

CHAPTER -5

FINDINGS, DISCUSSION AND CONCLUSION

Based on analysis of the data, findings on present study have been presented by investigator in this chapter. The findings have been summarized on the basis of the four major objectives of the study.

5.1 MAJOR FINDINGS:

5.1.1 Status of implementation of Special Training Intervention of Out of School Children under RTE Act, 2009 in terms of identification of children, age appropriate enrolment, mechanism & process of special training and evaluation of special training learners.

In the present study, the first objective was to assess the status of implementation of Special Training Intervention of Out of School Children under RTE Act, 2009 in terms of identification of children, age appropriate enrolment, mechanism & process of special training and evaluation of special training learners.

Sarba Siksha Abhiyan, Assam has taken various steps through implementing several short term & long term interventions since its inception for bringing out of school children into the fold of elementary education. The Right to Education Act, 2009 makes education a right of every child of the age of 6 to 14 years. The Act has provisioned for providing special training to the Out of School Children (OoSC) to bring them at par with other children. This study attempts to know the status of implementation of Special Training Intervention of Out of School Children under RTE Act, 2009 from field level stakeholders through interview schedule; whether Out of School children intervention under RTE, Act is properly implemented in respect of identification of out of school children, awareness on RTE Act, 2009, age appropriate enrolment, age-grade appropriate teaching learning

process, mechanism & process of Special Training and evaluation system of special training or not. Following major findings of this objective were drawn:

1. All respondents (SMC Presidents)(100%) heard about OoSC and more than 50% respondents were found to be aware of availability of OoSC in their jurisdiction. But most of the respondents (51.67%) were not aware of their responsibility of identification of OoSC.
2. The share of respondents(SMC Presidents) having proper understanding on the term of OoSC as never enrolled or not completing school is below 50%.
3. It has been found that more than 50% respondents(SMC Presidents) were not involved in identification process of OoSC and % of SMC following proper mechanism/process for identification of OoSC i.e household survey is quite low(11.67%).
4. Few respondents (SMC Presidents) (43.33%) reported the issue of OoSC in SMC meeting.
5. About 43% respondents stated the reason of Out of School Children (OoSC) is economic problem, remaining stated household work, sibling care and involvement in earning activities.
6. All respondents (100%) were aware of implementation of RTE Act, 2009 in the state.
7. Below 60% EVs and 30% HTs were able to define educational provision for OoSC under the RTE, Act.

8. Though most of the EVs & HTs conducted age appropriate enrolment of out of school children in neighbourhood school, still there is gap of 3.33% and this percentage have not conducted age appropriate enrolment. Again, only 35% SMC presidents were found to be aware about age appropriate enrolment of OoSC in neighbourhood school.
9. Majority of the EVs(76.67%) have understanding on the term of Special Training but a large number of HTs (i.e 56.67%) do not have proper understanding on the term.
10. A few EVs & a large percentage of HTs (40%) were not aware of duration of special training as per RTE Act, 2009. The study reveals that about 55% EVs did not consider 2 years duration of special training as sufficient and some EVs (28%) were not fixed the duration within 3 to 24 months for providing special training. Most of the EVs (41.67) stated the reason of non-sufficiency of duration of 2 years as impractical for older age group and never enrolled children
11. Most of the respondents (75%) stated about conducting motivation camp after enrolment of children at age appropriate classes for providing special training.
12. A total of 63.33% respondents (EVs) stated about maintenance of Individualized Education Plan (IEP) for each child in the centre. All respondents (100%) mentioned that IEP is essential for each child and most of them stated that IEP is essential to provide special training within the stipulated time and to meet up the gaps of core competencies within a short period.
13. Most of the respondents(about 35%) faced challenge of irregular attendance of students with regard to multilingual and diverse situation of the classroom of special training, some faced challenges such as gaps between home language and medium of instruction(about 18%), transactional challenge for coverage of course (20%),

challenge in defining period as per special training(6%), challenge of addressing the learning gaps of never enrolled and drop out children (about 15%) and challenge of streamlining of regular and irregular children (5%).

14. A large percentage of respondents (EVs) (80%) stated that they received support from SMC and majority of the respondents (EVs & HTs) stated about conduct of supervision of special training centres by SMC.
15. Majority of the respondents (EVs) (60%) stated that they have conducted evaluation as per IEP. But most of the HTs (51.67%) were found not aware on evaluation system of special training.
16. All EVs (100%) stated about conduct of evaluation of special training learners in consultation with Head Teacher of neighbourhood school. Majority of HTs (about 73%) also stated that EVs have conducted evaluation in consultation with them.
17. Most of the EVs (61.67%) stated about maintenance of record of evaluation in IEP. All EVs stated that they have shared the evaluation records with HTs(100%); but some HTs stated that EVs have not shared evaluation record with them. There is also 10% EVs who have not shared the evaluation records with parents.
18. About 85% respondents (EVs) stated about conduct of 4 types of evaluation viz Activity based, lesson based, grade based and Back to school evaluation. But only 40% HTs viewed of conduct of 4 types of evaluations for special training learners by EVs.

Summary of highest number of response/ highest number of positive response against sub-sections of the objective. 1 is presented below:

Table:5.1

SUB-SECTION WISE POSITIVE HIGHEST RESPONSE OF THE OBJECTIVE-1

		Respondents			
HT	EV	SMC President		Sub-section wise highest response	
		100	Aware of/heard about OoSC	Awareness on OoSC	
		55	Awareness about availability of OoSC in the locality		
		48.33	Awareness about responsibility of Identification of OoSC		
		40	Understanding about the term of OoSC		
		46.67	Involvement of SMC and process follow for identification of OoSC		
		43.33	Reporting of OoSC		
		43.33	Reason of OoSC		
100	100	100	Awareness on RTE, Act,2009		
25.71	51.67	0	Understanding on Education Provision for OoSC		
96.67	96.67	35	Status of age appropriate enrolment in neighbourhood school		
43.33	76.67	-	Understanding on the Term of Special Training as per RTE		
23.33	83.33	-	Duration of Special Training		
-	43.33	-	Sufficiency of duration		
-	41.67	-	Reason of non sufficiency of duration		
-	71.67	-	Status of fixing of duration		
-	75	-	Immediate action after enrolment of an OoSC		
-	63.33	-	Availability IEP		
-	100	-	Essentiality of IEP		
-	68.33	-	Reason of essentiality of IEP		
-	18.33	-	Challenges faced with regard to multilingual and diverse situation of the classroom		
100	80	-	Support provided by SMC		
71.67	53.33	68.33	Kind of support provided by SMC		
	100	-	Status of conduct	Status of conduct of evaluation	
	60	-	Conduct of Evaluation as per IEP		
	48.33	-	Awareness of HTs on evaluation system		
73.33	100	-	Conduct of evaluation in consultation with Head Teacher		
	61.67	-	Maintenance of record	Maintainin g and sharing of records of evaluation	
73.33	100	-	Sharing of record with HT		
75	90	-	Sharing of record with Parents		
38.33	73.33	-	Types of Evaluation followed for Special Training learners		

