



WORKING DRAFT REPORT

NATIONAL CONSULTATION ON DRAFT NATIONAL EDUCATION POLICY, 2019 AND CHILD RIGHTS

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NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS

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Introduction

The forthcoming NEP will be the third education policy to be introduced in Indian education system since independence. The first two policies on education, National Policy on Education (NPE) 1968 and NPE 1986 (revised in 1992) were similar in character as both envisioned education as an agent to promote national integration and achieving the goals of 'socialism', 'secularism' and 'democracy'. While the NPE 1968, based on the recommendations of Kothari Commission (1964-66)⁹ laid down the broader framework and functions of education; the NPE 1986 was more of an extension of NPE 1968. It formed specific measures to ensure the execution of ideas envisaged by its predecessor by providing guidelines to turn the ideals into implementable measures. The NPE 1986 and 1992 stressed the need for a national curricular framework; introducing minimum levels of learning; residential schools and special schools to promote education of targeted groups deprived of equal education opportunities; national literacy mission to promote adult education; expanding the operation blackboard and non-formal education; improving distance and open learning in higher education.

A closer look at the theses of the previous two education policies i.e. National Policy on Education (NPE) 1968 and NPE 1986 highlights that the thrust areas as described in these policy documents and the proposed NEP largely remain similar. However, the draft NEP, 2019 clearly deviates from its predecessors on at least two accounts. *First*, unlike the previous two policies, the draft NEP, 2019 is following a bottom-up approach where the consultations have started from the very basic unit of school administration i.e. the village education committees. From field observation and experiences to research based evidences, the course of formulating the draft NEP involves reflective inputs from all the stakeholders in education. *Second*, and most important, NEP, 2019 is the first education policy that endeavours to reject the welfare approach towards educationally excluded sections by empowering and providing equal opportunities for all to participate and succeed. Unlike the previous policies, the draft NEP seemingly focuses exclusively on 'inclusion' of children who are most vulnerable to being left out of the education system rather than providing substitutes leading to further alienation.

Though the method adopted and themes proposed for formulating the New Education Policy follows the principles of participation and inclusiveness, it is equally significant that *rights of children* are reflected and included as a basic code in its content and structure.

Changed scenario since National Policy on Education, 1986 and 1992

The Constitution of India adopted in 1950 reflected the basic principles of Declaration of the Rights of the Child, also known as the Geneva Declaration of the Rights of the Child, 1959, including education, special education for children with special needs, protection, and non-discrimination. Specially after 1986, a shift from welfare approach to rights approach has occurred. The important milestones since the enactment of NEP in May 1986 that form the basis of relooking the draft NEP, 2019 in this regard are listed chronologically as follows,

1. The **Convention on the Rights of the Child (CRC)** was approved by the **General Assembly of the United Nations on 20 November 1989**. This Convention was formally opened for signature and ratification on 26 January 1990 and ratified of Government of India on 11 December 1992. This provided a strong base for initiating necessary legal and other developmental measures for protecting and promoting the rights of children in consonance with the CRC.
2. **Child Labour- Prohibition and Regulation Act, 1986** was enacted in **December 1986**, primarily, to ban the employment of children who have not completed their fourteenth year, in specified occupations and processes; and regulate the conditions of work of children in employments where they are not, prohibited from working; followed by National Policy on Child Labour in 1987 laying down the action plan for tackling the problem of Child Labour. The 1986 Act has been amended and now known as the **Child Labour (Prohibition and Regulation) Amendment Act, 2016**.
3. In 1993, the **National Nutrition Policy** was adopted to tackle the problem of malnutrition through direct nutrition interventions for vulnerable groups such as children below 6 years and adolescent girls.
4. The **National Council for Teacher Education Act, 1993** was enacted to provide for the establishment of a National Council for Teacher Education (NCTE) to achieve planned and co-ordinated development of the teacher education system throughout the country. The Act has been amended in 2011.
5. The National Food Security Act came in 2013 and in accordance with the provisions of the **National Food Security Act, 2013**, the Mid Day Meal Rules, 2015 were notified after consultation with the States and other related Central Ministries. The Rules highlight the entitlements of children; responsibility of School Management Committee; Testing of the meals by Accredited Labs to ensure nutritional standards; food security allowance etc.
6. The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994 was introduced to regulate and prevent the misuse of modern pre-natal diagnostic techniques, particularly abortion of female foetuses. It was amended in 2003 and is now called **Pre-Conception & Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 2003**. The Infant Milk Substitutes, Feeding Bottles and Infant Foods (Regulation and Production, Supply and Distribution), Act, 1992 was enacted and amended in 2003.
7. The **Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995** that came into force in February 1996, amended in 2016.
8. In 1998, a special service for children in need of care and protection called **Childline (1098)** was introduced.

