

PUBLIC SCHOOLS

REALLY WANT TO CHANGE

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According to Prof. John Dewey, nutrition and reproduction is physical life and education is social life. When education becomes cash centered, a source of wealth generation; caste centered, a source group to ill treat and maintain inequality - many questions will arise. With compromised public education/school/college maintenance, gloomy learning spaces, substandard course contents, what kind of social life do the Government is trying to inculcate into the public education students? How is public education shaping the social life of its students? Do impression of our native education system that didn't allowed equality in accessing to education by the majority sections still continue? When education is social life why do the governments not even allot 10% in the budget? Do the politicians and policy makers think that something else is social life? Do the governments want to continue the status-quo to showcase the downtrodden social life of public school children in order to get foreign aid? With all these criticism aroused, we tried to find the solutions for the next phase of human development through education.

There may be several inputs with the Governments on how to revive the public education. But this document is unique because until unless the public schools take the proposed form the true transformation is impossible. The inputs documented here are from the inventory on negative impression on public education, considerable demands, appeals and suggestions of teachers,

student and unemployed youth, and the interventions to improve quality and their desired outcomes were framed on the basis of suggestions from stakeholders, ideas from intelligentsia in the field of education. Tangible suggestions were scrupulously verified and presented in this document out of my cognizance and belief and the interventions were planned to fit into the India's social context after travelling throughout length and breadth of India.

The new education policy introduced by BJP led NDA government is merely an eyewash. The shrinking budgetary allocations of 2.7% of the GDP, decreased research grants reveals the BJP's apathy towards the education sector. Higher education bill, higher education commission, subject-specific roaster, medical commission, vegetarianism in higher educational institutes, religious polarization, caste discrimination in educational institutes, manipulating history, commoditization of education, Gurukul- teacher-centered education system are models derived from Gujarat model pseudo development.

The Government should write immediately an antithesis on 'Gujarat model new education policy' hyped by BJP during the last couple of years. Education is an instrument for change. Education is key for development. Education plays the almost revolutionary role to change things for better: still many thinkers perceive it as playing a conformist role to sustain the status quo in India. Education is a field where philosophy and action must merge. The Government should play a very important role in supporting both the student and teacher communities and giving greater importance to peaceful change by revamping the quality of education, quality of teaching and internal and external quality of public schools. Education in India is viewed and managed from different dimensions. Education is social life and is at the same time affected by social, economic, cultural and political dimensions of a society as well as of an individual. The real philosophy of education should not about maintain the socio-economic relations that are innate in society but should be about social change through inculcating better practices of social life that will boost the socioeconomic relations of individual and societal for social and economic development. Hence the government should see that school education should not be affected by social, economic, cultural and political dimensions of a society. A frame work should be brought in to protect education from social, economic, cultural and political dimensions of a society. The general public is satisfying with the quality of education in private educational institutes at the same time middle-class families are not happy with fee structure (donations, coaching fees, private tutoring, and online education). The public is happy with the fee structure in public educational institutes, but public never found satisfied with the quality of education. With above encountering narratives, the private and public educational systems are competing with each other. In 5 years, private schools gained 17 million students, while the Government schools lost 13 million. Average enrolment in Government schools declined from 122 to 108 students per school. This drop in public education is attributable to the lack of government's seriousness to strengthen public education. A vision is redundant without it being backed by the

necessary provisions; every strategy needs an implementation plan. The Government should concentrate on maximizing public spending on public education, to minimize quality differences among the public and private schools through proper Interventions.

The GDP of India is 2.66 trillion US dollars. It may be converted into rupee term, which may be around 182 lakh crore rupees. Hence 6% GDP (1.82 x6) comes around 10.92 lakh crores. An almost equal amount of money the private educational institutes are making every year. ABP news program made a survey that the private school collected annual fees up to 7.5 lakh crore rupees. If we take the private colleges and universities, the amount may come to around 2 lakh crore rupees extra. The total private sector fees collection per year in India may come closer to 10 lakh crore rupees.

Six years ago, that is in 2012-13, education expenditure was 3.1% of the GDP. It fell in 2014-15 to 2.8% and registered a further drop to 2.4% in 2015-16. Although, there have been some signs of recovery since 2016-17 (2.6%), expenditure on education hasn't been restored to the 2012-13 level, let alone be anywhere close to the Government aim of touching 6% of GDP. Most of the developed world, having a more mature education system than India and higher levels of GDP are even today spending around 4.5 to 6 of GDP on education sector, realizing the benefit the education sector has on society, but in India, despite the massive demand-supply gap in the quality of education, still has not been able to reach those levels.

COMPREHENSIVE INTERVENTIONS FOR REFORMS IN EDUCATION

1. THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009

A need for an amendment -1

The State should provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

Background:

The text frame reflects the neoliberal policy; it is giving options for easing privatization in the education sector or a move towards pushing for liberalization of private in education in India. It is leaving the children of age group 3-6 years to private educational institutes and children above the age group 15 to their fate. This tacitly implies that those who want to educate themselves ought to 'purchase' it. This is tantamount to officially declaring that education is a commodity in India.

There is a need to amend the Right to Education Act and provide free education to students from the age of 3 to 18 whereas, under the existing system, government schools cover students between 6 and 16.

Class 10th is a minimum qualification even to apply for a peon's job. At age 14 years a student likely to be in 8th or 9th standard. So a student will not be even eligible for a class 4 job with the education provided under the RTE Act nor will not be able to earn his own livelihood but to start labour. After class 10 if a teenager does not get a class 4 job, he or she have to undergo some trade or technical education? If his or her parents are not supporting him or her to go for further education will he or she be forced into labor? Right for education means education is a right of the student. Hence, Governments should make education a right of every student under the RTE.

Amendment formulation:

The State should provide free and compulsory 'basic' education to all from KG to Intermediate in such a manner as the state should, by law, determine'. (Do not mention Age 4-18)

2. Rajeev Gandhi National Educational Fees Reimbursement -A Scholarship Scheme for economically backward general category students:

Background

Financial constraints, engaging in domestic activities, engaging in economic activities are three prime reasons and equally contributing factors for school dropouts in India. Children take above routes to ease their family from financial constraints. Most of the general category college students during the manifesto consultation process expressed their need for some kind of financial assistance. Education regardless of income or social class and having to pay would create a barrier to accessing that for many. India is doing it through right for education act to some extent. On the other hand, Government is giving fees reimbursement for BC, SC and ST students with an economically poor background. Economically poor families exist in all castes and minorities. The Government should extend this financial support to all eligible students irrespective of caste category and extend fees reimbursement and scholarships to those students who are economically not sound from KG to PG. Scholarships and fees reimbursements to all students should be given equally without a single rupee difference. This scheme was found successful in Andhra Pradesh and will be very populist promise in the election manifesto.

Interventions:

Economically weaker students above intermediate education should be provided with fee reimbursement in saturation procedure/manner. The general category students from both Government and private educational institutes can apply for fees reimbursement through a direct channel (website). It should be called Rajeev Gandhi National Educational Fees Reimbursement and scholarship scheme especially target to benefit general students. If the State Governments are not interested to assist economically weak general category students

financially, then the student can directly apply to the Central Governments scheme for total fees reimbursement.

3. Introduction of standard preschools in general school environment

Background

Early childhood care and education is the foundation on which a child's future is built. Preschools (balwadis) have been set up in communities and provide an atmosphere of joyful learning for 4 to 6 year olds and socialize the role of education in communities. Balwadi is one of the four major programs of Door Step School. Planned from its inception, it was seen as an effective method to address the problem of non-enrolment. It is a kindergarten program for children in the age group of 3 to 6 years. It helps in identifying children who are ready for school admission and prepares them for schooling.

Interventions

1. Early childhood care and education (ECCE) centers should be attached to the school environment as classes Nursery to Kindergarten. The work Anganwadi/Balwadi centers should be no longer be away from the primary school environment.
2. Special online training and certification for in-service pre-school teachers should be established.
3. In order to bring a sense national integrity the national unity and to curb regionalism, there should be a national advertisement, screening test and interstate appointments procedure for Nursery to KG teachers. Evaluation of the applicants should be made through written exam and interview in a 50-50 proportion. Interpersonal skills and soft skills, singing, storytelling, motivating skills, patience, the interest of a teacher should be evaluated by personal interview and demo. The applicant must possess Degree with the second class, fluency in English and should be willing to relocate to a neighboring state at 3-4 successive transfers. There should be a pool of national preschool teachers and the appointments should be made interstate. By this, the Government should give a signal that the upon voted to power the government will be keen towards education and teachers. Kerala teachers in Andhra Pradesh have high demand, and are sought after by private educational institutes.