*Blank indicates that item not applicable for particular respondent group

5.1. 2 Status of special training learners especially with reference to attendance, performance & mainstreaming

The second objective of the present study was to study the status of special training learners especially with reference to attendance, performance & mainstreaming.

To study the above objective, year wise analysis in case of attendance and mainstreaming was done. The performance of children was assessed through administering achievement test on Language and Mathematics. The following major findings against this objective were summarized:

1. Most of the respondents (EVs) (68.33%) stated that children of special training centres are not regular and more than 55% EVs mentioned about giving of information of irregular children to the HT/SMC. Less than 45% HTs and only about 28% SMC Presidents stated that they have checked the regularity of special training learners. Most of the HTs & SMC Presidents (42.86%) who checked regularity of children have instructed EVs for paying visit to homes of irregular children.
2. A good percentage of respondents (EV)(36.59% %) stated the reason of irregularity of children of special training centres as helping of parents in earning , some stated the reason of children being daily wage, sibling care, seasonal migration to their village for agriculture, festivals etc.
3. A large number of EVs (91.67%) stated that they have conducted home visit of irregular children and most of them conducted home visit within 3 days of absence.
4. A majority of SMC Presidents (61.67%) stated that they have visited special training centres. 20% HTs visited special training centres every day, 11% visited

special training centres once a week, 15% visited once a month and 43.33% visited sometimes. Only 1.67% SMC Presidents visited special training centres everyday, 13% visited once a week, 5% visited once a month and about 41% visited sometimes.

5. The investigator analysed the academic performance/achievement of learner's vis-à-vis score/mark and competency. Findings of the test indicated that highest average score of learners against Mathematic subject which was found in both the classes and lowest average score was found in Language subject particularly in reading part.
6. In Lower Primary(class-III) the number of items correctly responded in Language subject by all students was falling in the range below 30% is 2 whereas in UP it is 5. In Mathematics both LP & UP level the number of items correctly responded by all learners was falling in the range between 61-90% is almost same; 5 & 7 respectively.
7. The trend of performance vis-à-vis percentage of learners correctly responding to all items was found to be in the range of 31 to 90% in both Language & Mathematics whereas for "None", maximum response falls in the range below 30% in both "Language" & "Mathematics". In case of Upper Primary level (class-VI), majority of items which were correctly answered by learners fall in the range of below 30% learners which indicates that performance of learners is better in LP level.
8. All EVs (100%) stated that they have mainstreamed children during last academic year.
9. Most of the EVs (53.33%) stated about conduct of back to school evaluation as per IEP for mainstreaming of children. But there is 10% EVs who have not followed

IEP and RTE and have not mainstreamed children as their learning competencies are not up to the mark.

10. 60% EVs stated that they provide extra support to bridge the learning gaps for mainstreaming of children who are not up to the mark. But there is 30% EVs who have not responded regarding strategy followed for those mainstreamed children who are not up to the mark.
11. A large number of EVs (75%) stated about providing of support to the children after mainstreaming. Some of them provided support in the form of taking extra coaching classes, taking classes in the mainstreamed school, support during vacation time etc.

Summary of highest number of response / highest number of positive response against sub-sections of the objective. 2 is presented below:

Table:5.2
SUB-SECTION WISE POSITIVE HIGHEST RESPONSE OF THE OBJECTIVE NO. 2

Summary of Positive Highest Responses of objective :2									
Learn er	SMC Presid ent	HT	EV	Respondent			Home visit of irregular children	Performance of learners	Mainstreaming of special training learners
				Regular	Inform about irregular children to the HT/SMC	Checking of regularity of children			
-	-	-	31.7	Regular					
-	-	-	56.7	Inform about irregular children to the HT/SMC					
-	28.33	41.7	-	Checking of regularity of children					
-	-		36.6	Reason of irregularity					
-	64.71	100	-	Steps taken for irregular children					
-	-	-	91.7	Conduct of home visit of irregular children					
-	-	-	48.3	Duration of conduct of home visit					
-	61.67	-	-	Visit of Special Training Centres					
-	67.57	43.3	-	Frequency of visit in special training centre					
83.47	-	-	-	Scores in Language-I(Assamese)-Class-III]:					
83.47	-	-	-	Scores in Mathematics-Class-III]					
73.57	-	-	-	Scores in Language-I(Assamese)-Class-VII]					
71.43	-	-	-	Scores in Mathematics-Class-VI]					
79.33	-	-	-	All sub item corrected in Language-I(Assamese)-Class-III]					
89.23	-	-	-	All sub item corrected in Mathematics-Class-III]					
74	-	-	-	All sub item corrected in Language-I(Assamese)-Class-VI]					
65.71	-	-	-	All sub item corrected in Mathematics-Class-VI]					
,	-	-	100	Status of Mainstreaming of children from centre in last academic years					
,	-	-	53.3	Strategy followed for mainstreaming of children					
,		-	60	Steps taken by EV for children who are not upto the mark					
,		-	75	Support after mainstreaming and linkage with neighbourhood school					
,		-	28.3	Kind of support given by EV to the mainstreamed children					

*Blank indicates that item not applicable for particular respondent group.

5.1.3 Effective transaction of academic package of special training as per academic level and duration of special training learner.

