

# RTE 2.0:

## AMENDMENTS TO THE RIGHT TO EDUCATION ACT, 2009

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CENTRE FOR CIVIL SOCIETY, NEW DELHI

In consultation with:

Absolute Return for Kids, Accountability Initiative, Bharti Foundation, Central Square Foundation, IPE Global, J-PAL South Asia, NUEPA, Pratham, Teach for India, The World Bank, University of Chicago Center in New Delhi, Vidhi Centre for Legal Policy and Yuva Foundation

# BACKGROUND

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## RTE 2.0 : Building Consensus for Amendments roundtable

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as RTE Act in India, is a landmark Act aimed towards fulfilling the provisions of 86th amendment of the Constitution of India.

For India to grow economically, and for this growth to be inclusive, the country needs to ensure an educated and skilled population – one that we are currently struggling to provide. An act that ensures universal access to education should therefore be welcomed with open arms. However, with its current flaws and bureaucratic obstacles, the Act is undermining the very purpose it stands for.

The RTE, in its current structure, emphasizes solely the duties and inputs into provision of education, implicitly assuming that adherence to these will ensure a healthy sector, which will increase access as well as quality. However, we have seen that this just isn't so. For example, according to the Annual Status of Education Report (ASER) 2013, while enrollment rates are as high as 96%, learning outcomes leave a lot to be desired. Only 18.9% of grade 3 students in government schools were able to do basic subtraction or more, as compared to 44.6% of grade 3 children in private schools; and the proportion of children in grade 5 who can read a grade 2 level text is 47%, which is almost the same since 2012.

Addressing the magnitude and nature of this 'learning crisis' would require that the central focus of the RTE shift towards learning outcomes, include modern pedagogical processes, efficient school governance systems, and incorporate parents' preferences and choice.

With the objective of shifting regulatory focus towards some of the above issues, Centre for Civil Society brought together some of India's eminent educationists and thought leaders, at the UChicago Centre in Delhi on Monday to identify specific amendments to the RTE Act, which would ensure quality education for all in India. **RTE 2.0: Building Consensus on Amendments** truly aimed at weeding out the pain areas in the existing scheme of things, finding out what works and what doesn't, and introducing actual amendments to the text of the Act. A detailed list of participants is given below.

Several interesting discussions around extending the applicability of the Act, age and grade appropriate learning, 25% reservation rule, no-detention policy, reimbursement systems, private tuition by teachers, and quality and learning outcomes were brought up. Key concerns regarding the structure and impact of the RTE were discussed, and based on this, recommendations for amendments to the RTE Act 2009 have been drafted.

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# RTE AMENDMENTS

## Section 3 : Right of child to free and compulsory education

### ORIGINAL SECTION

- (1) Every child of the age of six to fourteen years, including a child referred to in clause (d) or clause (e) of section 2, shall have a right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.

### AMENDMENT

Change in text in sub-section (1)

- (1) Every child of the age of four to fourteen years, including a child referred to in clause (d) or clause (e) of section 2, shall have a right to free and compulsory education in a school till the completion of his or her elementary education.

### RATIONALE

It is well accepted that early childhood education is critical to an individual's educational outcomes, and yet this is an area that is not covered by the RTE. In order to develop a truly holistic education system, focused on quality and improving educational outcomes, it is of utmost importance to increase access to formal pre-primary education, and therefore early childhood education should be integrated with the formal schooling system under the aegis of the Ministry of Human Resource Development (MHRD). In Section 11 – Appropriate Government to provide for pre-school education, attention is paid to early childhood education. However, this section alone will not significantly expand access, and therefore Section 3 should be amended to ensure that pre-primary schooling is a right (free and compulsory).

## Section 4 : Special provisions for children not admitted to, or who have not completed elementary education

### ORIGINAL SECTION

Where a child above six 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:

PROVIDED that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a

right to receive special training, in such manner, and within such time-limits, as may be prescribed:

PROVIDED FURTHER that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

#### AMENDMENT

Insertion of proviso

- (1) PROVIDED ALSO that the acquisition of class-appropriate learning levels will be evaluated through annual standardized census based assessment in classes III, V and VIII in each state within 4 years from the date of notification.

#### RATIONALE

This section focuses on provision of remedial education of students that have not attained class-appropriate learning levels. However, the section does not elaborate on any evaluation procedures or methodology to assess the learning levels of students, and therefore the section needs to be amended to reflect this.