9. The **Juvenile Justice Act, 1986** was repealed by the Juvenile Justice (Care and Protection of Children) Act, 2000; modified known as the Juvenile Justice (Care and Protection of Children) Amendment Act, 2006. The J. J. Act, 2000 was repealed by The Juvenile Justice (Care and Protection of Children) Act, 2015.
10. Honorable Supreme Court of India, vide judgment dated 16-12-1997 in W.P).Civil (13029 of 1985 in the case of Shri MC Mehta vs .Union of India & others, had issued the order which inter alia included guidelines for safe plying of school bus and to ensure safety of school children travelling in the bus.
11. In 2001-02, the **Sarva Shiksha Abhiyan (SSA)** was launched with the aim of providing quality elementary education to all children in the 6-14 age group by 2010, and bridging all gender and social category gaps at primary stage by 2007.
12. The **86th Constitution Amendment Act** was notified in December 2002, making free and compulsory education a Fundamental Right for all children in the age group of 6-14 years. The Article formed the basis for enactment of Right of Children to Free and Compulsory Education Act or **Right to Education Act (RTE), 2009**. Also, Article 45 of the Constitution was substituted to provide for early childhood care and education for all children till they complete the age of 6 years.
13. The **Kasturba Gandhi Balika Vidyalaya (KGBV)** scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas.
14. The **Information Technology Act, 2000** was notified in 2000 dealing with cybercrime and electronic commerce.
15. The **Commission for Protection of Child Rights (CPCR) Act, 2005** was enacted and National Commission for Protection of Child Rights (NCPCR) was set up in 2007.
16. **93rd Amendment in 2006**- exempting educational institutions established by minorities for making special provisions for any socially and educationally backward classes of citizens.
17. The Child Marriage Restraint Act, 1929 (19 of 1929) was repealed in 2006 and The **Prohibition of Child Marriage Act, 2006** came into force.
18. The Department of Women and Child Development was set up in the year 1985 as a part of the Ministry of Human Resource Development to give the much needed impetus to the holistic development of women and children. In 2006, **Women and Child Development was upgraded to a separate Ministry**.
19. A comprehensive law- **Protection of Children from Sexual Offences (POCSO) Act, 2012**- to provide for the protection of children from the offences of sexual assault,

- sexual harassment and pornography, while safeguarding the interests of the child at every stage of the judicial process was introduced in 2012.
20. The **National Early Childhood Care and Education (ECCE) Policy, 2013** was introduced to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to six years of age.
 21. The **National Action Plan for Children (NPAC), 2016** includes around four priority areas- survival, health and nutrition; education and development; protection and participation. The NPAC defines objectives, sub-objectives, strategies, action points and indicators for measuring progress under the four key priority areas and also identifies key stakeholders for the implementation of different strategies.
 22. A competency-based framework- **National Skills Qualifications Framework (NSQF) has been notified in 2013** to organizes all qualifications according to a series of levels of knowledge, skills and aptitude.

