

STUDY REPORT ON THE IMPLEMENTATION

OF RIGHT TO EDUCATION ACT, 2009 IN THE STATE OF TELANGANA





ALLIANCE FOR CHILD RIGHTS (A
CIVIL SOCIETY NETWORK ON
CHILD RIGHTS IN ANDHRA
PRADESH & TELANGANA STATES)

This study is part of "BALA YUVA MITHRA" – An Advocacy Campaign on Rights of Children and Youth in Andhra Pradesh and Telangana States, which is supported by UNICEF.

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EXECUTIVE SUMMARY

As much as 50 percent of India's population comprises of young people which puts it at an advantageous position with great potential for prosperity. This demographic dividend may turn into a liability unless the education and skill levels of its youth are significantly improved. Ensuring good quality education for its population, particularly up to completion of secondary school is an indispensable step in the direction of bringing equity and enhancing democracy.

The Global Monitoring Report (2007) ranks India at the 100th position out of the 125 countries on the Education for All (EFA) Development Index. More than 1/4th of the total population in India is comprised of illiterates. There is huge disparity in terms of literacy rates between rural and urban population with more than 50 percent of the population living in rural areas in the country being illiterates. Apart from this, India records a high number of dropouts in school education. This clearly shows the importance of improving educational standards in the country.

One of the reasons for such poor performance in educational achievements in India is the lack basic infrastructural facilities such as classrooms, sufficient trained teachers, basic amenities such as water, toilet facility etc. India still records a high dropout rate of around 25% at the primary level, 40% at elementary level and around 50% at secondary levels of education. In addition, there is a huge differentiation among various

social categories of OC, BC, SC & ST in terms of their enrollment as well as dropout rates in school education. However, there has been a drastic improvement in terms of girl students and various statistics show that the girl students are now almost at par with the boy students.

The Right of Children to Free and Compulsory Education (RTE) Act, was passed in 2009 and serves as a building block to ensure that every child has his or her right to get quality elementary education honored. As per the Act, the state, teachers, families and communities have to fulfill this entitlement together. The Act has entitled every child between the age of six to fourteen years to have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

In order to implement this Act, the appropriate government and local authority are directed to establish schools in the neighborhoods' wherever they do not exist. Both central government and state governments are assigned with concurrent responsibility for providing funds so that the provisions of the Act can be carried out smoothly without any financial crisis. Parents/guardians of the child are also assigned the duty of admitting their child in the school as per the provisions of the Act. The Act has explained further in detail about various strict measures that need to be taken by the school authorities in terms of providing admissions to the students, collecting no fees

from the students, better treatment towards students by prohibiting physical punishment as well as mental harassment.

The constitution of School Management Committee (SMC) for each government funded school as envisaged in the Act is a crucial step in the implementation of the right to free and compulsory education for the child.

In this context, the present proposed study intended to assess the ground realities as well as to capture the critical gaps and appraise the progress in implementing the RTE Act in the State.

The assessment happened on the following parameters with these findings:

Awareness about RTE Act, 2009 among teachers: Almost all the teacher respondents from Telangana are aware about the RTE Act, 2009. There is only one exceptional case wherein the district of Warangal, we found some teachers who do not know about the Act.

Child-friendly Teaching/Quality Education: Majority of the districts show very poor score in terms of providing facilities for the children with special needs in the schools. It is true that there has been a declining trend in terms of awarding corporal punishments to the children. However, in Mahaboobnagar around 16% of the schools are still imposing such punishments to the children.

Formation and Structure of SMC: In Telangana State, most of the SMCs are reported to be formed as per the guidelines of the GO 41. However, there are few exceptions to this like in districts of Mahaboobnagar and Hyderabad couple of SMCs has not complied.

Meetings of the SMC and role of members: In Telangana, only 32% of the SMCs are meeting at regular monthly intervals. Warangal has recorded highest in this regard with 46% of the SMCs in this that meet regularly. The rest of the SMCs are conducting meeting only once in two months. There is also one SMC from Medak District that

has not conducted any meeting so far

School Development Plan: In Telangana, 98% of the teachers revealed that they are aware of School Development Plan. In some districts such as Adilabad & Nizamabad, around 13 percent of the SMCs have failed to prepare School Development Plans.

Redressal Mechanism: In Telangana, 30% of the schools are reported to have a problem with accessibility. Adilabad District stood first in terms of complaints with 75 percent of the respondents expressing that their schools are not easily accessible to students. Khammam has highest percentage of schools in terms of complaints of accessibility. 34% of the respondents received complaints on the functioning of school/teacher. The districts of Nizamabad and Hyderabad performed best, with only 17% of the schools having complaints on the functioning of school/teacher.

INTRODUCTION

The Indian economy is one of the fastest growing economies in the contemporary world. It has progressed significantly in the fields of industry, space science & information technology etc. over the years. With more than 50 percent of its population being young people, India certainly is at an advantageous position with great potential for prosperity in the coming times. However, this demographic dividend may turn into a liability unless the education and skill levels of its youth are significantly improved. Ensuring good quality education for its population, particularly up to completion of secondary school is an indispensable step in the direction of bringing equity and enhancing democracy¹.

STATUS OF EDUCATION IN INDIA

The Global Monitoring Report (2007) ranks India, a low 100 out of the 125 countries on the Education for All (EFA) Development Index, based upon progress related to universal primary education, adult literacy, gender parity and the quality of education². Still more than 1/4th of the total population in India is comprised of illiterates³. There is huge disparity in terms of literacy rates between rural and urban population with more than 50 percent of the population living in rural areas in the country being illiterates⁴. Apart from this, India records a high number of dropouts in school education. This clearly shows the importance of improving educational standards in the country.

Before analyzing the factors for such poor performance in educational achievements in India, we need to have an understanding of the infrastructural facilities that are available to the children who are pursuing their education. In India, ¾ of the schools are run by the government/local body management system. Hence, it becomes clear that the role of government schools is crucial in improving the educational standards in the country. Majority of the government run schools in the country lack basic infrastructural facilities such as classrooms, sufficient trained teachers, basic amenities such as water, toilet facility etc. All these factors are contributing to India's low position in terms of its educational achievements.

It is true that we have progressed well in terms of literacy levels since Independence however we still have several drawbacks in our educational system. For example, India still records a high dropout rate of around 25% at the primary level, 40% at elementary level

¹ Sinha, Shantha. 2011. 'Foreward' in School Management Committee and The Right to Education Act, 2009 – Resource Material for SMC Training by Dayaram. Pg. No. 7. American Indian Foundation.

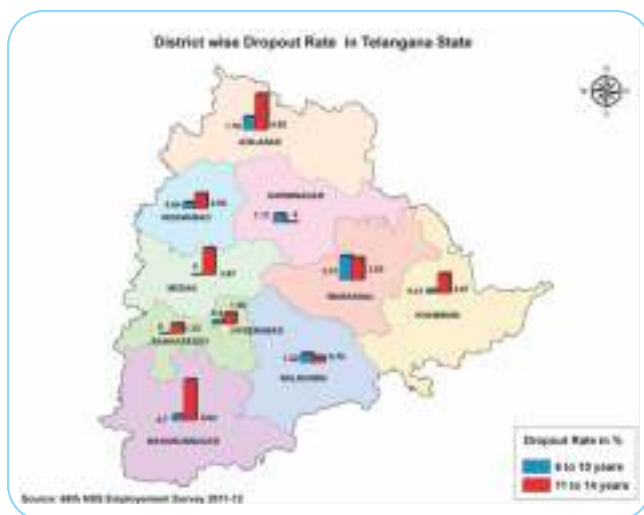
² Dayaram. 2011. School Management Committee and The Right to Education Act, 2009 – Resource Material for SMC Training by Dayaram. Pg. No. 11. American Indian Foundation.

