

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009:

AN EXPLORATORY STUDY

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ABSTRACT

The major objective of this study was to find out the status of implementation of RTE Act, 2009 in States and Union Territories of India. For this purpose, a questionnaire was prepared, and administered in all the 29 States and 5 UTs of India. The information was obtained from the State Project Directors (SPDs) of the respective States / UTs about the steps taken for the implementation of the RTE Act. The responses were obtained from 24 States (Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal) and 4 UTs (A & N Islands, Chandigarh, Daman & Diu, Lakshadweep, excluding Dadra and Nagar Haveli). Five States viz. Arunachal Pradesh, Bihar, Nagaland, Maharashtra and Puducherry and one UT i.e. Dadra & Nagar Haveli did not provide any response.

Keywords: *Right to Education, School Management, Anganwadis, State Advisory Council (SAC), shiksha mitras, Teachers' Eligibility Test (TET), Right to Education Protection Authority (REPA), Pupil Teacher Ratio (PTR), RTE Act*

INTRODUCTION

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) has envisaged free and compulsory education to all children of the age of six to fourteen years, till completion of elementary stage, in a neighbourhood school. The RTE Act has provisions for every child who is above six years of age and has not yet been admitted to any school or could not complete his/ her elementary education due to any reason to be admitted in a class appropriate to his or her age. In order to be at par with other children of the class, the child has a right to receive special training or additional instructions. There is an important concern over implementation of RTE Act in the school system with reference to special training or instructions, its modalities and execution. The States/UTs are expected to respond to the situation arising out of the implementation of RTE Act. The States/ UTs are also required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out-of-school children admitted to age appropriate classes, and preparation of relevant teaching learning materials. The various important provisions in the RTE Act are:

- Right of disabled child to receive free and compulsory education in a neighbourhood school,
- Completion of elementary education even after fourteen years of age,
- Right of child to seek transfer to any other school,
- Prohibition of holding back and expulsion of child,

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- No child is denied admission because of lack of proof of age,
- Formulating standards and norms for school management committees,
- Qualification, terms and conditions of services of teachers,
- Filling of vacancies of teachers,
- Pre-school education (States/UTs may provide for this),
- Duties of teachers, and redressal of their grievances,
- Duties of parents/guardians,
- Prohibition of deployment of teachers for non-educational purposes,
- Maintaining pupil teacher ratio as specified,
- Prohibition of capitation fee and screening procedures,
- Prohibition of physical punishment and mental harassment,
- Norms and standards for schools,
- Preparation of school development plan,
- Laying down the curriculum and evaluation procedures,
- Monitoring child's rights to education, and
- Constitution of State Advisory Council, among other aspects.

The present study has been designed with an objective to know the status of implementation of various provisions of RTE Act in States/ UTs, and also their concerns and problems to implement the same. As the RTE Act has been implemented from April 2010, the States/UTs need to take up lot of preparatory activities in this regard. The study would explore what steps they have been able to take so far and what further is needed to be done. It would be important to assess the level of preparedness of States/UTs to be able to take effective steps for the implementation of RTE Act at various levels. It would also be important to know how far they are ready to take steps forward in regard to the implementation of RTE Act. The readiness of States/UTs would mean awareness of various stakeholders to take advantage of the RTE Act. The present study is, therefore, exploratory in nature, and initiated with an objective to find out the status of provisions of RTE Act and implementation thereof in the 34 States/UTs (except Jammu and Kashmir).

Materials and Methods

It is proposed to approach the Secretaries (Elementary Education)/State Project Directors (SSA Mission) of 34 States/UTs (except Jammu & Kashmir) for collection of information/ data on the initiatives taken or being taken on the various provisions of RTE Act to ensure the child's right to education. A questionnaire was developed by the Department of Elementary Education (DEE), NCERT to seek information from the States/UTs about the steps taken so far to implement provisions of RTE Act including availability of training materials, and its suitability in the context of RTE Act. The questionnaire includes data items for assessing the status of implementation of RTE Act, 2009 in the States/ UTs as listed below.

1. Whether RTE has been implemented in different categories of schools?
2. Whether model rules for RTE have been framed, and if framed whether it has been approved?
3. What strategic plan has been prepared for providing free and compulsory elementary education in the State with regard to age appropriate admission of children, availability of neighbourhood schools, and provision for child belonging to weaker section/ marginalized and disadvantaged sections of the society.
4. Whether curriculum/syllabi have been reviewed in conformity with constitutional values.

5. Whether curriculum/ syllabi have been reviewed in the light of all-round development of the child, building up child's knowledge, potentiality and talent, and development of physical and mental abilities to the fullest extent.
6. What steps have been taken to create awareness about RTE among teachers, parents and community?
7. What necessary arrangements are being made for providing free pre-school education to children below six years?
8. What steps have been taken in teaching learning process in the classroom to ensure learning through activities, discovery and exploration in a child centred and child friendly manner, comprehensive and continuous evaluation (CCE)/ assessment of ability to understand and apply knowledge, making child free from fear, trauma and anxiety, providing opportunity to the child to express freely, and that no child shall be subjected to physical punishment or mental harassment?
9. What special measures have been initiated for creating child friendly learning environment in classrooms?
10. Are there any training package/ module being developed for capacity building of teachers keeping in view the admission of out-of-school children in their age appropriate grade? If yes, details thereof.
11. What plan has been made to identify children who are out of school?
12. Whether any package of teaching-learning material or Bridge Course material has been prepared for special training for out-of-school children (non-enrolled or drop-outs)? If yes, details thereof.
13. What special training has been planned for the children who have been directly admitted to class appropriate to his/ her age?
14. Whether School Management Committees have been formed? If yes, details thereof.
15. Whether any initiative has been taken for preparing school development plan? If yes, details thereof.
16. What major interventions have been initiated since inception of RTE, especially for children with special needs?
17. What special arrangement has been made to accommodate children of transfer cases?
18. What steps have been take to recruit teachers as per RTE norms?
19. What steps have been taken to train untrained in service teachers?
20. What steps have been planned to redress the grievances of teachers?
21. Have you formed any State Advisory Council for proper implementation of RTE? If yes, details thereof.
22. What steps have been taken for monitoring of child's right to education by State Commission for Protection of Child's Right?
23. What steps are being taken by your state to meet the requirement of PTR 1:30?
24. What steps have been taken for rationalization of teachers' posts?
25. Whether any guidelines and/ or action points have been prepared for ensuring 25% admission in neighbourhood schools from the weaker and marginalized sections of the society?
26. Any other important issue/ information related to the RTE Act, 2009.

