

SHIKSHA KA HAQ ABHIYAN

Training Module

Contents:

Introduction	3
Broad outcomes of SKHA	
For the Master Trainers	3
About the Training	
Who conducts the Training?	
Objectives of Training	
Methodology to be used	
Venue for Training	
Guidelines for Trainers	
Break-up of Schedule	6
Day 1: Setting the Local context of Education or Schooling	
Day 2: Implementing the Learnings on RTE	
Training Module	7
Day 1.....	7
(1) Ice breaker and Introduction	
(2) What is a school?	
(3) Understanding the Questionnaire	
(4) Shiksha Samvad	
(5) Exchange of thoughts and sharing of Day 2 agenda	
Day 2.....	21
(1) School visit	
(2) Observations from school visit	
(3) What volunteers need to know?	
(4) What have we learnt: A review of the day	
Annexure:	23
Annex 1: Timeline for implementation of RTE Act at State level.....	23
Annex 2: Children's entitlements.....	24
Annex 3: Role of school authorities.....	24
Annex 4: Role of SMCs.....	26
Annex 5: Rights-based scenarios for Volunteers.....	27
Annex 6: Shiksha ka Haq Chart.....	30

Shiksha ka Haq Abhiyan

The *Shiksha ka Haq Abhiyan* (SKHA), a year-long campaign, which aims to raise public awareness about the Right to Education (RTE) Act, 2009, and mobilize communities to ensure RTE compliant schools. The campaign will aim to mobilize the entire nation around RTE with activities taking place from the national to village level.

Broad Outcomes of SKHA:

- a. Create an enabling environment for the implementation of RTE through broad public awareness on provisions of the RTE Act and its various entitlements for children across all 13 lakh schools.
- b. Strengthen (where existing) and help establish School Management Committees (SMCs) to mobilise communities towards ensuring child-friendly and child-centred School Development Plans (SDPs).
- c. Special focus on mainstreaming out-of-school children (SC/ST, minorities, girls, children with special needs (CWSN) and other disadvantaged groups).

For Master Trainers

About the Training:

This training manual has been designed for the purpose of master trainers or facilitators of SKHA. This can be used as a guideline to train volunteers across States on the effective implementation of the campaign activities at school level by incorporating the State specific norms.

The two-day training (12 hours) covers:

Day 1: Understanding the broader Concepts of Education and setting the Local Context of Schooling

Day 2: Communicating with the Target Audience

This module may be adopted with some modification at the local level.

Who conducts the Training?

- a. Representatives from State Project Office
- b. Representatives of the civil society or academics

Objectives of Training:

At the end of this module volunteers are able to:

- a. Have a fair understanding of the key provisions of RTE Act and role of various stakeholders.

- b. Understand their role as volunteers and have the capability to conduct Shiksha Samvad (dialogue process with stakeholders).
- c. Develop capability of volunteers to gauge where *the school stands in complying with RTE norms* during school visits.

Methodology to be used:

- a. Active learning methods such as discussions, role playing and participatory activities
- b. Story or scenario and experience sharing to create an environment for participation
- c. Use of visual material/charts/simple text for better retention

Venue for the training:

- a. Book a hall or room that can accommodate 30-40 volunteers.
- b. Make sure the area booked has enough space for group work and to move around.
- c. It is preferable that the space is clear of chairs and tables—so that volunteers can sit, work and discuss in a group comfortably without losing much time for group gathering.
- d. Avoid choosing crowded or noisy places for training for smooth flow of workshop and interactions.

Guidelines for Trainers:

Do's –

- Prepare in advance
- Understand the socio-cultural background of the area (block).
- Collect all supporting materials well in advance and test the electronic equipment, such as sound systems, computers, LCD etc. before starting the workshop.
- Be sensitive while talking about reasons behind children not attending school or dropping out
- Have balanced and unbiased discussions with participants
- Encourage questions
- Use logical sequencing of the topics
- Encourage participation and give appropriate feedback
- Provide clear directions for discussions, school visit and community meeting
- Keep it simple and summarise
- Use and distribute the provided reference material
- Manage time well so there is enough time for discussion and sharing
- Add your experience with the education system positively in the form of examples and stories

Don'ts –

- Do not impose your ideology or point of view as a set norm
- Do not use leading questions
- Don't ignore the participant's comments and feedbacks (verbal or non-verbal)
- Do not cause information overload on the participants. Volunteers are not expected to become experts.
- Do not make the sessions heavy on lecture mode. Instead try interactive and activity methods.

Break-up of the Schedule

Day 1: Understanding the broader Concepts of Education and setting the Local Context of Schooling

Duration: approximately 6 hours

Duration	Activity
20 minutes	<i>Ice-breaker and Introduction</i> Introduction game: Throw the Ball. Facilitator to introduce the session and brief about the 2-day training under SKHA.
105 minutes	<i>What is a school?</i> Activity based interaction on neighborhood schools.
15 minutes	Tea Break
60 minutes	<i>Understanding the Questionnaire</i> Discussions on the purpose of the questionnaire and how to use it.
45 minutes	Lunch Break
90 minutes	<i>Shiksha Samvad</i> An understanding of what volunteers will do during the one-day visit to schools and community.
30 minutes	Exchange of thoughts and sharing of agenda for Day 2.
	End of Day

Day 2: Communicating with the Target Audience

Timings: 6 hours

Duration	Activity
180 minutes	<i>School visit</i>
15 minutes	<i>Return to the Venue (Tea Break)</i>
60 minutes	<i>Observations from school visit</i> Exchange of thoughts and learning's
15minutes	<i>Break</i>
30 minutes	<i>What volunteers need to know</i> About the situation of education in the State.
30 minutes	<i>Plan for the campaign</i> A brief planning session on 'what next' for volunteers
30minutes	<i>What have we learnt: A review of the day</i> Participants and Master Trainers review the topics discussed.
	End of day

Training Module for Volunteers:

Day 1

Activity 1. *Throw the ball: Ice Breaker*

(20 minutes)

Learning objectives: To get to know other participants, where they come from and why they are here. This will help break the ice for the two-days of group work.

