

**All India Peoples Science Net work (AIPSN) &
Bharat Gyan Vigyan Samiti (BGVS)**

**Peoples Manifesto on
School Education and Literacy**

1. As per the 2011 census data 27 % are non-iterate, which covers more than 30 crores of our population. The literacy rate for women is only 65% that means 35% of women are still non-literate. There is a low rate of literacy among Dalits, Adivasis, fishworkers in coastal areas and people belonging to Other Backward Communities. How can we justify the present state of affairs especially the existence of more than 30 crores of non-literate brothers and sisters in our country even after 71 years of independence.
2. The Education For All Global Monitoring Report 2013-2014 (GMR) released worldwide by the UNESCO acknowledges that India has by far the largest population of illiterate adults at 287 million, amounting to 37 per cent of the global total. The report vividly underlines the fact that people in the most marginalized groups have continued to be denied opportunities for education over the decade. The report further said that the richest young women in India have already achieved universal literacy but the poorest are projected only to do so around 2080, noticing that huge disparities within India point to a failure to target support adequately towards those who need it the most.
3. The Indian Education system is among the largest in the world, with about 260million children enrolled in classes 1 to 12, located in 36 states and union territories, 683 districts covering more than 15 lakh schools as per UDISE data for 2014-15; Government owns and manages nearly 75% of elementary, 43% of secondary and 40% of higher secondary schools, the remaining are in the private sector, owned and managed by private agencies. Out of 260 million children enrolled in school education, Elementary education includes 192 million children, Secondary education has 38 million children and Higher Secondary education includes 24 million children as per U-DISE data 2014-15. This number does not include the enrolment in Higher Education Institutions, which cover more than 30 million students. Public education is the only system that has direct contact with large majority of households of the country.
4. Even today there are lakhs and lakhs of children of school age group still out of school with little reliable data on the actual figures. Several studies have established that basic infrastructure facilities like availability of class rooms, toilets, and drinking water impact attendance, retention, and quality of learning. The RTE Act lays down the minimum physical and academic infrastructure for a school. Unfortunately, most Government schools, and a large portion of private schools do not fulfil the norms prescribed by the RTE Act even after its total compliance period is over by 31st March 2015. At elementary level, only 6 out of 10

children enrolled in Grade I reach Grade VIII- i.e.) 40% of the children leave the formal system before class 8 and they are the majority among the out of school children, 47% children drop out by the time they reach Grade X. These are official statistics - the reality is much more alarming. Dropout rates for SC/ST and girl students are higher. The overall condition of physical infrastructure, drinking water facilities and sanitation facilities for girl children is far from satisfactory. There are more than 80 lakh teachers in elementary schools, and more than 20 lakh in secondary and higher secondary schools in the country. Around 59% of elementary teachers are in government schools; and yet, around 8% of all elementary schools in the country are single teacher schools. It is estimated that there is a shortage of more than 9 lakh teachers in elementary schools; nearly 14% of Government secondary schools do not have the prescribed minimum 6 teachers. Teacher vacancies are more in tribal areas, in remote villages where teachers are reluctant to be posted due to inadequate facilities.

5. The implementation of the RTE on the whole has been tardy. The only schemes seriously implemented by the State have been to permit the establishment of unaided schools and in some states even trying to hand over its own public schools to private agencies under the PPP mode. The huge drop in the number of children between the elementary and secondary education stage is an indication that the criteria of good quality education defined for elementary education in the RTE Act and NCF 2005 are not being met. This is an instance of violation of the legal right of young citizens of India.
6. In 2017, India spent only 2.7% of its GDP on education. This as a whole reveals the low commitment of the State towards school education. The National Policies of Education of 1968 and 1986, as modified in 1992, had all recommended 6% of GDP as a norm for the national outlay on education. Despite these exhortations, however, the expenditure on education has consistently remained well below this level. From 0.64% in 1951-52, the ratio increased to 3.84% in 1990-91. Just for comparison, the corresponding level of expenditure in OECD countries is at an average of 5.3%. While Cuba devotes over 18% of its GDP to education, Malaysia, Kenya and even Malawi manage to cross the 6% bench-mark. The global weighted average of Government spending as percent of GDP for all the countries in the world is 4.9%, substantially above that in India. These comparisons clearly reveal the conscious neglect of implementing on the the commitment made by the Indian State. Even in the interim union budget presented on 1st February 2019 just before the general elections the central government's negligence towards education is evident.
7. There is clear indication that the State is withdrawing from its duty of providing education to all children by upholding the prescriptions of neoliberal policies. And the State is also formulating policies for handing over public properties to private entrepreneurs and corporate forces by undermining its own schools and teachers, under the misleading perception of '*quality education*' as per the dictum of the neo liberal masters.