The quantitative and qualitative data obtained from the above listed items of interest for assessing the status of implementation of RTE Act 2009 in the States/ UTs shall be subjected to the mixed analysis (qualitative and quantitative) for drawing objective based question-wise findings using simple statistical analysis approach.

Major Findings

The historic move for universalisation of Elementary Education (UEE) has resulted in development of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) adopted by Government of India on 27th August, 2009 (The Gazette of India 2009). The major thrust of this Act is to provide free and compulsory education to all children of the age-group of 6-14 years. As per the provisions all the States and Union Territories (UTs) in the Union of India have to mandatorily implement this Act w.e.f. 1st April, 2010. Therefore, this exploratory study of the implementation of RTE Act, 2009 in States / UTs was undertaken with the sole objective of finding the status of implementation of RTE Act, 2009 in the 29 States (excluding J & K) and 5 UTs (**Appendix-I**).

The data obtained from all the responding States and UTs upto February 2012 were subjected to mixed analysis (qualitative and quantitative). Following are the major findings drawn on the basis of objective based question-wise data analysis:

1. The RTE Act has been implemented in 21 States and 4 UTs. In two States i.e. Karnataka and Tamilnadu it is “being implemented in phases”. The State of Assam has negatively responded, however on the basis of subsequent observations RTE Act is in process of implementation there.
2. (a) On the basis of the responses of other questions it can be summarised that 23 States and one UT (Daman & Diu) have framed model rules for RTE Act. The framing of model rules is in the process in the state of Tamilnadu (not yet framed) and the Union Territory of Lakshadweep. Two UTs (A & N Islands and Chandigarh) have adopted the central government rules.
 - (b) Framed model rules for RTE Act have been approved by 17 States and one UT (Daman & Diu). These have not been approved by four States viz. Assam, Punjab, West Bengal and Delhi and 3 UTs (A & N Islands, Lakshadweep, Chandigarh). The approval is under process in case of Tamilnadu whereas the status has not been reported by Meghalaya.
3. Strategic plan for free and compulsory Elementary Education:
 - (a) *Age appropriate admission of children*: Notifications with regard to age appropriate admission of children have been issued in different modes by the competent authority related to the schools in all responding 24 States and four UTs.
 - (b) *Availability of neighbourhood schools*: The norms for availability of neighbourhood schools have been framed by 3 UTs viz. A & N Islands, Lakshadweep and Daman & Diu whereas no response in this regard has been obtained from Chandigarh. These norms have not yet been defined by 3 States viz. Manipur, Sikkim and Assam, whereas as per response there is no such requirement in the State of Gujarat. The other 20 States have either identified norms or have neighbourhood schools in different localities.
 - (c) *Provision for child belonging to weaker section and disadvantaged section of the society*: Out of all the responding States and UTs, 21 States and 4 UTs have issued the circular to reserve 25% seats for children belonging to weaker / marginalized sections of the society and to admit them in the neighbourhood school in age appropriate classes. Three States viz. Sikkim, Himachal Pradesh and Manipur have not given any specific response.
4. Out of the responding States, 19 have revised curriculum/syllabi in conformity with constitutional values whereas 4 States have given negative response. Further, the State of Kerala has stated that revision of curriculum/syllabi in conformity with constitutional values will be done by the SCERT. All the 4 UTs either have revised the syllabi or it is in the process.
5. Out of 24 States, 16 have revised curriculum / syllabi in light of all-round development of the child. Fifteen States have responded that their curriculum/syllabi has been reviewed in light of building up child’s

knowledge, potentiality and talent, and development of physical and mental abilities to the fullest extent. Chhattisgarh and Meghalaya have not given any specific response and the State of Kerala and Tamilnadu have left the task to their respective State bodies i.e. SCERT (Kerala) and DTERT (Tamilnadu). Only the State of Jharkhand has given a negative response for the curriculum revision. In the case of UTs, Daman & Diu has not given any specific response regarding curriculum revision.

6. Various types of activities that include seminars (6 States & one UT), awareness programmes through websites, newspapers etc. (14 States & 2 UTs), workshops (14 States), training programmes (14 States & 2 UTs), community programmes (6 States & 2 UTs), translational act (2 States), leaflet / pamphlet distribution (8 States) and other activities like *nukkad natak*, dance / drama, radio and TV shows on RTE (3 States) have been carried out to create awareness about RTE Act among teachers, parents and community members. No specific response had been received from Delhi.
7. Out of 24 States, 16 are providing free pre-school education to children below 6 years through '*Anganwadi*'. ECC centres are functioning to provide this facility in 4 States viz. Mizoram, Meghalaya, Gujarat and Tamilnadu. In West Bengal, ICDS Centre is facilitating pre-school education. No details were obtained from the States of Haryana, Jharkhand and Delhi regarding provisions on pre-school education. Further, it is noted that Assam has provision of *Ka-sreni* (pre-primary section attached to primary school) in addition to '*Anganwadis*'. In Goa, '*Balwadis*' and '*Kindergartens*' are also in function and registration of each pre-school institution with the Directorate of Education has been made mandatory. For UTs, it has been observed that Chandigarh has pre-primary classes attached to all the Government schools and no fee is charged from students. Lakshadweep has Government pre-school institutions. Similarly, Directorate of Education is running pre-primary classes in A & N islands whereas in Daman & Diu it is being imparted through ICDS.
8. Steps taken in teaching learning process in the classroom:
 - (a) Learning through activities, discovery and exploration in a child centred and child friendly manner has been adopted in practice by all the responding States and UTs in different modes. Specifically some interesting programmes like Kanjapuri Active Group of Learning (KAGL in Uttarakhand), *Nali-Kali* (Karnataka), *Samadhan* and *Sanjog* (Odisha), Activity Based Learning & Activity Learning Material (ABL & ALM in Madhya Pradesh), Learning Enhancement Activities (LEHAR in Rajasthan), ABL (Tripura), Project Based Learning (Haryana), Experience-Reflection-Application-Consolidation and *Pragna* (Gujarat), Learning through story books and print rich classroom (Chandigarh) etc. have been introduced.
 - (b) With regard to Comprehensive and Continuous Evaluation (CCE) / assessment of ability to understand and apply knowledge, out of 24 States, 22 have already implemented it whereas Kerala and Gujarat are in process of its implementation. Out of 4 UTs, 3 have implemented the concept of CCE whereas in Daman & Diu necessary steps have been taken to initiate CCE implementation.
 - (c) All the 24 responding States and 4 UTs have taken different initiatives to make children free from fear, trauma and anxiety. Some interesting initiatives such as reduction of number of paper-pen test (A & N Islands), ban on screening test (Uttarakhand), ban on corporal punishment & expulsion (Uttarakhand, Chhattisgarh, West Bengal, Manipur, Punjab, Delhi, Tripura, Uttar Pradesh), awareness programme for teachers (Mizoram, Andhra Pradesh), no-detention policy (Sikkim, West Bengal, Tamilnadu, Uttar Pradesh), *Ama Vidyalaya* (Odisha), LEHAR Room (Rajasthan), Group Work and Peer Activity (Madhya Pradesh), Peer sensitisation and appointment of counsellors (Chandigarh), Joyful Learning (Delhi) etc. have been introduced.