Note: Low quality uniforms supply is one of the biggest failures that is creating a negative impression about the public education system. On the other hand, good quality uniform of private education has become a symbol of respect and reputation. The government should eradicate the school uniform's cartel that is supplying cheap quality materials to schools through government.

5. Because, preschool is to introduce young children to the ideas, attitudes and behaviour required in a school environment, the Government should prescribe conditions and standards for running play schools by private operators. The Government should frame a set of rules and make private operators follow the same specifications. The set of norms of early childhood care and education (ECCE) should be maintained by the government in public schools as well.

4. To protect the quality of education and to implement the rules and regulations, National Education Code bill should be brought in and Education policy implementation commission (EPIC) empowered with judicial powers should be constituted and enforced.

Background

The RTE Act mandates that even private educational institutes have to reserve 25 per cent seats for children from weaker sections. A large number of private schools are not even implementing the rule. The private schools are working in a syndicated manner to avoid the 25% seats for children of the poor. The District educational offices are not responding to the RTIs filed by social activists. Private education lobby has become a clique that controls even the Government. Private schools have to bribe officials for recognition. Some schools do not even maintain the requirements for school establishment like per capita plinth area in class rooms, sufficiently equipped laboratories, playgrounds, libraries, sufficient classrooms after getting recognition through a bribe. Executives concerned with this monitoring are just maintaining the status quo.

There is no ideal framework or system that is bringing all the management under one tab. For identifying the private schools that are not implementing the RTE and schools that are not fulfilling the requirements, institutes that do not maintain adequate human resources, infrastructure and instrumentation, executives demanding bribes, management that are careless and not responding to genuine applications of the public schools are escaping each day from the system scanner safely by using the existing framework. Political interference is even suppressing and delaying the process of correction. The RTE Act will be implemented through National Commission for Protection of Child Rights (NCPCR) and in the states through State Commission for protection of Child Rights(SCPCR), this body does not have judicial powers of implementation and act on grievances. Thus it became a cross sectional issue that needs statutory framework to bring order in situation.

A Government degree college students ran a rally and staged a Dharna for construction of toilets in their college. Because of the shortage of manpower Scheduled caste students were forced to clean the toilets. Because of the lack of security the school became a place for illegal activities in the nights. No working computers in the school. School students are learning under the tree. Students are forced to sit on the floor in a corridor because of the falling ceiling. These

are once common news items in media. But now after news papers became broachers of political parties there is no news about internal quality of public education quality.

A district educational officer needs to arrange a five-star room @25000 rupees for a state education minister, where the education minister stayed only 5 minutes in a washroom. A school demand lakhs of rupees donation for admission. An educational society sidelined its income to buy assets in name of their directors. Number of schools without drinking water facility are 2,400, Number of primary schools without a teacher are 1,041, upper primary schools are 37 and total vacant teacher positions are 12, 995 in Andhra Pradesh likewise in every state. These are some facts and figures. All such issues and problems should be brought under the system scanner and be solved immediately. For this, there should be statutorily defined machinery and codified law to address these problems.

Interventions

National education code (NEC) bill should be drafted and come into effect. The constituted team named it as code because its jurisprudence should decode solutions to the existing problems in the education system with a long historical background. After independence, several expert groups have studied education for quality improvement in India. But the quality of public education is decreasing day by day, the cost of education is increasing day by day.

1. Draft a codified law National education code bill for Educational policy implementation commission EPIC.
2. Enact EPIC with judicial powers.
3. Conduct education programs on the provisions of EPIC.
4. Allocating the human resources, conveyances and budget should be done immediately along with the constitution of the committee.
5. National education code should clearly state that EPIC jurisdiction should cover executive and legislature that are responsible for providing provisions in public educational institutes, managements responsible for provisions in public and private schools. EPIC can summon, warn, suspend, fine, rebuke and lock out any school, attach any school children to another school, release funds, verify bills, check with the transparency and accountability of the institutes.
6. Parallel to the formation of the commission, a fund of 10 crores per each district. (640 X 10-6400 crores per anum) with the title, 'Shri Rajiv Gandhi Adarsh Vidyalaya Fund' should be created and should be spent on immediate requirements or repairing or renovating existing facilities in schools by the commission. Allocating the human resources, conveyances and budget should be done immediately along with the constitution of the EPIC commissions. Every

Government official with decision-making capacity, or involve/ influence decision making should come into the jurisdiction of EPIC. Teachers and students must be exempted from EPIC. Chairman of national, state and district level EPIC commission should be empowered with equal judicial powers.

Draft formulation:

Constituting "National and State level education policy implementation commissions" empowered with judicial powers should monitor the implementation of National education code in all educational institutes. This commission conducts the quality control inspections in schools and evaluates infrastructure facilities in schools run by public or private management and take necessary actions, pass orders to run the educational institutes within the framework of national education code. The EPIC can summon executive including Ministerial secretaries, Chairman and members of UGC, Principal secretary of state education and other related ministerial staff of state and center, State higher education commission chairman and members, Chairman and members state educational research committees, University's syndicate and governing body,

Senate, Vice chancellor, Regional joint director offices of education, Regional joint director for social welfare, Regional joint director of health, Regional joint director of civil supplies departments, District educational officers, District social welfare office, District civil supply office, District child and women welfare office, District sports authority, District youth affairs, Zilla Parishad offices, municipalities and municipal corporations office, DM&HO office, Deputy District educational officer, Mandal educational officers, Administrative workforce and private school managements can give direction or seek explanation, rebuke, fine and suspend from service for any administrative failure in their jurisdiction. Any elected politician starting from village surpanch to elected MP and MLA can also be summoned by EPIC to give instructions.

The judicially empowered commission should interpret the codified laws, provide better accountability on public spending, accountability and transparency, create better policy understanding of education code, school programs and accomplishments, and take necessary stringent actions to stop commoditization of education and improve the education quality in private and public educational institutes. Note: the Education policy implementation commission (EPIC) and Students rights commission (SRC) both should have separate codified law to become judicially empowered commissions and they receive complaints from different target groups.

5. Students Rights Commission (SRC)- A place for students grievances and complaints The Indian law has not made any specific law with regard to the rights of students.

The legal rights available to a citizen of India are available to students in general which makes it challenging for a student in India to exercise their rights in a proper way. Someone has rightly put up "the word student has not yet been statutorily defined and there is also a lack of codified

law for students rights in India which makes it difficult for students today to exert his or her rights in a systematic manner."

Background

Teachers often harass students they don't like. College authority doesn't have the right to stop issuing the provisional degree but they stop in the veil of fees due from the government. "Verbal abuse is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner". A professor speaks to a student in such a manner. A researcher complained of sexual harassment against one of her professors.

Women accuse professors for sexual misconduct. Discrimination against Dalits in the educational system is a widespread problem. Discriminatory practices conducted by teachers, which may include corporal punishment, denial of access to school water supplies, segregation in classrooms, and forcing Dalit children to perform manual scavenging in and around school premises. Intolerance, prejudice and harassment towards Dalits are equally prevalent in institutes of higher education where discrimination is practiced by senior upper-caste students, teachers, faculties, and administrations. The caste bias manifests itself in the way teachers ignore Dalit students and unjustly fail them in exams, in social exclusion and physical abuse, and in the unwillingness of the university administration to assist Dalits and support them. As a grave consequence of this harassment, a number of Dalit and Adivasi students have committed suicides in India.

Interventions

1. Draft a codified law for Students rights bill and introduce a commission.
2. Enact Students Rights Commission with judicial powers.
3. Conduct education programs on the provisions of Students Rights Commission among students.
4. Students rights instruments create binding obligations on educational institutes to ensure a just and equal environment for all in the fulfillment of civil, political, social, economic, and cultural rights.

Note: Education code implementation commission (ECIC) and Students rights commission (SRC) are different.

6. School Management Monitoring System (SMMS) for external school quality management and CC camera surveillance for internal educational quality management should be introduced.

