RTE & Quality Education
Orientation meeting with BEOs Rohatash
Mandatory changes for RTE

RTE implications to begin with for a minimum six mandatory changes in classrooms

- Improve teacher availability & time on task.
- A warm and encouraging atmosphere in the school.
- Learning through activity, discovery and exploration
- More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices)
- Focus on higher order learning with objective and building of child knowledge, potential & talent.
- Higher deliberation on quality aspect in SMCs
School Timings

- 200 Days & 800 hrs. at primary level
- 220 Days & 1000 hrs. at upper primary level
- 45 Hr Week for teachers (including preparation time, instruction time and evaluation time)
- After instructional hours a teacher will be required to stay in the school campus and discuss various issues related to – CCE, Pedagogical issues, appropriate teaching method for special needs to children. Moreover teachers will also be expected to conduct special training classes in the remaining time that is left after the mandatory instructional hours. It should be noted here that the teacher will also be required to do group work with CRC and RPs for above mentioned activity.
The RTE Act also provides that teachers will not be assigned non-academic work (barring decennial census, elections and disaster management). Further, it prohibits teachers from taking private tuition.

The Act provides that teachers should put in 45 working hours per week. This would include time required for planning and preparation, TLM preparation, transacting the regular time table, assessment of children’s work.

This is expected to improve the teacher’s physical presence in the classroom. However, mere teacher presence in the classroom will not transform student learning unless it is accompanied by sensitisation for greater learner-oriented pedagogy and classroom organisation.
Do you think there is any quality/pedagogy plan that is inbuilt in the various provision of SSA / RTE?
Section 29

1. The academic authority, while laying down the curriculum and the evaluation procedure shall take into consideration the following: -

a) conformity with the values enshrined in the Constitution;

b) all round development of the child;

c) building up child’s knowledge, potentiality and talent

d) development of physical and mental abilities to the fullest extent;
Section 29 -Cont .............

e) learning through activities, discovery and exploration in a child friendly and child-centered manner;

f) medium of instructions shall, as far as practicable, be in child’s mother tongue;

g) making the child free of fear, trauma and anxiety and helping the child to express views freely;

h) comprehensive and continuous evaluation of child’s undertaking of knowledge and his or her ability to apply the same.
Section 8 of the Act says, the Central Government shall develop a framework of National Curriculum with the help of Academic Authority specified under section 29.

The curriculum framework provides the broad aims of education and the general principles on which to base the whole gamut of teaching learning process.
Guiding principles of NCF-2005: - (adopted as Curriculum Framework at National Level under RTE

- Connecting knowledge to outside the school.
- Ensuring that learning shift away from rote methods.
- Enriching the curricular so that it goes beyond textbooks.
- Making examination more flexible and integrating them with classroom life.
- Nurturing and overriding identity informed by caring concerns within the democratic quality of the country.

- Are these principles not in consonance with the principles laid down in section 29 of the RTE Act, 2009.
The curriculum is a document which should address the following basic questions: -

- What educational purpose should the schools seek to achieve?
- What educational experiences can be provided that are likely to achieve these purposes?
- How can these educational experiences be meaningfully organized?
- How do we ensure that these educational purposes are indeed being accomplished?

(NCF-2005)
Don’t we need to examine that:

- It is critical to observe how the curriculum being practiced in classroom Whether Curricular Practice is based on the guiding principles of NCF-2005 and the quality parameters of RTE Act, 2009.
We can also examine that:

- How curriculum is envisaged as a dynamic process and the impact of curricular practice in classroom on the curriculum development, rather than one time exercise at fixed intervals.
- Is The authorities responsible development of curriculum, syllabus and textual materials are the same.
- Whether A copy of curriculum & syllabus is available with each and every teacher.

Note- If teacher appreciate the idea that- Syllabus is a document based on Curriculum to support teachers to organize class room processes and other activities inside or outside. It is a guiding document for, Textbook , Teacher training program (particularly In service) , and CCE. What are various view of teachers
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- To special training classes in the remaining time that is left after the mandatory instructional hours.
- Group work with CRC and RPs for above mentioned activity.
Time Management by teachers

- The RTE Act also provides that teachers will not be assigned non-academic work (barring decennial census, elections and disaster management). Further, it prohibit teachers from taking private tuition.

- The Act provides that teachers should put in 45 working hours per week. This would include time required for planning and preparation, TLM preparation, transacting the regular time table, assessment of children’s work.

