



**Draft**

# **PEOPLE'S EDUCATION POLICY 2025**

**An Alternative to NEP 2020**

**ALL INDIA SAVE EDUCATION COMMITTEE**

**Draft**

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**An Alternative to NEP 2020**

**All India Save Education Committee (AISEC)**

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## ABBREVIATIONS USED

AICTE	All India Council of Technical Education
CABE	Central Advisory Board of Education
CSIR	Council for Scientific & Industrial Research
DAE	Department of Atomic Energy
DST	Department of Science & Technology
DTE	Directorate of Technical Education
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICSSR	Indian Council of Social Science Research
IIM	Indian Institute of Management
IISc	Indian Institute of Science
IIT	Indian Institute of Technology
ISI	Indian Statistical Institute
MCI	Medical Council of India
NCERT	National Council of Educational Research & Training
NIEPA	National Institute of Educational Planning & Administration
NPE	National Policy on Education
SSDE	Scientific, Secular and Democratic Education
UGC	University Grants Commission
NRF	National Research Foundation
NHERC	National Higher Education Resource Centre
HECI	Higher Education Council of India
RTE	Right to Education Act

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## FOREWORD

The Draft National Policy of Education (DNPE) was published by the then Central Government in the year 2019, which was followed by the NEP 2020 during the Covid 19 pandemic. All of us know that the NEP 2020 was not placed in the parliament for a meaningful discussion and was imposed from above through a mere cabinet decision. The All India Committee of the AISEC, a broad-based platform of academicians, teachers, students and education loving people in general studied and examined the policy meticulously and developed a considered view that if the policy was implemented it would wreak havoc on the entire education system of the country. The AISEC along with many front ranking educationists considered the policy to be a blueprint for all out privatization, commercialization, communalization, centralization and vocationalization of education. Leading educationists, teacher and student bodies and the stakeholders across the country opposed the NEP 2020 from diverse angularities. However, without paying heed to any voice of dissent or protest the government continued to implement the policy in an uncanny haste. The AISEC and its state chapters conducted seminars, symposiums, protests and dharnas throughout the country opposing the unilateral and the forced implementation of the policy. Many educationists while attending those programs put forward a good number of important suggestions.

While organizing these programs a strong opinion evolved from different cross-sections of people that the AISEC should come up with a People's Education Policy (PEP) as an alternative to the NEP 2020. AISEC responded to this just and timely call from the public and based on and guided by the experience we gathered through our long and arduous journey of more than five years we have come up with this Draft PEP.

In course of the endeavor, a drafting committee was formed with educationists, academicians and leaders of the Save Education Movement across the country. The committee worked for more than one year, met several times in both online and physical modes and prepared the draft by carefully following a democratic and scientific process. After the Draft was submitted to the Executive Committee of AISEC the Committee met in New Delhi on Dec 3, 2024 and deliberated comprehensively on the Draft and suggested scores of modifications. Then the drafting committee, through a series of meetings revised the Draft and again submitted it to the All India Committee of AISEC. The Secretariat of the AISEC then met in Kolkata on April 4-5, 2025 and thoroughly examined and further revised the draft. Then it was placed in the All India Council meeting of AISEC comprising of several educationists and eminent persons from different walks of life from all states, which discussed at length and gave approval to the Draft of People's Education Policy 2025. The Draft of the PEP 2025 was finally released on 22 May 2025 through Press-Meets held simultaneously in 19 cities of the country.

In this long and challenging task of formulating the Draft of the PEP 2025, the AISEC owes to many luminaries in the field of education for their valuable contributions like Prof. Chandrasekhar Chakraborty (former Vice Chancellor), Prof. Dhruvajyoti Mukhopadhyay (INSA scientist), Prof. Birendra Kumar Nayak (former Professor of Utkal University), Prof. Sachidananda Sinha (former Professor of JNU), Prof. H. Srikanth (North Eastern Hill University), Prof. S.H. Thilagar (Anna University), Prof. Pradeep Mohapatra (former Principal, Mankachar College, Gauhati University), Prof. Ramavatar Sharma (former Professor of Sagar University), Prof. Jyothiraj (Former Additional Director, Department of Collegiate Education, Kerala), V P Nandakumar, Biswajit Mitra (former Head Master), Sharda Dixit (former Principal), Govinda Rajalu, Rajasekhar V N, Shajar Khan and Aishwarya K M besides numerous other members of AISEC.

AISEC is placing the Draft PEP 2025 for nation-wide discussions and deliberations on it. Unlike the NEP 2020 which was imposed from above, AISEC believes in finalization of the Alternative Education Policy by taking the draft of the PEP 2025 to different sections of the people to take inputs from them to improve the draft further. AISEC proposes that after incorporating all the relevant inputs thus received, a final policy document "People's Education Policy 2025 – An Alternative to the NEP 2020" will be

prepared. The central government didn't place the NEP 2020 in the Parliament but the AISEC will place it before a National People's Parliament to be called for the purpose in January 2026 in Bengaluru. Once the People's Education Policy is finalized, AISEC proposes to submit it to the central and state governments and demand its implementation within a stipulated time-frame.

Therefore, we earnestly appeal to all the well-meaning and education loving people to go through this policy document and send their feedback for making necessary amendments in the document.

All suggestions/feedback shall be sent to the E-mail ID: [pep2025feedback@gmail.com](mailto:pep2025feedback@gmail.com).

**Prof Tarun Kanti Naskar**  
**General Secretary,**  
**All India Save Education Committee.**

## **WHY DO WE NEED THE PEOPLE'S EDUCATION POLICY?**

Since time immemorial, education has been a guiding force to humanity. Education is the means to learn and to inherit the treasure of knowledge accumulated through the arduous struggle of entire humanity over the ages. It inculcates human values and helps us create and develop livelihood opportunities and building human character. Education is indispensable for the overall development of the individual and also for the social, economic, political and cultural development of the nation.

In ancient and medieval societies, education was monopolized by a small section of the elites and it was not accessible to the masses. As it was under the influence of religion, education then was not wholly scientific and rational. In the West, historical developments like the Renaissance, the new scientific and technological inventions and discoveries, the Industrial Revolution, and the Enlightenment paved the way for the democratic revolutions and the emergence of secular states. It was as a by-product of the people's movement against feudalism and religious bigotry that the idea of universal, democratic, secular and scientific education took shape in the West.

The educational situation in ancient and medieval India was no different from that in the West. It was a prerogative of a tiny section of social, cultural and political elites, particularly the Brahmins. Education was denied to the women, the intermediate and lower castes, and the tribal people.

Modern education in India started during the colonial period. The British introduced English education primarily to create small batches of educated natives who would serve the colonial administration. Introduction of English education, western science and philosophy exposed the Indians to the ideas of humanism, secularism, democracy, rights, liberty, equality, and fraternity. Raja Ramamohan Roy, Iswarchandra Vidyasagar, Jyotirao Phule, and several others in different parts of India launched social reform movements to empower the masses. The reformers understood the significance of secular, rational and scientific education to extricate our country and our people from the abyss of obscurantist thoughts, superstitions, religious dogma and bigotry. They mobilized resources to establish schools, colleges and universities. These developments later facilitated the growth of the Indian nationalist movement and the freedom struggle.

Our national freedom fighters fought not only for political freedom from the British rule but also for economic and cultural freedom of the Indian people. They advocated free and compulsory education for all the citizens, irrespective of caste, creed, religion and gender. They aspired that no child would be barred from access to education due to poverty or social discrimination. The national leaders promised universal, democratic, secular and scientific education once India became politically independent.

After independence, the government of India set up different committees and commissions on education such as the Radhakrishnan Commission for Higher Education 1948, Mudaliar Commission on Secondary Education 1953, Kothari Commission 1964, etc. Based on their reports, India came out with the National Policy on Education in 1968. Later, during Rajiv Gandhi's tenure as the Prime Minister, the government announced the National Policy on Education 1986. It was followed by many programmes or schemes like DPEP, SSA, RMSA, RUSA, Birla-Ambani Report, NCFSE 2005, NKC, Yashpal Committee Report, Right to Education Act, 2009, etc.

After independence, India's focus was on expanding access to education and eradicating illiteracy. In 1951, the literacy rate was just 18.3%, with a significant gender gap (27.2% for males and 8.9% for females). By 2011, literacy rates rose to 74.04% (82.14% for males and 65.46% for females). As of 2021, India's literacy rate stands at approximately 77.7%. Educational infrastructure expanded significantly: from around 2 lakh Primary schools in 1950-51 to over 15 lakh in 2021. The number of Secondary and Higher Secondary schools grew from about 7,400 in 1950-51 to more than 2 lakhs. Higher education also saw growth: from around 30 universities and 700 colleges in 1950 to over 1,000 universities and 40,000 colleges in 2021. Gross Enrolment Ratio (GER) increased steadily for all stages of school and higher education. However, the disparity in GER between rural and urban areas remains significant, despite improvements over the decades. At the secondary level, the disparity is more pronounced, with rural GER around 72% compared to urban GER of 86%. For higher education, the rural GER (23%) is significantly lower than urban GER (~38%). Social disparities are also evident- The Scheduled Castes (SC) have a GER of ~76% at the secondary level, compared to the national average of ~79%. The Scheduled Tribes (ST) fare worse, with a GER of ~70% at the same level. Higher education GER for SC students is about 23%, while for ST students it is around 18%, compared to the overall GER of 27%.

In spite of the progress made we are still a long way from fulfilling the aspirations of the freedom fighters. The governments have fallen significantly short on allocation of sufficient funds to strengthen the public education in the country. Government schools, colleges and universities, particularly in the rural areas continue to suffer on account of lack of infrastructure and human resources. Student drop-out rates, though began to show signs of abating, continue to plague transition from primary to upper primary classes, and significantly more when it comes to their transition from the secondary stage to higher classes. According to the latest estimates based on U-DISE+ over 15 per cent children on the 6-10 years of age remained out-of-school in 2023-24. The deterioration of standards in government schools and colleges, rampant growth of private schools and colleges, and declining government expenditure on education have further exacerbated access, and quality of education. The growing privatization and commercialization of education have made it difficult for the poor and the middle classes to access quality education.

It needs to be emphasized that in contradiction to the constitutional provisions for equality of opportunities the educational development in India has become increasingly iniquitous and hierarchical akin to the traditional caste/class structure of the Indian society. Instead of developing universal public education system the governments have encouraged not only privatization and commercialization of the education system but have accentuated inequality by setting up a wide range of educational institutions that cater to different segments of population in India. At the bottom of the ladder we have schools run by the local bodies, then those governed by the education departments of the state, a little higher we have state run model schools, tribal ministry Asharam schools, and then on the higher echelon Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas. These are all public funded, besides a variety of aided and unaided private schools and those run by Madarasa Boards. They differ significantly from one another regarding curricular and non-curricular infrastructure, provision of teachers and training creating a segmented educational system in India.

Citing failures or limitations of the education policies of the earlier governments, the NDA government introduced the National Education Policy 2020 at the critical time when the country was under a complete shutdown due to the global COVID-19 pandemic. The policy which the central government projects as a national policy was merely a decision of the Cabinet. The government did not place it on the floor of the parliament for discussion. Although education as a subject comes under the Concurrent List, the state governments were never consulted while framing the policy. The central government sought feedback from the citizens, but it hardly noted the concerns of the stakeholders.

The government claimed that the NEP 2020 is introduced to decolonize the Indian education system and strengthen it to meet the educational requirements of the twenty-first century. Far from addressing the problems of education, the policy attacks the foundational principles of universal, democratic secular and scientific education. NEP 2020 exhibits alarming tendencies towards greater centralisation, privatization, commercialization, vocationalisation and communalisation of education. It aggressively promotes online education and undermines the time-tested and universally accepted practice of formal classroom teaching. In the name of the NEP 2020, the government proposed introduction of the 5+3+3+4 system, Four-year degree (FYUP), Entry and Exit options, and the Cafeteria system with regard to **choosing** subjects and disciplines for degree programmes. It proposes linking education with the industry, and the admission of students through centralized national level entrance tests such as CUET and NEET etc.

The NEP encourages privatization and commercialization of education from pre-school to university level, making it difficult for the poor to have access to quality education. Further, in the name of decolonization and Indianization, the NEP 2020 seeks to communalize the education system. Irrational and unscientific religious ideas, thoughts, and practices are in the curriculum and syllabi at different levels. In the name of implementing the NEP 2020, the central government is using it to control and restrict the rights of the state governments to plan and execute education policies appropriate to the needs and the interests of the people of their respective states. The central government that seeks to plan and control education at all levels evinces little interest to allocate adequate finances to education. There has been a drastic reduction in the central annual budget allocation for education in the recent years. The cut in the government allocation for higher education and research has adversely affected the functioning of the public educational institutions. The government has reduced allocations for development and expects the institutions to take loans for the development of infrastructure. No new faculty positions have been created in the universities in recent years. The government expects the education institutions to overcome the financial constraints and faculty requirements by increasing the students' fees and/or by running self-financing courses. The educational institutions are advised to introduce vocational and market-oriented courses and establish links with the industry and business. By promoting narrow communal ideas and by prioritizing profit motive considerations, the NEP 2020 fosters class and communal divide in the country and attacks the foundational principles of democracy, secularism, pluralism and federalism.

From the above discussion, it is clear that as the NEP 2020 becomes a reality, it will destroy the entire education system in India. Realizing the grave dangers ahead, all progressive educationists, teachers, students, research scholars, parents and social activists have been protesting against the government policy and demanding for the withdrawal of the anti-people National Education Policy (NEP) 2020. All India Save Education Committee (AISEC) has been at the forefront of the struggle against the NEP 2020. AISEC came into existence as a reaction to and a protest against the National Policy on Education (NPE) which was brought about in 1986 by the then Union Government led by Rajiv Gandhi, as the Prime Minister. The Committee was then led by Justice V R Krishna Iyer, Prof Sushil Kumar Mukherjee, Justice O. Chinnappa Reddy, Prof. Samuel Mathai, Prof. Hireen Gohain and many others. Apart from opposing the commercialization of education, the Committee came out with the document: *Towards a People's Alternative Education Policy - An Alternative to NPE-86*. Taking inputs from the experience, AISEC has been organizing movements against the anti-people education policies of the central and state governments. Ever since the central government came out with the NEP 2020, AISEC has been making efforts to educate the people in different parts of the country about the dangers that the NEP 2020 poses before education. Through seminars, workshops, dharnas and rallies, AISEC has been organizing the education loving people in different parts of the country to fight against the NEP 2020.