## Section 8 : Duties of appropriate Government

#### ORIGINAL SECTION

The appropriate Government shall –

- a) provide free and compulsory elementary education to every child:

PROVIDED that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

*Explanation: The term "compulsory education" means obligation of the appropriate Government to:*

- I. provide free elementary education to every child of the age of six to fourteen years old; and*
- II. ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;*

#### AMENDMENT

Insertion of new sub-clause (III) in clause a)

- III. ensure acquisition of class-appropriate learning levels, which will be evaluated through annual standardized census based assessment in classes III, V and VIII in each state within 4 years from the date of notification.*

#### RATIONALE

This section highlights the duties of the appropriate government, and defines the term “compulsory education” as the government’s obligation to ensure free elementary education to every child of the age of six to fourteen years old, and ensure admission, attendance and completion of elementary education. However, this definition is lacking; to ensure the attainment of class-appropriate learning levels by every student should also be an obligation of the government. Moreover, if the appropriate Government has to ensure attainment of class-appropriate learning level by every child, then it also needs to have modalities of measuring and improving the learning outcomes.

## Section 12 : Extent of school's responsibility for free and compulsory education

#### ORIGINAL SECTION

- (1) For the purposes of this Act, a school,
- a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;
  - b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent;
  - c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory education till its completion:

PROVIDED FURTHER that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

PROVIDED that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2.

PROVIDED FURTHER that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled to any reimbursement to the extent of such obligation.

#### AMENDMENT

Change in text in clause c) in sub-section (1)

c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged groups ~~in the neighbourhood~~, and provide free and compulsory education till its completion:

PROVIDED FURTHER that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

Insertion of proviso in clause c) in sub-section (1)

PROVIDED ALSO that the appropriate Government shall coordinate a centralized admission process, which is random, fair, transparent and efficient.

Insertion of clause a) and b) in sub-section (2)

- a) the appropriate government shall periodically publish a reimbursement schedule, and the basis for determination of per-child-expenditure incurred by the State;
- b) any delays in reimbursement by more than 3 months, the appropriate Government shall be liable for a penalty, payable as per the current market rate of interest.

## RATIONALE

This section of the RTE focuses on providing an opportunity for good quality education to children that belong to the weaker and disadvantaged groups. However, while the section has many positive attributes, it has the following major challenges, which are undermining the very objective of this section –

- The neighbourhood definition, as stated in the Model Rules 11.3, is very narrow in defining the areas and limits for admission and poses the following challenges to families seeking admission under section 12 –
  - Mismatch between demand and supply - There is low concentration of unaided private schools in many areas that are inhabited by families that belong to weaker and disadvantaged groups. In addition to this, since the density of children coming from the above mentioned groups varies across different areas there are chances of over and under application for seats in schools located respectively in high and low density areas. Thus, the neighbourhood criterion restricts choice and access to unaided schools for weaker sections and disadvantaged groups
  - Burden of Proof – In order for a child to be admitted under Section 12 an address proof, along with many other documents, is required. Families that belong to the weaker and disadvantaged groups often find it very difficult to procure these documents, in particular for those who go for seasonal migration in search of employment. When this is viewed with the backdrop of the neighbourhood criteria, and the fact that many villages and towns do not have adequate geo-spatial mapping, the problem faced by these families is compounded, and often leads to disputes and disagreements with school authorities
- The section, in its current format, does not elaborate on the admission procedure to be followed while admitting a child. While Section 13 focuses on this issue, and in combination with Section 2, indicates that if the number of applications exceeds the number of seats in a particular school, a method of drawing lots should be adopted to arrive at the shortlist. However conducting lotteries in the school levels does have the following major shortcomings –
  - Lack of Information for the parents, specifically related to 25% reservations, total number of seats available, dates of registration.
  - Multiple sets of documents and proofs, such as address and income proofs, are required, and these are not easily available for most parents. In addition to this, parents are required to submit the school application form, along with all documents and proofs separately at each school, which is inconvenient and inefficient.



- There are high opportunity, transaction and logistical costs associated with the lottery system. For example, parents need to fill multiple application forms, and therefore typically apply only for a limited number of schools. In addition to this, conducting lotteries at the school levels involve high logistical costs, as each school has to invite parents and designated officers to observe the process.
- If a child is successful in more than one school admission lottery, then the parents have to decide between schools. Oftentimes, this decision is taken in the absence of proper information and therefore creates a priority dilemma for them. Additionally, the system is not efficient, as it does not ensure that each child will be admitted into at least one school.
- Admission procedures followed by schools suffer from lack of transparency.
- There is lack of clarity with respect to the reimbursement schedule and penalty for delayed reimbursements. Despite the fact that sub-clause (2) of Section 12 specifies that reimbursement will be made directly to the bank accounts of private schools, the Rules do not elaborate on the reimbursement schedule. In addition to this, the Act is silent on the implications for the appropriate government or local authority as well as private schools in the events of delay in reimbursement of the cost. The lack of a standard reimbursement schedule, leads to delays in such payments, and in turn causes financial strain on private schools, creating a disincentive for them in admitting students under Section 12.
- The section does not elaborate on the frequency or methodology for calculation of per child funding. In the absence of clear guidelines there remains a risk of reimbursement amount becoming insufficient over time.