In this context, we the People of India demand

1. *Formulation of policies of Education should be based on the Constitutional obligation:* India is a secular and democratic country and the basic obligation of education is to nurture citizens, with a commitment to the Constitution of India and faith in the constitutional values. Any education policy formulated must be developed in accordance with the constitutional vision as stated in the Preamble - of socialism, secularism, equality, social justice and democracy. These should be the guiding principles in formulation of curriculum, pedagogy and educational administration.
2. *Any reform in the education system should uphold the constitutional principles of democracy, equality and secularism. Social justice and equity are non negotiable:* The salient features of a vision for educational reform shall be as follows:
 - i. Education is not an instrumental process, but a transformative process for equitable and sustainable social development. Education should promote nation building, upholding the constitutional values based on secularism, foster the pluralisms of religion, language and ethnicity that form part of Indian democracy and inculcate scientific temper.
 - ii. Education is not a mere individual-centric career-oriented enterprise. It should be a creative social endeavour. Education should develop the students' capabilities of construction and dissemination of knowledge, the ability for critical thinking and reflection, and analytical and creative skills based on the method of science.
 - iii. The teaching- learning process should be designed as a critical and creative activity enjoyable in itself, in which the teacher and students together participate. The growth of capabilities among students must be facilitated through activity oriented exploration, reading, writing and presenting, group discussions, debates, practical activities and field projects etc.
 - iv. Education should be a cultural process. The student must develop an understanding that helps her to locate her own interests and strengths in the broader social context. It enables her to carry out her tasks creatively rather than instrumentally, collectively working for transformative action.
 - v. This also implies the growth of a campus culture that is democratic, secular and egalitarian, where social justice is assured and no one is discriminated on the basis of caste, class, gender, language, religion or ethnicity. There would be room for all round development of capabilities of students that would also take into account their individual tastes and preferences as far as possible.
 - vi. In such a structure primary decision making on all academic matters will be vested with the academic community consisting of teachers and students. However, they will have to be socially accountable to the community.

3. *Extend the purview of RTE Act from birth to 18 years, in line with the internationally recognized definition of childhood, by including ECCE, preschool and secondary with higher secondary education as legal entitlements:* It should be the duty of the State to provide education to all citizens especially to children below 18 years, that too inclusive education by ensuring social justice, equity, equality and quality. Education should uphold the secular and democratic principles, through a *Common School System, with Neighbourhood Schools*. Children of all socio-economic levels should study together in the same schools, without any discrimination. Quality Early Childhood Care and Education should be offered to all children in the age of 3-6 years by strengthening the *anganwadi system and centres*. And there should also be *crèches* where ever necessary as care centres for children below 3 years, where the working parents can confidently place their child while going for work as a part of their livelihood.
4. *Ensure total compliance and implementation of the RTE Act along with norms and standards in true letter and spirit and make the State accountable for its implementation:* The mandate for education of good quality in Section 8 of the RTE Act, along with the criteria of quality education defined in NCF 2005 (notified u/s 7) must be dynamically implemented and monitored continuously and comprehensively by both the central and the state governments. Harmonisation of the six components of quality education (*curriculum and syllabus, Textbooks and TLMs, professional development of teachers and officers, evaluation, administrative support and community participation*) must be seriously implemented, with specific accountability, for achieving the spirit of RTE. The system along with the creative participation of the community must ensure physical, social and emotional development and security of the child.
5. *Rigorous review and reformulation of an Education policy for the marginalised sections of the community (SC, ST, village girls, minority groups, migrants etc) need to be undertaken in a mission mode:* All data regarding these groups reveal a sad and sorry state of affairs. Millions of children are denied their human right to education for the simple reason that their parents cannot afford to keep them in school. The system grossly neglects the demand of equitable quality education to this group both administratively and academically. The curriculum, textbooks and all related resources never address the resources and the inherent potentials and need of the marginalised. This necessitates a rigorous review and formulation of Education policy for the marginalised.
6. *Take stringent and closely monitored steps to ensure social inclusion and provision of safe and secure school environment in all schools and ECCE centers and address the specific barriers to education faced by Adivasi, Dalit, minority children, specially girls and children with special needs and other vulnerable groups:* We have to ensure the implementation of that kind of an education system which will provide and deliver achievements of social justice, equity, equality and quality.