The third objective of the present study was to study the effective transaction of academic package of special training as per academic level and duration of special training learner. From the analysis of data in the present study, following findings have emerged:

1. Majority of EVs (75%) have used condensed books for special training learners and remaining have used both condensed and text books. Some HTs stated about use of condensed books for special training learners and some stated about use of text books and more than 30% HTs were found not to be aware of academic package used for special training learners.
2. The present study reveals that condensed books are effective to fill up the learning gaps of special training children. Most of the respondents (EV) (71.67%) were found to be able to explain the difference between condensed and text book.
3. From the analysis, it was found that all EVs have received training/ orientation on use of academic package long back. Most of the EVs (50%) stated about need of training on methodology of special training, 25% require training on mainstreaming strategy, 20% require training on condensed book and 5% did not feel the need of training.
4. Most of the respondents (EV)(53.33%) stated regarding identification of learning gaps through entry level assessment (maintaining formal procedure), some of them (41.67%) conducted through entry level assessment (informal way like asking question, oral interaction etc.) ; but 5% EVs were not aware of process of assessment. Only few HTs(18.33%) were aware of identification of learning gaps

through entry level assessment by EVs and most of them (81.7%) were not aware of assessment of learning gaps by EVs.

Summary of highest number response/highest number of positive response against sub-sections of the objective No. 3 is presented below:

Table:5.3

SUB-SECTION WISE POSITIVE HIGHEST RESPONSE OF THE OBJECTIVE NO. 3

	Sub-Sections	_Respondent	
		EV	HT
Academic package used by EV for special training learners	75	-	
Response of HT regarding use of academic package for special training learners	-	35	
Effectiveness of condensed books to fill up learning gaps as per response of EV	100	-	
Understanding of EV regarding difference between condensed and text book	71.67	-	
Training /orientation received by EV on use of condensed book	100	-	
Type of Training required to address the learning gap of OoSC as per response of EV	50	-	
Process followed by EV for assessment of learning gaps of an OoSC for providing special training	53.33	-	
Response of HTs regarding assessment of learning gaps		18.3	

**Blank indicates that item not applicable for particular respondent group.*

5.1.4 Retention of mainstreamed children in formal school.

Assessment of retention of mainstreamed children in formal school was the fourth objective of the study. Analysis of which revealed the following:

1. Percentage of EVs monitoring the regularity of attendance of mainstreamed children is quite high i.e 51.67% but monitoring the regularity of attendance of

mainstreamed children by SMC Presidents was found quite low. (35%). Again, all HTs were stated about monitoring of regularity of attendance of mainstreamed children.

2. Most of the respondents (EV) (31.67%) stated that they monitored the attendance through home visit, some of them monitored through checking of attendance register and some have monitored through consultation with HT.
3. A large number of respondents (HTs) (65%) stated about taking measures by them for absentee children and most of them (43.33%) have informed parents about absenteeism of their children.
4. Most of the SMC Presidents (63.33%) stated about conduct of visit mainstreamed school.
5. More than 50 % HTs stated that there is drop out of children after mainstreaming from their school; and most of respondents (40%) stated the main reason of drop out as migration from one place to other place.
6. Most of the HTs (68.33%) stated about checking of performance of mainstreamed children as per evaluation record and more than 50% EVs checked through the performance of mainstreamed children as per evaluation record.
7. Only few respondents (HTs)(26.67%) stated that performance of mainstreamed children is good, 60% stated performance as moderate and 13% as bad.
8. Some SMC Presidents (31.67%) stated that they have advised EV to take extra classes and only few (3.57%) have identified learning gaps and invite subject specific teacher of neighbourhood school to teach children to meet up the gaps. A

few respondents (HTs)(38.33%) stated about taking of remedial teaching for low performing learners and majority have stated about not taking any step.

Summary of highest number of response/ highest number of positive response against sub-sections of the objective No. 4 is presented below:

Table:5.4

SUB-SECTION WISE POSITIVE HIGHEST RESPONSE OF THE OBJECTIVE NO. 4

	Sub-Sections											
	Monitoring of regularity of mainstreamed children	Process of monitoring of attendance of mainstreamed children	Measure taken for absentee mainstreamed children	Type of measures taken by HTs for absentee mainstreamed children	Visit of mainstreamed school	Dropped out mainstreaming children	Reason of Drop Out of mainstreamed children as per response of HTs	Checking of academic progress of mainstreamed children	Process of monitoring of performance of mainstreamed children	Performance level of mainstreamed children	Steps taken for non performing children	Conduct of Remedial Teaching for low performing learners by HTs
SMC President	35	-	-	-	63.33	-	-	-	-	-	31.67	-
HT	80	-	65	43	-	52	40	68	55	27	-	38
EV	51.67	28.33	-	-	-	-	-	-	-	-	-	-

**Blank indicates that item not applicable for particular respondent group*

5.2 DISCUSSION

On the basis of the major findings of the study, mentioned above, the investigator appended below discussions:

The first objective of the present study was to assess the status of implementation of Special Training Intervention of Out of School Children under RTE, Act, 2009 in terms of identification of children, age appropriate enrolment, mechanism & process of special training and evaluation of special training learners. Here, the investigator made an attempt to know the status of implementation of special training programme in respect of awareness on identification of Out of School Children (OoSC), RTE & age appropriate enrolment, mechanism and process of special training and evaluation strategy of special training learners. The RTE Act makes it mandatory that every child of the age group of 6 to 14 years has right to receive free and compulsory education till the completion of elementary level. The Section -IV of RTE Act articulates the provision of special training for the children who are above six years of age and have never attended school or attended but dropped out before completing the cycle of elementary education, then such children shall be admitted in a class appropriate to his or her age. Such children would be provided special training for a period of minimum 3 months to maximum 2 years either non residential or residential mode for accelerated learning to be able to admit in the class appropriate to their age. Once an OoSC is identified, he/she should be admitted at age appropriate class and special training should be provided as per need within the stipulated time period for mainstreaming to the age appropriate class in neighbourhood school.

The findings of the present study revealed that out of total sample of 60 SMC Presidents, all have heard of OoSC and most of them were aware of availability of OoSC in their jurisdiction. It may be due to organization of awareness programme time to time, shifting of Special Training Centres into school campus, signing of agreement format of Education Volunteers by SMC President etc. But in the same time, it was observed that more than

50% SMC Presidents were not aware of their responsibility of identification of OoSC which is one of the major responsibilities of SMC. It was also observed that most of the SMC Presidents were not familiar with the types of OoSC and mechanism of identification of Out of school children (OoSC). Only 11% SMC Presidents stated about conducting house to house visit for identification of OoSC and more than 55% did not respond on identification of OoSC. It was also found that majority of SMC Presidents had not reported/discussed the issue of OoSC in the SMC meeting. These differences were seen due to non involvement of all SMC in the process of identification of Out of School children and not performing the responsibility of bringing of OoSC into the fold of elementary education.