Training aids and materials:

1. A coloured ball (or colored paper rolled into a ball)
2. Theme song on RTE
3. 30-second spot on *Jigyasa*

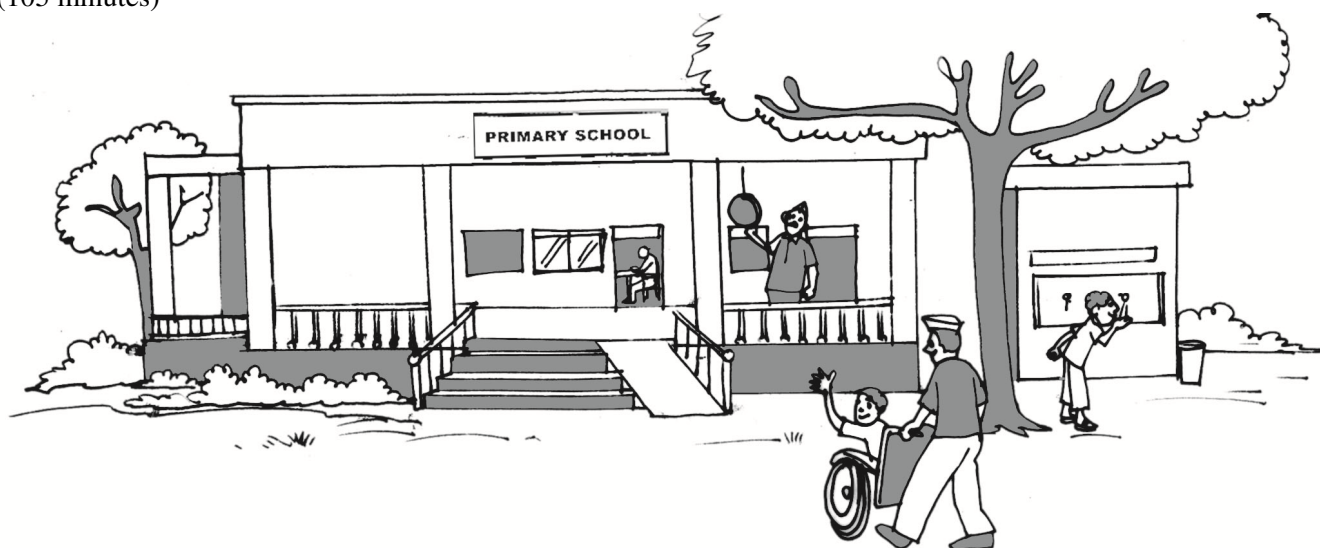
Instructions:

1. Welcome the volunteers. Thank them for participating in the workshop.
2. Begin with the theme song and 30-second spot.
3. Request them to stand in a circle, and give them instructions.
4. The ball is thrown randomly and the person who catches it has to mention his or her name, repeating the person's name who threw the ball to him to her.
5. Additionally, the participants should tell the group 'what they most enjoyed and disliked about their own school'.
6. Once the circle is complete and all volunteers have spoken, request them to return to their seats/places.
7. Welcome them once again and speak to them about the year-long SKHA—its objectives and outcomes.
8. Master Trainers to define the target groups for interactions: (a) Students, (b) Parents, (c) School authorities (HM and teachers), (d) SMC and (e) Community.
9. Brief the volunteers about the 2-day training.



Expected Outcome: All participants should feel more connected with the topic of 'schooling' or 'education'. This will help give a glimpse of what schools are like, with reference to the local context.

Activity 2. *What should a school have?*
(105 minutes)



Learning objectives:

1. Through the sharing of words and phrases on ‘what a school should have’, and association of those words with various provisions of RTE, the volunteers will gain an understanding of RTE and entitlements for children.
2. Roles and responsibilities of the SMCs and school authorities towards ensuring entitlements of children between ages 6-14.

Training aids and materials:

1. Four charts: words or phrases defining:
 - (a) **Access:** the physical environment of the school (building, playground, drinking water, toilets etc)
[**Note:** this also includes the issue of physical access to a school, which may not be located according to the prescribed norms. Refer to Annex 2]
 - (b) **Equity:** Behavior and attitude (gender equality, child participation during lessons etc)
 - (c) **Quality:** Academic environment of the school (textbooks to be provided on time, sufficient teachers for classes, local context for teaching, regular assessments of students etc)
 - (d) **Roles and responsibilities** of: SMCs and School authorities
2. Pens or markers, and chart papers for volunteer group-work
3. Reference material:
 - (a) RTE Act (see Annex 1)
 - (b) Concerned norms from the State Rules
 - (c) Children’s entitlements (see Annex 2)
 - (D) Role of school authorities (see Annex 3)
 - (e) Role of SMCs (see Annex 4)

(f) Rights-based scenarios for Volunteers (see Annex 5)

(g) Three 30-second spots on Gender and Social Inclusion, Social Mobilization and Disability

Instructions:

1. Master trainer to divide the participants in 4 to 5 groups.

2. Volunteers are to work in their groups, discuss and list out ‘words’ and ‘phrases’ to describe ‘what a school should have’.

3. Each group to be given 20 minutes, post which one or two members can present to the whole group their list.

4. Master trainer should (simultaneously) list/document the ‘words’ and ‘phrases’ being

presented by the groups under the four categories (on charts): (a) Access, (b) Equity, (c) Quality and (d) Roles and responsibilities of SMC and school authorities.

5. Once all groups have presented, discuss the four categories (charts), with reference to the RTE norms and provisions. This will help familiarize volunteers to identify between compliance and loopholes, during their school and community visits. [Refer to Annex 2, 3, 4]



Note: In case there is time at hand, do the following **activities:**

4. Show the three short spots.

5. In the present groups, volunteers can be provided with copies of Annex 5, which has scenarios on the ‘rights-based’ approach to RTE. They should discuss the scenarios in groups and identify RTE violations and highlight the norms and provisions. At the end of the exercise, Master Trainer to draw attention of the whole group, and discuss the scenarios with inputs from the participants. This will help volunteers get more clarity on RTE compliance and violations. [**Note:** Through this activity, the volunteers will be in a better position to familiarise community members with the provisions and entitlements under the RTE and urge them to take action in case of any violation.]

Expected Outcome: Through the sharing of words and phrases on ‘what a school should have’, the volunteers should be able to associate with what the RTE provides for children, and whose responsibility (SMCs and school authorities) it is to ensure entitlements of children between ages 6-14.