Since, 1986 there has been a major shift and the individuality of children has been acknowledged providing them rights that are innately-inclusive for all children and do not discriminate on basis of gender, caste, region, religion, economic status.

As NCPCR is the statutory body constituted u/s 3 of the CPCRA Act, 2005 and is mandated with wide range of responsibilities with the underlying objective of protection of all rights of the children and working in the best interest of all children. One of the important functions of the Commission is to inquire into child right violations. Besides issues of violations pertaining to basic entitlements provisioned under the RTE Act, 2009, several number of representations are received and also come to the notice through media reports regarding concerns for safety of children in schools; inclusion of children from socially disadvantaged sections; growing academic burden on children and student-teacher relations. In 2016, when the process of drafting the recommendations for New Education Policy was in process by the TSR Subramanian Committee, NCPCR has submitted its recommendations on the 13 themes under school education and an additional theme on safety and security.

Based on the nature of grievances received, the following topics have been selected for discussion in the national consultation within the above themes:

1. Inclusive education- Education of children with special needs and minority communities
2. Positive engagement of children
3. Addressing the academic and physical burden on children
4. Technology in Education and Cyber Safety

In addition, following specific relevant topics shall also be discussed-

1. Extending the Right to Education to children of Jammu & Kashmir & Ladakh
2. Safety and Security of Children in educational institutions
3. Section 12 (1) (c) of RTE Act, 2009 – A tool for creating inclusive society
4. Trend of coaching and shadow education in India- A reality

5. Effect of 93rd Amendment Act on implementation of Article 21A
6. Role and responsibilities of stakeholders in education

A National Consultation on “Draft National Education Policy, 2019 and Child Rights” was held on 10th October 2019 to revisit the drafted New Education Policy, 2019 from Child Rights Perspective from 10:00 a.m. – 5:30 p.m. at the Gulmohar Hall, India Habitat Centre, New Delhi. The stakeholders from different groups comprising of State Council for Educational Research & Training (SCERT), State Commissions for Protection of Child Rights (SCPCR), Members of RTE National Advisory Committee, members of National Monitoring Committee for Minorities' Education (NMCME), University Vice Chancellor, Educationists, and Administrators etc participated in the consultation.

The Consultation commenced with the welcoming of honorable guest by the Chairperson, Shri Priyank Kanoongo, by lighting of lamp with (Smt. Rupali Banerjee Member Secretary NCPCR), Shri Yashwant Jain Member NCPCR, Shri Shri Ram Aravkar, Secretary, Vidya Bharti.

Chairperson, NCPCR began the session by stating the importance of the Consultation on National Education Policy 2019 and Child Rights. He addressed the inclusion and importance of the 13th theme that is “Safety and Security of children” which was earlier confined to 12 themes. This theme becomes important in order to address the concern of parents regarding the safety and security while sending their children to school. The purpose of the theme is to make educational institutions such a place where parents can be care free regarding safety and security of their children.

Chairperson addressed the concern which was related to the inclusion of the deprived section of the society. Despite the attempt of 1968 and 1986 policies, there are many categories which are deprived from the mainstream due to various barriers like caste, color, creed etc. He discussed the importance of education as the only means to include and uplift such vulnerable section of children. He gave reference of 1871 Criminal Act which was enacted during British rule. According to this Act, British declared a number of castes as criminal but even after many years of independence; still these castes are known by their criminal identity. As a result of this, many children are far from the opportunity to get education. Although there are various welfare schemes for such sections of the society but due to their frequent migration from one place to another they are unable to get benefit of such schemes. Therefore, the policy should focus over this issue in order to provide their rights and welfare.

Chairperson threw light on the issue where he discussed about the children who are identified as law breakers, involved in crimes and kept in observations. Such children go through severe exploitation through lack of infrastructural issues, sexual offences, inadequate resources etc. There is a serious need to bring change into the life of such children. These changes are possible through the means of education like providing them rehabilitation, better educational facilities, vocational trainings etc.

