

Chapter 2: Literature Review

The Article 45 of the Constitution of India states, "The State shall *endeavour* to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years." Education was included in the Directive Principles of State Policy and not in Fundamental Rights. Remaining in the domain of Directive Principles of State policy, education could not be acclaimed as a Right and was not justifiable. Education being in the concurrent list, Govt of India, State Govt. /UTs has tried to promote Elementary, Secondary and Higher education, but Universalisation of Elementary Education (UEE) continues to remain a distant goal for many states and UTs. Efforts from educationists, academics and civil society groups that focused on a Right based approach finally yielded results in 2002, when the 86th Constitutional Amendment was passed by Parliament and Article 21A, which makes right to education a Fundamental Right, was included in the Constitution in the chapter on Fundamental Rights. In doing so, it put the Right to Education on par with the Right to Life stated in Article 21. Article 21A states: "the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine".

As a sequel to this, Right to Free and Compulsory Education Act was drafted and passed by Parliament on August 27, 2009, notified on February 16, 2010 to come into effect from April 1, 2010. This Act is called the Right of Children to Free and Compulsory Education Act 2009 (RTE). Right to Education Act 2009 implies that every child of 6-14 age groups has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standard. The new law makes it obligatory on part of the state governments and local bodies to ensure that every child gets education in a school in the neighbourhood. The RTE Act also aims at reaching to the

unreached and disadvantaged groups with providing specific provision of Free and Compulsory Education for every child who is above six years of age and has not yet been admitted to any school or though admitted, could not complete his or her education up to elementary level, then, he or she shall be admitted in a class appropriate to his or her age. To accomplish this task, there is a provision for **Special Training** (Chapter II, Para 4) in RTE Act for such children to bring them at par with their peer groups in the class

This act, for the purpose of this study, is one of the most important documents that has been analysed. The act stipulates that further rules and guidelines be framed by respective departments and state/union territory governments. Accordingly, numerous guidelines have been issued from time to time, amplifying the provisions of the RTE.

The study has analysed the **RTE Rules/Guidelines/Notification** (2010, p. 3)² at the Department of School Education & Literacy, Ministry of Human Resource Development and Literacy, Government of India (MHRD). Based on these rules and guidelines from MHRD, each state government has promulgated further rules and guidelines in due course. All these rules and guidelines have been studied to analyse the extent to which the guidelines empower the lower level functionaries to plan and execute the special training.

In order to understand the effectiveness of the special training (ST) mandated by the Right to Education Act 2009 (RTE) certain components of the provisions needs to be studied separately. Section 4 of the RTE provides that "*...children above six years, who have either **not been admitted to any school or, having been admitted have not completed elementary education and have dropped out, the right to be admitted to a school in a class appropriate to his or her age for completing elementary education.***"

² Accessed from time to time.

The Act facilitates a child admitted to an **age appropriate class to be given Special Training** to enable him or her to be at par with other children. Given the varied life experiences of these children, it is recognised in the field of education that their **mental capabilities are higher** than that of entry level 6-year old children, and that they are indeed **capable of accelerated learning**. At the end of the Special Training, the child will be assessed and his/her suitability for being placed in a particular class will be reviewed.

Thus, one needs an understanding of all the aspects that impact ST namely - definitions and estimates of OOSC; age-appropriate class, mainstreaming process and finally the planning and execution of various forms of ST. These are enumerated under.

Out of School Children (OOSC)

First and foremost is to identify the children which need to be provided ST i.e. "...children above six years, who have either not been admitted to any school or, having been admitted have not completed elementary education and have dropped out. For the purpose of ease, this paper terms all such children as Out of School children (OOSC) primarily because they have the right to be given ST.

