Pradesh 40% of STCs were never visited. In Assam, no visit was conducted in 55% of STCs whereas in 30% visit was conducted every quarter. In Madhya Pradesh, 40% of STCs have never been visited while 30% have been visited by state government every quarter. The STCs in Punjab have been visited only once in 2 years. In Maharashtra, 53% of STCs have never been visited by the State Government.

FREQUENCY OF VISIT BY: DISTRICT PROJECT SOCIETY
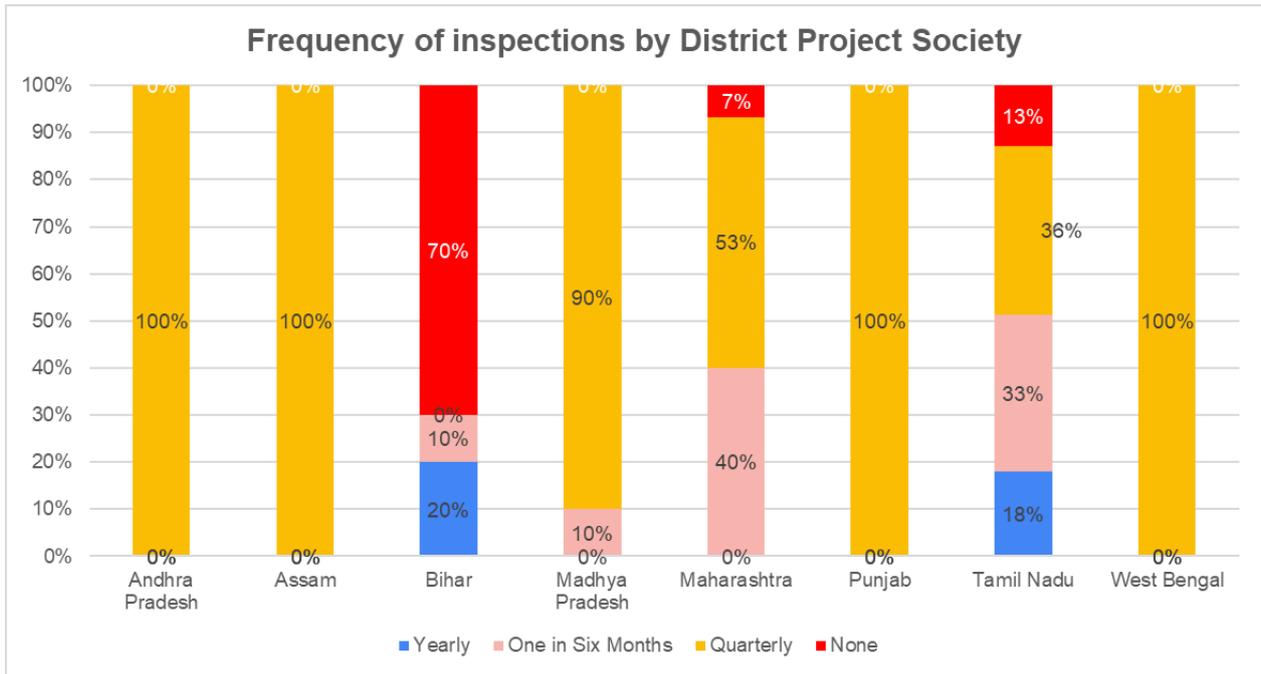
Graph 31

All Centres in Andhra Pradesh, Assam, Punjab and West Bengal were visited quarterly by District Project Society. 70% of STCs in Bihar were never visited while 20% were visited once in a year. 90% of STCs in Madhya Pradesh were visited Quarterly and 10% once in six months. In Maharashtra, 53% of STCs were visited quarterly by District Project Society.