- (d) Regarding provision of opportunities to the children for free expression, it was found that the children in the 4 UTs are encouraged to participate in group discussions, extempore, debates etc. All the 24 responding States, are carrying out various activities like ‘Srijan Vaadan’, Metric Mela, ‘Baal Shodh’, ‘Sapno Ki Udaan’ (Uttarakhand); *Pratibha Karanji Programme* and Metric Melas (Karnataka); ‘Baal Sabha’, ‘Akkad Bakkad Magazine’ (Himachal Pradesh); School Cabinets, ‘Meena Manch’, Child reporters & child representatives (Odisha); LEHAR Programme (Rajasthan); ‘Aale Bhole Magazine’ (Punjab); ‘Baal Sabha’, Child Committees (Uttar Pradesh).
- (e) Corporal punishment has been banned in all the responding States and UTs. The teachers of various States have been imparted training for not resorting to physical punishment and mental harassment. Advocacy of child friendly classroom activities have been initiated in the State of Tamilnadu. Karnataka has introduced Child Protection Cell. In Odisha, toll-free school student’s helpline number has been introduced along with the provision of Grievance Redressal Cell. In Goa, SCPCR conducts school level training programme for teachers in collaboration with NGOs.
9. In all the responding States and UTs different measures have been initiated for creating child friendly learning environment in the classrooms. Some noteworthy measures adopted by some of the States are presented in Table 1.

Table 1: Measures Initiated for Creating Child Friendly Learning Environment in Class-rooms by States / UTs

S.No.	Measures initiated for creating child friendly learning environment in class-rooms	States/UTs
1.	<ul style="list-style-type: none"> Activity based learning 	Mizoram, Karnataka, Sikkim, Odisha, West Bengal, Tamilnadu, Goa, Manipur
2.	<ul style="list-style-type: none"> Use of learning corners, TLM, Interactive learning material, Srijan Vaadan, Child friendly assessment, KAGL, ABL. Use of Library, reading kits by Pratham and Room-To-Read etc. 	Uttarakhand
3.	<ul style="list-style-type: none"> TLM, display of maps in the class room. Good thoughts, proverbs, beautiful drawings were painted on the walls. Project based learning. 	Karnataka
4.	<ul style="list-style-type: none"> Involving the children in the preparation of TLM. Personal interaction with students. 	Andhra Pradesh, Tamilnadu
5.	<ul style="list-style-type: none"> Training on creation of child friendly learning environment in the class rooms. Demonstration of classroom management techniques. 	Chhattisgarh, Himachal Pradesh, Meghalaya, Gujarat, Delhi
6.	<ul style="list-style-type: none"> Giving small prizes to children, home visits by the teachers. Promotion of questioning spirit of the children 	Himachal Pradesh

	• Organisation of Bal Melas, Sports activities etc. by children	
7.	• ‘Ama Vidyalaya’: A drive for beautification of school.	Odisha
8.	• Implementation of BaLA	West Bengal, Tripura, Chandigarh
9.	• Interacting with parents, children and teachers to curb corporal punish\	Tamil Nadu
10.	• Introduction of LEHAR room as an attractive “Bal-mitra” room.	Rajasthan
11.	• Promotion of reading corners.	Uttar Pradesh
12.	• Introduction of rotational sitting system in class rooms	Tripura
13.	• Project based learning	Haryana
14.	• Implementation of Pragna	Gujarat
15.	• ADEPTS Programme	Daman & Diu

10. Out of 24 responding States 19 States and 2 UTs have taken initiatives for development of training package / module for capacity building of teachers keeping in view the admission of out-of-school children in their age appropriate grades. Among the States 3 have taken initiatives for capacity building programmes for teachers through bridge course and 10 have developed special training packages whereas only 1 UT (Chandigarh) has developed capacity building programme and 1 UT (A & N Islands) has allocated extra teaching hours. On the other hand, 3 States (Jharkhand, Tripura, Meghalaya) and 2 UTs (Lakshadweep, Daman & Diu) have not taken any initiatives.

11. The major strategies adopted to identify the out-of-school children (OoSC) are Household Survey (HHS) and Child Tracking System (CTS). Out of the responding States, 16 States along with 3 UTs have adopted HHS; 3 States have adopted Child Tracking System to identify the OoSC. Apart from these 5 States and 1 UT have adopted other strategies like Village Education Register (VER), Comprehensive Survey (CS) for the same.

12. Nineteen States and 2 UTs have initiated the preparation of teaching learning materials of Bridge course for special training of OoSC. Three States (Odisha, Meghalaya, West Bengal) and 2 UTs (Daman & Diu, Lakshadweep) have not taken initiative. The specific details of some of the important initiatives provided by the responding States and UTs have been summarised as follows in Table 2.

Table 2: Preparation of Teaching Learning Materials for Bridge Course by States / UTs

S.No.	Specific Initiatives	States / UTs
1.	Development of course materials	A & N Islands (Languages and EVS), Madhya Pradesh (Subject-wise), Mizoram
2.	Standard-wise breakup of training module	Uttarakhand, Assam, Chandigarh, Uttar Pradesh
3.	Chinnara and Angala Teacher’s book, Chinnara Angala workbooks	Karnataka
4.	Special reading materials	Chhattisgarh
5.	Individual Education Plan (IEP)	Tamilnadu

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| 6. Condensed course | Rajasthan, Tamilnadu, Assam, Tripura, Uttar Pradesh |
| 7. PYAS (Text + Exercise book) | Jharkhand |

13. Two States (Uttarakhand & Assam) and 2 UTs (Lakshadweep, Daman & Diu) have not planned for imparting special training for directly admitted children to age-appropriate class. The details of Special Training Programmes (STPs) in different States are given Table 3.

