



**CITIZENS' CHARTER FOR
AN ALTERNATE POLICY
ON EDUCATION**

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Suggestions And Feedback On This Draft Pollicy

**Blogspot: <http://kupkaep.blogspot.in/>
E-mail: kupkaep.2016@gmail.com**

Address for communication
Federation For Protection Of Educational Rights
No.245, Avvai Shanmugam Salai,
Gopalapuram, Chennai - 600086

**CITIZENS' CHARTER FOR
AN ALTERNATE POLICY ON EDUCATION**

Committee

Dr.V.Vasanthi devi (chairperson)

Mr.Era.Natarasan secretary

Dr.S.S.Raja gopalan

Dr.S.Madasamy

Dr.V.B.Athreya

Dr.R.Ramanujam

Dr.S.Krishna samy

Dr.Aruna Rathnam

Dr.V.Ponraj

Prof.P.Rajamanickam

Dr.S.M.John Kennedy

Dr.J.Balasubramaniam

Dr.M.Murugesan

Dr.Dr.J.Haja Gani

Mr.R.Odiyen lakshmanan

Mr.Uchimakali

Ms.Deepa

FORWORD

Education and medication, in a democratic nation, shall be provided to one and all on equity basis and with quality. But they continue to be a distant dream to the majority of our population, and it is kept unaware and the public is being tutored in a way that it doesn't even realize that these two are the basic qualitative aspects of a democracy. Perhaps, if the architect of free Public-Education-System in Tamilnadu Mr. K. Kamaraj's sincere initiative had been meticulously pursued and sustained, an outcry for quality public education and public health would have been evolved into a vociferous public demand and it would eventually have been accomplished. However, it is certain at least that if that free public education system had been continued, surely there could have been a huge explosive public reaction now and a subsequent political upheaval against the New Education Policy 2016, initiative similar to that of the Imposition of Hindi on the Tamils in the 1960s that gave room for explosive reaction and an eventual turning point in Tamil political history.

Ofcourse, to rule out any such political upheavals possibly, privatization of education was introduced at the cost of allowing Public Education to gradual ruin in course, in our nation. This made education lose its basic principles and soon education was to be considered soon a commodity with an index value of the marks-scored in examinations, and making students and parents alike crazily chasing them. This has killed the natural creativity drive of the young minds and flouted the fundamental aims and principles of education. This has ultimately given rise to the introduction of a draft proposal for a New education Policy 2016 that has not aimed at looking into why provision of public, common school education system could not yet be accomplished though it was proposed 40 years

ago, not aimed at admission for children at the nearest school but, on the contrary, have come up with a proposal for how to restrain education at the maximum to the children attaining school-going age as well as to those who managed to seek higher education and research. Precisely, denying education to the majority is what the New Education Policy is all about.

Even when the Compulsory Education Act 1870 was introduced in England, the pre-independence India heard voices of the Indian freedom fighters who demanded a similar Education Act for India too. But its denial by the Colonial masters to Indians can be understood in the context of the Imperial oppressive agenda and assertion of their supremacy over Indians. But, it is surprising why it cannot be accomplished yet, even when India evolved its own constitution aiming at it, after Independence. It could be deciphered, however, that it could not be accomplished because of the caste-based foundation and the semi-feudal mentality of those who came to power in the post independent India and the political parties who allied with them. Caring for Public Education and Public Health has not yet been considered basic aspects of Democracy.

Presently, by the way, once again, in the name of New Education Policy, a proposal has been put forth by the BJP government that has come to power now, which is the political outfit of RSS, which is keen in establishing a Brahminical Governance once again in India, and which was popular for its anti-democratic policies even during Indian freedom struggle. It aims at openly making education a market commodity, and restricting its access to the affordable few and denying it to the masses. In the name of 'quality', access to education by the majority, right from school education to university studies, is restricted through different hurdles; the RSS tries to implement a system of education of its own through this NEP 2016.

This 'New' Education Policy proposal 2016 has kindled the fury of teachers, students, parents and academicians alike. This has thereby unified all the above for solidarity than ever before in the post-independent India. 40 fraternal organizations com-

ing up with a an alternative New Education Policy hereby.

The former Vice-chancellor Ms. V. Vasanthi Devi heads the that alternative New Education Policy. The multifaceted academic and writer, “Ayesha” Mr. Natarajan will be the Secretary of the draft committee. The alternative New Education Policy Draft Committee is comprised of 16 academics who have been in the field of education and who have already been voluntarily serving the public selflessly under different identities. Hardly within a month, has it come up successfully with its alternative draft now. It was all possible because of the members’ subject expertise, ripe experience and necessary domain knowledge, that it has accomplished the task in the shortest time possible.

Ms. V. Vasanthi Devi has prepared the alternate policy with an Introduction, and with appropriate sub-themes such as preamble, vision History of Indian Education, Primary Education, Elementary Education, Secondary Education, Higher Education, Teacher Education, Education for the Marginalized, Research and Developmental Education. The inputs from the marginalized and other neglected groups shall be included, feels the alternative New Education Policy Committee. The Draft Committee also feels ‘what do the students expect in this regard’ shall also be taken into account, and this can be incorporated on consideration before finalizing the draft.

This federation for Alternative New Education Policy submits its draft proposal unto the Tamilnadu public for discussion, with an open mind. Changes will be made on the basis of carefully considering the ideas put forth by the public through letters, mails etc. The draft will be finalized by the Alternative New education Policy Committee, after discussing the same in group discussions, panel discussions and inviting public opinion through face-to-face interactions.

The draft will be compiled and finalized to be released before the last week of November 2016. Later, we will demand the Central & State governments to implement the content of the alternative New Education Policy. The forum will propagate

among the public that the contents of this alternative New Education Policy are the viable solution to the educational needs and crises of our nation. We will appeal to the political parties' also to support the same.

We thank everyone concerned who supported us even when we started as federation for Protection of Educational Rights, and for having accepted us when we soon proposed the idea of coming up with the Alternative Education Policy. We also heartily thank all the members of the Draft Committee for having prepared the draft and also the federation for Protection of Educational Rights for finalizing it, taking it to the public for perusal, and also to work collaboratively for the propagation, promotion and implementation in the days to come. We appreciate and thank the efforts of Bharathi Puththakalayam for having brought out this document in both English and Tamil within a short span. We congratulate the members of the General Body of the federation for Protection of Educational Rights that planned this alternative Education Policy, and we whole-heartedly thank the members who are to take this document criss-cross the state inclusive of villages and remote areas for promotion, understanding, contribution, participation and implementation.

N. Mani
Convenor
federation for Protection of
Educational Rights

EXECUTIVE SUMMRAY

Our Hopes and Fears

We live at a time when education has moved far away from the ideals of liberating, humanizing, equalizing education that great thinkers propagated. India has moved to the other extreme of an enslaving, alienating, oppressive, dehumanizing, hierarchical, brazenly commercialized education system.

The purpose of all education is to sensitise, to humanize, to take humanity to higher levels of knowledge, awareness, freedom and social responsibility. While pursuit of knowledge is recognized as the purpose of education, the other three, awareness, freedom and social responsibility are not considered inherent to Project Education. If we lose the meaning of education in its wholesomeness, we will end up creating a world without human values or justice and ultimately, without progress, too.

While we define education thus, we are all painfully aware that it is a distant vision. Education has never been the engine for furthering the human rights of every human being at any time in history. It has been a potent class instrument to discriminate, to deny, to dominate. Till recent times it had been the monopoly of the ruling, dominant classes and sections of society. In India this monopoly had been strictly guarded by the inviolable iron frame of the caste system and patriarchy. Our Dharma ordained that education was the preserve of the twice-born. Our mythology has tales of ruthless punishment and brutal mutilation of persons who dared transgress the 'divine order'. True education is a threat to power and privilege.

While the modern society has moved far from traditional exclusions, it still practices subtle and none the less potent, strategies for denying empowering, equalizing knowledge to

vast sections of its citizenry. That is why Ivan Illyich had to call for a 'De-Schooling Society' and Paulo Friere had to seek an alternate education through a 'Pedagogy of the Oppressed'. The content of education and pedagogy have been designed to exclude, to mystify knowledge, to manipulate large sections of their populace and to co-opt the dissenters into the hierarchical systems.

Education in India is, with exceptions, an alienating process. The education that alienates not only fails to further human rights, justice and equity. It also miserably fails in its ostensible pursuit of knowledge. With blinkers secured on his eyes to shut out the immediate world, the student sees only a fragmented reality. To know is to relate. If you do not relate to the harsh realities of your community, its wretched poverty, heartless exploitation and discrimination then, the knowledge that you acquire is a partial knowledge, often distorted knowledge.

The modern concept of education is a compact between society and its children. Society makes a solemn commitment to its children that they are released from productive work so that they learn, think, discover, innovate and pay back to society for the nourishment they had drawn from its bowels. The long years of education are not for irreparably rupturing the link with productive work. On the contrary, the children of a society, drinking deep from the fount of humanity's accumulated wisdom, having thought "globally", should return to their land and start acting "locally". The knowledge they have gathered, the technology they have mastered, should flow through a hundred channels to water the parched lands of their mothers. Such a dialectical, dynamic process would lead to the birth of a generation of true citizens of the world.

India constructs Exclusionary Education

India has constructed an education system that is among the most exclusionary in the world. Today the exclusion has assumed grotesque proportions and works in hundred different ways. Exclusion is woven into each strand of the education fabric.

We have as many levels in our educational hierarchy as in our caste hierarchy, one type of school for each mini-class, making sure that children of no two levels ever meet. All the world over, including in the most advanced capitalist countries, children of all classes go to public neighbourhood schools. School space is the equalizing, barrier-breaking space. Not so in this country.