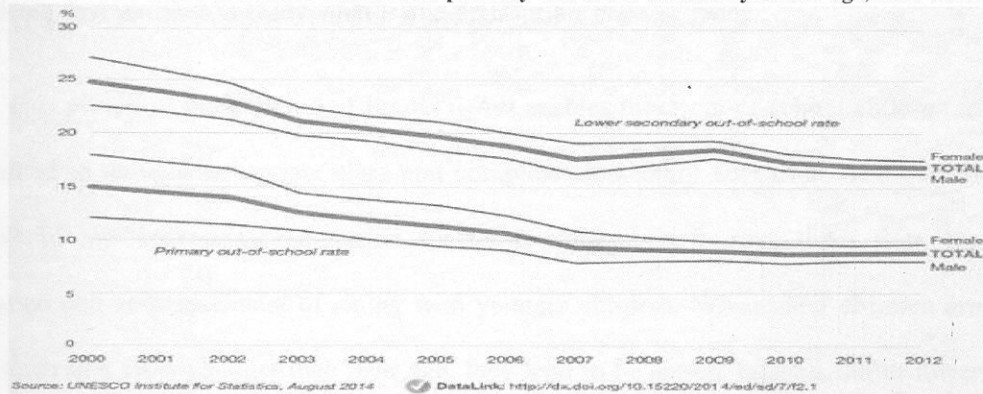
Around 63 million adolescents between the ages of 12 to 15 years are denied their right to an education according to a new joint report from the UNESCO Institute for Statistics (UIS), "Fixing the Broken Promise of Education for All – Findings from the Global Initiative on Out-of-School Children" (UNESCO, 2012)³. In total, 121 million children and adolescents have never started school or dropped out despite the international community's promise to achieve universal primary education by 2015. Data show that there has been almost no progress in reducing this number since 2007. Children living in conflict, child labourers and those facing discrimination based on ethnicity, gender and disability are the most marginalised. There is also a growing concern that previous gains in

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expanding access to education will erode without a major shift in policies and resources. If current trends continue, 25 million children – 15 million girls and 10 million boys are likely to never set foot inside a classroom (UNESCO, 2012)⁴.

58 million children between the ages of about 6 and 11 years remain out of school and an additional 63 million adolescents (roughly between the ages of 12 and 15 years) are not enrolled. Since 2007, progress in reducing the global numbers has stopped. As shown in the figure below, the rate of out-of-school children has also remained virtually the same since 2007. Global out-of-school rate for children of primary and lower secondary school age, 2000-2012 is detailed in

Figure 1 : Global out-of-school rate for children of primary and lower secondary school age, 2000-2012



Despite a global effort by the Governments and NGOs the number of OOSC continues to be large especially in developing countries. Annual Status of Education Report (ASER) 2014-15 states that out of 22 lakh out of school children (reported by the Ministry of Human Resource Development, MHRD), only 44% of the target for training OOSC was achievable in 2013- 14. Various governmental, NGO and private parties have estimated the quantum of OOSC. There is large variation in the assessment of the numbers of the OOSC by these agencies. This notwithstanding, given that every child has a right to elementary education warrants that these figures be reckoned seriously. The variation stems

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from the understanding of the definition of the OOSC. Some agencies consider only those who never earlier *attended* school as OOSC, whereas others have enlarged the scope to include those who were enrolled, attended but later on dropped out. An attempt to define the OOSC is beyond the purview of this paper. Hence this paper does not encumber itself with assessing the accuracy of these estimates, rather it assumes that the numbers are large; even though the numbers of OOSC will have a bearing in analysing effectiveness of ST and in suggesting measures to improve it.

Mainstreaming of OOSC to Age Appropriate Class

Mainstreaming can be seen as a process by which the OOSC is integrated academically, socially and psychologically to the age-appropriate class. To understand this process first we need to study what is age-appropriate class or grade.

This provision in Section 4 of the RTE Act enables these out-of-school children to be admitted to an age-appropriate class and complete elementary education. The overall objective of age appropriate admission for these children is to save them from the humiliation and embarrassment of sitting with younger children. When older children are forced to sit in a class younger than their age, they tend to be teased, taunted, suffer lower self esteem, and consequently drop out. The Act facilitates a child admitted to an age appropriate class to be given Special Training to enable him or her to be at par with other children. Given the varied life experiences of these children, it is recognised in the field of education that their mental capabilities are higher than that of entry level 6-year old children, and that they are indeed capable of accelerated learning. At the end of the Special Training, the child will be assessed and his/her suitability for being placed in a particular class will be reviewed. For example, if a 10-year old child was admitted to class IV, and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in class V or VI in the formal school, and the child

appropriately placed. If such a child is found suitable for class V, she/he will be placed in class V, rather than mechanically being placed in class VI – because if she/he is mechanically placed in class VI, she/he might again drop out, and that would defeat the whole purpose of this provision. That is the rationale for the provision that allows the child to be provided free and compulsory education even beyond age 14. Even after a child is appropriately placed in the formal school she may continue to receive special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally (MHRD, Clarification, 2010).⁵