- This is expected to improve the teacher’s physical presence in the classroom. However, mere teacher presence in the classroom will not transform student learning unless it is accompanied by sensitization for greater learner oriented pedagogy and classroom organization.
Section 24 of the RTE Act says, a teacher shall perform the following duties:

- Maintain regularity and punctuality in a school.
- Conduct and complete the curriculum in accordance of the provisions of sub-section 2 of the 29.
- Assess the learning ability of each child and accordingly supplement additional instruction, if any, as required.
- Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.
- Perform such other duties as may be prescribed.
Do you think teachers perform such duties or she requires training to meet the expectations as laid down in the section 24?
Understanding In-service Teacher Training

- How do you observe the following:
  - Each and every teacher has a dignified way of conveying his/her specific problem areas in regard to the curriculum.
  - The CRC coordinators have the competency to compile and appreciate their needs.
  - The BRCs have the capacity to design the training programmes on the basis of the in-depth analysis of the felt needs.
  - The assessment of training needs is not merely through filling up of a format, but is part of the regular functioning of the CRCs and BRCs.
  - What is concern/ opinion of the teachers
Understanding 10 day training at the cluster level

What are used to happen in Cluster level meeting

- Whether CRC play the role of a facilitator and motivator to help teachers come out with constructive ideas.
- Classroom demonstrations always help in clarifying and fine tuning the useful approaches. If any evidence of classroom demonstration.
- If the deliberations are done in a collaborative mode
- Whether these Monthly meetings are visualized as an integral part of on-site support.
Class room process

- Learning through activity, discovery & exploration
- Local Language/Local Knowledge/Community knowledge in Class room
- Opportunity for child
- Practice of Continuous and Comprehensive Evaluation
# About Comprehensive and Continuous Evaluation

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<tr>
<th>Doable</th>
<th>Avoided</th>
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<td>• Recognize that CCE is almost entirely in the hands of the teacher (and students) in the classroom</td>
<td>• A series of test- particularly decided by state level authorities/centralized level</td>
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<td>• Flexibility – in terms of ‘adapting’ or localizing curriculum, pedagogy/methods, materials, and then the nature of CCE that is applicable. In terms of location, class size, PTR, and other factors [identify these]</td>
<td>• A uniform module for CCE for all school and all children- , with no flexibility for teachers</td>
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<td>• Important that the teaching learning process itself be changed, without this how will CCE take place.</td>
<td>• FEAR- among student, teacher &amp; parent</td>
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<td>• Too much work for teacher (like too many forms to be filled in too many times)</td>
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Role of the Community in the RTE Act

- Should the community have a role in implementing the RTE Act?
- What difference would it make if the community had no role?
- What mechanism does RTE provide for community participation?
- Are there any challenges in planning for community participation?
The RTE Act defines LA as municipal corporation or municipal council or Zila parishad, Nagar Panchayat, Panchayat by whatever name called and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village.

*(Section – 2 (h))*
School Management Committees

A school other than a school specified in sub clause (iv) of clause (n) of section 2 shall constitute a school management committee consisting of:

- Elected representatives of local authority
- Parents/guardians of children admitted
- 50% of the members of SMCs shall be women
- 75% of the strength of SMC shall be parents/guardians.
- Remaining 25% members from: LA, teachers and local educationists
- Proportionate representation to parents/guardians of children belonging to disadvantaged groups/weaker sections

(Section – 21)
School Management Committees

Main functions

- Monitor the working of the school-(quality)
- Identify the needs of school also prepare and recommend school development plans (SDP)
- Monitor the utilization of the grants received from the appropriate government / local authority or any other source.
- Perform other functions as may be prescribed.

(Section – 21 (2))
School Development Plan - SDP

- Every SMC shall prepare an SDP (Section 22 (1))
- The SDP Shall be the bases for the plans and grants to be made by the appropriate government or Local Authority. (Section 22 (2))

Note- The SDP shall be a three year plan comprising three annual sub plans. SDP should include:

- Goals to be achieved in three year period
- Targets against each goal to be achieved in the year
School Development Plan - SDP


- School’s financial position and projected resources for the year
- A summary of the challenges and opportunities facing the school.
- Actions to achieve the targets for the year with steps and timelines.

SDP-signed by chairperson-v/c and convener of SMC and submitted to LA before the end of financial year.
Thank you