Early Decades of Independence

The public school system, substantially funded by the state, was able to serve the needs of the early decades of independence. The ideals of the freedom struggle were still in the air, inspiring dreams and plans of nation building. Schools all over the country largely functioned as neighbourhood schools, with children of the affluent and the ordinary learning together. The products of that generation of public schools attained pinnacles of position and power in all fields, civic, political, economic, scientific, administrative. These were, no doubt, the preserve of upper castes, but a gradual democratisation was taking place in some states.

Neo-liberal Age

The decline of the public school system coincided with, rather was consequential to the growth of the multi-track school system. Fee-charging private schools started coming up from the late 70s, and increased many folds in the 90s. The upper classes and castes started deserting public schools and flocking to private schools. Soon it turned into an exodus. Public schools became the preserve of the poor and perceived as of inferior quality, as anything associated with the poor is perceived. The elite classes saw no merit in the state investing in schools that were not for their children. The state reneged callously on its basic responsibility to provide good quality education to the vast majority of children. The state started starving the public schools system of funds, their infrastructure allowed to crumble, teachers not appointed with the cumulative consequence of collapse of standards in them.

With neoliberalism taking over the country, today it is an unabashed, unapologetic class education. The education scene is taken over by fierce forces of competition. Children are the site of a dog-eat-dog world of competition. They are pushed into a merciless and mercenary world. They are programmed from birth to compete, to excel and to win. They are robbed of their childhood, being pawns in the power games of parents, school managements and the economically powerful. What Amartya Sen calls “the country’s obsession with first boys” has taken over.

The middle and upper classes programme their children for world conquest. Sky is the limit for these children. The children of these classes are the pride of the nation, the standard bearers of the aspiring Super Power of the new century. A World Exclusive must be built for them and the ramparts safeguarding the world must be made inviolable, bullet-proofed against encroachments by all and sundry.

Crafting of an Exclusionary Curriculum

Exclusion works in ways more than in streaming children into different categories of schools. Curriculum, pedagogical and evaluation systems also are engines of exclusion. Curriculum is designed to provide competitive edge to the elite youth in global competition and for world conquest. It is far beyond the reach of the mass of children. The first generation learners from poverty stricken homes desperately struggle to cope with its exorbitant demands. After a few years of desperation, a vast majority of children drop out of school. And these children, invariably, are from the Scheduled Castes and Scheduled Tribes, Minorities, particularly girls from these sections, for ages consigned to the bottom or margins of the caste society. The hidden agenda behind designing a curriculum of an unbearable weight is exclusion of large sections of students and is carried out to perfection.

The curriculum excludes not by weight alone, but by content. It is totally unrelated to the lived reality and cultural cosmos of large mass of rural and working class students. It is rooted in

middle class world and privileges its culture, mind set, social mores, beliefs. The strengths, skills and cultural and cognitive capital of the working class children find no place in the curriculum and class room. This rejection of the working class child's universe, the humiliation that she is subjected to, the denial of herself are part of the tragedy of today's Indian education.

Language of the Classroom

The very language of the classroom is alienating and mercilessly so. The lingo of the working class child is considered lacking in refinement and is laughed at. The little child of the rural dalit colony or urban slum that steps into the classroom for the first time is bewildered, frightened, loses her very voice and slowly sinks into a culture of silence, a culture that gives sanction to an oppressive system.

Talking about language, the dominant form of exclusion and demarcation is the language of learning. A whole universe of exclusion has grown around English language. English is the sole language of privilege, power, of opportunity, aggrandizement. In today's India those who can handle English with felicity and aplomb and those who can function only in their mother tongue / regional language belong to two different worlds.

Commodification of Knowledge

The ultimate corruption is the marketisation, commodification of knowledge itself. Global and big national corporate interests define knowledge. Whatever demands highest price in corporate market at the point in time is the most valued and most sought after knowledge. Institutions of higher learning hurriedly bend their constitutions, and channel all their resources to those glamorous disciplines. It is a tectonic shift in the meaning of knowledge. A redefining of education is desperately needed today, when the world corporate sector has arrogated to itself the role of fashioning education on the anvil of profit maximizing, beating down the pinnacles of humanity's stores of wisdom.

Another World is Possible

How do we begin changing this unjust, oppressive, commercialized travesty of education? Is another world possible? How do we begin making the building blocks for raising the structure of a humanizing, democratic, liberating education? When we attempt the Himalayan task, we need to take on all the dimensions of today's education, its form, content, pedagogy, authority and more.

Citizens' Charter of Demands

India's Education Policy must be rooted in the above diagnosis of the ills of the present education system and aim at total, revolutionary changes in the system, with the conviction that tinkering with the rotten system would not help and would push the country to a point of no return.

One of India's renowned educationists, Prof.J.P.Naik, long ago spelt out its coordinates, "The elusive triangle of education has three sides as quantity, quality, equity. If any one of the three is ill developed, the triangle will collapse." In India, the dimension of equity was cynically destroyed, resulting in the collapse of the entire triangle. The primary objective of Education Policy should be to undo the damage before it becomes irreversible.

The following list of demands is placed before the country for formulating the New Education Policy:

1. The state should guarantee equal and high quality education for all children till the age of 18. Such education should be offered, as in most advanced countries, through a Common School System, with Neighbourhood Schools.
 - Children of all socio-economic levels should study together in the same schools, with no discrimination. All children in a neighbourhood should study in the same schools.
 - Children, till class 8, should study in schools within walking distance of their habitations. Children living beyond the des-

ignated neighbourhood should not be admitted in a school. Till class 8, children should not be allowed to use any kind of vehicle (private or public) to reach schools. Vehicles can be permitted only for special needs, as for differently abled children. Parents or school assistants should take children to Pre-schools.

- High quality Early Childhood Care and Education should be offered to all children in the age of 3-6.
- No child will be permitted to work in any kind of establishment including in family operated ones.
- The recently enacted central legislation, Child Labour (Prohibition and Regulation) Act , 2016 is an abominable violation of the rights of the child and should be scrapped at once. It would render irreparable injustice to children of the poor. They would be pushed into family establishments or wage labour before the age of 14 and will be deprived of education and healthy development.
- Privatisation and commercialisation of education will not be permitted. Education at all levels must be available totally free of cost. Fee charging schools cannot be permitted.
- Private schools can only be permitted if they are philanthropic entities, offering free education as service.
- Each state should have one single Board. CBSE schools run by the Govt. of India or schools affiliated to other boards cannot operate in a state. Central govt schools will be allowed to only admit children of Central govt. employees or of other jobs transferrable outside a state. Schools like Kendriya Vidyalayas will be allowed to function for such purpose, but other children cannot be admitted in these schools.

2. Financing Education

- Indian education is resource starved to an unforgivable extent. The state should ensure upwards of 6% of GDP, providing for all the needs of an ever growing, expanding, evolving, inclusive system, with no child left out. Entire responsibility for resource provision of education at all levels must be that

of the state. The minimum requirement of 6% of GDP for education, recommended by Kothari Commission has never been reached in India, rarely exceeding 4%. Amartya Sen says, “To say that India does not have resources for health and education is utter, absolute nonsense.”

- Infrastructure of a world class must be provided in all schools / colleges/ universities/ research institutions. Annual up-gradation must be carried out.
- Teacher shortage is a growing malady in Indian schools. It should be ensured that adequate number of teachers are appointed in all schools / colleges / universities. In schools, one teacher per class, even if the class has one student , must be appointed. In addition, teachers for special areas like art, physical education, social work, N.S.S., must be appointed.

3.Language of Learning

- Mother Tongue as Medium of Learning

In any sane society the language of learning can only be the mother tongue of the child. The dominance of English and dominance through English must be ended. The language of learning must be the mother tongue / regional language.

- English as medium of learning should not be permitted in any school. However, considering its importance in today’s globalizing world, English should be effectively taught as a second / third language, using pedagogical methods adopted in many non-English speaking countries, to teach it as second language.
- No single language should be made mandatory to all children across the country. Attempts must be made to introduce the child to Indian languages other than the mother tongue. Man has a natural capacity for multi-lingual learning, provided a solid foundation in mother tongue is laid in the early years of learning. Children of one region of the country should be encouraged to learn a language of another region as option, for instance, children in North Indian states learning a language of South or North-Eastern India.

4. The constitutional vision as stated in the Preamble, of socialism, secularism, social justice and democracy must be the guiding principles in formulation of curriculum, syllabi, pedagogy and educational administration.

- Lofty ideals that have defined education in enlightened thinking should form the vision of the policy. Skill development for a productive economy cannot be the sole and exclusive objective of education. Education aims to develop an enlightened citizenry for a just and vibrant democracy. It aims to bring out the fullest potential of every child and youth, to build her critical and creative abilities, not in individual isolation, but as a responsible member of a democratic society. Education has two organic connections, one with the exploding world of knowledge and the other with the immediate, proximate society. The Education Policy must be carefully crafted to promote both the objectives.
- The aim of the policy should be to encourage social participation of every student so that a student understands the social issues and explores the ways of solving it. Human development and social development must be the aim of educational policy. Educational institutions are part of the community. Hence, they should have close interactions with the community.
- In addition, in a country like India with its thousand oppressions and discriminations, with its centuries old inhuman caste and patriarchal system, education is also a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens.
- The National Curriculum Framework, 2005, with a few necessary changes, can provide the basis for the new policy. The NCF was formulated as a means of evolving a national system of education, recommending a core component derived from the vision of national development enshrined in the Constitution. Certain broad aims of education like independence of thought and action, sensitivity to others' well-

being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change were identified in the framework. The NCF provides the framework for formulating syllabi, textbooks and teaching practices within the school education programmes in India to achieve the fundamental right to equitable quality education of all children in India.