³ Planning Commission. 2012. Government of India. (On326). Source: Indiastat.

⁴ Census Commissioner, India. 2011. Source: Indiastat.

and around 50% at secondary levels of education⁵. Apart from this, there is a huge differentiation among various social categories of OC, BC, SC & ST in terms of their enrollment as well as dropout rates in school education. The only positive aspect of educational achievements since Independence is that there has been a drastic improvement in terms of girl students and various statistics show that the girl students are now almost at par with the boy students.

a. STATUS OF EDUCATION IN TELANGANA



The above map depicts the district-wise dropout rates in Telangana state. There is a high rate of dropouts in the age group of 11–14 years, when compared to the 6–10 year age group. In the 6–10 age group, Medak and Rangareddy have recorded 'nil' dropouts which are the least in the state. Adilabad District has the highest rate of dropouts in the 6–10 age group in Telangana State. Whereas in the 11–14 age group, Mahaboobnagar has recorded the highest dropout rate whereas Karimnagar has recorded the lowest among all the districts of the state. This clearly explains that there is a huge variation in terms of dropouts across the districts in Telangana.

b. STATUS OF EDUCATION IN ANDHRA PRADESH:

Around 1/3rd of the state population is comprised of illiterates which is less than the average illiteracy rate for the entire country. The position of Andhra Pradesh in terms of composite educational development index is 19 (of total 35 states & union territories) that are certainly showing a poor performance in terms of its educational achievement⁶. The infrastructural facilities in the schools of Andhra Pradesh are very poor in terms of providing toilet facility for both boys & girl students. The gross enrollment ratio of Andhra Pradesh at the secondary school level is also relatively poor when compared to other states of the country⁷.

4. The Right of Children to Free and Compulsory Education (RTE) Act, 2009:

The passing of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 marks a historic moment for the children of India. This Act serves as a building block to ensure that every child has his or her right to get quality elementary education honored. As per the Act, the state, teachers, families and communities have to fulfill this entitlement together⁸. The Act has entitled every child between the age of six to fourteen years to have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

In order to implement this Act, the appropriate government and local authority are directed to establish schools in the neighborhoods' wherever

⁵ Ministry of Human Resource Development (13456).Government of India. 2012. Source: India stat

⁶ DISE Flash Statistics (Provisional) 2013-14.

⁷ DISE Thematic Maps based on U-DISE Data 2012-13.

⁸ Hulshof, Karin. 2011. 'Introduction'. Frequently Asked Questions on the Right of Children to Free and Compulsory Act (2009), 1-16. UNICEF.

they do not exist. Both central government and state governments are assigned with concurrent responsibility for providing funds so that the provisions of the Act can be carried out smoothly without any financial crisis. Parents/guardians of the child are also assigned the duty of admitting their child in the school as per the provisions of the Act. The Act has explained further in detail about various strict measures that need to be taken by the school authorities in terms of providing admissions to the students, collecting no fees from the students, better treatment towards students by prohibiting physical punishment as well as mental harassment.

The constitution of School Management Committee (SMC) for each government funded school as envisaged in the Act is a crucial step in the implementation of the right to free and compulsory education for the child. This committee is comprised of various stakeholders of child education such as parents or guardians, teachers and elected representatives of local political authority. As per the Right to Free and Compulsory Education Act (RTE) Act, 2009 the formation of the SMC is made mandatory in order to encourage the involvement of the community and more importantly the parent or guardian, in their children's education. The Act also mentioned the guidelines with regard to the composition of the SMCs. As per the guidelines, at least three-fourth of the members of the SMC should be parents or guardians. Within these, proportionate representation has to be given to the parents or guardians of children belonging to the disadvantaged group and marginalized sections. Apart from this, 50 percent of the members of the SMCs should comprise of women. The Act also prescribes specific functions to the SMCs as mentioned below:

1. The committee should monitor the work of the school.
2. It should prepare and recommend the school development plan.
3. It should monitor the utilization of grants that

are received from the government, local authorities or any other source.

4. It should perform such other functions as may be prescribed⁹.

The SMC has to prepare the school development plan as prescribed. Based on this report, grants will be released by the government or local authority.

All these indicate that SMCs play an important role in the proper implementation RTE Act as they are assigned with financial as well as monitoring responsibilities from the grassroots level. Under these conditions, the better functioning of SMCs is very crucial to achieve the goal of free and compulsory education for the children of this country.

5. BACKGROUND OF THE STUDY:

The Right of Free and Compulsory Education for Children Act, 2009, ensures that all the children between the age group of 6 and 14 years have access to free and quality education in the country. This historic Act as well as the State rules of this Act has given lot of hopes with respect to the recruitment of teachers, minimum standards in the schools, child-friendly curriculum, involvement of the community members as part of the School Management Committees, 25 % reservation for the poor and underprivileged children and the constitution of SCPCR/REPA. Indeed, there have been promising developments starting from the doubling of the government's budget for the Sarva Shiksha Abhiyan programme - the main vehicle for RTE's implementation —from Rs. 12,825 crore in 2009-10 to Rs. 27,258 crore in 2013-14. Thanks to the opening of over 3.5 lakh schools in the last decade, 99 percent of India's rural population has

⁹ The Gazette of India. 2009. The right of children to free and compulsory education act, 2009. Ministry of Law and Justice. Government of India.

a primary school within a one kilometre radius. Eleven million more children are now enrolled in elementary schools from 2009-10 to 2011-12.

Despite these achievements, eight million children remain out of school and the integration of these children into an age-appropriate class remains a significant challenge. Millions of children drop out of school before completing the full cycle of elementary education. The reasons for this increasing dropout rate vary. There is no drinking water facility for 7,536 schools out of 76,467 in the state of AP. A review of the RTE legislation's implementation of the Right to Education Forum, a civil society collectively has shown that while some progress has been made in implementing the Act, it is far from adequate and needs to do much more.

Three years after the Right to Education (RTE) Act came into force more than 75% of schools across the state still don't comply with RTE standards for infrastructure. There are many factors as a result of which, the RTE is unable to be implemented fully. A majority of the government schools lack basic infrastructure, safety and sufficient teaching staff. Apart from this, the corporal punishment and other discriminatory attitudes towards the children bar educational opportunities for the children of the poor and marginalized communities. There are 90 lakh children getting education from 76,467 Govt. schools across the state of Andhra Pradesh. But they have only 2, 79,615 classrooms. It is fact that many of the children in rural areas are getting education under trees due to the scarcity of classrooms and dilapidation of available ones. Scarcity of toilets is a major cause for many a girl children dropping out of government schools.

In this context, the present proposed study intended to assess the ground realities as well as to capture the critical gaps and appraise the progress in implementing the RTE Act in the State.

6. Objectives of the Survey:

- To produce a strong database on the functioning of School Management Committees as prescribed in the new GO 41 and redress mechanism as mentioned in the earlier GO 130 issued by the government to enhance the role of community in monitoring the functions of the schools.
- To understand the bottlenecks that are faced by the SMC members in improving the quality of education and providing child-friendly education in the schools
- Submission of study findings to the government and use the database as an evidence to initiate dialogue with the Government for the effective implementation of the Act and facilitate School Development Plans.
- To offer strong recommendations to the Department for effective implementation of the Act and towards building the capacities of School Management Committees.