Background

Thousands of applications are pending in government offices regarding the requirements in public educational institutes. Problems in schools are not to be solved by teachers and students. Governments or managements have to solve the problem. But, the problems are getting accumulated in schools because of the negligence of the local Governments, school managements and concerned departmental heads. School climate will have a positive or a negative impact on each and every student, each hour. Hence a system for school management to be used by students, parents, social volunteers and teachers with feedback mechanism aiming better school environmental quality management is required. Role of providing essential requirements to the schools is an uphill task. This requires a systematic preliminary information from source. Hence, there should be an application that should see that there will be no negative impact of the environment on the student or teacher either by the quality of the infrastructure and the environment.

Interventions

1. School Monitoring and Management System (SMMS), A tool for EPIC. School Monitoring and Management System (SMMS) should be an open access an android application with provisions to compliant or give feedback about infrastructure maintenance and manpower anomalies in any school. The user should log in to the application through ADHAAR number. The identity details of the complainant should be kept confidential and the user must be a student or a parent or a teacher of a particular educational institute of concern. This app should be monitored by the Education code implementation commission. School Monitoring and Management System (SMMS) should provide a platform for teachers, students and parents to bring forward their grievances about school management of concern. EPIC should take up issues and act accordingly.

Creating an ideal school or classroom environment should be the objective of the SMSS. It is essential to understand that Education Information Monitoring System (EIMS) in place and School Management Monitoring System (SMSS) proposed are different in nature.

The overall purpose of SMMS is to address compliant or feedback within 24 hours through district EPIC. Any complaint from students or parents or teachers side for infrastructure, management, repair, material, bills clearance, the replacement, man power requirements should be examined and addressed by the commission and summon school managements if required. SMMS should be an interactive application for problem identification, the complainant can submit an image and/or write up. The identity details of the complainant should be kept confidential by the commission. In case of problems within government schools, the commission with its fund can allot grant to the school for a specific solution. Note: Education Information

Monitoring System (EIMS), District Information System for Education (DISE) that provides schools-related statistical information on Sarva Shiksha Abhiyan (SSA) which are already in place are different from the proposed School Monitoring and Management System (SMMS).

2. CC camera surveillance in public schools (a project worth 50- 75 k per school) Technology has enabled us with the ability to be present everywhere. In this super busy world, it is not possible to be present everywhere, thus, CCTV cameras are a boon for school and college monitoring. We have listed below some of the key benefits of CCTV cameras. Keep a stock of every event Security cameras largely help school authorities to track each and every event that unfolds in the classroom. This can help more than the surprise visits from authorities.

Discipline is no more an issue with the presence of CCTV cameras, discipline can be easily achieved. Whenever human minds are aware that they are being monitored throughout, they easily deter from engaging in hooliganism. It is the responsibility of the school authorities to strengthen the security in school premises with the string of security cameras. Teachers' behaviour can be monitored In recent times, reports of students becoming victims of teachers' barbarism has been on the rise. An effective way to curb this menace is to monitor teachers' behaviour in the classroom.

Important questions such as: how they teach? How do they behave with children? All are answered with surveillance. This is an important issue as children of impressionable age can often grow up to be under-confident due to teacher abuse.

Students are monitored individually There is always a bunch of unruly students in every school; they often disrupt discipline and resort to bullying. The best way you can keep an eye on them is through these security cameras where every single child can be focused on. The lens helps to point out the unruly kids and the authorities can deal with them immediately or later. Thus, CCTV cameras also help in building a better future for your kids. Help in investigation and invigilation. Although educational institutes are meant for imparting education, often we get news of disturbing incidents that have taken place there. The instances of school and classroom violence and vandalism are what we are talking about! Unfortunate incidences like the death of students also occur in schools, these often lead to the need for a thorough probe or investigation. With the help of security cameras, justice can be achieved, by checking the series of events that unfolded on a particular day. It is needless to say how helpful these tiny cameras are. Emergencies can be tackled During an emergency situation, students' safety is the primary concern of school authorities. It is needless to say CCTV cameras can help immensely during such situations by tracking each and every moment. Security cameras are the alternatives of security guards as where the human eye cannot reach CCTV camera bridges the gap and facilitates by increasing the security system stringently. You can feel safe when you send your

children to the school which follows a strong security and safety measures throughout and not to a school where the security system is not strong enough.

Intruders and offenders can be easily caught. Any kind of crime and violence in school is not acceptable! And on top of that if the accused slip away without getting caught! You will never want such a situation to happen when it can be averted easily with the help of CCTV cameras. Whenever a student is a victim or a teacher is a victim the situation requires strict action so that it is not repeated a second time. For this, it is necessary to catch the accused at the right time.

Helps avert ragging

Ragging is unacceptable and immediate action must be taken whenever an incident of ragging is reported. The best way to deal with such an undesired situation is by installing the security cameras everywhere in the school and college premises including the classroom, which can help to catch the accused in no time

7. A well-defined discipline plan or code of student conduct is very essential for public schools.

Background

Many teachers even don't know what behavioural order they are keeping and trying to inculcate to the students. The student also doesn't know the accepted behaviour in schools. The reason for this is the public education managements never thought of publishing a draft of discipline plan for schools. It shapes behaviour of students in the school and will be helpful to teachers as a tool for school administration that keeps students behaviour in a controlled framework.

Interventions

1. A school discipline plan should be drafted (Samples can be derived from western schools websites online)
2. This should be translated and be printed in the first pages of the almanac and last pages of every textbook.
3. Displayed in bold letters at the headmaster's office.
4. At the beginning of every academic year, every school teacher should take a declaration undersigned by the student and parent and keep a record of discipline plan.

8. 'Corporal Punishment/ Physical punishment' Vs Interventions in light of Lawrence Kohlberg's stages of moral development theory.

Background

'Corporal' or 'physical' punishment:

"Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involve hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement. Corporal punishment is invariably raising issues hence it should be prohibited from education. 'Corporal Punishment/ Physical punishment' should be banned in the educational system. It is against child rights.

Interventions

Lawrence Kohlberg's theory and interventions should replace physical punishment/ corporal punishment.

Lawrence Kohlberg's stages of moral development, a comprehensive stage theory of moral development based on Jean Piaget's theory of moral judgment for children (1932) was developed by Lawrence Kohlberg in 1958. Cognitive in nature, Kohlberg's theory focuses on the thinking process that occurs when one decides whether a behaviour is right or wrong. Thus, the theoretical emphasis is on how one decides to respond to a moral dilemma, not what one decides or what one actually does. The framework of Kohlberg's theory consists of six stages arranged sequentially in successive tiers of complexity. He organized his six stages into three general levels of moral development. To this six stages, six types of interventions should be enforced in school education.

Level 1: Pre-conventional level (0-10 years)

At the pre-conventional level, morality is externally controlled. Rules imposed by authority figures are conformed in order to avoid punishment or receive rewards.

Stage 1: Punishment/obedience orientation

Behaviour is determined by consequences. The individual will obey in order to avoid punishment.

Interventions:

Impose small fines, give impositions, engage in physical exercise, create more optics of punishment for behavioural correction.

Stage 2: Instrumental purpose orientation

Behaviour is determined again by instrumental purpose orientation. The individual focuses on receiving rewards or satisfying personal needs. This individual focus can be also used as a mass behavioral change program for young minds at this age group.

Interventions:

Allocate weekly maintenance fund to each school, arrange a weekly class wise reward ceremony with educational material for best performers

At the conventional level, conformity to social rules remains important to the individual. However, the emphasis shifts from self-interest to relationships with other people and social systems. The individual strives to support rules that are set forth by others such as parents, peers, and the Government in order to win their approval or to maintain social order.

Stage 3: Good Boy/Nice Girl orientation

Behaviour is determined by social approval. The individual wants to maintain or win the affection and approval of others by being a "good person."

Interventions:

Arrange weekly rotation badges separately for boys and girls of each class labeling 'Good Boy' and 'Nice Girl' to the overall weekly best performers.

Stage 4: Law and order orientation

Social rules and laws determine behaviour. The individual now takes into consideration a larger perspective, that of societal laws. Moral decision making becomes more than consideration of close ties to others. The individual believes that rules and laws maintain a social order that is worth preserving.