Activity 3. *Understanding the Questionnaire*

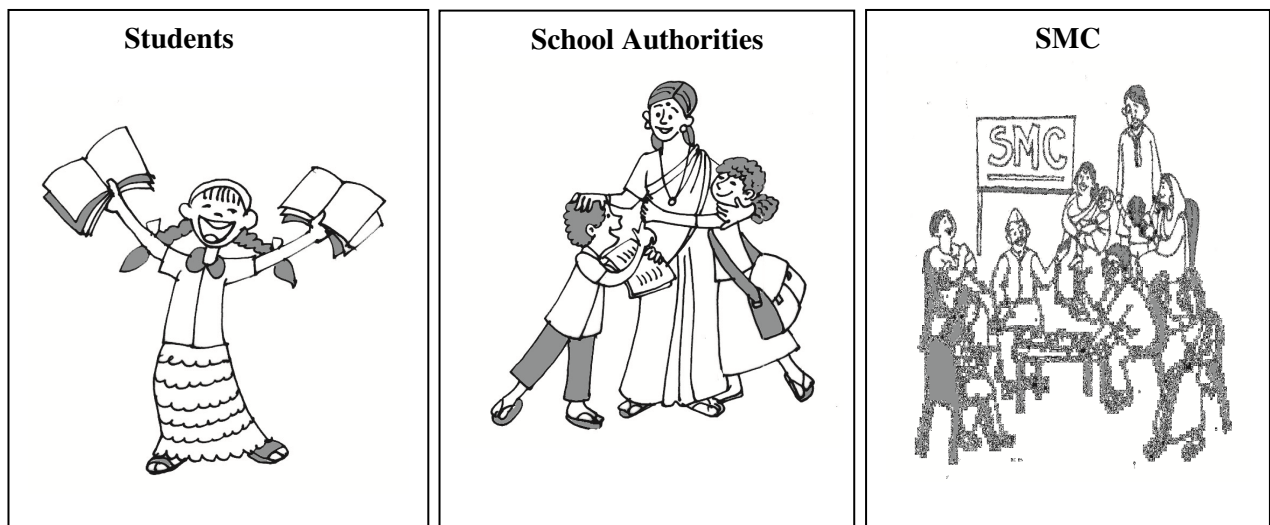
(60 minutes)

Learning objectives:

1. Rationale behind the questionnaire, and for developing a broader understanding that the questionnaire is not merely a data collection tool, instead an entry point for dialogue with different stakeholders.
2. Clarity on filling the Questionnaire—Categorization (according to target audience) and Methodology (for each target audience)

Instructions:

1. The questionnaire is not to be used as a tool of inspection by volunteers, but to help the authorities and community to reflect on how RTE compliant the neighborhood schools are.
2. The participants to take 10 minutes to go through the questionnaire provided, and reflect on the questions being covered.
3. Master Trainer to ask participants to point out questions aimed at (a) students, (b) school authorities and (c) SMC.



4. Master Trainer to identify target-specific questions with continuous inputs from the participants. This way the volunteers will have a fair idea about what questions to ask which group and they need not refer to the questionnaire during interactions.
5. Discuss with participants the methodologies to be adopted for filling the questionnaire. What type of methodology will work with which target group?

1. Direct observation:
 - a. Infrastructure
 - b. Toilets
 - c. Playground

- d. Number of classrooms
 - e. Building etc.
2. School records:
- a. Attendance registers
 - b. Students records
 - c. SMC resolution register
 - d. Financial record books etc.
3. Interactions / discussions
- a. Students
 - b. Head Master
 - c. Teachers
 - d. SMC
 - e. Community

Methodology for the Questionnaire:

Question no.	Direct Observation	School Records	Interaction with HM / teachers	Interaction with Students	Interaction with parents and SMC	Scenario no. that can be used to lead into the following questions
1			✓			
2		✓				Scenario I
3		✓	✓			Scenario II and IV
4		✓	✓			Scenario II
5	✓	✓	✓	✓		Scenario III
6			✓	✓	✓	Scenario I
7	✓		✓	✓	✓	Scenario II and IV
8	✓		✓	✓		Scenario II
9		✓	✓		✓	

SCENARIOS: For volunteers to begin discussions with each target group, the following scenarios have been suggested to help lead into certain questions in the questionnaire.

I am Munni and I would like to tell you some stories about myself and my friends. My friends and I are not able to reach our schools. Hope Shiksha ka haq abhiyan can fulfill our dreams and aspirations.

Scenario I: *My parents and their friends keep migrating for the sake of livelihood. The children are not able to reach the schools. At present, we are enrolled in special training centers. But I find it difficult to reach even the special training sometimes as I have to take care of my younger sibling and fetch water. The teacher in the special learning centre really arranges the timings to suit the needs of children like*

her.

- What do you think about enrolment and retention of children in your area?
- Do they drop out due to various reasons?
- Are there special learning centers for them?
- Which children come to the special learning centre?

Scenario II: *The teacher who came to teach my friend in the tribal Panchayat had to walk for several hours, around 20 km till she reached the school. The only Elementary School in the area had children from 28 hamlets. So the teacher decided to reside in their hamlet and teach them. It was great fun as the teachers were available every single day of the week. Each teacher taught a different subject and saw to it that Raji who was weak in Maths was helped with it. My other friend was helped with her language class because she was taught in a language that she was not very familiar with as she did not speak it in her home.*

- Do teachers find it difficult to reach remote areas?
- Are there teachers for various subjects?
- Are there difficulties in learning language distinct from one's own dialect?
- Is an environment with special focus created for the children deserving special attention?

Scenario III: *Many girls from my friend's classroom in their village do not come to school during their period, as there is no water in the bathroom. They have to travel quite a distance even to get drinking water. Girls do not find time to play as they have to reach home immediately after school. The teacher finishes her class early as she travels far from home. They cannot take the library books home as my friend has to light the fire and cook food as her mother reaches late after work.*

- How does lack of basic infrastructure and amenities like water affect children's education?
- Do children have access to play spaces?
- Do the children and teachers leave school early because of lack of transportation?
- Do children have access to library books and do they have basic facilities and time to read it at home?

Scenario IV: *The teacher who was much respected in her school and community as she loved her children said that CCE is difficult as absenteeism is high.*

"She said that children are at different levels and the learning pace varies from child to child hence, assessment is difficult. A child may be studying in the 8th standard but only have the knowledge of 5th standard in Maths due to absenteeism. The number of pupils in each class is too high and we do not have sufficient number of teachers. We cannot deny admission and every pupil has the right to study. We need more training for dealing with children of various caliber and making the classroom inclusive.

