A Report on

Capacity Enhancement Workshop on RTE & NCF

Date: 16-18 May 2013

Host participant: IBTADA (NGO)

Venue: IBTADA Resource Center, Naugaon (Alwar)

Facilitator: Virender Sharma

Co-facilitator: Abhishek Kumar

No. of Participants: 40

Summary

The workshop is towards strengthening the Partnership through the series of efforts being made to develop the capacity of employees (from IBTADA) working primarily in the domain of Education. The focus of the 3-day workshop was on the aspects of RTE and NCF with objectives of developing an in-depth understanding towards these perspectives and processes related to Education in India. Starting from the inception and historical references of RTE, the sessions paved into the aspects of its implementation and legalities. The discussion around NCF was set forth in the realm of 'Aims of Education'. The salient features and chronological development of NCF in the sphere of the education discourse in India was presented with several examples. For the smooth transaction, a variety of tools were applied including Group work, Videos and reflection based participation.

The facilitators found the participants more concerned with the implementation aspects of RTE, one reason can be their active engagements in their RTE based work assignments. They do not have much exposure to NCF, which was somehow reflected in their expectations settings and reflections during and after the sessions. Some follow-up workshops/activities are needed on both the topics in future.

Participants Profile: The participants are mostly teachers associated with the public elementary schools and working as community motivators in different projects. They work with SMC quite intensively.

Annexures

Annexure 1: Program Schedule (Planned)

Annexure 2: Participants list

Program details

9.30-10 AM: Abhiyan Geet

10-10.30 am: Introduction

The participants sat in a circle, were told to introduce themselves telling the name and number of years of association with work. Adding to that all had to tell one specific fact about themselves which they think was unknown to others.

11-12am: Group activity

A small group activity was done with the purpose to understand the idea of group dynamics.

Activity detail: The participants are suggested to sit in the groups of five members each. A large envelope containing 5 small envelops inside is given to each group as to distribute each among them. Each small envelope contains 3 pieces of papers of different geometrical sizes. Now, there are 15 such pieces in total with each group which they have to match and arrange to make 5 squares. The 15 pieces are several parts of the 5 squares. There are five instructions connected with this activity.

- Nobody can speak while interacting with others in the group
- Nobody can do any sign or gesture to convey
- Nobody can take/snatch other's piece
- One can accept the piece if the fellow members offer.
- Each group has to make 5 squares

Member's reflection: 4 out of 6 groups could finish the activity. Post the activity, the discussed the exercise and shared their experiences. Some of them are mentioned below-

- Earlier, it was quite difficult to communicate without speaking and gestures but we developed a way out later.
- Members helped each other mostly by offering their pieces
- In a couple of groups, member thought about their personal bit of achieving the result and stopped approaching the moment they got their square completed.
- Few groups thought about all members' task completion and not just the individual. They even broke their match-made frequently and re-made the squares to achieve all 5 squares done
- Few people lost their patience and broke the rule

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Furthermore, the discussion took a leap forward to connect the idea of group dynamics with the topics of workshop. They found the need of all stakeholders working together to actually achieve the goal of any social venture or public discourse like Right to Education. Both at individual or social level, a dynamics exists to connect, correlate and catalyze the processes.

12am: The participants were asked to share their expectations from the workshop. Beside a lot of questions/queries regarding the implementation aspects of RTE, they jotted down following concerns.

- Clarity on NCF
- History & Details of NCF
- NCF & its application in elementary education
- The understanding of RTE
- The efforts into the implementation of RTE (whether that is limited to the documents only)
- The acts & legalities of RTE
- RTE into/related to curriculum
- The structure & functions of SMC
- The relevance of Bal Sansad in RTE

Since many of the participants already attended the last workshop on RTE, they were told to write down what all they knew about RTE provisions or guidelines. The inputs were further arranged into the various aspects (chapters) of RTE using the following table.