7. *Education should become a transformative force, build women's self-confidence, and improve their position in society and challenge inequalities:* The Education 2030 agenda of UNESCO recognizes that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education'. Poverty, geographical isolation, minority status, disability, early marriage and pregnancy, gender-based violence, and traditional attitudes about the status and role of women, are among the many obstacles that stand in the way of women and girls fully exercising their right to participate in, complete and benefit from education.
8. *Ensure total eradication of child labour up to the age of 18 years and remove the provision in Section 3 of the Child Labour (Prohibition and Regulation) Amendment Act 2016 which legalises child labour in 'family enterprise':* No child shall be permitted to work in any kind of establishment including in family operated ones. The central legislation, Child Labour (Prohibition and Regulation) Act, 2016 is a brazen violation of the rights of the child and should be scrapped at once. It would render irreparable injustice to children of the poor.
9. *Ensure 'common school system' and avoid multi-layered education system which causes inequality in education:* Each state should have a single Board for school education. And all schools should be affiliated to the respective state board. Existing CBSE schools or schools presently affiliated to other boards should affiliate with the respective state boards (as suggested by the Yashpal committee report "learning without burden") within a stipulated time frame. After that schools without the state board affiliation shall not be permitted to operate in a state. Central govt. schools will be allowed to admit children of Central govt. employees or of other jobs transferrable outside a state. All schools functioning with profit motive should be barred.
10. *Provide 6 percent of GDP in line with the universally agreeable education financing benchmarks and Kothari Commission recommendations and also as envisaged in the National Policies:* Indian education is resource starved to an unforgivable extent. The state should ensure 6% of GDP for education, providing for all the needs of an ever growing, expanding, evolving, inclusive system, with no child left out. Responsibility for resource provision of education at all levels must be that of the state. The State has to shoulder the responsibility of providing education including setting the policies and strategies and making the necessary financial allocation. Private provisioning of education should be only in addition to the Government provision and not as a substitute for it. Private provisioning by contributions of non-profit secular philanthropic institutions need to be considered, through proper norms and standards. Education is not a commodity. It is a facility to acquire knowledge, which is to be utilized for the benefit of the individual and the society. Hence, nobody should be allowed to trade in education and make profits.

11. *Reinstate the revoked Section 16 of RTE - the backbone of Children's Fundamental Right to Education – ensure RTE implementation and provision of quality learning environments, not place the onus of systemic 'failure' to detain and throw children out of school:* It is an objectionable position that enhancing the quality of education is only possible by eliminating the child from education. The Indian Parliament amended Section 16 of RTE and introduced a policy enabling the system/school to detain children in any standard by conducting examination. *The RTE (for children age 6-14 years, in classes 1-8) has two separate sections, namely, Section 16 - no child "shall be held back or expelled from school till the completion of elementary education"; and 30(1) - "no child shall be required to pass any Board exam till completion of elementary education".*

Truly speaking the RTE says nothing about annual examinations in schools about which a myth has been widely propagated, that it does not allow exams and so needs to be amended. The RTE thus rightly differentiates between a school exam and a centralized Board exam – the first needs to be close to the learning context, rooted in the child's culture, language and environment. The Board exams, on the other hand, are set at a distance by people who may be far away from the social context of the child and also may not know what teaching-learning has happened in the school. Moreover, Board exams are generally competitive, and therefore lead to more stress even among high performing students.