Table 3: Planning of Special Training for Directly Admitted Children to Age Appropriate Class by States / UTs

S.No.	Special Training Programmes Planned	States / UTs
1.	Residential Special Training Centres (RSTCs) and Non-Residential Special Training Centres (NRSTCs)	Mizoram, Karnataka, Andhra Pradesh, Chhattisgarh, Kerala, Tripura, Manipur (NRSTCs), Uttar Pradesh, Goa, Gujarat, A & N Islands, Chandigarh, Odisha
2.	Residential Bridge Courses (RBCs) and Non-Residential Bridge Courses (NRBCs)	Mizoram, Himachal Pradesh, Madhya Pradesh, Rajasthan, Jharkhand, Punjab
3.	Preparation of Teaching Learning Materials (TLMs)	Mizoram, Meghalaya, Himachal Pradesh, Kerala (age-appropriate TLMs)
4.	Activity Based Learning (ABL)	Sikkim
5.	Field visits, discussion, linkages with local knowledge	Himachal Pradesh
6.	Assessment sheets based evaluation	Jharkhand (Buniyad & Buniyad plus)
7.	Condensed curriculum	Uttar Pradesh

14. SMCs have been formed in 17 States and all the 4 UTs. Three States i.e. Delhi, Punjab and Tamilnadu have not yet formed SMCs, other two States viz. Kerala and Chhattisgarh are in the process of formation of SMCs whereas two States viz. Goa and Manipur have not responded.

15. Fifteen States have formulated the School Development Plan (SDP) whereas 6 States are in the process. Three States (Manipur, Sikkim, Meghalaya) have not taken any initiative for development of school plan. In case of UTs, three have developed the plan. One UT i.e. Chandigarh has started the process and training to the members of SMCs for preparation of School Development Plan (SDP) has been imparted. Some of the specific initiatives related to SDP preparation are mentioned in Table 4.

Table 4: Initiatives for Preparing School Development Plan by States / UTs

S.No.	Details of Initiatives for preparation of School Development Plan	States / UTs
1.	Training on SDP preparation	Daman & Diu, Odisha (Sahajog), West Bengal, Chandigarh, Tamilnadu, Rajasthan, Assam, Uttar Pradesh, Goa
2.	Community mobilisation	Chhattisgarh, Odisha,
3.	Issue of directions / guidelines on SDP	Himachal Pradesh, Kerala, Uttarakhand
4.	Orientation Programme	Odisha, Madhya Pradesh, Uttar Pradesh
5.	Workshop	Tripura

16. Out of 28 responding States and UTs, 4 States (Delhi, Karnataka, Kerala, Haryana) and 1 UT (Lakshadweep) did not furnish information regarding interventions for Children With Special Needs (CWSN) since introduction of RTE Act. On the basis of data received from different States and UTs, the interventions have been initiated for CWSN as described in Table 5.

Table 5: Intervention Initiatives for Children With Special Needs by States / UTs

S.No.	Interventions initiated for CWSN	States / UTs
1.	Barrier free access	A & N Islands, Andhra Pradesh, Uttarakhand, Odisha, Tamilnadu, Madhya Pradesh, Rajasthan, Assam, Punjab, Uttar Pradesh, Tripura, Gujarat
2.	Inclusion in normal school	A & N Islands, Tamilnadu, Tripura, Gujarat
3.	Scholarships	A & N Islands
4.	Health Camps/Assessment and Screening camps	Daman & Diu, Uttarakhand, Andhra Pradesh, Sikkim, Madhya Pradesh, Rajasthan, Tripura, Manipur
5.	Training Programme for Teachers	Daman & Diu, Uttarakhand (PGPD for in-service teachers), Andhra Pradesh, Chhattisgarh, Himachal Pradesh & Uttar Pradesh (Foundation course), West Bengal, Madhya Pradesh, Rajasthan, Assam, Jharkhand, Tripura
6.	Distribution of Aids and Appliances	Daman & Diu, Mizoram, Uttarakhand, Odisha, West Bengal, Madhya Pradesh, Assam, Uttar Pradesh, Tripura
7.	Identification and personal profile preparation, Development of separate database, Pre-integration camps for CWSN	Uttarakhand, Uttar Pradesh
8.	Resource teacher appointments	Uttarakhand, Andhra Pradesh, Sikkim (Inclusive Education volunteers), Himachal Pradesh (Special educators), Odisha, West Bengal, Rajasthan, Meghalaya & Manipur (I.E volunteers), Chandigarh
9.	Home based education	Uttarakhand, Andhra Pradesh, Sikkim, Chhattisgarh, Madhya Pradesh, Assam, Jharkhand, Tripura, Chandigarh, Manipur
10.	Transport and Escort facility	Uttarakhand, Chandigarh, Odisha, Madhya Pradesh, Rajasthan, Chandigarh
11.	Enrolment in neighbourhood schools	Sikkim
12.	Parent counselling	Sikkim, Assam, Manipur
13.	Provision of Resource Room	Chhattisgarh, Himachal Pradesh, West Bengal, Madhya Pradesh, Jharkhand, Uttar Pradesh (Resource Centres), Tripura
14.	Mobile resource consultants	Chhattisgarh, Madhya Pradesh, Uttar Pradesh (itinerant teachers)
15.	School Readiness Programme	Chandigarh