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## Section 16 : Prohibition of holding back and expulsion

### ORIGINAL SECTION

- (1) No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

### AMENDMENT

Change in text of sub-section (1)

- (1) No child admitted in a school shall be ~~held back in any class or~~ expelled from school till the completion of elementary education.

Insertion of sub-section (2)

- (2) No child admitted in a school shall be held back in any class till the completion of elementary education.

PROVIDED that the child may be held back by the written consent of the parent or guardian if the child has not attained class-appropriate learning levels:

PROVIDED FURTHER that every opportunity must be provided to the child to acquire class-appropriate learning levels through special training.

#### RATIONALE

This section prohibits the detention or expulsion of any student until completion of elementary education. While this may have its merits, it undermines achievement, and progress towards better learning outcomes. Automatically promoting a child from one class to the other, regardless of whether the child has achieved class-appropriate learning levels is not in the best interest of the child. This section undermines the power of teachers and school leaders, weakens teachers' responsibility towards ensuring good learning outcomes, creates a poor learning environment, promotes absenteeism, and can also lead to discipline problems in the class. The section therefore should be amended so that a student can be held back in a class only if learning levels are below the class-appropriate levels (based on standards set by the Academic Authority), and after explicit written approval by the child's parents or guardians.

### **Section 18 : No school to be established without obtaining certificate of recognition**

#### ORIGINAL SECTION

(1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

PROVIDED that no such recognition shall be granted to a school unless it fulfills norms and standards specified under section 19

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

PROVIDED that such order shall contain a direction as to which of the neighbourhood school, the children studying in the derecognised school, shall be admitted:

PROVIDED FURTHER that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

- (4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.
- (5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

#### AMENDMENT

Change in text of sub-section (1)

- (1) No school, ~~other than a school established, owned or controlled by the appropriate Government or the local authority,~~ shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

Insertion of a proviso in sub-section (3)

PROVIDED ALSO that no recognition shall be so withdrawn till the time when all government schools in the corresponding area possess a certificate of recognition.

#### RATIONALE

Under this section of the RTE, all private schools are required to obtain a certificate of recognition in order to be established or function. However, at the same time, government schools are not subject to the same level of scrutiny as private schools, and are automatically deemed recognized, despite the fact that many of these schools do not comply with the norms and standards specified in the Schedule. As a result, the same rules and regulations are not applicable to schools under different management types – private and government, and the section should be amended to reflect this.

### Section 19 & Schedule : Norms and standards for school

#### ORIGINAL SECTION

- (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule.

- (2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.
- (3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.
- (4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.
- (5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to a fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

#### AMENDMENT

##### Change in text of sub-section (1)

- (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified by the appropriate government or local authority:

PROVIDED that the norms and standards as defined by the appropriate government or local authority shall include:

- a) student learning outcomes (Absolute);
- b) student learning outcomes (Relative to previous year);
- c) infrastructure and other inputs; and
- d) student co-scholastic learning outcomes;

with no more than 30% weightage on infrastructure and other inputs.

PROVIDED FURTHER that the appropriate government or local authority shall clearly define:

- a) the period to comply with the norms and standards;
- b) a third party driven assessment process for measuring compliance with norms and standards;
- c) minimum performance level for compliance; and
- d) penalties for not meeting minimum compliance standard.

Deletion of sub-section (2), (3), (4) and (5)

Deletion of Schedule

#### RATIONALE

This section, and the norms and standards mentioned in the schedule are completely input-centric do not place any emphasis on learning outcomes. As a result, schools that provide good quality education can be de-recognized because they do not comply with all the input-focused norms. This lack of focus on learning outcomes is particularly distressing when viewed against the backdrop of deteriorating learning outcomes. As per the latest Annual Survey of Education Report (ASER) 2013, while 47% of students studying in standard 3 could read at least standard 1 level text in 2009, the corresponding figure has come down to 40% in 2013. Additionally, research has shown that many of these norms and standards have little or no correlation with learning outcomes, and often times these norms and standards are unreasonable and ineffective. Therefore, the schedule should be amended to be more learning outcomes focused.

## Section 21 : School Management Committee

#### ORIGINAL SECTION

- (1) 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 the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

PROVIDED that at least three-fourth of members of such Committee shall be parents or guardians:

PROVIDED FURTHER that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

PROVIDED ALSO that fifty per cent of members of such Committee shall be women.