Chapters	Definition	Act	Stakeholders	School & Teacher	Curriculum	Protection	Miscellaneous

Participants' inputs included-

• No fear of punishment	• Types of schools
• No exam	• Certification
• CCE	• Special training
• Equality among children	• The operation of school by SMC
• Physical infrastructure & facilities	• No non-academic activities for teachers
• 25% reservation in private institutions	• Definition and details of the act
• Subject specific teachers	• Multi-level teaching
• Trained teachers in required number	• Teacher's responsibilities
• Fixed working hours	• Child protection council
• Scheduled working days	• Quality education
• Free education for 6-14 yrs. Children	• Timely completion of syllabus
• Location and vicinity of school	• Round the year admission
• Age specific entry & condensed course	• The responsibility of local functionary
• Community participation	• Block level protection committee
• No teachers' deputations	• MDM
• Parents' responsibility	• Activity based teaching-learning
• RTE obligation & sentences for non-	• Work experience of teachers

cooperation • Timeline for RTE implementations • No entry test	• TLM • RTE exceptions: Jammu Kashmir & certain categories of schools

Further, there was an introductory and related discussion done on each sections of RTE as follows-

❖ The definition & types of schools: 4 types of schools including centrally run schools- Central schools, Sainik Schools, Navodaya and other recognition based Schools.

❖ RTE exempted schools have to follow certain norms including test free admission in initial class (exception: Navodaya which was established following the 1986 National Education Policy)

❖ The RTE act has been scheduled for 5 years including 3 years (finishing on 31/03/2013) to achieve the goals of ensuring physical infrastructure & facilities in schools and teacher training to accomplish in the entire span of 5 years.

❖ The current status of implementation as of March 2013 is that only 7% schools are completely RTE compliant.

❖ The case for extension of the RTE period is still pending with Supreme Court.

❖ Three tier Central government, state government & local authority deal with the issue, having various levels of responsibilities.

❖ District level responsibilities is scheduled with Zila Panchayat & Nagarpalika

❖ Block level responsibilities is with Block Panchayat

❖ School level responsibilities are fulfilled by SMC. SMC primarily consists of parents & care givers except other types of members.

❖ Parents are expected to send their child but there are lack of elements of responsibility as mentioned in the rule

❖ The RTE is based on the various components of constitution and follow the democratic values.

❖ For the aspects of curriculum & syllabus, they are regularly revisited and can be made/amended at state agencies i.e. SCERT

❖ NCPCR & SCPCR are two the levels of bodies which secure child rights.

2.15 pm: Group Work

The participants divided into 5 groups were given few examples of requirements or events of malpractices in schools and an RTE based legal document containing all the legal provisions. They had to find the RTE provisions and legal stand as to get suggestive actions in those situations. Duration of the exercise: 30 minutes

Post the group work, they presented their findings-

Group 1:

To start a school, what are the requirements one needs to ensure

- ❖ Mentioned in Chapter 4, act 19
- ❖ Pupil Teacher Ratio
- ❖ Infrastructural requirement including drinking water, MDM, toilets, classrooms, principal's office etc.

Capitation Fee

- ❖ Chapter 3, act 13-14

25% reservation

- ❖ Chapter 4, act 12
- ❖ It is applied to the initial classes of that school
- ❖ Any school which is granted with land at cheaper cost and follow 10% admission from weaker section. That school is eligible to get government aid for 15% of admission from weaker section.

Group 2:

Corporal Punishment: the provision for action

- ❖ Chapter 4, Act 17 (1) & (2)
- ❖ Chapter 6, Act 31
- ❖ At local official level and if not resolved, next step at SCPCR or further at NCPCR

25% reservation rule on the partially aided (land at discounted rates & other supports) school

- ❖ Chapter 12, Act 4

Entry test for new admission

- ❖ Chapter 4, Act 13 (2b)

Group 3:

Age specific class

- ❖ Chapter 2, Act 4

A student crosses the 14 years of age but has not completed the study

- ❖ Chapter 2, Act 4
- ❖ The certificate is issued at the end of class 8th if only the child completes his/her elementary education.
- ❖ Act 30 about certification