The Official Rationale for Section 16: The official ministry notes accompanying the RTE in 2009 had stated the rationale for Section 16 as: "the 'no detention' provision is made because examinations are often used for eliminating children who obtain poor marks. Once declared 'fail', children either repeat grade or leave the school altogether. Compelling a child to repeat a class is demotivating and discouraging. Repeating a class does not give the child any special resources to deal with the same syllabus requirements for yet another year". It went on to assert that "each child has the same potential for learning, a 'slow' learner or a 'failed' child is not because of any inherent drawback in the child, but most often the inadequacy of the learning environment and the delivery system to help the child, realize his/her potential, meaning thereby that the failure is of the system, rather than of the child. This requires addressing the improvement of the quality of the system rather than punishing the child through detention. There is no study or research that suggests that the quality of the learning of the child improves if the child is failed. In fact, more often than not the child abandons school/ learning altogether."

This was a candid confession of the system in 2009, for bringing in the RTE to improve its own quality. It took responsibility for its own failure to provide a good learning environment – including *sufficient qualified teachers*, adequately resourced schools, a meaningful curriculum, good inspiring textbooks and other learning materials, and most importantly *a good system of assessment*. This has not happened, as seen from the high numbers of schools not compliant with RTE and a lack of its implementation.

At least the parliament members have the duty to look the documents available to them and these official documents tell them what is the real situation of the country. That tells the country as follows:

1. In 2014-15, the retention rate at primary level was 83.7% and it was as low as 67.4% at the elementary level. Roughly, four in every 10 children enrolled in grade I was leaving the school before completing grade VIII (U-DISE, 2014-15)
2. Teacher absenteeism, estimated at over 25% every day, has been identified as one of the reasons for the poor quality of student learning outcomes.
3. Around 8% of all elementary schools in the country are single teacher schools. This is the situation even after March 2015 which is the ultimatum for complying all aspects of RTE, 2009.
4. It is estimated that there is a shortage of more than 9 lakh teachers in elementary schools; nearly 14% of Government secondary schools do not have the prescribed minimum 6 teachers. Typically teacher vacancies are more in tribal areas and far off villages where teachers are reluctant to be posted due to inadequate facilities.
5. Some states in our country have a large number of untrained teachers who are not professionally trained as per RTE. RTE mandates that all teachers are professionally trained and supported to continuously assess and improve children's learning.
6. Teacher recruitment and transfers have become a major source of corruption in many parts of the country.

Should we make the child responsible for all these systemic failures? But our parliament verdict said that it is the children who are responsible for all these sorry state of affairs. (And there is no evidence or comparative scientific study to prove the so called quality debacle)

It is very clear that the issue is not "detention or no detention". It is a larger question *why children fail*. And who are all responsible for that. And who are the children and what are their socio economic and cultural back grounds that are eliminated or pushed out from the system. Hence the basic duty is to identify why children are not performing as per the curricular objectives and to find solutions to address the issue with a socially oriented perspective rather than putting all responsibility over the shoulders of students and kicking them out from the main stream education by using the magic wand "the examination". Here the State is withdrawing - by placing children as culprits - from its primary role of providing minimum facilities which caters quality education to all children.

Hence once again we have to argue for

1. reinstate section 16 of RTE
2. Provide facilities to all children for 12 years of quality education
3. Nobody can improve quality by failing a child.