He also discussed about the need to sensitize School teachers with Acts related to Child Rights like Protection of Children from Sexual Offences (POCSO) Act 2012, Juvenile Justice (JJ) Act, 2015 etc. Apart from this, he discussed about the need to detect problems faced by (Children with Special needs) disabled children and the Government of India facilities from which they are debarred.

Chairperson ended up by suggesting the need of inclusion of each and every child into the educational policies who are excluded from the mainstream and there is a huge need to provide such children with better opportunities.

Recommendations from the Consultation

1. Addressing the Academic and Physical Burden on Children

1. School Curriculum to be redesigned to result in all round development of the child; and issues of Mother Tongue, National Language, Classical Languages and other languages(s) for global interface need to be addressed in such a way that equitable learning opportunities for all children irrespective of their location (rural, urban, remote etc.) as well as other contexts are available for optimum development.
2. Ensure implementation of mother tongue as medium of instruction as given in section 29 (2) of RTE Act, 2009 at primary and elementary level where children can learn and express their divergent thinking freely resulting in improved outcomes of learning. In the tribal areas, steps to be taken for provision of multilingual education material to the children.
3. Textbooks need to be designed on the basis of age-wise abilities of the children and the number of books should be as per the requirement in order to reduce unnecessary burden. For instance- instead of multiple subject books, one book for all subjects can be introduced for 3 months.
4. Age appropriate learning should be emphasized and contextualization of the textbooks must be based on linguistic diversity.
5. Weight of the school bags should be appropriate as children carry lots of books subject wise. It should be according to the needs and capacity of a child instead of overburdening with the variety of books. All schools that are defined under the RTE Act, 2009 should follow the curriculum including syllabus, books, assessment mechanism as laid down by and prescribed by the RTE Act, 2009.
6. Redesigning of the curriculum and content of textbooks should focus on better knowledge instead of irrational knowledge supporting child marriage, religious practices etc.
7. Schools as learning space should be conceived in such a manner that besides the designated teachers and staff; involvement of local personalities, Artisan, Artists etc. is ensured to develop in learners appreciation for their own culture and develop a sense of belongingness.

2. Positive engagement of Children

1. Teacher education programmes should be geared up to develop sensitivity and competence to deal with diversity in classrooms including children with disabilities; though later may also require specially trained teachers.
2. A mechanism for periodic orientation programmes for teachers in private schools on engaging children and elimination of corporal punishment in schools should be in place on lines of refresher courses of government school teachers.
3. All Govt., Non-Govt., public- private entities may adopt an area/village and promote awareness programmes to inform the people about the prevention and rehabilitation of children and persons with disability.
4. Multi- culture pedagogy approaches can be considered for enriching the self esteem of all children and girls from different disadvantaged groups.
5. Provision of hostels for children of seasonal migrant labour should be made so that they can continue education and do not drop-out from school.
6. Education is concerned with all-around development of the child and hence assessment to be made in all the physical, social, intellectual and emotional indicators. Accordingly the pedagogy and evaluation processes should be adopted to realize this objective.
7. Ensure all out-of-school children including child labour, street children, trafficked child, children in CCIs are mainstreamed in the education system. For effective rehabilitation of rescued children vocational education has to be provided at district level.

3. Technology in Education

1. Lack of awareness of Information and communication technology and its usage in life in general and education in particular is holding back its application and tremendous benefits. Initiating institutions like Atal Tinkering Labs to bring out creativeness and making use of science and technology at the practical level.
2. Where ICT has been sought to be applied in education, it has remained non functional widely, due to using obsolete technology or very poor maintenance of equipments like computers. Without updating technology and computers, its application in education becomes ineffective and therefore delimited. Further, lack of proper education and exposure to using computers, discourage teachers using it as a methodology in transacting curriculum and organizing activities in a classroom.
3. ICT should be introduced in education right from the beginning in consonance with the curricular activities at a given level. In the ever increasing cutting edge global competitiveness, no country can afford to be lagging behind in ICT. Therefore, effort required by all the stakeholders to make ICT an integral part of teaching and learning.