The age specific education

- ❖ Child with other children of same age learn in peer-group
- ❖ Child among different age group children are at stake of suffering from Inferiority complex.
- ❖ Act 24 & Act 29

Continuing education for Children of Migrants parents

- ❖ Chapter 4, Act 15
- ❖ SMC has authority for the arrangements of residential schooling of those migrant children

Availability of School/arrangement for schooling in remote areas where no school exists

- ❖ Chapter 3, Act 8
- ❖ There are provisions for the arrangements of students to commute

Group 4:

25% reimbursement

- ❖ Chapter 4, Act 12 (b)
- ❖ The reimbursement is either the cost of per child at the private school or the cost at government school for the same class, whichever is less.

Public participation in the form of SMC or else in both Public and private schools

- ❖ Act 21 (2)
- ❖ Any school in India cannot be a profit making entity. They all are meant for charity.

Group 5:

Responsibility related to Census

- ❖ Chapter 4, Act 27

Irregularity & mismatch between Curriculum, syllabus and text books

- ❖ Chapter 5, Act 29
- ❖ Curriculum is decided at national and state level. It must respect the values and provisions same as mentioned in the constitution

Teaching methodology and Pedagogy

- ❖ Chapter 3, Act 8 & Chapter 5, Act 29

On the finishing node of the day, the facilitator mentioned the historical references behind the important move in public domain i.e. having RTE after the efforts made in the last 125 years. However it

was made clear that the success of such public initiative is entirely dependent on implementation. In addition, asking participants about the need behind the RTE act, there were few opinions come up-

- ❖ To address the inequity of education in society
- ❖ To bring the mass into mainstream
- ❖ A democratic system is based on equal opportunity and equal participation that further leads to build the society. Education helps in achieving that kind of caliber and creating the sensibilities.
- ❖ A good way of life can be judged if it is well conceived and well analyzed, as compared to other situation. Education helps in getting to know about the various situations of conflicts, to reflect upon it and to develop the required analytical skills.

6pm: Contradictions/Critics of RTE

The facilitator talked about some contradictions with RTE and made some points of critics based analysis.

- ❖ It talks about 6-14 years children which creates a gap of 10 years (?)
- ❖ It quotes the term 'Quality education' but lacks the proper definition of it. Also there are categories of schools which might yield different quality of education.
- ❖ The loophole in the rule is that private player has to fulfill all minimum requirements to open a school but a government entity is not bound to do that.
- ❖ There is no such example of Child-centered and Activity based learning, they are merely indicative.
- ❖ It lacks the operational technicalities related to special training and condense courses
- ❖ The amount of teacher responsibility seems beyond the feasible capacity e.g. fulfilling learning level, completing curriculum and condensing the dropouts- all together is nearly difficult.
- ❖ The cost of education at private schools is not controlled and systematic.
- ❖ The infrastructure is always estimated according to the number of teachers but not according to the number of children
- ❖ Government teachers are the only people liable to do non-education works; this is not the case for the personnel from other departments.
- ❖ Legally the private tuition is banned for government teacher, but the mechanism for controlling it, is lacking.
- ❖ The government's will to really make RTE fully grounded, doesn't seem at the fore.
- ❖ The system of class based progression for child growth is still there.

The day finishes!

9 am: Abhiyan Geet & Bal Geet

9.15 am: Recap and Feedback based on suggestions & questions

The participants made the recap of the previous day and gave feedback including their left-out questions, queries or suggestions to incorporate into the sessions.

- RTE related grievance redressal mechanism or the administration structure of functionaries, authorities & officials for reporting and information
- Cases of admissions of the below-age children
- The unit of child rights protection at block level and its functions
- The preparation for RTE implementation- to learn from the learning of Model Cluster School & LAHAR
- What is the basis of Grading done in schools which the government aid or awards are based upon, such as Laptops/tablets for particular toppers
- What are the RTE norms for secondary school

The questions were randomly addressed through talking about the limitations of implementing CCE and confusions around grading.

Talking about the TPR, the structure of PS must have minimum 2 teachers, if it is UPS; there must be 5 teachers (including 3 subject teachers), 1 principal and 1 temporary teacher.

