

REPORT

State Level Convention Stock Taking on RTE Implementation in Karnataka

(Making Education a Prime Political and Development Agenda)



Organised by
People Alliance for Fundamental Right to Education (PAFRE)

In association with



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CACL- K SECRETARIAT

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Background

With the passage of the Constitution (Eighty-Sixth Amendment) Act 2002, education in India has become a fundamental right of every child. Article 21A of the Indian constitution guarantees free and compulsory education to all children of the age group six to fourteen years. In ensuring the constitutional right of Indian children to school education, a separate legislation was enacted by the Indian Parliament. The Act came into force on 1st April 2010, as the Right of Children to Free and Compulsory Education Act, 2009 (well known as RTE Act). The RTE Act of 2009 has completed almost four years of its implementation. During these four years, several debates, dialogues and discussions on RTE Act have been held by different groups and organisations across the country, with focuses on provisions of the Act, implementation status, challenges, etc. Educationists, social activists and journalists have been continuously sharing and expressing ground realities of RTE implementation in the form of research articles, books and write ups. These efforts were visible and evident both at state and national levels. Closer examination of findings of all these efforts makes us clear that the implementation of the provisions of RTE Act was far from satisfactory in India. This equally applies to the status of Karnataka in implementation of RTE Act.

Several complaints with regard to RTE implementation have been filed with the Department concerned, at various levels in the state. One of the groups in the state with network support of various organisations, legal experts and individuals has filed a writ petition in the Honourable High Court of Karnataka, challenging the status maintained by the state government on the magnitude of out of school children in Karnataka. The State Government for several years has under recorded the out of school children. This has been evident from the data obtained by the Department of Public Instruction, through its child census survey that has been recently conducted as per the direction of the Honourable High Court of Karnataka. Besides playing a significant role in creating awareness among general public about the provisions of the RTE Act, both print and electronic media have successfully brought the issue of poor implementation of RTE in Karnataka to the forefront. These actions by civil society groups on RTE implementation were important, but it was impactful in highlighting only some aspects of the RTE implementation in the state. Large section of the society felt the need to review RTE implementation comprehensively, as well as systematically, to understand the political will and the pro-activeness of the state machinery in implementing RTE in its true letter and spirit to fulfil the larger goals of social justice, equality and equity in the society. It was also felt that the process would enable the civil society pressure groups to evolve proper strategy and plan to address issues and challenges pertaining to RTE implementation in the state.

In light of the above, several civil society groups, under the banner of People Alliance for Fundamental Right to Education (PAFRE), in association with the Department of Development Studies, Kannada University, Hampi, Centre for Child and the Law, National Law School of India University (CCL, NLSIU) and Campaign Against Child Labour – Karnataka (CACL-K), has organised a One Day State Level Stock Taking Convention on RTE Implementation in Bengaluru. The convention was held at NGO Hall, Bengaluru on 29th March 2014. More than 120 representatives of various NGOs, Community Based Organisations (CBOs), School Development and Monitoring Committees (SDMC), research organisations, networks, support agencies and academia were part of the stock taking exercise.

The Convention was planned and designed with following specific objectives:

- To assess the status of RTE implementation in Karnataka with active involvement of key stakeholders of education.
- To ascertain reasons for present status of RTE implementation.
- To facilitate active involvement of individuals and civil society groups in RTE implementation and impact assessment efforts.
- To evolve civil society strategies and plans, ensuring effective implementation of RTE in Karnataka.
- To facilitate sharing, exchange and dissemination of information and knowledgebase on RTE and related aspects among various functional civil society groups of village level to state level in nature.

Process and Design:

Prior to the Convention, a pre-consultation meeting of the organisers, collaborators, NGOs, network partners and individuals was held. A detailed discussion was held in the pre-consultation meeting to discuss about rationale, purpose, design, processes, scope, expected outcomes and other aspects pertaining to the Convention. The Convention was planned and designed based on the decisions of the pre-consultation meeting. Keeping in mind the time, resources, energy and urgency of the issue, duration of the Convention was limited to one day. It was decided to invite representatives from all the thirty districts of Karnataka, with an objective to understand district specific issues pertaining to RTE and its implementation. These invitees included representatives chosen from NGOs, CBOs, networks, grassroots activist groups, teaching community, SDMC members and other individuals concerned. The Convention was designed to capture status on RTE Act and its provision primarily highlighting the issue of out of school children, 25% reservation for children from disadvantaged and weaker section in private schools, quality education in schools, capitation fee, privatisation, disabled children, infrastructure, local authority, community participation, school development plan, challenges before teachers and corporal punishment. The design also included a session on 'way forward', facilitating plan of action, ensuring suitable and prompt follow up on the decisions and outcomes of the Convention. The design had opening session with speakers representing teaching community, SDMCs, voices of disadvantaged and weaker sections, grassroots activist groups, subject experts and research community. Subsequently, plenary session focussing status sharing by different speakers on the above listed twelve broad aspects of the RTE Act, followed by way forward and concluding sessions. Space for question and answer, dialogue and observation sharing for participants was created as part of the design. The methodology was combination of lecture, sharing, dialogue, discussion and question and answer modes.

SESSIONS:

Session 1: Inauguration and Opening Session

The Convention was inaugurated in an unconventional way by releasing a poster carrying a message about common school system i.e., '**common school system of uniform quality**' (ಸಮಾನಗುಣಮಟ್ಟದ ಸಮಾನ ಶಾಲಾ ಶಿಕ್ಷಣ). The message was symbolic in advocating and

demanding for common school system with uniform quality education for all children irrespective of their caste, colour, sex, creed and economic status. Thus, removing discrimination and establishing social equality, equity and social justice in school education was the larger goal. All the guests of the opening session together released the poster. This followed a context setting for the Convention by Dr. V. P. Niranjanaardhya, key facilitator of PAFRE in the state.

Context Setting for the Convention: Dr. V.P. Niranjanaardhya, Senior Fellow, Centre for Child and the Law (CCL), National Law School Indian University (NLSIU):

Dr. Niranjanaardhya, while setting the context for the Convention, stressed the need to make the process initiated here a real stock taking or review in its true sense. Because, on the basis of its outcomes, there is a need to evolve suitable strategies promoting people’s movement for right to education of children in the state. Hence, we need to take it up more seriously and systematically with true commitment and conviction to the cause of children of Karnataka.

With the passage of the Constitution (Eight –Sixth Amendment) Act 2002 and the Right of Children to Free and Compulsory Education Act 2009, society recognised it as a desired



revolution in the field of education in ensuring right of all children to school education. As an immediate response of common public to the above development, it has been echoed everywhere as creation of new era in the field of education. All these have been little overstated in our media too. Though there are many loopholes, gaps and unresolved issues in the present Act, we all have accepted it (though not whole heartedly!!)

with a ray of hope for our children in realising their right to education. We had the expectation that the centre and the state would proactively work towards implementing the RTE Act both in letter and spirit. However, the prevailing ground situation regarding RTE implementation has shattered our hopes. One could see complete lack of political will in implementing the RTE Act in the state and also it has been now reduced to tokenism. All developments in the state with regard to RTE in the recent past, reflects unwillingness, disinterest and disassociation of the state to the commitment of children’s right to education. This has been evident from the state and centre’s inaction to prepare any well thought road map for RTE implementation even four years after the RTE Act came into effect. The state instead of working towards clearing hurdles in RTE implementation, inviting more and more troubles and hardships in its way being indifferent to its primary stakeholders. This is mainly because of government’s ‘wait and see’ attitude for most of the issues cropped up in the process of RTE implementation. All these will be evident today when we review the status of RTE implementation vis-à-vis provisions of the RTE Act

As per the Section 3 of the RTE Act, every child between six to fourteen years, shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. In Karnataka, even after four years of RTE implementation, the state government was unsuccessful in ensuring the above provision to our children. Despite the provision in the Act, in the recent past 1800 private schools (Union of the privately managed unaided schools) have written a letter to the State Government denying children's right for 25% seat reservation for admission in private schools either for LKG or 1st Std. whichever is a starting class in such schools. The government's inaction on such an unacceptable and illegal move of the private school union has been a stunning surprise for common public, social activists, educationists and others concerned. The Government did not make any attempt either to initiate its own disciplinary action against such group or approach the court seeking legal remedy. This is a classic example for sheer violation of right of the disadvantaged and weaker sections to school education, both by the State Government and the above mentioned privately managed schools in the state.

In another incident, private unaided schools management association had approached the Honourable Supreme Court of India, challenging the RTE provision pertaining to 25% seat reservation in private neighbourhood schools for the socially disadvantaged groups and weaker sections (sub clause 'c' of clause 1 of Section 12). But the Honourable Supreme Court of India, in its historical judgement upheld the constitutional validity of the provision of the RTE Act. However, the unaided minority institutions remained out of the preview of the RTE



Act as per the rights of minority guaranteed in Indian Constitution (Article 30) with regard to the above provision. Private schools have constantly denied admission for eligible children under the pretext of one or the other reasons. Even if they have been enrolled with all difficulties, discrimination against these children was continuously demonstrated in several forms by many private schools. Sometimes children were labeled as 'RTE children' by teachers, management and others. Labelling children being a complete violation of children's right for their own identity. All these incidents were captured, telecasted on electronic media and also regularly appeared in all the leading newspapers in the state. The Department of Education (DoE) has hardly taken any initiative to stop such discrimination, denial and violation of child rights. None of the people responsible for such incidents were subjected to any disciplinary or legal course of action by the State Education Department. Had the political will, the State Government could have filed a writ petition in the Honourable High Court or Supreme Court, against such private school management with a serious charge of contempt of court.