- The recommendations of Prof Yashpal Committee on 'Learning without Burden' relating to curriculum, school bag, classroom interaction, textbooks, tests and examinations, disciplinary rules etc., be implemented.
- Specialisation begins too early in our schools, in class 11. At such a young age, students do not have adequate exposure to different disciplinary groups and so the choice is that of parents or what is in vogue at a time. In Tamil Nadu schools, social sciences and humanities like history, geography, sociology are not offered after class 10. Students must learn all subjects at least till they complete 12 the class. And for entry into professional courses, marks obtained in all subjects must be taken into reckoning. In many advanced countries Social Sciences, Humanities, Science, Mathematics, Languages, Physical Education must be chosen for equal number of credits for first two years of undergraduate programme.
- Apart from scholastic subjects, opportunities must be offered for developing students' other interests like Music, Art, Sports. In many advanced countries students have to get credits in such courses in higher secondary levels.
- Till class 5, home work on their class lessons must not be given. Instead, small project works may be given, to encourage children to observe and understand the world around them and to cultivate their independent thinking.
- Out of school private tuitions must be strictly prohibited. Teachers who take such tuitions must be punished.

- From pre-school level children must be encouraged to question, think, understand, and apply what they learn to their life's situations.
- A well stocked library must be set up in all schools, starting from primary schools. Teachers must take children to the library and guide them to select and read books, and develop interest in reading. Children must be asked to share what they read with their classmates.
- Modern equipments and IT infrastructure should be set up in all schools.

5. Evaluation

- The examination system that dominates Indian education does not exist anywhere in the world.
- Student evaluation must be designed to assess different capabilities of each child through continuous and cumulative assessment methods. Students should not be pushed into a competitive mode, but encouraged to do a lot of group work that builds values of cooperation, accommodation and appreciation of others.
- Detention of children at any stage of school education should not be permitted. Special and additional provisions must be made to bring students lagging behind up to the required level.
- No single nation-wide evaluation system must be forced on all states.

6. Teacher Education

- Considerable investment in teacher education at all levels must be made. Professionalism and commitment to students and the community must be the basic values instilled in teachers. Continuous upgrading of skills and expertise and in-service training must be built into teacher education.
- Teachers must be involved in designing, curriculum, syllabi and pedagogy
- Transfer of teachers of Govt schools should be avoided, to

the extent possible, ensuring adequate promotional avenues within the same school. Each teacher is to opt for one school for lifelong service.

7. Governance Structure

- Decentralisation and de-bureaucratisation of education management must be ensured at all levels. Schools must be owned and run by the community.
- Education must be returned to the State List from the present Concurrent List, in the true spirit of federalism and in celebration of the immense diversity of the country.
- States must have full autonomy in all areas and at all levels of the education system, including in higher education institutions.
- Similarly, State level bureaucracies should have no authority in educational management at any level.
- Education management of schools must be entrusted to elected local bodies like panchayats, with actual day-to-day management in the hands of parent representatives, with one third representation to women and SC/STs.
- Educational institutions must serve as bedrocks of a democratic society, providing opportunities, exposure, and training to students to be citizens of a vibrant democracy. Student unions election must be held in democratic ways in all the educational institutions. Students must have the freedom to form associations. Students must be given representation in school / college / university decision making bodies.

8. Social Justice

- With extreme social, gender and other inequalities constituting the first issue to be tackled in Indian education, generous and adequate provisions should be made to eliminate the gaps and bring about full equality among all sections of Indian society at all levels of education.
- Reservation for the socially and educationally backward sections must be strictly implemented at all levels.

- Full scholarships and fellowships must be provided to all students falling in the above category.
- SC/ST, OBC, Minorities, Women, Transgender, Differently Abled People should be provided financial assistance by the state right from primary education up to post - doctoral studies.
- Large number of hostels of high quality for students of the above categories, with teachers living within the premises of the institution, must be provided.
- Residential schools with top class facilities must be built.
- The post-metric scholarship for SC/ST must be made available for all courses in all institutions for studies in India and abroad.
- In Tamil Nadu, Adi-Dravida Welfare department run schools must be brought under the Education Department.
- Central legislation must be immediately brought in to ensure full legality to SC / ST Sub-Plans, with full fund allocation and penal provisions for diversion of the funds to other purposes.
- Discrimination of any kind in educational institutions must be made cognisable offence and punished.
- Mid-day meals system must be extended up to 12th standard.

8. Higher Education needs to be considered as a right enjoyable by all sections of society and not only by those who have money. Higher Education is a human right which should be made freely accessible, especially by the introduction of free education. This needs to be re-emphasised especially in the context of India where the distressing trend of commercialization of education, at the school, college and University levels, has resulted in a drop in the access of traditionally under-represented groups, the huge difference in 'quality' based on the "customers" ability to pay for the "product". Higher Education needs to be considered as a right enjoyable by all.

- The gross enrolment ratio in the Indian higher education sector is still 13% and a large majority of those who are excluded are from the oppressed communities, the dalits, the tribals, the minorities and women, and of course the poor.
- In the last decade, the damage has been caused by the unregulated growth of privatization of education wherein the covert and often overt agenda has been to reap maximum profits with minimum accountability and social consciousness. In fact, it would be better to call the much touted PPPs as Partnerships for Private Profit! The PPPs cannot be a solution as these are inherently oriented towards inequitable access arrangements from the standpoint of the marginalized sections of society
- Ensuring academic and administrative autonomy of the State and Central Universities free from political interference.
- Increased government investment in teaching and research in institutions for Higher Education.
- Establishment of new Government and aided colleges, especially co-education and women's colleges, in each district.
- Allocation for higher education has to be enhanced. (a) Allocations should be doubled in real terms once in five years at all levels. (b) Infrastructure and research facilities must be strengthened in central and state universities and in government and aided colleges. (c) In all districts, colleges must be established to provide education in arts, sciences, engineering and all professions. Special attention must be given to weaker areas. (d) Government must establish teacher training institutions. (e) Creation of Inter University and College Centres for providing an institutional framework for optimum utilisation of major research facilities. (f) Increase in the number of Central Universities and Regional Research Centres. (g) Appointment of quality faculty and administrators in all colleges, Universities without violating reservation norms. (h) Reduction in fees for all

students and waiver of fees for first generation graduates and post-graduates in Government and aided colleges and State Universities. 3. Decentralization of regulatory, funding and accreditation powers: NCHER and HEFA centralize powers. They are not needed. 4. Management of higher education has to be democratized. Teachers, students, non-teaching staff, and people's elected representatives should be included in larger numbers in management bodies through a democratic election process. 5. Higher educational institutions must be transparent and accountable.

- Corruption must be totally eliminated in all matters, including appointment of VCs and all other appointments and in all functioning.
- The quality of open universities must be enhanced.

“The above demands are not exhaustive, but just the ones we have prioritised

Independent India's worst failure, Himalayan failure, is in education. India has failed to build an education system, where all her children and youth blossom, realise their full potential and contribute to the nation's development. India enjoys an immense advantage in the world today in her demographic dividend, with a large young population in the working age. Unfortunately, we are unable to reap the benefits of the dividend due to our class-caste-neoliberal education system. In this late hour, at least, we should re-set our priorities and commence the journey for the re-creation of the world through re-creation of education. We hope our Citizens' Charter will be a trigger to commence the historic journey.

V.VASANTHI DEVI

Chairperson

CITIZENS' CHARTER FOR AN ALTERNATE POLICY ON EDUCATION

I. PREAMBLE

We live at a time when education has moved far away from the ideals of liberating, humanizing, equalizing education that great thinkers propagated. India has moved to the other extreme of an enslaving, alienating, oppressive, dehumanizing, hierarchical, brazenly commercialized education system.

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While we define education thus, we are all painfully aware that it is a distant vision. Education has never been the engine for furthering the human rights of every human being at any time in history. It has been a potent class instrument to discriminate, to deny, to dominate. Till recent times it had been the monopoly of the ruling, dominant classes and sections of society. In India this monopoly had been strictly guarded by the inviolable iron frame of the caste system and patriarchy. Our Dharma ordained that education was the preserve of the twice-born. Our mythology has tales of ruthless punishment and brutal mutilation of persons who dared transgress the 'divine order'. True education is a threat to power and privilege.

While the modern society has moved far from traditional exclusions, it still practices subtle and none the less potent, strategies for denying empowering, equalizing knowledge to vast sections of its citizenry. That is why Ivan Illyich had to call for a 'De-Schooling Society' and Paulo Friere had to seek an alternate education through a 'Pedagogy of the Oppressed'. The content of education and pedagogy have been designed to exclude, to mystify knowledge, to manipulate large sections of their populace and to co-opt the dissenters into the hierarchical systems.

Education in India is, with exceptions, an alienating process. The education that alienates not only fails to further human rights, justice and equity. It also miserably fails in its ostensible pursuit of knowledge. With blinkers secured on his eyes to shut out the immediate world, the student sees only a fragmented reality. To know is to relate. If you do not relate to the harsh realities of your community, its wretched poverty, heartless exploitation and discrimination then, the knowledge that you acquire is a partial knowledge, often distorted knowledge.

The modern concept of education is a compact between society and its children. Society makes a solemn commitment to its children that they are released from productive work so that they learn, think, discover, innovate and pay back to society for the nourishment they had drawn from its bowels. The long years of education are not for irreparably rupturing the link with productive work. On the contrary, the children of a society, drinking deep from the fount of humanity's accumulated wisdom, having thought "globally", should return to their land and start acting "locally". The knowledge they have gathered, the technology they have mastered, should flow through a hundred channels to water the parched lands of their mothers. Such a dialectical, dynamic process would lead to the birth of a generation of true citizens of the world.

India constructs Exclusionary Education

India has constructed an education system that is among the most exclusionary in the world. Today the exclusion has

assumed grotesque proportions and works in hundred different ways. Exclusion is woven into each strand of the education fabric.

We have as many levels in our educational hierarchy as in our caste hierarchy, one type of school for each mini-class, making sure that children of no two levels ever meet. All the world over, including in the most advanced capitalist countries, children of all classes go to public neighbourhood schools. School space is the equalizing, barrier-breaking space. Not so in this country.