Interventions:

1. For this age group introduce moral lessons under 'moral science' series and lessons 'law and order' series.
2. Rethink curricula and learning spaces to effectively meet the needs of learners of this age group.
3. Start constitution club in each class.

Level 3: Post-conventional or principled level (14- Adulthood)

At the post-conventional level, the individual moves beyond the perspective of his or her own society. Morality is defined in terms of abstract principles and values that apply to all situations and societies. The individual attempts to take the perspective of all individuals.

Stage 5: Social contract orientation

Social contract is an implicit agreement among the members of a society to cooperate for social benefits, for example by sacrificing some individual freedom for state protection. Theories of a social contract became popular in the 16th, 17th, and 18th centuries among theorists such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau, as a means of explaining the origin of government and the obligations of subjects. Individual rights determine behaviour. Individuals view the laws and rules as flexible tools for improving human purposes. Hence special interventions should be made to inculcate the concept of Social contract to the students of the above age group.

Interventions:

1. For this age group introduce lessons, case studies on Social contract with a series of lessons on introduction to Social contract, the concept of state, origin of democracy, power of vote, secularism, welfare economics, developmental economics, political consciousness, universally accepted morals, idea of socialism and capitalism, federalism. Rethink the course content and design learning spaces to effectively meet the needs of learners of this age group.

Stage 6: Universal ethical principles orientation

According to Kohlberg, this is the highest stage of functioning. However, he claimed that some individuals will never reach this level. At this stage, the appropriate action is determined by one's self-chosen ethical principles of conscience. These principles are abstract and universal in application. This type of reasoning involves taking the perspective of every person or group that could potentially be affected by the decision.

Interventions:

List universal ethical principles, introduce orientation lessons on universally accepted ethical principles, orientation workshops on universally accepted ethical principles, conduct group discussions on universal ethical principles, make the students learn and reproduce composition on universally accepted ethical principles.

9. The voucher system is a method of commoditization of education.

Background

The government of India in its 11th five-year plan document has intended to introduce a voucher system in education. This is being intended on the basis of experiences of some countries whose socio-economic conditions are not at par with the Indian situation. Voucher System is a danger public education in India with existing socio- economic conditions. Few states had introduced pilot voucher schemes. The libertarian wing lobby is trying hard to familiarize the idea of a voucher system as a socialist idea. The libertarian wing NGO recently collected 1,25,000 applications to promote voucher system in Delhi. There has been opposition to education vouchers on various grounds including issue of commoditization of education.

Delhi became a place for experimenting vouchers in education. Right-wing media played around these immature acts or experiments to make them popular as welfare method. It is Governments affair to go for cost analysis. But the right-wing agencies are putting forward the cost comparison to initiate their argument. Coupon system is an idea of libertarians that advocate free markets.

Interventions:

1. The Government should declare universal education up to Intermediate as the priority of the government.
2. The Government should also declare that whether the market is open or controlled, the education can never a commodity
3. A debate and constitutional amendment should take place banning education commoditization.

10. Private education advertisement is creating problem for identity of public education. It is essential for public education to invest in advertisement.

Background

It is very clear that there is no competition for admissions in public schools. But there is a competition for admission into professional courses in public universities institutes. The problem is the public education is unable to compete with the private education in terms of admissions and marketing at school level. The quality aspect generally viewed from the advertisement point of view. The cost of the advertisement in education will be collected back from the parents of the students in the form of fees. Allowing the advertisement of private education is allowing education commoditization. Private schools are even recruiting teams to go for a door to door

campaign announcing concessions, giving assurance of free coaching, campus placements etc targeting admissions. The advertisement is a social waste, but it is very essential for revamping public schools.

Interventions

1. Prohibition on the advertisement of private educational institutes in newspapers and television channels.
2. A study should be conducted on the amount of money that the private educational institutes are spending on advertisement.
3. Fund public educational institutes for advertisement.
4. Issue an order to place display board with the successful men and women under a theme 'our products' in front of the school and college. In every public school and college history, there are many successful students. A framed vinyl flex 30 ft X 10 ft. Most of the successful leaders, entrepreneurs, professionals, scientists, civil servants , NRI's etc, produced by that school or college should be displayed as a part of advertisement before admission season.
5. A board in each public school and college with the names of successful men and women studied in their school should be displayed inside the building.
6. Every school and college should compose a dissertation on the successful men and women in the history of the school or college and should be displayed in District Information System for Education (DISE) before every academic year.

11. Annihilation of caste should begin in education sector first to set an example.

Background

Education is free for all under the age of 14 through RTE Act presently. It means that there is no caste parameter that arises in schooling up to age 14 years. There is no competition for admission into government intermediate colleges because of lack of required number of government junior colleges. Intermediate education is under the monopoly of private managements than government.

At this juncture the government should pay fees reimbursement to economically backward students. Basic education the is provided under RTE should cover up to intermediate. It should be the promise of the Government to give free, equal education for all up to intermediate. It should termed as casteless and basic education because of equal treatment of all sections of students that are economically backward. The caste enters the education environment during medical and other professional college admissions. Hence, professional education should be

treated as reservation centric and measures should be taken to annihilate the caste from professional education..

Interventions

1. No caste column should be introduced in academic admission applications and these admissions should be treated under general category. Constitutional amendment bill in this regard should be planned.
2. Limit on number of admissions in public-funded professional institutes should be removed.
3. Free education must be given up to intermediate.
4. The government should double the number of admissions in government and private professional colleges according to the need. (ITI, polytechnic, medical, nursing, agriculture, business, pharmacy colleges).

12. There is a vacuum in the school curriculum that should be only filled by Social workers.

Background

There are several important life skills, general awareness aspects our current school curriculum does not cover. It points out a need for male and female postgraduate social workers in every school. Social workers are not only to educate the uneducated, help the deprived, the diseased, but also to guide the educated and students in areas where formal school education curriculum did not cover. Male and female social workers are required to deal with students on gender-specific health issues and many other issues. Our school curriculum does not cover sexual health, the orientation of good touch and bad touch, personal hygiene, career guidance, dangers and effects of substance abuse, environmental cleanliness, protect self from communicable diseases, hygiene in food preparation, project development, leadership, social work and community development activities.

Interventions

1. Postgraduate social workers, one male and one female should be appointed and attached to Block/ Mandal educational office.
2. Their duty should be to cover all the primary and secondary school in their Mandal/Block.
3. There should be a course content with above mentioned themes.

4. On the other hand, regular height and weight of the student should be recorded and find growth inhibited students and should be forwarded for a health check-up by the doctor, regular de-worming also should be coordinated by the social workers.

5. There should be a fund allocation for community development projects by public-funded educational institutes. Social workers should also raise funds and donations for the development of school in its jurisdiction from donors.

13. Gloomy learning spaces should be transformed to full bright and well maintained.

Background

The factors related to classroom and school process found to influence the quality of learning. The poor ambience is one of an important and neglected factor in public-funded educational institutes. It is because of the lack of a supportive government and supporting workers in the school. Ideal school requirements are choice, collaboration, communication, creativity and critical thinking, caring. But in the year 2016, 105,630 Govt. schools in India managed with just one teacher. There are also government colleges running without any supporting staff in Gujarat.

It is governments and managements duty to appoint and pay for these supporting staff. But these appointments are not taking place. This is a serious problem the Governments should address immediately. Schools and colleges that are run by the centre, state, local bodies and department of tribal and social welfare face the same problem. Even though the RMSA, SSA delivering the maintenance grant and school improvement grants and spent on improving the condition resulting only negligible change. Local governing bodies are not filling these vacancies and school manages these activities with the help of students and hired workers. This, in turn, returning bad impression on the public funded schools and colleges. The schools suffer due to lack of supporting manpower and the school reputation cripple without maintaining learning space quality. The Government should create job through consultancy or outsourcing and immediately appoint supporting staff in the public-funded schools and colleges.

Interventions

1. The required manpower and budget projections should be made.
2. Every school should be given the minimum manpower. 1. Sanitation worker, 2. Gardener, 3. Night watchman.
3. Education code implementation commission should interfere and order or issue a notice to the management to fill up a specific post in school within a fixed time frame.

