

TITLE:

EFFECTIVENESS OF SPECIAL TRAINING INTERVENTION OF OUT OF SCHOOL CHILDREN WITH SPECIAL REFERENCE TO THE PROVISION OF RTE ACT, 2009 - A STUDY IN KAMRUP (METRO) DISTRICT, ASSAM.

Appendix-A

INTERVIEW SCHEDULE FOR EDUCATION VOLUNTEER (EV)

(To be filled up by the investigator)

General

1. Name of the centre:
2. Address :
 - Block :
 - Cluster:
 - Neighbourhood School (where children are enrolled at age appropriate classes):
 - LP (with DISE code):
 - UP(with DISE code):
3. Name of Mainstreamed School:
 - LP (with DISE code):
 - UP(with DISE code):
 - Hs/HSS(with DISE code):
4. Year of Opening of Centre:
5. Year of reconceptualisation of centre as Special Training Centre:
6. Name of Respondent:
7. Year of Services:

PART-A: RTE & Age Appropriate Enrolment .

8. Have you know about RTE, Act, 2009
 - Yes
 - No
9. If yes, what does the RTE Act say regarding education of OoSC?
 - Arrange formal education.
 - Arrange special training after enrolment in neighbourhood school at age appropriate class.
 - Not aware
10. Have you enrolled the children in the neighbourhood school at age appropriate class for providing special training?
 - Yes
 - No

PART:B Mechanism and Process of Special Training :

11. What is Special Training?

- Special support to not enrolled and drop out children and to meet up the learning gap to cope up with learning environment within a stipulated time period
- Remedial teaching/extra support
- Not aware

12. What is the duration of special training

- 1year to 5 years Minimum
- 3months to 2years
- Not aware about duration

13. Is the period of maximum two years for providing special training sufficient?

Yes No

14. If no, why?

- Not possible practically for older age group and never enrolled children
- All learning gap can't meet up within the said stipulated time period
- No comments

15. What steps taken immediately after enrolment of an OoSC at age appropriate classes for providing special training?

- Induct immediately in condense course
- Motivation camp through readiness package for children
- No response

16. How you assess the gap of an OoSC for providing special training?

- Through entry level assessment (maintaining formal procedure)
- Through entry level assessment (informal)
- Not aware

17. Have you fixed duration/period within 3 to 24 months, to cover more than one class?

Yes No

18. Do you have Individualised EducationPlan (IEP) for each child for providing special training?

Yes No

19. Do you think, IEP is essential for special training learners?

Yes

No

20. If yes, why?

- To provide special training within the stipulated time and to meet up the gaps of core competencies within a short period.
- Maintain record of child
- No comments

21. What academic package is used for special training learners?

- Condense Book
- Text Books of regular school
- Both

22. What is the difference between condense and text books?

- Condense and text books are same and both are used for special training learners.
- Condense books are major competency based for achieving the learning gaps within a stipulated time. Text Book includes detail information of the subject for a particular class for a year.
- Not able to explain.

23. When you have received any training/orientation on use of condense books?

- Long back
- Not found
- Every Year
- Some times

24. What type of training you need to address the learning gap among OoSC ?

- Training on condensed book
- Training on methodology of special training
- Training on mainstreaming strategy
- No training requires.

25. What challenges you are facing with regards to multilingual and diverse situation of the classroom.

- Gap between Home language and medium of instruction
- Transactional challenge for coverage of course for EV
- Irregular attendance of students affect in smooth delivery of TLP.
- Difficulty in defining period as per special training
- Addressing the learning gap of never enrolled and drop out children of the same class

- Streamline of regular and irregular children

26. Have you found condense books are effective to fill up the learning gaps within the stipulated time period?

Yes No

27. Have SMC provided support in your centre?

Yes No

28. If yes, what support has been provided by SMC?

- Arrangement of venue for conduct of special training
- Bring new children to the centre
- Provide academic support to the children
- Provide materials to the children
- Monitoring
- No support given

PART- C : Evaluation:

29. Have you conducted any evaluation for special training learners?

Yes No

30. If yes, what type of evaluation is followed for special training learners?

- Conduct 4 types evaluation viz Activity based, lesson based, grade based and Back to school evaluation
- Annual Evaluation
- Class wise evaluation
- No response

31. Has evaluation been conducted as per IEP?

Yes No

32. If yes, have you maintained records of evaluation in IEP?

Yes No

33. Have you shared the evaluation records with SMC

Yes No

34. Have you shared the evaluation records with parents?

Yes No

35. Have you conducted evaluation in consultation with HT of neighborhood school where children are enrolled?

Yes

No

PART-D: Attendance

36. Have all children attended the centre regularly?

Yes

No

37. If no, what is the reason of low attendance ?

- Helping parents in their earning work
- Work as daily wager
- Sibling care
- Seasonal migration to village for agriculture, festivals etc.

38. Have you paid visit to home of absentee children?

Yes

No

39. If yes, after how many days of absence of child do you pay home vist?

- Within 3 days
- Within 7 days
- Within 1 months
- More than 1 months

40. Have you informed any matter related to absence of special training learners to the SMC/Head Teacher of the neighbourhood school?