The MCSs was initiated to promote girl child education, however there is no significant presence right now. LAHAR- the activity based learning program; is much criticized owing to its approach. It came out as quite mechanical exercise for teachers. Now, it is completely on standstill.

For Child rights protection, SCPCR is involved at state level while NCPCR is at center.

RTE was first formulized in central and then implemented by states, considering the applicability in the local circumstances or limitation of resources etc. (the state of J & K is an exceptional case).

At districts, the 3-members unit 'Shiksha Samvad' consists of DEO, CEO of Zila Parishad and ADEO supervise the grievance reddressal related to RTE. Similarly, BDO, BEO, ABEO constitutes the related unit at block level.

RTE is not applicable for secondary school. DEO elementary is responsible for all concerned affairs of classes 6-8 in the particular secondary & the rest classes 9-10 is done by DEO, secondary.

The state rules for RTE describe a variety of processes including about the role of SMC as a regulatory body for the school; about teacher's recruitment; syllabus; and overall functions and operations of school. In states, SCERT/SIERT works on state level Curriculum, syllabus and textbooks.

10.30 am: SMC (School Management Committee)

According to RTE act, there are four types of functions expected from an SMC-

- Supervise school's operation
- Development Planning: SDP (tenure: 3 year)
- Monitoring & accounting of Expenditure
- Others related school affairs

Adding to it, the state rule further describe the general body of SMC to be consisted of all parents/care givers, all school teachers and PRI representatives. A working committee (of 15 members) is elected out of the general body. The 15 eligible members must include 1 principal, 1 teacher, 1 ward member from the same ward where school exist, 1 child or 1 education expert and 11 other members among the parents. The 50% of the rest of 11 members must be female and include the representations from SC, ST and minority community. All the committees must have members from the parents of the children enrolled in the school, the PRI representative from same ward where school exists and teachers/principal from same school. There is no clarity about the criteria for education expert. The executive committee including the office bearers President, Vice-president & Treasurer are elected by the working committee; the Secretory is always the principal of the school. There are certain guidelines to conduct the SMC proceedings including the meeting quorum of 1/3rd of total number.

11.15 am: NCF

To begin with talking about NCF, the participants were told to share their understanding of the following terminologies. The following responses were come out-

Syllabus:

- Subject, Course for exam, course content for particular period

Pathyakram

- The easy step to understand book, the teaching methods, the order of course content

Pathyacharya

- The basis of study, the purpose of lesson, course material, classroom activities
- State or central mandate for education

Shikshakram

- The steps to achieve expertise of any subject, The course content and order for education

Text books

- Books to study, books according to the level of children

Later the facilitator unfolded these terms. The curriculum is used as English substitute for both *Shikshakram* & *Pathyacharya*. There were other terms come up during the discussion including individual thought, plan, constitution, human being and society. The constitution is the supreme center which provides the values and parameters which the curriculum must follow. What all can be part of education is referred in its various sections which are further the integral elements in the formation of a society. It also says about the human traits needed to develop the child.

Thus the curriculum includes all the what, why, how questions and the basis of education. The *Pathyakram* or syllabus is the order of the elements of education to be assimilated with it, the purpose of education and the ways of that particular portion to be delivered. The textbooks are based on the syllabus.

Display of Video interview with Rohit Dhankar (on NCF)

Post the video display, the facilitator further elaborated the above-mentioned terminologies, Curriculum, Syllabus & Text books. *Shikshakram* is the word used as the substitute for Curriculum in Rajasthan. The framework of Curriculum is centrally suggested and all the states are open to design their state-specific curriculum. The state can consider their geographical, socio- cultural aspects of society and integrate the intricacies while planning for their version of curriculum. It is conceived in order to achieve the purpose of education. There is not a particular mandate for adopting/accepting the curriculum; it is only taken as guidelines.

3 pm: Group Reading (NCF)

The participants were given an hour to read the article on NCF and its guiding principles. Subsequently, they presented their findings.