7. SURVEY PLANNING & IMPLEMENTATION:

A) Development and finalization of the study tools:

Alliance for Child Rights (ACR) team has developed questionnaires with the guidance of the Convener and shared those questionnaires with institutions such as UNICEF, Sarva Shiksha Abhiyan (SSA) and Centre for Economic and Social Studies (CESS). After getting these questionnaires back from these institutions, ACR has conducted one workshop for finalizing the tools.

ACR has developed tools for two types of stakeholders and they are as follows:

1. Tool for Member Conveners/Teachers and
2. Tool for SMC Chairpersons/Members

Both the study tools were developed in to the Telugu language for the convenience of field investigators.

B) Permission from SSA to conduct interviews with headmaster, teachers and other SMC members:

The ACR team wanted to get permission from SSA state office to have interactions/interviews with head masters and Teachers authentically, without any hesitations and disturbances. The ACR team prepared and submitted a permission letter to SPD to have interaction/interviews with head masters and teachers across the state. Ms. Usha Rani issued a permission letter to ACR Partner NGOs to interact with head masters and teachers. ACR State secretariat has shared it with all the partners across 23 districts that were part of the study.

C) Training for field investigators

The field investigators were given a detailed orientation on both the tools in the month of March. Twenty three investigators one from each district were part of the orientation. The orientation was also done in Telugu language for the benefit of the field investigators.

D) Research/survey methodology:

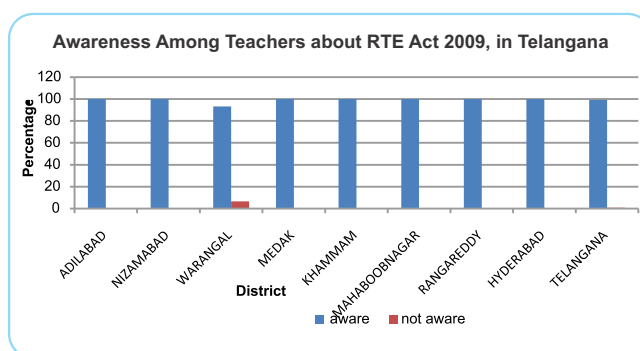
a) Sample framework: In Telangana, total 300 teachers were selected as respondents from all the 10 districts. On an average (approximate) 30 teachers from each district were interviewed with the structured questionnaire. Ninety six percent of the teachers who were interviewed were trained, and had appropriate qualification for teaching the school children.

b) Data collection tools & methods: The structured questionnaire was administered to collect data on the basis of the objectives of the study. The observation method was also used by the field investigators in order to capture the realities, however to a limited extent only.

8) Data Analysis:

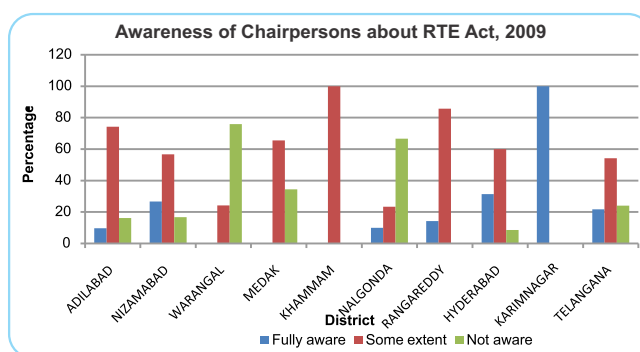
a) Awareness about RTE Act, 2009 among teachers:

The above graph describes that almost all the teacher respondents from districts of Telangana are aware about the RTE Act, 2009. There is only one exceptional case wherein the district of Warangal, we found some teachers who do not know about the Act.



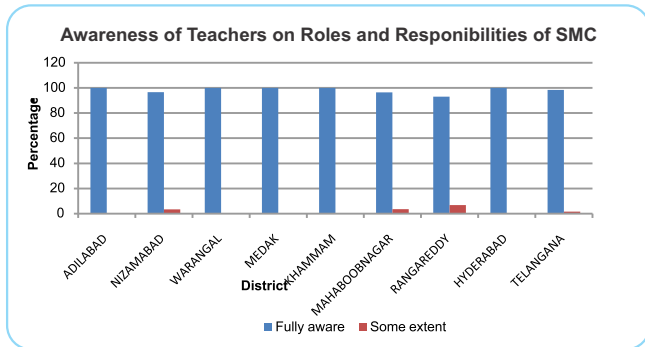
b) Awareness of chairpersons about RTE Act, 2009:

Around 24% of the chairpersons in Telangana are completely unaware of the RTE Act, 2009. Another 54% are aware to some extent and still 21% of the chairpersons in the state do not have any knowledge of this Act. Some districts have showed worst performance in this regard such as 3/4th of chairpersons in Warangal and 2/3rd of the chairpersons of Nalgonda are completely unaware about the Act. In the districts of Warangal, Khammam & Medak not a single chairperson has complete awareness about the RTE Act. However, in Karimnagar it is reported that all the chairpersons are completely aware about the RTE Act, 2009.



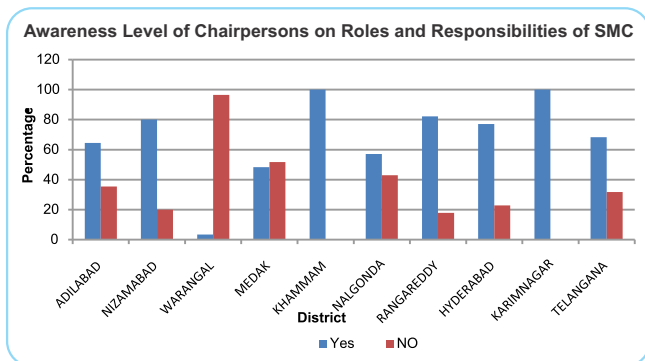
c) Awareness of teachers on roles & responsibilities of SMC:

In Telangana, almost all the teachers are fully aware of the roles and responsibilities of the School Management Committee. There are very few teachers from the districts of Rangareddy, Nizamabad and Mahaboobnagar who know about the SMC to some extent.



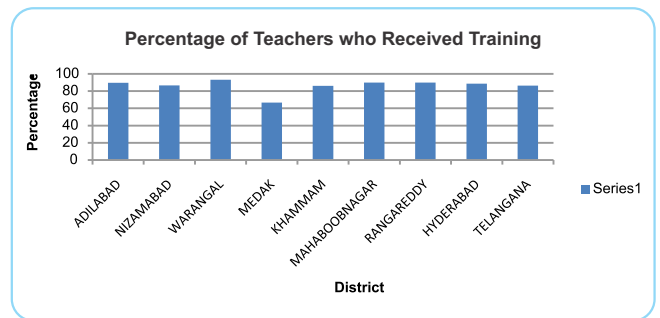
d) Awareness level of chairpersons on roles & responsibilities of SMC:

In Telangana, on an average around 68% of the chairpersons are aware of the roles and responsibilities of the SMC. Both Khammam and Karimnagar districts have recorded the highest percentage of 100% in this aspect. On the other hand, Warangal has recorded as low as three percent of the chairpersons are having knowledge on role of SMCs. From this data we can derive that there is huge variation in terms of awareness levels of chairpersons on RTE Act, 2009 in the state of Telangana.