Yes

No

PART-E: Mainstreaming:

41. Have you mainstreamed any children in the last academic years?

Yes

No

42. What strategy do you follow for mainstreaming?

- Conduct Back to school evaluation as per IEP for mainstreaming of eligible children every year.
- Mainstream those who have completed 2 years period
- Mainstream those who have acquired learning competencies

43. What mechanism have you followed for those who are not upto the mark for mainstreaming but need to be mainstreamed as per IEP and as per provision of RTE?

- Provide extra support to bridge the gaps
- Do not follow IEP and RTE and do not mainstream because their learning competencies are not upto the mark

- No comments

44. Have you reported the data of Mainstream children to the higher authority/ any other important platform?

Yes

No

PART-F: Support after mainstreaming and linkage with neighbourhood school:

45. Have you provided any support to the mainstreamed children?

Yes

No

46. If yes, what kind of support have you provided?

- Take extra coaching classes for them
- Take classes in the mainstreamed school
- Provide support during vacation time
- Others

47. Do you monitor regularity of attendance of mainstreamed children?

Yes

No

48. If yes, how it is monitored?

- Through attendance Register
- Home visit
- Discuss with HT
- No comments

INTERVIEW SCHEDULE FOR HT

(To be filled up by the investigator)

General:

1. Name of the School & DISE Code:
2. Name of Block :
3. Year of Establishment of school :
4. Year of Special Training Centre running in the campus/adjust cent to the school:
5. Name of Respondent:
6. Year of Services:

PART-A: RTE & Age appropriate enrolment.

7. Have you heard about RTE, Act, 2009 ?
Yes No

49. If yes, what does the RTE Act say regarding education of OoSC?
 - Arrange formal education.
 - Arrange special training after enrolment in neighbourhood school at age appropriate class.
 - Not aware

8. Have you enrolled the children of special training centre in your school at age appropriate class for providing special training?
Yes No

PART-B: Mechanism and process of Special Training:

9. What is Special Training?
 - Special support to not enrolled and drop out children and to meet up the learning gap to cope up with learning environment within a stipulated time period
 - Remedial teaching/extra support
 - Not aware

10. What is the duration of special training
 - Minimum 3months to 2years
 - 1year to 5 years
 - Not aware

11. Have EVs of special training centre assessed the gap of aOoSC for providing special training?

Yes

No

12. How EV assess the learning gaps of children?

- Through entry level assessment (maintaining formal procedure)
- Through entry level assessment (informal)
- Not aware

13. Do you heard about Individualized EducationPlan (IEP) of special training?

Yes

No

14. Do you find any training /orientation on special training?

Yes

No

15. If yes, when?

- Long back
- Not found
- Every Year

16. What academic package is used for special training learners by EV of Special training centre?

- Condense course
- Text Books of regular school
- Both
- Not aware

17. Have SMC provided support to the special training centre?

Yes

No

18. If yes, what support has been provided by SMC?

- Arrangement of venue for conduct of special training
- Bring new children to the centre
- Provide academic support to the children
- Provide materials to the children
- Monitoring
- No support given

PART-C: Evaluation:

19. Are you aware on evaluation procedure of special training learners?

Yes

No

20. If yes, what type of evaluation is followed for special training learners?
- Conduct 4 types evaluation viz Activity based, lesson based, grade based and Back to school evaluation
 - Annual Evaluation
 - Class wise evaluation
 - No evaluation conducted
21. Have EV conducted evaluation in consultation with you?
- Yes No
22. Have EV share the evaluation records with you?
- Yes No
23. Have EV share the evaluation records with parents?
- Yes No

PART-D: Monitoring and necessary support:

24. How frequently you have visited special training centre?
- Everyday
 - Once a week
 - Once a monthly
 - During evaluation time
 - Some times
25. Do you check regularity of children in centre?
- Yes No
26. If a child is found to be irregular, what steps do you taken for this?
- Instruct EV to visit home of the children
 - Organizing parent meeting and SMC meeting and raise the issue
 - others
27. Do you monitor the performance of children of special training centre?
- Yes No
28. If yes, how do you monitor?
- Through checking of evaluation records
 - Conducting test/ asking question in the class
 - Sharing with EVs
 - Others

PART:E Retention of Mainstreamed Children:

29. Are there any mainstreamed children in your schools?

Yes

No

30. Do you monitor regularity of attendance of mainstreamed children?

Yes

No

31. Do you take any special measure for absentee learners

Yes

No

32. If yes how?

- Inform their parent
- Discussed the matter in monthly meeting of parent
- Raise the issue in SMC meeting
- No comment

33. Is there any mainstreamed children drop out from your school?

Yes

NO

34. If yes, please mention year wise, class wise status of mainstreamed children and reason of drop out .

Year	No. of children mainstreamed	Number of mainstreamed children dropout	Reason of Dropout of mainstreamed children.
2015			
2016			
2017			

35. Do you check the academic progress of mainstreamed children?

Yes

No

36. If yes, what is the achievement level of mainstreamed children?

Good

Moderate

Bad

37. Is any remedial teaching conducted for mainstreamed learner who have found below satisfactory level in their academic performance

Yes

No

Total Teachers of the School:

Signature of Head Teacher

Total Students of the School:

INTERVIEW SCHEDULE FOR SMC PRESIDENT

(To be filled up by the investigator)

The investigator asks the following questions to the respondents and responses have been recorded against each item as mentioned in the below interview schedule.

