

[TO BE INTRODUCED IN THE NATIONAL ASSEMBLY]

A

BILL

further to amend the Right to Free and Compulsory Education Act, 2012 (Act No. XXIV of 2012).

WHEREAS it is expedient further to amend the Right to Free and Compulsory Education Act, 2012 for the purposes hereinafter appearing;

It is hereby enacted as follows:

1. Short title and commencement.- (1) This Act may be called the Right to Free and Compulsory Education (Amendment) Bill, 2017.

(2) It shall come into force at once.

2. Amendment of section 17 (Act XXIV of 2012): - In the Right to Free and Compulsory Education Act, 2012 in section 17.-

(a) in sub-section (1), after the words "qualifications" occurring in the second line the words "including a primary/pre-teaching Training Certificate/Diploma/Course from a recognized government institute and a Teaching English as a Foreign Language (TEFL) Certificate for language teachers" shall be added at the end.

(b) in sub-section (2), the full stop "." at the end be substituted with colon ":", thereafter the following new proviso shall be added:-

"Provided further that the performance evaluation of a teacher at the time of promotion shall be specially based upon the use and effectiveness of teaching methodologies employed by him/her in the class room, in addition to that, the fringe benefits of their jobs shall be associated with their performance during service."

STATEMENT OF OBJECTS AND REASONS

The teachers' averse attitude towards their professional development, lack of training opportunities, narrow understanding of the field of education and the classroom management problems, all indicate that there is something seriously wrong with the teacher pre-service training programmes. Lack of such training in most of the cases is resulting in failure to broaden trainee teachers' vision of teaching and learning. The teachers are not equipped with the

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knowledge and skills of handling large classes. Students do not have proper and comfortable seating facilities, hence classroom disruption becomes natural. No effective teaching and learning are likely to take place in such an environment. Unfortunately the reason for high dropout rates in our government schools or switching over to private schools is the poor quality of teaching. Therefore teachers' training in terms of pre-service and in-service teaching must be made mandatory by law and in order to enforce this condition. Their performance evaluation must be based upon their use and effectiveness of teaching methodologies employed by them in the class room. The government should specify teacher education institutes in this regard.

The Bill has been designed to achieve the aforementioned purpose.

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