PERFORMANCE EVALUATION OF CHILDREN IN STCs

MATHS SKILL (CLASS 5TH)
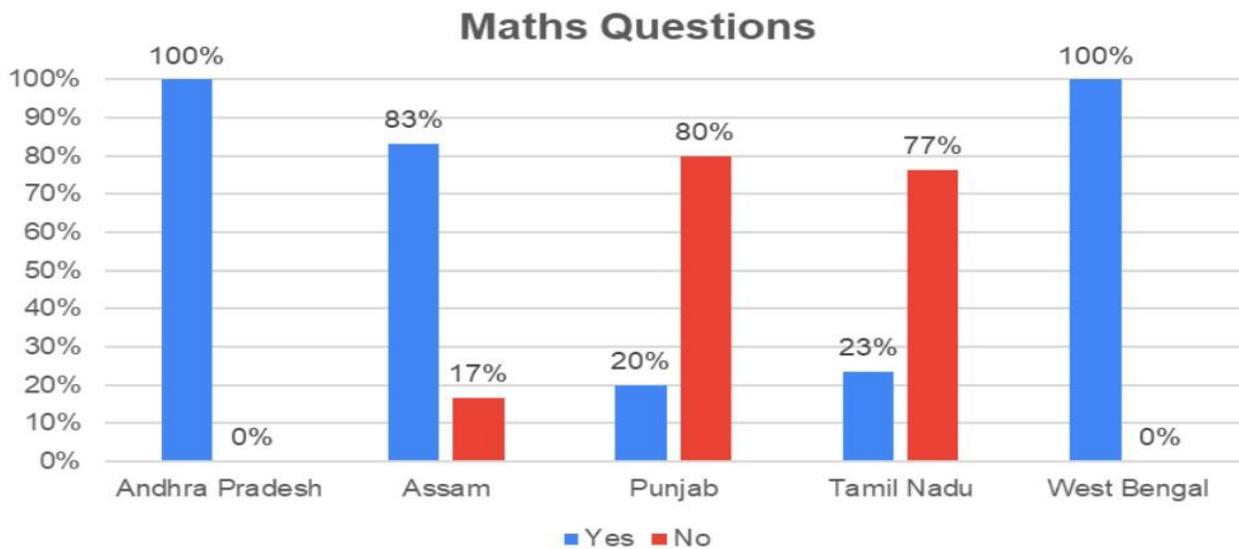
Graph 33

In Andhra Pradesh and West Bengal, all children were able to solve math questions. In Tamil Nadu and Punjab, respectively, 77% and 80% of children were unable to solve it. In Assam, the majority of children were able to solve math problems, while 17% were unable to do so.

LANGUAGE SKILL CLASS 5TH (English)
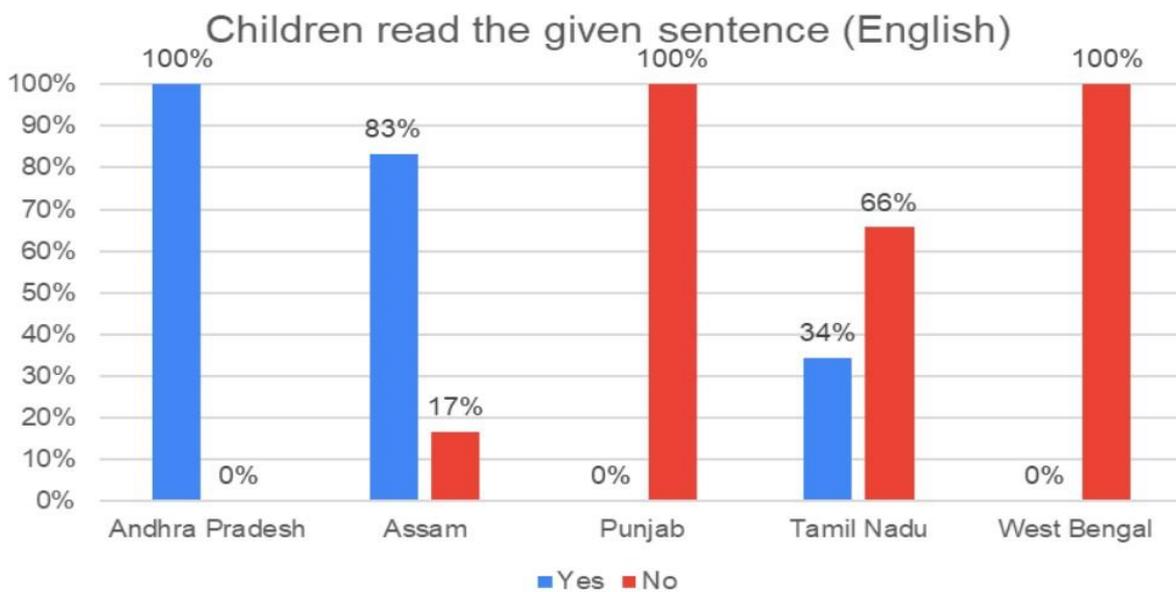
Graph 34

All children in Andhra Pradesh could read in English whereas in West Bengal and Punjab none of the children could read. In Assam, 83% of children could read, while 17% were unable to read. In Tamil Nadu,66% children could read in english while 34% could not.