Early Decades of Independence

The public school system, substantially funded by the state, was able to serve the needs of the early decades of independence. The ideals of the freedom struggle were still in the air, inspiring dreams and plans of nation building. Schools all over the country largely functioned as neighbourhood schools, with children of the affluent and the ordinary learning together. The products of that generation of public schools attained pinnacles of position and power in all fields, civic, political, economic, scientific, administrative. These were, no doubt, the preserve of upper castes, but a gradual democratisation was taking place in some states.

Neo-liberal Age

The decline of the public school system coincided with, rather was consequential to the growth of the multi-track school system. Fee-charging private schools started coming up from the late 70s, and increased many folds in the 90s. The upper classes and castes started deserting public schools and flocking to private schools. Soon it turned into an exodus. Public schools became the preserve of the poor and perceived as of inferior quality, as anything associated with the poor is perceived. The elite classes saw no merit in the state investing in schools that were not for their children. The state reneged callously on its basic responsibility to provide good quality education to the vast majority of children. The state started starving the public

schools system of funds, their infrastructure allowed to crumble, teachers not appointed with the cumulative consequence of collapse of standards in them.

With neoliberalism taking over the country, today it is an unabashed, unapologetic class education. The education scene is taken over by fierce forces of competition. Children are the site of a dog-eat-dog world of competition. They are pushed into a merciless and mercenary world. They are programmed from birth to compete, to excel and to win. They are robbed of their childhood, being pawns in the power games of parents, school managements and the economically powerful. What Amartya Sen calls “the country’s obsession with first boys” has taken over.

The middle and upper classes programme their children for world conquest. Sky is the limit for these children. The children of these classes are the pride of the nation, the standard bearers of the aspiring Super Power of the new century. A World Exclusive must be built for them and the ramparts safeguarding the world must be made inviolable, bullet-proofed against encroachments by all and sundry.

Crafting of an Exclusionary Curriculum

Exclusion works in ways more than in streaming children into different categories of schools. Curriculum, pedagogical and evaluation systems also are engines of exclusion. Curriculum is designed to provide competitive edge to the elite youth in global competition and for world conquest. It is far beyond the reach of the mass of children. The first generation learners from poverty stricken homes desperately struggle to cope with its exorbitant demands. After a few years of desperation, a vast majority of children drop out of school. And these children, invariably, are from the Scheduled Castes and Scheduled Tribes, Minorities, particularly girls from these sections, for ages consigned to the bottom or margins of the caste society. The hidden agenda behind designing a curriculum of an unbearable weight is exclusion of large sections of students and is carried out to perfection.

The curriculum excludes not by weight alone, but by content. It is totally unrelated to the lived reality and cultural cosmos of large mass of rural and working class students. It is rooted in middle class world and privileges its culture, mind set, social mores, beliefs. The strengths, skills and cultural and cognitive capital of the working class children find no place in the curriculum and class room. This rejection of the working class child's universe, the humiliation that she is subjected to, the denial of herself are part of the tragedy of today's Indian education.

Language of the Classroom

The very language of the classroom is alienating and mercilessly so. The lingo of the working class child is considered lacking in refinement and is laughed at. The little child of the rural dalit colony or urban slum that steps into the classroom for the first time is bewildered, frightened, loses her very voice and slowly sinks into a culture of silence, a culture that gives sanction to an oppressive system.

Talking about language, the dominant form of exclusion and demarcation is the language of learning. A whole universe of exclusion has grown around English language. English is the sole language of privilege, power, of opportunity, aggrandizement. In today's India those who can handle English with felicity and aplomb and those who can function only in their mother tongue / regional language belong to two different worlds.

Commodification of Knowledge

The ultimate corruption is the marketisation, commodification of knowledge itself. Global and big national corporate interests define knowledge. Whatever demands highest price in corporate market at the point in time is the most valued and most sought after knowledge. Institutions of higher learning hurriedly bend their constitutions, and channel all their resources to those glamorous disciplines. It is a tectonic shift in the meaning of knowledge. A redefining of education is desperately needed today, when the world corporate sector has arrogated to itself the role of fashioning education on the anvil

of profit maximizing, beating down the pinnacles of humanity's stores of wisdom.

Another World is Possible

How do we begin changing this unjust, oppressive, commercialized travesty of education? Is another world possible? How do we begin making the building blocks for raising the structure of a humanizing, democratic, liberating education? When we attempt the Himalayan task, we need to take on all the dimensions of today's education, its form, content, pedagogy, authority and more.

II. A VISION

The spirit of modernity in today's world can in fact be summed up by its concept of childhood and it is the duty of the modern nation state to ensure that all children of appropriate age are provided free, quality education; free is meant not only in the sense of not having to pay for education, but also in the sense of removal of all constraints that children and parents may have in access to quality education.

In the context of a country like India, which is a grand modern experiment in nation building, with its great heritage and yet weighed down by strife and division, with its vast resources and endemic poverty, with its amalgam of multiple ethnicity, languages, cultures and religions, education is also the elemental process for providing a self-definition to a citizen. The triad of quantity, quality and equity informs every aspect of Indian thought on education. Compromising on any of the three legs would necessarily pull down the edifice.

In Indian reality, with a majority of the population caught in ancient modes of production in a very rapidly modernising world, education becomes the major hope for such a population to adapt, to acquire modern skills and achieve social and economic mobility. Thus, the education system needs to address the hopes and aspirations of a vast majority as well. On the other hand, the grip of obscurantist and superstitious elements, that holds Indian society in backwardness, and the pervasive social malaise of corruption in public life, can only be addressed by conscious education that attempts to build processes of critical thought. Social wisdom, augmented with analytical reasoning, is the only hope to combat such social evils, and again, the education system has a responsibility to fulfil such a need. All this emphasises the basic fact that development and enrichment of cultural and cognitive capital forms the central goal of the educational process.

In a formulaic manner, this can be enumerated as:

- All children must be brought to school.
- Every school going child must participate actively in school education with enjoyment.
- The curriculum transacted in school should attempt at making the child a responsible citizen, who can eventually contribute to the social, cultural and economic betterment of society.
- The system of higher education should at once be inclusive of all who seek such education, integrated with knowledge-producing and goods-producing processes, and empower its graduates with the capacity to not only participate in economic development but also in knowledge creation and social critique.

Every term in this formula requires concerted social and governmental action. For, if a child is out of school, the reasons for her doing so contain a social reality, which in itself can be combated only through education. If a child remains a non-participating observer in school, it is a reflection of the priority given to her participation in the scheme of things, a comment on the way schooling is structured. If the school curriculum is merely a collection of nuggets of information and techniques temporarily mastered and quickly cast aside, society can hold little hope of any but a very few contributing to development. If the university remains exclusive and alienated from production processes and the politics of development, education cannot be transformative of society.

This calls for a system which offers tremendous flexibility, whereby learners may enter and exit the system (at later stages) at many points and accumulate educational skills and credits at their pace. This calls for an open system of learning, whereby the formal school gets a central place in the system, while, at the same time, non-formal and distance learning modes operate in its periphery, with strong linkages between the two. It is entirely reasonable to expect that adult education's equivalency needs are defined and addressed within such a system. It calls for planning and implementation of educational policy that has

capacity building, autonomy and decentralization as its central tenets, while being deeply committed to the state's role as the main provider of education.

The vision also calls for a curriculum that connects knowledge to life outside the school and university, that allows autonomous learning in the learner, that enriches the creative potential in the student, that prioritizes constitutional values, that prepares the student for the workplace. It views the teacher and learner as partners, enquiring and exploring together. (Aristotle referred to teaching as “a moral sort of friendship”.) It implies a system of assessment that listens to what the learner can do, and challenges her/him to do better; a system of evaluation that is not content with certification but calibrates strengths multi-dimensionally. Such a vision emphasises holistic, integrated education, and does not see the inculcation of values in isolation, but ascribes centrality to values as what holds education together through language and science. Values are internalized in the personal, social and political contexts.

Any vision for the future cannot envisage such a distant future that it turns utopian, nor remain so mired in correcting its present failures in the short term that it never seeks to transform; to be able to look ahead for a generation and achieve results in that time-frame is what this vision aspires to. The clarity of the image of education for the future is the point from which we view and assess the present. Our vision for the future of our country's education is one that prioritizes qualitative social transformation based on social justice and equity, is unified but open, remains rooted in culture and work but reaches high into the far horizon of knowledge. In it, science is a way of looking at the world, technology is created (and not merely taken as given), knowledge is globally connected, and engages with the physical and social environment meaningfully.

The future is not a single unknown road ahead; it is a multiplicity of possibilities that need to be clearly envisaged, society making conscious choices in the process. Choosing the right education system and shaping its future is the best way for the country to shape its future.

III A GLIMPSE OF HISTORY – COLONIAL AND POST-COLONIAL

During the Freedom struggle, education was high on the agenda. When Britain enacted Compulsory Education Act in 1870, some nationalists demanded as early as 1880 a similar provision in India. But the colonial regime turned a deaf ear. But some Princely States like Baroda made education compulsory. Yet Gokhale made persistent efforts in vain to enact a similar legislation. A few Provinces like United Provinces (1919), Madras (1920) passed legislation in this regard. But education For All remained as a dream. Some schools proclaiming themselves as National Schools sprang up in several parts of the country but they had to follow the Govt curriculum to sustain themselves losing much of the flavor of Nationalism.

Gandhiji advocated Nai Talim (Basic Education) as a cost-effective solution to taking education to all. The Scheme formulated by a Committee under the leadership of Dr Zakhir Hussein made it craft-centered and spinning was promoted as the craft through which all knowledge was to be provided.

Immediately after Independence States ruled by Congress Party introduced Basic Education, most of which were diluted in content and spirit which made Dr Zakhir Hussein proclaim that Basic Education as practiced in India was a fraud. Slowly basic education disappeared in Educational planning.