Otherwise, in the long run, the fast learners will get more attention and the ones who take some more time in understanding, will relocate to the back-benches! We try to use a variety of activities but it is not always feasible when the classrooms are crammed and the students cannot be divided into groups,” said the teacher.

Yet our teacher takes great effort and makes us sit under the tree to discuss. We are shown various science experiments by her. We love her class on the eco-system.

- Has it been possible to use the CCE and what could be the barriers?
- Do teachers receive training sufficiently?
- What about the pupil teacher ratio? Are there sufficient numbers of teachers?
- Are various activities tried out for teaching?

5. The few ‘sensitive’ questions need to be highlighted during discussions with participants. The Master Trainer could emphasize on the methodology to keep in mind during interactions.

Q. Do children help the school function by various activities like Cleaning / Sweeping / Gardening / Cleaning toilets / MDM, etc.

(Ask boys, girls, and children from different social categories in group discussions. Facilitate it by asking some interesting questions.)

Degree of sensitivity: High

Don’ts:

- (a) Do not segregate children on the basis of gender or social categories in order to hold the discussion.
- (b) Do not ask children about their social category in trying to gain this information.

Methodology of conducting the discussion:

- (a) Discussion must happen with children in the regular set-up or location in school premises or their respective classrooms. Children must not be segregated or made to sit on the basis of categories. Specific children must not be picked out for the discussion.
- (b) Volunteer to start by greeting the children in a child-friendly manner and asking simple comforting questions like “How are you today?” “Is it fun to come to school?” “Did you all have your meal?”
- (c) Take time to let the children build comfort and express freely.
- (d) Move on to asking all children in the group questions like “What kind of work do you do for yourself before coming to school?”
- (e) Answers like “Brushing teeth”, “Combing hair” or “Arranging the bags” may be expected.
- (f) Lead this to ask “Is there any work that you do for the school?”

(g) Following questions may be asked further as discussion progresses: “Who all do any kind of work for school?”, “What kind of work?”, “Do you do it on your own or does someone asks you to?”, “Does the work get done only by specific children or do the other children take turns?”

Q. Do all the children in your class eat their mid-day meal together?

If no, who sits separately?

Degree of Sensitivity: Moderate

Don'ts: Do not steer the discussion into areas of social or caste structure of the locality. It may intimidate the children.

Methodology of conducting the discussion:

(a) The discussion may begin with simple questions like “Do you have mid- day meals in school?”, “Is the food tasty?” “Is it fun to have food with everyone?”

(b) Followed by: “Where do you all sit while having MDM?”, “Does everyone sit together?”, “If someone sits separately, who are they?”

Q. Are some groups of children addressed by pejorative words / phrases?

Degree of sensitivity: Moderate

Don'ts: Make sure the discussion does not target children in the process, which may violate the dignity of the children

Methodology of conducting the discussion:

(a) This part needs to be done in a light and casual mode rather than a direct question.

(b) It may begin with “Do you all like your names?”, “Do you call your friends with other names apart from their own?” Or “Does anyone call you by other names apart from your own?”, “Does the other name make you feel good or bad?”

(c) This gives an idea of pejorative words or phrases used (if any) and the volunteer needs to refrain from getting into the area of exclusion and rather conclude the discussion by saying “Let us make our friends in the class happy by calling them by their own names and names that make them happy”.

Expected Outcome: The volunteers should know that the questionnaire is not to be used as an inspectorial tool, but to highlight the gaps in reaching RTE compliancy. Additionally, volunteers should have the clarity on filling the questionnaire and the methodology (for each target group).

Activity 4. *Shiksha Samvad*

(90 minutes)



Learning objectives:

1. An understanding of the roles and responsibilities of the volunteers.
2. The basic and essential Do's and Don'ts for volunteers.
3. A thorough idea about the flow of events and timeframes.
4. The types of methodologies to be used with different target groups.

Instructions:

Roles and Responsibilities of Volunteers:

1. Master Trainer could initiate discussion on how participants envisage the flow of school visit. What according to them needs to be done, and what procedure could be followed?

2. To begin with, Master Trainer could provide the following suggested break-up of responsibilities between the three volunteers. This can be modified at the local level (post discussions). Though, it is recommended that all three volunteers work in tandem and are not restrictive about their assigned roles.

Division of Roles and responsibilities:

<p>Volunteer 1</p> <p>Communication with Head Master and Cluster Resource Centre Coordinators (CRCC)</p> <p>Coordination</p> <p>Anchor & facilitator for (suggested) Shiksha Sabha with children and parents, SMC</p>	<p>Volunteer 2</p> <p>Information collection on data sheet</p> <p>Recording proceedings of (suggested) Shiksha Sabha</p> <p>Written Reporting to CRCC</p> <p>Collation & submission of datasheets</p>	<p>Volunteer 3</p> <p>Interaction with teachers, HM</p> <p>Coordination of data sheet filling</p> <p>Observation and school records</p> <p>Conflict handling if any</p>
--	--	--

3. Master Trainer to provide an overview of the ***Do's and Don'ts*** for the volunteers, during the Shiksha Samvad.

Do's	Don'ts
<ol style="list-style-type: none"> 1) Greet the HM, teachers, students, SMC members and parents. 2) Introduce yourself and always explain the purpose of your visit in the beginning of a conversation or discussion. 3) Maintain a friendly demeanor. Stay vigilant and record your finding through detailed discussions and observations in school. 4) Have informal, friendly interactions with students, teachers and SMCs to get a correct picture of the school. 5) Try to answer their queries honestly and to the best of your knowledge. 6) Conduct Shiksha Samvad by providing information about the RTE to the SMC, teachers, students and community members. 7) Share your findings and observations at 	<ol style="list-style-type: none"> 1) Don't be impolite or unfriendly with the people in the school. You are a guest and are there to help them gain more information about the RTE Act. 2) You are not there to inspect or judge the performance of the school. 3) Do not segregate children or teachers, on the basis of gender, caste or social background, during discussions. 4) Do not intervene in a discussion or debate unless there is any argument or conflicting situation. 5) Don't hand over the questionnaire to the school for them to fill out. It should be a genuine exercise and all three volunteers should do their best to fill it out accurately. 6) Do not answer questions if you are not sure. If in doubt, tell them that you do not have the answer. If possible try and

