

Induction Training Program

Meghalaya Civil Services

2021.

Smt Jennyfer J Synrem
State Planning/Community Mobilization
/Gender Coordinator
SEMAM (SSA)



Introduction To SSA- RTE

- The original Art.45 in the Directive Principles of state policy in the constitution mandated the state to endeavour to provide free and compulsory education to all children up to the age of 14 in a period of ten years.
- The National Policy on Education (NPE),1986/92, states,” In our national perception, education is essentially for all...Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit-m thus furthering the goal of socialism, secularism and democracy enshrined in our constitution”.
- With the formulation of NPE, India initiated a wide range of programd for achieving the goal of UEE during 1980s and 1990s through several intervention such OBB, Shiksha Karmi Project, Andra Primary Education Project, Bihar Education Project, UP Basis Education Project, Mahila Samakya, Lok Jambish Project and Teacher Education which put in place a decentralized system of teacher support through District Institution of education and training , District Primary Education programd and Currently the Sarva Shiksha Abhiyan is implemented as a centrally sponsored scheme in partnership with state Gov to achieving UEE across the country.
- The 86 Amendment Act of the constitution 2002 inserted article 21-A in the constitution of India to provide free and compulsory education of all children of the age group of 6-14 years as a fundamental right in such a manner a the state may by law, determined.
- The RTE ACT 2009, represents the consequential legislation envisaged under Article 21_A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfy certain norms and standards. The need to address inadequacy in retention, residual access, a particularly of un- reached children and the questions quality are the most compelling reasons for the insertion of the ART 21-A in the constitution of India and the passage of the RTE Act,2009 in the parliament.



Cont-----

- The original Art.45 in the Directive Principles of state policy in the constitution mandated the state to endeavour to provide free and compulsory education to all children up to the age of 14 in a period of ten years.
- The National Policy on Education (NPE),1986/92, states,” In our national perception, education is essentially for all...Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit-m thus furthering the goal of socialism, secularism and democracy enshrined in our constitution”.
- With the formulation of NPE, India initiated a wide range of programd for achieving the goal of UEE during 1980s and 1990s through several intervention such OBB, Shiksha Karmi Project, Andra Primary Education Project, Bihar Education Project, UP Basis Education Project, Mahila Samakya, Lok Jambish Project and Teacher Education which put in place a decentralized system of teacher support through District Institution of education and training , District Primary Education programd and Currently the Sarva Shiksha Abhiyan is implemented as a centrally sponsored scheme in partnership with state Gov to achieving UEE across the country.
- The 86 Amendment Act of the constitution 2002 inserted article 21-A in the constitution of India to provide free and compulsory education of all children of the age group of 6-14 years as a fundamental right in such a manner a the state may by law, determined.
- The RTE ACT 2009, represents the consequential legislation envisaged under Article 21_A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfy certain norms and standards. The need to address inadequacy in retention, residual access, a particularly of un- reached children and the questions quality are the most compelling reasons for the insertion of the ART 21-A in the constitution of India and the passage of the RTE Act,2009 in the parliament .



SALIENT FEATURES OF THE RTE ACT 2009

- The RTE Act provides for :

- I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
- II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
- III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
- IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
- V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



Cont----

- The RTE Act provides for :

- I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
- II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
- III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
- IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
- V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



ALL CHILDREN IN SCHOOL

- The RTE Act provides for :

- I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
- II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
- III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
- IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
- V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



SOCIAL ACCESS

- The RTE Act provides for :

- I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
- II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
- III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
- IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
- V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



ADDRESSING ISSUE OF EQUITY IN ELEMENTARY EDUCATION

- The RTE Act provides for :
 - I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
 - II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
 - III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
 - IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
 - V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



QUALITY IN ELEMENTARY EDUCATION

- The RTE Act provides for :
 - I. The Right of the children to free and compulsory education till completion of elementary education in a neighborhood school.
 - II. It clarifies that “ Compulsory education “ means obligation of the appropriate govt to provide free elementary education and ensure compulsory admission ,attendance and completion elementary education of every child belonging to 6-14 age group.
 - III. It makes provision for a non- admitted child to be admitted in an age appropriate class.
 - IV. It specifies the duties and responsibilities of appropriate govt. local authority and parents in providing free and compulsory education , sharing of financial and other responsibilities between the center and the state govt .
 - V. It lays the norms and standards relating inter alia to pupil teacher ratio , building and infrastructure, school working days and teachers working hours.



