



TEACHERS' MOVEMENT

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Teachers' Movement

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Views expressed by individual in this magazine are of their own and
necessarily be taken as policy of the Federation

Editorial

The elections to the 17th Lok Sabha is over and BJP led NDA won with a massive mandate. We congratulate the new government and hope that the promises made during elections and the expectations of the people will be met by the government in future. This election was unprecedented in many ways. First of all the real issues of the common masses; unemployment, price rise, health, education, minimum wages, worker's and employee's security etc. did not dominate the discourses of election campaigning. The ruling party and its massive election machinery were successful in bringing the issues of so called nationalism in a very narrow framework to the centre stage of election debates. This was in the background of surgical strike of the Indian Armed forces. Another disturbing trend is the glorification of the killer of the father of the Nation, Mahatma Gandhi by one of the accused and a candidate of the BJP. On the one hand she was allowed to be the candidate in the Lok Sabha election and on the other hand his statement making the killer of the Mahatma a patriot was condemned by Modi. This is not only a double standard but an attack on Mahatma and his ideals. The aggressive posture vis-à-vis Pakistan might have been beneficial for votes but not in the interest of peace in South Asia. The role of election commission was dismal and it failed to act as an independent, impartial, accountable constitutional body. The doubts, questions and apprehensions raised by political parties and civil society organisations regarding the functioning of EVMs were not satisfactorily answered by the Election Commission of India. The legacy of the ECI created by T.N. Shesha and sustained by others stands demolished in this election. The mainstream media failed to bring these issues in its spaces. The leaders offering Pujas were displayed nakedly and the speeches with communal overtones became normal for some leaders without any brakes. This is in clear violation of the existing rules and norms. The huge expenditure during elections, particularly by the ruling party's election machinery clearly indicates the beginning of the corporatisation of elections in the country. All these are serious threats to the actual democratic process in the country. The democratic space is being taken over by the corporate and communal elements. This is largely the result of the insecurities created by the gross, inhuman inequalities of Neo-liberal globalisation. The combination of communalism with Neo-liberal globalisation makes it deadly for the democratic politics that has a space and voice, though limited, for the common people. This has to be resisted. But the reactions of the masses are lukewarm, particularly of the majority of the youth. The neo-liberal process has alienated them from the naked realities. All democratic forces must join hands to save democracy in India.

In the meantime the draft new education policy has come to the public domain with dangerous tendencies like single regulating authority, three language formula, case for privatisation through the clever move of tier III- degree offering autonomous colleges, grading of universities etc. The NEP is silent on financial provisions while recommending for jumping of GER from 25% to 50% by 2035 and bringing children of 3-18 years of age under RTE. The recommended financial schemes have provision for private sector involvement. In an environment of a neo-liberal state this will simply lead to more privatisation of the education sector. The draft report has some appealing provisions and recommendations but these are to cover up and confuse the masses regarding the hidden agenda of commercialisation. We don't know whether the suggestions sought by the MHRD from the public and stake-holders will be taken seriously by the government. But we appeal to the government that a strong robust Public-funded education system is the need of the hour. Otherwise the country cannot move in a globalised world nor can it challenge the various kinds of inequalities still existent in the country even after so many decades of independence. AIFUCTO as the largest democratic body of University and college teachers of the country has been consistently fighting for the strengthening of the Public-funded education system in the country and it will continue to do so.

AIFUCTO

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ALL INDIA FEDERATION OF UNIVERSITY
✚
COLLEGE TEACHERS' ORGANISATIONS
(Regd. Under Act XXI of 1860)

CircularNo-6/2019-2020
DearFriends,

Date-06/06/2019

WARM GREETINGS AND BEST WISHES FROM AIFUCTO

After the Lok Sabha election, the New Central Govt. under the leadership of Hon'ble Prime Minister Sri Narendra Modi took the oath of office. Dr. Ramesh Pokhriya Nishank became the new Minister of HRD. AIFUCTO has sent Greetings and Best Wishes to the new Minister and requested him to fix up a time for discussion with the representative on our professional issues and to interact on our views with regard to new draft education policy. The formation of the new govt. at the centre and its functioning in the coming days, AIFUCTO hopes, will open a new chapter of relationship of govt. with AIFUCTO.