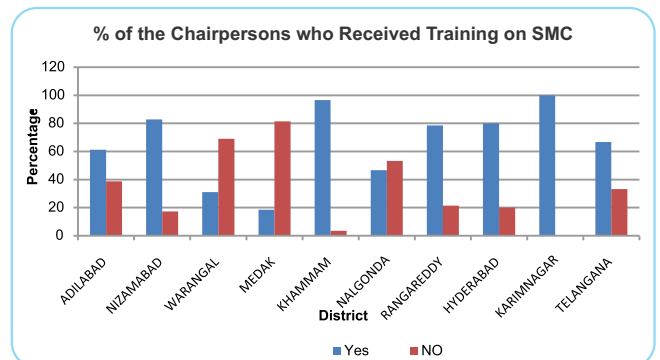
e) Training for teachers on RTE Act, structure and role of SMC:

The role of teachers in better implementation of RTE Act is very crucial. The above graph depicts the percentage of teachers who have received training on the RTE Act and on the role of SMC. In Telangana, on an average 86% of the teachers have received training on RTE Act, structure and role of SMC. However, in Medak district only 66% of the teachers have got the training on this on the other hand Warangal appears to be the best with 93% of the teachers from this district being trained on this Act.



f) Training for the chairpersons on RTE Act, structure and role of SMC:

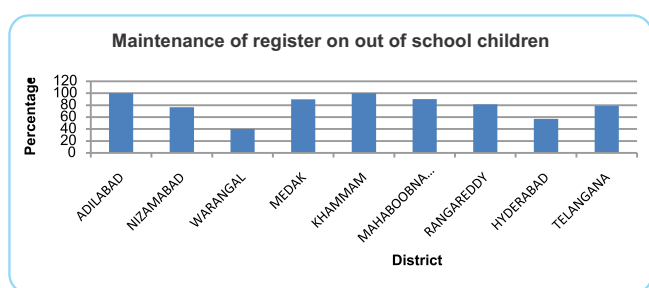
In Telangana, only 66% of the chairpersons have received training on RTE Act, structure and role of SMC. In Medak, only 18% of the chairpersons have got the training. Karimnagar again performed well in this aspect with all the chairpersons in the district received training. Warangal (31%) and Nalgonda (46%) are also in the list of bad performers in this regard.



9) Child-friendly Teaching/Quality Education:

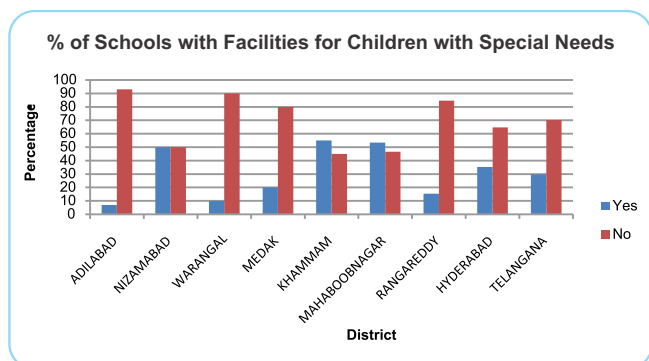
a) Maintenance of list of out-of school-children:

The above graph explains about the schools that have been maintaining the register on the out of school children. All the schools from the districts of Adilabad and Khammam are maintaining the register with these details. In Telangana, only 78% of the schools in the state are maintaining the register. Among all districts Warangal is showing the worst performance with only 40% of the schools in the district doing this activity.



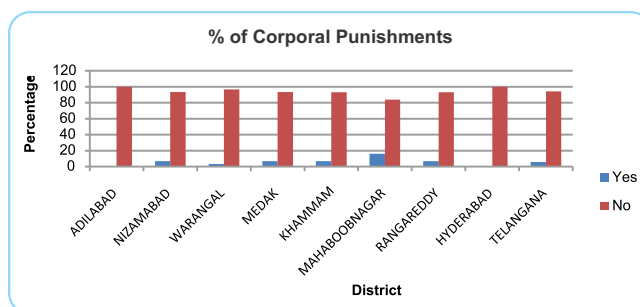
b) Facilities for children with special needs:

The needs and requirements of physically challenged students are different from the normal students. In order to achieve the goal of education for all, one has to accommodate all types of children while imparting education. The above graph depicts that only 30% of the schools in Telangana have facilities for children with special needs. Districts including Adilabad, Warangal and Rangareddy are showing the worst performance in this regard.



c) Corporal punishments in the school:

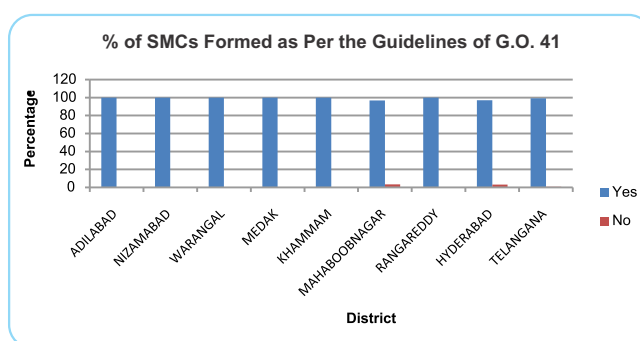
In Telangana, five percent of the schools have a record of imposing corporal punishments upon students. It is true that this is at a low magnitude nevertheless it requires complete elimination from the school culture. Districts of Adilabad and Hyderabad stood with best performance on this with none of the schools being reported of corporal punishments. Mahaboobnagar has recorded highest on this with 15% of schools reporting this.



10) Formation and Structure of SMC:

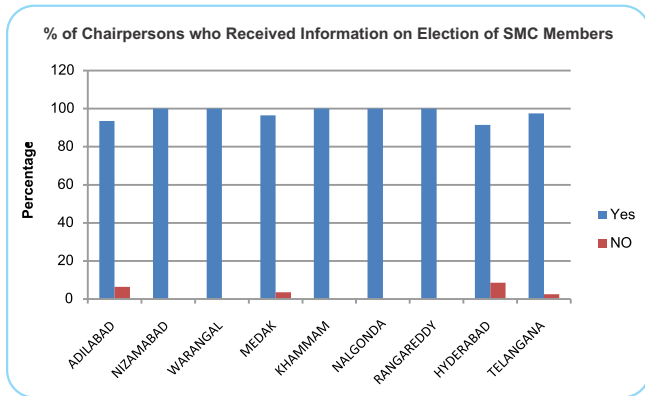
a) Formation of SMC as per guidelines of GO 41:

In Telangana State, most of the SMCs are reported to be formed as per the guidelines of the GO 41. However, there are few exceptions to this like in districts of Mahaboobnagar and Hyderabad couple of SMCs is not formed as per the guidelines of the GO 41.