While demanding the withdrawal of the NEP 2020, it is also necessary to come out with an alternative People's Education Policy that would clearly show what kind of education the people aspire for. The alternative document should guide the direction of the change essential to realize the dreams of our

national leaders who aspired for universal, democratic, secular, scientific and inclusive education in the country. AISEC believes that the alternative should emerge from among the people after discussing with all the stakeholders. AISEC initiated discussions on the alternative people's education policy in different forums. After receiving a wealth of valuable suggestions from around the country, from various sections of education-loving people, the AISEC has compiled the suggestions and came out with this draft. *To distinguish it from the NEP 2020, we call it, People's Education Policy, 2025, An Alternative to NEP 2020, in short, PEP 2025.*

AISEC released the draft on 22nd May, 2025, which happened to be the birth anniversary of Raja Rammohan Roy, a social reformer and visionary, who pioneered the Renaissance Movement and paved the way for modern education in India. As stated, the document released is still a draft. AISEC is placing the Draft People's Education Policy for nation-wide discussions and deliberations. Unlike the NEP 2020 which was imposed from above, AISEC believes in coming with the alternative education policy by taking the Draft People's Education policy to different sections of the people and take inputs and insights from them to improve the draft further. AISEC proposes that after incorporating the inputs thus received a final policy document "People's Education Policy—An Alternative to NEP 2020" will be placed before a national people's parliament to be called for this purpose. Once the final alternative People's Education Policy is ready, AISEC proposes to submit the People's Education Policy to the central and state governments and demand its implementation within a stipulated time-frame.

## **Part I**

### **GUIDING VALUES AND PRINCIPLES**

1. This People's Education policy shall be guided by the principles of scientific approach and equal rights which were dreamt of by the social reformers and the freedom fighters of our country.
2. The PEP 2025 emphasizes the responsibility of the state in securing equality enshrined in the Preamble and the Directive Principles of the State Policy of the Indian Constitution by ensuring an unrestricted right of all citizens to education up to the highest level.
3. It upholds the goal of realizing universal, democratic, secular and scientific education.
4. It upholds the federal character of the Indian State and believes in preserving its pluralism and cultural diversity.
5. It aims at preserving the secular character of the nation and opposes all attempts at communalizing the education system.
6. It treats education as an essential means to inculcate secular, scientific and democratic values and build the character of the individuals and the society as a whole.
7. It recognizes education as a tool for empowerment of the unprivileged classes and communities of people.
8. It upholds the need for strengthening public education and denounces the attempts to commodify and commercialize education.
9. It stands for an education system that inculcates the values of mutual tolerance and respect and fraternity among the people professing different faiths.
10. It views education as an instrument to promote a rational, critical and scientific bent of mind.
11. It expects the educated to address the burning problems that the people face in diverse fields and find ways and means to strengthen India as a nation.
12. It pleads for the Indian state to finance education and leave the responsibility of running the educational institutions to the democratic bodies comprising educationists, teachers, students, parent bodies and other stake-holders.

## **PART II**

### **REMOVAL OF DISPARITIES**

- 2.1. Given the large disparities in the distribution of the limited educational facilities among different segments of the population, it is essential to establish clear priorities regarding emphasis, pace, and methods of implementation. While the core principles, objectives, and strategies of the policy remain unchanged, care must be taken to address these inequalities effectively.
- 2.2. Area of disparities can be identified as follows:
  - i. Between urban and rural areas;
  - ii. Between male and female children;
  - iii. Between the socially privileged and the socially disadvantaged communities;
  - iv. Among the physically challenged; and
  - v. Among people belonging to various economic strata.
  - vi. Children in inaccessible regions and among vulnerable communities.

### **2.3. EDUCATIONAL DEVELOPMENT IN RURAL AREAS**

Education in rural areas faces several challenges. The key issues include identifying demands, enhancing infrastructure of existing educational institutions and establishing new ones as per the need.

Identifying the Need:

- Understanding the specific educational needs and demands within rural communities is crucial.
- Improving Infrastructure:
  - There is a pressing need to upgrade the quality of existing educational institutions in rural areas both in respects of their quality of education and that of their infrastructure ensuring that they meet the minimum standards. All rural schools should have basic infrastructure like building, adequate number of classrooms along with the required furniture, teaching aids, toilets and playground, etc. The improvement of rural schools must ensure that the the infrastructure available in the rural schools is of the same quality as it is available in their counterparts in the urban areas.
  - Establishing New Institutions providing Quality Education:
    - As the demand for quality education continues to grow, it is essential to create new educational institutions to accommodate the increasing number of students and to provide more opportunities.
    - Appointing regular, qualified teachers in the rural areas
    - Most schools in the rural areas lack the adequate number of qualified teachers. Absence of teachers for longer periods affects the normal functioning of the schools. The government should ensure the minimum required number of qualified teachers in the rural schools. Education department should supervise the functioning of the schools.
    - The teachers working in the rural schools should be provided with incentives to stay in the villages for at least a minimum number of years. The schools should have the adequate support staff to ensure that the teachers focus primarily on teaching, and are not overburdened with other tasks.
    - Child labour is one of the important causes coming in the way of increasing the admission and retaining the children in the rural schools. Because of poverty, the rural poor cannot afford to send their children to schools. They find it beneficial to engage the children as workers in the field, mining, construction and other economic activities. Special efforts shall

therefore be made to compensate and incentivize the rural poor to send their children to the schools. Incentives should be provided to the poor parents and to the children to join the schools and to ensure that they don't drop out of the schools in the middle. Programs such as mid-day meals should continue and hostel facilities should be provided for the needy wherever it is required.

## **2.4. WOMEN'S EDUCATION**

Although the number of girls studying in the schools and colleges has increased over the years, education of the girl child still faces considerable challenges. There is gap between male and female literacy. Because of the deep-rooted social prejudices, the parents do not consider educating the girls as important as educating the boys. The problems of poverty, fear of security, patriarchal beliefs, feudal values, practice of dowry and child marriages come in the way of education of the girl children. The poor parents go to work, leaving the younger children in the care of their oldest daughter. Even educated parents feel it is difficult to get the daughters married off if they go for higher studies. Such deep-rooted prejudices and practices will disappear only when a powerful cultural movement is witnessed across the country. However, education can play a positive role in ending the gender discrimination.

### **Educational Reform for Women's Empowerment**

- Curriculum and Textbook Reform:
- The education system must introduce courses, curricula, and textbooks that promote gender equality. Ancient and medieval stories that justify / glorify women's subordination and subjugation should be removed from the syllabus. Instead, the focus should shift to stories of women who have contributed to knowledge and social progress by presenting them with the same dignity and capability as their male counterparts.
- Counteracting Cultural Stereotypes:
- There should be no gender-specific curriculum. Both boys and girls should be educated equally about the importance of gender equality, with no division in the subjects or lessons taught based on gender.
- There is a need to educate the boys about how and why they should treat women as equals in all respects and move with them with dignity and respect, both at home and outside.
- The lessons stereotyping men as bread earners, and the women as homemakers should be dropped. The students should be taught to respect the women's work at home and outside.
- Create Safe Environment
- The educational institutions should create safe and secure environment for the girl students and women staff.
- All educational institutions should have separate and clean toilets for girl students and lady staff.
- Sanitary pads should be made available in all educational institutions. The students should be given the knowledge about menses and make them accept biological changes as normal.
- All educational institutions should constitute anti-sexual harassment committees to deal with all cases of sexual harassment of girls and lady teachers. The enquiry into the cases of sexual harassment should be completed within the stipulated time and those found guilty are to be punished as per the rules.

## **2.5. EDUCATION FOR THE SOCIALLY DISADVANTAGED**

Despite the practice of reservations, the majority of Dalits, lower castes and the tribal people have not received the fruits of education. The education of the socially disadvantaged groups is significantly

affected by deep-rooted social inequalities in society, originating from social oppression based on caste and tribal identities. This results in a denial of educational opportunities for these groups.

- Government's Responsibilities:
- The government must recognize the backwardness of such communities and take proactive measures, including:
  - Identifying areas and communities most affected by poverty and illiteracy.
  - Creating educational facilities in regions where these communities reside.
  - Providing economic assistance and social protection to encourage the families to send their children to school.
  - Provision of scholarships and opening of hostels
- Supplementary Education:
- Absence of congenial social environment is one of the reasons for increasing dropouts and underperformance of the students from the SC and ST communities. It is therefore necessary for the governments to provide additional educational support by providing remedial classes and establishing government-funded tutorial classes. These classes can assist students who struggle with specific subjects, enhancing their confidence and academic performance.
  - Achieving Equality in Education:
- The overarching goal of education should be to elevate the educational standards of the socially disadvantaged students to enable them to compete on equal footing with their peers in terms of aptitude, confidence, and merit.

A time-bound programme has to be taken to ensure implementation of these tasks to enable the lower castes and tribals to overcome the stigma of 'backwardness or deficiency' wrongly attached to them.

Casteist, communal and similar kinds of parochial outlooks can be completely eradicated from society only through a powerful socio-cultural movement. Education must act as a motivating and catalysing agent in this process. Stories, narratives or forms of presentation of certain historical incidents, which engender caste, ethnic and communal prejudices or hatred should be replaced by those that help the students accept the social diversities and at the same time address the issues of social discrimination.

That these communities were not in the mainstream does not mean that they did not have knowledge and have not contributed anything to society. These socially discriminated communities have been engaging in different kinds of socially productive labour. It is essential that the universities undertake research to unearth, record and disseminate their contributions to society. The accumulated body of knowledge, hitherto unrecognized or neglected, of the educationally deprived, socially disadvantaged people shall be scientifically assessed and assimilated into the educational curricula and syllabi.

## **2.6. EDUCATIONAL PROBLEMS OF THE PHYSICALLY AND MENTALLY CHALLENGED**

The Education of the Physically and Mentally Challenged individuals presents unique challenges that require a comprehensive and humane approach. Unlike traditional educational disparities, the needs of the physically and mentally challenged encompass a variety of difficulties and necessitate extensive support systems.

- Categories of Challenges:
- Challenged individuals can be classified into five main categories:
- Sightless or visually challenged
  - Deaf and mute (Hearing and speech impaired)
  - Orthopedically challenged
  - Mentally challenged
  - Persons affected by syndromes like Down syndrome and Turner syndrome, etc.

- Each category presents distinct educational challenges that requires tailored pedagogical, technological, and organizational strategies.
- Recognition of their Right to Education:
- We need to recognise the education rights of the physically and mentally challenged people, moving away from the prevalent attitudes of charity and sympathy. Education should empower these individuals to recognize their worth and potential.
- Government Responsibilities:
- A crucial responsibility of the government is to identify the physically and mentally challenged individuals through regular surveys, collaborating with hospitals, municipalities, and relevant organizations to gather data.
- Building appropriate infrastructure is vital. This includes creating specialized schools and higher educational institutions, training teachers (both from the physically and mentally challenged community and the general population), and ensuring the availability of suitable learning materials and accommodations.
- The government shall ensure that all public and private schools, colleges and universities admit the physically challenged students, and provide ramps, special toilets, lifts and appropriate study equipment and aids.
- The government shall establish dedicated educational institutions for each category of disability and recruit specially trained teachers and provide appropriate teaching materials.
- Enrolment, Retention, and Continuous Education:
- One of the most challenging aspects is ensuring enrolment and retention of physically and mentally challenged children in educational programs. This necessitates significant motivation and support for both the students and their guardians.
- Promoting Inclusivity:
- Education for the physically and mentally challenged individuals is not just a right but a pathway to realizing their full potential. This policy aims to provide academic and vocational training to foster the development of their personalities and talents.
- The government must play a pro-active role in ensuring that all children, regardless of their physical challenges, receive fair educational opportunities and support, aligning with the vision of an egalitarian society.
- Appropriate measures are to be taken to provide them with gainful employment so that they will have the confidence to take ownership of their lives, go out and discharge meaningful roles in society.

## **2.7. Slow Learners**

Special attention and support shall be given to students who are identified as slow learners. Pedagogies shall be designed so that the teaching-learning process is made inclusive of slow learners.

## **2.8. EDUCATION FOR THE POOR FROM OTHER COMMUNITIES**

The government should acknowledge that poverty is one of the formidable obstacles to the spread of education. Even among the castes and communities considered as socially forward, one can see poor families who cannot afford to send their children to schools and colleges. If the parents are poor, it becomes difficult to ensure enrolment, retention and continuation of education. The government should identify and provide scholarships or fee concessions to such poor students to enable them to pursue their studies.

## **2.9. EDUCATION IN INACCESSIBLE AREAS**

Apart from the categories of students discussed above, we also come across inaccessible areas such as the mountainous regions, forest areas, deserts, border areas and other sparsely populated areas, which lack educational institutions. The government should make efforts to ensure that there are

schools even in such remote areas and no aspiring student is deprived of education due to location disadvantage.

## **2. 10. EDUCATION FOR ABANDONED AND STIGMATIZED CHILDREN**

Similarly, even in the midst of the cities and towns, we come across street children and children of the sex workers who are subject to exploitation and humiliation. Left to themselves there is every chance of such children getting attracted to criminal activities. It is the responsibility of the government to ensure that the children belonging to such categories are also provided opportunities for appropriate education so that they lead lives with dignity.