Draft New Education Policy:

After a long gap a draft of new education policy has come to the public domain. In our interest and in the larger interest of our country, this draft requires in depth study and intrinsic analysis. Please go through the draft, discuss in your organization level and send your concrete observations and suggestions latest to me by 20th June. After receiving your suggestion and examining it at AIFUCTO level, we have to send our views to MHRD.

Organizational Issues:

a) NEC Meeting:

A meeting of NEC will be held in New Delhi on 14th July 2019 at Gandhi Piece Foundation, Deen Dayal Marg, New Delhi near ITO. The meeting will start at 10.30 AM and will continue up to 5 PM. All office bearers, state leaders, NEC members, women cell member are requested to attend this important NEC meeting positively.

Agenda of the NEC Meeting:

1. Confirmation of the minutes of last meeting.
2. Reporting on AIFUCTO activities and other development by General Secretary.
3. Reporting by State on pay scale / UGC regulation.
4. Future course of action and our task ahead.
5. AIFUCTO observation on Draft NEP.
6. Proposal for next AIFUCTO statutory conference.
7. Organizational issues including JFME and women's cell.
8. Financial issues: membership and subscription and Teachers Movement.
9. Affiliation if any
10. Any other issue by the permission of the chair.

b) Statutory Conference:-

Friends, the statutory conference of AIFUCTO is schedule to be held this year November / December. We have to decide about the venue in the NEC. Affiliates interested to organize the conference are requested to present their proposal in the NEC.


c)Membership:-

All affiliates are requested to send their subscription / membership fees latest by September 2019.

d)Building Fund:-

As intimated by me in the earlier circular, kindly mobilize for contribution to the building fund. Who have already received revised UGC scales of pay are requested to contribute Rs. 200/- each for the above purpose.

The new Govt. has assumed responsibilities at the centre. With the formation of new govt. hopes and many challenges have come in to the surface. Let us consolidate the strength of our organization and be prepared to face any challenges in the coming days with strength and


Prof. Keshab Bhattacharya
President


Prof. Arun Kumar
GeneralSecretary

AIFUCTO

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ALL INDIA FEDERATION OF UNIVERSITY
AND
COLLEGE TEACHERS' ORGANISATIONS
(Regd. Under Act XXI of 1860)

To,

02-06-2019

Dr. Ramesh Pokhriyal Nishank
Hon'ble Minister HRD
Govt. of India,
New Delhi

Dear Sir,
Greetings .

We, on behalf of All India Federation of University and College Teachers' Organizations (AIFUCTO) express our Warm Greetings and Best Wishes on the memorable occasion of your assumption of office as the Minister of HRD, Govt. of India. We are extremely jubilant that a person of eminence and creative literary genius like you have been selected by Hon'ble Prime Minister of India to provide leadership to the prestigious Ministry of HRD.

All India Federation of University and College Teachers' Organizations (AIFUCTO) is the only national apex body of more than six lakh teachers of universities and colleges serving across the country with deep commitment and devotion in the field of Higher Education. AIFUCTO, since its inception has been performing the twin responsibilities of serving the professional interest of teaching community as well as playing a vibrant role in shaping the educational edifice of the nation. AIFUCTO is committed to educational development of the country in consonance with the ethos enshrined in the Indian constitution. AIFUCTO deeply regards and respects the plurality of our culture and diversity of our socio- economic, socio-political and socio- cultural foundation. We also believe in democratic dialogue and discussion to resolve our outstanding issues and simultaneously contributing to strengthen our educational structure of the country.

On behalf of AIFUCTO, we extend our whole hearted cooperation for your successful mission as the Minister of HRD. Further I would like to request you kindly fix up a date for discussion with the representatives of AIFUCTO at your earliest convenience on our professional issues as well as to interact on our view points with regards to Draft NEP issued in last week by MHRD.

Looking forward for your kind cooperation and favourable response in the larger interest of education of our country.

With regards,
Your sincerely,


Dr. Arun Kumar
General Secretary
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ALL INDIA FEDERATION OF UNIVERSITY
TEACHERS'
COLLEGE TEACHERS' ORGANISATIONS
(Regd. Under Act XXI of 1860)

To

12-05-2019

The Hon'ble Chief Minister,
Govt. of Punjab

Subject : Humble request for implementation of 7th Pay scale for university
and college teachers of Punjab;

Respected Sir,
Greetings from AIFUCTO.