Group presentations:

Group 1:

- ❖ NCF encompasses the elements of society
- ❖ Every child contributes in nation building
- ❖ 1976- the amendment in constitution for assimilating the responsibility of education
- ❖ 1986- National Policy on education
- ❖ The universalization of education
- ❖ Education for national integration
- ❖ 1984- the framework of curriculum takes education as an instrument for National Integration

Group 2:

- ❖ The analysis of curriculum in 2000 finds about 'exam dictated education'
- ❖ Mistaken with the aspects of 'uniformity of education around the country'.

The facilitator added to their findings, presented a chronological journey of NCF as summarized below-

1952: A commission on education was in force. The secondary school commission is called Mudliyar commission to set the direction for education.

1964-66: Another landmark was the Kothari commission based on the idea of transforming the education, education for democracy and based on constitutional values or National Identity. The scientist-led commission focused on Science and scientific temper.

These two landmarks made the course quite a burden on children. Those days, states had lots of influence on the structure of education.

1975: The framework for curriculum for 10 years was worked upon by NCERT. It also followed the same 10 Common core points, has been followed since 1966 till the date. These common core include History of freedom movement, National identity, Equality, Environment, Heritage, scientific techniques, Gender sensitivity and others

1976: There was a constitution amendment to take the education affair as central's responsibility and make education in 'concurrent list'- *Samvarti Suchi*

1986: National Policy on Education was passed. According to that, the structure of education was worked out to bring uniformity of education across country, to develop a support structure to implement it and to concretize the idea of a curriculum.

1988: First ever National Curriculum framework was developed focusing on science and information based education. Education was considered as a powerful instrument for Nation building, economic development and social change. It was quite influenced by the findings of Kothari commission and the approaches including scientific temper and secularism.

1992: The implementation of NPE in the form of 'Program of Action'.

1993: Another important step. Prof. Yashpal led committee presented the report with a suggestion 'Education without burden' i.e. children are loaded with lots of material which eventually creates the rot learning. The NCF 1988 was decided to be revisited.

2000: Second framework of NCF came out. It somehow reflects the then BJP led government's approach towards nationalism into the curriculum. The information based loaded education still exists and the emphasis was on National Identity as well as the conservation of cultural heritage.

2004: The preparation of the newer version of NCF. In contrast to previous versions completely devised by NCERT themselves, they took NPE and Yashpal committee report as reference, sourced outside

experts from various sectors to develop the NCF. Almost 400-500 people got involved in the process making that a decentralized way. In fact, a critical mass among common Indians was aware of the process documents and procedures through media and other ways. Their advices made that whole process quite participatory.

2005: NCF 2005 was based on 10 different focus groups discussions, 18- 19 position papers and also assimilating the thoughts of a wide range of experts. National Steering committee and the drafting committee included various range of people as well.

Display of Video interview with Rohit Dhankar (on NCF)

Extracts from the video:

- ❖ Referring to John white, curriculum design must include a variety of people and not just the expert.
- ❖ NCF 1988 talks about scientific temper and not about the 'rational inquiry'.
- ❖ NCF 2000 emphasizes on National Identity and conservation of cultural heritage and talks about conscious citizen as a support to build nation.
- ❖ All three NCF talk about Democracy and Constructivism but the 2005 NCF elaborates them, presents the example and the ways for implementation.

4 pm: Individual Reading on Directive principles for NCF

The participants were given a reading on the Directive principles of NCF. The facilitator further elaborated the five principles-

- ❖ Connecting the knowledge with external world
- ❖ Eradicating rot learning
- ❖ Enhancing curriculum in such a way that it provides opportunity for all round development of child and not just that they become textbook-centric
- ❖ Flexible exam system and connecting it to the classroom activities
- ❖ Development of identity and assimilation of National concern based on democratic system

The principles talk about development of human being. However the human being and society can only be developed if the efforts are made in a combined way and not in isolation.

The first principle is also reinforced by the day-to-day life experience; knowledge developed through practice and experiential learning such as the traditional knowledge; and applicability of knowledge in life. Thus the learning is more effective if it is connected with life and daily activities from outside school.