- (2) The School Management Committee shall perform the following functions, namely:
- monitor the working of the school;
  - prepare and recommend school development plan;
  - monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and

d) perform other such functions as may be prescribed:

PROVIDED that the School Management Committee constituted under sub-section (1) in respect of:

- e) a school established and administered by minority whether based on religion or language; and
- f) all other aided schools as defined in sub-section (ii) of clause (n) of section 2, shall perform advisory function only.

#### AMENDMENT

Insertion of sub-clauses e), f) and g) in sub-section (2)

- e) ensure that teachers of the school diligently perform the duties prescribed for them under Section 24;
- f) disburse salary to teachers from the grants received for the purpose from the appropriate Government or local authority, and to deduct payment of salary for the period of unauthorised absence, if any, in such manner as decided by the School Management Committee;
- g) utilise other grants received from the appropriate government, local authority or any other source for the upkeep and development of the school, in accordance with the terms of such grant and the rules made in that behalf;

Insertion of sub-section (3) and (4)

- (3) All moneys received by a School Management Committee for the discharge of its functions under this Act, shall be kept in a separate account, and shall be utilised in such manner as may be prescribed.
- (4) Accounts of money received and spent by the SMC shall be maintained and audited in such manner as may be prescribed.

#### RATIONALE

Currently, School Management Committees (SMCs) only have the power to recommend and suggest changes, and there is a mismatch between their responsibilities, duties and authority. SMC's are meant to make government schools more accountable, but their functions as described in this section are primarily of monitoring, without giving enough decision-making power and authority to take necessary remedial action. In addition to this, there is inadequate financial and technical support for SMC members, furthering hindering their ability to perform their role.

## Section 22 : School Development Plan

### ORIGINAL SECTION

- (1) Every School Management Committee, except the School Management Committee in respect of a school established and administered by minority, whether based on religion or language and an aided school as defined in sub-clause (ii) of clause (n) of section 2, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.
- (2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

### AMENDMENT

Change in text of sub-section (2)

- (2) The School Development Plan so prepared under sub-section (1) shall be integrated in the planning process and budget of the appropriate Government or local authority and form the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

### RATIONALE

Currently, School Development Plans (SDPs) are not integrated in State's planning and budgeting process. Therefore, these plans, which are created by the SMC based on its intimate knowledge of the needs and challenges of the school, are only considered as recommendations, and are not necessarily included in the state plans.

## Section 23 : Qualifications for appointment and terms and conditions of service of teachers

### ORIGINAL SECTION

- (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher.
- (2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the

minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

PROVIDED that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

- (3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

#### AMENDMENT

Change in text of sub-section (3)

- (3) The salary and allowances payable to, and the terms and conditions of service of, Government school teachers shall be such as may be prescribed.

#### RATIONALE

The terms and conditions of service of teachers, including salary, as prescribed by the appropriate Government should be meant for the teachers working or being recruited in the government schools only and should not be binding upon private schools. Terms and conditions of service for teachers in private schools should be a decision that is made by only those who are entering into a contract of employment. Further, determination of salary should be left on the market forces prevailing in a particular area.

### Section 24 : Duties of teachers and redressal of grievances

#### ORIGINAL SECTION

- (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:
- maintain regularity and punctuality in attending school;
  - conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
  - complete entire curriculum within the specified time;
  - assess the learning quality of each child and accordingly supplement additional instructions, 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; and
  - perform such other duties as may be prescribed.



(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

PROVIDED that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

#### AMENDMENT

Change in text of clause d) of sub-section (1)

d) assess the learning quality of each child to ensure acquisition of class-appropriate learning levels and accordingly supplement additional instructions, if any, as required;

#### RATIONALE

The primary emphasis of a teacher's duty should not be to complete the entire curriculum, but rather to ensure learning that is of a class-appropriate level

### Section 28 : Prohibition of private tuition by teacher

#### ORIGINAL SECTION

(1) No teacher shall engage himself or herself in private tuition or private teaching activity.

#### AMENDMENT

Deletion of entire section

#### RATIONALE

This is an artificial restriction imposed on teachers and their earning capabilities. Any teacher, working either in a government or private school, should be allowed to engage herself in providing private tuition to students if the timings of tuition classes do not interfere with her working hours at the school.

### Section 29 : Curriculum and evaluation procedure

#### ORIGINAL SECTION

(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.

- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:
- 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;
  - 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 understanding of knowledge and his or her ability to apply the same.

#### AMENDMENT

Insertion of clause i) in sub-section 2

- i) definition of class-appropriate learning levels.

#### RATIONALE

The academic authority must clearly identify the class-appropriate learning level so that this can be monitored and assessed in order to ensure each child is receiving high quality education that at least meets a common minimum standard.

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# ROUNDTABLE PARTICIPANTS

	<b>NAME</b>	<b>ORGANISATION</b>
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