I am writing to you drawing your attention to the non-implementation of the recommendations of 7th UGC pay scales for the college and university teachers of Punjab. I request you to please implement the same at the earliest. The UGC pay scales have become effective in almost all the states of India since its announcement in early November 2017. Many states have even paid the arrear arising out of the delay in implementation.

Sir, your government in Punjab is part of the UPA led by academicians like Former PM Manmohan Singh. It has always been sensitive towards the needs of the teachers. It is therefore surprising that as yet Punjab government has not taken any initiative to implement the UGC recommendations. The teachers in your state are feeling extremely aggrieved that they are denied of their basic right. The enhanced pay scale actually reflects the need to maintain a proper standard of living in the face of inflation of increasing cost of living. A disgruntled teaching community will not reflect nicely on the image of your government, known for its people friendly attitude.

I hope you will look into the matter and take appropriate steps to implement the same. I thank you in advance in anticipation of your cooperation. I also expect your cooperation to the democratic teachers' movement in the times to come.

Thank you.

Yours sincerely,



Arun Kumar
General Secretary
AIFUCTO

AIFUCTO

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ALL INDIA FEDERATION OF UNIVERSITY
&
COLLEGE TEACHERS' ORGANISATIONS
(Regd. Under Act XXI of 1860)

To

12-05-2019

The Hon'ble CM,
Govt. of West Bengal,
Kolkata (WB)

Subject: Humble request implementation of 7th Pay scale for university and college teachers of West Bengal;

Respected Madam,
Greetings from AIFUCTO.

I am writing to you drawing your attention to the non-implementation of the recommendations of 7th UGC pay scales for the college and university teachers of West Bengal. I request you Madam to please implement the same at the earliest. The UGC pay scales have become effective in almost all the states of India since its announcement in early November 2017. Many states have even paid the arrear arising out of the delay in implementation. This is the first time in a very long time that West Bengal has lagged behind in implementing the UGC pay scales. West Bengal always took the leading role in meting out the rightful demands of teachers in universities and colleges. The instance of West Bengal was followed by rest of India. However, this time teachers of West Bengal have been denied their rightful demand for pay revision.

Madam, you will appreciate that the enhanced pay scale actually reflects the need to maintain a proper standard of living in the face of inflation of increasing cost of living. A disgruntled teaching community will not reflect nicely on the image of your government, known for its people friendly attitude.

I hope you will look into the matter and take appropriate steps to implement the same. I thank you in advance in anticipation of your cooperation. I also expect your cooperation to the democratic teachers' movement in the times to come. Thank you.

Regards,



Arun Kumar
GS, AIFUCTO

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ALL INDIA FEDERATION OF UNIVERSITY
&
COLLEGE TEACHERS' ORGANISATIONS
(Regd. Under Act XXI of 1860)

Patna, the 17th May, 2019

To

Shri N. Biren Singh Hon'ble Chief Minister,
Manipur CM Secretariat, Imphal - 795001

Subject : Appeal for implementation of 7th UGC Pay Scales to the college teachers and equivalent cadres of Manipur and fulfilment of the genuine demands of AMCTA

Hon'ble Sir,

Greetings from AIFUCTO !

On behalf of the A&I India Federation of University and College Teachers' Organisations (AIFUCTO), the apex body of associations of teachers of state universities and colleges of India representing more than 6 (six) lakh teachers of the country, I would like to draw your kind attention on the subject cited above for your kind and favourable action that almost all the respective state governments in India have implemented the revised 7th UGC Pay Scales to university and college teachers and equivalent cadres. Unfortunately, it is brought to the notice of AIFUCTO, the apex body of the organisations of state university and college teachers throughout India that Manipur is found to be lone state in the entire North East where the revised 7th UGC Pay Scales are not yet implemented till date.

Moreover, it is also found that the college teachers of the state are denied to enjoy the two allowances i.e., SCA & TA of the 6th Pay Scales till date due to the violation of the decision of state cabinet mentioning as - "College Teachers presently serving under the Department of Higher Education & Technical Education, Government of Manipur be given Academic Grade Pay (AGP) in place of Grade Pay". Unfortunately, ROP was issued in form of contradiction to the cabinet decision as - "AGP shall not be equated to Grade Pay provided to other government employees for whatsoever " laid down in Para 4 of the Govt. orders No. 7(7)/3/2009-HE(Misc)Pt.(1) dated 12.8.2011 (ROP 2011) which has till been hurdle in releasing the two allowances and which have not been mentioned in 6th UGC Pay revision orders of all states of India except Manipur.