The RTE Act was crystal clear on collecting any fee directly from children enrolled in private schools under the Section 12 of the Act. However, presently the schools are entitled to get a maximum reimbursement of Rs.11,854 (this amount may vary from year to year) per child annually. But most of the private schools, under the pretext of computer classes, SMART classes, art classes, dance classes etc., are collecting additional fee from parents of these children. The Department failed to take any action against such institutions or derecognise such institutions or stop such fee collection 'business' by the private schools. It has been also noticed that even in government schools teachers were collecting fee from 5th (Rs.68) and 8th std. (Rs.168) children, when education has been constitutionally recognised as free and compulsory to all the children.

As a recent development, some of the private schools have obtained the status of minority institution submitting false documents and records to the State Government. This has resulted in sudden shift of identity of schools from general to minority institution status. These efforts of the private institutions are being mainly to ensure non application of Section 12 of the RTE Act. Because, as per verdict of the Honourable Supreme Court of India, minority unaided institutions are exempted from Section 12 of the RTE Act. This is evident from the DoE record that during the current academic year, numbers in minority institutions have gone up significantly. This increase was not because of new inclusion, but because of shift or change from general to minority status by existing educational institutions. The State Government need to look into these violations and should take appropriate action against such institutions and also people, directly or indirectly responsible for such acts.

As per the RTE Act, education is free and compulsory to all children and it is being the responsibility of the state to ensure children's right to education. Even today in Karnataka we have huge number of children deprived of school education. The State, over the years, instead of working on an effective strategy to arrest school drop outs and ensure cent percent enrolment and attendance of children in school, went on under recording the out of school children (includes school drop outs and never enrolled). Thus, the state was projecting less number of out of school children till recently, when the Honourable High Court of Karnataka has questioned the validity of government figure and ordered for a fair child census at the farend of 2013. As a result, suddenly in 2014, number of out of school children witnessed an increase from 51,994 (2012 – 13) to 1, 75, and 525 (2013-14). It is important and essential to have correct data to monitor our progress from base to the current level. The above situation can also be perceived as reflection of our commitment to RTE.

One of the key aspects of RTE Act, being the powers and functions bestowed on local authorities (Section 9) both in urban and rural set ups. However, hardly any efforts are being made to involve these authorities in the effective implementation of RTE. Hardly any instances of active involvement of local authorities such as Zilla Panchayath, Taluk Panchyath, Gram Panchayath, Municipal Corporation, Municipal Council etc. could be seen. Section 9 is an important provision in recognition of principles of decentralisation in RTE implementation. These decentralised structures are not even aware of their roles and responsibilities as far as RTE is concerned. No substantial or concerted efforts have been or are being made to sensitize, empower, involve, these authorities as part of RTE implementation process. Effective local authority can impact significantly better than any other body or agency in implementing any programmes at the grassroots level. These local authorities were also deprived of any capacity

building programmes on RTE. As of now, involvement and engagement of decentralised agencies in RTE implementation is far from satisfactory.

Provisions under Section 11 (Provide early childhood care and education for all children until they complete the age of six years), Section 13 (No capitation fee shall be collected) , Section 14 (2) (No child shall be denied admission in a school for lack of age proof), Section 15 (School admission period and provision for enrolling children even after the specified time frame from admission), Section 17 (No child shall be subjected to physical punishment or mental harassment – corporal punishment) , Section 21 (Formation of School Management Committees – SDMCs), Section 22 (Preparation of School Development Plan by SDMC), Section



24 (Duties shall be performed by teachers) and Section 27 (No teacher shall be deployed for any non-educational purposes other than specified in the Act) did not see any progress to change the situation for better. The Department is still deploying teachers for non-educational

purposes, hardly any anganwadis or pre-school centres are being started by DoE in areas where it is required. Corporal punishment is practiced in schools in invisible from even today and could not be eradicated completely. Even after the RTE Act, one did not see much change in classroom instruction process by teachers in government schools. In majority of the schools SDMCs are being dysfunctional in the absence of proper follow up and capacity building programme to nurture them. School Development Plans (SDPs) are only on paper. These are complete violation of RTE provisions. This raises several questions against the state government. How many cases of RTE violations have been filed in the last four years? How many schools have been derecognised or NOCs cancelled for such violations? How many schools, teachers or officials received official memos and notices for such violations? What kind of follow up plan has the DoE evolved over the years to address such violations? Most of these areas would still remain unanswered. In realising the overarching goal of NCF 2005, there is a need to implement the above RTE provisions in schools across the state with greater enthusiasm, participation and commitment involving different stakeholders of education.

Many schools in the state suffer from poor basic infrastructure facilities – toilets, drinking water, class rooms, playground, library, science lab, etc. However, the DoE had submitted false affidavits on status of these infrastructure facilities (toilets and drinking water) in government schools to the Honourable High Court of Karnataka.

Even on nine parameters (pupil – teacher ratio, building, library, minimum number of working hours per week per teacher, minimum number of working days/instructional hours in an academic year, teaching learning materials, play materials, games and sports equipment etc.), specified under the RTE Act, state did not make any appreciative progress. Majority of schools in Karnataka lack required number of teachers and exist single teacher schools (on record always two teachers but one is always on deputation to his/her place of interest – usually criteria would be place close to his/her residence or main town), effective teaching learning materials (TLMs), playground, toilet facilities for children, especially girl children, school suffer from safe drinking water facilities etc.

Section 29 of the Act focuses on ensuring quality education with proper curriculum and evaluation procedures. The poor quality of our school education has been revealed through various studies carried out in the state. Our own field level observations and understanding further confirms the poor quality education transacted in schools in the state. In practice, teaching process in our schools mostly lack learner centred child friendly approach. There is a need to prepare our teacher in operationalising such a wonderful concept in school classrooms. The situation has not changed much even today in our schools. There is a need to address this on a priority basis. Hence, there is a need for building well-grounded people's movement in the state.

State government's lack of commitment and interest to implement RTE effectively in the state, is being evident from the post RTE budgets (no significant allocations) of the government. In ensuring access to all, there is a need to nationalise three essential services - health, education and water (partially or fully privatization of these services would deprive large section of the marginalised community from having access to them). Since we are in the process of Lok Sabha election (the Convention was coincided with Lok Sabha Election 2014), it would be more appropriate to place our demands and pressurise the state in ensuring effective implementation of RTE Act, both in letter and true spirit. As a pre-requisite, the process demands a strong people's movement in the state and all of us together need to strengthen PAFRE and CACL-K to build such movement to bring desired change in education sector. Dr. Niranjana Aradhya presented a more comprehensive macro picture of RTE implementation besides highlighting existing gaps and challenges faced in the field. His presentation of ideas, experiences and insights were useful in setting direction for the subsequent sessions.

[Key Speaker 1: Basavaraj Gurikar, President, Karnataka State Primary School Teachers Association \(KSPSTA\)](#)

KSPSTA has benefitted in many occasions from Dr. Niranjana Aradhya's advice and guidance on various aspects of the Teachers' Association (TA) work and frequently provided educational inputs to its members. We have worked closely with Dr. Aradhya on several occasions on similar agenda. TA would extend every support to PAFRE in its efforts to ensure effective implementation of RTE in the state. TA strongly believes in the concept of common school system to achieve uniform quality and discrimination free school education for all children irrespective of their background. TA in many occasions has organised awareness creation programme on RTE. TA has worked closely with *Jaya Karnataka Sangha* on education related social sensitization programme. Fighting together for quality education would certainly yield better results sooner or later. Hence, there is a need to work together as one social entity, keeping aside our own individual affiliations and identities for the good cause of ensuring

quality education in our state. Mid Day Meal workers and SDMC members were part of the same school to which we all teachers belong to. Hence, in our movement for common school system of uniform quality there is a need for us to come together and work for the cause of children's right to education. When large number of children is still out of school education, how could the government justify its action on closing down of large number of schools in the state under the pretext of low enrolment or less number of children. This unjustifiable action of the state government has created fear and phobia among school teachers as well as parents. There is a need to strengthen public education system to attract large number of children into government school. The DoE should start pre-school education as part of elementary education system. Hence, from the ensuing academic year, the government must start Lower Kindergartens (LKGs) in all government schools. This is essential in stopping privatisation of school education in Karnataka. There is a need and urgency to conduct similar discussion in other places too. The process would create awareness among civil society groups and encourage their involvement and participation in our educational endeavour. TA reiterates its all possible support and involvement in PAFRE's work.