There are various methods need to imply for getting rid of rot learning such as comprehension skills

The all-round development can be concretized if study connects with multi-dimensional understanding of surrounding, about world and the development of perspectives.

The flexible exam system to be explored e.g. various techniques including online multi-attempt exam, open book exam and others. The focus is more on developing analytical skills and thought process.

The fifth principle talks about developing a belief system towards human values, national identity and national consciousness.

On the finishing node, the participants were given a reading 'Purpose of Education' for discussion on the following day.

The day finishes!

Day 3

9 am: Abhiyan Geet

9.15 am: Recap and Feedback based on suggestions & questions

The participants made the recap of the previous day and gave feedback including their left-out questions, queries or suggestions to incorporate into the sessions. The participants were asked to reflect while considering three things-

1. Their general reflections on the last two workshop days
2. The linkages between their work and the content/proceedings of the workshop.
3. Any particular questions come up during these sessions

Participants shared:

*   Some more insights into the understanding of NCF
*   The connection of NCF with the relevance of our work
*   Grading system in school
*   The progression of 'Aims of Education' from theory to practice
*   Syllabus
*   The role of NGO in reference to RTE (private school is a non-government entity)
*   The representation of teacher of Single teacher school in SMC
*   The SSA concern/State rule related to SMC
*   Regarding SMC; 50% women representations, Financial aspect of SDP, Ward member representative and mobilization of resources
*   Any outcome related measure/provision of NCF as lots of resources involved in it, which will go waste if it is not implemented at its fullest!

Taking these questions for discussion, the facilitator focused on the legal structure of RTE and NCF clarifying RTE is a law while NCF is a policy document to be used as a reference. NCF suggests one of the best possible ways to deal with the Education practices while RTE ensures the implementation of 'Quality Education'.

Answering to the question related to 'Grading', it was made clear that CCE does not talk about grading. It depicts the assessment in the form of learning achievement but not in the form of any grades or orders of performance. CCE is used for learning assessment, annual progress report formalities and fr estimating the growth of child.

For 'syllabus and distribution of course content among teacher', it was suggested that orientation is needed to work on any new developments/measures/things.

The roles/provisions for NGO in RTE- any private organization fulfilling the minimum norms of RTE, can run the school.

About single teacher representation: SMC has to ensure the minimum requirement of RTE including minimum two teachers in any school. The representation of 'Shiksha Mitra' is not mentioned in the rule.

There are differences between SSA guidelines and RTE/ State rule seen when things are practically done.

The financial aspect in SMC is not well-defined as referred to RTE. According to the SSA guideline made before RTE came into force, SMC is suggested to do fundraising. However RTE opposes this notion and does not make 'SMC as fundraiser' mandatory.

Talking about the term 'Without fee' in RTE does not depict it is 'Free'. It technically denotes that parents are not obelized to pay any fee.

11.30 am: Concerns of RTE on Examination & Evaluation

Talking about the very topic, the facilitator mentioned the following points-

- It removes the system of examination and talking about continuous growth of child; and comprehensive evaluation
- RTE talks in the sphere of Democracy, Human being and Society
- Each child has right to spend 8 years in the education system proposed in the RTE act. However every child responds differently and reacts to the situation in various ways. Therefore, the evaluation pattern is also designed in such a way to address the diverse needs of each child.
- Previously, the system of qualifying in particular class would actually create limitation of learning. If a child qualifies at 40% e.g. total learning is 40% and promoted to the next level where he/she is supposed to start beyond 100%. The gap of 60 in the previous class is carried forward and even gets enlarged further on if the qualifying ratio does not go up. One of the adverse effect at initial level is called '4th grade slum' where a huge number of dropouts used to be happened after 3rd class.
- RTE clearly states that every child has right to be in the elementary school unless he/she acquires the required competency. However, it can only be achieved if the processes are followed technically correctly including responsibility of teacher, CCE and developing plan/processes of dealing with child's performance related challenges. The NCERT textbooks support these processes to a great extent.
- Having class structure is still a contradiction of RTE. It somehow gives the realization of qualifying/disqualifying.