## **2.11. EDUCATION FOR THE CHILDREN OF THE MIGRANT LABOURERS**

Migration of families in search of livelihood is a common phenomenon in our country. Children belonging to these families face a lot of hurdles in getting educated both if they remain away from their parents and also if they accompany them. The government shall take special initiatives in enrolling and retaining these children in the system of education.

## **PART III**

### **EDUCATIONAL STRUCTURE AT SCHOOL LEVEL**

#### **3.1. Recommended School Educational Structure**

There are no valid scientific reasons for disturbing the time tested 10+2 structure and switch over to the 5+3+3+4 structure. NEP 2020 seeks a structural separation between pre-schools (foundational stage) and primary schools (preparatory stage). While pedagogical methods in the development of children in the early stages of education can be different, as is the case for all stages of education, structural separation of pre-schools from primary schools will be counterproductive and is in contradiction to the idea of fostering integrated schooling.

The PEP is of the considered view that pre-primary, primary and middle schools should be seamlessly integrated into one, both physically and operationally. This will facilitate better transition of children from pre-schools to primary and middle classes. It is important to note that a significant number of children tend to drop out of the education system between primary and upper primary classes. A single educational eco-system will require expansion and development of adequate infrastructure, teaching and other staff. This will also have a positive impact on rational utilization of resources both physical and human.

The 10+2 system with the provision for pre-primary education shall constitute the educational structure at school level.

#### **3.2. Stages at School Level**

- Pre-Primary: Two years before entering Class 1.
  - Primary Schooling: Class 1 to 5 with entry into Class 1 at the age of 5\*.
- (\*States may decide whether to start formal schooling either from the age of 5 years or 6 years.)
- Middle School: Classes 6 to 8
  - Secondary School: Classes 9-10
  - Higher Secondary: Class 11-12\*\*

(\*\* States may decide whether to teach Classes 11 and 12, i.e. the Higher Secondary stage, in schools or in Junior/ Degree Colleges)

#### **3.3. Free and Compulsory School Education**

The government shall aim at providing free, uniform/universal education up to Plus Two i.e., up to the Higher Secondary stage fully funded by Central and State governments.

## **PART IV PRE-SCHOOL EDUCATION**

### **4.1. Pre-Primary Education**

Pre-primary stage of education or ECCE is very important for moulding a child into a harmoniously developed healthy citizen.

The pre-primary education aims at the integrated development of the child, taking on educational requirements of children adequately supported by the health, nutrition, and growth-monitoring services.

It should focus on physical, mental, social, moral and intellectual abilities of the children. The main objective of pre-school education is to prepare the children for the subsequent phase of primary education.

At this stage, taking into consideration the psychological makeup of children, we should use informal methods to provide foundational knowledge, which includes even training in phonemic development. The pre-schools should be scientifically designed and play-oriented. They should foster the all-round development of children through games, songs, and other enjoyable learning activities.

### **4.2. Duration of Pre-Schooling.**

Pre-primary schooling is for two years. It is the stage that precedes Class I.

### **4.3. Not Compulsory**

PEP encourages pre-schooling for the children but is not in favour of making pre-school a compulsory condition for joining Class I. Pre-primary education shall be entirely the choice of parents and shall not be compulsory.

### **4.4. Pre-Schooling and Responsibility of the Government**

Government shall start pre-primary schools all over the country, especially in the villages, under school education department, with necessary infrastructure and trained teachers.

Government sponsored day-care centers like the Anganwadis may be used for giving care and attending to the nutritional needs of the child, but the Anganwadi workers are not competent to undertake pre-primary schooling.

Private pre-schools also must be under the supervision of school education department. The government should ensure that government and private pre-schools are run by trained teachers.

### **4.5. Infrastructure and Accessibility**

Establish government-operated pre-primary schools with necessary infrastructure and trained teachers, especially in rural and remote areas. NEP 2020 suggests the following four-fold approaches regarding setting up facilities for pre-schools:

1. Strengthening and expanding the existing Anganwadi system;
2. Co-locating Anganwadis with primary schools;
3. Co-locating pre-schools with primary schools, and
4. Building stand-alone pre-schools.

The above approaches may create more problems particularly structurally and operationally. PEP, therefore, suggests that all primary schools be provided with adequate infrastructure for setting up of pre-primary classes. The artificial separation of preparatory and foundational stages is an innovation of urban private schools that presents no valid justification in comparison to schools where pre-school is a part of the primary school system.

The role of the Anganwadi centres is much larger where educational needs of children form one among several other activities. It is therefore, suggested that Anganwadi system may be left to operate freely and should not be substituted for pre-school system.

- Pre-primary schools shall be located within the range of 1 KM from the residence of students as has been our policy regarding enhancing access to primary education.

#### **4.6. Teacher Training and Standards**

- Recruit teachers, especially lady teachers trained in child psychology and behavior. Ensure that the teachers have qualities like patience, compassion, and the knowledge of effective teaching methodologies.
- Maintain ratios of one teacher for every 15 students in a class to ensure quality education.

Pre-schools should be brought within the ambit of RTE.

#### **4.7. Fee Structure in Private Schools**

- Government shall regulate the fee structure of private schools and institutions in such a way that it shall be within the reach of the common man and the same shall be fixed by a committee comprising the guardians.

## **PART V**

### **SCHOOL EDUCATION**

#### **5.1 Introduction**

The Directive Principles of the State Policy and the Right to Education Act 2009 provide for free and compulsory education up to the age of fourteen years. Since school education covers pre-school to Class XII, PEP proposes that the government should ensure free and compulsory school education up to Class XII for all students. There is a need to reconsider many of the government policies on School Education initiated in the name of the NEP2020. . It is necessary to review the ideas like vocalization of education and constructivist pedagogical methods proposed by the NEP 2020. Similarly, it is necessary to reconsider the changes in the syllabus in the name of Indian Knowledge System( IKS).

#### **5.2. Financial Responsibility and Infrastructure**

- Both the Central and the state governments shall take up the responsibility for fully funding school education from Pre-Primary to Higher Secondary levels. This includes:
  - Proper and adequate facilities such as separate classrooms for different grades, libraries, laboratories, workshops, playgrounds, sports materials, separate toilets for boys and girls, drinking water arrangements, and gymnasiums.
  - Over 60 per cent of high and higher secondary schools do not have science laboratories and teaching facilities in the rural areas. This gap needs to be addressed urgently.
  - Ensuring all necessary amenities to create a conducive atmosphere for teaching and learning.
  - Continuation of the supply of free textbooks, uniforms, midday meals, stipends, scholarships, and other necessary supports to maintain enrolment.

#### **5.3. All-round Development**

Physical, Intellectual, Emotional, Moral, and Social Growth: Emphasis on all-round development through learning from experience and practice.

Co-curricular Activities: Participation in physical education, arts, music, drama, and handicrafts needs to be encouraged to foster well-rounded development.

Encourage participation in annual cultural functions, sports competitions, and exhibitions to foster voluntary and emotional engagement.

#### **5.4. Promotion and Assessment**

- Annual Examinations: Systematic assessments at the end of each academic year to evaluate student progress.
- Pass-Fail System: Annual Reports of ASER show that most students studying in higher classes are unable to read and understand the textbooks of lower classes. It shows that the students move to higher classes without assimilating the subjects that they were taught. It is therefore necessary to introduce Pass Fail system from Class 1 and at the same time provide academic support in the form of special classes and coaching centres to underperforming students so that they learn and do not fail. It is necessary to build appropriate institutional support systems that ensure that introduction of Pass-Fail system will

benefit the student community.

- Ensure that all children are enrolled and remain in school up to Class 12.

### **5.5. Safety and Security Measures**

- **Child Protection Compliance:** Strict adherence to POCSO and other child protection laws to ensure the safety and integrity of students.
- **Awareness Programs:** Implement initiatives to educate parents, teachers, and stakeholders about safety measures and child protection policies.
- **Counselling Services:** Mandatory appointment of student counsellors in every institution to address and support students' personal and academic challenges.
- **Zero Tolerance to Abuse:** No physical punishment or mental torture allowed, ensuring a safe and supportive learning environment.
- **Non-Discrimination:** No discrimination based on caste, creed, religion, sex, or socio-economic background.

### **5.6. Primary Education (Class 1 to 5)**

#### **Curriculum Development:**

- Children should be taught 3Rs— reading, writing, arithmetic from Class 1.
  - Medium of Instruction — either mother tongue or state language.
  - English shall also be taught from Class 1.
  - Core Subjects: Two Languages, History, Geography, General Sciences, Mathematics (focusing on arithmetic and geometry).
  - Awareness about the environment.
  - Secular and democratic values to be taught from Class 1-10.

Number of Teachers required: Two teachers per class.

### **5.7. Middle School Education (Classes 6 to 8)**

#### **Curriculum Development:**

- Continued instruction in two languages, maintaining focus on mother tongue and English.
- Enhanced focus on History, Geography, General Sciences, Civics and Mathematics, with introduction of Logical Reasoning from Class 5 to bolster critical thinking.
- Teaching social sciences with a scientific and historical perspective to develop students as responsible individuals.

Number of Teachers required: At least two teachers per class and Teacher-Pupil ratio shall be 1:30.

### **5.8. Secondary Education (Classes 9 and 10)**

#### **Knowledge and Cognitive Development:**

Focus on developing logical faculties and comprehensive knowledge to facilitate smooth transition to specialized streams of Higher Secondary education.

### **Standardization of Schools:**

- Upgrade existing and newly established High Schools with adequate facilities and trained staff within five years.
- Provide separate teachers for each subject, at least two teachers per class and a ratio of 1 teacher per 30 students to ensure proper education and personalized attention.
- Provide well equipped libraries, laboratories, workshops, gymnasiums, playgrounds, and cultural facilities to support co-curricular activities.
- High schools should be accessible within three kilometres from the residence of pupils, with no restrictions on admissions even if the number of students is large.

### **Curriculum and Electives:**

- Continuation of languages, history, geography, civics, general sciences and mathematics.
- At least two elective subjects from specialized areas such as Economics, Social Studies, Political Science, Philosophy, Environmental Science and Anthropology.

#### **Board Examination**

A Board Examination should be conducted at the end of Class 10.

### **5.9. Higher Secondary Education (Classes 11 and 12)**

- Reorganize the +2 level as a bridge between general school education and college / university education.
- Diversified Streams and Curriculum: Offer diversified streams (Arts, Science, Commerce and others) based on the student's choice, ability, and aptitude.
- Mandatory language and literature courses in mother tongue and English for all streams.
- Provide appropriate facilities for each stream.

### **Access and Standardization:**

Ensure that Higher Secondary education is provided through well-equipped schools or colleges. Core subjects with additional electives to cater to diverse student interests and career aspirations.

#### **Board Examination:**

There shall be a Board examination at the end of Class 12.

### **5.9. Admission and Support: Inclusive Admissions:**

Preference for Disadvantaged / Marginalized Groups: There shall be priority in admissions for socially and economically backward groups, minorities, and first-generation students.

### **5.10. Curriculum and Syllabi in Schools**

- Languages: Instruction shall be in mother tongue or state language and English.
- Core Subjects: History, Geography, General Sciences, Mathematics, Political Science, Economics and optional subjects, including languages.
- General Knowledge: Should cover topics like the Indian Constitution, History, Political Science, Geography, Economics, Sociology, Environmental Science, and World Affairs.
- Logical Reasoning: Introduce from Class 5 to enhance critical thinking skills.
- Moral and Environmental Education: Teaching Social Sciences with a scientific and

historical perspective to develop responsible individuals.

**5.11.** Examinations at School Level will be annual with sessional tests in between. PEP opposes the introduction of semester system in the schools.

**5. 12.Changes in the School Curriculum and Syllabi**

There may be a periodic review of the curriculum and syllabi, keeping in view the social needs and the changes taking place in the field of knowledge in different disciplines. But the changes are to be carried out by appropriate academic committees which should include educationists and subject experts. The politicians and governments should not dictate what should be taught, or what should be added to and deleted from the school syllabi. Religious prejudices, communal agendas and anti-science ideas should not be allowed to influence curriculum and syllabus making.

**5.13. Teacher Training and Quality Improvement**

Training programs for teachers to continuously upgrade subject knowledge and improve teaching methods and standards.

Update knowledge of new educational aids and the balanced use of teaching aids to strengthen teaching-learning.

## **PART VI VOCATIONAL EDUCATION**

PEP is against vocationalization of education, but not against imparting vocational education. Vocationalization gives the false impression that the only purpose of education is to earn livelihood and that teaching of vocation helps everyone earn a living. Everyone should have a decent job to survive. But the purpose of education is much more than getting a job. With this idea, PEP recommends that education up to class 10 shall be common for all. In the middle stage of school education, the students get prepared for secondary stage by acquiring knowledge up to the appropriate level in subjects like language, literature, History, Geography, Civics, Mathematics and Science. The introduction of vocational streams in middle school will invariably replace some subjects that are presently taught. This will dilute the content of basic education which is expected to acquaint the students with basic knowledge in different subjects. Education is much more than learning vocations. Moreover, most schools in the country do not have expertise to offer vocational courses to large number of students. Hence, up to Class X, the students should not be burdened with vocational courses.

However, PEP acknowledges that the society also requires the services of mechanics, plumbers, masons, electricians, laboratory technicians, and experts trained in many other vocations. For those students who aspire to go for vocational education, there shall be a vocational stream after class 10.

6.1. Provision for vocational education shall be there for students who pass the Secondary Board Examination in class 10.

6.2. Government funded ITIs, polytechnics shall be there in sufficient number so that all students desiring to go for vocational education can have the opportunity to get admitted. Higher Secondary courses in vocational education may also be provided.

6.3. Vocational education shall equip students with skills that enable them to learn a trade. After studying in a vocational institution for 1 year or 2 years a student will get a certificate for a particular trade. After studying for three years would get a Diploma in Engineering/Technology.

6.4. All institutions offering vocational courses shall have well-equipped workshops, trainers and other related accessories. Their curriculum and syllabi for the vocational courses should be designed by experts in the field.