12. *Put an end to closure of government schools by considering them as non viable; revive those that have been closed or merged with some other schools after the endorsement of RTE 2009:* All available data shows the failure of the State in complying RTE. But at the same time the state is directly or indirectly withdrawing its legitimate duty to provide access and quality education to all children. As per reports from various sources, the centre is contemplating location -specific merger or closure of about 2.6 lakh government schools by stamping them as non viable and also as part of “enhancing efficiency”. The school mergers and closures have resulted in increasing the number of thrown-outs, especially children from marginalized and disadvantaged communities and girls. The closure or merger policy is also a contravention of the fundamental spirit behind RTE Act, in many states; merged schools are far beyond the 1KM radius of the habitat. Children will hesitate to go to new schools due to reasons such as increased distance to school, and also of cultural reason -in upper caste areas where children from lower castes and children from minorities feel threatened, and also due to safety issues. This subverts the accountability of state to ensure schools within 1 km radius. By making provision for merger of schools, or closure of Government schools there by paving way for privatisation. Instead of taking a drastic step of shutting down government schools for lack of facilities, measures are to be taken for attending to the fundamental issue of infrastructure and provision of funds allotment and necessary support is to be made to improve infrastructure and other facilities in these schools.
13. *Appoint regular teachers per class divisions:* Teachers presence and teacher pupil contact as per RTE norms is the right of each and every child. Even after 9 years of RTE the State is not even in a position to ensure at least two teacher norms. *If we are for quality education one teacher is inevitable for each class division.* Teacher shortage is a growing malady in Indian schools. It should be ensured that adequate numbers of teachers are appointed in all schools. In schools, one teacher per class must be appointed. Physical education, art, work education etc must be considered as part of curriculum and teachers should be appointed for those curricular areas also. We have to address the issues of children with special need and qualified teachers to address their special issues should also be appointed by assessing the need.
14. *Ensure programmes for the professional development of teachers:* Teachers are the key to achieving inclusive and equitable quality education for all. Education transforms lives: it is the driver of economic and social development; it promotes peace, tolerance, and social inclusion; and is key to eradicating poverty and achieving personal fulfilment. Hence there should be programmes for teacher transformation (including upgrading teacher qualification) considering local specificities.
15. *Stop exploiting teachers by appointing contract teachers:* There is a tendency of appointing contract teachers with different names such as Para teachers, Siksha Karmi etc. with low wages not even following the minimum wages conditions and there by exploiting that section. This should be stopped because regular teachers are a precondition to provide quality education.

16. *Formulate the national curriculum framework in tune with the constitutional goals to promote the values enshrined in the constitution:* The ingredients of these values need to be carefully thought out in a multi-religious, multi-cultural and multi-ethnic society like ours. Obviously, these values should not be identified with any particular religion. The ideas of democracy, secularism, gender equity, dignity of labour, equity & equality and social justice and scientific temper must be integrated in the curriculum. Education is not an instrumental process, but a transformative process that is conducive to equitable and sustainable social development. *Develop curriculum by upholding the diversity of the Nation.* While formulating the curriculum, one has to keep in mind the divergence and diversity of different aspects – geographical, climatic, linguistic, cultural aspects. A balanced curriculum should harmonize universal, national, sub national, regional and local elements. There are universal elements that form part of the curriculum everywhere. There are also national elements that should be common throughout the country. The curriculum, therefore, should reflect the reality and concerns of the people of each state. A flexible curriculum would keep on evolving to meet the challenges arising out of *social transformation*. *The curriculum so formulated should aim at the social development of the entire people, including the deprived classes.* Hence the following aspects are most important.

- i. *Using mother tongue as the medium of learning:* We have to fix it as a non-negotiable condition. All educational theories and understandings of modern education uphold the importance of mother tongue as medium for learning. In any sane society the language of learning can only be the mother tongue of the child. However, considering its importance in today's globalizing world, English should be effectively taught, using the pedagogical methods adopted in many non-English speaking countries, to teach it as a second or foreign language.
- ii. *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. Human beings have a natural capacity for multi-lingual learning, provided a solid foundation in mother tongue is laid in the early years of learning.
- iii. *Oppose all the communal agenda in education and the promotion of an irrational view of history not supported by evidence:* The ideals of democracy, secularism, equity & equality, social justice and scientific temper are some of the universal values that must be integrated in the curriculum. We have to resist the sinister process of communal infiltration and indoctrination in curriculum revision.
- iv. *Adopt such learning processes which enhance the Childs ability of critical thinking and critical reflection:* The learning process should be child-centred. Emphasis should be on the construction of knowledge and critical analytical abilities rather than acquisition of de-contextualized

information and learning by rote. Teacher education should focus on this shift in emphasis. The classroom environment and even the transaction process must be democratic.