12 am: AOE- Aims of Education

Further to the reading given on previous day, the participants shared their understanding of the topic-

- AOE talks about democratic & human values and human dignity
- Promoting independent thought & deeds; and Self dependence
- It demands the sensitivity towards the welfare of people
- About being spontaneous towards unlearning and re-learning and to emphasis on the important process of a flexible and creative approach to deal with the new situations
- Active participation in socio- economic processes
- Understanding of various forms of arts & aesthetics

The facilitator further unfolded the needs of AOE in terms of its purposes to estimate the resources, to develop the vision and to help create the options.

Furthermore, the purposes of education assimilate all the subjects to be taught in the classroom in such a way to help create the meaning making. The education processes must encourage learning and analyzing the situations. An example of a soldier in action has to fulfill his/her objective of being in that position and to achieve the goals of securing nation and citizens; and not to degrade the human values.

Moreover, the languages are found central to learning and as a medium of learning for a range of subjects.

The self-dependence in learning is being independently prepared to learn. It means continuous addition to the previous learning of an individual through his/her individual efforts.

Talking about unlearning, the participants talked about various dimensions of it including erasing the wrong ways learnt or learnt from wrong sources or improving the previous learning. The facilitator took an example of 'corporal punishment' to understand the very concept. He also mentioned the general superstitious belief behind earthquake i.e. the earth is kept on the horns of an ox and whenever he moves, the earthquake happens. To perceive the new learning of internal chemical reaction to understand the reason of earthquake, one must unlearn the superstitions. He mentioned a couple of other related examples.

For understanding the Arts & Aesthetics, the facilitator emphasized on the appreciation and creation and not just following the commercial trends of publicizing things in the name of art.

He summed up with addressing the gap between theory and practice of AOE and the ways of understanding of the aims through practicing them.

2.15 pm: NCF on learning

The session started with the facilitator talking about 'how learning happens!'

Generally, 5 senses gather information and send to the brain, brain filters the information and keeps the rest in the form of association as connected with previous knowledge. It depends on the previous reference to be related or in close contact with the newly acquired references or finding the relevance of it.

He made an example of 'Hovercraft'- a completely new word for the participants. They were asked to guess it in reference to their association and connection with previous knowledge. Later a you-tube video on Hovercraft (1.16 min.) was displayed. It was found that the process of learning is primarily based on gathering of experiences and connecting them with the stored references in mind. He also made a couple of real-life examples for describing the aspects of learning.
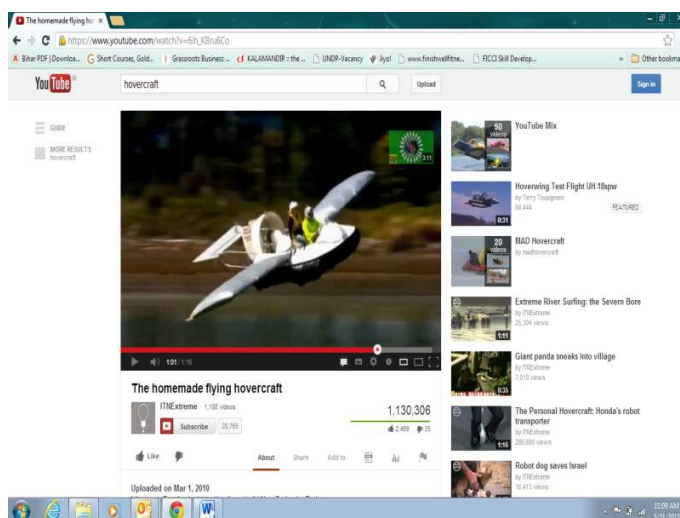
Furthermore, the facilitator described the term 'Learning is for Knowledge'. In philosophy, there are 6 areas of knowledge including-

1. Science
2. History
3. Geography
4. Maths
5. Ethics
6. Aesthetics

Language is considered as one of the origin points of knowledge, a medium of expression and communication. These knowledge areas were addressed during the synthesis of NCF; and decided to be included in school education. However there are certain limitations in some particular subject areas e.g. Ethics, it is always taken into account with regards to the changing time, trends, thoughts and perception as well as values, culture, heritage and modernity.