The first Education Minister of Free India was Maulana Abul Kalam Azad, a freedom fighter and a nationalist to the core. During his tenure, the University Education Commission under the Chairmanship of Dr S.Radhakrishnan and Secondary Education Commission headed by Dr A.L.Mudaliar were constituted. The University Education Commission's recommendations to form University Education Commission, extending UG Courses from to three years were implemented. The recommendation to delink jobs from degrees met with great resistance and was not implemented. The Indian Institutes of

Technology were started with the fond hope that they would improve the functioning of other Engineering Colleges. Mudaliar emphasized education of girls, rural children, adult education etc., NCERT was born during his regime. He fought for a nation-wide uniform pay structure for faculty. His proposal to upgrade the minimum pay of teachers was shot down by the States, stating that they had no capacity to bear the burden beyond the five years of central assistance.

Education was in the State list and the Central interventions were limited to new programmes and centrally-assisted schemes. Some of these schemes were: improvement of school laboratory and library, core grant for strengthening of pedagogy, introduction of new craft etc., At the Higher Education level a good number of programmes were initiated, to improve the infrastructure as well as competence of faculty.

Mudaliar Commission recommended upgrading of select high schools into higher secondary schools and it was implemented by CBSE and a few States. Tamil Nadu was one State which dropped the proposal within a year of implementation of 10-year schooling.

Yet another Commission of importance but not so well remembered is the one under Dr Hansa Mehta whose Report "towards Equality" laid the foundation for girls entering into all fields of higher education. Until then teaching, nursing, stenography were the main professions open to women. This Report paved the way for emancipation of women.

The much-talked about Kothari Commission went into all levels of education from nursery to university education. Its worth may be understood by the fact that even after 60 years it is being talked about and quoted with authority. Though a few of its recommendations were implemented, many others were left untouched. The introduction of 10+2+3 pattern may be considered as its pinnacle of success as it ended multiple patterns all over the country.

It was followed by the First National Education Policy which accepted the Common School System and the Neighbourhood Policy as national goals. It is unfortunate this wholesome proposal which would have laid strong foundations for integration of pupils has been shelved for ever.

Then came an analytic document “Challenge to Education”. It dealt with the failures of the system ever since Independence. It was discussed in several fora, leading to the evolution of the National Policy of Education, 1986. The new policy called for “special emphasis on the removal of disparities and to equalise educational opportunity,” especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a “child-centred approach” in primary education, and launched “Operation Blackboard” to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the “rural university” model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. Privatisation of Education was suggested as a remedy to attend to quality-deficiency.

The 1986 Policy was again modified in 1992 when the neo-liberal policies of the World Bank began to dominate decision-making in all fields. The UN Declaration “Education For All 2000” was taken as the new goalpost. This reduced compulsory education period from 8 to 5 years and the era of private entry education was welcomed with broad hands.

The Judgements in *Mohini Jain vs Karnataka Govt* and *Unnikrishnan vs Andhra Govt* found fault with the Government for not adhering to the 10-year period by which all children under 14 years were entitled to Free and compulsory education and declared that Education for all children under 14 years was a fundamental right. These led to widespread agitations by social activists to bring constitutional amendments and law. So Right to Education Act, 2005 came into being with all its potholes. The State did not take on its shoulders the duty to make the Fundamental Right a reality.

So the agitation to provide quality education to all has to continue.

IV. THE STAGES OF SCHOOL EDUCATION

After the Kothari Commission report, the country broadly settled down to the 10+2+3 pattern of education, categorized as 10 years of school, 2 years of higher secondary / pre-university school / college, and 3 years of undergraduate university education. 10 years of schooling is further divided into primary or elementary and secondary stages, where the first 8 years of school constitute the elementary stage, and the last 2 constitute the secondary stage. The elementary stage is further managed as 5 years of primary school and 3 years of upper primary or middle school. While this is the broad pattern, there are many regional variations across the country. The Pre-school stage, of Early Childhood Care and Education has largely been managed in an ad-hoc manner, but there is increasingly an acknowledgement of the need for a national policy that includes this stage as well.

IV.1 .EARLY CHILDHOOD CARE & EDUCATION

The state of our knowledge of this stage of human development at this historical moment is vastly improved: the most rapid and deep seated development of the human brain takes place in the first 36 months of a child. As children grow stronger emotionally and intellectually in a socially well-knit world, support to parents of under 3 is essential: current ICDS provisions need to be converged in an informed way with provisions for nutrition, stimulation, early intervention and support for parents at this stage.

In the 3 to 5 year period all children need access to development programmes that include school-preparedness activities as well as healthy physical and social development. Developmentally appropriate activities in an enabling environment that is safe and hygienic need to be part of the provisions by the state.

National and state councils for ECCD have been formed but have been dormant. The policy recommendations of such councils are expected to

1. Set clear directions in support of total development of 0-5 olds: parenting advice, inclusive standards for creches, nursery schools and anganwadi centres and regulatory framework for such institutions in both public and private sectors.
2. Parents of children at-risk of developmental delays and deficiencies need to be given priority by the local PHC/ ICDS/ private doctor so that early intervention can begin with urgency.
3. Regulation and guidance need to draw on theories of health, child and family welfare, education and human development in convergent fashion.
4. Budget and other resource provisions need to be drawn from a number of departments in order to increase convergence and accountability, inclusive of civic bodies and local self-government units.
5. At least 5% of development funds from these departments need to be dedicated to local self-government units like panchayats for EECD & E. This fund can be used not only to ensure public ECCD facilities in good condition, but to ensure health and pediatric care to all children under 5 in the neighbourhoods in a timely fashion.
6. Early stimulation needs to be part of parenting advice given by pediatricians and other health professionals to the post-natal parents and care givers.
7. Human resource development, including survival and well being, needs to be the focus of ECCD programmes: the worst brain drain happens through our benign neglect of children under 5, not when college graduates emigrate.
8. Vacancies in ECCD sector need to be filled with greater sense of urgency; knowledge and professional growth of personnel who work in this area require constant attention through a well-regulated professional body under ECCD Councils, comprising of educators, NGOs specializing in ECCD, university and other higher education institutions. Civil society engagement through formation of parent committees at ward level need to be part of the national, state and local government strategy.
9. Attention to regulation of private sector players is of topmost

importance in this area: given the trend of enrolling children as young as 18 months in creches, well-researched regulations and guidance during monitoring can be constructive. Our nation can make use of the human resources available within civil society by bringing the private nursery school personnel into the ward committees, advisory boards and supportive professional networks.

10. Recognition and permission to nursery schools and creches are currently in the hands of too many disparate authorities. Besides, recognition process is still on while children are already enrolled. This situation needs to change: transport, infrastructure as well as sanitation facilities need to be inspected and certified as fit for under-5 children by a group of parents, local authorities including ward members, retired bureaucrats resident in the area and a major CSO like Rotary (as they are instrumental in vaccination campaigns like pulse polio) and Chamber of Commerce.
11. Model ECCD centres need to be set up through PPP model in the spirit of aided schools – these need to be located in the crowded urban agglomerations as well as remote locations. Located in such areas, model ECCD centres can demonstrate safety in transport and flexi hours of day care centres with parents dropping in when they can.
12. Counter-measures to feminization of the ECCD cadre include rigorous professionalization and rewarding working conditions for them. The policies need to include such measures.
13. Monitoring officers need to go to the centres in pairs and in increasing frequency, offer on-site support for enhancement of quality and foster professional network within a cluster of ECCD centres.
14. Networks of professionals and institutions need to be created, registered and activated across fields of expertise locally: pediatricians, ECCE teachers, social workers, psychologists, special educators, public health professionals, sports masters, public minded parents and CSOs, engineers and writers and artists resident in the locality can be active members. This network can visit ECCD centres and offer assistance in enhancement and in turn ECCD centres can call on them when

needed. This needs to be the call of the ECCD Councils in the state level.

15. Linkages between HRC, Women's Commission, SCPCR and ICPS need to be part of the state's child policy for the monitoring of ECCD of all children.

IV.2. ELEMENTARY EDUCATION

The 86th Constitutional Act provided only a conditional right to education, the government of the day given powers to limit the right. As such, the Right to Education Act, 2009 came into existence and it became operational from 1st April, 2010. Though more than six years have passed by, neither all children have been enrolled nor quality education provided for all. The eminent educationist Dr J. P. Naik, Member-Secretary, Kothari Commission, lamented that elementary education was the greatest failure in education. The RTE Act has only created two parallel systems, one the lowly Government schools and the other fee-levying, English Medium Private schools. While the common man was shown the carrot of 25% reservation in private schools, in practice most private schools did not take in children from under-privileged classes and those who admitted children from the lower strata got compensated by the Government. The School Management Committees formed under RTE Act were non-starters in most cases and its relationship with Village Education Committees, a legislative creation was undefined. Since the Act came into vogue, several acts of omission and commission have been taking place, but there is no recorded evidence for the culprits being punished as per the Act.

The main demand is to repeal the RTE Act and replace it with a new one whose salient features shall be:

1. The period of free and compulsory education be extended to the entire childhood, as defined in United Nations Convention on the Rights of the Child, that is, 18 years.

2. It shall consist of three phases: early childhood education up to 6 years. Primary and upper primary levels between 6 and 14 years and Higher Extended levels beyond 14 up to 18 years.
3. For every pre-primary and primary school, a neighbourhood is defined or ear-marked so that every child in the neighbourhood has a right to get admitted into that school and every school a duty cast on to admit every child in its area.
4. Census of children of school-going age be prepared and updated every year. It shall be the duty of the school to approach the children in the area and get them enrolled.
5. The recommendations of Prof Yashpal Committee on 'Learning without Burden' relating to curriculum, school bag, classroom interaction, textbooks, tests and examinations, disciplinary rules etc., be implemented.
6. Minimum levels of infra-structure be defined and wherever any State had laid down stronger ones it should prevail.
7. There shall be one teacher for every standard and when the strength in a standard warrants, additional teachers for every 30 children should be appointed. All appointments and transfers of teachers should be done before the commencement of the school year.
8. Students should be assured of 1100 hours of instruction in a year.
9. Provision for recreational activities such as play, drawing, music, dance and handwork should be made. Hikes should be arranged for children to know their surroundings.
10. Monthly meetings with parents should be arranged. If any parent habitually absents himself or herself for reasons of his or her work, the teacher should reach out to the parent to discuss about the progress of the child.