4. Their salaries should be directly transferred to their accounts without any middle man interference.

14. Control paper printing and wastage of resources.

Background

Printing low cost, low quality books is one of the important problems that the public funded education system is facing. Carrying a number of textbooks have become a burden on students every day. The printing agencies are charging the full paper cost for a book of half page size. If we compare the public-funded school textbooks, they will be half in size to the private school books. Black marketing, high costs, heavyweights are also routine problems that students and parents are facing every year.

Interventions

1. The Government should promise to give a tab to every student of higher secondary classes on wards. By this, we can minimize the printing, black marketing of textbooks, and wastage.
2. The Government should give assurance to make ready e-books for free download and make them available to all students through a national online archive.
3. For lower classes, the Government should give promise that it will strictly monitor that semester wise text booklets with less weight should be printed.
4. For lower classes trimester system of education should be introduced with booklets printed separately for each semester. This will make lower class students to easily carry their books to the school.

15. Need for guidelines on the type of books to be racked in school libraries.

Background

Library with at least 500 books is now a condition many schools are trying to reach and maintain. There is no guideline for the type of books that a library should contain. Meanwhile, the collusion between book suppliers and buying officials resulting in unsold and low rated books to be racked in the school libraries. Hence, there should be a guideline for book racks in all school libraries.

Interventions

The category for books in all school libraries 50 of each kind should be as follows.

1. Books that are written by foreign philosophers,
2. Books that are written by Indian philosophers,

3. Books that are written by foreign scientists,
4. Books that are written by Indian scientists,
5. Books that are written by books written by great Indian leaders and authors,
6. Books that are written by noble laureates,
7. Books on agriculture, dairy, small-scale productions, food processing, soft skills, personality development,
8. Scientific laboratory manuals should be there in each school library.

16. Atal thinker labs:

Background

Recently the Central government had announced 10 lk rupees for Atal thinker laboratories for each high school. Criticism is brooding around Atal thinker labs that these laboratories were introduced only to create more confusion in schools and are designed only suitable to produce labour class manpower for future electronic and automation industry.

Interventions

1. In the attachment to this labs, introduction to hi-tech equipment and control systems lab series should be introduced as an introduction to the basics of Artificial intelligence.
2. An instrumentation instructor should be introduced into the school system, otherwise, the Atal thinker lab will create more confusion in the school.
3. 'Basics of artificial intelligence' should be introduced as laboratory manual for Atal thinker labs.
4. A month or 14 days internship program should be introduced for higher secondary school students in the area of artificial intelligence.

17. Vacant subject teacher positions is one of the reasons for students migration to private schools.

Background

The vacancy created by the retirement of teachers, the vacancies remain unfilled, vacancies unfilled during transfers in public-funded schools must immediately be filled by special drive. The local community talk about this shortage. In several villages, there are incidents like total students of class 9th and 10th were joined in private school and they never came back because of shortage of subject teachers.

Government is not there to give a teacher jobs for every qualified aspirants. But, to revamp the public-funded education system the government should immediately project the need of teachers in government schools within the first fortnight of the ruling. Without which

strengthening the public-funded education is not at all possible. There are 27000 vacant teachers positions in Andhra Pradesh. but notification issued only for 7000 posts. This reflects that HRD ministry is in support of private education.

Interventions

1. Project number of teachers required per each running school. State governments should release employment notification for the total requirement at a time.
2. Maintain a feedback on the vacancies and initiate auto pilot recruitments form previous teachers recruitment for new vacancies.

18. Sports fund for every Government school and college should be given.

Background

Several students reported in consultation that they don't have proper sports facilities in their schools and colleges, their play grounds are not properly maintained. Several students expressed their grief about their school or college's inability to form teams and sending them to district and state level sports meets. Several physical education teachers expressed their pitiful situation that they are not getting proper support from management in order to make teams and coach the teams on regular basis.

Interventions

There should be a sports fund allocated for every school. At least 25,000 per school per year. Conduction of regular coaching for school teams should be monitored by District sports authority. Conduction of regular sports meets at constituency, district and state level by a minister of youth affairs. The release of allowances for teams participating in sports meets should be done through district sports authority promptly.

19. Improve the quality of education by improving the quality of content by crosschecking with the following six compasses.

Background

Our ancestors believed that the destinies are a function of birth and karma, did not allowed fellow human beings to grow socially and economically. State Council of Educational Research and Training (SCERT) is designing the academic textbooks. These textbooks are injecting knowledge and taboos simultaneously. It gives an impression that State Council of Educational Research and Training (SCERT) members colluded with fascist organizations and rewriting the history of falsehood.

This type of educational system is generating stunt masters emotionally and intellectually. The text book content writers should not forget the basic human ability to transform by themselves through reading textbooks. Hence the government should cross-check the hidden agendas and superstitions in academic textbooks that will negatively impact the students. Set standards for academic lesions.

Interventions

1. To improve the quality of education, every lesson must be cross-checked with following compasses and a report on every lesson and textbook should be kept available for parents, teachers and general public through SCERT website. Evaluation report on every textbook must be available to parents and teachers online through SCERT website.

- A. Moral compass
- B. Intuitive compass
- C. Historical compass
- D. Directional compass
- E. Strategic compass
- F. Visionary compass

2. Besides regular lessons, business lessons and leadership lessons should also be included in the curriculum. Life histories of world social reformers, Indian social reformers and world political leaders and Indian political leaders should be included in the leadership course.

3. Revise all textbooks and remove superstitions replace with the concept of business starting from KG -earning money is everyone's right' for teaching business.

4. It is a general statement and a fact that the present primary and secondary education does not teach students how to earn money. It turns the students read and write but useless if they don't get a job. This is also turning them a burden for their parents and society. These students fixed in their minds that business is limited to one community, this should be wiped off from the minds of the students. The education must bring out public-funded school students out of this stigma. Sow seeds for financial wisdom through 3 R's and inquire into the conditions and prospects of making them useful after their education. Earning money is everyone right. With this title introduces business as a lesson or chapters for all classes in primary and secondary schools. Through 3 R's (reading, writing, arithmetic) For primary education let us teach conversation at a shop where the student play shopkeepers role, for secondary school lets us teach composition on types of businesses and productions, for higher secondary school lets us teach him preparing a project proposal on small-scale businesses.

20. Free coaching centers for unemployed youth.

Background

The Governments are not releasing employment calendar for their human resources requirement. Even though Government release employment calendar it is not following it. In majority cases State MHRD ministry orally announcing that there will be a notification for certain type of jobs very soon. This starts advertisement from private coaching centers. There are several private competitive exam coaching centers doing the business of billions of rupees each year. Aspirants join coaching centers with oral notification from MHRD. There will be years of gap between oral notification and release of actual notification. Residential coaching centers are collecting 8-10 thousand rupees per month for general coaching. Whereas this amount triple for group-1 and civil service coaching. There were rumors spreading that there was an unethical collusion between state HRD and coaching centers. In order to benefit the private coaching centers the ministry is taking a long gap for releasing actual employment notification. The competitive exam coaching centers became an alternative education business. There are representations from Muslim minority students and youth organizations to construct a hostel in every state and district headquarters and conduct free coaching. In Kanpur there was a place called coaching mandi. There business competition between two institutes lead to a murder. In Andhra Pradesh there is a place called 'Avanigadda'. There a coaching institute started just before 10 years, now constructing their main campus in 100 acres with 100 crore building in capital 'Amaravati'.

Interventions

Per each district, 10 cores of fund allotment should be done for establishing free coaching center for unemployed youth.

These hostels should be directly attached to the district police head quarters to give physical and mental training for youth. The Government should promise to release employment calendar at the beginning of every financial year and strictly project the requirement of manpower, strictly follow employment calendar. And should promise that there will not be any deviation from the employment calendar. The Government should not separate the unemployed youth on the basis of caste and religion by separating hostels .

The Government should not pay different unemployed allowance or stipend based on the caste and religion. Every unemployed must be treated equally and the Government should promise unlimited admissions into each coaching centre.

21. Reimburse 50% of fees to economically backward general category students of Distance education

Background

Few open universities monopolized the distance education sector and collecting fees from students in different ways. The fee structure is very high in distance mode, where working or non-working students unable to bare the high fee structures. Distance students requested fees reimbursement from the Government.

Interventions

Announce 50% fee reimbursement for all Distance education students.