NCF talks about the nature and purpose of the subjects and how they can be delivered in classroom.

The participants were advised to source the book 'NCF 2005' and carefully study it.

4 pm: Feedback Session

The participants were asked to give feedback on plain paper providing answers of the following 6 questions-

1. What is your comment about this workshop on RTE/NCF?
2. Which session did you find useful and why?
3. Which session did you not find useful and why?
4. How did you find the subject content and language used in the workshop?
5. Which moment during the workshop did you find the best?
6. Any suggestions for further programs?

Findings: The feedback was quite a mix. Majority of the participants found the sessions useful and close to their work area. Few of them wanted to have more insights into the aspects of NCF as they found the duration of the workshops in-sufficient. Few suggested for more activities imbedded with the sessions so to make it more connecting.

The facilitators found the participants more concerned with the implementation aspects of RTE, one reason can be their active engagements in their RTE based work assignments. They do not have much exposure to NCF, which was somehow reflected in their expectations settings and reflections during and after the sessions. Some follow-up workshops/activities are needed on both the topics.

Annexure 1: Program Schedule (Planned)

Day	9.00 am - 10.00 am	I 10.00 am - 11.30 am	11.30 am to 11.45am	II 11.45 am – 1.15 pm	1.15 pm to 2.15pm	III 2.15 pm - 3.45 pm	3.45pm to 4.00pm	IV 4.00 pm -6.00 pm	Mode of transaction	Materials
1.		Introduction of the participants and activity for work in group Abhishek kr.	Tea break	• Expectations from the workshop • Why necessity of RtE in country • Historical perspective of RtE Virender/ Mahmoodji	lunch	Main provisions in RtE. (group reading and presentation) Facilitator will added the state rules. Virender	Tea break	Different views on RtE and RtE and we/ RtE and my school and classroom Virender	Reading in groups, discussions, solving the questions given in the reading , screening video presentation and consolidation by facilitator	Readings, RtE Act State rules
2.	Geet and sangeet Feed back of previous day on RtE Abhishek	Need of curriculum framework. Diffrences between pathyakarm,pathyacharya,shikshakarm etc virender	Tea break	Historical Prespectives and sailent features of NCF 2005 Virender		directive principles of NCF 2005 virender		Aims of Education Virender	Reading in groups, discussions, solving the questions given in the reading , screening video presentation and consolidation by facilitator	Readings Video interview

| 3. | Geet and sangeet

Feed back and questions for clarifications of previous day

Abhishek | NCF on learning

virender | | NCF and subjects

virender | | NCF about subjects and about classroom , school envoirnment and Systemic reform

virender | | Feed back of the whole workshop

Abhishek | Reading in groups, discussions, solving the questions given in the reading , screening video presentation and consolidation by facilitator | |
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Annexure 2: Participants list

1. Sonu	21. Jagdish
2. Gulabchand Saini	22. Bhagwan Singh Khalsa
3. Ramdhar Singh	23. Dayaram
4. Kishanlal	24. Ash Mohammad
5. Neelam	25. Ram Singh
6. Laxmilal	26. Ramniwas
7. Krishna Sharma	27. Rajesh
8. Raju Lal	28. Gauhar Khan
9. Rafiz Mohammad	29. Mukesh
10. Suresh Rajput	30. Vijay Pal
11. Satish Kumar	31. Mahendra
12. Hari Ram	32. Ram Singh
13. Islam Khan	33. Brahaspati
14. Binodi Lal	34. Panini Bhatt
15. Saloniram Saini	35. Sonu
16. Raj Sharma	36. Saroj Yadav
17. Zakhardin	37. Suresh Kumar
18. Surendra	38. Moremal
19. Jumardin	39. Jagdish
20. Rakesh	40. Meena

Report by Abhishek Kumar