4. To introduce technology based learning methods like digital classrooms, educating through video conferences etc. Creating tools/ equipments for Children with Special Needs for instance- Tablets for writing examinations etc .Such projects may be given to IITs.
5. Role of the teachers should be enhanced with technological education. Teachers should be prepared both at the academic and technological level.
6. Making distance education possible and more efficient through technology.
7. Curriculum to be design in a manner which may initiate technological grooming and out- of- box thinking.

4. **Education of Children with Special Needs (CWSN)**

1. Empowering students with the special needs with all the necessary and possible delivery of tools and equipments will enhance their learning.
2. Schools/ Educators to focus more on Learning Competency and consider learning difficulties as huge implication in the path of achieving Quality Education.
3. Teacher education programmes should be geared up to develop sensitivity and competence to deal with diversity in classrooms including children with disabilities; though later may also require specially trained teachers.
4. All Govt., Non-Govt., public- private entities may adopt an area/village and promote awareness programmes to inform the people about the prevention and rehabilitation of children and persons with disability.
5. Special Training programmes for Families or Parents to sensitize them about different issues related to Child Rights.

5. **Section 12(1) (c) of RTE Act, 2009- A tool for creating inclusive Society.**

1. Private cost of education to all disadvantaged children to be avoided. Also, 25% EWS under RTE in private schools also may get Mid Day Meal.
2. As per Section 11 of the RTE Act, 2009, the appropriate Government may take necessary action to prepare children of age 3-6 years for primary education. With respect to this section, the benefits of RTE Act under Section 12 (1) (c) in form of per-child expenditure that is reimbursed to the school, for children in age group 3-6 years should be extended to all preprimary schools such as Anganwadi centres, in addition to private schools.

(The per-child benefits of Right to Education (RTE) Act 2009 under Section 12 (1) (c) for children taking admission in any school at entry level should also be extended to all the pre-primary schools such as Anganwadi centres, in addition to private schools.)

3. There should be an inbuilt mechanism at all levels to continuously monitor the achievement of learning outcomes as well the enabling provisions for facilitating learning of all children so that Right to Free and Compulsory Education can be ensured.

6. Education of Children of Minority Communities

1. There is a need to modernize the curriculum of religious institutions like madarasa/ makhtabs without intervening in their personal and religious affairs.
2. The benefits of RTE Act 2009 should be extended to the children studying in Madarasas. At state level a Board of Madarasa Education to be established to enable all minority children to achieve elementary education.
3. Extend Mid-day meal programme to all children attending Madarasas.
4. Guidelines to be framed to award minority status of an institute - should be based on the number of minority students admitted but not on the status of person/ agency which runs the institute.
5. Madarsas should not be allowed without permission or recognition from the Authority. Even, some unrecognized Madarsas are found to be running as registered CCI's. Therefore, the mapping of these Madarsas and formalizing in the system is important.
6. Registration of Madarsa will enhance the accountability, therefore it should be done on a priority basis.
7. Skill based learning to be introduce in the Madarsas which will help the children to learn and work therefore, remove the poverty and work towards the development of the society.

7. *Extending the Right to Education to Children of Jammu & Kashmir & Ladakh*

- Interventions such as Mobile Schooling at free of cost across the country can be started. For instance- due to various reasons such as different geographical structures, children have to walk or travel many kilometers to reach to the Schools.
- The idea of developing full potential of a human being via developing the personality of child should be introduce as subjects at school level.
- Sports to be included in the schools as full fledged programmes.
- Funds for Children with Special needs (CSWN) to be included.
- Interventions at the primary level to be included.
- Comprehensive Learning Evaluation System to develop.