Key Speaker 2: Shri Mavalli Shankar, Social Activist, Dalith Sangarsha Samithi (DSS), Bengaluru:

Mr. Mavalli Shankar in his speech, expressed concern over the promises made by political leaders and political establishment in the past. Majority of these leaders lack will and commitment in making it a reality. In this context he criticised, RTE and the governments responsible for its effective implementation. Today several political parties and their leaders'



make claim on enactment of RTE Act was their initiative or efforts or achievement. However, truth lies somewhere else. Because, it has a long history of more than two centuries. Mahathma Jyothirao Phule and Dr. B.R. Ambedkar's contribution to the struggle of right to education is an important milestone in Indian

history in general and social movement in particular. There is a need to understand the efforts of these leaders and their vision for India. Our teachers need to speak to our children about the work of Mahatma Phule and Dr. Ambedkar. Dr. Ambedkar realised the need for nationalising education, employment and land, and any privatization of these would deprive the lives of marginalised, socially excluded and exploited communities. He was against privatization. However, today we have not only privatized but also commercialised our education. In the long run these efforts would uproot our existing strong public education system. Private and the corporate sectors would finally capture and control the whole education sector in the country. It is really shocking to hear that even today, more than one lakh *dalit* children being deprived of educational opportunity in our state. This itself a reflection of status of RTE implementation in Karnataka. Sometimes ago, the state government has announced establishing 100 new residential schools. Of which 40 schools have already been started. To motivate first generation of learners to continue their education, establishing of school alone would not be a sufficient condition. Such schools need to be equipped with required number of professionally trained and committed teachers, basic infrastructure, library and playground facilities, space for children to open up, share, discuss and dialogue with one another, appropriate curriculum and also child friendly environment in such schools are equally important and necessary conditions. Mr. Mavalli Shankar raised a valid question like, would these schools ensure quality in all the above parameters or else there is a likelihood of these children becoming school drop out again. In addressing all these issues, we need to nurture and build a strong people's movement. Our dream of common school system of uniform quality in the state would be possible only when we become successful in pressurising the state government on our demands. There is a need to form a Committee that would continuously dialogue with the state government on our demand for common school system. A strong social movement for right to education on the ground would supplement and support the Committee efforts. We all need to work towards this in making common school system a reality in Karnataka. Mr. Mavalli Shankar has openly declared that Dalit Sangarsha Samithi (DSS) would extend all possible support and help to PAFRE in its all educational endeavour.

Key Speaker 3: Mr. Hafizulla, President, Karnataka State SDMC Co-ordination Forum (KSSDMCCF):

Mr. Hafizulla while addressing the Convention stressed the need for addressing the quality aspects of school education. He has raised a pertinent question on teacher autonomy. Teachers in government schools were controlled by their officers. Teachers were deprived of their freedom to plan and conduct classes. Teachers' were forcibly deployed for non-teaching work. This act of education officials adversely impact on classroom transactions. There is a need to



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ensure autonomy for our teachers to independently work in their classrooms. This would encourage them to delve deeper into their subject domain and also engage them in academic debates and discussions that would help in enriching their knowledgebase. All responsibilities of mid-day meal preparation, ensuring drinking water in schools, etc., are dumped on teachers. If the school lacks water sources, from where should teacher get water for his/her school. It is the responsibility of the higher authority to ensure water facility at the school level. Teachers' primary focus should be teaching and classroom management. The education system needs to rethink its approach and attitude towards its teachers. Workload of the Head Teachers (HTs) and assistant teachers has been increased over the years due to various schemes that are being under implementation. However, schools are without any support staff to assist the HTs and teachers in their additional work. All schools should be provided with a Helper or Aaya. Teachers were forced by their supervisory body to submit false statistics on out of school children (OOSC) and other aspects of information management system (MIS).

He quoted examples from Raichur district where many schools are without English teachers. How one would expect our children to learn English. If they do not learn, they would find it difficult to cope up with the syllabi of higher standards and finally children may end up as school drop outs. Teachers' are demotivated with continuous and poorly planned and managed trainings. However, teachers lack need based and follow up ensured trainings. The process also disturbs their teaching and classroom transaction efforts. This in turn impacts adversely on children's learning levels. Mr. Hafizulla further stressed the need to start pre-school centres or anganwadis as part of the elementary education system. Efforts are also needed in motivating and training Local Authorities mentioned in the RTE Act to take up the RTE implementation seriously.

Mr. Hafizulla's experience of last few years' engagement with SDMCs at the state level and his own first-hand experience of working with schools in tough terrain of Raichur have convinced him of, quality is the key of any school education and teachers are indispensable aspects of school education. Hence, there is a need to create a conducive work environment for teachers with freedom to work, encouragement, support, help and responding to their problems and requirements as a top priority by all concerned. In the long run this would also help in increasing stakeholders' participation in school education. This could be achieved only when we all work united for the cause of right of children to education. Mr. Hafizulla further stressed the need to start pre-school centres or anganwadis as part of the elementary education system. Efforts are also needed in motivating and training local authorities mentioned in the RTE Act to take up the RTE implementation seriously.

Key Speaker 4: Mr. F.C. Cheagaraddy, *Vice President, Bharath Gyan Vignyan Samithi (BGVS), Karnataka.*

We all most of the time blame teachers for under recording out of school children, over recording enrolment and attendance, maintaining false children's attainment levels and for many more reasons. The systemic pressure and work environment forces our government school teachers to hide facts and present facts as desired by their supervisory agency. There is a need to understand the complexities of circumstances and situation in which a teacher operates in his/her school. Teachers were subjected to all kinds of supervision and inspections. Most of the time, these processes demotivate and take away the liberty and freedom of

teachers to function independently. Teachers were not given chance to present the facts but were forced to submit facts desired by their higher authorities. Teachers were pressurised to attend trainings, teachers were forced to engage in non-educational work and teachers were deprived of their freedom of teaching. All these have directly contributed in teachers disinterest towards ensuring quality teaching and learning processes in their classrooms. Pressure on



teachers to complete syllabus as per the timeline specified by the authority being another reason for them to neglect 'quality' and focus on only 'task' completion.

There is a need to rethink on professional development of teachers to make them effective school level resources. In realising this, education system needs to be more sensitive to the needs and requirements of teaching community.

Key Speaker 5: Ms. Latha, President, Karnataka State Mid Day Meal Workers Union, Bengaluru:

Ms. Latha being closely associated with government school as mid-day meal worker shared her experience about the government schools. She has expressed her concern over decline in school enrolment rate over the last few years. According to Ms. Latha, to



creatediscriminationfree society there is a need to ensure quality in our government schools. Because, majority of the poor cannot afford to send their children to private schools and they depend very much on government schools. If these schools fail to deliver quality education, marginalised community would

continue to remain marginalised in all aspects. She also enlightened the participants about how her team's work at school has impacted positively on the attendance rate of the children. She felt the need to protect our government schools against all kinds of odds. She further said

that, Mid Day Meal Workers' Union would extend all grassroots support to PAFRE to make the movement a success.

Key speaker 6: Mr. Yathiraju, Slum Dwellers Federation, Mysore:

Mr. Yathiraju presented his analysis on RTE implementation from slum dwellers' perspective. Mr. Yathiraju explained how difficult it is for children of slum dwellers to get admission in private schools under the RTE provision of 25% seat reservation meant for socially

disadvantaged groups and weaker section. Many a time, the family resides in slums without any proof of residence or identity. It becomes extremely difficult for these communities to furnish documents required for admission under the reservation quota. For most of the private schools, slum dwellers children become untouchables and they



make every effort to discourage them being part of such educational opportunity. Government schools in slums completely lack basic infrastructure facilities – classroom, playground, drinking water, toilets, TLMs, library, etc. In this situation, it would be challenging for parents and teachers to retain children in schools. As a result, slumshave become a site for large number of school drop outs. However, education functionaries misinterpret the situation and make parents responsible for school drop outs. Hence, education of slum dwellers' children needs to be seen differently to find proper solutions to the issues and challenges experienced.

Mr. Yathiraju recalled SDMC members' involvement and contribution at school level in slum areas in the recent past. He further said that, Slum Dwellers Federation (SDF) would recognise education a prime political and development agenda in their area of operation. The Federation would work with PAFRE to strengthen the movement in state in general and Mysore in particular.

Key Speaker 7: Mr. Narayanaswamy, Secretary Karnataka State Primary School Teachers Association (KSPSTA), Bengaluru:

Mr. Narayanaswamy in his speech, highlighted how simultaneous existence of different types of education for different sections of the society results in creating more and more gap between rich and poor instead of bridging the same. Education should contribute to bridge such gaps and not to widen such gaps. He recalled simultaneous existence of government schools with state syllabus and vernacular medium meant for poor and marginalised communities, private schools with CBSE (Central Board of Secondary Education) and ICSC (Indian Certificate of Secondary Education) syllabus meant for middle, upper middle and affluent classes. These multiple co-existence of systems functions separately and independently

without any interactions or exchange of ideas and knowledgebase. In such situation one cannot expect to see discrimination free society. Mr. Narayanaswamy felt it is high time that we all work towards strengthening public education system and advocate for common school system catering to all irrespective of their colour, creed, sex, social and economic status. Our dream of social justice and equity could be achieved only through the introduction of effective common school system in the state. He also drew attention of the participants on deploying teachers for more than 40 days for non-educational work. This has created interference in teachers' classroom transaction process and creates disinterest and demotivation among teachers about school academic focus. Schools suffer from lack of teachers. Although we speak about ensuring quality in our government school, the State has not yet been successful in providing teacher per class and we are continuing with our age old criteria of students' strength in deciding required number of teachers.



As a backdrop to the opening session, Mr. Rennie D'souza, Convenor, CACL-K and member, PAFRE introduced briefly about PAFRE, its vision, goal, purpose and context in which it got conceived. In his brief note, Mr. Rennie has shared the vision and purpose of PAFRE and stressed the need for all individuals, groups and networks to align under one large entity for the cause of right of children to school education. Dr. H.D. Prashanth, Associate Professor, Development Studies, Kannada University, Hampi, in his welcome address stressed the need for building powerful civil society pressure group to realise the dream of common school system of uniform quality in Karnataka.



Session2: Plenary Session: Right to Education - The Big Picture in the State

The session had its focus on understanding the big and the holistic picture in the state as far as RTE implementation is concerned. The session had below listed twelve sub themes. These sub-themes include privatization of school education, disabled children and RTE, out of school children and RTE, disadvantaged group and weaker section and RTE, quality education and RTE, capitation fee and RTE, infrastructure and RTE, local authority and RTE, community participation and RTE, school development plan and RTE, RTE and challenges before teachers, corporal punishment and RTE. Each sub-theme was dealt by distinct speakers. Dr. H.D. Prashanth, Associate Professor, Kannada University, Hampi, moderated the session. He explained the design of the plenary sessions and its purposes both to the speakers and the participants of the Convention. Dr. Prashanth also introduced speakers and their sub-themes to the audience prior to their presentation.