Further, the AIFUCTO strongly supports AMCTA's 10 - point charter of demands submitted to the Government of Manipur on 29th September, 2018 and of which reminder of the same had submitted on 14th February, 2019 and urges the government to fulfil the same without delay.

In the light of the above facts, AIFUCTO being the apex body of university and college teachers' organisations in India and pioneer in the upliftment of higher education across the country earnestly urges the Government of Manipur to implement the 7th UGC Pay Scales in TOTO to the college teachers of the state as done in other states where the same have been implemented.

With best regards,
Yours truly

DRAFT NATIONAL EDUCATION POLICY MOOTS ALL-INDIA ENTRANCE TESTS FOR UG COURSES IN PUBLIC COLLEGES

In India, the common entrance test has largely been the domain of aspirants to professional or post-graduate courses, but that is already changing.

The system seems to have some similarities to the SAT, a standardised aptitude test widely used for admissions to colleges and universities in the United States. The SAT, however, is used as a criterion alongside school grades.

Admission to undergraduate courses in all government-funded universities and colleges will soon be through all-India entrance tests, if the draft National Education Policy is approved. Private institutes will also be strongly encouraged to make use of the common admission tests, which will be available from 2020. Both aptitude and subject knowledge-based tests will be offered.

The system seems to have some similarities to the SAT, a standardised aptitude test widely used for admissions to colleges and universities in the United States. The SAT, however, is used as a criterion alongside school grades.

In India, the common entrance test has largely been the domain of aspirants to professional or post-graduate courses, but that is already changing. The new National Testing Agency (NTA) has already conducted premier professional entrance tests — JEE, NEET, and CMAT — this year. Later this month, the NTA will also conduct admission tests for applicants to more than 170 Delhi University (DU) courses, including 12 undergraduate programmes. These DU students could well be the pioneers of a new era in undergraduate admission if the draft Policy is implemented.

“Admission to all undergraduate programmes of public HEIs [or Higher Education Institutions] will be through a process of assessment through the NTA,” says the draft Policy. This seems to indicate that the NTA assessment will replace Class 12 marks as the criteria for admission to these government funded institutions. “This will help to eliminate the intensity, stressfulness, and wasted time of the Grade 12 examination season faced by students every year as well as by so many higher educational institutions and employers,” it adds.

The NTA testing system will offer flexibility. “[From] 2020 onwards, [the NTA] will administer aptitude tests and tests in specific subjects that can be taken on multiple occasions during the year in order to reduce the intense and unnecessary pressures of the university entrance examinations system,” adds the draft Policy. “The NTA tests will aim to assess essential concepts, knowledge, and higher order skills from the national common curriculum as per the NCF in each subject, for the purpose of aiding colleges and universities in their admissions decisions.”

Private institutions can set their own criteria, but “most educational institutions and many employers will be encouraged to use these NTA tests”, according to the draft Policy.

The draft projects that the NTA will establish test centres across the country, offering tests in multiple languages. The preferred mode of testing will be computer-based, though it is unclear if this means multiple choice tests only. Ultimately, NTA tests should be credible for admission not only to universities and colleges across India, but other countries as well. The NTA’s vast assessment database could also be used for research and policy making, adds the draft Policy.

What is the three-language formula?

Why is there opposition to the teaching of Hindi which crystallised into a policy in an official document in 1968?

The story so far: A 50-year-old controversy got a new lease of life recently when a paragraph in the Draft New Education Policy 2019 referred to the mandatory teaching of Hindi in States where Hindi is not spoken. This was a reiteration of the Central government's three-language formula, but it set off a storm in Tamil Nadu, which stoutly opposes any attempt to impose Hindi and adheres to a two-language formula. The Union government sought to neutralise the hostile reaction by dropping the controversial reference to Hindi.

What is the formula?

It is commonly understood that the three languages referred to are Hindi, English and the regional language of the respective States. Though the teaching of Hindi across the country was part of a long-standing system, it was crystallised into a policy in an official document only in the National Policy on Education, 1968. This document said regional languages were already in use as the media of education in the primary and secondary stages. In addition, it said, "At the secondary stage, State governments should adopt and vigorously implement the three-language formula, which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States." In the 'non-Hindi speaking States', Hindi should be studied along with the regional language and English. It added: "Suitable courses in Hindi and/or English should also

be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards."