<p>the end of your visit. And encourage discourse and feedback on the status report presented.</p> <p>8) Thank everyone at the end of your visit.</p> <p>9) Record all information and collate it in the provided format post school-visit, after discussing it with other two volunteers.</p> <p>10) Document the information in the provided format, post the school visit.</p>	<p>guide them to the correct source.</p> <p>7) Don't get dragged into irrelevant arguments/debates about the RTE Act. You are there to do a specific task within a short time.</p>
---	--

What the volunteers are advised to do before the school visit:

[The following are recommendations, and would benefit the volunteers during their visit to the school and community. These should ideally reach HM/school authorities a week before the scheduled visit]

1. An official letter about the volunteer visit, along with the schedule, which could be prepared jointly by volunteers and CRCCs.
2. Schools could be requested to inform all relevant parties (SMC members, teachers and students) to be present for interactions with volunteers.
3. Schools could also invite the PTA, MTA, local leaders, SHGs, educationists and Child Cabinet (if any) to be present during the visit.
4. The volunteers could carry the following information prior to the school visit (whatever is readily available):

- DISE Code for the School
- A copy of the DISE format or School Report Card
- Copy of the Questionnaire
- Reference material for the Questionnaire
- Communication material related to RTE
- Guidelines for conducting Shiksha Sabha including key points and questions
- SKHA chart

What the volunteers are advised to do during the school visit:

- a. Make sure volunteers reach the school at the time of assembly.
- b. A proper introduction must be done, elaborating on the volunteers' role, and purpose of visit.

- c. Must emphasis that the volunteer is there to help the school achieve RTE compliance and not for an inspection.
- d. Inform the HM of the order in which the volunteers wish to conduct the visit.
- e. Remind the HM about the Shiksha Samvad to be held in the evening, and request him/her to assemble all stakeholders for the interaction.
- f. Have a thorough understanding of the assessment tool (questionnaire), and try to avoid reading from it during interactions and discussions.
- g. Master Trainer can also suggest that the volunteers do not fill the questionnaire during the interactions (except the sections that require reference to school records). This way all three volunteers can discuss their observations together (at the end of the day) and fill the format.
- h. Master Trainer could advise the use of the following schedule on the day of the school visit:

No.	Activity	Questionnaire	Methodology	Duration
1.	Take a tour of the school premises along with a teacher or HM and record the information pertaining to questions related to toilets, water facilities, any extra-curricular activities that may be going on etc.	Parts of Sections 5, 7 and 8	Direct Observation	30 minutes
2a	Interactions with children (take information and also Shiksha Sabha)	Parts of Sections 5, 6, 7, and 8	Interactions and informal discussions	90 minutes
2b	Share information on RTE provisions, child entitlements and respective roles. Initiate discussions, answer questions	Shiksha Sabha with students	Community discussions	30 minutes
3a	Discussion with HM, teachers, SMCs and perusal of school records	Sections 1-5; parts of 6, 8 and 9	School records; and interactions and discussions	90 minutes
3b	Share information on RTE provisions, things teachers must know, RTE compliant schools and roles	Shiksha Sabha with HM, SMCs and HM	Community discussions	30 minutes
4.	School self-assessment-filling out of RTE compliance chart	HM, SMC and V1,V2,V3	Community discussions	30 minutes

What the volunteers are advised to do after the school visit:

The Shiksha Sabha could be provided as an option post the school visit. This Sabha could serve the purpose of communicating/sharing with the community the findings/observations from the school. This will help reemphasize that the volunteers are not there in an inspectorial capacity, but to raise awareness about RTE.

Venue: School premises. A playground in case of a large school

Participants: Local authority, SMC members, teachers, students, other local interested community members, local print and electronic media

Purpose:

(a) Volunteers should make an effort to make the community realize the importance of RTE provisions/norms and becoming RTE compliant. However, this should be done in a positive manner and without focusing on the shortcomings, if any, in the RTE compliance status of the school.

(b) The gathering should serve to encourage the local community to take pride and ownership of the school and to work towards making it better.

(c) The volunteers should make an effort to praise the school and highlight all that the school is doing well. At the same time, discuss the areas in which the school is lagging behind and encourage everyone to actively participate in improving those areas.

(d) A gathering, such as this, can also serve as an important tool for creating public awareness on the RTE, and for listing out issues that can be reflected in the SDP.

(e) Present more detailed findings, a summary of the discussions with the SMC members, teachers and students and the observations from children's interactions in the class and playground.

(d) *SKHA chart:* The chart can be presented before the community. Volunteers need to explain the various items on the chart, and should aim to fill it with the community. Post discussions, the volunteer can discuss the 'score' of a particular school. This is not to belittle the achievements of the school but to encourage a spirit of healthy competition. [Refer to Annex 6].

>> One copy should be left with the school to display.

Don't forget to Thank them:

(a) The volunteers should take this opportunity to thank the relevant stakeholders for their time.

(b) The volunteers should stress on the fact that they are not there to 'monitor' or 'inspect' the school but are there as guests of the school.

(c) Their role is to help them work with the school, community members and students to make the school RTE compliant.

Film Screening: Depending on the situation and availability of resources, a short film can on education. The film should be related to the RTE and should serve to inspire the gathering. It is best if the film is produced locally so that it is relevant to the local context. The duration of the film should not be more than 10 minutes. *Note:* This event can also give an opportunity to the schools to display communication material on the RTE. The playground or classroom in which the event is going to be held can be decorated with banners and posters on the RTE. The school can involve the student community by having them decorate the venue with RTE material. This will help create a positive

buzz in the local community and will provide a festive air to the event.

Resources required:

- Existing information material on the RTE
- Printing banners and posters
- Projector and screen (in case of film screening)
- Film on RTE

Expected Outcome: *The volunteers should have a good understanding of the how the Shiksha Samvad needs to take place, keeping in mind the methodologies to be used for interactions with the target groups. The primary task of the volunteers is to provide as much information on RTE as possible.*

Day 2

Activity 1. *School visit*

(4 hours)

Learning objectives:

1. Volunteers are able to incorporate learning's from the previous day for interactions with the three target groups: (a) School authorities, (b) Students and (c) Community.
2. A pre-school visit will help volunteers link the questionnaire with the methodologies shared.