Various countries have stipulated minimum and maximum ages for classes or grades in school. In India, elementary schools provide education from Class 1 to Class 8. The children in these classes are generally aged between 6 to 15 years. In most schools in North India, children in Classes 1st to 3rd are taught English, Hindi, Mathematics, Environmental Science, and General Knowledge. In class 4th and 5th the environmental science subject is replaced by General Science and Social Studies. However some schools may introduce this concept in Class 3 itself. Some schools may also introduce a third language in Class 5th or even in Class 4th. Sanskrit and local state language are the most common third languages taught in Indian schools. At some places, primary education is labelled as the education of Class 3rd to Class 5th and up to class 2nd as pre-primary education. This variation highlights the difference in comprehension of the various state governments while formulating their guidelines.

The National Council of Educational Research and Training (NCERT) is the apex body for research and training in the area of school education in India.⁶ The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Primary/secondary education in India is

⁵ Clarification issued by MHRD in 2010 on Provisions to The Right of Children to Free and Compulsory Education Act, 2009

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segregated as Primary (1st standard to 4th standard), Upper Primary (5th standard to 7th standard), Lower Secondary (8th standard to 10th standard), and Higher Secondary (11th and 12th standard) (NCERT, 2010). The study deals with elementary education which is from 1st to 8th standard. NCERT suggests the following ages:-

- Primary School -1st Standard: 6 years, 2nd Standard: 7 years, 3rd Standard: 8 years, 4th Standard: 9 years and 5th Standard: 10 years.
- Lower Secondary -6th Standard: 11 years, 7th Standard: 12 years and 8th Standard: 13 years.

This study does not attempt to analyse the efficacy of the age-class correlation being a matter of state and government policy. However, using the above stipulations an attempt is made to assess the quantum of the OOSC who differ from age that is appropriate from the class. This quantum may have a bearing on the qualitative nature of the ST that needs to be planned.

Mainstreaming implies academically, socially and psychologically integrating the child to the age-appropriate (AA) class. The study focuses on the academic aspects only. It is agreed that education per se is not merely academics.

Policy for Special Training

MHRD issued certain rules for conduct of ST in 2010 (MHRD, RTE rules, 2010).⁷ These guidelines were brief and left scope for ambiguity and interpretation by the state governments. Some relevant aspects are examined below.

- The School Management Committee/ local authority shall identify children requiring special training and organise such training in the following manner, namely:

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- The special training shall be based on specially designed, age appropriate learning material, approved by the academic authority specified in section 29(1).
- It shall be provided in classes held on the premises of the school, or through classes organised in safe residential facilities.
- It shall be provided by teachers working in the school, or by teachers specially appointed for the purpose.
- The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years.
- The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

The state governments thereafter formulated their guidelines for ST based on above rules. The rules by the lower governments were studied to assess its adequacy for implementation. The analysis is below:

- Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Goa, Himachal Pradesh, Jharkhand, Karnataka , Meghalaya, Madhya Pradesh, Puducherry, Punjab, Rajasthan, Assam, Haryana, Manipur, Tripura, Uttar Pradesh, Nagaland, Lakshadweep, Gujarat, Mizoram, Sikkim - all these States promulgated the MHRD guidelines almost verbatim without any amplifications or additions. Aspects which were amplified by other States are listed below.
- Tamil Nadu - In case the child is admitted in an age-appropriate class in an unaided school, the management of the school shall provide the special training to the child so admitted.

Uttarakhand

- The said training shall be provided in classes held on the premises of the school or in classes organized in safe residential facilities owned or approved by the State Government for this purpose or in whichever manner the State Government decides;
- The said training shall be provided by teachers working in the school, retired teachers, Mahila Samakhya, Voluntary organisation, any category of recognised school or by such a way as determined by the State Government from time to time or by teachers specially arranged by the Authorised Agency nominated by the State Government for this purpose from time to time;
- The School Management Committee (SMC) will prepare the strategy to ensure the regular attendance and retention of the children mainstreamed through special training. It will be an essential part of their School Development Plan. It shall be the responsibility of the Block Education Officer to make provisions for the regular attendance and retention of such children till the completion of their elementary Education.