On promotion of Hindi, the NPE 1968 said every effort should be made to promote the language and that "in developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States, of colleges and other institutions of higher education which use Hindi, as the medium of education should be encouraged".

Incidentally, the NPE 1986 made no change in the 1968 policy on the three-language formula and the promotion of Hindi and repeated it verbatim.

Why is it in the news now?

The Central government released a draft NPE, a report prepared by a committee headed by space scientist K. Kasturirangan. Its reference to mandatory teaching of Hindi in non-Hindi speaking States set off a political storm in Tamil Nadu, which is traditionally opposed to the compulsory study of Hindi. The draft had a sentence on flexibility on choice of language for school students. Those who wished to change the three languages may do so in Grade 6, it said, "so long as the study of three languages by students in Hindi-speaking States would continue to include Hindi and English, and one of the modern Indian languages from other parts of India, while the study of languages by students in the non-Hindi-speaking states would include the regional language, Hindi and English."

How did Tamil Nadu react, and what was the Centre's response?

The draft evoked a hostile response from political leaders in Tamil Nadu, who

were quick to dub the proposal as an attempt to impose Hindi on the unwilling State. Dravida Munnetra Kazhgam president M.K. Stalin warned that his party would be forced to launch another agitation against Hindi imposition. The State had witnessed massive protests against earlier attempts to impose Hindi in 1937 and 1965. The Centre sought to defuse the situation by first reminding them that it was only a draft, and that the policy was yet to be finalised. Subsequently, the reference to Hindi was dropped by the committee. It reworked the sentence to the effect that students could change their language preference in Grades 6 or 7, “so long as they are able to still demonstrate proficiency in three languages (one at the literature level) in their modular Board examination some time during secondary school”.

What is the backdrop to the Hindi imposition row?

The State has been traditionally opposed to any attempt to introduce Hindi as a compulsory language of learning or administration. The origin of the linguistic row, however, goes back to the debate on official language. In the Constituent Assembly, Hindi was voted as the official language by a single vote. However, it added that English would continue to be used as an associate official language for 15 years. The Official Languages Act came into effect on the expiry of this 15-year period in 1965. This was the background in which the anti-Hindi agitation took place. However, as early as in 1959, Jawaharlal Nehru had given an assurance in Parliament that English would continue to be in use as long as non-Hindi speaking people wanted it.

What is Tamil Nadu’s stand on this?

Leaders in Tamil Nadu are often at pains to emphasise that they do not oppose the voluntary learning of Hindi and cite the unhindered work of the Dakshina Bharat Hindi Prachar Sabha, established in

Chennai by Mahatma Gandhi in 1918. The institution imparts Hindi teaching at various levels to anyone who enrolls for its programme. Also, there is no bar on private schools, most of them affiliated to the Central Board of Secondary Education, offering Hindi.

The State has been following the two-language formula for many decades, under which only English and one regional language are compulsory in schools. In 2006, facing criticism that many manage to avoid learning Tamil by opting for Hindi or Sanskrit in private schools, the State government enacted The Tamil Nadu Tamil Learning Act under which Tamil has to be compulsorily learnt in schools operating in the State.

The State is also opposed to the establishment of Navodaya schools by the Centre in any part of Tamil Nadu.

An important aspect of the opposition to Hindi imposition is that many in Tamil Nadu see it as a fight to retain English. English is seen as a bulwark against Hindi as well as the language of empowerment and knowledge. There is an entrenched belief that the continued attempts to impose Hindi are essentially driven by those who want to eliminate English as the country’s link language.

Fixing the education system

Government can demonstrate its willingness to deal with the learning crisis by adopting the draft new education policy

Indian Express Article

Education, it may be said, is no rocket science. But, it has taken an astrophysicist and former head of the ISRO, as the head of a committee, to produce a refreshingly new draft education policy. Of course, there will be debates, and controversies. But, having worked for over two decades to improve the foundational skills of children, it is good to see a policy document that recognises the “severe learning crisis” and

emphasises in no uncertain terms that it has to be dealt with.

To quote from page 64 of this rather elaborate document “..our highest priority must be to achieve universal foundational literacy and numeracy in primary school and beyond by 2025”.