6.5. In addition to providing training in particular trades, the vocational courses shall also have adequate number of subjects from sciences and humanities to develop a healthy understanding of society and culture.

6.7. The vocational educational institutions like ITIs, polytechnics should be linked to the related industries so that the students get practical experience. There shall be placement cells in ITIs and polytechnics for assisting pass-outs to get jobs.

6.8. Every student should have adequate scope to go for the next level of expertise. For example, bright students completing a one-year or two-year certificate course from a vocational institute should have an opportunity to join in diploma programme. Similarly, students who are completing a Diploma shall have opportunity to join in Degree programmes.

6.9. Government should ensure that there is no rampant commercialization of vocational education. Fees in private-run institutions shall be within the reach of poor students.

6.10. There should be provision for free-studentship and payment of concessional fees for needy students in both government and private funded institutions.

6.11. Government shall ensure that the vocational courses are upgraded to meet the needs of the newer, emerging areas of Engineering / Technology.

## **PART VII**

### **HIGHER EDUCATION – UNIVERSITY SYSTEM**

#### **7.1 Introduction**

Higher education provides a more comprehensive and advanced knowledge in the chosen specific fields of studies via humanities including literature, history, philosophy, political economy and other social sciences, natural sciences, engineering and technology, medicine, jurisprudence, etc. Higher Education Institutions (HEIs) cultivate intellectual curiosity, foster innovation, and prepare students for professional and civic roles. They impart knowledge, critical thinking skills, and ethical frameworks necessary to navigate through and contribute to a complex world. Apart from contributing to personal growth, higher education contributes to social progress by advancing research, promoting cultural understanding, and addressing global challenges. The universities play an important role in the higher education system of any country.

A university is a cornerstone of higher education. It is a dynamic hub where teachers, students, scholars and researchers come together to create, disseminate and preserve knowledge. It promotes research, fosters cultural exchange, social mobility and civic responsibility. The universities ignite human minds, fuel economic and technological changes, and help in addressing complex national and global issues. Ancient India had universities like Nalanda and Takshilla. But they were not fully secular and were not accessible to all sections of the people. The idea of a university in the modern sense took shape during the colonial period while fighting against the British rule. University should nurture the values of humanism, tolerance, reason and progress.

Of late, the university system has been facing several challenges due to financial constraints, attacks on university autonomy, privatization and commercialization. The governments have been encouraging the growth of private universities and doing little to preserve and promote public universities. The shift would adversely affect the prospects of the poor and middle class students who aspire to pursue higher education.

#### **7.2 Access to Higher Education for All**

All eligible candidates shall have access to higher education. It is the responsibility of the central and state governments to provide the required infrastructural facilities and human resources for the smooth functioning of the public universities. No eligible student should be deprived of higher education because of poverty. The governments should allocate adequate funds for universities and colleges, and establish more public universities to enable the poor and middle-class students to have access to higher education. Every university and college should have all necessary facilities, such as adequate number of classrooms, a library with rich stock of books, well equipped laboratories and workshops, seminar halls, sports and recreational facilities, etc.

#### **7.3. Regular Recruitment of Teachers**

Thousands of teaching positions in the universities and HEIs have been kept vacant. Many universities and colleges in the country are running with just the minimum number of teachers. In some universities, because of corruption and political interference, incompetent persons end up becoming teachers. Hence, one can see the dilution of academic standards in most public universities and government colleges. To ensure adequate standard of teaching and learning, it is necessary to focus on the recruitment of adequate number of qualified teachers in the colleges and university through fair

system of recruitment. The teacher-student ratio shall be on the ratio of 1:15 at the UG level and 1:10 at the PG level. Recruitment should take place at regular intervals and the authorities concerned should be held accountable if the vacancies are not filled in time.

#### **7.4. University Education**

Universities should offer courses in a variety of subjects—humanities, social sciences, natural sciences, technology and management related courses. They should offer facilities for UG, PG and research degrees. The courses should be both theoretical and practical. While some courses are common, the universities and colleges may choose to offer specialized courses as well. The planning of the schools and departments would be done in a methodical manner, keeping in view the resources available. No academic department would be allowed to start without a minimum number of teachers and adequate infrastructure.

#### **7.5. Curricula and Syllabi of the Degree Programmes**

Over the years, many HEIs have shifted to the semester system. It is in practice in different professional courses and also in central universities which have better infrastructure and adequate faculty positions. But in recent years, some states and HEIs have gone for semester / trimester pattern even though they don't have adequate teachers and infrastructure. In some disciplines, the semester pattern may be required and possible. But in the institutions which have limited infrastructure and teaching faculty, shifting to semester and trimester patterns shall impose a heavy burden on teachers who are to conduct several mid-term tests, semester examinations, and evaluation of the scripts. Gradual increase in the number of students admitted makes it very difficult to run the semester pattern efficiently. Having too many exams in too short a time becomes a burden for the students as well. The cramped time for teaching and frequent evaluations leaves little space for leisure and an enjoyable process of teaching and learning. It is therefore necessary that wherever the semester pattern is found counterproductive, there is a need for reverting to annual pattern, without compromising on the quality of education, teaching and learning.

In all the degree programmes, the curricula for all the courses should be prepared and periodically updated in conformity with the continuous advances in knowledge. The content of the curricula and syllabi shall be evolved through sufficient deliberations in the academic bodies and with no external interference. The committees who are given the responsibility should not be under any external influence, and they should be rational, scientific and professional in their approach while preparing or modifying the syllabus and curricula. They should emphasize on comprehensive knowledge of the discipline through theory, laboratory based experimental studies and field studies. All universities should keep abreast of emerging or advancing frontiers of knowledge in all disciplines and accordingly introduce new programmes of interdisciplinary character at the postgraduate level.

#### **7.6. Examination and Evaluation Process**

These examinations will be conducted by the universities for all the degree and postgraduate education. Semester system would continue where it is absolutely necessary. But wherever it is possible, we need to revert to the annual system of exams. In the annual mode, there will be mid-term tests followed by the terminal examinations at the end of the year. Whether it is semester pattern, or annual exams, they should be preceded by at least the minimum required number of teaching days.

Methods of examination and evaluation will be made standardized and comprehensive to cover theory, practical and field studies. The exams should test not only the information the students are in possession of but also their ability to interpret and critically evaluate the data.

Examination related works shall not be outsourced.

An internal Academic Audit Committee shall be constituted with student representatives the members of which shall periodically review the proper functioning of the academic and examination process in the University/HEI.

### **7.7. Interdisciplinary Approach in Higher Education**

Knowledge is interdisciplinary in nature and with its faster growth in all its branches including science and technology, there is a strong need for an interdisciplinary approach to higher education. However, every programme has got its own specialization and peculiarities. Therefore, the curricula and syllabi need to be designed with the main weightage to the core courses of the respective programmes. The elective courses may be offered which are relevant to the respective degree programmes. This interdisciplinary approach should be distinguished from the NEP's idea of multidisciplinary courses, which advocates the Cafeteria approach of opting any subject without a valid purpose.

### **7.8. Credit Transfer Mechanism**

Credit transfer mechanism may be adopted under specific learning agreements between two universities under Students' Exchange Programme. Extending this aspect across different universities without meticulously carrying out the learning agreements would cause serious damage to the curricular structure and therefore, will create programme and course equivalence issues. Credit transfer mechanism without course equivalence will create a chaotic situation in higher education and the degree earned also will lose its relevance and quality.

### **7.9. All Universities to be Equipped for Teaching and Research**

Primary task of Colleges and Universities is teaching. However, teaching in the institutions will flourish if research is also undertaken with due importance. Particularly the Universities which are of the affiliating type will be able to nurture the affiliated institutions if the University engages both in teaching and research of high quality. Sufficient funding will be allotted to equip the Universities to recruit eminent teachers with research interests and to equip the laboratories with state-of-the-art facilities to undertake advance research. Thus, all universities will be equally equipped for research activities besides teaching and there will be no grade separation between them in the name of teaching and research universities. Well nurtured and nourished universities will help the affiliated institutions to acquire higher academic standards. Therefore, all universities shall be developed to make higher education truly universal.

### **7.10. Accreditation and Ranking**

Universities and colleges are established in different demographical, geographical and social settings with different social objectives. Using common metrics for all such institutions' accreditation and ranking, as is done by the NAAC and the NBA, will be illogical and unscientific. The growth trajectory of the public-funded institutions on several metrics, including teaching and research, will depend on the amount of increase in funding these institutions. With dwindling of funding and non-filling up of vacancies of teaching and non-teaching positions in public funded institutions, the accreditation and ranking on common metrics will only help to show these public funded institutions in poor light. Therefore, for all objective and scientific reasons, the process of accreditation and ranking of institutions shall be stopped.

Instead, the growth of every institution shall be assessed by evolving separate metrics for each institution based on its own objectives for which it is established. The University shall democratically form an

internal body to assess the performance of different Departments. If any department is found to be underperforming with respect to its own objectives, then the reasons for the underperformance shall be studied objectively and scientifically and all remedial measures shall be undertaken immediately including sanction of sufficient funds.

### **7.11. Inclusiveness and Equality in Higher Education**

The Government shall own complete responsibility for providing total financial support to all public funded public universities to ensure equality in higher education. Self-financing in public-funded HEIs will not be permitted, as it goes against the concept of inclusiveness in education and denies the equal opportunity to all. If there is any private participation in higher education, then government should see to it that the fee is within the reach of the poor students. Fee structure should not be such that it denies opportunity to poor and meritorious students to pursue higher education.

### **7.12. Duration of UG/PG Degree Programmes**

The duration of degree programs differs from discipline to discipline. Undergraduate degree programmes in arts and science faculties shall have a duration of three years; Undergraduate degree in Engineering and Technology shall be of four years; Undergraduate degree in Law and Architecture shall be for a duration of five years; Medicine shall have a duration of four years and six months with additional one-year duration for practical internship. For Veterinary programme it is four years and six months of practical internship. For other professional courses such as Agriculture, Horticulture and Forestry etc. the views of the concerned regulating academic bodies will be taken into consideration. In addition to degree, the universities and colleges may provide diploma and certificate courses separately, as may be necessary.

Students pursuing the undergraduate degree programme shall complete it within the given minimum and maximum period allotted to it. The NEP 2020's Exit and Entry system proposing differential degrees – certificate, diploma, degree and honors, etc. - is anarchic and detrimental to holistic pursuit of knowledge. It also leads to dropouts and leaves the dropouts without jobs.

Similarly, all the post-graduate degree programmes shall be for two years across the different disciplines of studies, except medicine, which is of three years duration.

For pursuing M.Phil or Ph.D in arts and science and commerce faculties, it is mandatory to have a postgraduate degree in the concerned or allied subject.

### **7.13. Admission Policy for UG and PG Degree Programmes**

The Universities/ HEIs shall decide their own admission policies for admitting students into UG and PG programmes. Admission shall not be based on centralized tests like NEET, JEE, CUET, etc. for admission into UG and PG degree programmes. The state universities or the colleges within the states may give preference to the local students. But they should reserve 20 percent of the seats for the students from other universities and states. This arrangement will balance the local aspirations with the need for integration and healthy competition.

### **7.14. International Student Exchange Programme in Higher Education**

Universities may sign a Memorandum of Understanding for student exchange programmes. This can be for a semester abroad programme with proper learning agreements. Under such agreements, the possibilities of transfer of credits can be explored on a case-to-case basis with the approval of the

academic bodies of the respective institutions. However, such student exchange programmes shall be approved only on the basis of scholarships / funded programmes.

Foreign institutions which intend to set up their overseas campuses only for commercial purposes should not be allowed. Similarly, the PEP opposes joint degree programmes between Indian and Foreign HEIs, mooted only for commercial gains.

### **7.15. Functionaries and Decision Making Bodies of University**

Central Universities and State Universities shall be formed by the Acts of Parliament and those of the State legislative bodies, respectively. The Acts, Statutes and Ordinances of the universities would define the structure and functions of different bodies, committees and official functionaries of the University. It is essential that everyone associated with the university respect and follow the Acts, Statutes and Ordinances of the University. The highest academic, administrative and quasi-judicial bodies are called differently in different states and universities. Considering the diversity of the country, it is not needed to propose only one kind of structure for all the universities. What is needed is the effective functioning of the bodies and functionaries.

It is observed that different bodies and functionaries of the university become dysfunctional because of authoritarian tendencies, corruption, inefficiency, or external interference. It is necessary to protect the autonomy of the universities and HEIs.

The Chancellors should be eminent persons with sound academic background and high integrity and character. The Vice-Chancellors should be eminent academics with a minimum of ten years of experience as a Professor along with administrative experience in the university system. The appointment of the VCs should be done purely on merit and not on the basis of one's affiliation to a political party or ideology.

There is a need to democratize the decision-making bodies in the universities. The policy-making and administrative bodies in the universities such as Academic Council, Executive Council, Senate, Syndicate, School Board, Admission Committee, Exam Committees, etc. should have representatives of teachers, students and non-teaching staff at the university.

## **PART VIII**

### **RESEARCH PROGRAMMES**

In the UG or PG courses, the students should focus on learning the subject and they should not be burdened with research. The students who have completed the PG course and have research aptitude may go for research in the subject or in the allied disciplines. The universities should provide opportunities for doing M.Phil or Ph.D., or both.

#### **8.1. M.Phil.**

M.Phil degree programme in as many disciplines as possible be offered by all the universities. This would instil research aptitude in the students and this helps the candidates to pursue Ph. D. programme in a better way.

M. Phil. students who want to continue Ph. D. programme shall be exempted from repeating course work that is already covered. The number of research schemes will be determined and increased on the basis of the eligible students and desiring guides.

#### **8.2. Doctoral Research**

Those who have completed M.Phil degree or those who have cleared All India Entrance tests such as UGC-NET or CSIR may pursue doctoral research in the subject or in the allied areas.

#### **8.3. Areas of Research**

In all branches of natural sciences, engineering, medical and social sciences, basic research shall be encouraged and facilities for them shall be enhanced.