Curriculum

An important cause for dropouts and low performance is

the heavy curriculum, adult-driven and far removed from the experiences of the child. Language learning should receive much attention in the early years so that the child masters the language to use it for self-learning. The problem of linguistic minorities in learning the State language has to be addressed to with seriousness. The materials prepared by the Central Institute of Indian and Foreign Languages will be of great use in this regard. As 70% of language use is devoted to listening and speaking, oral work should receive higher priority.

English as a second language may be taught from Sixth Standard. Any more languages at school level will cut the time allotted to Mathematics, Sciences and Social Sciences. Language Institutes on the pattern of the courses conducted by Alliance Francois, Maxmuellar Bhavan may be promoted for Indian languages and such of the students as are desirous of learning any language other than mother-tongue and English may avail of them. Even now the Central Govt is conducting correspondence courses in Hindi and Sanskrit.

For other subjects, the curricular objectives as enunciated in the National Framework of Curriculum, 2005 be adopted. Local history including details of freedom-fighters and other eminent literary and other public figures of their area and local geography with emphasis on water resources should find a place in the curriculum. Interdependence of people and economical use of resources should be stressed. The futility of wars and conflicts which drain our wealth should be explained with emphasis on peace and harmony.

The pedagogy adopted should enable student participation. Group learning should be promoted.

Textbooks should be gender-neutral and written in simple language as to enable the children to do self-study.

Evaluation

It is time that we get away from the notion that the teacher should conduct the evaluation of learning. NCERT, in association with State Councils and DIETS should develop pre-tested evaluation materials based on competencies that should be

developed among children. Children should be able to test themselves and find out their shortcomings. Tests and examinations should shed the secrecy element. Open book examinations may be encouraged where children search for answers to questions that may not be in the textbook. Testing is also a learning experience.

IV.3 .SECONDARY AND HIGHER SECONDARY EDUCATION

Education at the secondary stage is seen, the world over, as an opportunity for educational consolidation. Since compulsory schooling ends at this stage, this is where the system has to assure that education for citizenship and educational preparation for the common workplace are achieved. Moreover, it is at this stage that the curriculum assumes a disciplinary character: for instance, science emerges as a discipline in the student's learning, with its form and structure.

The higher secondary stage is preparation for university education, and more importantly, it is the stage where the student makes choices that broadly shape career paths ahead. This implies at once that the secondary stage build maturity and capability to make autonomous choices, and that the higher secondary stage provide sufficient choice and adequate preparation in the chosen areas to facilitate an in-depth exploration at the university. Sadly, neither of these has been a priority in the Indian educational system at these stages. A state of complete disconnect between the higher secondary and tertiary stages can be pointed to as a critical lacuna in our system at this stage.

Management

The NPE (1986) and its programme of Action (1992) called for a planned expansion of secondary education facilities all over the country. It is now funded and monitored by the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) after the SSA (Sarva Shiksha Abhiyan). NPE (1986) promised to revamp the Boards of Secondary Education, but there are many regional variations.

For instance, Tamil Nadu had a Matriculation Board, primarily managing private and government-aided private schools, unlike many other states. After much agitation, a common board (Samacheer Kalvi) was formed bringing several Boards under one. However, this does not alter the fact that the Boards see themselves principally as examiners and certifiers, and a clear national policy that spells out structures needed to meet the objectives of higher secondary education is needed.

Inadequate funding has been a critical problem as well. The NPE(1986) promised a diversification of educational opportunities so as to enhance individual employability. It also advocated Pre-Vocational schemes in schools, but there has been little funding for these. On the other hand, large scale privatization and the advent of tuition centres has led to an exclusive focus on academic, non-vocational stream, with urban higher secondary education placing a big burden on individual citizens' expenditure.

Pedagogy

According to the NCERT National Curriculum Framework 2005 (NCF), curriculum is a device 'to translate national goals in to educational experiences'. Though the NCF discussed the socio-cultural, political and economic aspects of every child, the pedagogy followed to-day lacks equity concerns, life skills and human values. A drastic re-orientation of curriculum and pedagogy is needed that addresses the objectives mentioned above, and this cannot begin without a systemic acknowledgement that today higher secondary education in the country has pre-dominantly become a consumer product to be paid for and bought by the society. On the other hand, the tremendous range of possibilities that the new century offers, especially in terms of Information and Computation technologies, can transform education at this stage entirely, offering children from all socio-economic backgrounds hopeful and successful participation.

Evaluation

As we have observed above, our Boards of education have ended up mainly as examiners and certifiers. The examina-

tions at the end of Class 10 and Class 12 entirely overshadow all other activity in the secondary and higher secondary stages, so much so that, the term exam conducted within a classroom in September for Class 9 follows the same pattern as the Board exam at the end of Class 10 that is conducted for lakhs of students. The Central Board (CBSE) introduced the Continuous and Comprehensive Examination (CCE) to address some of the ills of our crude assessment and evaluation mechanism. But well-intentioned as it was, it has largely failed in implementation. The pressure of performance in public exams, measured in numbers, lead to student suicides every year.

A thorough reform of not only the public examinations that play a certifying role by the state, but also classroom assessment practices is needed, and this needs nothing less than a national consultation and a systematic overhaul.

Demands

1. To provide all children with access to free secondary and higher secondary education through the formal system. The Right to Education – for a child to be extended to 18 years (as per the UNO – norms)
2. Ending Privatisation in School Education is a must to achieve Universal Elementary Education (UEE) and the total expansion of Secondary Education. Private parties can run educational institutions free of cost for children.
3. Like all the developing countries (including south Korea, Japan, Singapore etc.,) We need only neighbourhood, Public school system, to accommodate every child, within a walking distance of 1 kilometer.
4. Every such Government (Run) school should have LKG (Pre Schooling) to XII standard through which a child entering the campus can be held till the school education is completed.
5. a) The school education should return to the state list (as per the (Montague / Chelmsford) Mount Ford reforms of 1918) as against the concurrent list to enable the local people representatives to have a space

for involvement in the education of our children.
 b) Today's secondary education is highly officers – centric. This is one of the reasons for its stiffness. We propose a school Education committee with the members of local community to supervise the entire school system.

c) According to the UNESCO statistical year book (2015), The school age Population out of school in 2014 was 22 Million. This is the highest among all developing countries. 43.16% of them are girls. An alarming 19.62% are scheduled castes and 9.08% of it are scheduled tribes. Much attention should be given for starting neighbourhood schools with the local community involvement to make education up to higher secondary level accessible to all.

6. The District Primary Education Programme (DPEP) should be made effective extended to secondary and higher secondary level, to reduce overall dropout rates of all students to zero percent.
7. Efforts should be taken to form a local education body to reduce differences in enrolment and bearing achievement among gender and social groups. (The Village Education committees)
8. The noon – meal system should be expanded up to class XII to accommodate every child in the school. We call for health care and nutrition development to be part of the schooling.
9. Those who live a hand – to – mouth – existence do not have, time, money and energy to spare for formal education. Poverty in our country is both cause and the consequence of the lack of education. Those in the remote areas are far away from any type of midas touch of the Government. The disadvantaged, particularly among SCs and STs , the disabled are not able to take advantage of opportunities due to many reasons (geographical, cultural etc). Our school system is mostly urban focused or towards urbanization. Improperly designed school buildings and curricula, lack of equipments, low interaction between

teachers and students and the so called hierarchical (mostly caste based) style of school administration, all cause many problems. The system should be revamped to take constitutional rights for all.

10. The professional approach of higher secondary curriculum (due to NEP 1986) makes the school education work against agriculture, the primary occupation of our country. So, Farming to be part of curriculum (a weekly period at least) from class VI onwards, is proposed.
11. It was an important aspect of the recommendation of the Kothari Commission (1966) to have work experience and 'Socially useful productive work' (SUPW) as an integral part of secondary school curriculum and a linear extension of that into the higher tiers of school education. It should be re – introduced again.
12. The strengthening of SCERT (State Council for Education Research and Training) is a must to insist on standard updation and improvement of pedagogy from the point of view of value education, indigenous education and inclusive education.
13. Mother – Tongue should be the medium of instruction up to class XII and students can be free to take any number of other languages to learn, including English.
14. The Public exams for X as well as XII should be abolished. Standard X should be brought under CCE system with the trimester pattern and XI and XII (+1 and +2) should be brought under the semester pattern with a perfect of subject / mix community participation as well as the practical work experience all getting importance – within the Grade (not Mark) System.
15. The students of higher secondary (+1 and +2) level can be made participants inside the system by giving them a space in various governing committees such as discipline, curriculum framing etc., they can be utilized to take basic classes (as teaching - students) for primary and elementary level students etc.,

16. Democratic society like India should promote an education which safeguards National Unity, while celebrating social and cultural diversity. It should uphold the social justice and secular ideals set forth by our constitution. It should be never allowed to promote religious fundamentalism, castism or patriarchy and prejudices against minorities, tribals, differently-abled, transgenders and such other on any ground.
17. Curricular development for secondary and the higher – Secondary level should be an ongoing process and (never a one time venture. Promoting creativity, new revolutionary thoughts, scientific temperament and innovation should be the basic aim of such a curriculum.
18. Teachers are the back –bone of the education system. Teachers should be part of all committees involving them in all aspects of education, from syllabus formation to every – day administration.