- Basic infrastructural facilities and other resources to be included.
- Redesigning of the curriculum based on the Constitutional Values.
- Mapping of children in or out of school, types of schools, fee structures etc and then providing those with their specific needs.
- Prepare Quality teachers by creating good Universities for Teacher Training as well as In service training facilities to be provided.

8. Safety and Security of Children in Educational Institutions

- Instead of different schools, One Common School system should be introduced in the country which will help in removing poverty, enhancing inclusiveness in the society.
- Special training of Teachers on different Acts based on Child Rights such as Protection of Children from Sexual Offences (POCSO) 2012, Juvenile Justice Act 2015 etc. should be conducted.
- Anganwadi to be clubbed with the Schools.
- The mushrooming of primary education in the country is well known. There are several Primary schools which follow writing/ memorization at very early age which kills the joyful stage of learning for a child. There is need to address the problem of children drowning in fast moving system but not enjoying their childhood.
- Training of Teachers/children to address sexual harassment cases. Screening of movies or through audio /video materials in the schools based on sex education, menstruation, HIV, drug abuse as well sensitizing teachers on the same.
- Appoint more number of Special Teacher and Educators in Schools.
- Regular checks on the quality of mid day meals and people serving it should be assessed.
- Police verification of the School staff can lead to safety and security of children.
- Facilities for the children with special needs such as transport for pick up or drop, Electronic tablets for writing their examinations may also be considered.
- As Teachers are the main instrument who transfer knowledge to the children their security should also be a matter of concern. Due to different geographical conditions it is important to consider the time consumed during travelling to the schools. Hence, residential facilities to be introduced for teachers.
- Early Childhood Care and education policy needs to be included at the primary level as children go to various institutions such as crèche etc.
- Skill based learning to begin at the age of 14 years as many children want to pursue career due to various reasons such as poverty etc.
- Comprehensive safety at School may imply:
 - Prevention of corporal punishment- physical, mental and discrimination.
 - Emotional aspects- Absence of Harassment, Bullying, Cyber bullying, ragging, etc.
 - Physical aspects- Precautions against Injury on playgrounds, field trips, picnics, excursions, and safe infrastructure etc.
 - Individual and Social aspects- Child friendly language and actions, non discrimination, empathy, precautions against physical abuse, substance abuse, molestation etc.
- Every school should prepare and display school safety plan that may be prepared involving children and school management committees (SMCs) as has also been suggested by the Draft National Action Plan for Children, 2016 of Ministry of WCD.

9. Trend of Coaching and Shadow education in India- A reality

- There is a need to develop subjective approach in teaching at the level of coaching centres.
 - Families/ Parents enroll their children in the coaching centres as a status symbol to compete in the fast moving world. Coaching is also specific to certain careers/professions but not on children passion. Some mechanism should be developed to give importance to each career/ profession and families to understand its worth. Families to be sensitized on such matters.
 - Coaching should stop building pressure on children. Commercialization of the Education should stop at the earliest.
 - Coaching Centres to come under some system as they are following any rule/policy and taking money at the name of education.
 - Registration of the coaching centres and fee structures to be decided by the authority at different level.
 - Tracking of Teachers/Schools teaching in Government schools for namesake and running their own coaching centres.
 - Ensuring 100% attendance in the school as many children enrolled but attending just coaching centre classes.
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Annexure

Session 1- ADDRESSING THE ACADEMIC AND PHYSICAL BURDEN ON CHILDREN

By Shri Shri Ram Aravkar

Shri Shri Ram Aravkar began his discussion by addressing the problem that children face with the physical and academic burden in their school life. He explained how children in today's time are getting away from physical activity and playgrounds. School bags have only turned out to be a burden due to their increasing weight of books and notebooks.