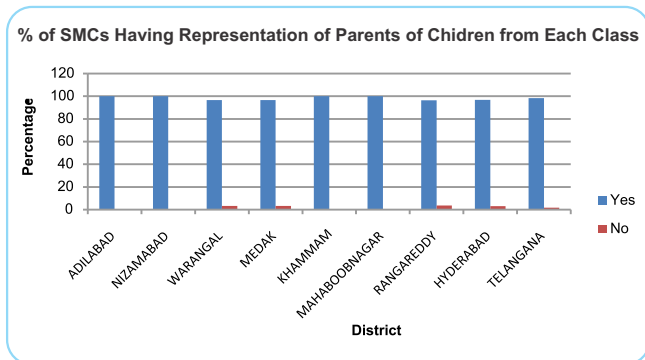
b) Information to chairpersons on election of SMC members:

In Telangana State, 97% of the chairpersons are being received information on election of SMC members. However, districts of Hyderabad (8%), Adilabad (6%) and Medak (3%) have showed some negligence on this part.



c) Representation of parents of children from each class in SMCs:

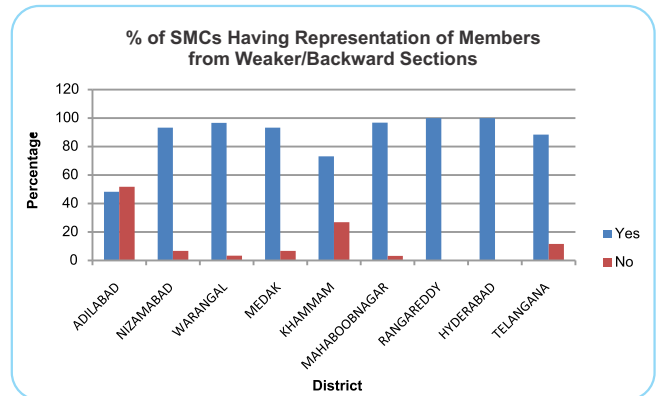
Ninety eight percent of the SMCs in Telangana State are represented by the parents of children from each class. However, still in few cases in districts like Rangareddy, Warangal, Medak and Hyderabad some SMCs do not have those members.



d) Representation of members from weaker/backward sections:

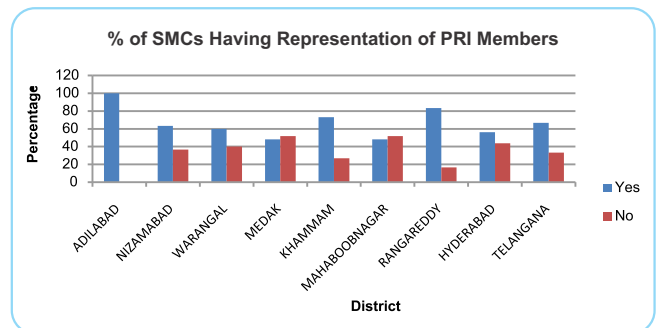
In Telangana, only 88% of the SMCs are having representation of members from weaker and backward sections. Adilabad is showing very poor performance in this regard with around 50% of the SMCs in the district being failed in this. In

Khammam also 1/4th of the total SMCs do not have members from the weaker and backward section communities.



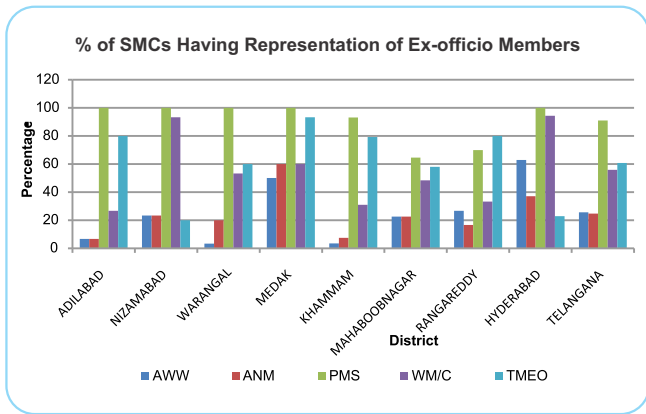
e) Representation of PRI members:

In Telangana State, only 66% of the SMCs are having PRI members as its members. Adilabad district stood first with all the SMCs being represented by PRI members. Medak and Mahaboobnagar ranked the least in this aspect with more than 50% of the SMCs not having PRI members.



f) Representation of ex-officio members:

The above graph shows the details on the levels of representation of ex-officio members in school management committees. With regard to the AWW & ANM, on an average only around 25% of the SMCs in the state of Telangana have them as the SMC members. In fact districts including Khammam and Adilabad show the least representation with only around six percent SMCs having AWW and ANMs in the committee. Hyderabad District stood first with 62% and 37% respectively of AWW & ANMs representation.



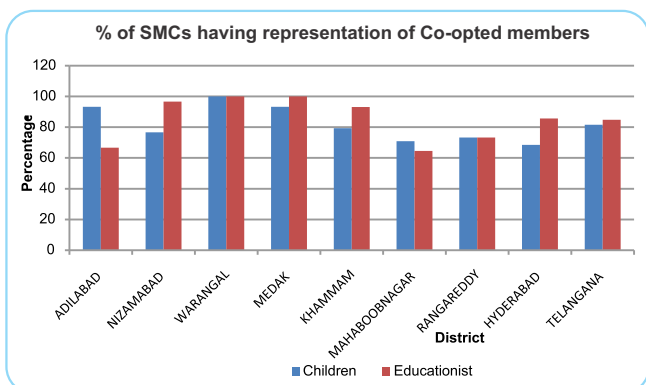
In case of President, mahila samakhya, five districts in Telangana are showing 100% of the SMCs have representation. The SMCs of Mahaboobnagar district recorded low representation with only 64% of them having president, mahila samakhya members.

In case of ward member/councilor only 55% of the SMCs in Telangana have representation. Both Nizamabad and Hyderabad districts have stood highest with more than 90% of the SMCs in these districts having representation. Adilabad performed least with only 26% of the SMCs in this district having ward member/councilor as its members.

Finally, in Telangana, only 60% of the SMCs have teacher members who are nominated by the MEO. Medak stood highest with more than 90% of the SMCs having them as members. In Nizamabad & Hyderabad only 20% of the SMCs have them as members.

g) Representation of Co-opted members:

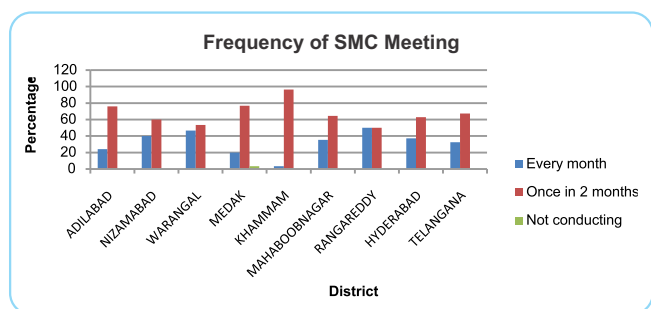
In Telangana, more than 80% of the SMCs have representation of children and educationists as co-opted members. Mahaboobnagar has showed the lowest representation of these members in SMCs.



11) Meetings of the SMC and role of members:

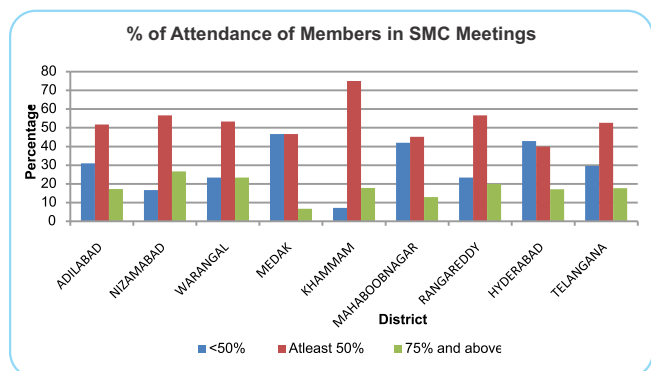
a) Frequency of SMC meeting:

In Telangana, only 32% of the SMCs are meeting at regular monthly intervals. Warangal has recorded highest in this regard with 46% of the SMCs in this that meet regularly. The rest of the SMCs are conducting meeting only once in two months. There is also one SMC from Medak District that has not conducted any meeting so far.