17. Admission to the children of transfer cases is given throughout the year in 21 States and 3 UTs. However, 3 States i.e., Uttarakhand, Punjab, Meghalaya and Lakshadweep UT have no such provisions to accommodate such students.
18. The scenario of recruitment of teachers as per RTE norms is not so encouraging among the responding States and UTs. Out of the responding States, in 10 States, the recruitment procedure is still under way along with one UT. The States of Chhattisgarh, Odisha and UP have taken permission from MHRD/ NCTE in connection to the recruitment of teachers as per RTE norms. The States of Haryana, Gujarat and Punjab have shown appreciative gestures and already completed Teachers' Eligibility Test (TET). In the States of West Bengal, Madhya Pradesh, Rajasthan, Gujarat and in UTs of A & N Islands and Lakshadweep, recruitment rules of teachers have been amended as per RTE norms. The remaining 4 States have not provided specific information in this regard.
19. Almost all the responding States and UTs either did not have untrained teachers or steps have been taken to train untrained teachers. The States, Karnataka, Andhra Pradesh, Rajasthan, Goa, Haryana, Gujarat and Delhi have not appointed any untrained teacher. Similarly in all the 4 UTs all appointed teachers are trained. Training to the in-service teachers is being provided through CTEs / DIETs / IGNOU (DPE) / NIOS with State Boards / DPEP / TTIs / SCERTs / Directorate of Teacher Education / Distance Education Programme particularly in the States of Mizoram, Uttarakhand, Sikkim, Chhattisgarh, Odisha, West Bengal, Jharkhand, Tripura, Uttar Pradesh and Manipur.
20. Provisions have been made in the RTE rules adopted by the States to redress the grievances of the teachers. These provisions, as adopted by various States, include - constitution of Grievance Redressal Committee / Forum, functioning of RTI cell, online Redressal mechanism, monitoring committees at block / district / State level, State Administrative Tribunal, RTE Appellate Authority, meetings of teacher unions under the chairmanship of Education ministers, School Managing Committee and posting of grievances to Directorate of Education through proper channel. In UT, Daman & Diu 'Complaint/Suggestion box' are kept in the schools and toll free number has been introduced in the education office for redressing the grievances of the teachers.
21. The State Advisory Council (SAC), for implementation of RTE, has been formed in five States namely Karnataka, Punjab, Mizoram, Tripura and Goa. Twelve States viz. Uttarakhand, Andhra Pradesh, Sikkim, Chhattisgarh, Kerala, Madhya Pradesh, Odisha, Rajasthan, Tamilnadu, Meghalaya, Delhi and Manipur have not formed SAC. Six States viz. Himachal Pradesh, West Bengal, Assam, UP, Haryana and Gujarat and UT Lakshadweep are under the process of forming SAC. The State of Jharkhand has not responded in this regard. In case of UTs, SAC has been constituted only in A & N Islands. Daman & Diu and Chandigarh have not constituted SAC.
22. Right to Education Protection Authority (REPA) has been constituted in the States of Mizoram and Haryana whereas it is in the process of constitution in Tripura and Tamilnadu. On the other hand, State Commission for Protection of Child Rights (SCPCR) has been constituted in 8 States viz. Karnataka, Chhattisgarh, Madhya Pradesh, Assam, Jharkhand, Goa, Gujarat and Manipur. In Goa, SCPCR with the NGOs conducts school level training programme to create awareness among the teachers and children on the Child Rights Act and also on the provisions against the physical punishment and mental harassment of children in the schools. In case of UTs, REPA has been constituted only in A & N Islands whereas SCPCR is under the process of constitution in Chandigarh.
23. The provision of Pupil Teacher Ratio (PTR) 1:30, as prescribed by RTE Act, in 6 States (Mizoram, Karnataka, Uttarakhand, Goa, Tripura and Meghalaya) and 1 UT (A & N Islands), it is below the prescribed ratio. Further in 9 States i.e. Andhra Pradesh, Sikkim, Chhattisgarh, Tamilnadu, Madhya

Pradesh, Rajasthan, Assam, Punjab, UP and in one UT i.e. Chandigarh the process is underway to achieve the prescribed PTR. In four States i.e. West Bengal, Haryana, Gujarat, Himachal Pradesh and two UTs i.e. Lakshadweep and Daman & Diu, the PTR of 1:30 has been achieved after the implementation of RTE Act. States of Manipur, Delhi, Jharkhand, Kerala and Odisha did not provide any specific information regarding PTR.

24. Rationalization of teachers' posts after implementation of RTE Act, has already been carried out in 7 States (Karnataka, Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Punjab, Tripura and Gujarat) and in one UT (Lakshadweep). It is under the process in 9 States (Mizoram, Uttarakhand, Chhattisgarh, Odisha, West Bengal, Tamilnadu, Assam, Uttar Pradesh and Haryana) and in 3 UTs (Daman & Diu, A & N Islands and Chandigarh). The remaining 7 States did not provide any specific information regarding this.
25. Eleven States viz. Uttarakhand, Andhra Pradesh, Chhattisgarh, Kerala, Odisha, West Bengal, Madhya Pradesh, Rajasthan, Punjab, Uttar Pradesh and Haryana have prepared the guidelines for ensuring 25% admission in neighbourhood schools. The States of Sikkim, Jharkhand, Manipur and Tamilnadu have not prepared the guidelines. Remaining 6 States viz. Karnataka, Himachal Pradesh, Assam, Tripura, Meghalaya and Gujarat, the guidelines are under the process of preparation. In case of Mizoram and Goa, preparation of such guidelines has not been perceived as a necessity and in the State of Delhi, no specific information was obtained. In case of UTs guidelines have been issued in A & N Islands and Chandigarh whereas in Daman & Diu they are under the process of preparation. In case of Lakshadweep, administration ensured the availability of school facility to all sections therefore no such guidelines have been framed.
26. Some of the States and UTs have also undertaken some important additional steps regarding implementation of RTE Act, 2009. The important ones have been summarised in Table 6.

Table 6: Additional Steps Regarding Implementation of RTE Act, 2009 by States/UTs

S.No.	Additional Steps Related to RTE Act, 2009	States/UTs
1.	• The State Council of Educational Research and Training, Uttarakhand has been notified as Academic Authority.	Uttarakhand
2.	• Residential Schools have been established for urban deprived children at Hyderabad, Vijayawada, Visakhapatnam and Khammam.	Andhra Pradesh
3.	• Web blog has been created to obtain more information on the initiatives and programmes under RTE in Odisha i.e. http://rteodisha.blogspot.com .	Odisha
4.	• State has issued guideline to ensure 25% admission in neighbourhood schools for the weaker and marginalised sections of the society. State has also organised several meetings with private school management and Principals in this regard to ensure admission from 2011-12 onwards.	Jharkhand
5.	• State has issued various notifications to implement of RTE Act, 2009 and a cell has been created at State level and District level.	Punjab
6.	• The training of first batch of 62000 graduate <i>shiksha mitras</i> already scheduled at 880 Block Resource Centre and will be completed by June, 2013. The training of remaining <i>shiksha mitras</i> will be started in July, 2013 and will be completed by June, 2015.	Uttar Pradesh
	• Thus, as required by the Act, all the untrained teachers will be given	

The above findings related to this exploratory study of the implementation of RTE Act, 2009 in States / UTs are based on the information obtained from State Project Directors (SPDs) of respective States & UTs. Finally, the findings have been drawn from the analysis provided in Chapter III under this report. Further, an executive summary based on these findings have been given in the beginning of this report.