Arunachal Pradesh - State Council for Educational Research and Training (SCERT)/State Institute of Education shall be the academic authority to design the age appropriate syllabus, test book, Continuous and Comprehensive Evaluation etc. within six months.

West Bengal -The Special training shall be based on specially designed, age appropriate learning materials prepared by the academic authority.

- The school authority shall, within 2 weeks of the enrolment of the child in any class the appropriate age, identify whether the child needs special training and

intimate the same to the concerned Circle Project Coordinator (CPC) The parents or the guardians shall be intimated regarding the need for their child to undergo special training.

- The Circle Project Coordinator (CPC) shall review monthly the requirement of special training to be provided under its jurisdiction and make arrangements for the same. Special Training shall be conducted in accordance with the materials prepared by the academic authority.
- The period of such special training shall be for a minimum period of three (3) months and such special training may be extended to two (2) years, based on the periodic assessment of the child.
- A school imparting special training shall maintain records of the progress of students undergoing such special training and submit a quarterly progress report as per format prescribed by the State Government to the District Project Officer (DPO), Sarva Shiksha Mission through the CPC who shall then assess the same in consultation with the District Inspector (Academic) for further course of action.

Maharashtra

- Special Training programme shall be planned by the Maharashtra State Council of Educational Research and Training, Pune (MSCERT), considering the following matters - development of learning materials; training of teachers; and scientific methods regarding evaluation of children.
- Special Training programme shall also be planned by the Director of Education (Primary), Maharashtra State, Pune considering following manner-
 - Appointment of teachers, specially for this purpose;
 - Survey of out-of-school children conducted by the local authority;

- Supervision arrangements to assist the progress of such child;
- Financial provision.

Kerala - The training shall be provided by teachers working in the school or by instructors or by Multi-grade learning centres appointed for the purpose by the local authority for which local authority will maintain a panel of retired teachers, instructors of Multi-grade learning centres or qualified service minded person of the locality

Odisha - Capsule course to be designed by Teacher Education and State Council of Educational Research and Training (TE & SCERT) for one year/ two years coaching and training model also.

Some states have merely reproduced the MHRD guidelines without any amplification. Whereas certain states like Maharashtra and West Bengal have clarified numerous important issues. West Bengal has sought a quarterly feed back to the State Government about the progress of the ST. Uttarakhand allowed voluntary organisation to be incorporated for the ST and mandated the local bodies to ensure retention. Kerala allowed ST to be provided by Multi-grade learning centre. It appears that multi-grade learning centres were already in vogue in the state of Kerala. Thus, there emerges a need to examine the impact of adequacy or otherwise of policy formulation on the delivery of the ST by different States.

Special Training Models

Special provision in the Act necessitates a meticulous and time bound action plan (MHRD Guidelines, 2013). The plan would invariably include-identification of learners, development of Special Learning Support Material (SLSM), arrangement of special classes, mainstreaming of out-of-school children and evaluation. Training of teachers and other concerned functionaries has also need to be planned carefully who will be involved in

this activity. In such context, SLSM may be different from the existing teaching learning materials. Hence, evaluation of such children will vary in respect of its organization and approach commensurate with the learning needs and styles of these learners so as to bring them at par with their peers. Further, in the Act, it is stated that a child so admitted to elementary education shall be entitled to free education till completion of elementary education, if needed, even after 14 years. The factors that contribute to the effectiveness of the ST mainly are -

Location and Premises of ST. ST may be planned in the same school premises where the child is enrolled by earmarking classrooms for ST. ST may also be conducted at nominated Special Training Centres (STC) organised by the appropriate government. Bridge courses are then planned for mainstreaming the OOSC. Kerala has instituted the system of multi-grade learning centres.

Teachers for the special training may be from the school staff itself or may be hired additionally. Retired teachers may be hired and assistance from NGOs and other voluntary organisation taken by the appropriate authority.

Special Learning Support Material (SLSM) has immense impact on learning outcomes of the OOSC. The learning material needs to be thoughtfully and scientifically designed to suit the specific requirement of each child. Some State governments have directed their respective State Council of Educational Research and Training (SCERT) to design material.

Duration of the ST as stipulated in the RTE shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years. The assessment of the duration has been delegated to the school authority. The special training and elementary education may

exceed the age of 14 years to enable slow learners and those who are enrolled at a belated stage.

Finances for organising the ST has been catered for in the budget by appropriate governments based on the proposal of the schools concerned.