Applied researches may also be undertaken by interested departments, teachers and students, and sufficient funds shall be provided.

#### **8.4. Rules for Research**

The required qualifications for admission, number of seats, the areas of research, and the mode of supervising the research at M.Phil and Ph.D. levels will be decided and executed as per the university ordinance and regulations. The Government agencies viz., UGC, CSIR, ICAR, ICMR, DAE, DST, DTE, ICSSR, ICHR, etc, shall remain and continue to fund research in the universities and colleges. The public and private sector industrial enterprises may also fund research through the university. The rights to the research outcomes shall remain with the University. Specific foundation for a specified research may be additionally set up by the concerned authorities.

#### **8.5. Finance and Control**

Every scholar admitted for doing research programs should get a fellowship or stipend for the designated duration of the research. The topic of research will be decided in consultation with the research guide and the department. Once the proposal is approved, the scholars should be allowed to pursue research in a free environment. Research areas and research topics shall not be dictated by the government or by any funding agency.

#### **8.6. Ethical Standards**

All the scholars and the research supervisors abide by the ethical standards fixed by the universities. Those who indulge in unfair means will be duly punished.

#### **8.7. Teaching Assignments for Scholars**

The scholars drawing fellowships may be assigned with the responsibility of teaching certain portions of the UG or PG courses, to prepare them for the job of teachers after the completion of the research.

## **PART IX**

### **PROFESSIONAL EDUCATION**

9.1. Higher education in professional degree programmes involves the areas of Medicine, Engineering, Law, Agriculture and Management etc.

9.2. Different systems of medicines shall be studied on a scientific basis. While courses and curricula in each system will be prepared and taught separately through separate institutions, certain forums for information exchange, research collaboration, common illustrative case studies, at the general as well as specific levels, will be created for mutual benefit. Various indigenous therapeutic systems shall be studied scientifically in order to raise them from mere empirical level to the objective theoretical plane.

9.3. Courses in Medicine, Technology, Law, Agriculture,, Education and Management etc. have to be periodically updated and methods of teaching shall be modernized regularly. New branches of medical sciences and technology shall be opened up on the basis of periodic assessment of their developments. New specializations in Law, Education, etc., will be introduced in keeping with newer developments in each of the cases/fields of study. Courses in Education will include those of teacher training for the secondary and higher secondary levels. The courses of teacher training in all subjects will be periodically reviewed in the light of the fast developing pedagogic methods, with the object of introducing changes whenever necessary.

9.4. All professional educational institutes must be supported by the government to reach an optimum standard in the quality of education provided and the infrastructure and facilities made available.

9.5. Professional education must include courses on Humanities in their degree courses.

9.6. Degree level colleges offering professional programmes will be necessarily affiliated to universities and be bound by the rules and regulations of the universities in common with other general colleges.

9.7. Central and State Governments shall enact necessary legislations to ensure that admission to all Professional colleges shall be strictly according to the merit without any management quota and NRI quota. However, the quotas guaranteed by the constitution/legislation shall exist. Practices like collection of capitation fee and donation shall be abolished.

#### **9.8. Engineering Education**

There is a rapid growth in every field of science and technology and also knowledge is becoming more and more interdisciplinary in nature. The growth in the areas like artificial intelligence (AI), quantum computing, bio-engineering, cyber physical systems and all other fundamental branches of science demands the inclusion of this knowledge in all fields of Engineering Education.

Curricula and syllabi shall be designed to provide critical thinking in the respective disciplines of study and also to inculcate the ability in students to practice independent application of mind to provide innovative solutions to various engineering problems. For developing this capability, the students are to be provided with design skills from real world problems and accordingly the pedagogy of engineering education has to be designed. The pedagogy and teaching and learning process is to be remodeled to expose it to the practice of various real world problems, and to get hands on knowledge and independent approach to seek solution to different engineering problems.

#### **9.9. Medical Education**

Adequate number of medical colleges with adequate infrastructure is to be opened across the country with hospitals attached to it serving to all medical needs. The ratio of doctors serving the people of the country

have to be progressively increased till a condition is developed in the country where no citizen is denied quality medical treatment by qualified doctor on any pretext. Casualization and contractualisation of the staff including doctors which is the trend in the public health system also shall be stopped and permanent staff shall be posted in adequate number.

Medical students need to understand the prevailing conditions of the people in the country. The concept of Medical ethics shall be taught and practiced in medical education with due importance. One year rotational training under direct supervision of experienced doctors in all major disciplines shall be a prerequisite to get license to practice. After completion of undergraduate programme, all students will get adequate chance for higher education and research.

A University that is offering different disciplines of medical programmes must be attached to hospitals with adequate infrastructure offering medical services to meet the various medical needs of the society. Sufficient funds are to be allotted to meet the needs of upgradation of the curriculum and syllabi and also for the upgradation of hospitals with all modern facilities in the hospitals attached to it.

Alternative medicine is emerging as an important discipline of study like Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH). However, the practice of these professions are to be on the scientific basis. Sufficient funds are to be allotted to study the scientific basis of these various disciplines. Curriculum and syllabi shall be prepared with a strong theoretical foundation based on the scientific approach. Any attempts to indiscriminately integrate the AYUSH branch of medicine with modern medicine shall not be allowed.

A national level standard setting body shall be there to maintain uniform standard of medical education across the country. State level academic bodies shall follow these standards as guidelines. Considering socio-economic, cultural and linguistic diversity, single examination across the country during entry to or exit from the medical programme is incompatible in our country. Universities must have the autonomy to decide on the syllabi, curricula and examination system.

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### **9.10. Veterinary Science and Animal Husbandry (VS & AH) Education**

Veterinary Science deals with the science of the body of animals and Animal husbandry deals with the rearing of animals and consumption of animal products as food.

The curricula and syllabi need to incorporate all the core courses of this domain and also other courses that take into account the relevant social and ethical aspects related to rearing of animals and consumption of animal products. According to the need, more veterinary colleges shall be established.

### **9.11. Law Education**

As the study of Law as a discipline in the obtaining social context has wide ranging relevance, legal education shall need special attention. The need for providing legal support to people is growing in society due to social, economic, ethical, cultural and technological factors. Hence, legal education is to be redesigned so that it takes care of newer issues emerging in society. This Policy recommends:

1. A Law degree shall be LLB of three year duration after acquiring a Bachelor's degree in Arts, Science or Commerce or an integrated five year degree in Law after passing Higher Secondary (Plus Two).
2. The curricula and syllabi of the present legal education system should also include courses encompassing Political Science, Sociology, Economics, Philosophy, Mathematics and application of technology relevant to legal system.
3. Further, the pedagogy should accordingly be changed suitably. For the changes that need to be adopted in the pedagogy, the curricula and the syllabi, the teachers of legal education also need to be trained accordingly.
4. Besides the social and cultural factors, owing to the misuse of technology the crimes in society are growing and this phenomenon needs to be dealt within the curriculum and syllabi of legal education.

5. The post graduate programmes and research are to be strengthened in legal education system by providing adequate facilities and proper remuneration for pursuing a teaching career in Law education.
6. Adequate funds are to be allocated for the total revamping of the legal education system and appointment of trained teachers.

### **9.12. Agriculture Education**

Agriculture being still the prime profession in our country doesn't get the attention as it deserves. With the growth of science and technology the scope for agriculture is widening with enormous possibilities. Besides the economic and social factors, the environmental pollution, usage of pesticides, lack of adequate rainfall and natural calamities pose huge challenges to agriculture. Though farmers practice agriculture as a profession they lack sufficient knowledge to cope with all these challenges. Therefore, emphasis on agricultural education has been of paramount importance to society.

With the advent of growth in science and technology agriculture has been modernized across the globe.

- (i) Agricultural institutions are to be established with adequate farmlands and facilities of modern agricultural practices attached to them for hands on experience and practise of the students.
- (ii) Such modern agricultural practices along with the practices in the local conditions shall be incorporated in the curriculum and syllabi.
- (iii) Adequate funds shall be allotted for the development and teaching and learning of agricultural education.
- (iv) The programme curriculum shall incorporate courses with both traditional and modern agricultural practices along with necessary courses that address the different challenges in agricultural education.

## **PART X ADULT EDUCATION**

A Programme for Adult Education must acknowledge the significant challenge posed by the country's high levels of adult illiteracy. It must emphasize a multi-faceted approach to addressing illiteracy and ensuring educational access for all adults, particularly those left behind due to incomplete implementation of universal elementary education.

### **10.1. Challenges of Adult Illiteracy**

- Growing Illiteracy:
  - A major challenge in reducing illiteracy is the constant rise in the number of adult illiterates each year. The rise in the number of adult illiterates is due to the failure to fully implement universal elementary education, particularly among the children within the age group of 3 to 14 years. The policy thus aims to achieve universal enrolment and retention of children in this age group to curb the rise in the number of illiterates among the adult population.

### **10.2. Adult Education Centers**

Government shall establish sufficient number of Adult Education Centers throughout the country for providing education to the adults, who have been deprived of being educated in their early years. Government shall provide incentives to them to be educated in these centers, which will be equipped with necessary infrastructure for giving education.

### **10.3. Implementing Adult Education**

- In-Service Technical Literacy for Adult Employees:
  - For adult employees in the organized sector, a programme of technical literacy will be provided. This programme will combine basic elementary education with technical knowledge relevant to their specific trades or vocations, ensuring that they gain essential skills while improving literacy levels.
- Access for the Unorganized Sector:
  - Adults working in unorganized sectors, such as agriculture, will also be targeted for basic education. Adult education centres in their localities will provide access to learning opportunities. In addition, mass media outlets such as radio, television, and print media will serve as important tools to deliver educational content to this category of population.

### **10.4. Role of Mass Media**

- Mass Media Involvement:
  - Radio, television, press and different social media platforms will be required to allocate space and time to promote adult education. Educational content will be distributed in different languages across the country, helping to extend reach and accessibility to a diverse audience.

### **10.5. Planned Educational Content**

- Customized Curriculum:
  - The content of adult education will be designed to address the varying needs of the adult population, taking into account factors such as age, occupation, and psychology. This approach ensures that the learning material is relevant and engaging for adults, thereby increasing the likelihood of successful literacy outcomes.

## **PART XI**

### **NON-FORMAL AND DISTANCE EDUCATION**

Students shall be encouraged to undergo higher education through the formal education process. However, non-formal and distance education constitute a part of the educational framework designed to address the diverse learning needs of the individuals outside the traditional formal education. As the nation progresses towards improving literacy and formal education, these alternative educational channels will have to be developed to serve those unable to access formal education and to provide opportunities for continued learning for those already educated. However, the authorities concerned must ensure that provisions of non-formal and distance education are not abused.

#### **11.1. Purpose and Target Audience**

- Non-formal and distance education aim at reaching out to individuals who, for various reasons, cannot engage with formal education systems. This includes providing opportunities for lifelong learning for those who wish to expand their knowledge in different fields while managing other occupational responsibilities.

#### **11.2. Institutional Framework**

- To ensure the effective planning, design, and coordination of non-formal and distance education initiatives, a statutory body will be established in each state. This body will oversee the implementation of these educational processes and ensure that they align with the broader educational goals of the country.

#### **11.3. Flexibility in Learning**

- Educational institutions, including schools, colleges, and universities, will be encouraged to allow learners of all ages to participate in classes, fostering an inclusive and flexible learning environment that accommodates diverse learning paths.

#### **11.4. Definition of Correspondence Courses**

It is important to note that correspondence courses offered by universities and institutions will be classified as part of the formal education system rather than non-formal or distance learning programs. This distinction helps clarify the nature and structure of various educational offerings.

#### **11.5. Community Involvement**

Community resources such as clubs, libraries, and cultural organizations will be instrumental in facilitating non-formal education. These entities will be encouraged and supported to offer educational programs based on the interests and needs of their members and the surrounding community.

## **PART XII**

### **TEACHER EDUCATION**

#### **12.1. Introduction**

Teacher education is a vital component of a nation's educational framework. Teachers play a fundamental role in imparting knowledge and guiding future generations, making their education, training, and status crucial to a nation's development. An effective system of teacher education is therefore necessary to create knowledgeable and responsible teachers capable of discharging multiple roles assigned to them.

#### **12.2. Significance of Teacher Education**

Teacher education is meant to prepare, train, and develop individuals to become effective educators. It provides the professional training and practical experiences necessary to equip the teachers with the knowledge and skills needed to teach students effectively. Teacher education familiarizes the educators about pedagogies, enhances their subject knowledge, and teaches them how to manage classrooms, assess the students' performance and address the diverse needs of the students. Teacher education is a continuous process. It is necessary to become a teacher and also after becoming a teacher.

#### **12.3. Challenges in Teacher Education**

In India those who aspire to become teachers are expected to have the mandatory diplomas or degrees like B. Ed and M. Ed. offered by different institutions. It is found that most Teacher Training institutions in the country offer poor quality of teacher education. They suffer from outdated curriculum and syllabus, inadequate training facilities, shortage of qualified teachers, and limited knowledge of emerging technologies. Most teacher education institutions are commercial ventures and are found incompetent to deal with the diversity of students. Although one should have the necessary diploma or degree in teacher education, many who are recruited in schools, especially in the private schools, don't have the required training. The NEP 2020 talks of employing even ASHA workers with mere Class 10 Pass qualification as pre-school teachers after giving them just six-month's training. The NEP 2020 also talks of abolition of 'stand-alone' B.Ed. colleges and all courses like FY-ITEP. It further proposes that one year B.Ed. and two year B.Ed. etc will be provided by multidisciplinary institutions.

Not all teachers get in-service training necessary to update their knowledge of the subject and teaching methods. In the name of revamping the deficiencies in teacher education, the NEP 2020 introduced a four-year Integrated Teacher Education Program (ITEP). Viewing all traditional teaching methods as ineffective, the NEP seeks introduction of constructivist pedagogy, with a focus on child-centric experiential learning where the teacher acts only as a facilitator. In a vast country like India, where each classroom will have over 50 students of different caliber, there is every likelihood of the failure of the new pedagogy that the government is advocating.