HIGHLIGHT OF THE NEW EDUCATION POLICY 2020

- Merging Higher secondary with secondary and introduction of 9-12 standards in semester pattern with 8 semesters- as secondary.
- Schooling Starting from 3 years of age onwards.
- Merging Anganwadis with pre-schools, creating school complexes
- 4 Year Integrated BEd., common for all Teachers, B.Ed., will be conducted by Multi disciplinary colleges and Universities only.
- All Stand alone colleges of B.Ed., will be immediately closed.
- Two year B.Ed., will be modified to single year for under graduates and will be conducted by those institutions conducting four year B.Ed.,
- Vocational Education will be included in school education commonly.
- Three language system will be implemented from standard 6 onwards. (Hindi for Non Hindi speaking states and any one of the scheduled languages for Hindi speaking states) Importance will be given to Home language and National language and less priority will be for English.



Cont-

- Curricular and Pedagogical Framework for Early Childhood Education: Concentrating on children from birth to 3 years and then from 3 years to 6 years Co-locating Anganwadis- pre-schools with primary schools where ever possible.
- All aspects of early childhood education will come under the purview of the Ministry of Human Resource Development (MHRD) Extension of the RTE Act to include early childhood education (3-6 years)
- Expansion of midday meal program to include breakfast Instructional Aides will be selected , they should have B.Ed., and they will be utilized to ensure local education, credits will be given for future employment. Encouragement of large-scale community and volunteer involvement.
- Ensuring proper teacher deployment and teacher conditions, and a Pupil Teacher Ratio under 30 : 1 at every school.
- A new developmentally appropriate curriculum and pedagogical structure for school education: 5 + 3 + 3 + 4 design. 5 years of the Foundational Stage: 3 years of pre-primary school and Grades 1, 2. 3 years of the Preparatory (or Lower Primary) Stage: Grades 3, 4, 5. 3 years of the Middle (or Upper Primary) Stage: Grades 6, 7, 8. 4 years of the High (or Secondary) Stage: Grades 9, 10, 11, 12.



Cont--

- The Secondary Stage will comprise four years of multidisciplinary study, and will build on the subject-oriented pedagogical and curricular style of the Middle stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice.
- Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters.
- Each student would take 5 to 6 subjects each semester.
- The notions of “higher secondary” or “junior college” will be eliminated; Grades 11 and 12 will be considered an integral part of the secondary stage.
- Home language/mother tongue as medium of instruction: When possible, the medium of instruction - at least until Grade 5 but preferably till at least Grade 8 - will be the home language/mother tongue/local language. Thereafter, the home/local language shall continue to be taught as a language wherever possible.



Cont--

- Three languages from Standard 6 onwards.
- Reducing the importance to English, concentrating on Indian Languages.
- For Hindi speaking states one among the scheduled languages will be the choice, for others Hindi.
- Sanskrit will be offered at all levels of school and higher education as one of the optional languages on par with all Schedule 8 languages.
- Board Examinations for secondary 8 semesters with flexibility in selecting subject , he can write at any semester.
- Recruitment and deployment: To ensure that truly excellent students enter the teaching profession - especially from and in rural areas - a large number of merit-based scholarships will be instituted across the country for studies at outstanding four-year integrated
- Bachelor of Education (B.Ed.) programd prevent the large amounts of time spent currently by teachers on nonteaching activities, teachers will not be allowed any longer to conduct government work that is not directly related to teaching (except for rare events that do not interfere with their class work); in particular, teachers will not be involved in electioneering, cooking of midday meals, and other strenuous administrative tasks, so that they may fully concentrate on their teaching-learning duties



Cont--

- Each teacher may be expected to participate in, say, 50 hours of CPD opportunities every year for their own professional development.
- Approach to teacher education: Recognising that the best teachers will require training in a range of content as well as pedagogy, teacher education will gradually be moved into multidisciplinary colleges and universities. As colleges and universities all move towards becoming 6 multidisciplinary (see P10.4), they will also aim to house outstanding education departments that offer B.Ed. and M.Ed. degrees.
- By 2030, the minimum degree qualification for teaching will be a four-year liberal integrated B.Ed. degree that teaches a range of knowledge content and pedagogy, and includes strong practicum training in the form of student-teaching at local schools.
- The two-year B.Ed./D.El.Ed. (now to be referred to only as B.Ed.) programs will also be offered, by the same multidisciplinary institutions offering the four-year integrated B.Ed.; the two-year B.Ed. will be intended only for those who have already obtained Bachelor's Degrees in other specialised subjects.
- These B.Ed. programs may also be replaced by suitably adapted to one-year B.Ed. programs for those who have completed the equivalent of four-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. Again, all such B.Ed. degrees would be offered only by accredited multidisciplinary higher educational institutions offering four-year integrated B.Ed. programs.



