

ATTENDANCE & PERFORMANCE OF SPECIAL TRAINING LEARNERS- A STUDY IN KAMRUP (METRO) DISTRICT, ASSAM.

Sumi Borthakur, Dr. Kunja Kusum Kakati, Dr. Aloka Sarma
Research Scholar, Professor, Dept. of Education, Pro-Vice Chancellor
Professor Qoumrul Hoque School of Education
University of Science & Technology, Meghalaya, India

Abstract: This study has been carried out to investigate the status of special training, especially with reference to the attendance, performance & mainstreaming of special training learners. Under Section-4 of Right to Education Act (RTE), 2009, there is a provision viz “Special Training” for Out of School Children (never enrolled and drop out) who are still out of the purview of elementary school system or enrolled in school but left out half way/mid way from school before completion of elementary education cycle. Like other states, in Assam also there is one group of children who are out of the school system due to various reasons. The RTE, Act, 2009 mandates that each child of the age group of 6 to 14 years has the right to receive free and compulsory elementary education. The children who are not yet enrolled in the age group of 6 years or children who dropped out will also have to be brought into the fold of elementary education. These children will be provided special training for a period from minimum 3 months to maximum 2 years to meet the learning gaps as per need for mainstreaming into neighborhood school. Since these children need to be brought into the fold of elementary education as per RTE, Act and after meeting up of their learning gaps with the stipulated time period they have to be mainstreamed in the neighborhood formal school; hence, their regular attendance in special training centres as well as their academic performance requires to be desired level so that they may be at par with other children.

Key Words- Attendance, Performance, Special Training, RTE, Out of School Children

I. INTRODUCTION

The RTE Act is the milestone for overall implementation of approaches and strategies of Sarva Siksha Abhiyan (SSA) - a flagship programme of Govt. of India, and this act has great significance to synchronize the SSA vision, strategies and norms in view of RTE mandates. The term Special Training in the RTE Act, 2009 talks of enabling each and every child to complete elementary education up to class-VIII. As regards the implications of the terms ‘Special Training’, it may be mentioned that it subsumes all the measures required to be taken to enable an out-of-school-child to join a formal school in a class appropriate to his/her age and pursue education up to class-VIII and which may take the form of Non residential Special Training Centres (NRSTCs) & Residential Special Training Centres (RSTCs). However, After the enforcement of RTE, Act, 2009, all these Alternative Innovative Education centres of the state have been re-conceptualised as Special Training centres (Residential & Non-residential centre) as per Section - IV of the Act. Moreover, state has attached the Special Training Centres within the campus of neighbourhood schools so that children of special training centres can adjust mentally and socially with the children of formal school after mainstreaming. The main objective of this intervention is to bring out of school children into the fold of Elementary Education and to retain them till completion of eight years cycle of elementary education. The present study has been undertaken to know the status of attendance of special training learners in special training centres and to assess the performance of special training learners.

II. Rationale of the Study:

In section- 4 of RTE, Act, 2009, there is a provision for providing special training to the children who are outside the formal schooling system. Further, the Act states that “where a child above 6 years of age has not been admitted in any school or though admitted could not complete his or her Elementary Education, then, he or she shall be admitted in a class appropriate to his or her age”. These children are to be enrolled at age appropriate class in neighbourhood school and to be provided special training as per need so that they may be at par with others. Accordingly, after enforcement of RTE, Act, 2009, state has implemented Special Training Intervention (Residential and Non Residential mode) as per Section – IV of the Act. A large number of special training centres are being operationalised in the state for providing special training and mainstreaming children to the regular school. State has already completed seven years of implementation of RTE, Act and special training intervention. Hence, it is essential to know the status of special training learners in special training centres and performance of special training learners.

III. Objectives of the study:

The objectives of the present study are given below:

- To study the status of attendance of special training learners in special training centres of Guwahati Urban Block of Kamrup (Metro) district of Assam.
- To assess the performance of special training learners of Guwahati Urban Block of Kamrup (Metro) district of Assam

IV. Delimitation of Study:

The present study was conducted in the Guwahati Urban block of Kamrup(Metro) district, Assam.. The present study was limited in terms of sample, geographical situation and content. The details of specification of delimitation measures is as follows:

- The samples were selected from non-residential special training centres of Guwahati Urban block of Kamrup (M) district of Assam.
- The population of the study includes the Education Volunteers (EV) of Special Training Centres, Head Teacher of neighbourhood school and School Management Committee(SMC) president of the school .