- v. Should foster the child to inculcate scientific temper and understand and practice method of science:* The whole learning process shall enable the learner to raise questions. The learning process must foster the enquiry and inquiry skill of the learner. The text books and other learning resources should be open ended enabling the child to learn through process. Promotion of scientific, rational and critical thinking must be ensured through education under the constitutional norms.
 - vi. Should provide exposure and hands own experience to the students regarding the world of work age appropriately:* This issue is in itself quite important for the reason of not only for removing the barriers to schooling in the case of poor but also for instilling new values towards work in the Indian context of caste based divide. The related second issue is equipping the school for preparing the students for the new and emerging world of science, technology, ecology, energy and society. Appropriate perspectives and skills on science, technology, ecology and society have to be developed to prepare the next generation for a better and just India.
- 17. Establish natural Linkages between secondary education and higher education:* One of the main educational objectives of any nation is to develop a system of education that will allow its people to develop the work and life skills and talents they will require throughout life. To do this it must ensure that there are strong linkages between secondary education and higher education. There may be collaboration between the two for teacher professional development and for student outreach programmes for the benefit of school students.
 - 18. Adopt Decentralised and de-bureaucratized Governance Structure:* The scope of involving the local bodies in the education management of schools must be explored. Decentralization of educational management is essential for promoting social participation and also addressing location specific issues.
 - 19. All students must have free access to Modern Educational technology facilities:* This is the era of Knowledge. The emerging field of modern technology provides us ample scope for accessing latest informations that is emerging with in no time.Hence we have to place education in the new global, communication context. Access to Educational Technology including Information Communication Technology (ICT) and its free use should be the right of each and every child for enabling their learning. Teachers should be given proper training for using technology judiciously so as to enable them as content generators rather than being at the recipient end. Proper ICT infrastructure should be set up equitably in all schools. In order to achieve the above targets, instead of proprietary software's and vendor-driven content, FOSS (Free and Open Source Software's) based software's, with content vetted by the academicians (and not the market forces) must be used.

20. *Teacher education should be revamped enabling the teachers to become professionals:* Major thrust must be given for teacher education and teacher transformation. Proper allocations and considerable investment in teacher professional development at all levels should be made. There shall be scope for professional development programmes in regular intervals.
21. *There should be scope for strengthening democratic rights and democratic bodies:* Students must have the freedom to form associations. Students must be given representation in decision making bodies. School assemblies shall be formed democratically and ensure its function. Parental bodies should also be strengthened.
22. *The quality of the Mid-day meals should be ensured and midday meals should be served to all children up to class 12:* The quantity and quality of mid day meals should be enhanced to ensure adequate nutrition for every child. Since nutrition is an essential component of physical as well as mental development, this should be monitored as an integral component of quality education. Avoid all middlemen who are directly or indirectly making benefit from this scheme. The SMC should be given responsibility for monitoring and supervising the scheme. The participation of Local Self Governments should be ensured. The personnel working in the provision of mid-day meal should be adequately compensated.
23. *Ensure proper care and education for Children with Special Needs:* Facilities and personnel for offering education to children with special needs in regular schools should be created. Educational administrators and teachers should be sensitised on the issues regarding CWSN.
24. *Bring back the social mode of literacy programmes to eradicate illiteracy:* The illiteracy still exists in the country should be addressed with priority. Round about 30 crores of the Indian population is still in the dark phase of illiteracy. Based on the experiences of Total Literacy Campaign programmes for eradicating illiteracy should be formulated with larger community participation. The societal potentials shall be utilised. And should evolve a new mechanism for citizen education including lifelong education. Institutional mechanisms such as State Resource Centres (SRCs) should be reinstalled and should strengthen to address area specific issues. The literacy and citizen education programme shall be linked with livelihood programmes.
25. *Formulate a comprehensive continuing and life long education policy:* In continuation to any literacy programme, there should be follow up programmes. There is a need of continuing and life long education combined with citizen education programme. A detailed policy in consultation with states has to be formulated in this regard. There should be scope for developing peoples institutions to ensure the continuity,