The analysis of data in the present study revealed that economic problem, household work, sibling care, involvement in earning activities are major reasons of children remaining out of school. **Porteus et al. (2000)** conducted a study on “Out of school children in South Africa: An analysis of causes in a group of marginalised, urban 7 to 15-year olds”. From the study, it was revealed that poverty with its interrelated social issues has greatest influence on children being out of school. All Children in School by 2015, Global Initiative on out-of-school children, Romania Country Study conducted by United Nations International Children’s Emergency Fund (UNICEF) (2012b) also found that the majority of OoSC previously dropped out from formal education due to barriers that include poverty, geographical access and insufficient parental involvement.

IMRB (2014) study on “National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India” revealed that a higher proportion of ST children are out of school than any other social category. The study also found that maximum children who are out of school have never been enrolled in any school recognised under RTE. This study observed that maximum dropouts in this age group are after class 2. Poverty/economic reason, child not interested in studies, disability or poor health etc.

were found main reasons for being out of school. The present study observed that majority of OoSC belong to minority category and poverty is one of the reasons of children being Out of School.

Ashim et al. [2015] in their study on “Effective Interventions Aimed at Reaching Out-of-School Children, A Literature Review” identified some major barriers of out of school children which include conflict, gender discrimination, child labour, language challenges and “social, institutional and environmental barriers linked to disability. But this study did not reflect these reasons of children remaining out of school.

Jha & Jhingran(2002) in their study on “Elementary Education for the Poorest and other Deprived Groups: The Real challenge of Universalisation” found that the majority of children not attending school regularly are girls and children belonging to marginalized groups, mainly from poor households. The problems related with basic livelihood and securities are real for them with significant impact on their life-situations. Adverse socio-political positioning adds to their marginalization making them more vulnerable. The study also revealed that the universalisation of elementary education cannot be achieved without a fundamental change in the approach and functioning of the schooling system on the one hand, and socio-political empowerment of poor and deprived on the other. **Sakurai (2006)** in his study on “Child Labour and Education” described that a huge number of out-of-school children are child labourers, most of whom work out due to poverty. **Bordhan** [2012] in his study on “Impact of Child Labour Act on the promotion of Universal Primary Education - with special reference to Kamrup Districts” showed that a large percentage of children had never attended school due to their financial constraints, some could not attend school due to lack of interest of parents, absence of nearby school etc. The present study also found that economic problem is one of the main reasons of children being out of school.

Sarkar et al. [2011] in their study on “Sample Survey on Out of School in Assam” found that SC, Tea Garden and General areas, most of the of OoSC (more than 80%) belong to ‘drop-out’ category whereas in case of ST, char and minority areas around 30% of OoSC belong to ‘never enrolled’ category. Absence of UP schools in many areas compels the learners to become drop out. The study revealed that a scheme of incentives and rewards for parents may be remarkable steps to bring back drop out children to the school and also the OoSC into the education arena. The previous study was conducted area wise; but in the present study, the investigator did not make any area wise analysis. This study observed that most of the out of school children (never enrolled and drop out) are mainly from minority category.

All Children in School by 2015. Global Initiative on out-of-school children” of **United Nations International Children’s Emergency Fund (UNICEF) [2012a]** study revealed that an improved monitoring and evaluation system could enhance participation of out-of-school children. The present study also indicated that effective monitoring by HT & SMC is required for smooth implementation of special training intervention to enhance participation of out-of-school children and their retention them in formal education system.

Sharma & Ng Olivia (2014) in their study on “What has worked for Bringing Out-of-school Children with Disabilities into Regular Schools? A Literature Review” observed that economical, socio-cultural and school-related variables that contribute to children being excluded from schooling. **Malakar’s** (2016) study on “Sarva Shiksha Abhijan Mission among the Tea-Tribes of Sivasagar District-An Evaluative Study (2016)” revealed that 90% of the children have been enrolled in school and 10% of the children have not been still enrolled. It was observed from the finding of this study that the parents of these non-enrolled children did not send their children to school as their children had to look after their younger ones. Similar, observation was also made by **Bhuyan** (2010-

2011) in her research study that most of the parents or guardians are not aware about the education of their children. She has also found that engagement in work at home is a hindrance in the way of education of tea tribe community. Thus, like previous studies, the findings of the present study also revealed the same result.

In the present study, it was found that all respondents were aware of implementation of RTE Act in the state. This is due to compulsion of following of RTE by all the schools and issuing of notification by state government for enactment of RTE, Act, 2009. But when asked about the provision under RTE for education of Out of school children, out of 60 sample of HTs, only 25 HTs were found aware of the provision and unfortunately out of 60 sample of SMC Presidents, not a single SMC Presidents was found aware of the provision under RTE for education of Out of school children. This is due to lack of interest on the area of OoSC, lack of proper orientation of stakeholder on OoSC and lack of depth understanding on the provision of RTE, Act.

Sharma (2016) in her study on “Assessment of the Implementation of Right to Education (RTE) Act, 2009 in the Elementary schools of Western U.P” has found that there is a low level of awareness among principals and teachers about the provisions of RTE Act, 2009. Principals have more awareness about RTE Act as compared to teachers. Regarding the year of RTE implementation in their Schools, the government teachers have more awareness in comparison to the private school teachers. **Dey & Beck** (2011) in their study of “Right of Children to Free and Compulsory Education, Act, 2009: Teachers Perception Bilaspur , Chhattisgarh” observed that the young teachers were more aware about the RTE Act, 2009 in comparison to the senior teachers. **Kumar & Sharma** [2011] in their study on “awareness of parents and teachers towards RTE Act, 2009” revealed that there is a significant difference between the means of awareness levels of RTE of teachers and parents. The study found that teachers were significantly more aware than parents. The study showed that most of teachers were moderately aware of RTE

(73.12%). 11% were highly aware and 13% had low awareness. The study also revealed that most of parents were moderately aware of RTE (70%), 14% highly aware and 16% having low awareness. Similarly, result of Murthy [2016] study on “Right to Education Act: Perceived Hurdles and providing awareness to mothers in Mysuru city, Karnataka state, India” revealed that awareness about RTE Act was very less among the participants. Most of the mothers wanted their children to study in private English medium schools through reservation under RTE Act. But in the present study, it is found that all the respondents were aware of/heard about implementation of RTE Act in the state. **Fathima** [2011] in her study on “general awareness of teacher educators regarding some important facts about -Right to Education” revealed that male M.Ed. students have higher awareness about RTE than their counterparts; Management of the M.Ed. College does not affect the awareness of RTE. But present study did not made any comparative analysis on awareness about RTE, Act, 2009. Thus, present study observed only the awareness level of respondents on implementation of the RTE, Act, 2009. The study showed that 100% respondents were aware of/ heard about RTE, Act, 2009.