Conclusion

Based on the question-wise analysis and the respective findings of this study presented in the previous sections of this report, following are the major conclusions:

- RTE Act, 2009 has been implemented in 21 States (Andhra Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, West Bengal), and 4 UTs (A & N Islands, Chandigarh, Daman & Diu, Lakshadweep). In the States of Karnataka, Tamilnadu and Assam, it is in the process.
- Model rules for RTE Act, 2009 have been framed by 23 States (Andhra Pradesh, Assam, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, West Bengal), and 2 UTs (A & N Islands, Chandigarh). Eighteen States and 1 UT have approved these rules.
- Notifications with regard to age appropriate admission of children have been issued by all the responding 24 States and 4 UTs. Twenty States except Manipur, Sikkim, Assam and Gujarat and 3 UTs except Chandigarh have framed norms for availability of neighbourhood schools. Twenty-one States except Sikkim, Himachal Pradesh, Manipur and 4 UTs have provisions for children belonging to weaker sections and disadvantaged sections of the society.
- Nineteen States and 3 UTs have revised their curriculum / syllabi. Revisions have been done with respect to all round development of the child (16 States and 3 UTs), building up child's knowledge, potentiality and talent (15 States and 3 UTs) and development of physical and mental abilities to the fullest extent (15 States and 3 UTs).
- Various types of activities like seminars (6 States and one UT), awareness programmes through websites, newspapers etc. (14 States and 2 UTs), workshops (14 States), training programmes (14 States and 2 UTs), community programmes (6 States and 2 UTs), translational act (2 States), leaflet / pamphlet distribution (8 States) and other activities like *mukkad nata*, dance / drama, radio and TV shows on RTE etc. (3 States) have been carried out to create awareness about RTE Act among teachers, parents and community members.
- Out of 24 States, 16 are providing free pre-school education to children below 6 years through '*Anganwadi*'. ECC centres are functioning to provide this facility in 4 States *viz.* Mizoram, Meghalaya, Gujarat and Tamilnadu. In West Bengal, ICDS Centre is facilitating pre-school education. The States of Haryana, Jharkhand and Delhi could not provide information on provisions of pre-school education. Assam has provision of *Ka-sreni* (pre-primary section) in addition to '*Anganwadis*', Goa has '*Balwadis*' and '*Kindergartens*'. All the 4 UTs have made provisions for pre-school education to children.
- As per RTE provisions, actions have been taken for ensuring learning through activities, discovery and exploration in a child centred and child friendly manner by all responding States and UTs in different modes. Specifically some interesting programmes like Kanjapuri Active Group of Learning (KAGL in Uttarakhand), *Nali-Kali* (Karnataka), *Samadhan* and *Sanjog* (Odisha), Activity Based Learning (ABL) & Activity Learning Material (ALM) (Madhya Pradesh), LEHAR (Learning Enhancement Activities in

Rajasthan), ABL (Tripura), Project Based Learning (Haryana), Experience-Reflection-Application-Consolidation and *Pragna* (Gujarat), Learning through story books and print rich classroom (Chandigarh) etc. have been introduced. Similarly, action has been taken with regard to Comprehensive and Continuous Evaluation (CCE) / assessment of ability to understand and apply knowledge and 22 States (except Kerala and Gujarat) and 3 UTs (except Daman & Diu) have already implemented it. All the 24 responding States and 4 UTs have taken interesting initiatives such as reduction of number of paper-pen test (A & N Islands), ban on screening test (Uttarakhand), corporal punishment, expulsion (Uttarakhand, Chhattisgarh, West Bengal, Manipur, Punjab, Delhi, Tripura, Uttar Pradesh), awareness programme for teachers (Mizoram, Andhra Pradesh), no detention policy (Sikkim, West Bengal, Tamilnadu, Uttar Pradesh), *Ama Vidyalaya* (Odisha), LEHAR Room (Rajasthan), Group Work and Peer Activity (Madhya Pradesh), Peer sensitisation and appointment of counsellors (Chandigarh), Joyful Learning (Delhi) etc. to make children free from fear, trauma and anxiety. Further practical action has also been taken by 24 States and 4 UTs for providing opportunity of free expression to children through participation in group discussions, extempore, debate, organisation of activities like '*Srijan Vaadan*', Metric Mela, '*Baal Shodh*', '*Sapno Ki Udaan*' (Uttarakhand); *Pratibha Karanji Programme* and Metric Melas (Karnataka); '*Baal Sabha*', '*Akkad Bakkad Magazine*' (Himachal Pradesh); School cabinets, '*Meena Manch*', Child reporters & child representatives (Odisha); LEHAR Programme (Rajasthan); '*Aale Bhole Magazine*' (Punjab); '*Baal Sabha*', Child Committees (Uttar Pradesh). Corporal punishment has been banned in all the responding States and UTs. The teachers of various States have been imparted training for not using physical punishment and mental harassment. In Odisha, toll-free school students' helpline number has been introduced.

- Schools in various States have initiated various measures for creation of child friendly learning environment. Some important initiatives are such as– Activity based learning (Mizoram, Karnataka, Sikkim, Odisha, West Bengal, Tamilnadu, Goa, Manipur), Use of learning, corners, TLM, Interactive learning material, *Srijan Vaadan*, Child friendly assessment, KAGL, ABL. and use of Library, reading kits by Pratham and Room-to-Read etc. (Uttarakhand), TLM, maps displayed in the class room, good thoughts, proverbs, beautiful drawings were painted on the walls and project based learning (Karnataka) and involving the children in the preparation of TLM and personal interaction with students (Andhra Pradesh, Tamilnadu), Training on creation of child friendly learning environment in the class rooms and demonstration of classroom management techniques (Chhattisgarh, Himachal Pradesh, Meghalaya, Gujarat, Delhi), giving small prizes to children, home visits by the teachers, specific books would be designed for promoting the questioning spirit of the children and organisation of Bal Melas, Sports activities etc. by children (Himachal Pradesh), '**Ama Vidyalaya**': A drive for beautification of school (Odisha), implementation of BaLA (West Bengal, Tripura, Chandigarh), interacting with parents, children and teachers to curb corporal punishment and mental harassment to children (Tamilnadu), introduction of LEHAR room as an attractive "Bal-mitra" room (Rajasthan), promotion of reading corners (Uttar Pradesh), introduction of rotational sitting system in class rooms (Tripura), project based learning (Haryana), implementation of *Pragna* (Gujarat), ADEPTS Programme (Daman & Diu).
- Some significant strategies adopted to identify the out-of-school children (OoSC) by States and UTs are Household Survey (HHS – 16 States and 3 UTs) and Child Tracking System (CTS – 3 States) and Village Education Register (VER) and Comprehensive Survey (CS – 5 States and 1 UT). It is quite motivating to find that 19 States and 2 UTs have taken initiatives for development of training package / module for capacity building of teachers keeping in view the admission of out-of-school children in their age appropriate grades. Bridge course, special training package allocating extra teaching hours are some important programmes for capacity building adopted by some States and UTs.
- Nineteen States and 2 UTs have taken initiatives for preparation of teaching learning materials of Bridge course for special training of out-of-school children (OoSC). The specific initiatives are: development of

course materials [A & N Islands (Languages and EVS), Madhya Pradesh (Subject-wise), Mizoram], standard-wise breakup of training module (Uttarakhand, Assam, Chandigarh, Uttar Pradesh), Chinnara and Angala teacher's book, Chinnara Angala workbooks (Karnataka), special reading materials (Chhattisgarh), Individual Education Plan (IEP) (Tamilnadu), condensed course (Rajasthan, Tamilnadu, Assam, Tripura, Uttar Pradesh), PYAS [Jharkhand (Text + Exercise book)].