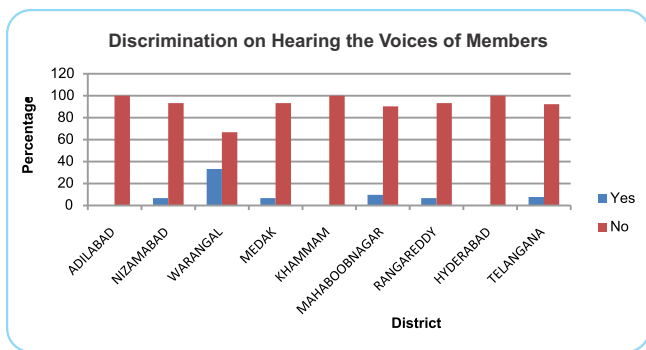
b) Attendance of members in the SMC meetings:

In Telangana, only 17% of the SMCs are registering more than 75 percent attendance of its members. Another 52% of the SMCs have at least 50 percent of its members in attendance. Sadly, still 30% of the SMCs in the state have less than 50 percent members' attendance. The performance of SMCs in Medak District is very poor in this regard with 42% of them registering less than fifty percent member participation in the meetings.



c) Discrimination in hearing the voices of SMC members:

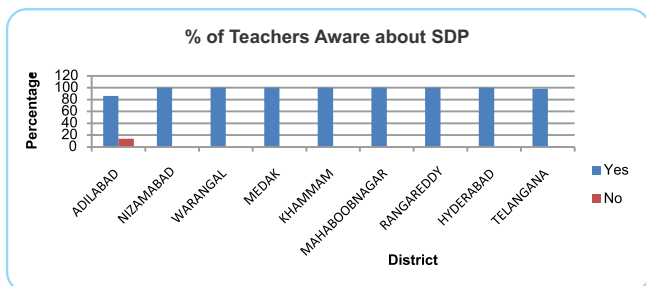
In Telangana, around seven percent of SMCs have recorded discrimination in hearing the voices of its members. Warangal showed worst performance in this regard with 1/3rd of the SMCs in the district showing such discrimination.



12) School Development Plan:

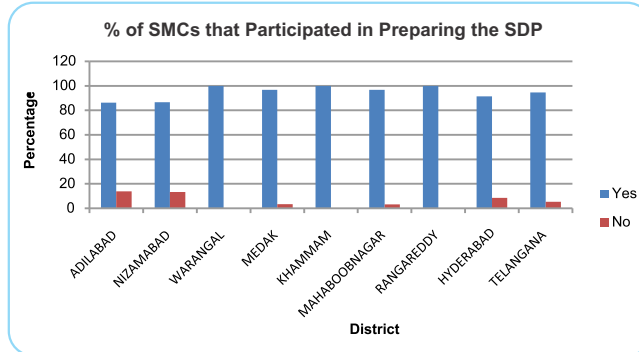
a) Awareness levels of teachers about SDP:

In Telangana, 98% of the teachers revealed that they are aware of School Development Plan. Except for Adilabad District all the respondents in the state revealed that they know about SDP.



b) Participation levels of SMCs in preparing School Development Plan:

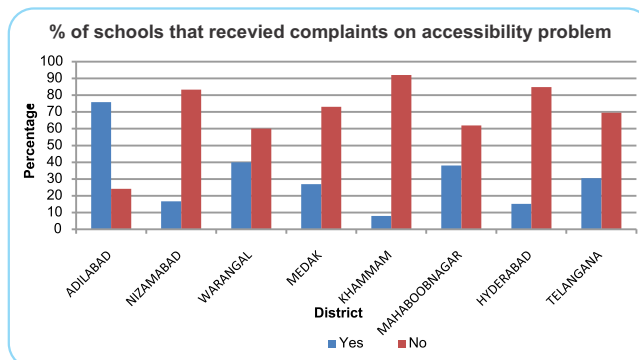
As per the RTE Act, 2009 it is mandatory for the SMC to prepare the School Development Plan (SDP) so that available funds can be utilised for the benefit of the students. Majority of the districts are following this rule. However, still in some districts such as Adilabad & Nizamabad, around 13 percent of the SMCs have failed to prepare School Development Plans.



13) Redressal Mechanism:

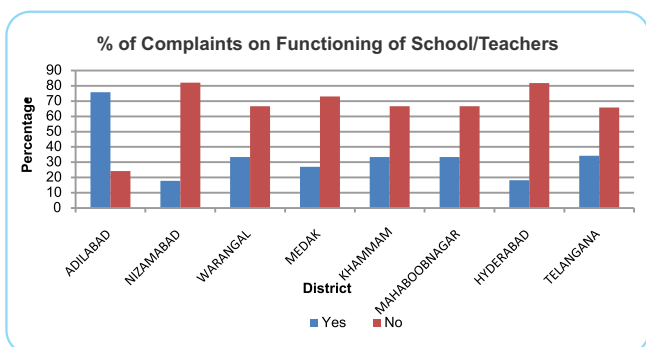
a) Complaints on accessibility to the school location:

In Telangana, still 30% of the schools are reported to have a problem with accessibility. Adilabad District stood first in terms of complaints with 75 percent of the respondents expressing that their schools are not easily accessible to students. Khammam has highest percentage of schools in terms of complaints of accessibility.



b) Complaints regarding the functioning of school/teacher:

In Telangana, 34% of the respondents opined that they received complaints on the functioning of school/teacher. In Adilabad, 75 percent of the schools are considered to be receiving these complaints. The districts of Nizamabad and Hyderabad performed best with only 17% of the schools from these districts having complaints on the functioning of school/teacher.



Conclusion:

The implementation of RTE Act, 2009 has not fully succeeded in the state of Telangana. There are several bottlenecks that are obstructing the achievement of the goal of right to free and compulsory education in the state. The awareness level of teachers about the RTE Act is good in this state except for few districts. Nevertheless, around 15 percent of the teachers in the state reported not to have received training on the SMCs. The awareness levels of chairpersons about SMCs are far low when compared with teachers. Majority of the districts show very poor score in terms of providing facilities for the children with special needs in the schools. It is true that there has been a declining trend in terms of awarding corporal punishments to the children. However, in Mahaboobnagar around 16% of the schools are still imposing such punishments to the children.

Almost in all the cases of Telangana, School Management Committees (SMCs) are formed in accordance with the guidelines that were prescribed. The representation of parents of children from each class has also been implemented completely in almost all the districts. In terms of representation of SMC members from weaker and backward sections, Adilabad and Khammam have shown negligence on this part. On an average, only around 66% of the SMCs in Telangana have PRI members in its bodies. The representation of ex-officio members of AWW and ANM has been very low in the State. However, the presence of President of

Mahila Samakhya is quite good across the State except for Mahaboobnagar District. Still around 18% of the SMCs in the State of Telangana do not have children and educationists as members, which is an issue of concern as their presence can majorly contribute to the improved functioning of the SMCs in the State.

In Telangana, only 32% of the SMCs in the state are conducting meetings once in a month. The rest of the SMCs are holding meetings only once in two months. The politics of discrimination (social & gender) is reported to be low in almost all districts of Telangana except for Warangal District.