“The rest of the Policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved.” The document says, “If action is not taken soon, over the next few years the country could lose 10 crore or more students — the size of a large country — from the learning system and to illiteracy.” Grim, as the warning is, the government will underscore the severity of the crisis and show its willingness to deal with it by adopting the policy.

An important part of this policy is its thrust on early childhood education. Policy documents over the past decades have listed all the familiar reasons why early childhood education is important to build a foundation. But the draft policy lists concrete steps to overcome issues of universal access to quality early childhood education beyond the ICDS network. It says, “...the availability of free and compulsory quality pre-primary education for all 3-6 year olds will be included as an integral part of the RTE Act”.

Further, the policy proposes to restructure the 10+2 education structure into a 5+3+3+4 structure so that the five years from ages three to seven or till the end of Std 2 are seen as one “foundational stage”. This is a welcome recommendation. The next two stages, of three years each, are “preparatory” and “upper primary”, first ensure the acquisition of foundational skills and then their development. These stages are not only consistent with the development of children, but they are also useful to meet

the overall goal of ensuring basic learning outcomes stage-by-stage. Such stage-wise restructuring to achieve learning outcomes will be important if the government extends the RTE Act to children between the ages 3 and 18 as the policy proposes.

The policy recommends community and volunteer participation in collaboration with schools to overcome the current crisis. Schools generally work in isolation from the community they serve. Not making parents and the larger community partners in the child’s learning process aggravates the learning crisis, at least in the early years. Although, setting up of school management committees is mandated by the RTE Act, they are not expected to become a part of the teaching-learning process. This policy seems to encourage voluntary action. The document also talks about encouraging philanthropic initiatives to help mobilise resources. Together, these two create an interesting picture.

The chapters on early childhood education and elementary school education appear to be more concrete than the chapters on the next levels of schooling or higher education. Perhaps this is because desired outcomes for early stages of education are easier to pin down than those for the next levels of education.

The data on the learning crisis in higher educational levels is not well-defined. There is a need to understand the crisis in secondary and higher education beyond the percentage of dropouts, the gross enrollment rates or the failure rates in examinations. Examination and assessment reforms are referred to, but clearly, more on-ground experimentation is needed before these can be concretised.

Integration of vocational training and a general emphasis on “learning to learn”, along with lowering the burden by cutting out some parts of the curriculum, while focusing

on the core, have been discussed for some years now. I am not sure we have enough experience to execute such initiatives. Though time is fast running out, we need to undertake a honest evaluation before initiating far-reaching changes. I recall reading the National Curricular Framework 2005 document, with similar enthusiasm, more than a decade ago. But, after a point you start wondering how much of this is really going to be feasible?

The context set in the early parts of the document is that India will be or aspires to be the third-largest economy in the world by 2030. "To do this, we will need a knowledge society based on a robust education system, with all the requisite attributes and characteristics in the context of changes in knowledge demands, technologies, and the way in which society lives and works".

This need for a knowledge society has been often articulated over the last two decades but we have not been able to deal with the learning crisis. Do we have the will, the financial resources, and the pool of human resources to deal with it now?

There is an addendum to the policy called "Make it Happen". It outlines the issue of financing in detail. In short, the projection is that the expenditure of the government on education, which is at 10 per cent of all public expenditure today, will need to be doubled. The "learning crisis" is very deep. The education system — public and private — has been deteriorating rapidly and has affected the quality of our human resources. If this trend is not reversed, the dysfunctional system will become more and more expensive but will not deliver the goods. It will require a huge commitment and conviction to make it happen.

Draft policy proposes higher education policy restructure

The draft new education policy unveiled on Friday proposes a complete restructuring of higher education by reintroducing the four-year programme in Liberal Arts Science Education (LASE) with multiple exit options and scrapping the MPhil programme.

Pursuing a PhD, the draft proposes, shall require either a Master's degree or a four-year Bachelor's degree with research.

"The three-year traditional B.A., B.Sc., as well as B.Voc. degrees will continue as well for those institutions that wish to continue such programmes, but all Bachelor's degrees will move towards taking a more comprehensive liberal education approach," states the draft made public within hours of its submission to the new HRD Minister, Ramesh Pokhriyal 'Nishank', on Friday.