V. Design of the Study:

Methodology:

For the present study, the investigator followed descriptive survey method to study the problem.. This study focuses attendance and performance of *special training learners under RTE, Act, 2009*. The main purpose of this study is that to know the regularity of special training learners and achievement level of said learners through conducting and collecting data from field investigation, observation and interview.

This study is designed to gather the relevant information from the field level core stakeholders viz Education Volunteers of Special Training Centres, Head Teachers of neighbourhood school, President of School Management Committee through interviews, and observation whose responses are vital for assessing the regularity and performance of children of the study.

Sampling:

Population: Simple random sampling method was used for the present study.

The proposed sample for the study was as follows:

Education Volunteers of Special Training Centres	Head Teacher of Neighbourhood School	President of the concerned SMC	Learners
40	40	40	50

The procedure of data collection:

Data collected directly through Interview and Observation Methods.

The tools:

For the study, data have been collected from core stakeholder viz Education Volunteers, Head Teachers of the neighborhood school, concerned SMC president of the schools. Both quantitative and qualitative techniques have used to collect data.

Following quantitative tools & qualitative tools were used for the study:

Quantitative tools:

1. Interview schedule meant for the Education Volunteers
2. Interview schedule meant for the Head Teacher of neighbourhood school;
3. Interview schedule meant for the concerned SMC president;

Qualitative tools :

- Observation schedule

Data Analysis:

In present study, both qualitative and quantitative analysis was done.

Quantitative analysis was done using simple proper statistical technique. Data were analysed in terms of percentage. Quantitative interpretation was done through Bar Diagram.

VI. Result & Discussion:

The present study was conducted in Guwahati Urban block for collection of data from the field. For collection information, the investigator visited special training centres, neighbourhood school and meet SMC president. The investigator also assessed the academic performance of Special training learners through administering achievement test.

The detail of the study was as follows:

No. of Special Training Centre/School/SMC			No. of Respondents			
Centre	School	SMC	Education Volunteer	Head Teacher	SMC President	Learners (class-III)
40	40	40	40	40	40	50

Data/information was collected from the respective respondents (Education Volunteers, Head Teachers of the neighborhood school & concerned SMC president of the schools) through interview & observation.

Objective wise major findings of the study are given as below:

Objective: 1: To study the status of attendance of special training learners in special training centres of Guwahati Urban Block of Kamrup (Metro) district of Assam

In the present study, the investigator attempted to collect information on six areas on special training under this objective. The information were collected on regularity of special training learners, reason of irregularity of special training children, steps taken for irregular children of special training, home visit of irregular children of special training, visit of special training centres by SMC and frequency of visit in special training centre by HT/ President SMC. Education Volunteers (EV-the education facilitator), Head Teacher (HT) of neighbourhood school & School Management Committee are main field level stakeholders of Special Training Intervention of RTE,Act,2009. These three stakeholders are responsible for smooth implementation of special training intervention. Hence, investigator has collected necessary information from these core stakeholders for the study. The findings of the objective are given below tables:

1. Attendance of Special Training Learners

Table- 1.1: Regularity of Special Training Learners

Sample	Regularity of children in centre				
	No. stating regularity	Percentage stating regularity	No. stating irregularity	Percentage stating irregularity	Total
EV	11	27.50	29	72.50	40
Sample	Give information of irregular children to the HT/SMC				
	No. giving information	% giving information	No. not giving information	% not giving information	Total
EV	27	67.50	13	32.50	40
Sample	Checking of regularity of children				
	No. checking regularity	% checking regularity	No. not checking regularity	% not checking regularity	Total
HT	18	45.00	22	55.00	40
President SMC	13	32.50	27	67.50	40

Source: Interview schedule of the EV, HT & SMC President

The table shows that the information was sought on three aspects viz regularity of children in centre, giving information of irregular children to the HT/SMC and checking of regularity of children by HT & SMC President. As per statement of 27.50% EVs, it was found that children of special training centres are regular in attendance; whereas 72.50% EVs stated children are not regular. Similarly, 67.50% EVs said that they share information of irregular children to the HT/SMC and 32.50% did not share.