Sub-theme 1: Privatization and RTE: Dr. Panditharadhya, Professor (Rtd), Mysore University, Mysore:

Dr. Panditharadhya in his presentation was trying to connect privatization of education with medium of instruction imparted in schools and commercialisation of education. According to him, it has been an accepted fact all over the world that children would understand well when the education to them was given in their own mother tongue. Therefore, mother tongue



should be the medium of instruction, instead of English or other strange or foreign languages. Of late, many of the private owned schools have introduced English as a medium of instruction and they were successful in attracting many parents to enrol their children in such schools. Many of these enrolled children are of first generation learners and parents

know nothing about the language that their children they wish to learn. This attitude of the parents has created market for education and private institutions have developed strategies to capitalise the opportunity. This kind of wrong notion among parents put their children in troubles. As a result many either do not perform or drop out or succumb into the school pressure.

Many of the schools suffer without proper teachers to teach English. It is important that to learn any language in school, there is a need to have a teacher with proficiency in such

languages. In the absence of this, children suffer and end up with nothing. We need to strongly demand for amending the RTE Act seeking a provision to make mother tongue as compulsory medium of instruction in all schools. Teaching of a language becomes useful when child attains the competency to speak in such language effortlessly. This helps child to learn various concepts related to maths, science, social studies, etc. Therefore, it is important that all basic education need to be imparted in child's own language. The National Curriculum Framework 2005 (NCF 2005) highlights the importance of introducing mother tongue as medium of instruction in schools.

Sub-theme 2: Differently Abled Children and RTE: G. Ravi, Social Activist, Bengaluru:

Mr. Ravi in his presentation highlighted the relationship between differently abled children and out of school children. Even after four years of RTE implementation, differently abled children have not become priority for the DoE. Majority of the differently abled children remain out of schools in the state. Inclusive education in government schools is not as effective as desired. Teachers and schools are yet not equipped with retaining these children even if they have been enrolled. Situation of differently abled children belonging to backward and muslim community is really an area of serious concern. How would RTE address these issues? Are there any operational strategies or workable plans with the government to tackle these issues? All these questions remained unanswered for several years. Therefore, the issue of differently abled need to be presented effectively to the authority concerned. In the current scenario, this could be achieved only through a strong field based education movement.

Sub-theme 3: Capitation Fee: Ms. Nandini, Social Activist, Bengaluru:

Unfortunately, today education has become a saleable commodity in the market economy. Private sector always works for profit and see everything from a lens of profit making business.

Hence, today parents were forced to pay a huge amount as capitation fee to get (to 'buy!') a seat for their child in a private school. We need to see education as a social transformation vehicle instead of a profit making business. There is a need to work towards bringing change in the perspective of general public and education management sector helping them to



imbibe social transformation perspective. The RTE Act completely prohibits collecting of any capitation fee in any form. However, private schools continue to collect capitation fee from parents/children. This is a complete violation of RTE provision and children's right to education. There is a separate law prohibiting collection of capitation fee in the state. Despite all these legal provisions to put an end to this illegal practice, state was silent with no serious action

against such school managements. There is an urgency to pressurise the state to stop this illegal practice in all private schools. This could be done only through united efforts of civil society groups and individuals. Therefore, it is important for us to join our hands with PAFRE's effort.

Sub-theme 4: Disadvantaged Children and Weaker Section and RTE: Mr. Y. Mariswamy, Samaja Parivathana Janandolana, Bengaluru:

Although Lord Macaulay was criticised for his education policy in India, his efforts to universalise education has paved way for many socially excluded community to take entry into education. Mr. Mariswamy recalled this effort of Macaulay while presenting RTE scenario of Karnataka vis-à-vis the status of children belonging to disadvantaged group and weaker section. Dalits and other exploited communities were refused education till Macaulay's policy came into effect in India. The first Education Commission of independent India was headed by Dr. D.S. Kothari has made several important recommendations to address educational issues and challenges pertaining to the children of disadvantaged group and weaker section. However, these recommendations remained on paper only without any political will to implement them since 1968.

Most of these children being the first generation of learners, their educational needs to be addressed differently and it is to be developed in their own context. We lack such facilities in our present education system. All children were forced to undergo, abstract learning which is completely different from their own social context. Such kind of learning processes hardly encourages and creates interest among these children to continue their education and they may end up in leaving schools



before they complete their elementary education. Therefore, it is important that provision to learn is not a sufficient condition for children of disadvantaged group and weaker section, creating a child friendly, socially relevant and conducive environment for learning is a necessary condition to ensure their continued learnings. It is a well-known fact that a majority of private schools denied admission to the above groups under Section 12 of the RTE Act. The state was not assertive and aggressive in ordering managements of such schools to comply with the provisions of the Act. Only way left for us is to educate, agitate and organise ourselves to face the challenges that are before all of us. Therefore there is a need to shape the movement both at the grassroots and top levels.

Sub-theme 5: Quality Education and RTE: Mr. Anish Kumar C.J., Shikshana Foundation, Bengaluru:

Mr. Anish shared his insights of ground realities of quality education after RTE implementation.



In achieving quality education in any school, a strong bondage between school and teachers is a pre-requisite condition. In the above context a school includes, children, parents, community, education functionaries, resource team, library, etc. Today most of the schools lack this pre-condition status. Therefore, schools could not achieve quality on other quality parameters like, teaching learning processes, children’s attainment

levels, etc. He recalled the importance of qualified, trained and committed teachers in ensuring quality education in any school. Teachers need to be provided with need based quality training instead of coverage based pre decided trainings. Teaching learning process is a serious professional engagement of teachers with children in schools. To realise quality professional engagement it is important that teachers, officers, management, community and resource team work together. Though it is a difficult task to achieve, it is not impossible. RTE’s efforts in ensuring quality in school education are yet not yielded any noticeable results. Therefore, the state has to seriously rethink on its strategies to face the existing and anticipated challenges effectively. This needs to be discussed and debated with all key stakeholders of school education in the state at different levels.

Sub-theme 6: School Infrastructure and RTE: Mr. Kumar Shringeri, Member, Karnataka State SDMC Co-ordination Committee

Mr. KumarShringeri, aptly summarised RTE impact on school infrastructure in just few sentences. He had done a reality check in his work area and found that even today schools

suffer without proper toilets and water facilities. Children’s school uniforms have been outsourced to corporate houses like Aravind Mills. Children get clothes without stitching. Parents have to spend additional money to stich them. There are cases of schools with insufficient classrooms and furniture. Schools lack functional libraries and some schools lack



playground and play material facilities. Supply of safe drinking water to many schools especially in North Karnataka is still a distant dream. In most of the cases, schools have failed to implement School Development Plans (SDP). Hence, SDPs are only on paper in a majority cases.

Sub-theme 7: Out of School Children and RTE: Mr. Lakshmi Prasanna, APSA, Bengaluru

Status of out of school children in Karnataka reflects poor quality education imparted in our local schools, poor involvement and engagement of parents and local community in school development work, less or ineffective teaching methodologies practiced and absence of conducive learning environment, etc. As per the recent data shared by the DoE with the Honourable High Court of Karnataka that, the state has more than 1.75 lakh out of school children. If alternate child census is carried out in the state, this number could further shoot up. The State, over the years



has kept on under recording out of school children. Despite having stringent law on prohibition of child marriage, the age old practice is still on in many parts of Karnataka including rural parts of Bengaluru. Once the children get married (especially girls), one could hardly think of being in schools. There is a need to address this issue in ensuring education for all. Child working in agriculture has not been prohibited even after having several amendments to Child Labour (Prohibition and Regulation) Act 1986. Huge number of children during school hours could be seen working in agriculture sites. Raichur, Koppal and Bellary are the best example for children working in agriculture sector. Lack of functional toilets is another reason for school drop outs among adolescent girls. Efforts were made in terms of identifying out of school children and mainstreaming them through short term bridge course programme. However, these programmes did not make desired impact on children to complete their basic education.

It is important to analyse multi-dimensional reasons connected with the issue of out of school children in order to find a permanent solution to the problem. The state needs to involve and engage all the key stakeholders to find out effective solutions and operational strategies to arrest school drop outs and ensure regular attendance of children in school. RTE becomes successful only when the benefit of RTE reaches to the children of disadvantaged group and weaker section of the society.

Sub-theme 8: Local Authority and RTE: Mr. Prakash Kamath, Independent Consultant, And Bengaluru:

It is very much evident from the closer review of circulars and orders issued by the DoE in connection with RTE implementation that 'all is not well' with RTE in Karnataka. The Department itself has acknowledged the receipt of large number of public complaints on RTE



implementation. As recorded by various groups working on elementary education issue in Karnataka, one of the areas where hardly anything has been explored so far is roles and responsibilities of Local Authorities in implementing and monitoring RTE Act. The RTE Act has made every attempt to include decentralisation structure as part of the RTE. There is no evidence of any well thought trainings

organised or large scale awareness programmes conducted for these bodies. In the absence of these, local authorities got delinked from the process of RTE implementation. It is important that the DoE takes into confidence decentralised structures while implementing RTE in the state. It is surprising to know that most of the local authorities being completely unaware of their role in RTE implementation.