No single factor listed above is likely to have an overarching effect on the success of ST. The school authorities and the state authorities need to be involved in planning and conduct of ST. The study examines the efficacy of these models using statistics obtained from state and central agencies.

Centrally sponsored Non Formal Education (NFE) programme which started as a pilot project in 1979-80 targeting all out-of-school children up to 14 years of age (children in Dimensions 2 and 3), especially girls, in ten educationally backward states. Within a few years it was extended to all OOSC in this age group including those hardest to reach: children of migratory workers at work sites, children belonging to nomadic tribes, street children, children in remote rural areas, children of sex workers, etc. For these hardest to reach and most vulnerable of children, the fixed structure and timing of formal school was thought of as a major barrier, and non-formal education was visualised as a flexible part-time course run by an instructor from the community (with possibly lower educational qualifications than a regular teacher and paid a small honorarium) who would enable the child to reach the age-appropriate level in two years.

Another strategy employed to reach out to child labour was the provision of short term, usually residential, bridge courses or bridge camps run by NGOs to serve as a transition to formal schooling. MV Foundation pioneered this method as early as in 1987 in Andhra Pradesh. For MV Foundation, all out-of-school children were seen as potential child labour and they felt that full-time schooling rather than non-formal education was the

solution. In both cases the NFE centres were thought of as a way of mainstreaming the out-of-school children, but a very low proportion of children could be brought into formal schools through this method. They have mainstreamed 50,000 children through residential bridge courses, and mobilised 600,000 child labourers out of work and into formal government schools (MVF, 2011).

The NFE initiative was replaced in 2001 by the “Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE)” programme. The new scheme supported broadly three strategies: (a) setting up of schools in school-less habitations in response to the demand of the communities concerned (EGS schools), (b) interventions for mainstreaming ‘out of school’ children, namely bridge courses, back-to-school camps (AIE Centres), and (c) strategies for very specific, difficult groups of children who could not be mainstreamed.

AIE centres catered to children in difficult circumstances, those with no regular schooling experience or those whose schooling had been disrupted. They prepared the out-of-school children to attend formal schools within a short period of 9 months to a year with four hours of instruction per day where the children were allowed to learn at their own pace. These bridge courses under AIE could be Residential Bridge Course (RBC) or Non-Residential Bridge Course (NRBC). All EGS schools have been successfully upgraded into formal primary schools since then. (SSA, 2013)⁸

Agencies and Organisations for Special Training

The RTE act having enacted by the Parliament and the rules and guidelines formulated by the respective state governments, numerous agencies have been involved in designing and conduct of the ST. Even before the RTE, special training centres, called by

⁸ JRM 18th (2013).

various names have been in practice. The study of these models is likely to enrich the findings.

Centrally Sponsored Schemes for elementary education were converged under five major schemes: District Primary Education programme (DPEP), and the subsequent Sarva Shiksha Abhiyan (SSA) launched in 2001; National programme for Nutritional Support to Primary Education (Mid-Day Meals Scheme); Teachers Education Programme; Kasturba Gandhi Balika Vidyalaya (KGBV); and Mahila Samakhya- most of these activities were broadly under the National Literacy Mission (NLM) as well as special programmes for promotion of Early Childhood Care and Education, Inclusive Education etc.⁹

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations (SSA, 2013). SSA has been designated as the vehicle for implementation of the RTE act. It is also seeking to bring the remaining 8 million or so out-of-school children into school. Most of these children belong to marginalized communities or live in far flung rural communities. India is also seeking to ensure that all those enrolled are retained in school till they complete their elementary education up to grade 8 (World Bank, 2015).¹⁰

Kasturba Gandhi Balika Vidyalaya (KGBV) is applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the rural female literacy is below the national average and gender gap in literacy is more than

⁹ Education-The Inclusive Growth Strategy for the economically and socially disadvantaged in the Society by Dr. Meera Lal at <http://www.dise.in/downloads/use%20of%20dise%20data/meer%20lal.pdf>

¹⁰ Educating India's children

the national average. Among these blocks, schools may be set up in areas with large number of girls out of school amongst other criteria. The criteria for eligible EBB will be the same as in the NPEGEL scheme of SSA. Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level (KGBV Guidelines, 2004)¹¹. Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups. Separate guidelines are being issued in the matter.

