

Teacher Education and RTE

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Education and its Derivation

Derived from Latin words

- ❖ Educare : To bring up, to nourish, (Ross)
- ❖ Educere : To draw out, to lead out, (Wagnall)
- ❖ Educatum : E and Deco

E means movement from inward to out-ward, and
Deco means developing and progressing

Education as a process and as a product

- ▶ As a process, it is an act of development which is continuous, and
 - ▶ As a product, it is sum total of what is received through learning i.e.; knowledge, skills, ideas and values.
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Different moulds of Education

Physical mould


(The Main goal of education is to promote physical development),



Intellectual mould

- ▶ Develop Intellectual faculties
 - ▶ memory
 - ▶ Understanding
 - ▶ Application
 - ▶ Evaluation
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Social mould

- All education proceeds by the participation of the man in the social consciousness of the race.
 - Education is an instrument for the formation of social personality.
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Spiritual mould

- Education is end product of salvation,
- **Education is manifestation of divine perfection, and**
- **Education is realization of cosmic self.**

What can be Education


Education is a process in order to produce an individual who
is:

Physically developed,
Mentally alert,
Morally upright,
Culturally well-behaved,
Ethically sound,
Emotionally matured,
Aesthetically refined,
Religiously pious,
Spiritually enlightened,
Socially adjusted, and
Vocationally self-sufficient.

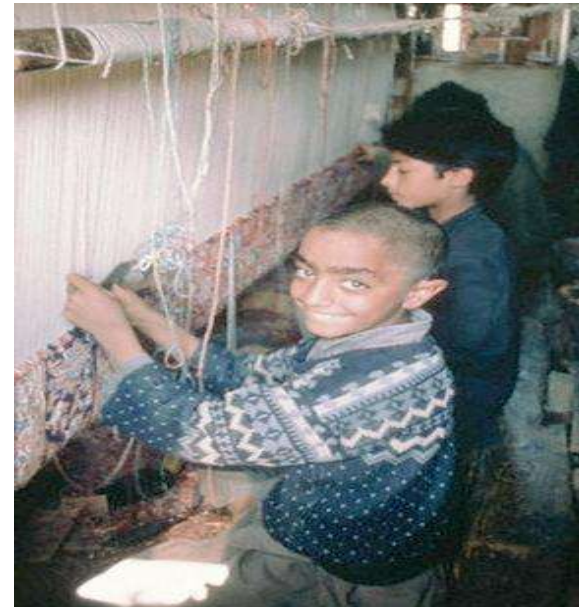
Right To Education (RTE)

Education is the birth right of the child. Education has become the **seventh fundamental right** in the constitution of India under Article 21-A. Now education has legal provisions.

Dr. Manmohan Singh

- ▶ **“We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India”.**
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Why your faces are gloomy, grim....?
Ah ! We want to be in schools. But...!



Are you enjoying the snow in Gulmarg?

No ! How can I. I Am innocent but after-all a labour...



Why you are happy?.. Happy?.. Happy?..



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**Because now education is a fundamental right.
No one can deprive us from education now...**

So no child labour !

Fundamental Right

- ❑ A fundamental right is a natural right, a right deemed by the Supreme Court to provide the highest **Constitutional protection** against Government interference.
- ❑ Puts Constitutional limitations.
- ❑ **Prevents Govt; from becoming totalitarian.**

Philosophy behind RTE

- **Biggest Democracy/diverse**
 - **GATS**
 - **Human Resource**
 - **Knowledge Economy, and**
 - **Membership**
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History of RTE

- ▶ **Woods Dispatch (9th Para)**
- ▶ **Gokhale's Bill in Imperial Legislative council**
- ▶ **Warda scheme**
- ▶ **Constitutional Provisions**
- ▶ **Supreme court Ruling of 1993**
- ▶ **86th amendment 2002**
- ▶ **Right to Education Bill 2005 (I)**
- ▶ **Right to Education Bill 2005 (II)**
- ▶ **Right to Education Bill 2008**
- ▶ **4th August 2009**

The 86th Amendment Act, 2002, made three specific provisions for free and compulsory education. These were

- (i) adding Article 21A in Part III (fundamental rights),
- (ii) modifying Article 45, and
- (iii) adding a new clause (k) under Article 51A (fundamental duties), making the parent or guardian responsible for education

Article 21 A

It shall be the responsibility of state to provide education free but make it compulsory to all children in the age group of 06 to 14 years.

(86th Amendment)



Finance

- In our country right to Education costs **1.78** lakh crores. In this amount **50,000** crores will be provided by the Centre and the State from the kitty of **SSA**.
- The share of finance between Centre and the State was initially **55:45**. But now it goes to **65:35**

Different Clauses of the Bill

The bill has been divided into different sections. Each section has a specialty with distinct directions.

Some Sections

Section-01

Education as a birth right.



Cont...