Sub-theme 9: Community Participation and RTE: Mr. T. Govindaraju, President Ramnagara District SDMC Co-ordination Forum, Ramanagara

Mr. Govindaraju strongly believes that with exposures, awareness and capacity building efforts community participation in school development work can be improved and he also elaborates



with his own experience of working with SDMCs in Ramanagara district as President of the district level SDMC Forum. However, SDMCs in the state suffer from poor quality trainings and follow up programme. Efforts are required in helping these structures to understand their roles and responsibility in school development work. There is a need to sensitize and educate SDMCs on school education, adverse impact of privatization and

commercialisation of education in the state and need for their involvement and engagement in strengthening government school system.

In some areas existence of SDMC itself is invisible, especially in North Karnataka region. This situation has not been changed much even after RTE came into effect. More serious efforts are required in connecting SDMCs with schools. Both teachers and community need to accept and respect each other's role with open mind. Effective community participation would help in arresting school drop outs, ensuring cent percent enrolment and protecting school property from all kinds of manmade damages. The State Government both in letter and spirit should recognise strengthening community participation as top priority under RTE implementation.

Sub-theme 10: School Development Plan and RTE: Mr. Abdul Rahiman Panne, Education Resource Centre, Mangalore

Community through SDMC has been given greater role in school education. Therefore quality of SDPs is more or less dependent upon quality of community participation in such schools. As mentioned earlier, there is a long way to make required progress in developing and implementing quality SDPs at school levels.

Since SDPs in Karnataka are made compulsory, all schools might had their SDPs on paper. As per the requirement these SDPs need to be emerged from community requirement and therefore need to be facilitated by respective SDMC at school level. However, in reality these SDPs get developed



by HTs with or without SDMC members' involvement. Further, they have been developed as mere requirement than community plan for school development. In some places NGO involvement has helped in developing community planned SDPs. Especially some parts of the districts like Ramanagara, Bellary, Yadgiri, and Gulbarga and so on. SDMC strengthening and SDP implementation should go hand in hand to improve local community participation in school development work.

Sub-theme 11: Challenges Before Teachers and RTE: Mr. Kaidal Krishnamurthy, Assistant Teacher, Shorpur Block, Yadgiri District:

In the present scenario teachers are not in a position to listen to anything with open mind. They have a closed mind for various reasons. Teachers have realised that, creativity, innovation and experiments are not being priority for them in school. Therefore, they were forced to give least attention to teaching. For every failure teachers were made responsible and accountable. In public school education system, comparatively teaching learning process has far less importance than engagement in non-education work and record keeping. A teacher in a school is expected to maintain 20 records only for CCE (Continuous Comprehensive Evaluation). Hardly any officer would come and interact with children to know their competency attainment level. Instead they spend time in reviewing records to see whether they are as per the prescribed

standards. In most of the time records maintenance get higher priority than teaching learning process carried out inside the classroom.

Teacher is also made responsible if child remains absent for school continuously or in the process becomes school drop outs. We have been pressurised to bring back such children to school.



In North Karnataka migration is a common phenomenon. Children too migrate to city along with their parents and family members. Would it be possible or practical for a teacher to motivate distantly located family to get their child back to school? Hardly any scope for discussion on such issues with decision makers either at block and district levels except obeying their orders. Teachers are also

compelled to engage in collecting data on various aspects of schools. There is no definite plan for type of data requirement and period of data collection during any given academic year. As and when requirement comes from the state, it gets passed on to school from district or blocks, and teachers are expected to respond to such requirement even at the cost of keeping aside their primary responsibility of teaching. Therefore, it is important to understand complexity of school functioning. Teachers have become part and parcel of such complex environment which hardly allows them to think creatively and innovatively. There are instances of using teachers during school hours to serve lunch in a wedding reception of the local minister. Would this fall in the preview of teaching or in the role of government school teachers? Can this be tackled? Who would listen to the woes of a poor school teacher? In this complex environment, teacher is expected to perform as per the set academic standards. Would that be practical or possible? It is a big question mark? Without creating a conducive work environment with freedom and autonomy to function, it would be highly impractical and unrealistic to expect quality teaching in government school set up. RTE yet not responded to the above situation. Unless we ensure quality in government schools, it would be difficult to convince parents to send their drop out or never enrolled children to school.

[Sub-theme 12: Corporal Punishment and RTE: Mr. Ravichandra, Regional Education Resource Centre, Mangalore](#)

Corporal punishment is illegal and a complete violation of child rights. Though school management and DoE claims about complete prohibition of corporal punishment in schools, this act of teachers being still in practice in many schools. There are instances of children complaining their parents about physical and mental harassment met to them by their own teachers. Also there are several incidents of teacher calling children by their colour, disability, height, caste etc., instead of by their name. Although it is a punishable offence, hardly any such instances have been reported to the DoE for suitable disciplinary actions. Even today in many schools beating of children has not been considered as offence or illegal. Teachers need to change their attitude towards corporal punishment and also need to realise that such

actions of teachers on children would only make situation worse. Teachers need to be educated on NCF to understand the vision and values of our education and further need to be encouraged to deal with children more friendly and harmless way. The Karnataka State Commission on Protection of Child Rights (KSCPCR) has initiated some work in Karnataka to stop corporal punishment. Some of the NGOs working child rights issues also worked on the issue. However, at school level HTs, SDMCs and parents need to take proactive role and initiative in completely eradicating such a harmful practice in our schools.



As a moderator of the session, Dr. Prashanth has concluded the plenary session by summarising his own insights and insights drawn from the above presentations. During each presentation participants were encouraged to make their interventions with questions, idea and experience sharing.

Session 3: Way Forward:

The purpose of this session was to consolidate the day long process and to summarize key outcomes of the Convention in order to plan a road map for PAFRE on RTE. The session was moderated by Mr. Victor Tauro. The panel members included Dr. Niranjanaradhya, Mr. Umesh Aradhya, Mr. F. C. Chegaraddy, Ms. Susheela, Mr. Hafeezulla, Dr. Vasuand Mr. Lakshapathi.



Mr. Tauro has briefly summarised issues emerged during the Convention by posing a few questions to the audience and panellists. His questions were mainly focussed on important aspects pertaining to the RTE that need to be addressed. Some

of his questions included, how do we tackle legal hurdles caused by private school managements in the RTE implementation?, how do we bring a focus into other important aspects of RTE other than 25% seat reservation issue?, how do we make constitutional body like the KSCPCR much more stronger in its interaction and dialogue with the state government?, how do we create greater awareness on RTE and concepts of RTE



Act?, etc. This has given a focus to the session and clarity to the other panellists in sharing their ideas and thoughts on way forward plans. All the panellists shared their insights and thoughts on road map to be developed for PAFRE. Following are some of the key and relevant demands emerged in the group to make RTE an effective tool in ensuring children's right to development through right to education.

Key demands emerged out of the Convention:

1. It should be understood that reservation of 25% seats for children belonging to weaker and other deprived section as just one part of RTE Act and then comprehensively and completely implement the Act.
2. The government should take measures to provide necessary help and support to the poor families so as to help them in getting their children equal quality education at least from pre-primary to 10th standard.
3. Pressurising the state government to enact stringent laws against private schools those are involved and in commercialisation of education causing social injustice in the society.
4. Pressurising the state government to take appropriate initiative to strengthen KSCPCR, enabling it to monitor RTE Act in the state more effectively and comprehensively.
5. The Commission (KSCPCR) within its limits should use its power and take suo-motto action on cases relating to exploitation by private educational institutions, initiate enquiry and recommend the government to initiate suitable action.
6. Expedite the legal process for effective implementation of RTE Act, by clearing all the legal hurdles implicated by the private schools.
7. In order to derive a common school system based on principles of equality and social justice and as per the constitutional directives, the government should take measures to form an expert committee to formulate the common school policy.
8. As first step towards common education system, government should direct all government employees and elected representatives to enrol their children compulsorily in government schools.
9. Takeup advocacy along with local government representatives and media with respect to RTE Act.
10. Organizing consultations and dialogues with the active participation and involvement of local people on regular basis on RTE Act, helping to develop and put in place suitable local monitoring mechanism for the effective implementation of the Act.

11. Facilitating taluk, district and divisional level review meetings on RTE implementation, sharing ground realities with all the key stakeholders and develop suitable strategies and programmes to address the issues identified in the process.
12. Ensuring systematic documentation, conducting series of studies on efforts of RTE implementation and finally making proper use of such studies and documentation in strengthening RTE implementation in the state

At the end, after a detailed discussion, a Working Committee (WC) was formed to plan and facilitate future course of action on the outcomes of the Convention. Efforts were made to ensure proper representation from different regions, social groups and sectors while forming the WC. The committee comprises the following members:

Working Committee Members:

1. Mr. F. C. Chegaraddy, BGVS, Bengaluru
2. Mr. Mavalli Shankar, DSS, Bengaluru
3. Mr. Victor Tauro, ILP, Bengaluru
4. Dr. Vasu, Janashakthi, Bengaluru
5. Dr. H. D. Prashanth, Kannada University, Hampi
6. Mr. Aralikuppe, KRVP, Bengaluru
7. Mr. Basavaraj Gurikar, KSPSTA, Bengaluru
8. Dr. V.P. Niranjanaradhya, CCL-NLSIU, Bengaluru
9. Mr. Rennie D'souza, CACL-K, Bengaluru
10. Mr. Hafeezulla, SDMCCF, Raichur
11. Mr. Anantha Naik, SFI, Davanagere
12. Mr. Anthony, Social Activist, Bijapur
13. Mr. Mariswamy, SPJ, Bengaluru
14. Ms. Susheela, CACL-K and patron of Karnataka State Children's Forum on Child Rights (KSCFCR).
15. Mr. R. Lakshapathy, APSA, Bengaluru

The WC has decided to convene its first meeting to work out detailed future course of action soon after the Convention. If needed, the WC members would also internally discuss and decide on the inclusion of new members to the WC, in order to ensure better representation of different regions, social groups and sectors.