Instructions:

1. The participants can be divided into two groups of 20. Each of these groups should be further divided into three groups, each representing V1, V2 and V3 (as discussed earlier), and each should attempt to perform the roles assigned.
2. Two schools need to be identified to undertake this exercise. Make sure the school authorities are aware of the visit and are ready to cooperate.
3. Volunteers need to be reminded briefly about the three roles: recording, observing and discussions, during school visit.
4. Participants to keep in mind the type of questions (assessment tool) and methodologies discussed (during the previous day).
5. Participants to try documenting one or two sections from the assessment tool.
6. Return to the training venue.
7. Open session for sharing of observations, feedback and learning's.

Expected Outcome: A hands on implementation of the learning's from the previous day during a mock-visit to a school. Volunteers will be able to identify grey areas and discuss them with the Master Trainers.

Activity 2. *What volunteers need to know: About the situation of education in the State.*

(30 minutes)

Learning objectives:

1. Understanding of the situation of education in the State.
2. Innovative practices or best practices undertaken by the States.

Training aids and materials:

[**Note:** Trainer needs to refer to AWP&B and collate this information (mentioned below) for the volunteers]

- (a) Enrollments of children from SC/ST, OBCs, weaker sections, disadvantaged groups etc.
- (b) Drop-outs from above mentioned sections of society
- (c) Retention rate of boys and girls
- (d) Number of primary schools and upper primary schools in the states
- (e) Number of new primary schools and new upper primary schools in the states
- (f) Number of special learning centers
- (g) Status of SMCs in the state
- (h) The innovative practices in the State
- (i) Reference material: (a) The RTE Act (see Annex 1)
(b) Children's entitlements (see Annex 2)

Instructions:

The Master Trainer to throw some light on the situation of education in the State, elaborating on the indicators mentioned above.

Briefly explain the issues and roadblocks in the implementation. [Refer to Annex AWP&B, 1, 2]

Expected Outcome: *Volunteers should have a brief idea about the State's education statistics.*

Activity 3. *Plan for the campaign*

(30 minutes)

Instructions:

1. Master Trainers to provide a brief plan on what will be the next steps for the volunteers.
 - a. They should be divided into groups of three for the school visits
 - b. Each volunteer to be provided the role and responsibilities according to V1, V2 and V3.
 - c. Schedule of the school visit should be provided for each block.
 - d. Schedule for the next meeting with volunteers should be fixed, to take stock.
 - e. To decide whether any interim review is required.

Activity 4. *What have we learnt: A review of the day*

(30 minutes)

Instructions:

1. Participants and Master Trainers review the topics discussed.
2. Feedback and sharing of learning's and experiences.

Annexure

Annex 1: Right to Free and Compulsory Education Act, 2009

This law provides a legal framework entitling all children between 6-14 years, free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and nondiscrimination.

Activity	Time Frame for States
Establishment of Neighborhood Schools	3 years (by 31 st March 2013)
<ul style="list-style-type: none">• Provision of School Infrastructure• All weather school buildings• One-classroom-one-teacher• Office cum – store – cum – Head teacher room• Toilets and drinking water facilities• Barrier free access• Library• Playground• Fencing/boundary walls	3 years (by 31 st March 2013)
Provision of teachers as per prescribed PTR	3 years (by 31st March, 2013)
Training of untrained teachers	5 years (by 31st March 2015)
All quality interventions and other provisions	With immediate effect

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- (i) The right of children to free and compulsory education till *completion* elementary education in a neighborhood school.
- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for no educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

(viii) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition, (ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

Annex 2: What are children entitled to?

1. Every child between age six to 14 has the right to 'free' and 'compulsory' education in a neighborhood school till the completion of elementary education.¹
2. All out-of-school children (above the age six) must be admitted in an age-appropriate class and complete elementary education. They should be given Special Training to be at par with other students. At the end of the Special Training, the child will be assessed and will be reviewed to be placed in a class suitable for him/her.
3. The appropriate Government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of the RTE Act.
4. No child can be denied admission due to the lack of an age proof/certificate.
5. A child can seek admission at any point of time during an academic year, and the school authorities cannot deny him or her admission.
6. Twenty five per cent children belonging to weaker sections and disadvantaged groups should constitute a class in Government aided institutions, private unaided schools and special category schools.
7. Children should not walk more than 1km from where they live to reach a primary school, and the upper primary school should be within a distance of 3km.²
8. A transfer certificate must be immediately issued in case a child seeks a transfer from one school to another in order to complete elementary education.
9. The school cannot hold back a child in the same class or expel him or her from school.
10. Teachers cannot subject children to physical punishment or mental harassment
11. Have one full-time teacher for a class of 30 children at primary level and one full-time teacher for a class of 35 children at upper primary level.

Annex 3: What School Authorities (Head Master and teachers) need to do to ensure children stay in school?

1. Role of a school:
 - a. Provides 'free' and 'compulsory' education to all children between ages 6-14
 - b. Does not undertake any screening procedures for admission
 - c. No denial of admission for lack of age proof
 - d. Treats all children equally and doesn't select (admit) children on the basis of merit

¹ The term 'compulsory education' is explained to mean obligation of the appropriate Government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education. The RTE Act does not restrict the choice of the child to seek admission in a school which may not be in the immediate vicinity, or the *neighborhood* of the child's residence. The term 'free education' is explained to mean that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

² However, in areas with sparse populations, or those prone to natural disasters or with difficult terrain or civil unrest, this limitation may be changed and transportation or residential facilities provided to children so that their education is not interrupted or disrupted.