Bordhan [2012] in his study on “Impact of Child Labour Act on the promotion of Universal Primary Education - with special reference to Kamrup District” showed that a large percentage of children had never attended school due to their financial constraints, some could not attend school due to lack of interest of parents, absence of nearby school etc. It was found that majority of the parents/guardians & employers of child labourers were not aware about the provision of Universal Primary Education. This study also found that economic problem is one of the major reasons of children being out of school. It was also observed under the present study that majority of SMC Presidents were not found to be aware of education provision of OoSC under RTE,Act,2009 though SMC is one of the core stakeholders of implementation of Special Training.

In regard to age appropriate enrolment in neighbourhood school, most of the Education Volunteers & Head Teachers stated about conduct of age appropriate enrolment of special training learners at age appropriate class which is the first and foremost step for arranging special training. Though most of the EVs & HTs confirmed age appropriate enrolment, but during discussion HTs could not produce such supporting documents of age appropriate enrolment in their schools. This may be because of apathy of Education Volunteers and Head Teacher of the neighbourhood school.

After analysis of data, it was seen that there is lack of awareness among Head Teachers and SMC Presidents regarding mechanism and process of special training, duration of special training, evaluation system etc. Since they are the core stakeholders for smooth implementation of Special Training programme and they are responsible for continuation of the said children upto completion of elementary level, they need to be well versed on the intervention. Similarly, after analysis, it was observed that there was lack of proper records of conduct of motivation camp for learners, maintenance of Individualized Education Plan (IEP) for each child, conduct of evaluation as per IEP and maintenance of evaluation records in IEP etc.

The second objective of the present study was to study the status of special training learners especially with reference to attendance, performance & mainstreaming. It was found after the analysis of data that there is a problem of irregular attendance of children in most of the special training centres particularly in non residential centres. This was seen because of helping parents in earning, daily wagger, sibling care, seasonal migration to their village for agriculture, festivals etc. Majority of EVs have conducted home visit of absentee children. It was observed that very few HTs & SMC Presidents check regularity of special training learners though most of them stated about their visit to special training centres. **Chakravarty et al.** [2007] in their study on “Evaluation of the functioning of HTR centres in urban areas with focus on the Coverage of Working Children” showed the

similar observation that student attendance was less and main reason was lack of parents' interest to send their children to centres. Working nature of the children revealed that 36.9% were domestic helpers, 32.6% were rag pickers, 6.8% daily labourer, 5.3% shopkeepers and 5.0% wayside vendors.

In terms of performance of special training learners, it was found from the analysis that academic achievements of most of the children of special training centres was good in Mathematics than in Language. It was also observed that most of the children have faced gaps between home language and medium of instruction. **Chakravarty et al.** [2007] in their study on "Evaluation of the functioning of HTR centres in urban areas with focus on the Coverage of Working Children" also found that most of the children are better in Mathematics than in Language.

Caseley & Ghartey [2007] in their study on "The Leap to Literacy and Life Change in Northern Ghana: An impact assessment of School for Life (SFL)" showed that school for Life approach has great impacted on improvement of school access, retention rates and reduce dropout rates in children across the 12 districts of the country. The study suggested that integration of the School for Life approach into the formal education system can provide means to offer quality education to OoSC. **Kanamugire & Rutakamize** [2008] in their study on "The remedial programme for out-of-school and dropout children in Rwanda" found that the remedial programme has helped in addressing the issue of providing access to OoSC and around one-third of children enrolled in the programme eventually returned to the formal system. The study suggested that elements that have made the remedial programme successful can be replicated in the formal system to improve the education system and increase OoSC's access to education. In the present study also, it was found that 60% EVs have taken initiative for providing extra support (remedial programme) to the children who are not up to the mark to bridge the learning

gaps. It was observed that continuation of this initiative may help to increase access to education of OoSC and their retention in school.

Sud (2010) studied on “Can non-formal education keep working children in school? A case study from Punjab, India” observed that children who attend non-formal schools are significantly more likely to continue studying after transitioning to mainstream schools.

Kalita et al.[2008] in their study on “Coverage and Effectiveness of Residential Bridge Course Centres of Assam in Bringing the Out of School Children including Child Labour to the fold of Elementary Education with Special Reference to the Retention of Mainstreamed Children in Formal Schools found that learners of RBCCs have excelled in co-curricular activities like singing, dancing, quiz competition etc. and most of the RBCC learners showed medium performance. In the present study also it was observed that children of Special Training Centres are very good in co-curricular activities.

Regarding mainstreaming of children, as per response of EVs, that most of them conducted back to school evaluation as per IEP for mainstreaming of children. Some EVs did not respond in this regard. Majority of EVs stated that they provide extra support to bridge the learning gaps for mainstreaming of children who are not up to the mark. A large number EVs also stated about providing support to the mainstreamed children through taking extra classes, providing support during vacation time etc. From the observation, it was found that no such record was maintained by EVs in IEP regarding conduct of back to school evaluation. Differences were also found between views of EVs & HTs regarding providing of extra support among EVs & Head Teachers. These may be because of lack of coordination and ownership after mainstreaming from both ends.

In the present study, the third objective was to study the effective transaction of academic package of special training as per academic level and duration of special training learner. Condensed books are used as academic package for special training and these books are based on standard & subject wise core learning competencies. It was found after the

analysis of data that majority of EVs used condense books for special training learners, only few centres use both condensed and text books. It was observed that only 35% HTs were aware of academic package use for special training learners.