National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl’s education over and above the investments for girl’s education through normal SSA interventions. Its strategies involve mobilisation of various stakeholders for girls’ education, including the community, teachers, NGOs, etc. It also has a basket of components for out of school girls, overage girls, and girls with low attendance and low achievement rates. Need based incentives for girl students such as escorts, stationery, workbooks and uniforms are given under this scheme. The overall focus is on retention and quality education. It also provides funds for building a Model Cluster School (MCS) (NPEGEL, 2016).

Several government, NGOs and civil society organisation collect data and draw out statistics on the elementary education and sometimes on the ST. Somehow, there has not been much analysis of the effectiveness of the ST. The data from the school in an aggregated form is forwarded up the chain to the Ministry at the GOI. Some of the reports,

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minutes of conference and the collated secondary data of the following agencies have been studied.

- 8th All India School Educational Survey (2009) by NCERT under MHRD
- DISE NUEPA - School report cards available online. Unit level data is available free on request to NUEPA. Recently merged with EMIS of secondary educated and maintained as UDISE
- NSS (2007-08) National Statistical Organisation (NSO), Ministry of Statistics and Program Implementation. - Unit level data are available on CD-ROMs from the DDG, computer Centre, M/O Statistics and Pi
- National Family Health Survey (NFHS), NFHS-3 (2005-06) Ministry of Health and Family Welfare, GOI.¹²
- All India Survey of out-of-school children. Commissioned by Educational Consultants India Limited (EDCIL) with support from the MHRD, GOI. SRI – IMRB international was entrusted with the survey and analysis.¹³
- Child Census Surveys By certain state governments. Data available at the state SSA websites.
- India Human Development Survey 2004-5, National Council of Applied Economic Research (NCAER), India and the University of Maryland, USA. Data available at ICPSR Study 22626.
- ASER Resource Centre - Data can be accessed by using data query system on www.aser-centre.org

The study has attempted to analyse the data from the above agencies using inferential statistical tools to draw a correlation of factors that contribute the learning

¹²Data available from the website [http:// www.measuredhs.com/](http://www.measuredhs.com/) free of cost

¹³ Report is available at http://ssa.nic.in/page_portletlinks?foldername=research-studies

outcomes of OOSC and the measure of effectiveness of the ST. The data is aggregated at the school level and hence performance of each school is possible to be assessed. However, student level data in terms of learning outcomes of OOSC who received ST is not readily available. This poses certain challenges in assessing the effectiveness of the ST.

Anil Bordia headed a committee, *Right to Education* (RTE) committee, which submitted a detailed report with suggestions to synchronise the norms and strategies of the RTE with that of the Sarva Shiksha Abhiyan, a government program mandated to achieve *Universalization of Elementary Education* (UEE), so that operational synergies are achieved (Anil Bordia, 2012)¹⁴. Some of the important findings and suggestions of the report have been considered in this study. Also in 2010, a National Level Workshops on Special Training at New Delhi (MHRD Rules, 2010) was held. Recommendations of this too have been analysed in the study.

Linkages of Special Training to Learning Outcome

Compulsory education for all as a fundamental right has been the need of our times and is in keeping with the world norms. Policy/rules/guideline by the GOI, if not comprehensive, is at least not restrictive and allows sufficient leverage to the lower governments to be innovative. The effectiveness of the ST undoubtedly depends on numerous factors. But one major outcome of ST can be measured by analysing which of ST model has lead to early mainstreaming of OOSC to the age-appropriate class. Each OOSC be identified and tracked throughout the duration of ST and also at least a year after the child is mainstreamed. This is done through manual recordkeeping or through an ICT based Child Tracking Systems (CTSys). This should not be confused with *Sarva Shiksha Abhiyan (SSA) household surveys and Child Tracking Surveys (CTS)*.

¹⁴ Pp 1

Most states conduct household surveys every year, as part of SSA, and database consisting of age, education status and other relevant details of all children up to 14 years of age was loaded on the state government's Database Server and District Servers. This database is being updated annually which made it possible to track the schooling status of all children in this age group on the internet. Other states like Rajasthan and Uttarakhand too started similar exercises recently. Child tracking system in Odisha has been revised in 2011, to collect additional information on quality of schools and special training centres and is renamed as Child Monitoring Survey under Odisha Primary Education Programme Authority(OPEPA) (OPEPA, 2015).