- e. Twenty five per cent children belonging to weaker sections and disadvantaged groups should constitute a class in Government aided institutions, private unaided schools and special category schools.
- f. No child appears for examinations until the completion of class VIII
- g. Has an all-weather building with:
 - i. At least one class per teacher
 - ii. Office-cum-store-cum-Head Teacher's room
 - iii. Barrier free access
 - iv. Separate toilets for boys and girls
 - v. Safe and adequate drinking water facility for all children
 - vi. Kitchen where mid-day meal is cooked
 - vii. Playground
 - viii. Library
 - ix. Boundary wall or fencing
- h. Maintains a healthy pupil-teacher ratio so that all children are given equal attention by teachers
- i. Makes sure teachers put in 45 teaching including preparation hours in school and monitor their punctuality
- j. Maintain the recommended number of teachers according to norms:

- i. For Class I to V:

Number of Teachers for	Number of Children Admitted
2	Up to 60
3	61-90
4	91-120
5	121-200
5 + Head Teacher	Above 150
Pupil-Teacher ratio (excluding Head Teacher) shall not exceed 40	Above 200

- ii. For Class VI to VIII: At least one teacher per class so that there shall be at least one teacher each for: (a) Science and Mathematics, (b) Social Studies and (c) Languages

Number of Teachers	For (number) Children
At least 1	35
Full time Head teacher and part time instructors for: art education, health and physical education and work education	Above 100
4	91-120
5	121-200
5 + Head Teacher	Above 150
Pupil-Teacher ratio (excluding Head Teacher) shall not exceed 40	Above 200

- k. Makes sure children get their entitlements:
 - i. Transport where the distance is more than 1km
 - ii. Textbooks, writing material
 - iii. Uniforms
 - iv. Library with books, newspapers, magazines
 - v. Sports equipment

- vi. Mid-day Meal
- vii. Special Training for age-appropriate education
- viii. Transfer Certificates
- ix. Completion Certificates

2. Role of teachers to make learning effective for children:
 - a. Designs and implements innovative techniques and practices, keeping in mind the individual needs or learning capabilities of every student
 - b. Creates an environment for continuous and comprehensive assessment that enhances learning
 - c. Doesn't subject children to physical punishment or mental harassment
 - d. Ensures that every child participates in interactions without any inhibitions
 - e. Utilizing local resources for designing class activities and reference materials, for easy association for children and interactions with children
 - f. Seeking regular feedback to improve their teaching methods
 - g. Conducting academic discussions with colleagues, taking part in collective planning with the School Resource Group, and interacting with the community
 - h. Imparts learning through activities, discovery and exploration in a child-friendly and child-centered manner
 - i. Holds 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
 - j. Is not deployed for any non-educational purpose other than the population census, disaster relief duties or duties relating to elections
 - k. Does not engage in private tuition or private teaching activities

Annex 4: *What does the School Management Committee (SMC) do for children?*

1. They make sure all provisions under the RTE Act are effectively implemented so that all children between ages 6-14 get to enjoy going to school, staying in school and learning in school.
2. *Who is a member of the SMC?*
 - a. 75% of the SMC is represented by parents or guardians as elected members. A proportionate representation comes from parents or guardians of children belonging to disadvantages groups and weaker sections, while 50% of this representation is of women.
 - b. The remaining 25% is equally represented by:
 - i. Elected members of the local authorities.
 - ii. Head Master or teachers.
3. What they do when they meet once every month?
 - a. Monitoring:
 - i. Utilization of grants received from appropriate Government or local authority
 - ii. Identification of out-of-school children, their reasons for not attending or dropping-out, and getting them enrolled
 - iii. Identify children who need special training and arrange it
 - iv. Teachers are not burdened with non-academic duties
 - v. Regular presence and teaching by teachers
 - vi. Bring to the attention of the local authority denial or violation of rights of the child, denial of admission, provision of free entitlements
 - vii. Education of disabled children and facilities needed to complete schooling
 - viii. Implementation of mid-day meal
 - ix. Operate the SMC bank account/budget

- x. Children's rights and entitlements/*violation cases-redressal*
 - b. Planning:
 - i. Demand for the prescribed number of teachers in case of vacancies
 - ii. Identify the needs (of the school) to fulfill RTE compliancy
 - iii. Incorporate identified needs during the preparation of SDP
 - iv. Implement and monitor the SDP
 - v. Prepare annual account of receipts and expenditure
- 4. They are given the utmost important task of creating a School Development Plan (SDP), which aims to create a friendly and happy environment for all children in schools. The SDP will reflect all the areas that need to be worked upon in your school. (Think about all the problems in your school?) For instance, it will make sure that children have (to list a few):
 - a. books to read,
 - b. a good strong building that can withstand all types of weather,
 - c. a common drinking water area for all children,
 - d. hot and nutritious mid-day meals served daily,
 - e. a space to play,
 - f. different teachers for different subjects,
 - g. fun through different ways/methods of learning,
 - h. special facilities for those who are disabled
 - i. are treated equally

Annex 6: Role of Volunteers: SKHA volunteers are *ambassadors* for RTE. As *ambassadors* they have a challenging yet exciting task. The volunteers are expected to not only share information about the provisions under the RTE Act but also urge local community members, including parents, teachers and students to demand, what is, in fact, rightfully their entitlement.

The scenarios below are meant to highlight the 'rights-based approach' to RTE. The volunteers will be in a better position to familiarise community members with their rights under the RTE and urge them to take action in case of any violation of their rights.

Access

Munni's parents, alongwith their three children have moved to a new town. Munni's parents had to move in order to find work. There was no work available in their native village.

Munni's mother wants to send her three children to school. However, the closest school is 7km away. The three children (Munni-age 6, Meena,-age 9 and Raju,- age 14) are also excited to go to a school to make new friends and learn new things.

Munni and Meena: Next morning, Munni and Meena go to the school with their mother. The HM asks Munni's mother for a transfer certificate or date of birth certificate for the two girls. Unfortunately, she does not have records for either of the two children. She does not remember if she ever had the certificates. Being refused admission there, the girls go to another school. This school agrees to take them in. They need not pay any fees either. However, they would need to pay a small amount for uniforms and books. The girls are also asked to write a short entrance exam after which they are admitted to school. The children are very excited and start going to school. Both of them are placed in class 1 as Meena has never been to school before.

The children enjoy school and like their teachers who are very nice and kind and teach them new and exciting things every day.