V. HIGHER EDUCATION

Any educational policy should follow the principles enshrined in the Constitution of India. The core guiding factors should be equity, empowerment and access. The United Nations Universal Declaration of Human Rights and the Covenant on Economic, Social and Cultural Rights has asserted Higher Education is a human right which should be made freely accessible, especially by the introduction of free education. This needs to be re-emphasised especially in the context of India where the distressing trend of commercialization of education, at the school, college and University levels, has resulted in a drop in the access of traditionally under-represented groups, the huge difference in 'quality' based on the "customers" ability to pay for the "product".

Higher Education needs to be considered as a right enjoyable by all sections of society and not only by those who have money. It is increasingly becoming the norm rather than the exception that only those who have access to finance are able to enjoy higher education in professional courses. It is for this reason that Education is being considered as a 'trillion dollar' industry rather than a shared common enabling resource of humanity, for humanity by humans.

The gross enrolment ratio in the Indian higher education sector is still 13% and a large majority of those who are excluded are from the oppressed communities, the dalits, the tribals, the minorities and women, and of course the poor. A major reason cited for the low penetration of higher education is the need for investment and therefore a preferred highlighted solution has been the much bandied Public-Private-Partnership (PPP) models. One common argument for the introduction of the PPPs is the lack of resources. This becomes questionable when one considers the magnitude of the spate of corruption scams, including that of Ketan Desai of the earlier Medical Council of India.

India has earlier had a long tradition of inclusive schools and colleges established by philanthropic private individuals or trusts not driven by the commercial motive. However, in the last decade, the damage has been caused by the unregulated growth of privatization of education wherein the covert and often overt agenda has been to reap maximum profits with minimum accountability and social consciousness. In fact, it would be better to call the much touted PPPs as Partnerships for Private Profit! The PPPs cannot be a solution as these are inherently oriented towards inequitable access arrangements from the standpoint of the marginalized sections of society.

As it is our institutions of higher education are not oriented for empowering the differently abled with very little facilitation even in terms of infrastructure let alone content. Privatization only further denies the differently abled as can be seen from the private universities and colleges that have mushroomed in the last 20 years.

Apart from buildings, the feudal attitude and lack of democratic functioning has to change. An important reason for the decline in the quality of graduate education is the withdrawal of state support. Deregulation has created an antidemocratic environment in private institutions of higher education. The functioning of higher educational institutions has to be democratized.

Government abandoning its responsibility for higher education and making it an arena for profiteering will not help in reaching higher education to all.

In order to strengthen higher education, school education has to be strengthened.

Recommendations

1. The academic and administrative autonomy of central and state universities must be ensured. There should be no political interference.
2. Allocation for higher education has to be enhanced.
 - a) Allocations should be doubled in real terms once in five years at all levels.

b) Infrastructure and research facilities must be strengthened in central and state universities and in government and aided colleges.

c) In all districts, colleges must be established to provide education in arts, sciences, engineering and all professions. Special attention must be given to weaker areas.

d) Government must establish teacher training institutions.

(e) Creation of Inter University and College Centres for providing an institutional frame work for optimum utilisation of major research facilities.**(f)** Increase in the number of Central Universities and Regional Research Centres.

(g) Appointment of quality faculty and administrators in all colleges, Universities without violating reservation norms.

(h) Reduction in fees for all students and waiver of fees for first generation graduates and post-graduates in Government and aided colleges and State Universities.

3. Decentralization of regulatory, funding and accreditation powers: NCHER and HEFA centralize powers. They are not needed.
4. Management of higher education has to be democratized. Teachers, students, non-teaching staff, and people's elected representatives should be included in larger numbers in management bodies through a democratic election process.
5. Higher educational institutions must be transparent and accountable.
6. Corruption must be totally eliminated in all matters, including appointment of VCs and all other appointments and in all functioning.
7. The quality of open universities must be enhanced.

VI. EDUCATION FOR SCHEDULED CASTES

The enrolment of the SC/ST students must be increased by stringent implementation of reservation at all level (from school education to PhD) in all disciplines.

Discrimination of SC/ST students in the campus by the fellow students, teachers and other staffs must brought into concerned committee and to render justice to the victims.

At the stage of group allotment at 11th standard SC/ST students are systematically excluded from the Mathematics and Science groups. They are compelled to choose vocational groups. This discrimination should be eradicated.

The government has to create special grants to schools run by SC/ST community organisations. In Tamilnadu many schools run by SC/ST community organisations (Adi Dravida Kalvi Abivirithi Sangams, Nandanar School, Ambedkar School), which were founded from the times of colonial periods. But still these schools are at the stage of primary level. So the govt. must create special grant to develop these schools.

Dropout rates are high among rural SCs and STs, the govt. take special attention reduce the dropouts.

Rohith Vemula's and hundreds of Dalit students' suicide in Central universities, IITs, IIMs, AIIM shows the widespread of discrimination in the campuses. Mostly it happened to PhD scholars, because the PhD supervisor has the full control over the award of the degree. So it can be recommended that for SC/ST and Women PhD candidates (we can include other marginalised categories also) may have the right to choose their doctoral committee member within or out of campus.

Representation of Scheduled Castes, Scheduled Tribe in higher education teaching jobs is way below the proportion of their population even after 68 years of independence. So all the Central and State universities must fill the reserved vacancies without delay. It will help to reduce the discrimination of Dalit students in the campuses. The presence of Dalit faculty will give the moral support to the Dalit students.

VII. TRIBAL CHILDREN

There are sixty seven million tribal people living in India. They belong to 573 different tribes. The education policy of India has so far considered the interests of the people living on the plains only. The problems of the tribal people have not been taken into account while evolving the educational policy of the government. Consequently, they very much lag behind in the attainment of education. During the colonial days, the Christian missionaries took interest in the education of the tribal people. The British government took no interest to impart proper education to them. Even after Indian independence the Indian government did not evince interest in the education of the tribal people. The draft for the new educational policy 2016 also does not show much interest in providing education for the tribal people. Before evolving the educational policy, the government should elicit the opinions of the tribal people also.

The following are some of the long pending demands of the tribal people with regard to education. The government should try to incorporate these aspirations of the tribal people while evolving the policy.

The government should take up the responsibility of running the residential schools for the tribal children. When it is left to the private schools run by various religious communities they do not impart secular education. The co-operative unions of the tribal people can run such schools.

The children of the tribal community should be taught in their own languages.

The tribal schools should be brought under the school education department. The department of tribal welfare has failed miserably in running the tribal schools.

The educated people among the tribal people should be trained to become teachers of their own community. The existing teachers working among the tribal community should be sensitized to the culture and habits of the tribal community.

There are some migrant people among the tribal communities. We can appoint bare foot teachers to teach such children. We can also introduce card system so that tribal children can change schools and continue their education without any break.

Students should not be detained in ninth and eleventh standards. The district educational officers should check the Transfer Certificates issued to these students. In the case of tribal students a member belonging to the tribal community should monitor the detention of students in 9th or 11th standards.

Colleges should be established for every twenty kilometer radius. Or, colleges and universities can run extension centres in such remote areas so that tribal students will have the opportunity to have higher education.

Educational counselors should be appointed to monitor the drop outs in tribal schools so that they can intervene and convince the children and their parents to continue the education.

We should have a separate curriculum for the tribal children. The curriculum and syllabus should be framed involving the tribal community.

The government should take steps to open polytechnic colleges in tribal areas so that the tribal people will have the opportunity to do technical courses.

The tribal areas should have residential higher secondary schools so that tribal children can receive uninterrupted education.

The residential schools should have evening sessions in order to promote the culture, art and language of the tribal people. This will create interest among them to link education and their culture.

Teachers are appointed in tribal areas as a punishment measure. This method should change

and teachers with zeal and enthusiasm to work among the tribal people alone be appointed.

Teachers working in tribal schools should be given accommodation in the place of their work.

The timing of the school in tribal areas can be modified to suit the convenience of their work and region.

The school days also can be modified to suit their seasonal works and festivals of their areas.

The rule that stipulates a minimum strength of 25 children for an Anganwadi may be relaxed to suit the tribal areas that are not thickly populated.

The school experience of the tribal people has so far been bitter and not so very pleasant. As they live in a different cultural milieu their curriculum and pedagogy must also be different.

VIII. EDUCATION FOR DIFFERENTLY-ABLED

The govt. should take special efforts to protect the educational rights of the differently-abled people. The differently-abled people should be given free education from pre-primary education to higher education level.

As far as possible they must be given the opportunity to do higher education rather than technical education. More than five percent of the Indian population is differently-abled people. Among them only one fifth receive education. The govt. should launch awareness campaigns and take sincere efforts to enroll them in schools.

The Sarva Siksha Abhiyan offers special education for the differently-abled people. There are many short-comings in this scheme.

We have to address the following problems: (a) Availability of specially trained teachers. (b) Suitable place for the differently-abled people to sit and pursue their education. (c) Proper training for the use of the various devices used for the teaching of the differently-abled people. (d) Provision for the supply of such teaching materials (e) Special efforts to monitor the working of the system. All these facilities must be available for the successful implementation of the education for the differently-abled people. The scheme should not suffer for paucity of funds. The education of the differently-abled people should not be left to the care of the NGOs and government should take up the responsibility.

Special school for the differently-abled people should be brought under the school education department. The existing special schools do not have proper facilities as they don't come under the school education department. The quality of education in special schools should be enhanced. Special schools to suit each category of the differently-abled people should be available at district, taluk and panchayat levels.

Special efforts should be taken to take care of the differently-abled people with multiple disabilities.

The mentally retarded children and mentally ill children are not properly distinguished. They should have different systems to be followed. The curriculum of schools and colleges should include lessons highlighting the sufferings of the differently-abled people. The Protection of the Rights and Opportunities of the Differently-abled People's Act-1995 lists out the various rights of them. The govt. should take efforts to ensure these rights.

The syllabus of teacher education courses should include the problems of the differently-abled people so that teachers can understand the difficulties of such students in their classes.