In case of regularity of children, data shows that 45.00% HTs have checked the regularity of children and 55.00% have not checked. Similarly, 32.50% SMC President stated that they have checked the regularity of children and remaining 67.50% did not check. The data shown in the Table- 1.1 has been diagrammatically represented in Figure 1.1 below:

FIGURE 1.1
Regularity of Special Training Learners

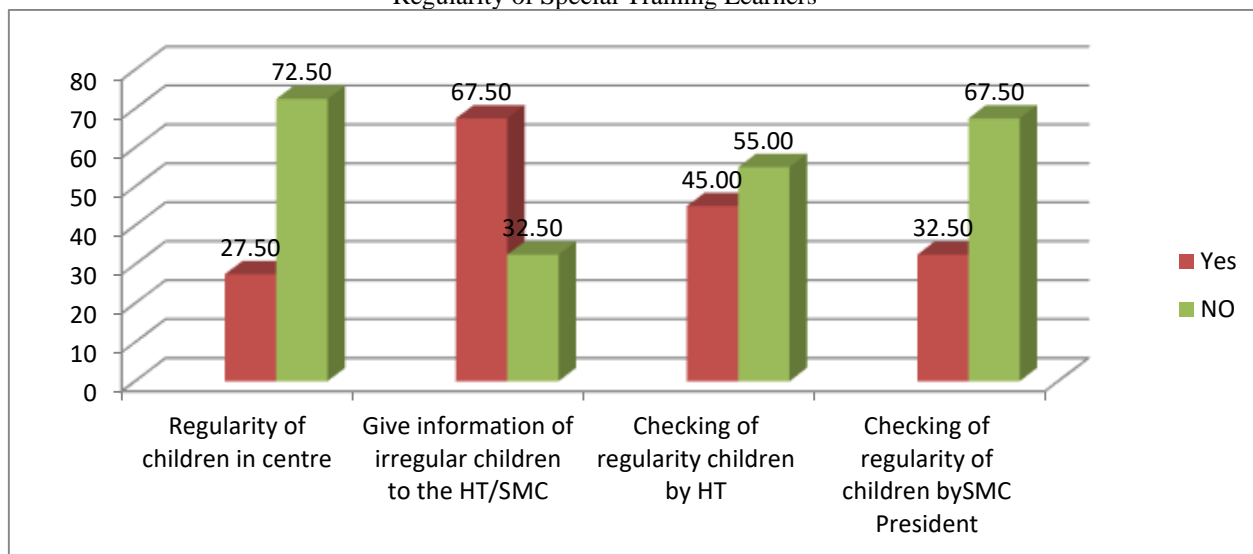


Table- 1. 2: Reason of irregularity of Special Training children

Sample	Reason of irregularity of children								
	No. stating help earning	Percentage stating help earning	No. stating daily wagger	Percentage stating dai wagger	No. stating sibling care	Percentage stating sibli care	No. stating Seasonal migration	Percentage stating Season migration	Total
EV	9	31.03	3	10.34	5	17.24	12	41.38	29

Source: Interview schedule of the EV

Table 1.2 reveals that 31.03% EVs opined that children of special training centres are not regular as they had to help parents in earning , 10.34% stated that the reason as children being daily wagger, 17.24% stating sibling care, 41.38% stating seasonal migration to their village for agriculture, festivals etc.

The data shown in the Table-1.2 has been diagrammatically represented in Figure 1.2 below:

FIGURE 1.2
Reason of non regularity of Special Training Learners

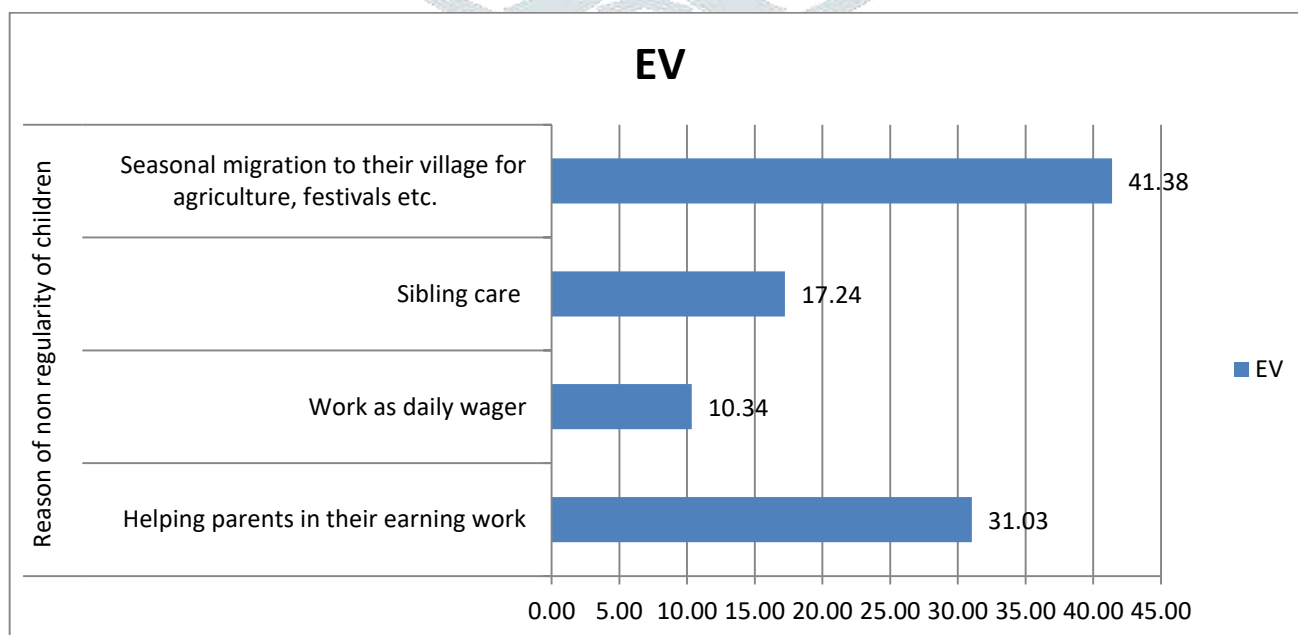


Table- 1. 3: Steps taken for irregular children of special training

Sample	Steps taken for irregular children who checked regularity of children						Total
	No. instructing EV for home visit	Percentage instructing EV for home visit	No. Organizing parent meeting at SMC meeting and raise the issue	Percentage Organizing parent meeting at SMC meeting and raise the issue	No. stating other steps	Percentage stating other steps	
HT	18	100.00	0	0	0	0	18
President SMC	9	69.23	0	0	4	30.77	13

Source: Interview schedule of the HT & SMC President

Above table-1.3 indicates that out of sample HTs who checked regularity of children (as mentioned in table 1. 1), all have (100%) instructed EVs to visit home of the irregular children. Out of sample SMC Presidents who checked regularity of children (as mentioned in table 1. 1), 69.23% instructed EV to visit home of the children and 30.77% take other steps. The data shown in the Table-1. 3 have been diagrammatically represented in Figure 1. 3 below:

FIGURE 1. 3
Steps taken for irregular children of special training

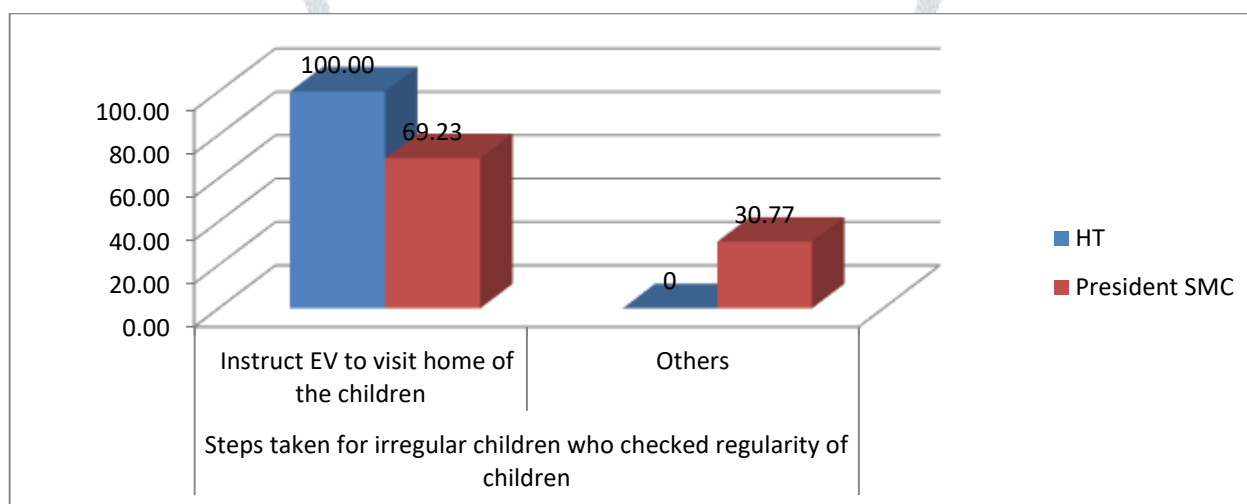


Table- 1.4: Home visit of irregular children of Special Training

Sample	Home visit of irregular children					Total			
	No. conducting home visit	Percentage conducting home visit	No. not conducting home visit	Percentage not conducting home visit					
	31	77.50	9	22.50	40				
EV	Duration of home visit								
	No. conducting within 3 day	Percentage conducting within 3 days	No. conducting within 3 days within 7 days	Percentage conducting within 3 day within 7 day	No. conducting within 1 months	Percentage conducting within 1 months	No. conducting more than months	Percentage conducting more than month	Total
	16	51.61	11	35.48	4	12.90	0	0	31

Source: Interview schedule of the EV

For the study, the information was sought on two aspects viz status of conduct of home visit of irregular children by EV and duration of home visit. Out of sample EVs, 77.50% stated that they have conducted home visit of irregular children and 22.50% did not conduct. Again, out of sample EVs, 51.61% visited home of irregular children within 3 days, 35.48% visited within 7 days and 12.90% visited within 1 month. The data shown in the table-1. 4 has been diagrammatically represented in figure 1. 4 below:

FIGURE 1.4
Home visit of irregular children of Special Training

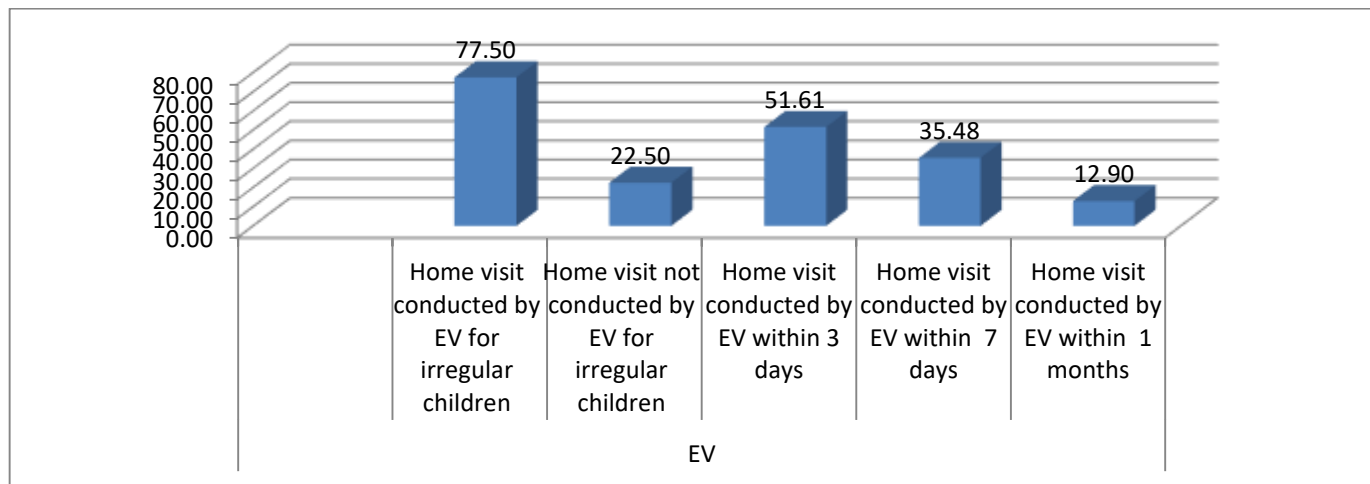


Table- 1. 5: Visit of Special Training Centres by SMC

Sample	Visit of Centre by SMC President				Total
	No. stating visit centre	Percentage stating visit centre	No. stating not visit of centre	Percentage stating not visit of centre	
SMC President	29	72.50	11	27.50	40

Source: Interview schedule of the SMC President

Table 1.5 shows the responses of SMC Presidents regarding visit of special training centres by SMC President. As per the opinion of SMC Presidents, 91.43% have visited special training centres and 8.57% have not visited. The data shown in the Table-1.5 has been diagrammatically represented in Figure 1.5 below:

FIGURE 1.5
Visit of special training centres by SMC

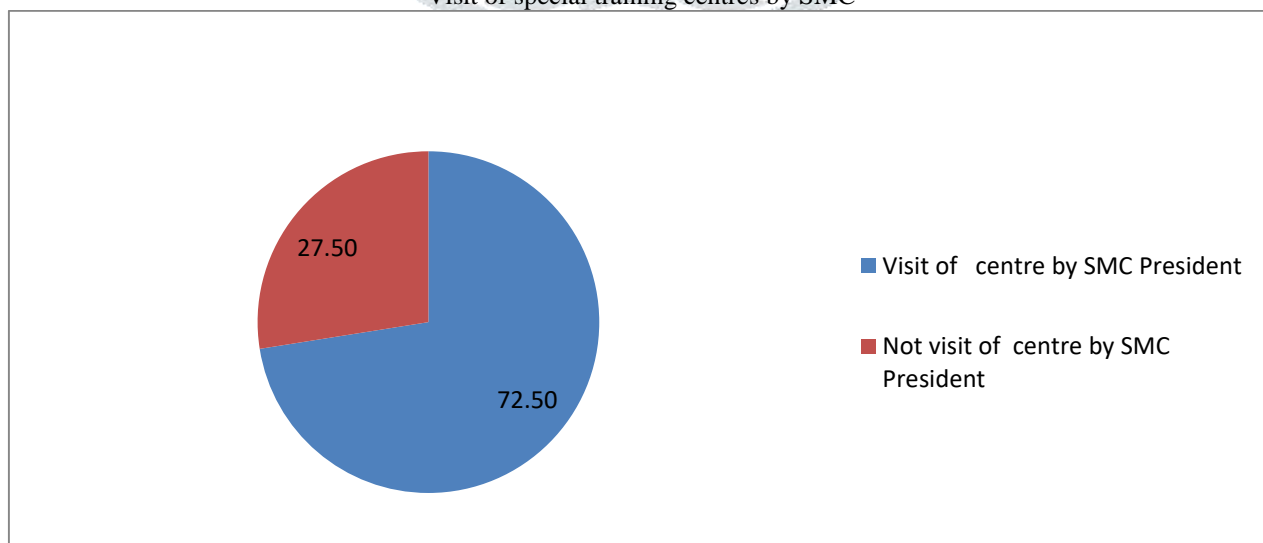


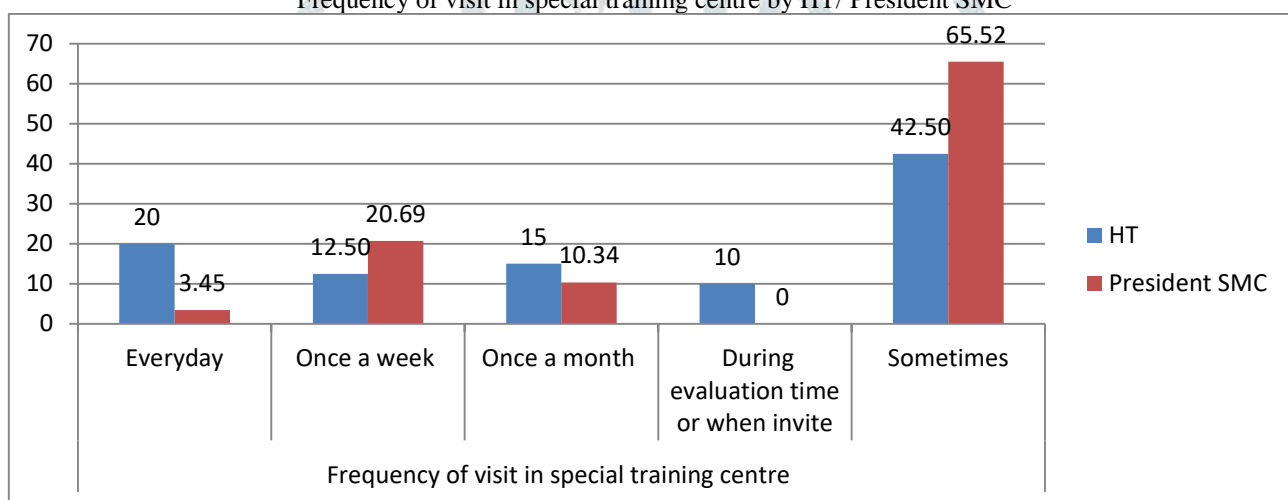
Table- 1.6: Frequency of visit in special training centre by HT/ President SMC