Give permission to autonomous colleges to admit students in distance education, conduct contact classes and conduct exams under the affiliated colleges and give certificates. 22. Introduction of reading period in school assembly

22. Read Indian Constitutions for 5 minutes in School Assembly and explain it for another minutes.

Background

There is a controversy brooding among religious groups on the reading of religious scripts in school assembly. In a school assembly, there is a practice of reading religious scripts and news by teachers and students respectively. There is also a practice of religious prayer and pledge in school assembly.

Interventions

Introduce 10 minutes of Indian constitution reading period in daily assembly.

Remove the practice of reading general news in the assembly because now a day's news papers became brochures of the political parties . To increase nationalism and sense of responsibility in students of India, the Indian constitution should be read for 5 minutes and explained for 5 minutes by teacher or student every day.

The Indian constitution should be treated as a holy book and displayed specially, handled as a Holy book with the guard of honor every day along with the national flag. This idea is not acceptable for many right-wing religious organizations and pseudo-nationalists.

23. Increase in the cost of Midday meals for standardized menu

Background

The National Program of Nutritional Support to Primary Education (NP-NSPE) is running in all blocks of the country. This scheme is popularly known as the mid-day meal scheme. Midday meal scheme in its current form has below features:

The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories per child/school day. (30 grams of protein,75 grams of vegetables, 7.5 grams of oil and 150 grams of food grains (rice or wheat) The cost of the meal is 4.13 rupees for primary school and 6.18 per secondary school. The meal cost in parliament canteen is 12.50 rupees.

Nowhere in India, a meal is served at this cost. But how a meal can be prepared and served at rupees 4.13? is a question to be answered. In recent months, prices of essential commodities have gone up sharply, the prices of LPG gas – from Rs. 430 to nearly Rs. 1,000. However, the subsidy has remained the same in the last two years.

Interventions

At least the cost of the meal should be fixed around 10 rupees in all welfare schemes. The quality and cost should be at least compared to the parliament canteen.

24. Removal of regional imbalances in the curriculum and evaluation of students.

Background

In the state of West Bengal the pass percentage in public-funded schools is 25%. In the city of Bangalore, the pass mark is 50% in private schools. Due to different reasons, a majority of students in West Bengal didn't even got 25% of marks in each subject. Hence the government had decided to pass them all by making 225% of marks as qualifying marks. There may be different reasons for poor performance of students in exams. But at the same time, the government teachers from Bangalore have demanded to make 50% as qualifying marks to show that public-funded school students are no way less than students of private schools.

Interventions

1. All educational boards should be brought under one tab in terms of evaluation and grading.
2. In public-funded education curriculum, common Bi-lingual method of learning should be introduced.

Starting from KG, English should become the medium of instruction for 50% subjects, and mother tongue should become the medium of instruction for the remaining 50% subjects.

3. Starting with kinder garden, teacher with B.Ed, (English medium) should be appointed.
4. Balwadi caretakers should no longer be allowed to teach KG and pre-primary students.
5. 45% marks should be made as the pass mark for examination for all boards of education.
6. The common curriculum should be designed for each class and course. Common examination system should be introduced from class 5. A common academic calendar should be followed by all boards.

25. New Government Universities

Background

The government should establish new universities in states where there is no new government university established from last 5-10 years. Example Gujarat.

Interventions

The government should establish one university in every geographical region.

26. Spoken English for Vedic school students

English is very much essential for Vedic students. It was a demand from Brahmin community to assign English teachers in Vedic schools. A group of priests privately requested the consultation committee to consider their request. After the completion of Vedic studies the students are meeting English speaking tourists, devotees or going to English speaking countries to work as priests. Hence to preach to the English speaking people, speaking in English is required. Hence, Government should fund the Vedic schools/ religious training centers to have language coach and 'Spoken English' course for Vedic schools as non-core subject.

27. Special hostels for Muslim minority youth

Muslim minority students and unemployed youth preparing for competitive exams are suffering without lodging facilities. Because of the religious polarization, food culture, it became very difficult for Muslim minority students to get rooms for rent in the recent years. Hence, the Muslim youth associations requested the consultation committees for special hostel facilities for Muslim youth in every district and state head quarters. These hostels should be under 24 hrs monitoring.

This demand should be specially dealt with by Minority affairs department.

28. Cartoons and captions in the corridors

Universally accepted moral values should be written in the wall of classrooms and boundary schools.

with an annual Budget of 5000 per school.

29. Financial Aid to Special education Schools:

Background

India's policies regarding special needs children are unclear. For example, The Ministry of Social Justice and Empowerment(MSJE) runs separate schools for special needs children. But, the Ministry of Human Resource Development (MHRD) promotes these children being included in

regular classrooms. Parents often cannot decide which is the best option. This is a cross cutting issue. Having a special needs child can be an expensive affair. The cost can be up to four times that of raising a child without special needs. Technology can greatly improve the lives of special needs children. Technology can help in other ways as well. Those with learning disabilities, for example, can benefit from tablets and other electronics made for learning. There are some schemes in place to subsidize or provide these technologies free of cost. But many special needs children in India do not have access to these, due to lack of awareness.

Interventions

- A. Conceptualizing a policy on special education for special needs children and adults.
- B. Financial grant plan for special schools that run under charity, corporate social responsibility and foreign-aid.
- C. Government should carry out a large scale continuous campaign on technologies for children with special needs.
- D. Motorized wheelchairs, prosthetic limbs, hearing aids, computer tablets should be made basic interventions for children with special needs .
- E. The government should initiate budgetary allocation for special schools comparatively four times higher budget allocation to normal schools .

30. GDP allocation for education

Background

An empirical analysis by the IMF showed that drop-out rates in countries with high corruption are five times as high as in countries with low corruption. At a policy level, corruption afflicts the allocation of resources to the education budget, leaving the sector under-resourced. Research has displayed a propensity by decision-makers to prefer hard investments (procurement, military hardware, large construction projects) instead of soft investments (daily running costs for schools, for instance) because the former is more easily corrupted.

Decision-making can be biased along ethnic lines and can go as far as political blackmail (if you don't vote for me, you don't get the school). Healthy competition is always good. But competition should be on a level playing field. The concrete effort in revamping the Government school system in Delhi by the Delhi Government sets an example for remaining states and political parties. Well organized

Government schools in Delhi now could challenge the facilities of many private schools. By focusing on buildings and facilities, maintenance the Delhi Government is impressing children from rich-class families, middle-class children to get admission in to public-funded schools.

Interventions

Preschools attaching to general schools, bilingual mode of instruction and learning, interstate preschool teachers recruitment, education policy implementation commission, national fees reimbursement scheme, technical and non technical supporting staff for schools, social work teachers, instrumentation teacher, library, weekly expenditure for schools, Shri Rajiv Adarsh Vidyalaya fund (SMMS), Advertisement fund, uniform and school shoes, tabs, standardized menu, community service fund, CC camera surveillance system, improved mid-day meal cost, tab for children, reimbursement to distance education fees, filling vacancies of teachers, sports fund, new universities establishment are some important interventions.

Budget projections: Education spending as a share of GDP (2016-17) at 2.6 % is nowhere near the Kothari Education Commission recommendation to allocate 6 per cent of GDP on education. Besides regular budget, the above projections alone can reach 10% GDP. In all the above interventions and projections centre and state can go for 50-50 to 90-10 budget sharing. The government should spend more than 6% GDP on education in the first year to revamp the public-funded education sector. Then the Government can think of introducing nominal monthly fees in all public educational institutes of rupees 15 starting from the second year.

TEACHERS ISSUES

1. Contributory Pension Scheme (CPS) should be reverted to old pension scheme (OPS).

Teachers with contributory pension scheme CPS are worrying about their life after retirement. The Government should promise that Contributory Pension Scheme (CPS) will be reverted to old pension scheme (OPS). This should be included in manifesto.

2. Respect for teachers

Long back there was a concept of punishment areas in the area of teachers and education. Now a days the placement and transfers are made based on the merit and points. Hence getting placement in rural and very remote location is not because of punishment. It is a fact that the bottom rankers are getting placement in rural areas and top rankers are getting placements in towns and cities. A difference in treating the teachers arise in terms of HRA. teacher who is working in a remote village live and work far away from their family, suffer due to lack of transport, sacrifice education of their children, live in improper housing, suffer during medical emergencies getting low HRA. these are the fundamental reasons for many teachers don't like to work in remote villages and agency areas. On the other hand teacher who is working in a city getting more HRA. For a teacher working in remote area even though it is not a complete relocation their families suffer in many aspects compared to the teacher working in a city. Hence 100% of the teachers want to relocate to the city for HRA and other issues mentioned above. The system have to support teachers who are working in the remote villages.