#### **12.4. Recruit Only the Trained Teachers**

PEP insists that all those who aspire to become teachers should possess relevant educational qualifications and appropriate degree or diploma in teacher education. For this, the PEP also

proposes that the governments in all states and union territories must open adequate number of Teacher Training Institutes for imparting training to the aspiring candidates to teach at all levels of school education. The recruitment of teachers should be done after qualifying in the eligibility tests and Teachers at all levels should be appointed on permanent basis with government recommended pay scales.

### **12.5. In-House Training**

There should be in-house training for all the teachers who are already in service at regular intervals to update their knowledge of the subject and teaching methodologies and skills. Periodical Orientation Courses also should be conducted for school teachers of all levels. N

### **12.6. Familiarity with different pedagogies**

In a vast and complex country like India where the children come from different socio-economic backgrounds, it makes little sense to insist only on one pedagogy. In India the teachers should be more than mere facilitators. What type of pedagogy is relevant depends on the kind of students they encounter in the classroom. Hence, teacher education should familiarize the teachers with different types of pedagogies, so that teachers / schools decide which kind of pedagogies are appropriate for the students.

PEP recommends that:

1. While formulating the methodology of teaching the cognitive architecture of the human brain must be taken into account.
2. In order to make learning effective and meaningful, the teachers must understand and correctly evaluate the learners both in their situational and cultural contexts.
3. Mother tongue be used for teaching to the extent it is possible.
4. The methods of teaching must have the space and scope for clearly articulating and translating the complex ideas into a set of simple instructions that are easily understood by the learners.
5. By making proper application of the right pedagogy the students should be enabled to easily connect their working memory with their long term cognitive memory.
6. The methods of teaching should kindle both the inductive, deductive and critical reasoning capacity of the learners.

### **12.7. Familiarity with socio-cultural diversity**

Teacher Education should familiarize the educators about the socio-cultural diversity of the country and make them recognize and respect all communities and not discriminate one from the others.

### **12.8. Secular and Scientific Outlook**

We can ensure secular and scientific education if only the teachers are truly secular and rational in their beliefs. Teacher education should enable them to overcome superstitions and social prejudices, and cultivate scientific temper. They should be trained to promote a secular and scientific mindset among the students. This outlook is crucial in helping students develop critical thinking and a broad understanding of the world.

**12.9. Empathy for the students in general and for those who are from marginalized sections in particular:**

Besides updating their subject knowledge Teacher Education also fosters the essential human values like love and affection for students and the necessity of being patient with the students to understand their problems. Vast sections of the students come from poor and marginalized communities who have little exposure to education. Teachers should empathize with these sections of students and pay extra attention to empower the girl students and the students coming from the marginalized communities.

**12.10 Duration of Teacher Education**

For pre-school and primary school – One year diploma after XII Standard

For Secondary education and High School – Two years of B Ed or Four Years of Integrated B Ed.

For Higher Secondary classes– Two years of M. Ed.

## PART XIII

### DEMOCRATIC FUNCTIONING, AUTONOMY AND GOVERNANCE

Academic autonomy entails that the government owns complete financial responsibility of education and allows autonomous function and governance by the democratically elected bodies of the University/HEIs.

#### 13.1. Autonomy and Academic Freedom

- Universities have evolved as Centres of Learning where knowledge acquired by society over the ages through arduous human labour, both in theory and practice, is transmitted to society in different chosen fields of disciplines. Universities produce scholars, who are specialists in their own chosen fields of disciplines. The colleges affiliated to such Universities benefit by the academic process where the curricula and syllabi, examination and evaluation and the teaching learning process are all developed in continuum and enriched through meticulous deliberations and interactions in the respective Board of Studies, Academic Council meetings by the eminent academicians, scholars, teachers and students in their respective disciplines of studies. Each University is established to serve its own aims and objectives in a given social environment and therefore has to function in a decentralised system with full autonomy and it needs to be strengthened with sufficient financial support by the Central and State Governments. This is to ensure an all-round development of a University and the colleges affiliated to it, thereby the knowledge could be disseminated to successive generations for the onward development of society. Providing autonomy to Universities helps the affiliating University system to flourish.
- Historically, the concept of educational autonomy has been rooted in the fact that academic institutions should be governed by elected bodies comprising educators, students, and other stakeholders. These bodies would be responsible for deciding core educational matters such as curriculum, teaching methods, evaluation methods and admission policies without any external interference. This approach fosters academic freedom, ensures a secular and scientific education system, and protects against undue influence by political or corporate entities and Governmental interference.

#### 13.2. Financial Autonomy

Autonomy of academic institutions includes financial autonomy. This means that the Universities would have the full authority, without any governmental interference, of disbursing the funds sanctioned to it by the government.

#### 13.3. Democratic Governance

- The decision-making authority at every level of education, from primary to higher, shall rest on democratically constituted academic and governing bodies of the respective levels.
- This means that each of the Primary Syllabus Committee, Boards of Secondary Education, Councils of Higher Secondary Education, University Bodies, the Governing Bodies of University like institutes, such as IITs, IISc, ISI, IIM, and of central medical and research institutes, etc, shall be constituted of members elected from amongst the concerned communities.
- There shall be no State Higher Education Councils to oversee the function of Universities/HEIs.
- The democratic rights inclusive of their right to form democratically elected associations/unions of the teachers, employees, research scholars and students of all Central and State institutions shall be protected.

## **PART XIV**

### **FUNDING OF EDUCATION**

#### **The Necessity of Public Funding for Education**

Education is a fundamental human right and a critical driver of social and economic development. It is central to the civilizational process that helps create a social order based on the principles of mutual respect, dignity, equity and tolerance. Public funding for education ensures that this right is accessible to all, irrespective of socioeconomic background. Viewing education as a commodity, to be purchased for private consumption, undermines its role in fostering social equity and economic progress. Treating education as a market commodity can be detrimental.

#### **Social Justice and Equity**

Public funding of education is vital in promoting social justice. Access to quality education should not be contingent on an individual's ability to pay. When education is treated as a commodity, it creates a system where the wealthy can secure quality education while the marginalized and disadvantaged groups are left behind. This exacerbates social inequality and perpetuates cycles of poverty. A publicly funded education system ensures that every child, regardless of socioeconomic status, has the opportunity to learn and grow.

#### **Economic Development**

Education plays a pivotal role in building human capital, which in turn drives economic growth. When education is publicly funded, it allows for broad-based access, creating a knowledgeable workforce. Countries that invest significantly in public education see long-term economic benefits, including higher productivity and innovation. On the other hand, privatizing education can lead to the acquisition of advanced knowledge only by a privileged few, hindering inclusive economic development.

#### **Democracy and Civic Engagement**

Public education is also essential for sustaining democratic values and civic engagement. A well-educated populace is more likely to participate in democratic processes and hold governments accountable. When education is commodified, it risks becoming inaccessible to those who need it most, leading to a disenfranchised and uninformed citizenry. Publicly funded education fosters a shared sense of social responsibility and democratic participation.

#### **Risks of Privatization**

The commodification of education introduces profit motives that can compromise quality. Private institutions may focus on marketable skills rather than holistic education, limiting students' critical thinking and civic awareness. Additionally, the profit-driven nature of private education often leads to cost-cutting, reducing teaching quality and educational resources.

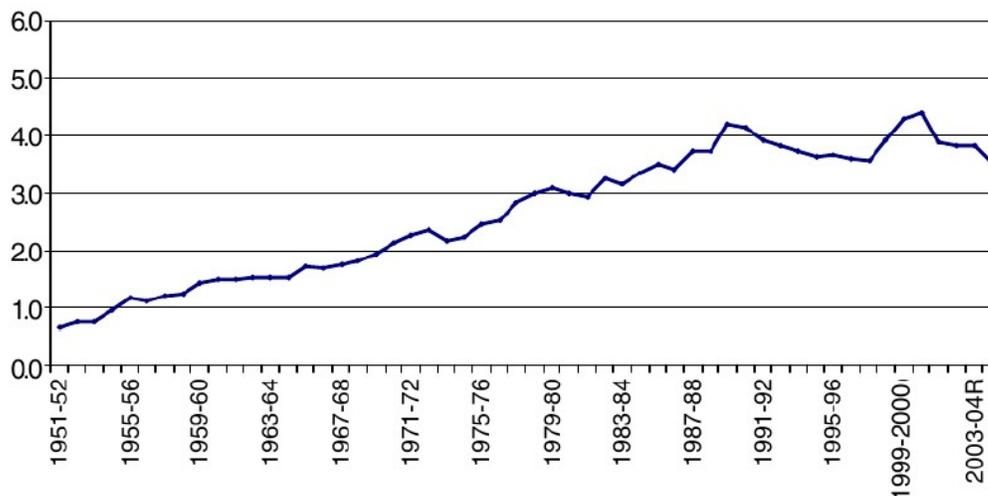
Publicly funded education is not merely an investment in individual futures but the foundation for collective progress and an egalitarian society. It is essential for ensuring social justice, fostering economic development, and upholding democratic principles. Treating education as a commodity diminishes its broader social purpose and perpetuates inequality. As such, it is imperative for governments to prioritize public funding of education to build a more just and prosperous society.

Funding of education has become a vexed question nowadays in all countries guided by market economy. Questions are raised on how a government can bear the entire responsibility of financing education. Orchestrated campaigns are on to drive home the point, in the line of 1994 World Bank dictum, that government should not bear much financial responsibility for education. Rather, it should be left to the hands of private agencies, national and foreign corporate houses.

In this backdrop, national level education commissions constituted in our country since Independence have recommended allotment of at least 10% of the central budget and 6% of the GDP for education. It has been a general demand that a minimum 30% of the state budget should be allotted for education.

India's liberalization in the early 1990s came with the arresting of what had till then been a slow trend of rise in the ratio of public expenditure on education to GNP/GDP, well before the target of 6 percent had been reached - instead maintaining it at even a 4 percent level became a challenge in this new context. The following figure shows the trend from independence till the early years of this century.

**Figure 1: Share of Public Expenditure on Education in GNP**  
(Per Cent)



The public expenditure on education has generally stagnated even thereafter as is shown in Table below. This picture has required incorporation of education related expenditure done by Departments and Ministries of Central and State governments other than those dealing directly with education. As far as expenditures by Education Departments are concerned, there is a marked trend of decline since then from the slightly higher levels attained in the 2009-10 to 2012-13 period.

The full significance of the stagnation in public expenditure in education in the 21<sup>st</sup> century can only be understood when it is set against the significant expansion in enrolment - Gross Enrolment Ratios (GERs), specially at higher levels of education, that have taken place over the same period - indicating the policy failure to respond to the rising aspirations for education across different social groups in India, thereby creating the conditions for increased privatization of education. The break-up of the total expenditure between different sectors is shown in Table 2 for 2019-20, the last year for which actual figures are available.

**Table 1: PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF GDP FROM 2000-01 TO 2021-22**

Year	BY EDUCATION DEPARTMENTS		BY EDUCATION & OTHER DEPARTMENTS	
	Centre+States	Centre	Centre+States	Centre
2000-01	3.14	0.40	4.14	0.51
2001-02	2.99	0.37	3.68	0.65
2002-03	2.93	0.39	3.66	0.69
2003-04	2.79	0.39	3.40	0.65
2004-05	2.73	0.44	3.26	0.61
2005-06	2.79	0.53	3.34	0.68
2006-07	2.79	0.60	3.48	0.87
2007-08	2.74	0.58	3.40	0.87
2008-09	2.88	0.65	3.56	0.90
2009-10	3.11	0.65	3.95	1.05
2010-11	3.22	0.72	4.05	1.11
2011-12	3.09	0.69	3.82	0.99
2012-13	3.01	0.66	3.70	0.90
2013-14	2.97	0.64	3.84	1.00
2014-15	2.90	0.55	4.07	1.07
2015-16	2.81	0.49	4.20	1.04
2016-17	2.78	0.47	4.24	1.09
2017-18	2.68	0.47	3.87	0.97
2018-19	2.61	0.41	3.90	0.96
2019-20	2.73	0.43	4.04	1.01
2020-21 (RE)	2.95	0.43	4.36	1.04
2021-22 (BE)	2.75	0.40	4.12	1.02

Source: GOI, Ministry of Education, Analysis of Budgeted Expenditure on Education, 2019-20 to 2021-22 (Published in December 2024)

**Table 2: PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF GDP, SECTOR-WISE (ESTIMATED), 2019-20 (Actuals)**

Sector	States/UTs	Centre	Total
1 Elementary Education	1.36	0.39	1.75
2 Secondary Education	0.90	0.10	1.00
3 University & Higher Education	0.37	0.18	0.55
4 Adult Education	0.00	0.00	0.00
5 Technical Education	0.40	0.35	0.75
<b>Total ( Education )</b>	<b>3.03</b>	<b>1.01</b>	<b>4.04</b>

Source: Same as Table 1

As is clear from the data, the bulk of the public expenditure on education is undertaken by state governments. However, in India's federal structure, the state of availability of fiscal resources at both state and central levels is primarily determined by the fiscal approach and effort of the Central Government. Here it is pertinent to note that India's tax-GDP ratio, which is among the lowest in the world, has struggled to attain again the level reached in 2007-08. It is central taxes that have largely been responsible for this failure, with own revenue mobilization by state governments exhibiting a better picture. Moreover, two-thirds of Indian tax revenues (Centre and States combined) come from indirect taxes, the burden of which falls on every section of the population. In other words, the fundamental constraint on fiscal resources comes from the failure to adequately use direct taxes on higher income groups in India, which are under the control of the Central Government. It is also important to underline that the gap between budgeted and actual expenditure has been widening since 2017. Conversely, state budgets are expected to exceed their planned education spending.