26. *Ensure involvement of community, local self government in the conduct of education:* For effective implementation and for having social ownership the involvement of community is most important. This is possible only through decentralization thus the state have to entrust the responsibilities to local self governments for formulating, planning and implementing programmes relating to education.
27. *A mechanism for social auditing should be evolved to ensure proper implementation of programmes at all levels:* To ensure accountability is most essential for those mechanisms shall be evolved for social accountability apart from systemic accountability. For social accountability the society must have a role to evaluate whether the system is delivering as per the objectives and time line as envisaged.

Demands at a Glance

1. *Formulation of policies of Education should be based on the Constitutional obligation*
2. *Any reform in the education system should uphold the constitutional principles of democracy, equality and secularism. Social justice and equity are non negotiable*
3. *Extend the purview of RTE Act from birth to 18 years, in line with the internationally recognized definition of childhood, by including ECCE, preschool and secondary with higher secondary education as legal entitlements*
4. *Ensure total compliance and implementation of the RTE Act along with norms and standards in true letter and spirit and make the State accountable for its implementation*
5. *Rigorous review and reformulation of an Education policy for the marginalised sections of the community (SC, ST, village girls, minority groups, migrants etc) need to be undertaken in a mission mode*
6. *Take stringent and closely monitored steps to ensure social inclusion and provision of safe and secure school environment in all schools and ECCE centers and address the specific barriers to education faced by Adivasi, Dalit, minority children, specially girls and children with special needs and other vulnerable groups*
7. *Education should become a transformative force, build women's self-confidence, and improve their position in society and challenge inequalities*

8. *Ensure total eradication of child labour up to the age of 18 years and remove the provision in Section 3 of the Child Labour (Prohibition and Regulation) Amendment Act 2016 which legalises child labour in 'family enterprise'*
9. *Ensure 'common school system' and avoid multi-layered education system which causes inequality in education*
10. *Provide 6 percent of GDP in line with the universally agreeable education financing benchmarks and Kothari Commission recommendations and also as envisaged in the National Policies*
11. *Reinstate the revoked Section 16 of RTE - the backbone of Children's Fundamental Right to Education – ensure RTE implementation and provision of quality learning environments, not place the onus of systemic 'failure' to detain and throw children out of school*
12. *Put an end to closure of government schools by considering them as non viable; revive those that have been closed or merged with some other schools after the endorsement of RTE 2009*
13. *Appoint regular teachers per class divisions*
14. *Ensure programmes for the professional development of teachers*
15. *Stop exploiting teachers by appointing contract teachers*
16. *Formulate the national curriculum framework in tune with the constitutional goals and helping the child to inculcate values enshrined in the constitution. And develop curriculum by upholding the diversity of the Nation- by using mother tongue as the medium of learning, by ensuring No single language should be made mandatory to all children across the country, by opposing all the communal agenda in education and the promotion of an irrational view of history not supported by evidence, by adopting such learning processes which enhance the Childs ability of critical thinking and critical reflection and by fostering the child to inculcate scientific temper and understand and practice method of science. And should also provide exposure and hands own experience to the students regarding the world of work age appropriately*
17. *Establish natural Linkages between secondary education and higher education*
18. *Adopt Decentralised and de-bureaucratished Governance Structure*
19. *All students must have free access to Modern Educational technology facilities*
20. *Teacher education should be revamped enabling the teachers to become professionals*

21. *There should be scope for strengthening democratic rights and democratic bodies*
22. *The quality of the Mid-day meals should be ensured and midday meals should be served to all children up to class 12*
23. *Ensure proper care and education for Children with Special Needs*
24. *Bring back the social mode of literacy programmes to eradicate illiteracy*
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27. *A mechanism for social auditing should be evolved to ensure proper implementation of programmes at all levels*