From the analysis, it was found that all EVs have received training/orientation long back and most of the EVs expressed need of training on methodology of special training. Identification of learning gaps through entry level assessment is prerequisite for providing special training to the learners. Most of the EVs stated about conduct of entry level assessment for identification of learning gaps of children. It was found that only few HTs were aware of identification of learning gaps through entry level assessment by EVs. Though majority of EVs stated about conduct of entry level assessment in formal manner, the investigator found that record keeping of entry level assessment at centre level is poor.

Before transaction of academic package, Education Volunteers need to identify the learning gaps of learners. IEP is an effective tool for planning & execution of special training and recording of performance of learners for mainstreaming. Through IEP, Education Volunteers can design standard and class wise plan for effective transaction of academic package of special training to meet up the learning gaps according to the need and duration of learners. Most of the EVs stated about use of IEP for special training learners for planning of transaction of academic package. During observation, it was found that most of the EVs transacted the academic package (condensed books) well and they were found able to be linking the condensed books as per need and duration of special training. They did not raise any issue regarding use of academic package. Hence, as per opinion of EVs and observation , the present study reveals that condense books are effective to fill up the learning gaps of special training children.

In the present study, the fourth objective was to assess the retention of mainstreamed children in formal school. From the analysis of data in the present study, it was found according to the responses of Education Volunteers, Head Teachers & SMC Presidents that they have monitored the regularity of attendance of mainstreamed children. It was found that only few numbers of HTs reported about checking of performance of mainstreamed children. Most of HTs reported that they take measure for absentee children. It was found that there is problem of drop out of children after mainstreaming from their school and reason of such drop out is mainly migration/shifting from one place to other place & involvement in earning work.

Wagle [2012] in his study on “Dropout of Children from schools in Nepal” showed that poverty, low household income, child marriage, child work and labour are major reasons for dropping out of children from schools. **Borbora** et al. [2008] in their study on “Drop out rate in Elementary Schools and reasons thereof” found that the overall dropout rate for class II is the highest among all classes of lower primary stage and in case of upper primary stage the highest dropout class is –VI. The study indicated that engagement in domestic chores, lack of encouragement from parents, engagement in outdoor economic activities, lack of adequate recreational facilities in the school, uninteresting curriculum, rude behaviour of teachers, irregularity in attendance of teachers etc. are some of the reasons of drop out. **Devi** [1983] in her study on “Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-1970)” made similar observed that girls had a higher rate of dropout than boys and boys had a higher rate of stagnation than girls. The study showed that the causes of dropout were due to poverty, frequent transfer, repeated failures and negligence of parents. **Pradhan** (2009) in his study on “Growth and Present Status of Elementary Education in Goa” also found similar observation that out of every 100 children enrolled in Class-I, only some children could reach Class-X and rate of girls dropout is higher than the boys drop out. **Shahidul & Karim** [2015] studied on “Factors Contributing to School Dropout among the Girls: a

Review of Literature”. This study revealed that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. This study recommended for introducing special stipends for female students to improve female education and also making education free for them, availability of trained and qualified female teachers etc. Since, OoSC includes drop out children also, the investigator studied about status of dropout and reasons of dropout of mainstreamed children. In the present study, the investigator did not make any gender wise analysis of reasons of dropout like previous studies. The present study noticed that migration (seasonal migration) is a major factor of dropping out of mainstreamed children from the school. Moreover, the present study observed that most of the parents stay at rented house and due to various reasons they have to shift from one place to another place resulting in dropout of children.

Pertin [2011- 12] conducted “A study on various causes of Dropout in the Elementary School of Roing Block under Dibang valley District- Arunachal Pradesh”. The study observed that the main reasons of school dropout students were early marriage, lack of awareness among the parents, inadequate family income and poverty, illiteracy of the parents, engagement in the household work, family problems, improper communication and improper school environment. **Omeo Kumar Das Institute of Social Change & Development, Guwahati** [2013] conducted a study on “Dropout Students in the Elementary Schools of Assam: A Study of Five Districts”. The study revealed that putting mainstreamed learners in the age appropriate classes did not seem to be working. The study observed that two main reasons for dropping out of school at the elementary level were: required to help in the household works and nobody was there to help in studies at home. Some other school related reasons for dropping out were: dislike for the textbooks, dislike for teachers, dislike for school, no use of studying at school, difficulty arising out of medium of instruction being different from the spoken language at home, because

friends dropped out and so on. Like previous studies, the present study also found that there is drop out of some children after mainstreaming as stated by more than 50% respondents. The present study observed that engagement in earning work is one of the main reasons of drop out of mainstreamed children.

In terms of checking of academic progress of mainstreamed children, it was found according to the views of most of the HTs that they checked academic progress of mainstreamed children regularly. Regarding performance of mainstreamed children, only few HTs stated that the performance of mainstreamed children is good, most of them stated moderate and some stated bad. Only few HTs stated about taking remedial teaching for low performing learners and remaining have not stated about taking of any step. The role of SMC regarding taking step for non performing children was not encouraging.

Subedi & Nepal [2009] in their study on “Enrolment and Retention Strategies in Bhutan” found that the reasons for not attending or not being able to attend school were parents to retain them for domestic tasks or parents did not bother to enrol them, poverty and institutional factors etc. Inability of parents to bear costs, bad peer influence, help parents at home with domestic tasks, early marriages or teenage pregnancy, inadequate facilities especially in primary schools, lack of support from parents etc. were also found the main reason for dropping school in the study. Some similar challenging factors like poverty, involvement in domestic work etc. were observed in the present study also which are found to be responsible for low retention of mainstreamed children. **Ashley [2005]** in his study on “From margins to mainstream: Private school outreach inclusion processes for out-of-school children in India” showed that inclusion of OoSC from outreach programmes, the structure and ethos of the formal school should meet the basic needs common to all students. The study also revealed that additional support structures or changing structures within the formal school may help in increase of retention rates of OoSC by generating an atmosphere of an inclusive school. **Kalita et al.[2007]** conducted

a study on “Evaluation of functioning of AIE centres with focus on the retention of mainstreamed children in the formal schools”. The finding of the study showed that overage, work at home or outside and economic hardships are main reason of drop out. Retention level of mainstreamed children is very good. But the observation in the present study has not revealed similar findings. In the present study, it was observed that retention of children in mainstreaming school is not good. More than 50% HTs reported regarding drop out of children after mainstreaming from their school.