This is despite rising inequality which has created a situation where the top 10 percent of the Indian population now corners 57 percent of the national income. There is thus absolutely no basis for making any claim that expanding public expenditure on education is resource constrained – the constraint is self-imposed and not an inherent outcome of underlying economic realities. Instead, the stepping up of public expenditure on education – which is in the nature of an investment which can fuel economic transformation based on unleashing the full capacities of India's large population – is what those underlying economic realities demand.

The UGC budget was slashed by 60% last year. Only 40% of the fund of National Research Foundation (NRF) that is formed for supporting research would come from the Government and the rest is to be borne by private agencies. Education proposed to be catered to by philanthropic organizations or through PPP model, academia-industry collaboration and self-financing mode would promote privatization and commercialization. Privatization, commercialization and corporatization of education would stand in its way of universalization.

Therefore, it is emphasized that the Government should take the complete financial responsibility of education from pre-primary to higher education and research. This only can guarantee universal education. Hence, it is strongly recommended that:

1. At least 10% of the central budget and 6% of the GDP and a minimum of 20 to 25 percent of the state budget should be allocated for education.

2. Education shall be free from pre-primary level to class 12 and no fee shall be charged from the learners at this level under any pretext.
3. Fees for college and university education shall be such that they are affordable by even the poorest section of the people including SC, ST and OBC. No aspiring student shall be deprived of education due to their inability to pay fees. Provisions for free-studentship duly supported by scholarships so that students don't have to depend on family, particularly for the underprivileged communities, poor and women.
4. Adequate funds shall be made available for fundamental research.
5. Practice of self-financing and PPP model courses shall be stopped.
6. A government mechanism shall be there to oversee that private education institutions do not charge exorbitant fees and there remains parity with government institutions in this regard. A provision for 30% free-studentship for needy students shall be there in these private run institutions.

## PART XV

### VALUE EDUCATION

#### 15.1. Introduction

Value Education plays a crucial role in shaping students' moral, ethical, and intellectual outlook. In the name of imparting values, one should not propagate communal ideas and obscurantist practices that propagate blind obedience, enmity and hatred among the people. In contrast, PEP seeks to instill values that promote higher human qualities of reason, tolerance, empathy, unity and fraternity. To impart the values it is necessary to familiarize our students with the life struggles and contributions of social reformers, thinkers and great personalities both of the Indian Renaissance and the Freedom Movement and those of the other countries of the world.

#### 15.2. Key Aspects of Value Education

- **Democratic, Scientific, and Secular Values:**
  - The focus of value education should be to impart democratic, scientific, and secular values.
  - Value education should guide students to appreciate the importance of justice, liberty, equality, and fraternity, as outlined in the Preamble of the Indian Constitution. It should encourage the development of a scientific temper, humanism, and a spirit of inquiry, which are enshrined in Article 51A (h) of the Constitution.
  - To be able to impart these values to the students, it is important that teachers themselves imbibe these principles.
  
- **Biographies of Eminent Indians and World Personalities:**
  - Value education shall highlight the lives and contributions of great personalities from around the world and from India, who have upheld secular values, democratized education and made it accessible to all, irrespective of caste, creed, gender and religion.
  - Value education shall also include the lives and biographies of those who made significant contributions to science and philosophy.
  - Stories to imbibe tender feelings, love, kindness and empathy shall be taught.
  
- **Countering Unscientific Ideas:**
  - ⊖ All lessons that preach and advocate fundamentalist, undemocratic and unscientific ideas will be removed from the syllabi. PEP promotes a balanced perspective, ensuring that ancient India's contributions are appropriately recognized by emphasising genuine contributions to the fields like medicine, mathematics, and science without undue glorification or distortion.
  
- **Emphasis on truth and ethics:**
  - Value education shall teach students truthfulness, reject consumerism, and avoid the vulgar display of wealth.
  - PEP has taken its stand against and discourages all values that justify casteism, communalism, racism and patriarchy.

## PART XVI

### LANGUAGE POLICY IN EDUCATION

India, being a multilingual and multi-ethnic country, faces significant challenges in formulating an effective language policy for education. The approach to language in education is crucial for national integration and cultural cohesion, and any policy must account for the complexities of diverse linguistic communities.

#### **16.1. Importance of Mother Tongue**

The consensus is that mother tongue should be the medium of instruction. Learning in one's mother tongue allows students to grasp concepts more easily, express their thoughts clearly, and think critically. However, for students whose mother tongue differs from the local language, additional support should be given to help them learn the language of instruction.

#### **16.2. Role of English**

In the Indian context, English plays a vital role as a link language, both nationally and internationally. Historically, English has been widely accepted and has become integral to India's educational and professional landscape. It provides access to global knowledge, serves as a medium for intellectual exchange, and facilitates international communication. Therefore, English shall continue to be taught from the early stages of education to enable students to engage with global developments in science, technology, and other fields.

#### **16.3. English and Development of Indian Languages**

While English remains essential for higher education and global engagement, the development of modern Indian languages is also crucial. Interaction with English will further develop all Indian languages. The government shall prioritize the creation of resources such as textbooks, dictionaries, and translations to advance all Indian languages. Special efforts must be made to support the languages of marginalized communities by providing necessary linguistic tools like vocabulary, grammar and scripts.

#### **16.4. Language Formula**

A student shall learn both the mother tongue and English. This approach is viewed as both practical and inclusive. In addition to the mother tongue and English, students shall have the option to learn any additional language. However, learning of the additional language shall be optional.

#### **16.5. Special problem in a multilingual country like India**

- For a multi-lingual country like India there is a special problem. Migration has become a common phenomenon in India and often people from one state are settled in another state.
- For the child of such a migrant family born and brought up in another state, the local/regional language becomes almost like a mother tongue through interaction with playmates and neighbors, though the language spoken at home is the mother tongue.
- The child generally has to study in a school where the local/regional/state language is the medium of instruction. In the interest of integration, we should encourage the migrants to learn the language of the state.
- In the states or parts of the states where such different linguistic communities live in a large number or are concentrated, the respective state government shall take up the responsibility of setting up schools where the respective mother language is the medium of instruction, and mother tongue and English are taught.

- In the states where the linguistic and cultural minorities are substantial in number, the governments may encourage school education in the language of the minorities. But where the cultural and linguistic minorities are very small in number, the government shall allow and acknowledge the initiatives of the cultural and linguistic minorities to start schools in their mother tongue. But such schools shall abide by the secular values and teach the approved syllabus in their mother tongue.

- Apart from mother tongue, the child should have the option to study even a foreign language as an optional third language.

## **PART XVII**

### **PHYSICAL EDUCATION AND SPORTS/GAMES**

Physical education, games, and sports are essential components of a well-rounded educational curriculum. They not only promote physical health but also enhance academic performance, build essential life skills, team spirit, sportsmanship, and foster emotional and social development. Including physical education in the school curriculum from an early age helps create a balanced approach to education, where mental, emotional, and physical aspects of personality development are equally valued.

17.1. Physical education shall be introduced from primary education onward, continuing through higher education.

17.2. Adequate and necessary infrastructure shall be ensured for sports and games and different cultural activities at all levels of education from schools to universities.

17.3. Special attention and encouragement should be given to students who show exceptional talents in the field of sports and games. The state has to bear all the expenses for training, travel and accommodation of such students. General rules such as compulsory attendance should be relaxed. If needed, special classes should be arranged so that they do not lag behind others in studies.

## **PART XVIII**

### **ONLINE EDUCATION**

The NEP 2020 has given too much emphasis on online mode of teaching and asking the students to opt for papers offered in online portals. Doing online courses requires additional fees. Most of them do not fit into the educational calendar of the colleges and universities. The experience of online teaching during the Covid Pandemic shows that online education is not accessible to the students in the peripheral regions and most students find it difficult to focus on and learn from online teaching. In a developing country like India, direct physical mode of teaching is a more reliable mode of teaching as it enables direct communication with the teacher, and facilitates better exchange of several ideas. Physical mode of teaching provides opportunity to the slow learners and facilitates one-to-one personal interactions between students and teachers. Sitting in the classrooms, the students learn not only from teachers, but also from the peer interactions. All these much needed activities are denied to students in online/blended mode of education.

For these reasons, the online education can never be an alternative to physical mode of teaching. However, online teaching can supplement the formal teaching. Efforts should be made to strengthen online education as supplementary to direct physical mode of teaching.

19.1 The government shall ensure internet access to the nook and corners of the country, provide affordable internet connections and devices, and ensure that all students, especially those in rural areas, are given digital literacy.

19.2 Online study of courses can be utilized optionally by students where the courses are very unique and are to be learnt in addition to the existing curricular requirements of degree programmes. Offer of selective online courses / recorded video courses by eminent academicians can be utilized by teachers and students as additional courses. However, offer of degree programmes in online/blended mode by educational institutions shall be discouraged.

## **PART XIX**

### **AN APPEAL**

We are placing the draft People’s Education Policy for nation-wide discussions and deliberations. Unlike the NEP 2020 which was imposed from above, AISEC believes in finalization of the alternative education policy by taking the draft of the PEP 2025 to different sections of the people and take inputs from them to improve the draft further. AISEC proposes that after incorporating the inputs thus received a final policy document “People’s Education Policy – An Alternative to NEP 2020” will be prepared. The central government didn’t place it in the Parliament but the AISEC will place it before a National People’s Parliament to be called for the purpose in January 2026 in Bengaluru. Once the final Alternative People’s Education Policy is ready, AISEC proposes to submit the People’s Education Policy to the Central Government as well as state governments and demand its implementation within a stipulated time-frame.

The success of the *People's Alternative Education Policy 2025, An Alternative to the NEP 2020* hinges on the collective efforts of all stakeholders - teachers, parents, students, and the civil society. There must be a call to action, where everybody comes forward to contribute towards building an education system that is inclusive, accessible, and rooted in the secular, scientific, and democratic principles. Education should become a powerful tool for people’s empowerment and social advancement.

**Shri Prakash N. Shah**  
President

**Dr. Tarun Kanti Naskar**  
General Secretary

**All India Save Education Committee**

Annexure I

**A Synopsis of the Draft People’s Education Policy 2025 (PEP) vis-à-vis National Education Policy 2020 (NEP)**

RECOMMENDATIONS of		
Sl No	National Education Policy (NEP) 2020	Draft People’s Education Policy (PEP) 2025
01	<p>In the name of “<i>establishment of school complexes / clusters and the sharing of resources across school complexes,</i>” the NEP recommends for ‘merger of schools’, which practically means closure of government schools.</p> <p>In NEP there are no concrete recommendations regarding appointment of teachers. Its silent about giving non-teaching work to teachers.</p>	<p>PEP vehemently opposes the closure of government schools.</p> <p><b>PEP categorically recommends for</b></p> <ol style="list-style-type: none"> <li>(1) Appointment of adequate teachers.</li> <li>(2) Providing adequate infrastructure facilities to all government schools.</li> <li>(3) Not to give non-teaching work to teachers.</li> <li>(4) Abandon the no detention policy and introduce year end examination and thus strengthening the public education system</li> </ol>
02	<p>In the NEP document there is no mention of Secular or Secular Education.</p> <p>The orientation of NEP is commercialisation of education and imparting communal, undemocratic, obscurantist and anti-science education.</p>	<p>PEP strongly advocates for secular, scientific, democratic and universal education.</p> <p>It opposes profiteering and commercialisation of education at all levels.</p>
	<p>NEP imposes the failed 3 Language formula. Its ultimate aim is to impose Hindi and Sanskrit as the National language. This flawed policy has belittled the learning of English and several vernaculars; it has strengthened language and regional division.</p>	<p><b>PEP recommends for</b> implementing the scientifically proved Two language formula, that is “Mother Tongue and English.”</p> <p>While implementing this two language formula, the PEP also recommends that the rights of</p>

03	<p>Vast masses of India are deprived of acquiring world knowledge, getting gainful employment</p>	<p>migrant population, linguistic and cultural minorities shall be adequately safeguarded by the respective state governments.</p> <p>It also gives an option for children to learn additional language.</p> <p>It recommends for scientifically developing the language policy, adequate government support to develop all languages, particularly those of the marginalized communities.</p>
04	<p><b>GOVERNMENT FUNDING</b></p> <p>NEP recommends:</p> <ol style="list-style-type: none"> <li>(1) Allocation of 6% of GDP for education.</li> <li>(2) Practice of self-financing and PPP (Public Private Partnership) model courses.</li> </ol> <p><i>PEP observation:</i></p> <p><i>This is an age-old slogan of the government. Its seriousness of implementing this is under question. Because it neither criticises the government for - its failure in never ensuring 6% of GDP spending on education; the dwindling budgetary allocation for education. Nor it</i></p> <p><i>questions why the allocations have reached all-time low.</i></p>	<p><b>PEP recommends:</b></p> <ol style="list-style-type: none"> <li>(1) Allocation of at least 10% of the central budget and 6% of GDP and a minimum of 20-25% of the state budget for education.</li> <li>(2) Government should take the complete responsibility of education from pre-primary to higher education and research.</li> <li>(3) Fees for college and university education should be affordable to even the poorest section of the people including SC, St &amp; OBC.</li> <li>(4) Provision of scholarships for all students, particularly for the underprivileged communities, poor and women.</li> <li>(5) To stop self-financing and PPP model courses.</li> </ol>
	<p><b>Commercialisation of Education</b></p> <p>NEP views on Commercialisation of Education:</p> <ol style="list-style-type: none"> <li>(1) It's silent on profiteering and</li> </ol>	<p><b>PEP recommendations:</b></p> <ol style="list-style-type: none"> <li>(1) The Central &amp; State governments shall enact necessary legislations to ensure that admissions to all Professional colleges shall be strictly according to the merit without any management quota and NRI</li> </ol>