Education these days has only become a burden rather than something that can be enjoyed or help in the overall development of a child. For example- nowadays children from three years of age are given pen and copy to start with learning. The outcome of this only turns out to be unwanted burden and which stops children from developing their own thinking process. He suggest that a child should not be given work that is more than of her or his capability as there won't be any good outcome and will lead to no development. Apart from this, he considered practices like mugging up, judging children on the basis of written test only and not verbally, day to day increased homework as not fruitful for academic and personal growth of children.

He stressed the need for bringing formal education into one's own mother tongue and also to include local knowledge education into the curriculum of National Council for Educational Research & Training (NCERT). Age Appropriate learning and Contextualization of the textbooks based on the Linguistic diversity of the country and better content which is more align with better knowledge should also be taken into consideration. Instead of different subject specific books, 1 book consists of different subject for 3 or 6 months can also be introduced. Finally, he ended up by suggesting that education should not be external burden rather it should be more enjoyable and should have positive impact on children internally.

Session 2 -TECHNOLOGY IN EDUCATION

Part- 1 By Shri Shreehari Borikar

Shri Shreehari Borikar started his discussion by emphasizing to merge technology with education. The new generation learning requirement is not only confined to books, it has gone beyond that which includes technological gadgets like phone, tabs, laptops etc. New concepts like digital classrooms, education through video conferences are taking place. Apart from this in order to make geographically distance education possible (like imparting education from one state to another) technology can play a huge role.

When it comes to Special need (physically handicapped) children, Shri Shree Hari Borikar suggested that such children can be brought by in equal manner like other normal children by introducing technological tools that can prove helpful to them. This can be done by giving projects to institutions like IITs. Apart from this, he suggested there can be several other ways to enhance

the capacity of such children like inventing apps for children, organizing workshop for them and children awareness camp.

He concluded his discussion by stressing the need for bringing out creativity from children and to spread awareness among them to use social media and appropriate ways. Lastly, he suggested that this change can be possible by preparing teachers both technologically and academically.

Part 2 Session By Dr. Unnat P. Pandit

Dr. Unnat P. Pandit put forward his views on technology by discussing the example of Atal Tinkering Labs that are present in five out of seven union territories. Atal Innovation Mission is an initiative of the National Institution for Transforming India that aims to establish Atal Tinkering Labs in schools across India. The objective of the scheme is to foster curiosity, creativity, and imagination in young minds and inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing, rapid calculation, measurements etc. Young children will get the chance to work with tools and equipment to understand what, how and why aspects of STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH). Unnat P. Pandit explains how these tinkering labs are helping children to present their creativity in best possible manner. He describes tinkering labs as the example of institution that can help children to utilize science and technology in practical life as well as in educational setting. He suggests that tinkering lab can be open in juvenile homes where funding is not the problem but not having this perception is the problem. There is a need of out-of-box thinking that encompasses technology grooming.

Session 3 – EDUCATION OF CHILDREN WITH SPECIAL NEEDS

By Dr. Indumati Rao

Dr. Indumati Rao discussed the inclusion of various groups of children in National Education Policy. She mentioned about problems like labouring children on the basis of migration, caste, learning competency etc. she recognizes learning difficulties as a huge implication that can occur to any one and not only to person with disability, in order to deal with such problem there is a need to bring standardized curriculum and to focus on early childhood curriculum and education.

She stressed the need for inclusive education, teacher capacity building, to focus on creativity and to explore other sphere like music, arts and sports. Another important thing that she pointed out was that parents should spend more time with their children so that it can help in their overall development.

Session 4 – EDUCATION OF CHILDREN OF MINORITY COMMUNITY

By Shri. Mukul Krantikar

Shri Mukul Krantikar discussed about how minority institutions are often described as management. Focusing on the opportunity of individual, he emphasized on making winning global citizen rather than competing global citizen. He defined education at three levels that is at **individual level**,

societal level and at national level. He talked about three essential values *(1). Common minimum content, (2). Liberal education like knowledge of constitution, traffic, banks etc.,(3). Quality of teachers is to be enhanced.* He also suggested that education must be beyond religion.