MATHS SKILL (CLASS 3RD)

Children Solve Simple Maths
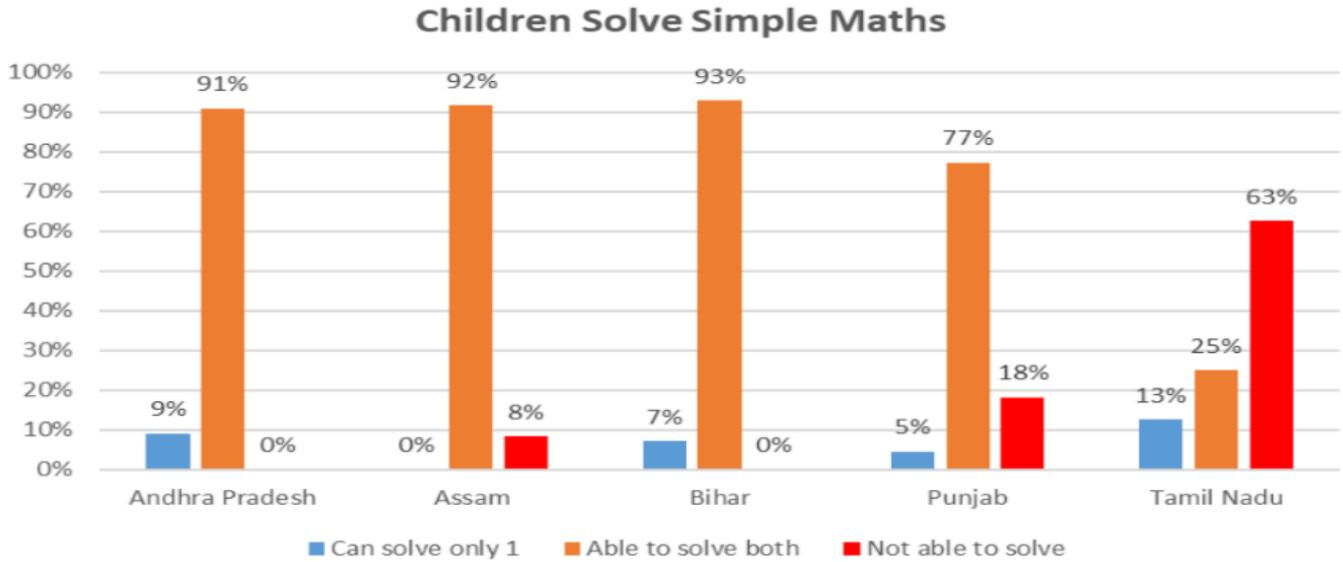
Graph 36

In Andhra Pradesh, Assam and Bihar 91% ,92%,93% children were able to solve both math questions while 8% in Assam were unable to solve. In Tamil Nadu 63% of children were unable to solve as depicted in graph 35. In Punjab, 77% of children were able to solve while 18% were unable to solve it.

LANGUAGE SKILLS CLASS 3RD (English)