Cont--

- Finally, in order to fully restore the integrity of the teacher education system, the thousands of substandard standalone Teacher Education Institutions (TEIs) across the country will be shut down as soon as possible a short 5-7 minute teaching demonstration Along with TET mandatory for all teacher recruitments.
- National Education Policy 2019128 Flexible and modular approach to continuous professional development for teachers: Teachers must have access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas, 7 even leading to professional degrees (including an M.A. in Education or M.Ed. degrees). Such courses must be offered in a range of formats including part time, evening, blended, and online in addition to full time programd either by Departments of Education at Universities or at Centres of Professional Development that are accredited.
- Teachers must also have opportunities for research, access to professional communities through which they develop and share their professional knowledge.
- Teachers who are in service need to be seen as an important student clientele by Departments of Education at universities, so that programd that meet their requirements for research and further study are developed and offered.
- Moving teacher education into the university system; the four-year integrated B.Ed. program: Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, fouryear integrated B.Ed. program, combining content, pedagogy, and practical training. The four-year integrated B.Ed. program of preservice teacher preparation for different tracks will be offered at the university level as a dual-degree (in education together with any desired specialised subject) undergraduate program of study, and will thus include both disciplinary as well as teacher preparation courses



Cont--

- The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master's degree program in either the disciplinary stream or the pedagogic stream. The two-year B.Ed. program for lateral entry into teaching: The two year B.Ed. degree will be offered to Bachelor's degree holders in various 8 disciplines for the preparation of teachers for various levels of school
- disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and Secondary education, and will again include a strong practical training component in schools. Offering a two-year B.Ed. program, in addition to the four-year integrated B.Ed., will enable entry into the profession of teaching for people who are at later stages in their careers, and will help to attract diverse talent into the profession.
- The two-year program will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), and other locations till such time as the four-year degree is seeded at universities, and begins graduating an adequate number of teachers. Beyond that, the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. program. For those students who have obtained a four-year liberal Bachelor's degree, or for persons with other outstanding specialized qualifications to become a subject teacher (such as a Master's degree in the specialized subject), the two-year B.Ed. program could be replaced by a suitably structured special B.Ed. program of slightly shorter duration, as determined by the same multidisciplinary institutions offering the four-year integrated and two-year B.Ed. programs.



Cont--

- Again one year B.Ed, for graduates along with integrated B.Ed. Schools will be converted to school complexes. Board of Assessment will be set up Private schools will not use the word 'public' in their names. 'Public' schools will only be those that are funded publicly, i.e., government schools and government-aided school
- Private schools may be free to set their fees, but they shall not increase school fees arbitrarily. Reasonable increases that can stand public scrutiny can be made.



Samagra Shiksha Abhiyan

- Samagra Shiksha Abhiyan is an integrated Scheme of merging Sarva Shiksha Abhiyan, Rashtrya Madhashamik Shiksha Abhiyan and Teacher Education. It is a one of the flagship program of the central which aims at universalization of Education.
- The scheme needs to prepared an Annual Working Plan and Budget every year it was implemented since the year 2016. The main components or intervention under this Scheme are:
- Access and equity which include intervention for CWSN, Gender etc
- UDISE, PGI, PRABHAND, PFMS, Vidhyanjali portal etc
- ICTs Program
- Quality intervention like Free textbook, free uniforms, School grant, Sports grant, DIKSHA, NISHTHA etc
- Civil works like school building, fencing, playground, Drinking water, Toilets facilities etc
- National Program like FIT India movement, Constitution day, EBSB, Swachata Bharat Abhiyan, Plastic Free and waste Management , Azadi ki Amrit Mahotsav,etc

Intervention for OOSC

- Vocational Education



Cont---

- Community Mobilization program
- National Program like FIT India movement, Constitution day, EBSB, Swachata Bharat Abhiyan, Plastic Free and waste Management , Azadi ki Amrit Mahotsav,etc
- Intervention for OOSC
- Vocational Education
- Intervention for ECCE like FLN,etc and
- Innovative programs
- Linkages and Convergence with other line Department: Programs like School Health and Wellness, Tobacco Free Educational Programs as per COTPA Acts session 6 (a) and 6 (b) with health Department , Meghalaya AIDS Control Society and Social Welfare Department, SCPCR, PHE , Soil and Water Conservation , Water Resource Department etc



Basic Information

- Total number of School = 14730
- Total Number of Student in the State = 946703
- Total Number of Teachers = 56061
- CWSN = 4428
- Number of OOSC = 12145 approx



Thank You
Khublei
Mithela