Most of the SMC members are aware of the School Development Plan (SDP) among various districts of Telangana. Majority of the SMCs in the schools of Telangana are engaged in preparing School Development Plan.

It is very sad that still 30% of the schools in the state of Telangana are in locations inaccessible for children. This problem is very severe in the districts of Adilabad and Mahaboobnagar. Still around 40% of the schools in the State do not have proper infrastructure facilities in the school and 34% of the schools have problems on the functioning of school/teacher. Moreover, more than 1/3rd of the schools in the State are still facing a deficit of financial resources as well as proper maintenance of mid-day meal scheme.

ANNEXURE

ABBREVIATIONS

ACR	Alliance for Child Rights
TS	Telangana State
CESS	Centre for Economic and Social Studies
DISE	District Information System for Education
GO	Government Order
RTE	Right to Education
SDP	School Development Plan
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
UNICEF	United Nations Children Fund

We are gratefully acknowledge ACR Partner NGOs who were part of Field investigations at District level

1. Adilabad – Mahita
2. Hyderabad – Divya Disha
3. Ranga Reddy – MV Foundation
4. Warangal - MARI
5. Nalgonda – PEACE
6. Mahabubnagar – RDS
7. Nizamabad – SIDS
8. Medak - Sadhana
9. Khammam - CADRE
10. Karimnagar – NPDO

TOOLS FOR THE STUDY ON THE FUNCTIONING OF SMCs

A study on the functioning of School Management Committees and GO.No.130 & 41

Interview schedule for Teachers
(Member Convener/Teachers)

Name of the Field Investigator	
Date of the interview	
Signature	

Details of Respondent

S.No	Identification	Details	
1.a	Name of the district/mandal	District:	Mandal:
1. b.	Name of the school Type the school PS/UPS/High School		
1. c	Name of the Respondent		
1.d	Designation and Education qualification		
1. e	Total number of children in the school		
	Total number of teachers in the school	Trained:	Untrained:
1.f	Since how long you are associated with this school		

Information on awareness levels on RTE and GOs

S.No	Particulars (Put appropriate code in the box)	Details	Remarks
1	Do you know about RTE Act 2009?	1.Fully aware <input type="checkbox"/> 2.Some extent <input type="checkbox"/> 3.Not aware <input type="checkbox"/>	
1.a	How do you know about the provisions of the Act	1.Attended training 2.Other source	
1.b	Do you know about the GO 130 and 41	1.Fully aware <input type="checkbox"/> 2.Some extent <input type="checkbox"/> 3.Not aware <input type="checkbox"/>	
2	Do you aware about the roles and responsibilities of SMC as prescribed in the Act and GOs	1.Fully aware <input type="checkbox"/> 2.Some extent <input type="checkbox"/> 3.Not aware <input type="checkbox"/>	
3	Do you have any data regarding out of school children in the neighborhood?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3.1	Do you have drop out children data in the neighborhood area of the school		
4	Is your school having all the basic infrastructure facilities for the children?	1. All weather building <input type="checkbox"/> 2. Sufficient classrooms <input type="checkbox"/> 3. Drinking water <input type="checkbox"/> 2. Toilets with water facility <input type="checkbox"/> 3. Separate toilet for girls <input type="checkbox"/> 4. Compound wall <input type="checkbox"/> 5. Library/books <input type="checkbox"/> 6. Separate room for cooking mid day meal <input type="checkbox"/> 7. Play ground <input type="checkbox"/> 8. Play material <input type="checkbox"/> 9. Computer lab <input type="checkbox"/>	
5	Were you provided any training on the act, structure and role of SMC	Yes <input type="checkbox"/> No <input type="checkbox"/>	

6	If yes, please mention the details of training.	Place: <input type="checkbox"/>	
		Date: <input type="checkbox"/>	
		Organized by: <input type="checkbox"/>	
Questions related to child friendly teaching/quality education			
7	Do you maintain the list of the out of school children in the neighborhood area?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
8	If yes, did you try to enroll the out of school children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
9	Do you maintain the drop out list of the children in the neighborhood area? If the answer is no, mention the reasons	Yes <input type="checkbox"/> No <input type="checkbox"/>	
10	If yes, what kind of strategies you are following to mainstream them in the school.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
11	Are the children getting the books and uniforms in time?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
12	Are there facilities in your school for the children with special needs?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
13	Does your school have child friendly atmosphere?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
14	How many days your school works in the academic year?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
15	Does the teachers use TLM while teaching	Yes <input type="checkbox"/> No <input type="checkbox"/>	
16	Any issues regarding corporal punishments in your school?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
17	Are you maintaining learning portfolio register of children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Details of formation and structure of SMC			
18	When the SMC has been formed in your neighborhood school.	Date/month	
19	Are you maintaining learning portfolio register of children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
20	If yes, what is the process followed by the election of SMC members		
	How many parents of the children participated in the election meeting?		

21	If no, which procedure you followed for the formation of SMC?		
22	Total number of members in your Management Committee		<input type="checkbox"/>
23	Is the committee having members from each class children parents as prescribed in the GO.41	Yes No	<input type="checkbox"/> <input type="checkbox"/>
24	Is the committee consists the members from weaker/backward sections?	Yes No	<input type="checkbox"/> <input type="checkbox"/>
25	Is the committee consists PRI members	Yes No	<input type="checkbox"/> <input type="checkbox"/>
26	Is the committee consisted Ex-officio & Co-opted members as mentioned.	AWC ANM Ward Member /councilor Teacher nominated by MEO President of Mahila Samakhya Children Educationist	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
27	Are there any sub committees formed in the SMC	Yes No	<input type="checkbox"/> <input type="checkbox"/>
28	If Yes, Please mention those		
Information on the meetings of the SMC and role of members			
29	What is the frequency of SMC meetings	1. Every month 2. Once in two months 3. Not conducting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
30	Are you giving intimation to the members before conducting the meeting	1.Yes regularly 2.Some times	<input type="checkbox"/> <input type="checkbox"/>

31	What is the percentage of members attending the committee meetings	1. Below 50% <input type="checkbox"/> 2. At least 50% <input type="checkbox"/> 3. 75% and above <input type="checkbox"/>	
32	If the SMC meetings not conducting regularly, please mention the reasons	Yes <input type="checkbox"/> No <input type="checkbox"/>	
33	Have you fixed agenda for the meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>	
34	If yes, who will prepare the agenda	1. Member Convener <input type="checkbox"/> 2. Chairperson <input type="checkbox"/> 3. Both <input type="checkbox"/>	
35	The meetings will be conducted as per time/duration of the meeting	1. Half Day <input type="checkbox"/> 2. Full day <input type="checkbox"/>	
36	Will all the members get opportunity to participate in the discussions	Yes <input type="checkbox"/> No <input type="checkbox"/>	
37	Is there any discrimination in hearing the voices of any members? If yes please specify?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
38	Are the meetings minutes are recording by the Head Master/ member convener?		
39	Any discrimination in making resolutions?		
40	Do all the members aware about the role and responsibilities which they have to perform as SMC members		
41	What are the roles/responsibilities performed by SMC	1. maintaining the data of out of school children <input type="checkbox"/> 2. Enroll and retain the dropout/out of school children <input type="checkbox"/> 3. Monitoring the school <input type="checkbox"/> 4. Monitoring attendance of teachers and children <input type="checkbox"/>	