Sample	Frequency of visit in special training centre										Total
	Everyday		Once a week		Once a month		During evaluation time or when invite		Sometimes		
	No.	%	No.	%	No.	%	No.	%	No.	%	
HT	8	20	5	12.50	6	15	4	10.00	17	42.50	40
President SMC	1	3.45	6	20.69	3	10.34	0	0	19	65.52	29

Source: Interview schedule of the HT & SMC President

For Table 1.6, information was sought from HT & SMC Presidents on frequency of visit by them in special training centre. Out of sample HTs, 20% stated that they have visited special training centres every day, 12.50% visited special training centres once a week, 15% visited once a month, 10% visited during evaluation time or when invite and 42.50% visited sometimes. Similarly, out of sample SMC Presidents, 3.45% have visited special training centres everyday, 20.69% visited once a week, 10.34% visited once a month and 65.52% visited sometimes. The data shown in the Table-1.6 has been diagrammatically represented in figure 1.6 below:

FIGURE 1.6
Frequency of visit in special training centre by HT/ President SMC



Objective: 2: To assess the performance of special training learners of Guwahati Urban Block of Kamrup (Metro) district of Assam

The performance of children was assessed through administering achievement test on Language and Mathematics. Children of class -III were assessed for the study. The findings of the objective are given below tables:

Table- 2.1: Performance of learners in Language-1(Assamese)-Class-III:

Area and item wise number of correct response in Language-1(Assamese)- Class-III									
Item No.	Nature of item	No. students	No. of items	No. of sub item corrected					
				All		only one		None	
				Number	%	Number	%	Number	%
Q1	Spelling	50	3	17	34.00	22	44.00	11	22.00
Q2	Vowel symbol	50	5	45	90.00	5	10.00	0	0.00
Q3	Sentence formation	50	3	14	28.00	7	14.00	29	58.00
Q4	Opposite word	50	3	39	78.00	0	0.00	11	22.00
Q5	Synonyms	50	2	27	54.00	12	24.00	11	22.00
Q6	Express in sing word	50	2	16	32.00	21	42.00	13	26.00

Q7	Conjunct letter	50	2	40	80.00	9	18.00	1	2.00
Q8	Self introductory for enhancing vocabulary	50	4	29	58.00	0	0.00	21	42.00
Q9	Writing with vocabulary	50	4	31	62.00	0	0.00	19	38.00

Item No.	Nature of item	No. students	No. of sub item	Performance in Reading Skill					
				Not able to read at all		Partially able		Able to read properly and fluently.	
				Number	%	Number	%	Number	%
Q10	Reading	50	1(para)	11	22.00	27	54.00	12	24.00

Source: Achievement test of children

Table 2.1 shows that the highest correct response (90%) was against item no. 2 i.e vowel symbol and the lowest correct response (28%) was against item no.-3 i.e sentence formation. Against 50% of the items, % of students who could correctly respond to all sub items was not even 50. The table also showed that only 24% learners could read properly and fluently, 54% could partially read and 22% could not read.

Table- 2.2: Performance of learners in Mathematics –Class-III:

Area and item wise number of correct response in Mathematics Class-III									
Item No.	Nature of item	No. students	No. sub item	No. of item correctly response					
				All		Only one		None	
				Number	%	Number	%	Number	%
Q1	Write in word	50	3	12	24.00	21	42.00	17	34.00
Q2	write in number	50	3	36	72.00	0	0.00	14	28.00
Q3	Addition	50	3	41	82.00	0	0.00	9	18.00
Q4	Subtraction	50	3	38	76.00	0	0.00	12	24.00
Q5	Place value	50	2	23	46.00	11	22.00	16	32.00
Q6	Add in expanded form	50	3	28	56.00	0	0.00	22	44.00
Q7	After, before and between	50	3	35	70.00	8	16.00	7	14.00
Q8	Missing number	50	3	35	70.00	9	18.00	6	12.00
Q9	Word problem	50	2	22	44.00	11	22.00	17	34.00
Q10	Multiplication	50	3	25	50.00	11	22.00	14	28.00