General:

1. Name of Respondent:
2. Designation:
3. Gender: Male : Female:
4. Period /year of membership in SMC:

PART-A: Identification, RTE & Special Training

5. Have you heard about Out of School Children (OoSC)?
Yes No
6. If yes, what do you understand the term of OoSC?
 - Never been enrolled or not completed schooling
 - Sometimes attend the school
 - Not regularly attend the school but appear in the examinations/tests.
 - Not able to explain
7. Do you have any OoSC in your jurisdiction?
Yes No
8. As a SMC member, you are the key person for identification OoSC, have you aware on it?
Yes No
9. Have you involved in identification process of OoSC ?
Yes No
10. What mechanism is generally followed for identification of OoSC in your jurisdiction?
 - Use of school records

- Panchayat records,
- Household survey
- Report given by Education Volunteers

Have you presented/ reported the identified OoSC in SMC meeting to make it transparent?

Yes

No

11. What is the main problem of not going to school by such children, as a member of SMC you found in your area?

- Economic problem
- Helping in household work
- Sibling care
- Early marriage
- Involve in earning activities

12. Have you heard about RTE, Act, 2009

Yes

No

13. If yes, what does the RTE Act say regarding education of OoSC?

- Arrange formal education.
- Arrange special training after enrolment in neighbourhood school at age appropriate class.
- Not aware

14. Have children of special training centre enrolled in the neighbourhood school in your jurisdiction at age appropriate class?

Yes

No

Not aware

15. What support you have provided for education of OoSC?

- Arrangement of venue for conduct of special training
- Bring new children to the centre
- Provide academic support to the children
- Provide materials to the children
- Monitoring
- No support given

PART-B: Monitoring and necessary support:

16. Have you visited any special training centre in your district
Yes No
17. How frequently do you visit the centre?
▪ Everyday
▪ Once a weekly
▪ Once a monthly
▪ During evaluation time or when invite
▪ Sometimes
18. Do you check regularity of children in centre?
Yes No
19. If a child is found to be irregular, what steps do you taken for this?
▪ Instruct EV to conduct home visit to know the reason and take initiative to come to the child
▪ Organizing parent meeting and raise the issue
▪ others
20. Do you monitor the performance of children?
Yes No
21. Do you take any step if a child does not perform well?
Yes No
22. If yes, what steps are taken?
▪ Advice EV to take extra classes
▪ Identify gaps and invite subject specific teacher of neighbourhood school to teach children to meet up the gaps
▪ Ask parents to take special care
▪ No step taken

PART- C: linkage with regular school before mainstreaming and after mainstreaming:

23. Have you visited any mainstreamed school in your area?
Yes NO
24. Have you checked whether the mainstreamed children regularly attend school or not?
Yes No

25. If not come regularly what initiative you have taken?

- Inform their parent
- Discussed the matter in monthly meeting of parent
- Raise the issue in SMC meeting
- No comment

Signature of SMC President

OBSERVATION SCHEDULE

ELEMENTS: Overall classroom functioning, environment, participation of students, age appropriate enrolment and teaching, TLP, Attendance of learners, evaluation process of special training, use and maintain of IEP, use and transaction of academic package, mainstreaming & retention of children.

Name of STC/Neighbourhood School:

Name of EV/HT:

All: 100%, Most: Above: 50%, Few: Below 50% & None: Zero

Sl. no.	Elements to be observed	All	Most	Few	None
1	School maintain records of age appropriate enrolment of children				
2	Monitoring of attendance of special training learners & mainstreamed learners by Education Volunteer, Head Teacher & SMC President				
3	Evaluation of special training learners conducted as per IEP				
4	Education Volunteers maintain records of evaluation in IEP				
5	HTs are aware of evaluation system of Special Training				
6	Education Volunteer identifies learning gaps of learners through entry level assessment				
7	Education Volunteer maintains record of entry level assessment				
8	Education Volunteer provides academic support as per learning gaps of children within specific period				

Sl. no.	Elements to be observed	All	Most	Few	None
9	Education Volunteers use IEP for planning and execution of Special training for each learner				
10	Education Volunteers use and transact academic package as per IEP				
11	Education Volunteers link the condensed books as per need and duration of special training learners				
12	Education Volunteers properly fill up records of children in IEP				
13	Education Volunteers provides scope for active participation of learners				
14	Mainstream children are retained till completion of elementary cycle.				
15	Education Volunteers use MGML method in classroom teaching				
16	Education Volunteers use Need based TLM in classroom teaching				
17	Education Volunteer check/keep track of progress of learners				