Section-02

All schools are open to all. **Except...**

Section -03

(Education is free but compulsory)

A child who is in between 6 to 14 years can seek admission in any neighbourhood school.



Cont...

- Section- 04

Any child can seek admission in any class appropriate to his age.

- Section-07

Sharing responsibility of finance.



Cont...

- ▶ Section 08 and 09

Duty of Government to provide education to the door step. The state, **school management committee** or the local authority will identify the **drop-outs or out-of-school children** aged above six and admit them in classes appropriate to their age after giving special training.

Cont...

- Section-10

Duty of parents.

(now 11th fundamental duty)

- ▶ Section - 12

Obligation of the un-aided but recognized private schools to **Reserve seats** for weaker sections.

Cont...

- Section-13 (I)

Not to demand any capitation fee

- Section-13 (II)

Punishment with fine to schools

- Section-13 (III)

No screening procedure for admission in lower classes



Cont...

- ▶ Section -14

Admission without insisting upon production of age proof

- Section -16

No expulsion of the child

Cont...

- Section -17

Bans corporal punishment

- Section-23 (I)

Formation of school management committees

Cont...

- ▶ Section-23 (II)

Recruitment of teachers

- Section-25

pupil -Teacher Ratio (1:30)

Cont...

- Section-26

vacancies of Teachers

- Section-31

Monitoring of child rights


- Section-32

grievance redressal cell

Recommendations

Item	Projected for meeting RTE provisions
Additional Teachers (to be provided within 3 years)	5.08 lac.
Part time instructors for Art Education, Physical Education and Work Education (to be provided within 3 years)	3.10 lac.
Additional Classrooms (to be provided within 3 years)	14.25 lac.
Uniforms: estimated number of children annually	8.52 crore
Residential Schools	655

Provisions (Teachers)


- **Qualification for appointment of teachers to be laid down by academic authority authorised by Central Govt.**
 - **Academic responsibilities of teachers laid down**
 - **Prohibits deployment of teachers for non-education purpose, except for:**
 - **Decennial census**
 - **Disaster relief**
 - **Elections.**
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Provisions (Schools)


- **Norms and standards specified for all schools**
 - Infrastructure and related facilities
 - Pupil Teacher Ratios – for each school
 - School days; working hours for teachers
 - Facilities
- **Community participation in schools ensured through SMC comprising elected reps, teachers and parents**
 - $\frac{3}{4}$ members from among parents of children in the school; 50% women
 - Proportionate representation to weaker and deprived sections
 - SMC to plan, manage and monitor – in collaboration with the local authority

Reality check of implementation


The Act's implementability at the ground level is not much attractive as is clearly shown from its implementation in last more than six year.

- **universal access is a distant dream,**
 - **completion of elementary education is a far cry,**
 - **free education is a myth,**
 - **teachers are in acute shortage,**
 - **intent on the part of many states and concerned authorities is lacking,**
 - **investment in infrastructure is insufficient,**
 - **quality is elusive, and**
 - **monitoring mechanism is altogether absent.**
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Present scenario in elementary education

- **Poor presence of students**
 - **Ignorance among teachers and guardians about the provisions of the Act**
 - **Pathetic condition of training regarding RTE**
 - **Acute shortage of teachers**
 - **Malaise of absence of teachers from the schools**
 - **No atmosphere of quality teaching and meaningful teaching-learning process**
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Contd...

- **Callousness of concerned authorities**
 - **Negative attitude of teachers**
 - **Bad effect of no detention policy**
 - **decaying conditions of schools premises**
 - **Absence of even basic amenities**
 - **Improper distribution of books, uniforms and other things.**
 - **Bad condition of mid-day meal scheme**
 - **Absence of mechanism and facilities regarding children with disabilities**
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Recommendations

- *Focus on Quality rather than sheer enrolment numbers*
 - *Focus on raising standards in Government schools particularly in under-performing states*
 - *Proper re-look at retention and transition, i.e. no-detention policy*
 - *Revision of existing Quality Framework developed for the Sarva Shiksha Abhiyan*
 - *Technical Support to Develop Context based Strategies*
 - *Conduction of mapping of Government and private schools across all States*
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Contd...

- ***Formulation of norms to ensure 25% reservation to children from economically weaker sections***
 - ***Relevant Curriculum Reform***
 - ***Ensuring of equal and equitable treatment to all children***
 - ***Training of teachers in requisite classroom management skills***
 - ***Develop Quality Standards for Teacher Training***
 - ***Reform of In-Service Teacher Education***
 - ***Popularization of the Act into masses***
 - ***Grievance Mechanism***
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Conclusions

The Right to Education (RTE) Act play an important role in achieving universal elementary education in India, but it is amply clear that six years of the implementation of the Act has not covered much ground.

In order to meet the goals set by us, India must prioritize and invest in making the Act a reality through dialogue and consultation with key stakeholders within and outside the government. Else the Act will join the ranks of yet another legislation which never covered the distance between conceptualization and implementation.

Thank You
For
Patience