Hussain [2008] conducted a study on “Status of mainstreamed children in formal schools from Jyoti Kendras (HTR centres) in Guwahati city”. The study found that attendance of mainstreamed children in formal schools is less. Some of the reasons of irregularity of mainstreamed children are engagement, attitude of parents, attitude of teachers etc. The academic performance of mainstreamed children is found to be average in class I-III and in class IV it is at par with the regular students. The performance of mainstreamed children in co-curricular activities is better than that of regular students. The present study also revealed the similar findings.

Bhagawati [2009] has conducted a study on “A study of universalisation of primary education of Guwahati city under Kamrup District, Assam with special reference to Enrolment and Retention during last five years (2004-2008)”. The study showed that the enrolment of the girls in each class is less in comparison to the boys during the period 2004-2008. Drop out of students showed a great variation. But present study has not made any comparison among boys & girls. The present study also revealed that all mainstreamed children are not retained in school and some children are dropped out from school.

Bharali [2010] in his study on “Sanjogi Siksha in Tea Garden- A Study in Kaliabor Block, Nagaon with special reference to Sonari and Kaliabor Tea Garden from 2006 to

2009”, Govt., Sikshan Mahavidyalaya, Nagaon revealed that even after mainstreaming through Sanjogi Kendra, some children were dropping out from formal system thus defeating the very purpose of the Sanjogi Kendra. The present study also observed similar nature of problem of dropping out of mainstreamed children from special training centres.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

To bring all Out of School Children into the fold of Elementary Education & to ensure their retention till the completion of elementary cycle , there is an urgent need of stern implementation of special training provision under RTE, Act, 2009. Government, Local Authorities, SMC & other stakeholders like officials of Sarba Siksha Mission, Teachers, Parents, Education Volunteers etc. should take leading role in this regard. In the present study, the investigator tried to find out some educational implications which may contribute towards better planning and execution of Special Training intervention in the state.

Following are the main educational implications of this study:

1. One of the main components for implementation of Special Training is identification of Out of School children (OoSC) in the habitations of the neighbourhood school. As per RTE Act, 2009 SMC is mainly responsible for identification of Out of School children as well as arrangement for conducting special training for these children. Though the state has taken various steps for active involvement of SMC, the findings of the study showed that most of the SMCs are not aware of educational provision for OoSC under the RTE Act, their responsibility for identification of OoSC. They are not involved in identification process of OoSC. Hence, the findings of the present study will help the government to take effective measures for ensuring active involvement of SMCs in Special Training Intervention.

2. RTE Act, 2009 mandates that children who are indentified for Special Training should be enrolled at Age Appropriate classes at neighbourhood school prior to arranging special training for them. As per the Act, without enrolling at age appropriate class, special training should not be organized. But, the present study revealed that children of some special training centres are yet to be enrolled at age appropriate class at neighbourhood schools. Present study also observed that EVs, HTs & SMC Presidents had different views regarding age appropriate enrolment. Therefore, the present study may help to ensure age appropriate enrolment of all children of Special Training Centres in neighbourhood schools.
3. It is essential to design specific strategy/mechanism for implementation of Special Training Intervention of Out of school Children. RTE Act, 2009 states that the duration of special training should be minimum 3months to maximum 2 years. Within that period, child wise need specific special training is to be designed to meet up the learning gaps. Hence, EVs, HTs & SMCs should know the detailed mechanism & process of special training. But, the finding & observation of the present study revealed that there is gap of understanding on the term 'special training', fixing of duration of special training as per need of the child, conduct of motivation camp, transaction of IEP etc. among some EVs, HTs & SMC Presidents. So, the findings of the present study will help the government to design proper strategy/mechanism for effective implementation of Special Training in the line of RTE Act, 2009.
4. Four types of evaluation viz Activity based, lesson based, grade based and Back to school evaluation are specified in IEP of Special Training Intervention. Though most of the EVs stated that they have conducted evaluation as per IEP but it was observed in the present study that most of the special training centres

conduct evaluation in the line of formal school system. Since, achievement of learning competencies within the stipulated time period is very essential for mainstreaming of children of Special Training Intervention; findings of the present study will be helpful for ensuring conduct of evaluation as per IEP or framing new guideline for evaluation of special training learners.

5. In the present study, it was found that most of the children of special training centres are not regular. The reasons of irregularity of children of special training centres were found to be mainly helping parents in earning, children being daily wage, sibling care, seasonal migration to their village for agriculture, festivals etc. So, the findings of the study will help the government to think in the line of some more specific steps to improve attendance of children.
6. Findings of the test indicated that highest average score of learners against Mathematic subject which was found in both the classes and lowest average score was found in Language subject particularly in reading part. It was also observed that overall performance of children in both the classes was not satisfactory level. Based on the findings of the present study, step may be taken for assessment of children performance on a large scale and depending upon the performance, adequate and effective measures may be taken for improvement.
7. It was observed that some EVs have not followed appropriate strategy for mainstreaming of children. Though as per RTE Act, 2009 children of special training centres can be mainstreamed after meet up of learning gaps at any time as per stipulated period but majority of EVs have generally mainstreamed children after annual evaluation only. The present study will also help the government to take appropriate strategy for mainstreaming of children of special training.

8. Condensed books are used as academic package for special training learners and almost all EVS stated that they found Condensed books effective to fill up the learning gaps of special training children. But in the present study, it was observed that there was gap regarding transaction of academic package as per need of children. Most of the EVs did not plan for transaction of academic package as per IEP. The analysis of the present study will help to think about effective transaction of academic package as per need of children and need for analysis of use of academic package.

9. Conduct of entry level assessment for identification of learning gaps of children and planning and execution of special training as per IEP is an important aspect of special training intervention. Majority of the respondents stated that they have conducted entry level assessment for identification of learning gaps and Planned & executed Special Training as per IEP. Though majority of the EVs stated about conduct of entry level assessment yet record keeping status of the same presents a different picture. Again, gaps were observed regarding planning and execution of special training as per IEP. Hence, present study will help to take special steps for proper conduct of entry level assessment, maintain record of the assessment and planning and execution of special training as per IEP.