IX TEACHER EDUCATION

NCF 2005 cites 'inadequate teacher preparation' as one of the core concerns for the education system in India today. The American Commission on Teacher Education rightly observes: "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher". Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

No education system can rise above the quality of the teachers. The alarming state of Teacher Education in the country is reflected in the fact, that, in recent years, the majority of graduates that have appeared for the Central Teacher Eligibility Test (CET) have failed to demonstrate even the most basic knowledge base expected from a teacher.

While the demand for more teachers has in recent years led to an explosion in the number of Teacher Education Institutions (TETs) and courses at various levels, this has not been coupled with a push on infrastructure, faculty expertise, learn-

ing resources or quality. A greater challenge is that more than 85 percent of these TETs are in the private sector where the state has exerted little quality control.

A sound programme of professionalisation of teaching is essential for the qualitative improvement of education. For this, a clear policy on teacher education (TE) is called for.

A Vision For Teacher Education

Teachers need to be empowered to become reflective practitioners, equipped with the vision, attitudes and knowledge and skills required to design effective classroom strategies to meet diverse learners' needs, along with the freedom and support needed to implement these. TE is therefore conceived of, and organised as follows: initial teacher education, a pre-service course; induction support (during the first few years of teaching) and continuing professional development (in-service process).

Such teacher preparation includes Pedagogical Theory (a stage-specific understanding of the philosophical, sociological and psychological considerations underlying education), as well as Professional Practice (skills and techniques for teachers to strengthen identity as professionals and to contribute to the growth of the profession). Teachers' content knowledge in the disciplines of their specialization needs consolidation and revisiting for pedagogic purposes. Practice can take the form of field observations, student teaching or internship. A critical departure is needed in TE practice so that teachers are empowered to use 21st century capabilities in technology, telecommunications and global connectivity. At the same time, the teacher will need ways of assessing new technologies for their educational relevance and impact, determine potentially detrimental effects.

A significant weakness of the current system is in the area of practice teaching.

Merely sending teacher-students to schools for 16 weeks without clear guidance on what they should do there results in poor achievement. Linkages between schools and TE institu-

tions need systematization.

Providing teachers with extensive educational resources should assume national priority. When even teachers' handbooks are not made available to teachers, it is hard to expect quality in outcome.

In such a vision, apart from certification and training, mentoring of teachers, networking of teachers, journals and consultation with experts, apart from systemic opportunities for updating knowledge and skills play an important role in teachers' professional development. Recognition by professional bodies is also an element in such support.

At the level of higher education, there is no TE component at all, and the suggestion to have 5 months' training in pedagogy is welcome.

Certification Processes

Presently four categories of Teacher Education are in vogue : Nursery, Primary, Secondary, and Higher or Research level of which the first three are employment based and the entry qualifications respectively for Std X, Std XII, Graduation for those who aspire for their teaching job in high school classes and Post graduation for those who aspire for their teaching job in higher secondary classes. The certifications for these are respectively certificate in Teacher Education , Diploma in Teacher Education (D.Ed), and Bachelor Degree in Teacher Education (B.Ed). Of these three the first has not been attended to regarding framing of curriculum and employability option. Apart from these the degree Master of Education has provides employment avenue in Teacher Education Institutes. Teacher Education courses B.P.Ed., and M.P.Ed., with special reference to Physical Education are also in vogue. M.Phil., and Ph.D. in Education or Physical Education are also offered by Universities for the aspirants of higher knowledge in the field. Persons with these qualifications are preferred to be employed at Meta - teaching levels.

The National Council for Teacher Education (NCTE) grants recognition to teacher education institutions and controls vari-

ous aspects of TE. Recently the National Curriculum Framework for Teacher Education (NCFTE) has laid down guidelines for a 2-year TE curriculum. Some states like Tamil Nadu have a Teacher Education University with a Vice Chancellor. States have State level and District level Institutes for TE. In such a milieu, there is considerable lack of clarity on the roles of all these bodies, and a clear policy is needed.

Moreover, NCTE has played little regulatory role in the large privatization of TE and rampant corruption in recognition processes. Unless the problems of entry level quality in teachers as well as systemic support for resources and in-service professional development are seriously addressed, quality of education in the country cannot be enhanced.

XI. EDUCATION FOR RESEARCH AND DEVELOPMENT

The largest space programme in the world in societal applications, at only a small fraction of the cost in comparison with other countries, makes Research and Development in India look impressive. The publicly funded Indian Space Research Organisation with its culture of democratic interactions, lack of feudal attitudes in project implementation and professionalism shows that development of science and deployment of related sophisticated technology in India is feasible and can also be cost-effective.

Another angle shows an altogether dark picture. The education system has largely not been an active participant in such success, except in providing human resources. The traditional universities (and its affiliated colleges) are in terrible shape with their lack of democratisation, caste ridden feudal attitudes, poor research infrastructure and plagued by rampant corruption in administration. There is a desperate need for democratisation and removing the feudalism in universities, research institutes and colleges. The way forward must break compartments and boundaries of specialisation within educational institutions.

The higher education system is one of large scale exclusion, and participation in R&D of any kind is miniscule. Indian investment in R&D is among the lowest in the world for a major nation: 0.8% of GDP (as opposed to more than 2.6% by the US and 1.3% by China). This not only calls for increased funding for research, across the board at all levels, but also for the removal of hurdles for utilisation and for establishing a culture of accountability in terms of work done rather than on money spent.

Perhaps the deepest failure of the education system in relation to R&D is that it remains alienated from creative exploration, experimentation and innovation, and that the young do not experience the arts, humanities and sciences as an organic whole. The exclusion of hands-on work in the classroom (at every level), is rooted in a deeply divisive social system that privileges intellect and denigrates physical work. The school and university classroom, and its assessment culture, discourage work and exploration in the physical and societal space, and active engagement with nature and society. Science, Arts and Humanities are reduced to knowledge of facts and technology is perceived as given and not constructed. It is essential to develop a culture of experimentation in the sciences and in field studies in social sciences and the humanities. In addition, there has to be empowerment of research scholars by providing institutional mechanisms to enable their participation in academic and financial governance. Providing a fast track, no-holds-barred funding and freedom of approach to young investigators will enhance the reach and quality of research.

If India is to solve its central problems related to water, energy and poverty alleviation, the flowering of freedom and innovation is necessary. The practice of research is increasingly shaped by the revolution in computation and communication, and interconnected small experiments may become significant in this century. This gives India an opportunity to revitalize its education system and S&T capability and, as Jawaharlal Nehru desired in 1958, “transform a civilization in distress”.



கல்வி உரிமை பாதுகாப்பு கூட்டமைப்பு

- மூட்டா
- தமிழ்நாடு முதுகலைப் பட்டதாரி ஆசிரியர் கழகம்
- தமிழ்நாடு இடைநிலை ஆசிரியர்சங்கம்
- தனியார் பள்ளி ஆசிரியர்கள் மற்றும் அலுவலர்கள்சங்கம்
- தமிழ்நாடு உயர்நிலை மற்றும் மேல்நிலைப் பள்ளி தலைமை ஆசிரியர்கள்சங்கம்
- தமிழ்நாடு ஓய்வு பெற்ற பள்ளி, கல்லூரி ஆசிரியர் சங்கம்
- தமிழ்நாடு உடற்கல்வி ஆசிரியர், இயக்குநர் சங்கம்
- தமிழ்நாடு உயர்நிலை மேல்நிலைப் பள்ளி பட்டதாரி ஆசிரியர் சங்கம்
- தமிழ்நாடு தொடக்க, நடுநிலைப் பள்ளி பட்டதாரி ஆசிரியர் சங்கம்
- தமிழ்நாடு பட்டதாரி ஆசிரியர் கூட்டமைப்பு
- தமிழ்நாடு ஆசிரியர் முன்னேற்ற சங்கம்
- பொதுப் பள்ளிக்கான மாநில மேடை
- தமிழக ஆரம்பப் பள்ளி ஆசிரியர் கூட்டணி
- 1தமிழ்நாடு ஆசிரியர் சங்கம்
- தமிழ்நாடு திறந்த நிலைப் பல்கலைக்கழக ஆசிரியர்கள் சங்கம்
- இந்திய மாணவர் சங்கம்
- தமிழ்நாடு ஆரம்பப் பள்ளி ஆசிரியர் கூட்டணி
- தமிழக ஆரம்பப் பள்ளி ஆசிரியர்சங்கம்
- ஏசு சபை (SEC - JESUIT)
- தமிழ்நாடு அறிவியல் இயக்கம்
- தமிழ்நாடு அரசு கல்லூரி ஆசிரியர்கள் கழகம்
- தமிழ்நாடு மேல்நிலைப் பள்ளி தலைமை ஆசிரியர்கள் கழகம்
- தமிழ்நாடு மாணவர் பெற்றோர் நலச் சங்கம்
- தமிழகத் தமிழாசிரியர் கழகம்
- ஜே.எஸ்.ஆர். தொடக்கப் பள்ளி ஆசிரியர் கூட்டணி
- அண்ணா பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- பாரதியார் பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- பெரியார் பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- அழகப்பா பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- பாரதிதாசன் பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- தமிழக ஆசிரியர் கூட்டணி
- தமிழ்நாடு முற்போக்கு எழுத்தாளர் கலைஞர்கள் சங்கம்
- அகில இந்திய மாணவர் பெருமன்றம்
- தமிழ்நாடு ஆசிரியர் மன்றம்
- பதவி உயர்வு பெற்ற பட்டதாரி மற்றும் தமிழாசிரியர் கழகம்
- காமராசர் பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- சென்னை பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- காந்தி கிராம பல்கலைக்கழக ஆசிரியர்கள்சங்கம்
- தமிழ்நாடு உடற்கல்வி ஆசிரியர், உடற்கல்வி இயக்குநர்கள் சங்கம்