For discussion: The questions below should be posed to the volunteers and they should be encouraged to come up with answers. The suggested answers can be used to guide the discussion

Which rights are being violated? (Suggested answers)	What RTE says? (Suggested answers)
<ul style="list-style-type: none"> No neighborhood school in the area-the closest school is 7 km away 	<p>No child will have to walk long distances to reach school. The State Government (or local authorities) will set up schools in every neighborhood.</p> <p>The areas or limits within which a school has to be established by the State Government shall be:</p> <ol style="list-style-type: none"> In respect of classes 1-5, a school shall be established within a walking distance of one km of the neighborhood. In respect of classes 6-8, a school shall be

	<p>established within a walking distance of 3 km of the neighborhood.</p> <p>If a neighborhood school, in a particular terrain, does not exist for any reason, the State Government/local authority shall make arrangements for transport for the children.</p>
<ul style="list-style-type: none"> Refusing admission due to lack of proper records 	<p>The child cannot be denied admission in school if birth or transfer certificate is not available. An Anganwadi record or a declaration of the age of the child by the parent or guardian would be considered proof of age. Similarly, delay in issue of transfer certificate shall not be ground for denial of admission.</p>
<ul style="list-style-type: none"> Children should go to age appropriate class 	<p>The school shall provide Special Training after admitting out-of-school children in the school to facilitate age appropriate enrolment.</p>
<ul style="list-style-type: none"> Demanding fees for uniforms and books 	<p>The school cannot charge any fee from the students. Uniforms and books are to be provided free of cost. School is free! Not having money for school fees is not a problem.</p>
<ul style="list-style-type: none"> Entrance exams for the children 	<p>The school cannot deny admission on the basis of entrance tests or interviews or any other screening procedures.</p>

Raju: Raju is taken to another school for boys. Befitting his age, he is given admission in class VIII. However, Raju dropped out of his previous school when he was still in class 5. He has not been to a school since then. He is finding difficulty coping in Class VIII.

Also, the teacher tries but is unable to give individual attention to students. There are about 60 students in his class and only one teacher.

Raju does not like staying in school as he does not understand what is happening in class. He wants to drop out

For discussion: The questions below should be posed to the volunteers and they should be encouraged to come up with answers. The suggested answers can be used to guide the discussion

Which rights are being violated? (Suggested answers)	What RTE says? (suggested answers)
<ul style="list-style-type: none"> Too few teachers in a class of sixty students 	<p>There should be one teacher for every 35 children in an upper primary school</p> <p>There should be teachers for every subject in Grades 5-8, including language, math, arts, health.</p> <p>The School Management Committee, in the School Development plan, shall identify the number of teachers required as per the specified norms in the RTE Act.</p>
<ul style="list-style-type: none"> No support for Raju to study in class 8 	<p>If a child misses some months or years of school, s/he can still go to the class in which children of their age are studying. However, the child will receive special training to catch up. Children should not become frustrated and drop-out of school.</p>

Equity

Munni's new friend in the locality does not go to school. His parents are daily-wage earners and work hard to bring up their child well.

However, despite his parents efforts to get their son admitted in a school, the school refuses to take him in. "He is different from us as his parents are daily-wage earners and the parents of other children will not like it," say the school authorities.

Munni decides to help her new friend by talking to the children in the school and convincing the HM to give him a chance to study as it is his right.

Discussion:

Which rights are being violated (suggested answers)	What RTE says (suggested answers)
<ul style="list-style-type: none"> School is discriminating against a child from a particular community. 	<p>Education is a right of every single child in the country. The Government has promised each child entry into school, whoever they are, boy or girl, rich or poor, disabled or handicapped, and whatever religion they follow, caste they belong to, or language they speak.</p>

Munni's friend Fatima has trouble following the lessons in class. She speaks Urdu at home and has difficulty understanding the teacher because the medium of instruction in school is different. She also does not understand the stories in her text books.

Munni's teacher is aware of the problem that Fatima is facing. She is helping Fatima to improve by giving her extra lessons in her mother tongue. She is also helping Fatima integrate better in the class room environment by encouraging her to share experiences and stories from her home.

What are some of the important things that the school is doing (suggested answers)	What else can be done to help others like Fatima? (some suggested answers)
---	---

<ul style="list-style-type: none"> • Extra lessons in mother tongue to help her understand better • Encouraging discussion of cultural practices to sensitize students and teachers to different practices. 	<ul style="list-style-type: none"> • Opening of schools in Muslim concentrated neighborhoods • Providing Urdu medium schools in Muslim concentrated neighborhoods • Recruitment of more Urdu teachers, especially in Muslim concentrated areas • Sensitization of all teachers to issues of cultural and religious diversity • Adequate representation of Muslim parents in the SMC
---	--

Quality

Raju's teacher likes to read out stories to the class. Last week she read to them a story about a girl who lived in a country far away. She told them the story of that girl-what language she spoke, what food she ate and the games she played.

After listening to his teacher, Raju became very interested in learning more about that country and its people. He went to his school library and borrowed 2-3 books on stories from that country. He read and shared the stories with his friends, family and class-mates. His teacher was very happy and proud of him and gave him more interesting books to read.

Discussion

What are some of the important things that the school is doing (suggested answers)
Activity-based learning
Encouraging reading in classrooms
A functioning school library

Annex 9: Shiksha ka Haq Chart

Name of School: xxx

Guidance Note:

The aim of it is to familiarize community members, children and school authorities, at a glance, with the provisions under the RTE. It will also show how the school perceives itself on the different RTE indicators or provisions.

The checklist to be displayed in each school will act as an inspiration to the SMC, school authorities and children to further improve their performance to become RTE compliant.

Please note that the volunteers should not be assigning grades to the schools on different indicators. Instead, it should be a participatory process led by the teachers, HM, students and SMCs. This is important so that the community has a sense of ownership and does not feel 'judged' by outsiders on their status.

It is also important that we do not assign marks for different indicators but simply indicate progress through categories like 'seed', 'sapling' and 'tree'.

For instance, if the schools feel like it has a lot to achieve on a particular issue, say school attendance, it can be a seed. If it feels it is making progress but has not yet reached where it wants to be, it can be a sapling. If it achieves its goal, it can be a tree.

In the end, schools can have 3 seeds, 4 sapling, 5 trees, etc.

Please remember that this is completely discretionary and volunteers should not impose their judgments on the school.

Activity	Seed	Sapling	Tree
All-weather school building			
Office-cum store-cum head-teacher room			
Easy access for children with special needs			
Availability of separate toilets for boys and girls			

Availability of clean drinking water			
A playground for sports and play			
A school library for the use of children and teachers			
Mid-day meals for children			
Fencing/boundary wall			
Provision of teacher as per prescribed PTR			
One-classroom-one teacher			
School Management Committee is functioning			
Regular Attendance of enrolled children			
Identification of Out-of-school children and enrollment into special training			