Mainstreaming at age appropriate class in neighbourhood school is the main purpose of special training intervention under RTE Act, 2009. As such, it is essential to ensure that all mainstreamed children are retained at mainstreamed school till the completion of elementary cycle. But in the present study, it has been observed that all mainstreamed children are not retained and complete the cycle of elementary education and they dropout from the school before completing the elementary cycle. The findings of the present study revealed that

there is need of thinking in the line of chalking out strategy for reducing drop out and improving retention of mainstreaming children.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Research studies on special training of Out of School Children under RTE Act,2009 are not available in Assam. Moreover, studies on the area of Out of School Children are also limited in the state. Special Training is an important intervention of RTE, Act, 2009. For ensuring free & compulsory education by all children of the age group of 6 to 14 years, it is essential to bring all OoSC into the fold of elementary education and provide special training to them in effective manner. Keeping in view, following suggestions are offered by the investigator for further research-

1. The geographical area of the present study is only Kamrup (Metro). The study may be expanded to some other districts of Assam, which will give a comparative picture on effectiveness of the programme.
2. In the present study, no gender wise, areas wise (urban & rural) & caste wise analysis was done. The same study may be carried out gender wise, areas wise (urban & rural) & caste wise.
3. Studies can be undertaken to study the facilities provided to the children of special training intervention.
4. Further research can also be undertaken on the area of retention of mainstreamed learners.

5.5 CONCLUSION

In this study, the investigator has made an attempt to study the effectiveness of Special Training Intervention of Out of School Children with special reference to the provision of RTE, Act, 2009 - a study in Kamrup (M) district, SSA, Assam. For the study, the investigator selected 60 special training centres, 60 neighbourhood school, 60 presidents of SMC and 220 children. The investigator collected the relevant data personally from the target sample with the help of self structured tools prepared for the purpose. The data have been analysed methodologically and findings were arrived at after analysis of the data. Based on the findings of the study, the investigator has drawn some conclusions.

Sarba Siksha abhiyan Mission since its inception has taken different initiatives through various short term and long interventions for bringing out of school children into the fold of elementary education. Since execution of the RTE also, the state is implementing Special Training intervention for mainstreaming of OoSC into the fold of elementary education. State has also taken various steps including mass awareness programme for identification and enrolment of OoSC. In spite of the various initiatives, there is OoSC and drop out which was revealed as per opinion of more than 50% respondent. Though SMC is the main stakeholder as per RTE for identification of OoSC and arrangement of special training, but present study revealed that a good number of respondents were not aware of their responsibility of identification of OoSC. The study also revealed that there is lack of proper understanding on the term of OoSC & Special Training, mechanism of identification of OoSC, education provision for OoSC under RTE, duration of special training among some respondents. It was observed that the issue of OoSC is not discussed in the SMC meeting as only 43.33% respondents stated that they have reported the issue of OoSC in SMC meeting.

Though it is mandatory as per RTE to conduct age appropriate enrolment of Out of School children at neighbourhood, in the present study, it was observed that some centres & schools have not conducted age appropriate enrolment till now. Even, some schools were not able to produce supporting documents of age appropriate enrolment. Moreover, only few SMC Presidents were found aware of age appropriate enrolment. Majority of respondents viewed that they have maintained IEP and conducted evaluation as per IEP. It was observed that there were different views among HTs, EVs & SMC Presidents regarding conduct of evaluation as per IEP, conducting motivation camp, receipt of support from SMC, sharing of evaluation record of evaluation etc. Most of the respondents stated that the duration of minimum 3 months to maximum 2 years of special training is not sufficient for providing special training particularly for older age group and never enrolled children. Gap between home language and medium of instruction, transactional challenge for coverage of course, irregular attendance of students affecting smooth delivery of TLP, difficulty in defining period as per special training period, addressing the learning gaps of never enrolled and drop out children of the same class, streamline of regular and irregular children were found to be the major challenges by EVs in respect of multilingual and diverse situation of the classroom. Hence, it can be concluded that though state has taking various initiatives, still there is gap/challenge in smooth implementation of the special training programme. But one capital aspect was observed in the study that all respondents were found to be aware of implementation of RTE Act.

The RTE Act not only stresses on speak on universal enrolment of children, but also stress on completion of elementary cycle by each child. But in the present study, it was found that there is a problem of irregular attendance of children resulting in drop out of children from special training centres as well as school after mainstreaming. A positive aspect was observed that majority of EVs have conducted home visit of

absentee children. In case of performance of special training learners, it was found that the academic performance of children is of moderate level and academic achievement of most of the children was good in Mathematics than in Language. The mainstreaming support given by EVs is not found satisfactory level though most of the respondents stated that they have provided mainstreaming support. Thus, it can be concluded that there is need to take more initiative for regular attendance of children, improve in performance of children as well as for providing mainstreaming support.

Regarding retention of mainstreamed children in formal school, a few observations have been made by the researcher in the present study. The investigators studied the status of mainstreamed children of last three years (2015, 2016 & 2017) and observed that out of total 2160 mainstreamed children, 368 children were dropout (17.03%) from the school. This finding revealed that all children are not retained in the school after mainstreaming from the special training centres. The main reason of drop out was migration from one place to other place & involvement in earning work as per opinion of HTs. In the present study, it was observed that about 20 % HTs and 65% SMC Presidents have not monitored the regularity of attendance of mainstreamed children. Again, 35% HTs have not taken any measure for checking of absentee children. . Thus, regarding retention of mainstreamed children, it can be concluded that there is lack of proper system for monitoring of retention of children. The HTs role is not found to be effective in this aspect

Of course, we all know that RTE has mandated that every child of the age group of 6 to 14 years has the right to receive free and compulsory education till the period of completion of eight years cycle of elementary education. Further, RTE has mandated that the children who have not attended the school or dropped out before completion of elementary education have right to receive free and compulsory education and such children should be provided special training as per age and need to meet up the

learning gap so that they may be at par with other children of the regular school after mainstreaming. Hence, no one should be deprived from receiving elementary education as it is a fundamental right of each child of the said age group. This study reveals that more effort is required from all concerned for smooth implementation of special training intervention of out of school children and ensuring their right to receive free and compulsory education. EVs, HTs of neighborhood school and SMC needs to be taken more initiative and should have in depth understanding on educational provision made by RTE for out of school children. Moreover, equal opportunity and emphasis is required for this section of children like other school going children. Policy decision may be required in connection with duration of mainstreaming, strategy of special training, tracking of children after mainstreaming, monitoring etc.