In addition to the undergraduate overhaul, the policy has pitched for inclusion of early childhood education (from age 3 onwards) as part of formal school education and reconfiguration of school curriculum and pedagogy in a new 5+3+3+4 design, corresponding to age group of 3-8 years, 8-11 years, 11-14 years, and 14-18 years, respectively.

NDA's second bid at new edu policy

This is the NDA government's second attempt at drafting the new education policy. The HRD Ministry, under NDA-II and Smriti Irani as its minister, had set up a committee with late TSR Subramanian as its chairman. That panel's report was submitted in 2016, but another committee was constituted once Prakash Javadekar took over. The new report is the one drafted by the second panel led by scientist K Kasturirangan.

The draft also makes a case for the extension of the Right to Education Act "downwards to include up to three years of

early childhood education prior to Grade 1, and upwards to include Grades 11 and 12". More significantly, it calls for a review of Clause 12(1)(c) – providing for mandatory 25 per cent reservation for economically weaker section students in private schools – in wake of its alleged misuse.

The draft policy was submitted by the Dr K Kasturirangan-led committee on Friday and was made public for feedback immediately. Addressing the media soon after its submission, Pokhriyal told reporters, "The new policy is coming after a span of 30 years and we will study the report on it received by us today. States and other stakeholders will give feedback and the report should come in the public domain soon."

Other recommendations of the reports include:

An increase in the number offshore campuses of Indian institutions abroad and permitting the world's top 200 universities to set up branches in India to internationalise higher education.

A single independent regulator called 'State School Regulatory Authority' (SSRA) for the school education sector and a separate single regulator (National Higher Education Regulatory Authority) for higher education. All other current regulatory bodies such as AICTE, MCI, BCI, may turn into Professional Standard Setting Bodies that set standards for professions (e.g. for teachers, doctors, engineers, nurses, etc.).

While private schools are free to set their fees, they shall not increase school fees

(taken under any head) arbitrarily. The percentage fee increase permissible based on inflation, etc. will be decided by SSRA for every three year period.

Private schools to not use the word 'public' in their names. 'Public' schools will only be those that are funded fully or partially by the government

A new apex body for education called the Rashtriya Shiksha Aayog to be set up. It will be headed by the Prime Minister and be responsible for developing, implementing, evaluating, and revising the vision of education on a continuous basis.

Explained: Free rides, fare perspective

School curriculum load in each subject should be reduced to make space for more holistic, experiential learning. No hard separation of content in terms of curricular, extra-curricular, or co-curricular areas. No hard separation of arts and sciences also proposed.

School students should be allowed to take board examination in a given subject whenever they think they are ready.

Contribution of ancient Indian knowledge systems to mathematics, astronomy, philosophy, medicine to be included in school curriculum.

All higher education institutions to be restructured into three categories. "Type 1: Focused on world-class research and high quality teaching; Type 2: Focused on high quality teaching"

To,

All Office Bearers, State Leaders, NEC members, Women Cell members.

Friends,

Greetings.

You know well that new govt. assumed power in centre under leadership of Hon'ble PM Sri Narendra Modiji and new Hon'ble Minister of HRD Dr. Ramesh Pokhriyal Nishank has taken the charge. Draft NEP has come in public domain last week. Study and discussions are going on it. In this back ground we have decided to hold our AIFUCTO NEC meeting in Delhi on 14th July, 2019 (Sunday) at Gandhi Peace Foundation, Deen Dayal Marg, New Delhi near ITO. Meeting will start at 10.30am and will continue up to 5pm.

I request to all Office bearers, State leaders, NEC members, Women's Cell members to book their tickets to and fro for Delhi so that they can attend this important NEC meeting positively in time.

Agendas to be discussed are as follows;

1. Approval of the minutes of last NEC meeting.
2. Reporting on AIFUCTO activities and other developments by GS.
3. Reporting by states on Pay scale/regulations etc.
4. Future course of actions and our tasks ahead.
4. AIFUCTO observations on Draft NEP .
5. Proposal for next AIFUCTO statutory Conference.
6. Some organisational issues including JFME & Women's Cell.
7. Financial issues, Membership & subscriptions and Teachers' Movement.
8. Affiliation if any.
9. Any issue. by the permission of the chair.

Hope your participation and cooperation.

Regards ,

Yours friendly,



Arun Kumar
General Secretary
AIFUCTO

If undelivered please return to:

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