41	What are the roles/responsibilities performed by SMC	5.assessment of the learning levels of the children <input type="checkbox"/> 6.Action in creating basic facilities for children <input type="checkbox"/> 7.Monitoring mid-day-meal <input type="checkbox"/> 8. Preparation of School development Plans <input type="checkbox"/> 9.Conducting regular meetings <input type="checkbox"/>	
42	Please explain the process of meetings		
43	Any problems in conducting meetings regularly:		
44	Any suggestions in conducting the meetings effectively:		
Preparation of School Development Plans/Maintenance of resources			
45	Are you aware about SDP?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
46	Did your SMC develop any School Development Plans	Yes <input type="checkbox"/> No <input type="checkbox"/>	
47	If yes, please mention details If no, mention the reasons		
48	What are the components in the school development plan?		
49	What are the economic resources that are available with the school		

50	Who will maintain the resources?		
51	Is the available resources are enough for maintaining the school as per RTE standards? If no, what are the alternatives?		
Questions on the Reddressal mechenism			
52	Do you have any complaints on any aspect of the issues of children in school as mentioned below 1.Access education facility for children your village 2. infrastructural issues 3.Functioning of school/teachers 4.Mid day meal 5.Financial resources of the school	Yes <input type="checkbox"/> No <input type="checkbox"/>	
53	If yes, whom do you approach	HM/Teachers <input type="checkbox"/> Sarpanch <input type="checkbox"/> Ward members <input type="checkbox"/> MEO/DEO <input type="checkbox"/> Others <input type="checkbox"/>	
54	Are you given written complaint?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
55	If you approach any one of the above what is their response?		
56	What was the response you get from them?		
57	Any suggestions with regard to reddressal system?		

TOOLS FOR THE STUDY ON THE FUNCTIONING OF SMCs

A study on the functioning of School Management Committees and state rules GO.No.130 & 41

Interview schedule for SMCs Chairperson/ Vice-Chairperson/ Member

Name of the Field Investigator	
Date of the interview	
Signature	

Details of the SMC

S.No	Identification	Details
1.a	Name of the district/mandal	
1. b.	Name of the school	
1. c	Name of the Respondent	
1.d	Designation in the SMC CP/V-CP/member	
1. e	Education qualification	
1.f	Since how long he/she is the member of SMC	

Information on awareness levels of SMC on RTE			
S.No	Particulars (Put appropriate code in the box)	Details	Remarks
1	Do you know about RTE Act 2009?	1. Fully aware <input type="checkbox"/> 2. Some extent <input type="checkbox"/> 3. Not aware <input type="checkbox"/>	
1.a	If yes, explain what you know	1. 2. 3. 4. 5.	
1.b	How do you know about the provisions of the Act		
2	Do you aware about the roles and responsibilities of SMC as prescribed in the Act and GOs		
3	Do you have any data regarding out of school children in your neighborhood?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4	Is your school having all the basic infrastructure facilities for the children?		
5	Are you provided any training on the act, structure and role of SMC	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6	If yes, please mention the details of training.	Place: <input type="checkbox"/> Date: <input type="checkbox"/> Organized by: <input type="checkbox"/>	
Details of formation and structure of SMC			
7	Total number of children studying in the school.		
8	When the SMC has been formed in your neighborhood school.	Date/month	
9	Did you receive information regarding elections of SMC	Yes <input type="checkbox"/> No <input type="checkbox"/>	
10	If yes, did you participate in the elections?		
11	If no, how you were selected as a member and how do you know it?		
12	Total number of members in your Management Committee		
13	Is the committee having members from each class children parents as prescribed in the GO.41	Yes <input type="checkbox"/> No <input type="checkbox"/>	

14	Is the committee consists the members from weaker/backward sections?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
15	Is the committee consists PRI members	Yes <input type="checkbox"/> No <input type="checkbox"/>	
16	Is the committee consisted Ex-officio & Co-opted members as mentioned.	AWC <input type="checkbox"/> ANM <input type="checkbox"/> Ward Member /councilor <input type="checkbox"/> Teacher nominated by MEO <input type="checkbox"/> President of Mahila Samakhya <input type="checkbox"/> Children Educationist <input type="checkbox"/>	
17	Are there any sub committees formed in the SMC	Yes <input type="checkbox"/> No <input type="checkbox"/>	
18	If Yes, Please mention those		
Information on the meetings of the SMC and role of members			
19	What is the frequency of SMC meetings	1. Every month <input type="checkbox"/> 2. Once in two months <input type="checkbox"/> 3. Not conducting <input type="checkbox"/>	
20	Are you participating in the committee meetings	1. Yes regularly <input type="checkbox"/> 2. Some times <input type="checkbox"/> 3. Not attending <input type="checkbox"/>	
21	What is the percentage of members attending the committee meetings	1. Below 50% <input type="checkbox"/> 2. Atleast 50% <input type="checkbox"/> 3. 75% and above <input type="checkbox"/>	
22	Were you informed about the meetings of SMC by the Member Convener	Yes <input type="checkbox"/> No <input type="checkbox"/>	
23	Have you fixed agenda for the meetings	Yes <input type="checkbox"/> No <input type="checkbox"/>	
24	If yes, who will prepare the agenda	1. Member Convener <input type="checkbox"/> 2. Chaiperson <input type="checkbox"/> 3. Both <input type="checkbox"/>	
25	The meetings will be conducted as per time/duration of the meeting	1. Half Day <input type="checkbox"/> 2. Full day <input type="checkbox"/>	
26	Will all the members get opportunity to participate in the discussions	Yes <input type="checkbox"/> No <input type="checkbox"/>	

27	Is there any discrimination in hearing the voices of any members? If yes, specify?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
28	Are the meeting minutes are recording by the Head Master/member convener?		
29	Any discrimination in making resolutions?		
30	Do all the members aware about the role and responsibilities which they have to perform as SMC members		
31	What are the roles/responsibilities performed by SMC	1.maintaining the data of out of school children 2.Enroll and retain the dropout/out of school children 3.Monitoring the school 4.Monitoring attendance of teachers and children 5.assessment of the learning levels of the children 6.Action in creating basic facilities for children 7.Monitoring mid-day-meal 8. Preparation of School development Plans 9.Conducting regular meetings <input type="checkbox"/>	
32	Please explain the process of meetings		
33	Any problems in conducting meetings regularly:		
34	Any suggestions in conducting the meetings effectively:		

Preparation of School Development Plans/Maintenance of resources			
35	Are you aware about SDP?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
36	Did your SMC develop any School Development Plans	Yes <input type="checkbox"/> No <input type="checkbox"/>	
37	If yes, please mention details If no, mention the reasons		
38	What are the components in the school development plan?		
39	What are the economic resources that are available with the school		
40	Who will maintain the resources?		
41	Is the available resources are enough for maintaining the school as per RTE standards? If no, what are the alternatives?		
Questions on the Reddressal mechenism			
42	Do you have any complaints on any aspect of the issues of children in school as mentioned below 1.Acceess education facility for all children in the neighborhood/OSC children/ dropout children 2. infrastructural issues 3.Functioning of school/teachers 4.Mid day meal 5.Financial resources of the school	Yes <input type="checkbox"/> No <input type="checkbox"/>	
42.1	If yes, whom do you approach	MEO/DEO <input type="checkbox"/> PO/SSA <input type="checkbox"/> Others <input type="checkbox"/>	
43	Are you given written complaint?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
44	If you approach any one of the above what is their response?		
45	Are there any complaints made regarding facilities for children in the schools for your higher authorities?		
46	Any suggestions with regard to reddressal system?		

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