A MLA or a MP who never travel on a public transport have their seats reserved for buses and trains. Teachers, lecturers who always travel in public transport have no reserved seats on the buses and trains.

Interventions

1. There was no loss to the Government because of the old pension scheme. Assure teaching and all other working community worrying about CPS with the old pension scheme. This will be a populist promise in the election manifesto.
2. Give equal HRA to the Government teachers.
3. Give free residential school and college facility for children of teachers.
4. Reserve few seats for teaching community in public transports. A special labeling 'reserved for the teachers' should be introduced.

3. Online training for in-service teachers:

Background

Wastage of resources and corruption is taking place and expenditures are not undergoing regular auditing in RMSA teacher training programs.

Interventions

1. Give online training and online training certificates to teachers:

Today we are in the age of using digital platforms to train students. Using this to re-train teachers can help in improving the overall quality of education. These platforms use visual learning paradigms instead of conventional methods. Teachers learnt using the conventional the conventional methods, re-learning using visual tools will enable them to reimagining their subject. The online platform should ensure that the teacher has completed the course by simple tests during the course. V-Chip-edu, Coursera, EDX, Khan Academy, Byju's learning are some examples of online educational platforms. Each State Government should develop such online training resources and regularly update them.

2. This will help Government to save resources in terms of TADA. Teachers can complete these courses in their leisure time without attending a physical session. It is easily scalable solution to end corruption in RMSA teacher training and now a day's teachers have better access to the internet.

4. Ad-hoc faculty, contract lecturers and hourly based lecturers

It is a method of employment imported to all the states of India from Gujarat. This type of recruitment is called Gujarat model of university recruitment. Ad-hoc faculty demanding for equal salary for equal work, equal casual leaves and provident fund cutting facilities, job security. Their demands should be considered by the Government.

5. University teachers appointments: Removal of 13 points roaster system, SC/ST backlog vacancy fill up.

6. Common Service rules for all management teachers.

SPECIFIC SUGGESTIONS TO IMPROVE EDUCATION TO UNIVERSAL QUALITY AT DIFFERENT LEVELS

1. Pre-school:

1. Learning spaces should have cutting-edge designs. Introduce nameless paints, give plenty of time for free, self-directed play, building blocks, magnetic letters, play dough with letter stamps to practice words, and storytelling in public-funded school KG classes.

"In short and long term, play benefits cognitive, social, emotional, and physical development. When play is fun and self-directed, children are motivated to engage in opportunities to learn," Mondays, for example, are dedicated to field trips, ballgames, and running etc.

2. The kindergartners should play in two different ways: One was spontaneous and free-form (like the boys building dams), while the other was more guided and pedagogical (like the girls selling ice cream) shop with plastic coins and plastic money. paper-and-pencil exercises, handwriting, building blocks of playful learning.

School education should design games for KG students with following methodology.

2. Lower primary education:

1. The curriculum should be divided into trimesters and a break of weekdays should be given after every semester.

2. There should be only quarterly, half yearly and annual exam. No unit test should be allowed for below 4th standard.

3. More importance should be given to discipline plan to grow them behaviorally sound. Paper and-pencil exercises, handwriting, coloring, creativity, various fine motor skills (sewing, glueing, cutting), blocks, science, magnetic letters, play dough with letter stamps to practice words, books, and storytelling should be introduced.

4. From the first lesson of the pre-school to the last lesson in post graduation every lesson should be examined with six compasses mentioned above and their report on each aspect should be made available online to parents, teachers and students.

5. Introduce the bi-lingual learning from lower primary.
6. Home work should be graded and should have significant impact on the final grade.

3. Introduction of vocational courses and skill development courses in upper primary, secondary schools.

1. The curriculum should be divided into trimesters, a break of weekdays should be given after every semester. Education should be more practical oriented. Skill development should be introduced in schools. A vocational course training should be given to each student from the class 8th under physical skill category. Arithmetic, reasoning and analytic thinking should be given as course under mental skills category. Skills education with a multidisciplinary approach should be introduced in to secondary school curriculum. These interventions should produce high percentage of employable students
2. Add vocational courses to the 8th, 9th and 10th grades. So that every student after schooling should have physical skill in hand to start self-employment.
3. Mandal (Block) wide pool of vocational trainers, critical thinking trainers should be hired on a contractual basis in association with state government.
4. A fund for tools and materials for demonstration physical skills should be created. Books for mental ability training should be printed and made available for all students studying from 8th standard.
5. Three vocational course instructors, mental ability teachers
6. Set grade requirements or percentage of marks required or subject specific performance for getting admission into +1and +2, intermediate (MBiPC., MPC., BiPC., HEC., CEC etc.)
7. Add +1 and +2 education to government high schools according to the need of the students.

4. Polytechnic education:

1. The technical manpower information system should be developed and strengthened to improve the situation regarding manpower information.
2. The development and expansion of vocational education will need a large number of teachers professionals in vocational education, educational technology, curriculum development, etc. Programs should be started to meet this demand.
3. Training in entrepreneurship should be provided through modular or optional courses, in

diploma programs to encourage students to consider "self-employment as a stronger career option.

4. In order to meet the continuing needs of updating curriculum, renewal should systematically phase out obsolete and introduce new technologies of disciplines.

5. The community polytechnic system should be appropriately strengthened to increase its quality and coverage.

6. All India Council for technical education (AICTE) should be responsible planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining the Government of certification and awards and ensuring the co-oriented and integrated development of technical and management education.

7. Policies that separate that polytechnic education from the purview of Ministry of HRD and to merge with Skill development and entrepreneurship should never be allowed.

8. Vocational colleges should also run evening colleges for those who are engaged in economic activity during the daytime.

5. Bachelor and post graduation degree:

1. Introduce research methodology as a paper in the final year of the graduation.

2. Introduce production oriented laboratory work, make the students learn work on instruments of production.

3. Double the number of admissions in public-funded universities. Intake should be at least 100 students per department per year, retain top rankers with the university system.

4. A committee should be appointed to study the university maximum capacity to provide education and hostel facility with available land and financial resources. Construct low-cost hostels for extra students.

5. Block non-educational websites in university WIFI and broadband environment.

6. Take student assessment and peer evaluation on every teacher performance.

7. Research fellowship had a regular hike during 2003,2006, 2012. There was no hike since 2014. This should be addressed.

6. Medical education:

Background

The minimum doctor-population ratio of 1:1000 was set by 'High-Level Expert Group (HLEG) for Universal Health Coverage' constituted by the Planning Commission in 2013. India needs 2,070,000 doctors by 2030, according to a study published in the Indian Journal of Public Health. World health organization (WHO) standard is also 1 doctor per 1000 people. India average standard is 1 doctor per 11082 people. It is more than ten times WHO standard. India produces about 50000 doctors every year. Therefore the number is insufficient to reach 1:1000 ratio. According to joint secretary in the ministry, Dr Vishwas Mehta's presentation, the Medical Council of India (MCI) has 7.5 lakh doctors registered under it. However, Union health ministry's scrutiny has found that two lakh of the registered doctors aren't working anymore. Of the 10.7 lakh nurses registered, six lakh don't exist. As of 2017, there are 460 Medical Colleges in India where qualifications are recognized by the Medical Council of India, these colleges have a combined capacity to provide education for 63,985 students. The total number of government seats are about 52365 in number. While searching for facts and figures the consultation committee found very painful news that tells 50 million kids with special needs have only 100 specialized doctors. This means several million children with developmental disabilities are unable to develop to their full potential unlike children in higher income countries where screening and intervention are part of regular pediatrician visits. As these children required extra care and precautions there are some Ngo's/Schools in India where they admit children with all kinds of special needs.