Source: Achievement test of children

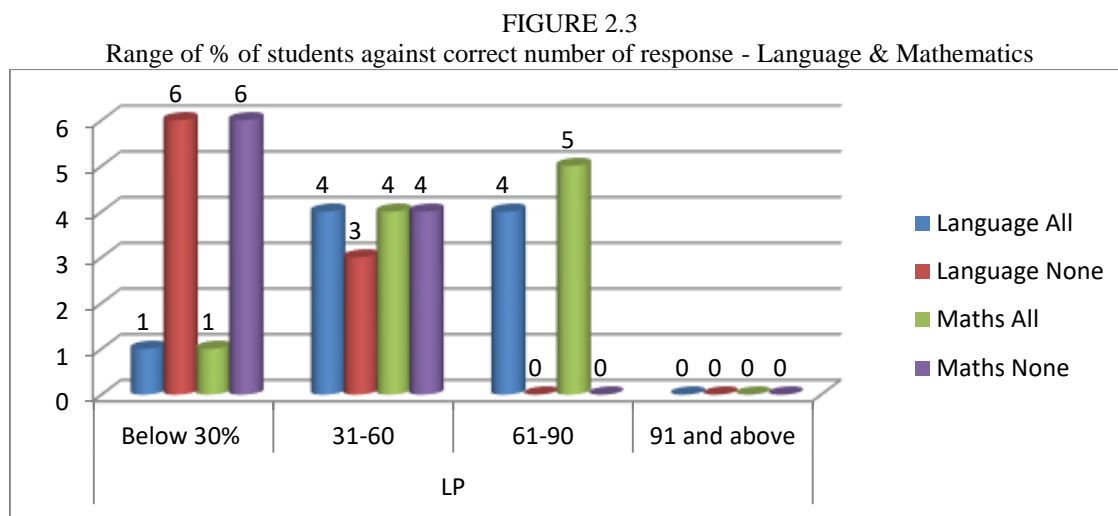
Table 2.2 shows that highest number of students correctly responded (82%) to item no. 3 i.e addition and lowest no. students correctly responded (24%) to item no-1 i.e write in word. Moreover, less than 50% learners could respond correctly to all sub items against item no- 5 & 9 i.e. place value & word problem.

Table 2.3: Range of % of students against correct number of response - Language & Mathematics

Subject	Responses	LP			
		Below 30%	31-60	61-90	91 and above
Language	All	1	4	4	0
	None	6	3	0	0
Maths	All	1	4	5	0
	None	6	4	0	0

Source: Achievement test of children

Table 2.3 shows that the trend of performance vis-à-vis % of learners correctly responding to all items was found to be concentrated in the range of 31 to 90% in both Language & Mathematics whereas for “None”, maximum response falls in the range below 30% in both “Language” & “Mathematics”. The data shown in the Table-2.3 has been diagrammatically represented in figure 2.3 below:



VII. Conclusion:

Special training intervention for Out of School Children is considered as one of the major interventions of RTE. States has been taken various initiatives for providing education to the out of school children since long back. We know that RTE, Act, 2009 mandates that children who have not been admitted at the age of 6 years or admitted could not complete the elementary cycle should be admitted to a class appropriate to his/her age, and special training will be arrange as per their need so that they may be at par with others after mainstreaming. As per the information of 72.50% Education Volunteers (EV), children of special training centres are not regular. Data shows that only 45% Head Teachers have checked the regularity of children in the special training centres. About 41 % EVs stated that children of special training centres are not regular due to seasonal migration. Most of the HTs & SMC Presidents who checked regularity of children have instructed EVs for paying visit to homes of irregular children. The trend of performance vis-à-vis percentage of learners correctly responding to all items was found to be in the range of 31 to 90% in both Language & Mathematics whereas for “None”, maximum response falls in the range below 30% in both “Language” & “Mathematics”. Data also reveals that the performance of children are better than language. Since elementary education is become right of child, it is the responsibility of all stakeholders including parents and community to bring each child into the fold of elementary education. This study reveals that more effort is required from all concerned for smooth implementation of special training intervention and ensuring their right to receive free and compulsory education. Effective measures for regular attendance as well improve academic performance of children is to be taken so that equal opportunity and emphasis for this section of children like other school going children can be ensured.

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