Children Read the Given Words (English)
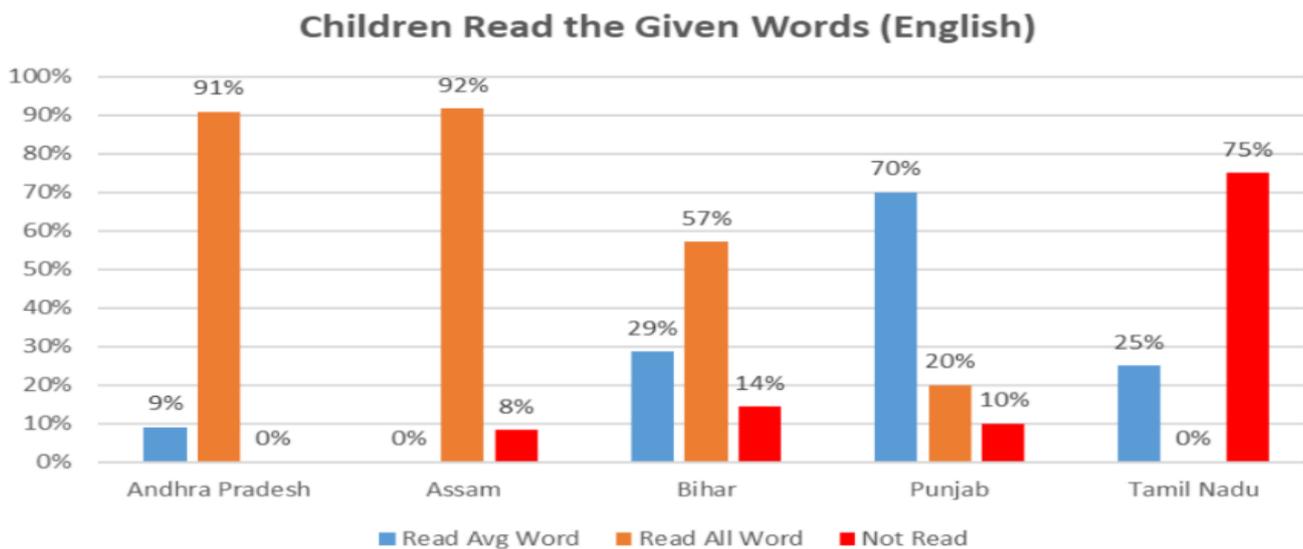
Graph 37

In Andhra Pradesh 91% of children were able to read all words while 9% were able to read average words. In Assam, 92% were able to read all words while 8% were unable to read. As depicted in graph 37, 57% children in Bihar were able to read in English. In Punjab, 70% children were able to read average words, 20% were able to read all words while 10% were unable to read at all . 75% of children in Tamil Nadu were not able to read while 25% children were able to read average words in English.

Findings

and

Observations

Awareness about National Child Labour Project

During the filed assessments it was observed that there was lack of awareness among key stakeholders regarding the nuances of the NCLP scheme.

Qualification of Volunteer Teachers at STCs

It was observed that a large percentage of volunteer teachers are not professionally qualified as per the standards outlined in the RTE Act, 2009.No prior special training or induction training was conducted for teachers prior to the commencement of his/her teaching practice. There was also no mechanism to evaluate the performance of these teachers.

Facilities at STC

During the field visits it was found there were considerable number of STCs where there was no provision of electricity. Separate toilets for male and female which is important for the overall health and hygiene of the children were also not found in most of the STCs visited.

Identification and audit of NGOs running STC

Currently, there is no standard procedure for shortlisting, selecting and auditing of NGOs running the STCs. There is also no way mechanism to monitor and analyse the functioning and effectiveness of STCs

Provision of Teacher training

As per NCERT guidelines, ideal frequency of teacher training is a five-day workshop every 6 months. Most of the districts have not been conducting this specified teacher training Program.

Maintenance of records of Children

It was observed that most of the STCs do not have proper records of admitted, mainstreamed and dropped out children. STCs were also not able to produce the records of parent teacher meetings and enrollment records of children.

RECOMMENDATIONS

Merger of NCLP Scheme with SSA Scheme under MoE

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards and provides special training facility to children as specified in Section 4. Since the prime responsibility of ensuring quality education of children lies with Ministry of Education (MoE), the decision to merge NCLP scheme under Samagra Shiksha Abhiyan (SSA) of MoE (refer via press release https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1807727 dated 21st March 2022) is a step in the right education. The above-mentioned findings & observations which highlight the gaps in the existing system further validates the merger decision of NCLP Scheme under SSA.

Sensitization of stakeholders for seamless transfer of new and existing children under NCLP scheme to SSA