SESSION 4: CONCLUDING SESSION

Dr. H. C. Boralingaiah, Vice - Chancellor, Kannada University, Hampi and Mr. Umesh Aradhya, Chairperson, Karnataka State Commission for Protection of Child Rights (KSCPCR) were present on the dais as key speakers. The session was moderated by Dr. V.P. Niranjanaradhya, who explained about the purpose and context of the Convention, also



briefed the speakers on various issues discussed by other speakers and guests in the previous sessions. Dr. H. C. Boralingaiah and Mr. Umesh Aradhya presented their perspectives and understanding of education in general and RTE in particular.

Speaker 1: Dr. H. C. Boralingaiah, Vice Chancellor, Kannada University, Hampi

As a key speaker of the concluding session, Dr. Boralingaiah expressed his concern over commercialisation and privatization of education in the state. Private sector is mostly driven by profit and not by service. The approach of private sector to education is a serious concern and contradicts RTE. The focus of RTE is to provide free and compulsory education to all. However,

the private sector would focus only on a few who can afford their educational 'services' and not all. This would also go against the State's decision on compulsory mother tongue based medium of instruction in schools. Privately managed schools, in a majority cases are advocating English as medium of instruction in the State and thus weakening the functioning of government schools in the state. As a result, despite



having increased number of schools, many children belonging to marginalised communities are even today deprived of educational opportunity. We could see the lack of political will to implement RTE and provide quality education to all our children. All these developments are impacting adversely on our social and cultural set-ups. Kannada, the state language of Karnataka for various reasons has taken a back seat in schools, administration and employment. There is a direct relationship between Kannada as a language and government schools. The state needs to make conscious effort to implement Kannada as a language of official communication and just declaring so would not be a sufficient condition to realise the same. He narrated an experience of Kannada University in preparing Kannada medium text books for pre-university level students. Under this project, 19 text books were developed and handed over to the PUC Board for printing. But till date the Board could not publish them. The reason cited for this was lack of funds in the Board. No further interest or efforts were made to find alternate source of funds. This is an ideal example to understand how serious the state is, in protecting and popularising Kannada in the state. Though hard to believe, this is the reality and fate of Kannada in Karnataka. We were successful in 'making' education a fundamental right in India, with the enactment of Constitution (Eighty –Sixth Amendment) Act 2002 and RTE Act 2009. Therefore, now our struggle needs to focus on making this a 'reality' for our children. He appreciated the initiative by PAFRE in this regard and publicly promised to extend all possible support from Kannada University to make education a reality in Karnataka.

Speaker 2: Mr. Umesh Aradhya, Chairperson, KSCPCR, GoK, Bengaluru

In the concluding session, Mr. Umesh Aradhya, Chairperson, KSCPCR, shared his experience of RTE implementation in the state. He shared his observations pertaining to parents' awareness

about RTE, especially on 25% seat reservation for admission of children of disadvantaged and weaker section in private schools. He said, this year parents were found to be more aware on the application submission process, deadlines and documents required to be submitted. The Commission has received increasingly more number of enquiries and complaints on RTE. RTE are one of the priorities of the Commission's functioning in the state. The Commission is closely working with NGOs, networks, research organisations, the DoE and the Minister concerned to resolve the issues and challenges pertaining to RTE. However, in some of the cases due to poor



response of the parents or poor follow up by the parents, the Commission was unable to help such families. Despite informing the concerned families to submit required documents along with RTE application, many failed to do so and later never turned up. Though Commission wants to intervene in such cases to help such families, it could not do so in the absence of reciprocation from parents of

such families. The Commission has also conducted public hearings in Bengaluru and other parts of Karnataka on RTE. The Commission is on continuous dialogue with the DoE, managements of private schools and the concerned minister on various aspects of RTE. Majority who approach the Commission wants their children to be studying in private schools and not in government schools! It is heartening to know that even labour class is showing interest and taking initiative to enrol their children under the RTE quota of 25% seat reservation. However, still a large number of children remain out of school. This is very evident from the results of recent child census conducted by the DoE. As per the DoE report more than 1.75 lakh children are deprived of any kind of educational opportunity. This needs to be effectively addressed and possible only when all the stakeholders' of education work unitedly for the cause. As said above, KSCPCR is interacting continuously with the managements of private schools. However, most of the management found to be not in favour of implementing RTE provision. Some privately managed schools are taking shelter under the minority school status and deny seats for children under Section 12 of the Act. We need to fight a legal battle against such institutions to bring them back on track. The Commission was making every possible attempt to ensure effective implementation of RTE in the state and was able to make some progress in this regard and more need to be done yet. Most of the complaints on RTE received by the Commission come only from Bengaluru. There is a scope to create awareness in other parts of the state on RTE especially in North Karnataka region. Mr. Aradhya also acknowledged that some of the schools have collected fee to provide free seats reserved under the RTE Act. The Commission would continue its efforts in a more effective manner in the days to come. However, the proactive role of the civil society would help in bringing pressure on the state machinery to address issues pertaining to RTE implementation as top priority. We at the Commission are planning to conduct more public hearings in future to sensitize general public and to create pressure on the state machinery on proper implementation of RTE.

Space and opportunity were created for participants to interact and dialogue with the Chairperson of the KSCPCR on issues pertaining to the Commissions role, responsibilities, proactiveness etc., pertaining to RTE implementation. As far as possible, Mr. Aradhya responded to participants all queries, with appropriate answers. Thus, participants of the Convention were encouraged to share their experiences, insights and ideas along with questions that they had in mind all through the process.

The programme was concluded with a vote of thanks from Ms. Vatsala Nayak.

Annexures:

Annexure 1 – List of Guests, Speakers and Participant Members

Annexure 2 – Programme Schedule

Annexure 3 – A Brief Report of the Convention in Kannada



Annexure 1

List of Guests, Speakers and Participant Members

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68	Ms. Nagarathna		+91 7411526033
69	Ms. Sakamma	Kodamballi.	-
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78	Ms. G. Rathnamma	Member, SDMC, Ramanagara Dist.	--
79	Ms. Puttamma	Member,SDMC, Ramanagara District	--
80	Ms. Mangala	Member, SDMC, Ramanagara Dist.	+91 9686949241
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97	Mr. Nagesha N	BIRDS,# 196, 2 nd Cross,Marigowda Extension, Mandya.	--
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118	Mr. Abdul Kabeer	Students' Islamic Organisation, Bengaluru.	+91 9741636467
119	Mr. M.S. Halli Venu	M.S. Halli, Sarjapura Hobli, Anekal. Taluk, Bengaluru Rural -562125.	+ 91 9916937347 + 91 9035639116
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121	Dr. H. C. Boralingaiah	Vice Chancellor, Kannada University, Hampi.	+ 91 9448165175
122	Ms. Sumathi I	APSA, Bengaluru.	+91 9916708950
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Annexure 2

Programme Schedule

State Level Stock Taking Convention on RTE Implementation (Making Education a Prime Political and Development Agenda)

Date : 29 April 2014 **Time :** 10.30 a.m to 5.30 p.m. **Venue:** NGOs Hall, Bengaluru

Sl. No.	Session and Topic	Speakers
1	<u>SESSION 1: OPENING SESSION</u>	
	Moderator: Mr. Rennie D'souza, Convener, PAFRE, Mangalore	
2	Welcome	Dr. H.D. Prashanth, Associate Professor, Kannada University, Hampi
3	Inauguration by releasing of a poster on common school education of uniform quality	By all guests and speakers
4	Context Setting	<ul style="list-style-type: none"> • Dr. Niranjanaradhya, Senior Fellow , CCL, NLSIU, Bengaluru
5	Key Speakers	<ul style="list-style-type: none"> • Mr. Basavaraj Gurikar, President, KSPSTA, Bengaluru • Mr. Mavalli Shankar, Convenor, DSS, Bengaluru • Mr. Hafeezulla, Convener, SDMCCF, Raichuru • Ms. Latha, President, Mid Day Meal Workers Union • Mr. F. C. Chegaraddy, Member, BGVS, Bengaluru • Mr. Yathiraju, Member, Slum Dwellers Federation, Mysore.
6	<u>SESSION 2 : PLENARY SESSION : Right to Education: The Big Picture in the State</u>	
	Moderator: Dr. H.D. Prashanth, Associate Professor, Kannada University, Hampi	
	Sub-themes and speakers	
6.1.	Privatization and RTE	1. Dr. Panditharadhya, Professor (Rtd), Mysore University, Mysore
6.2.	Disabled Children and RTE	2. Mr. G. Ravi, Social Activist, Bengaluru
6.3.	Out of School Children and RTE	3. Mr. Lakshmi Prasanna, APSA, Bengaluru
6.4.	Disadvantaged Children and Weaker Section and RTE	4. Mr. Mariswamy, SPJ, Bengaluru
6.5.	Quality Education and RTE	5. Mr. Anish Kumar, Shikshana Foundation, Bengaluru
6.6.	Capitation Fee and RTE	6. Ms. Nandini, Social Activist, Bengaluru
6.7.	Infrastructure and RTE	7. Mr. Kumar Shringeri, CCL, NLSIU, Bengaluru
6.8.	Local Authority and RTE	8. Mr. Prakash Kamath, Independent Consultant,