Interventions

1. Triple or double the number of admissions in each medical college and medical institute. The technicality of doctor- inpatient ratio in medical institutes should be redefined so that the medical colleges can adopt private hospitals and as well government departmental hospitals for in-patient-medico ratio requirement and minimized medico-inpatients ratio. According to a study, the employability of Medical and health professionals is high in India and abroad.
2. The medical institutes should be also given permission to adopt total population of villages suffering from some endemic diseases as patients or subjects under treatment for the learning process.
3. India in 2013 planned to establish some 200 new medical colleges in a span of 10 years to meet the projected huge shortage of 600,000 doctors. Steps should be taken to take forward this commitment. By these initiative cost of the medical bills will decrease because of competition among clinics.
4. More government health facilities should be opened @1: 1000 doctor patient ratio .
5. Government should made universities and institutions to produce more doctors specialized for children with special needs.

7. Higher education

1. Double the number of admissions in Public Universities, 30 central universities, 8 IITs, 7 IIMs, 20 NITs, 20 IIIT's, 3 IISER's 2 school of Planning and Architecture, 374 model colleges and 1000 Polytechnics. enhanced and increased development grants for institutes should be followed by the increasing the intake capacity. Recently the number of research admissions were substantially decreases in many universities. the Government should promise that the research admissions will be soon notified based on the qualifying exam and not on the basis of university decision.
2. Autonomous nature of institutes should not limit the number of admission Universities established through Acts of the state legislatures and supported principally by the state governments; and public-funded colleges affiliated to the public state universities.
3. Every Higher education institutes should double its hostel facilities in one year, work load of university professors should be doubled.
4. Every university should build low cost buildings in association with new low cost construction technology partners.
5. Capacity building should also be an important part of university system.
6. There should be a centralized laboratory for research instead of running individual lab.
7. Universities should conduct an inventory on the equipment purchase under different projects and should repair all the instruments and bring them to working condition. University senate, governing body, executive members should also come under the jurisdiction of Education policy implementation commission (EPIC).

8. Withdrawal of HEFA and Capital Loans

HEFA is a destructive initiative that threatens to eventually hand publicly-owned resources over to private control. Educational infrastructure and expansion in public-funded institutions cannot be dependent on loans. HEFA raises loans from the Capital Markets and forces universities to mortgage their lands and physical infrastructure, securities and bonds as collaterals against the loans. This forces the public-funded universities to raise their 'user charges' (fees) and cut costs to repay the loans. If a university defaults in paying back the principal amount, the mortgaged resources can be disposed at market-price to pay the investors. HEFA allows the financial sector and business oligarchies to profit from public-funded higher education. It needs to be withdrawn at the earliest. Loan-based funding will eventually undermine all the progressive social and national goals of Higher Education, nullify public trust and push the nation towards a Debt Crisis.

9. Withdrawal of Higher Education from WTO-GATS

The Commoditization of Higher Education and the Government's repeated willingness to commit Higher Education to WTO-GATS as a tradable service has upset the balance of Equity, Access and Quality in Higher Education. The public-funded system cannot be strengthened until the Government is committed to providing a 'level playing-field' to both public and private sectors. To restore focus and apply itself to the accomplishment of strategic social and national goals in Higher Education, the Government must withdraw Higher Education from WTO-GATS and revive the Concurrent practices in decision-making and administration of Higher Education by involving the states at the level of Policy.

Conclusions:

The Government should promise to implement fundamental changes from the policy level to the institutional level in education and teaching sectors upon being voted to power. Congress party should promise to allot more than 6% GDP for education. The following commitments should be implemented in the states ruled by the Government with 50-50% budget sharing. In remaining states, the Government should implement the same with a tangible budget sharing of 50- 50 to 90-10% because the education is a concurrent subject. The Government should promise, design and provide support systems for all the stakeholders of education through different Interventions.

The Rajiv Gandhi National Educational Fees Reimbursement scheme for economically backward general category students studying from intermediate or plus one to post-graduation should be implemented. Under this scheme, the total tuition fee should be reimbursed for economically backward general category students and 50% fee should be reimbursed to self-financed category students. Further, the Government should give commitment to reimburse 50% of fees to all economically backward students in Distance education through this scheme. The Government should treat the unemployed youth equally as students and as a resource for nation building. For them, the free residential coaching centers should be established in all district headquarters. The Government should promise to double the capacity of public universities in terms of research admissions and number of academic admissions through enhanced funding. Further, the Government also should promise to double the number of admissions in each central educational and research institutes, public and private medical colleges to produce required number of doctors in the country.

The Government should promise to hike research fellowships. The Government should promise to strengthen the academic research by doubling the research students allotment to research guides and funding more research projects. The Government should also give commitment to digitalizing higher education in total. The Government should promise the increased number of fellowships in Rajiv Gandhi national fellowships for SCs/STs scheme. A national online archive

should be set up for students and researchers for reference books and journals with free access. All the reading and reference literature should be made available online for free download.

Every original bachelor's thesis, master's thesis and research thesis should be made available for free download on the national archive. The Government should also promise removing 13 points roaster system and considering department as the unit in university appointments. the Government should promise SC/ST backlog vacancy in higher education within a timeframe. Steps for mass ratification of ad hoc assistant professors, contract assistant professors, contract lecturers and hourly based lecturers should also be promised with equal pay for equal work implementation within a timeframe in public universities.

The Government should promise implementing the common service rules for teachers. Considering working teachers' appeals about CPS, The Government should also promise to revert contributory pension scheme to the old pension scheme. The Government should also give commitment on giving equal HRA to the Government teachers. The Government should also give commitment on declaring teacher job as a noble profession with in a time frame and measures for reserving seats for teaching community in public transports, also initiate the process for attributing constitutional protection provision to teachers. The Government should also promise to give online training and certificates to in-service teachers in place of RMSA in-service teacher training. Tangible demands of private educational institutions should be considered and implemented. The Government should promise that water taxation and electricity billing for educational institutes should be treated under the non-commercial category in Congress ruling states. Single window method should be promised and introduced for the private school's recognition process. Every student of secondary education should be promised with a tablet computer for education purpose, and to decrease the load of paper made textbooks, e-books should be made available for all boards of school education for free. A national archive should be promised and set up for free downloading e-books and learning material. For lower classes, trimester method should be promised and introduced to decrease the load of paper made exercise books. Vacant subject teacher positions should be identified and filled within three months in all government schools in congress ruling states. Total requirement of teachers in total schools and lecturers in colleges, professors in university should be projected along with an employment calendar in states with Congress governments.

The Government should also give commitment to make curriculum reforms. The Government should increase research aptitude in students by introducing research methodology as a common paper in the final year of graduation. The Government should reform the curriculum pattern and provide training in entrepreneurship to polytechnic students through modular or optional courses to encourage students to consider "self-employment as a stronger career option. The party should also bring reforms in secondary education by adding vocational

courses to the 8th, 9th and 10th grades. through this reforms the Government should ensure student community that every student after schooling should possess adequate skills to be self-employed. The Government should also give commitment to increase the spending on Midday meals in order to provide a standardized and nutritious menu. The Government is committed to introducing standard preschools to general schools with qualified teachers. The Government should promise creating more employment for social workers, instrumentation teachers, preschool teachers and trainers, supporting human resources through special Interventions. The Government should also promise programs for creating sense national integrity in schools through special Interventions.

The Government should promise to increasing the quality of education through scientific and modern approaches. The Government should promise improving the quality of learning spaces and maintaining them with special attention. For preschools, a separate fund should be promised and created and should be spent on developing creative learning spaces for free play and controlled play of pre-school children. The Government should give commitment to modernizing class rooms surveillance through CC camera for internal educational quality management. The party should allocate a fund of 10 crores per district per year to spent on Rajiv Gandhi Adarsh Vidyalaya Mission/Fund. A well-defined code of student conduct should be promised, designed and implemented in every public education institute.

The Government should promise the increasing the quality of education and student's rights through new commissions and systems. The quality of content in each lesson in every textbook should be enhanced. A national framework to stop regional imbalances in the curriculum should be promised and introduced. Rules and regulations should be promised and framed on evaluation and grading systems for all states and for all school education boards for maintenance in a single standard format.

The Interventions that together should transform public schools in to concept schools. Hence the Government should promise concept schools in the place of public schools. Based on the following inputs a new education policy should be promised and framed within a time frame. Stringent support framework should also be promised and framed to protect the new education policy, so that it will not be weakened in the veil of federal notion of the state governments. The new education policy should undergo evaluation for every three months and necessary feedback should be considered and measures for educational reforms should be planned.

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