- Some important provisions have been made by the States and UTs regarding planning of Special Training for directly admitted children to age appropriate class such as: Residential Special Training Centres (RSTCs) and Non-Residential Special Training Centres (NRSTCs) (Mizoram, Karnataka, Andhra Pradesh, Chhattisgarh, Kerala, Tripura, Manipur (NRSTCs), Uttar Pradesh, Goa, Gujarat, A & N Islands, Chandigarh, Odisha), Residential Bridge Courses (RBCs) and Non-Residential Bridge Courses (NRBCs) (Mizoram, Himachal Pradesh, Madhya Pradesh, Rajasthan, Jharkhand, Punjab), Preparation of Teaching Learning Materials (TLMs) [Mizoram, Meghalaya, Himachal Pradesh, Kerala (age-appropriate TLMs)], Activity Based Learning (ABL) (Sikkim), field visits, discussion, linkages with local knowledge (Himachal Pradesh), Assessment sheets based evaluation [Jharkhand (Buniyad & Buniyad plus)], Condensed curriculum (Uttar Pradesh).
- School Management Committees (SMCs) have been constituted in 17 States and 4 UTs. Three States i.e. Delhi, Punjab and Tamilnadu have not yet formed SMCs, other 2 States *viz.* Kerala and Chhattisgarh are in the process of formation of SMCs whereas 2 States *viz.* Goa and Manipur did not respond.
- School Development Plan (SDP) has been formulated in 15 States and 3 UTs. Some specific initiatives related to SDP preparation by different States are such as: training on SDP preparation [Daman & Diu, Odisha (Sahajog), West Bengal, Chandigarh, Tamilnadu, Rajasthan, Assam, Uttar Pradesh, Goa], community mobilisation (Chhattisgarh, Odisha), issuance of directions / guidelines on SDP (Himachal Pradesh, Kerala, Uttarakhand), orientation programmes (Odisha, Madhya Pradesh, Uttar Pradesh), workshops (Tripura).
- Some important interventions for Children With Special Needs (CWSN) as adopted by different States / UTs are: barrier free access (A & N Islands, Andhra Pradesh, Uttarakhand, Odisha, Tamilnadu, Madhya Pradesh, Rajasthan, Assam, Punjab, Uttar Pradesh, Tripura, Gujarat), inclusion in normal schools (A & N Islands, Tamilnadu, Tripura, Gujarat), scholarships (A & N Islands), health camps/ assessment and screening camps (Daman & Diu, Uttarakhand, Andhra Pradesh, Sikkim, Madhya Pradesh, Rajasthan, Tripura, Manipur), training programme for teachers [Daman & Diu, Uttarakhand (PGPD for in-service teachers), Foundation course (Andhra Pradesh), Chhattisgarh, Himachal Pradesh & Uttar Pradesh, West Bengal, Madhya Pradesh, Rajasthan, Assam, Jharkhand, Tripura], distribution of aids and appliances (Daman & Diu, Mizoram, Uttarakhand, Odisha, West Bengal, Madhya Pradesh, Assam, Uttar Pradesh, Tripura), identification and personal profile preparation (Uttarakhand), Resource teacher appointments [Uttarakhand, Andhra Pradesh, Sikkim (Inclusive Education Volunteers), Special educators (Himachal Pradesh), Odisha, West Bengal, Rajasthan, Meghalaya & Manipur (I.E volunteers), Chandigarh], home-based education (Uttarakhand, Andhra Pradesh, Sikkim, Chhattisgarh, Madhya Pradesh, Assam, Jharkhand, Tripura, Chandigarh, Manipur), transport and escort facility (Uttarakhand, Chandigarh, Odisha, Madhya Pradesh, Rajasthan, Chandigarh), enrolment in neighbourhood schools (Sikkim), parent counselling (Sikkim, Assam, Manipur), provision of Resource Room [Chhattisgarh, Himachal Pradesh, West Bengal, Madhya Pradesh, Jharkhand, Resource Centres, itinerant teachers (Uttar Pradesh), Tripura], Mobile resource consultants [Chhattisgarh, Madhya Pradesh], development of separate database (Uttar Pradesh), pre-integration camps for CWSN (Uttar Pradesh), school readiness programme (Chandigarh).
- Admission to the children of transfer cases is given throughout the year in 21 States and 3 UTs. However, 3 States i.e., Uttarakhand, Punjab, Meghalaya and 1 UT Lakshadweep have no such provisions to accommodate such students.