		Bengaluru
6.9.	Community Participation and RTE	9. Mr. T. Govindaraju, President Ramanagara District SDMCCF, Ramanagara
6.10.	School Development Plan and RTE	10. Mr. Abdul Rahiman Panne, Social Activist, Managalore
6.11.	Challenges Before Teachers and RTE	11. Mr. Kaidal Krishnamurthy, Assistant Teacher, Shorapur
6.12.	Coporal Punishment and RTE	12. Mr. Ravichandra,
7	<u>SESSION 3: WAY FORWARD</u>	
	Proposer and Moderator: Mr. Victor Tauro, India Co-ordinator, ILP, USA	
		<ul style="list-style-type: none"> • Dr. Niranjanaradhya, Senior Fellow, CCL, NLSIU, Bengaluru
		<ul style="list-style-type: none"> • Mr. F. C. Chegaraddy, Memmber, BGVS, Bengaluru.
		<ul style="list-style-type: none"> • Ms. Susheela, Director, Spandana, Belgaum
		<ul style="list-style-type: none"> • Mr. Lakshapathi, Director, APSA, Bengaluru
		<ul style="list-style-type: none"> • Mr. Hafeezulla, Convenor, SDMCCF, Raichuru
8	<u>SESSION 4: CONCLUDING SESSION</u>	
	Moderator : Dr. Niranjanaradhya, CCL, NLSIU, Bengaluru	
	Guests and Speakers	<ul style="list-style-type: none"> • Dr. H. C. Boralinghaiah, Vice Chancellor, Kannada University, Hampi
		<ul style="list-style-type: none"> • Mr. Umesh Aradhya, Chairperson, KSCPCR,GoK, Bengaluru
9	Vote of Thanks	<ul style="list-style-type: none"> • Ms. Vatsala Nayak, Member, Sanchalana, Dakshina Kannada.

Annexure 3
A Brief Report of the Convention in Kannada

ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆ ಅನುಷ್ಠಾನದ ವಸ್ತುಸ್ಥಿತಿ ಕುರಿತಂತೆ ರಾಜ್ಯಮಟ್ಟದ ಪರಾಮರ್ಶನಾ ಸಮಾವೇಶ
ಸಂಕ್ಷಿಪ್ತ ವರದಿ

ರಾಜ್ಯದಲ್ಲಿ ಕಳೆದ ನಾಲ್ಕು ವರ್ಷಗಳಿಂದ ಮಕ್ಕಳ ಉಚಿತ ಮತ್ತು ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆ (ಆರ್‌ಟಿಇ) ಜಾರಿಯಲ್ಲಿದೆ. ಆದರೆ, ಈ ಕಾಯಿದೆಯ ಅನುಷ್ಠಾನದಲ್ಲಿ ಖಾಸಗಿ ಶಾಲೆಗಳು ನಿರಂತರ ಅಸಹಕಾರವನ್ನು ತೋರುವುದರ ಜೊತೆಗೆ, ಆರ್‌ಟಿಇ ಕಾಯಿದೆಯಡಿ ದುರ್ಬಲವರ್ಗದವರಿಗೆ ಮತ್ತು ಅನನುಕೂಲ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿರುವ ಮಕ್ಕಳಿಗೆ ನೀಡಬೇಕಾದ 25% ಪ್ರವೇಶಾತಿ ಮೀಸಲಾತಿಯನ್ನು ನಿರಾಕರಿಸುವ ಎಲ್ಲ ಪ್ರಯತ್ನಗಳನ್ನು ಮಾಡುತ್ತಲೇ ಬಂದಿವೆ. ಸರ್ಕಾರ ಈ ಕುರಿತು ಖಾಸಗಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಆಡಳಿತ ಮಂಡಳಿಗಳ ವಿರದ್ಧವಾಗಿ ವಿವರಿಸಿ ನಿಟ್ಟಿನ ಕ್ರಮವನ್ನು ಜರಗಿಸುವಲ್ಲಿ ವಿಫಲಗೊಂಡಿದೆ. ಇದಕ್ಕೆ ಆರ್‌ಟಿಇಯ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನದಲ್ಲಿ ಸರ್ಕಾರಕ್ಕಿರುವ ರಾಜಕೀಯ ಇಚ್ಛಾಶಕ್ತಿಯ ಕೊರತೆಯೇ ಕಾರಣ ಎಂದರೆ ತಪ್ಪಾಗಲಾರದು. ಹಾಗಾಗಿ, ಸರ್ಕಾರ ಈ ಖಾಸಗಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ದಬ್ಬಾಳಿಕೆಯ ವಿರುದ್ಧ ಏನು ಕ್ರಮಕೈಗೊಂಡಿದೆ, ಎಂಬುದಲ್ಲದ ವಿವರಗಳನ್ನೊಳಗೊಂಡ ಶ್ವೇತಪತ್ರವನ್ನು ಕೂಡಲೇ ಸರ್ಕಾರ ಹೊರಡಿಸಲಿ ಎಂದು ಖ್ಯಾತ ಶಿಕ್ಷಣ ತಜ್ಞರಾದ ನಿರಂಜನಾರಾಧ್ಯ ಇವರು ಆಗ್ರಹಿಸಿದರು. ಇವರು, ಮಕ್ಕಳ ಉಚಿತ ಮತ್ತು ಕಡ್ಡಾಯ ಶಿಕ್ಷಣದ ಹಕ್ಕು 2009 ಅನುಷ್ಠಾನದ ಸ್ಥಿತಿಗತಿಯ ಕುರಿತು ನಗರದಲ್ಲಿ ಮಾರ್ಚ್ 29, 2014 ರಂದು ನಡೆದ, ರಾಜ್ಯ ಮಟ್ಟದ ಒಂದು ದಿನದ ಪರಾಮರ್ಶನಾ ಸಮಾವೇಶವನ್ನು ಉದ್ದೇಶಿಸಿ ಮಾತನಾಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಈ ಮಾತುಗಳನ್ನಾಡಿದರು. ಸಮಾವೇಶವನ್ನು, ನಗರದ ಕರ್ನಾಟಕ ರಾಜ್ಯ ನೌಕರರ ಸಂಘದ ಸಭಾ ಭವನದಲ್ಲಿ (ಎನ್‌ಜಿಟಿ ಹಾಲ್) ಆಯೋಜಿಸಲಾಗಿತ್ತು. ಈ ಸಮಾವೇಶವನ್ನು ಶಿಕ್ಷಣಕ್ಕಾಗಿ ಜನಾಂದೋಲನಗಳ ಸಮನ್ವಯ (People Alliance for Fundamental Right to Education -PAFRE), ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಹಾಗೂ ಮಗು ಮತ್ತು ಕಾನೂನು ಕೇಂದ್ರ, ರಾಷ್ಟ್ರೀಯ ಕಾನೂನು ಶಾಲೆ, ಬೆಂಗಳೂರು ಇವರ ಸಂಯುಕ್ತ ಆಶ್ರಯದಲ್ಲಿ ಆಯೋಜಿಸಲಾಗಿತ್ತು.

ಡಾ. ನಿರಂಜನಾರಾಧ್ಯ ಇವರು, ತಮ್ಮ ಪ್ರಾಸ್ತಾವಿಕ ಮಾತುಗಳನ್ನು ಮುಂದುವರಿಸುತ್ತಾ, ಮುಖ್ಯಮಂತ್ರಿಗಳು ಮತ್ತು ಶಿಕ್ಷಣ ಸಚಿವರ ಸ್ವೇಚ್ಛೆಯಿಂದ ಆರ್‌ಟಿಇ ಅನುಷ್ಠಾನದ ಕುರಿತು ಅತ್ಯಂತ ಸಾಧನೆಯನ್ನು ಅಂಕಿ ಅಂಶಗಳೊಂದಿಗೆ ಸಮಾವೇಶದಲ್ಲಿ ಬಹಿರಂಗಗೊಳಿಸಿದರು. ಆರ್‌ಟಿಇ ಕಾನೂನಿನಲ್ಲಿ ತಿಳಿಸಿದ ಕನಿಷ್ಠ ಪ್ರಮಾಣದ ಮೂಲಭೂತ ಸೌಲಭ್ಯಗಳಾದ, ಶೌಚಾಲಯ, ತರಗತಿ ಕೋಣೆಗಳು, ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳು, ಸುರಕ್ಷಿತ ಕುಡಿಯುವ ನೀರು, ಶಿಕ್ಷಕರು, ಇತ್ಯಾದಿ ಸೌಲಭ್ಯಗಳನ್ನು ಒದಗಿಸುವುದರಲ್ಲಿ ಸರ್ಕಾರ ವಿಫಲಗೊಂಡಿದೆ ಎಂದು ಹೇಳಿದರು. ಪ್ರಸ್ತುತ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿ ಆರ್‌ಟಿಇ 25% ಮೀಸಲಾತಿಗೆ ಸೀಮಿತಗೊಂಡಿರುವುದು ವಿಷಾದನೀಯ, ಇದು ಆರ್‌ಟಿಇ ಕಾನೂನಿನ ಒಂದು ಭಾಗವೆಂದಷ್ಟೆ ಪರಿಗಣಿಸಿ, ಆರ್‌ಟಿಇಯ ಸಮಗ್ರ ಅನುಷ್ಠಾನಕ್ಕೆ ಜನಾಂದೋಲನಗಳು ಒಟ್ಟಾಗಿ ಶ್ರಮಿಸಿ ಸರ್ಕಾರದ ಮೇಲೆ ಒತ್ತಡತರುವಂತಹ ಆವಶ್ಯಕತೆಯ ಕುರಿತು ಸ್ಪಷ್ಟ ಪಡಿಸಿದರು. ದಲಿತ ಸಂಘಟನೆಯ ಮುಖಂಡ, ಮಾವಳ್ಳಿ ಶಂಕರ್, ರಾಜ್ಯ ಶಿಕ್ಷಕ ಸಂಘದ ಅಧ್ಯಕ್ಷ ಬಸವರಾಜ್‌ಗುರಿಕಾರ್, ಬಿಸಿಯೂಟ ಕಾರ್ಯಕರ್ತೆಯರ ಸಂಘಟನೆಯ ಅಧ್ಯಕ್ಷೆ ಲತಾ, ಭಾರತಜ್ಞಾನ ವಿಜ್ಞಾನ ಸಮಿತಿಯ ಪದಾಧಿಕಾರಿ ಚೇಗರೆಡ್ಡಿ, ಕೊಳಚೆ ನಿವಾರಣೆ ಸಂಘಟನೆಯ ಮುಖಂಡಯತಿರಾಜು, ಎಸ್‌ಡಿಎಮ್‌ಸಿ ಒಕ್ಕೂಟದ ಪದಾಧಿಕಾರಿ ಹಫಿಝುಲ್ಲಾ, ಸಿಎಸಿಎಲ್-ಕೆ ಸಂಚಾಲಕ ರೆನ್ನಿ ಡಿ'ಸೋಜ ಹಾಗೂ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪ್ರಾಧ್ಯಾಪಕ ಡಾ. ಎಚ್.ಡಿ. ಪ್ರಶಾಂತ್ ಇವರು ವೇದಿಕೆಯಲ್ಲಿ ಉಪಸ್ಥಿತರಿದ್ದು ಸಂದರ್ಭೋಚಿತ ಮಾತುಗಳನ್ನಾಡಿದರು.