05	<p>exorbitant fees charged by Private Professional colleges.</p> <p>(2) It's satisfied by proclaiming '<i>...All fees charged by private HEI's shall be transparent and fully disclosed...</i>'</p> <p>(3) By not imposing any strictures on fixing fees in private HEI's NEP is practically for profiteering and pro-corporate.</p>	<p>quota. The fee structure shall be within the reach of common people. (<i>However, the quotas guaranteed by the constitution / legislation shall exist.</i>)</p> <p>(2) Practices like collection of capitation fee and donation shall be abolished at all levels.</p> <p>(3) The government shall evolve a mechanism to ensure that private education institutions at all levels do not charge exorbitant fees and there remains a parity with government institutions in this regard. A provision of 30% free-studentship for needy students shall be there in these private run institutions.</p>
06	<p>NEP maintains a stoic silence on regular recruitment of teaching staff at all levels of education.</p> <p>Its recommendations further strengthen the exploitation of 'Guest teachers'.</p>	<p>PEP is in favour of regularly filling up all vacant posts at all levels with permanent teachers.</p> <p>It also proposes to regularise the services of the qualified and experienced 'Guest' or 'contractual' teachers.</p>

07	<p><b>On Autonomy &amp; Democratic Rights</b></p> <p>Under the pretext of ‘<i>regulating the higher education</i>’, the NEP recommends for</p> <p>(1) Abolition of relatively autonomous bodies like UGC, AICTE, PCI, etc. In its place constitute highly centralized bureaucratic body, the HECI (Higher Education Commission of India).</p> <p><i>PEP observation:</i></p> <p><i>This recommendation intends to snatch away even last vestiges of Rights which these bodies or universities or states had.</i></p> <p>(2) NEP recommends: All-out centralisation in all HEI’s (Higher Education Institutions - means the, Universities &amp; colleges), It says that there shall be all-out centralisation of (a) admission, (b) administration, (c) syllabus &amp; curriculum, (d) method of teaching and (e) method of evaluation. of education.</p> <p><b>On Uniform curricula &amp; syllabi NEP proposes:</b></p> <p>(3) Introduction of ‘One Text book, one teaching methodology and One Examination system’ for entire India.</p> <p><i>PEP observation:</i></p> <p><i>In vast country like ours, with lot of socio-economic-cultural-educational disparities, imposing ‘One Nation, One</i></p>	<p><b>PEP recommends for:</b></p> <p>(1) Education should be brought back to the State List. The Indian Constitution shall be re-amended accordingly.</p> <p>(2) There shall be no State Higher Education Councils to oversee the function of the Universities / HEI’s.</p> <p>(3) Each of the Primary Syllabus Committee, Boards of Secondary Education, University Bodies, the Governing Bodies of University like institutions, such as IIT’s, IISc, ISI, IIM, IIA and of central; medical and research institutes etc, shall be constituted of members from amongst the concerned communities.</p> <p>(4) The teachers, students and non-teaching staff of the respective HEI’s &amp; University bodies shall be adequately represented in all their administrative and academic bodies. issue on which the NEP is silent. All the HEI’s &amp; University bodies should be democratised and their autonomous functioning, without any governmental or political controls shall be ensured.</p> <p>(5) The decision-making authority at every level of education, from primary to higher, shall rest with democratically constituted academic and governing bodies of the respective levels.</p> <p><b>Regarding curricula &amp; syllabi PEP proposes:</b></p> <p>(1) In all degree programmes the curricula &amp; syllabi shall be evolved through sufficient deliberations in the academic bodies, without any external interference. And</p>
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	<p><i>Text book' will be disastrous. It will give a free hand for the party in power to impose its ideology and thinking on education. This will be detrimental for free thinking, teaching learning and cultivation of knowledge and research in our country.</i></p> <p><b>On Centralised admission NEP proposes:</b></p> <p>(4) Introduce Centralised admissions tests like CUET, NEET, JEE etc.</p> <p><i>All centralised admissions like CUET or NEET / JEE encourages high dependency on 'Coaching institutions' and they are anti-poor and anti-egalitarian.</i></p>	<p>the approach shall be rational, scientific and professional. The courses should be prepared and periodically updated in conformity with continuous advances in knowledge.</p> <p><b>Regarding Admission PEP proposes:</b></p> <p>(1) Abolish Centralised Admissions.</p> <p>(2) Introduce a transparent and merit-based admission by the respective universities / HEI's.</p>
08	<p>NEP is least bothered about opening educational institutions in remote areas. Instead, it recommends for closure of government schools and strengthening of commercialisation of education.</p>	<p>PEP recommends that the government to ensure that there are education institutions even in remote and inaccessible areas. Like the mountainous regions, forest areas, deserts, border areas and other sparsely populated areas</p>
09	<p><b><i>Indian Knowledge system</i></b></p> <p><i>NEP recommends:</i></p> <p><i>(1) Introduction of IKS (Indian Knowledge System)</i></p> <p><i>In the name of propagating ancient India's glorious past, the NEP insists on introducing IKS.</i></p> <p><i>It says: "...Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture,</i></p>	<p><b>Value Education</b></p> <p><b>PEP recommends:</b></p> <p>(1) Imparting Value education shall be based on Democratic, Scientific and Secular ideas. It shall be free from any religious interference</p> <p>(2) Values that promote reason, tolerance, empathy, unity and fraternity shall be taught.</p> <p>(3) Biographies of great personalities from India and around the world. Those great men who upheld secular &amp; democratic</p>

	<p>medicine, agriculture, engineering, linguistics.....” Further it says “....children will have the opportunity to read and learn from the original stories of the Panchantantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature...”</p> <p><i>PEP observation:</i></p> <p><i>Teaching children only about the Influence of Indian literature on global literature, is one sided and blind. Not teaching influence of global literature on ancient India is deliberately barbarous. This approach has all the mischief potential to sow the seeds of communal hatred and fan up religious jingoism.</i></p> <p><i>Belittling the contributions of other civilizations of the world. Undue glorification and falsification of ancient Indian history &amp; culture and portraying mythology as authentic history will create a fascistic mindset.</i></p>	<p>values, who fought for making education accessible to all, irrespective of caste, creed or religion shall be included in curricula.</p> <p>(4) To promote a balanced perspective, ensuring that an ancient India’s contributions are appropriately recognised by emphasising genuine contributions to the field like medicine, mathematics and science without undue glorification or distortions.</p> <p>(5) The History text books shall be academic books, it should not become any party’s books. Scientifically proved facts and internationally accepted truths shall only become the syllabi and curricula.</p> <p>(6) To discourage all un-scientific, pseudo-science &amp; obscurantist ideas; and values that justifies casteism, communalism, racism and patriarchy.</p>
10	<p>NEP is in favour of RTE Act 2009. It says pre-primary education is not the sole responsibility of the government. It talks of giving free &amp; compulsory education from 6 to 14 years. Even this is not the prime responsibility of the government.</p>	<p><b>PEP recommends:</b></p> <p>(1) The government should reject the RTE ACT 2009; and ensure Free Education for all in the age group of 3 to 17 years.</p>
11	<p>NEP recommends for lop-sided 5+3+3+4 system, with compulsory pre-primary education.</p>	<p><b>PEP opines</b> the 5+3+3+4 pattern to be lop sided. It is in favour of continuing the time tested 10+2 structure.</p>

	<p>According to NEP Pre-primary education is :</p> <p>(1) Formal and compulsory.</p> <p>(2) Imparting it is the responsibility of the parents not the government!</p>	<p><b>PEP recommends:</b></p> <p>(1) The 2-year pre-primary education shall not be compulsory.</p> <p>(2) Education shall be free from Pre-Primary level to class 12. No fee shall be charged from the learners under any pretext at this level.</p>
12	<p>NEP recommends:</p> <p>(1) 4 - Year Degree programme (FYUP).</p> <p>PEP observation:</p> <p><i>This controversial policy is burdensome for millions of students. It helps a microscopic section of those who go abroad for studies.</i></p> <p>(2) Multiple Entry &amp; Exit options.</p> <p>PEP observation:</p> <p><i>In the name of encouraging multi-disciplinary courses, it recommends course combinations with a 'Cafeteria' approach.</i></p>	<p><b>PEP recommends:</b></p> <p>(1) Continuation of time-tested 3-year UG programme.</p> <p>(2) The courses offered shall be interdisciplinary and shall give a comprehensive &amp; holistic knowledge.</p> <p><i>PEP opines, the 4-year degree (FYUP), with multiple Entry and Exit options and 'Cafeteria' system are unscientific and will be disastrous.</i></p> <p><i>Multiple Entry and Exit options is highly discriminatory, it will only encourage drop outs.</i></p> <p><i>The so-called 'multi-disciplinary' courses are a clear anti-thesis to "Inter-disciplinary" approach and acquiring of comprehensive world knowledge.</i></p>
13	<p>NEP is in favour of truncated 1 – year PG programme.</p>	<p>PEP is in favour of time-tested 2-year PG programme.</p>
	<p><b>Examination System</b></p> <p>NEP recommends for Semester system at all levels of education.</p>	<p><b>PEP proposes:</b></p> <p>(1) To ensure creative teaching, enjoyable</p>

14	<p><i>PEP observation:</i></p> <p><i>The overall experience of introduction of 'semester system' has been: The Indian education system and its infrastructure cannot sustain 'semester system'. Too many examinations in too short a time is becoming burdensome for students and teachers. It has seriously jeopardised enjoyment in teaching &amp; learning. The socio-cultural and extracurricular activities have become the worst casualty.</i></p>	<p>learning, cultivation of knowledge and overall development of students.</p> <p>(2) Introduction of the Annual Examination system.</p> <p>(3) Semester system shall continue where it is absolutely necessary.</p>
15	<p>NEP has recommended to abolish MPhil Programme. <i>This will be detrimental to research in our country.</i></p>	<p>PEP is in favour of restoration of MPhil as an option.</p>
16	<p><b>Role of Teachers</b></p> <p>NEP has downgraded the position of a teacher to mere 'facilitator'. He / she shall not play a guiding or mentor role.</p> <p>It is against the genesis of teacher's education and developing scientific &amp; secular outlook among teachers.</p>	<p><b>Teachers Education</b></p> <p><b>PEP recommends:</b></p> <p>(1) A Teacher as a parent, a guide, and a mentor. Besides updating their subject knowledge, the Teacher education shall ensure that He / She shall have love, affection and empathy for the students in general &amp; for those coming from marginalized sections and girls in particular.</p> <p>(2) Scientific &amp; Secular Education can be ensured only when our Teachers are secular, scientific and rational in their beliefs. To achieve this: Teacher Education should enable teachers to overcome superstitions and social prejudices and cultivate scientific temper.</p> <p>(3) Teachers shall be adequately trained to</p>

		promote a secular and scientific mindset and critical thinking among students.
17	<p><b>Online Education</b></p> <p>NEP emphasises on the online and hybrid mode of teaching.</p> <p><i>PEP observation:</i></p> <p><i>In our country with so much socio-economic disparities, not having access to modern gadgets, poverty, imposing Online education will be discriminatory and anti-egalitarian.</i></p>	<p><b>PEP Opines:</b></p> <p>(1) Time-tested formal class room teaching-learning process is essential for the overall development of students. So, this shall never be replaced by Online teaching.</p> <p>(2) Online teaching can supplement and assist formal teaching.</p> <p>So, to ensure equal access of this to all students:</p> <p>The government shall ensure internet access to every nook and corner of the country. Provide affordable internet connections and devices to all students. Especially in rural areas, the students shall be given digital literacy.</p> <p>(3) Offering of degree programmes in Online or blended mode by educational institutions shall be discouraged.</p>
18	NEP dictates the area of research by the funding agency or the government.	PEP wants to see that the area of research is not dictated by the funding agency or the government.

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## **Main Demands of the People's Education Policy**

1. Reject NEP 2020. Introduce People's Education Policy 2025 based on the principles of Universal, Scientific, Secular and Democratic Education.
2. We want Universalization of school education for all, not mere Literacy and Numeracy.
3. Do away with DPEP, SSA, RMSA, RUSA and other World Bank schemes all of which contribute to destroy Democratic education system.
4. Reject RTE ACT 2009 and Ensure Free Education for all within the age group of 3 to 17 years.
5. Education shall be completely financed by the state through the plan outlays of both the Union and the respective state Governments.
6. Education shall be a subject of the State List and the Indian Constitution shall be re-amended accordingly.
7. Instead of ECCE, Promote and develop Pre-Primary education all over the country.
8. Re-instate the time tested 10 + 2 structure and reject the lop-sided 5+3+3+4 pattern of school education introduced by the NEP 2020.
9. Ensure formal class room teaching learning process and make sure that Reading, Writing and basic Arithmetical skills are acquired by all children.
10. Appoint permanent teachers at all levels and re-instate importance of the formal Teaching.
11. Abolish the "NO Detention Policy" and re-introduce pass-fail system with special support for underperforming students.
12. Stop Vocationalization of Education. Deal with Vocational Education streams separately and scientifically.
13. Take immediate steps to safeguard the academic freedom and Autonomy of the Universities and other Higher Education Institutions.
14. UG, PG Education must be based upon discipline specific and not on unscientific multi-disciplinary approach.
15. Retain time tested affiliating systems of Universities to its colleges/campuses. Unitary Universities cannot fulfill historic necessities of the modern Universities.
16. Semester system would continue only where it is absolutely necessary, but wherever possible, the semester pattern has to be reverted to Annual pattern for all UG and PG Courses.
17. Stop centralization. Admission shall not be through Centralized Tests like NEET or CUET.
18. Allot at least 10 percent of the Central budget and 6 % of the GDP for Education. Allot at least 20-25% of the state budget to education. Allocate adequate funding for the Research Sector and dissolve NRF which centralizes Research field as such.
19. STOP distortion of history and science. There should be no manipulation of syllabus in the name of the Indian knowledge systems (IKS)
20. Stop PPP model, academia- industrial collaboration and self-financing mode and prevent privatization and commercialization of Education at all levels.
21. Promote mother tongues and English language and develop language policy scientifically.
22. Don't replace vital physical mode of Education with non-formal, online or blended mode of Education. Online mode should be deployed only as a complimentary mechanism.