- The scenario of recruitment of teachers as per RTE norms is not so encouraging among the responding States and UTs. In 10 States and 1 UT the recruitment procedure is still in the process. The States of Chhattisgarh, Odisha and UP have taken permission from MHRD/ NCTE in connection to the recruitment of teachers as per RTE norms. The States of Haryana, Gujarat and Punjab have shown appreciative gestures and already completed Teachers' Eligibility Test (TET). In the States of West Bengal, Madhya Pradesh, Rajasthan, Gujarat and in UTs of A & N Islands and Lakshadweep, recruitment rules of teachers have been amended as per RTE norms.
- All the four UTs and the States of Karnataka, Andhra Pradesh, Rajasthan, Goa, Haryana, Gujarat and Delhi have not appointed any untrained teacher. In the remaining States training to the in-service teachers is being provided through these institutions: CTEs / DIETs / IGNOU (DPE) / NIOS with State Boards / DPEP / TTIs / SCERTs / Directorate of Teacher Education / Distance Education Programme.
- Provisions regarding redressal of the grievances of the teachers adopted by various States, include - constitution of Grievance Redressal Committee/Forum, functioning of RTI cell, online Redressal mechanism, monitoring committees at block/district/ State level, State Administrative Tribunal, RTE Appellate Authority, meetings of teacher unions under the chairmanship of Education ministers, School Managing Committee and posting of grievances to Directorate of Education through proper channel. In UT, Daman & Diu 'Complaint/Suggestion box' are kept in the schools and toll free number has been introduced in the education office for the redressal.
- The State Advisory Council (SAC), for implementation of RTE, has been constituted in one UT (A & N Islands) and 5 States viz. Karnataka, Punjab, Mizoram, Tripura and Goa. Twelve States viz. Uttarakhand, Andhra Pradesh, Sikkim, Chhattisgarh, Kerala, Madhya Pradesh, Odisha, Rajasthan, Tamilnadu, Meghalaya, Delhi and Manipur have not formed SAC. Other 6 States viz. Himachal Pradesh, West Bengal, Assam, Uttar Pradesh, Haryana and Gujarat and UT Lakshadweep are under the process of forming SAC.
- Monitoring of Child's Right to Education is being done by Right to Education Protection Authority (REPA) in the UT A & N Islands & States of Mizoram and Haryana. It is under the process in Tripura and Tamilnadu. In 8 States viz. Karnataka, Chhattisgarh, Madhya Pradesh, Assam, Jharkhand, Goa, Gujarat and Manipur the State Commission for Protection of Child Rights (SCPCR) is acting as monitoring agency.
- Six States viz. Mizoram, Karnataka, Uttarakhand, Goa, Tripura and Meghalaya and one UT A & N Islands have Pupil Teacher Ratio below the prescribed norm. Other 9 States i.e. Andhra Pradesh, Sikkim, Chhattisgarh, Tamilnadu, Madhya Pradesh, Rajasthan, Assam, Punjab, UP and one UT i.e. Chandigarh also lie below the norm but are striving to achieve the target. Remaining 4 States i.e. West Bengal, Haryana, Gujarat, Himachal Pradesh and 2 UTs i.e. Lakshadweep and Daman & Diu have achieved the prescribed ratio. Further, it has also been found that rationalization of teachers' posts after implementation of RTE Act, has already been carried out in 7 States (Karnataka, Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Punjab, Tripura and Gujarat) and in one UT (Lakshadweep). It is in under the process in 9 States viz. Mizoram, Uttarakhand, Chhattisgarh, Odisha, West Bengal, Tamilnadu, Assam, Uttar Pradesh and Haryana and in 3 UTs viz. Daman & Diu, A & N Islands and Chandigarh.
- The guidelines for ensuring 25% admission in neighbourhood schools have been prepared by 11 States viz. Uttarakhand, Andhra Pradesh, Chhattisgarh, Kerala, Odisha, West Bengal, Madhya Pradesh, Rajasthan, Punjab, Uttar Pradesh and Haryana. The States of Sikkim, Jharkhand, Manipur and Tamilnadu have not prepared the guidelines. Remaining 6 States viz. Karnataka, Himachal Pradesh, Assam, Tripura, Meghalaya and Gujarat, the guidelines are under the process of preparation. In case of Mizoram and Goa, preparation of such guidelines has not been perceived as a necessity and in the State of Delhi, no specific information was obtained. In case of UTs guidelines have been issued in A & N Islands and Chandigarh whereas in

Daman & Diu they are under the process of preparation. In case of Lakshadweep, administration has ensured the availability of school facility to all sections therefore no such guidelines have been framed.

- Some of the States and UTs have also undertaken some important additional steps regarding implementation of RTE Act, 2009. The important ones are: Notification of SCERT as academic authority in Uttarakhand, establishment of residential schools for urban deprived children in Andhra Pradesh, creation of Web blog on RTE in Odisha, issuance of guidelines for ensuring 25% admission of children from weaker / marginalised sections of the society, organisation of several meetings with private school managements and principals in Jharkhand, setting up of District and State level cells in Punjab, training of 62,000 graduate *shiksha mitras* in Uttar Pradesh.

On the whole, the conclusions in the above section have been derived on the basis of information obtained from the SPDs of different States/UTs. The conclusions clearly reflect a positive and motivating picture about the status of implementation of RTE Act, 2009. However, for attaining Universalization of Elementary Education and goals of RTE Act, 2009, more stringent measures should be taken uniformly by all the States / UTs, especially those lagging behind must take inspiration from the others.

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Appendix I

List of States/UTs which were Included in the Study of Implementation of RTE Act, 2009 and Date of Receipt of Response from the States/UTs

<i>S.No.</i>	<i>States / UTs</i>	<i>Date of Receipt of Response</i>
1.	A & N Islands	16.05.2011
2.	Chandigarh	04.10.2011
3.	Daman & Diu	11.05.2011
4.	Lakshadweep	25.04.2011
5.	Andhra Pradesh	09.05.2011
6.	Assam	19.07.2011
7.	Chhattisgarh	28.06.2011
8.	Delhi	15.11.2011

9.	GOA	14.10.2011
10.	Gujarat	05.10.2011
11.	Haryana	27.09.2011
12.	Himachal Pradesh	01.07.2011
13.	Jharkhand	12.07.2011
14.	Karnataka	07.06.2011
15.	Kerala	Not Available
16.	Madhya Pradesh	20.09.2011
17.	Manipur	27.01.2012
18.	Meghalaya	21.09.2011
19.	Mizoram	10.06.2011
20.	Orissa	Not Available
21.	Punjab	18.08.2011
22.	Rajasthan	11.07.2011
23.	Sikkim	14.06.2011
24.	Tamil Nadu	12.07.2011
25.	Tripura	12.09.2011
26.	Uttar Pradesh	20.09.2011
27.	Uttarakhand	31.05.2011
28.	West Bengal	22.07.2011

List of Acronyms

ABL	Activity Based Learning
ALM	Activity Learning Material
BaLA	Building As Learning Aid
BRC	Block level Resource Person
BRT	Block Resource Teacher
CBSE	Central Board of Secondary Education
CCE	Comprehensive and Continuous Evaluation
CPC	Circle Project Coordinator
CRP	Cluster level Resource Person
CS	Comprehensive Survey
CTE	College of Teachers Education
CTS	Child Tracking System
CWSN	Children With Special Needs
DEE	Department of Elementary Education

DEP	Distance Education Programme
DIET	District Institute of Education Training
HHS	Household Survey
IEP	Individual Education Plan
IEP	Individual Education Plan
IGNOU	Indira Gandhi National Open University
KAGL	Kanjapuri Active Group of Learning
KRPF	Key Resource Person of Family
LEHAR	Learning Enhancement Activities
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NIOS	National Institute of Open Schooling
NRBC	Non-Residential Bridge Course
NRSTC	Non-Residential Special Training Centre
OoSC	Out-of-School Children
PTR	Pupil Teacher Ratio
RBC	Residential Bridge Course
REPA	Right to Education Protection Authority
RSTC	Residential Special Training Centre
RTE Act, 2009	Right of Children to Free and Compulsory Education Act, 2009
SAC	State Advisory Council
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SDP	School Development Plan
SMC	School Management Committee
SPD	State Project Director
SSA	Sarva Shiksha Abhiyan
STP	Special Training Programme
STR	Special Training
TE	Teacher Education
TET	Teachers' Eligibility Test
TLM	Teaching Learning Material
TTI	Teacher Training Institute
UEE	Universalisation of Elementary Education
UT	Union Territory
VER	Village Education Register