The Ministry of Labour & Employment shall ensure that the newly registered children on PENCIL portal are directly enrolled in neighbourhood Schools/STCs. Since, the NCLP scheme is getting merged with SSA, a Standard Operating Procedure (SOP) may also be developed by Ministry of Labour & Employment for District Project Society to sensitize the relevant stakeholders at district level on process of seamless transfer of existing and newly registered children on PENCIL portal of NCLP Scheme to SSA Scheme. The SOP may include timeliness and enrolment/transfer procedures to ensure seamless transfer of children during this transition phase in a time bound manner. Sensitization workshops may be conducted on the SOP at District level for all the stakeholders for smooth and effective implementation of merger of both the schemes.
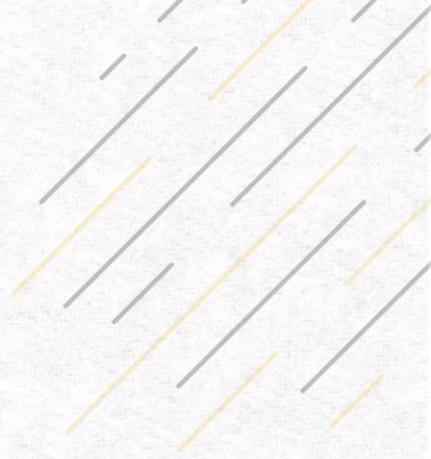
Provision of STCs data in UDISE

A provision may be made in the Unified District Information System for Education (UDISE) portal for entry of data related to STCs. The issuance of a unique identity for all STCs is envisaged to increase transparency, efficiency and tracking the progress of service delivery. There must a provision to enter information regarding enrollment status of children, their absenteeism and attendance record. The Portal should provide clear insights regarding substantial increase or decrease of student enrollment in STCs with respect to mainstreaming of out of school children. Proper maintenance, periodic review & analysis of such information will also reduce the risk of inaccurate, incomplete data and will be useful in understanding key pattern like student drop out.

ANNEXURES - I

List of not functional STCs

District	State	Remarks
Krishna	Andhra Pradesh	STCs not working
Prakasam	Andhra Pradesh	STCs not working
Srikakulam	Andhra Pradesh	STCs not working
Nellore	Andhra Pradesh	STCs not working
Purnia	Bihar	STCs not working
Katihar	Bihar	STCs not working
Saharsa	Bihar	STCs not working
Araria	Bihar	STCs not working
Banka	Bihar	STCs not working
Raigarh	Chhattisgarh	STCs not working
Raipur	Chhattisgarh	STCs not working
Kutch	Gujarat	STCs not working
Vadodara	Gujarat	STCs not working
Rajkot	Gujarat	STCs not working
Banas Kantha	Gujarat	STCs not working
Faridabad	Haryana	STCs not working
Garhwa	Jharkhand	STCs not working
Pakur	Jharkhand	STCs not working
Haveri	Karnataka	STCs not working
Ballari	Karnataka	STCs not working
Belagavi	Karnataka	STCs not working
Guna	Madhya Pradesh	STCs not working
Rewa	Madhya Pradesh	STCs not working
Amravati	Maharashtra	STCs not working
Beed	Maharashtra	STCs not working
Nashik	Maharashtra	STCs not working
Jalgaon	Maharashtra	STCs not working
Gondia	Maharashtra	STCs not working

Rayageda	Odisha	STCs not working
Koraput	Odisha	STCs not working
Kalahandi	Odisha	STCs not working
Nuapada	Odisha	STCs not working
Mayurbhanj	Odisha	STCs not working
Sundargarh	Odisha	STCs not working
Bargarh	Odisha	STCs not working
Nabarangpur	Odisha	STCs not working
Dhenkanal	Odisha	STCs not working
Deogarh	Odisha	STCs not working
Chittorgarh	Rajasthan	STCs not working
Nagaur	Rajasthan	STCs not working
Bharatpur	Rajasthan	STCs not working
Baran	Rajasthan	STCs not working
Udaipur	Rajasthan	STCs not working
Dausa	Rajasthan	STCs not working
Dharmapuri	Tamil Nadu	STCs not working
Rangareddy	Tamil Nadu	STCs not working
Vellore	Tamil Nadu	STCs not working
Peddapalli	Telangana	STCs not working
Unnao	Uttar Pradesh	STCs not working
Ballia	Uttar Pradesh	STCs not working
Meerut	Uttar Pradesh	STCs not working
Mau	Uttar Pradesh	STCs not working
Bulandshahr	Uttar Pradesh	STCs not working
Rae Bareilly	Uttar Pradesh	STCs not working
Dehradun	Uttarakhand	STCs not working
Udham Singh Nagar	Uttarakhand	STCs not working
Uttar Dinajpur	West Bengal	STCs not working
Nadia	West Bengal	STCs not working
Agra	Uttar Pradesh	STCs not working