ಪರಾಮರ್ಶನಾ ಸಮಾವೇಶದಲ್ಲಿ, ಆರ್‌ಟಿಇ ಗೆ ಸಂಬಂಧಿಸಿ ಶಾಲೆಯಿಂದ ಹೊರಗುಳಿದ ಮಕ್ಕಳು, ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣ, ದುರ್ಬಲ ಮತ್ತು ಅನನುಕೂಲ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿರುವ ಮಕ್ಕಳಿಗಾಗಿ ಖಾಸಗಿ ಶಾಲೆಯಲ್ಲಿ ನೀಡಬೇಕಾದ 25% ಪ್ರವೇಶಾತಿ ಮೀಸಲಾತಿ, ಸ್ಥಳೀಯ ಪ್ರಾಧಿಕಾರ, ತಲಾಶುಲ್ಕ, ಮೂಲಭೂತ ಸೌಲಭ್ಯ, ಶಿಕ್ಷಕರ ಮುಂದಿರುವ ಸವಾಲುಗಳು, ಮಕ್ಕಳಿಗೆ ಶಾಲೆಯಲ್ಲಿ ನೀಡುವ ದೈಹಿಕ ಮತ್ತು ಮಾನಸಿಕ ತೊಂದರೆ, ಶಾಲಾಭಿವೃದ್ಧಿಯೋಜನೆ, ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಇತ್ಯಾದಿ ವಿಷಯಗಳ ಕುರಿತು ಪರಿಶೀಲಿಸಿ ವಾಸ್ತವಾಂಶಗಳನ್ನು ಅಂಕಿ ಅಂಶಗಳ ಸಹಿತ ಸಮಾವೇಶದಲ್ಲಿ ಶಿಕ್ಷಣ ತಜ್ಞರು, ಶಿಕ್ಷಣ ಕಾರ್ಯಕರ್ತರು, ವಿವಿಧ ಸಂಘಟನೆಗಳ ಪ್ರತಿನಿಧಿಗಳು ಮಂಡಿಸಿದರು. ಸಮಾವೇಶದ ಸಮಾರೋಪ ಸಮಾರಂಭದಲ್ಲಿ ಭಾಗವಹಿಸಿ ಮಾತನಾಡಿದ ಡಾ. ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ, ಕುಲಪತಿಗಳು, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ಆರ್‌ಟಿಇಯ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಸರ್ಕಾರದ ಆದ್ಯತೆಯಾಗಬೇಕು. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಜನಾಂದೋಲನಗಳ ಪ್ರಯತ್ನ ಶ್ಲಾಘನೀಯ ಎಂದು ಹೇಳಿದರು. ಕರ್ನಾಟಕ ಮಕ್ಕಳ ಹಕ್ಕುಗಳ ರಕ್ಷಣಾ ಆಯೋಗದ ಅಧ್ಯಕ್ಷರಾದ ಡಾ. ಉಮೇಶ್‌ಆರಾಧ್ಯ ಇವರು, ಆರ್‌ಟಿಇ

ಅನುಷ್ಠಾನದಲ್ಲಿ ಆಯೋಗದ ಪ್ರಯತ್ನ ಮತ್ತು ಆಯೋಗದ ಮುಂದಿರುವ ಸವಾಲುಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳುವುದರ ಜೊತೆಗೆ, ಆರ್‌ಟಿಇ ಅನುಷ್ಠಾನವು ಆಯೋಗದ ಒಂದು ಪ್ರಮುಖ ಆದ್ಯತೆಯೆಂದು ತಿಳಿಸಿದರು.

ಒಂದು ದಿನದ ದೀರ್ಘ ಚರ್ಚೆ ಸಂವಾದಗಳಿಂದ ಕೆಳಗಿನ ಹಲವಾರು ಹಕ್ಕುತ್ವಾಂಶಗಳು ಹೊರಹೊಮ್ಮಿದವು. ಈ ಹಕ್ಕುತ್ವಾಂಶಗಳ ಪರಿಣಾಮಕಾರಿ ಅನುಪಾಲನೆಗೆ ಮತ್ತು ಪೂರಕವಾದ ಕಾರ್ಯತಂತ್ರಗಳು ಮತ್ತು ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಸಂಚಾಲನಾ ಸಮಿತಿಯನ್ನು ರಚಿಸಲಾಯಿತು. ಈ ಸಮಿತಿಯು, ಶಿಕ್ಷಣ ತಜ್ಞರು, ದಲಿತ ಸಂಘಟನೆ, ಶಿಕ್ಷಕರ ಸಂಘಟನೆ, ಮಕ್ಕಳ ವೇದಿಕೆ, ಮಹಿಳಾ ಸಂಘಟನೆ, ಸ್ವಯಂ ಸೇವಾ ಸಂಸ್ಥೆ, ಎಸ್‌ಡಿಎಮ್‌ಸಿ ಒಕ್ಕೂಟದ ಪ್ರತಿನಿಧಿಗಳು, ಶಿಕ್ಷಣ ಕಾರ್ಯಕರ್ತರು, ಸಂಶೋಧಕರನ್ನೊಳಗೊಂಡಿದೆ.

ಕಾರ್ಯಕ್ರಮದ ಉದ್ಘಾಟನೆಯನ್ನು, ಎಲ್ಲರಿಗೂ ಸಮಾನಗುಣಮಟ್ಟದ ಸಮಾನ ಶಾಲಾ ಶಿಕ್ಷಣ ಎಂಬ ಧ್ಯೇಯ ವಾಕ್ಯವನ್ನೊಳಗೊಂಡ ಭಿತ್ತಿಪತ್ರದ ಬಿಡುಗಡೆಯ ಮೂಲಕ ನಡೆಸಲಾಯಿತು.

ಸಮಾವೇಶದಿಂದ ಹೊರಹೊಮ್ಮಿದ ಹಕ್ಕುತ್ವಾಂಶಗಳು:

1. ಶೇಕಡಾ 25 ರದುರ್ಬಲ ವರ್ಗ ಮತ್ತು ಅನನುಕೂಲ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿರುವ ಮಕ್ಕಳ ಪ್ರವೇಶ ಮೀಸಲಾತಿ ಆರ್‌ಟಿಇ ಕಾಯಿದೆಯ ಒಂದು ಭಾಗ ಮಾತ್ರವೆಂಬುದನ್ನು ಅರಿತು, ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆಯನ್ನು ಸಮಗ್ರವಾಗಿ ಜಾರಿಗೊಳಿಸಬೇಕು.
2. ಮಕ್ಕಳು ಕನಿಷ್ಠ ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಿಂದ 10 ನೇ ತರಗತಿಯವರೆಗೆ ಸಮಾನಗುಣಮಟ್ಟದ ಶಿಕ್ಷಣ ಪಡೆಯುವ ಅನುಕೂಲವಾಗುವಂತೆ ಸರ್ಕಾರ ಬಡಕುಟುಂಬಗಳಿಗೆ ಅಗತ್ಯವಾದ ಸಹಾಯ, ಸಹಕಾರವನ್ನು ಒದಗಿಸಬೇಕು.
3. ಖಾಸಗಿ ಶಾಲೆಗಳಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಅನ್ಯಾಯ, ದಬ್ಬಾಳಿಕೆ ಮತ್ತು ಶಿಕ್ಷಣದ ವ್ಯಾಪಾರೀಕರಣವನ್ನು ನಿಯಂತ್ರಿಸಲು ಸರ್ಕಾರ ಕಠಿಣ ಕಾನೂನನ್ನು ರೂಪಿಸಲು ಸರ್ಕಾರದ ಮೇಲೆ ಒತ್ತಡ ಹೇರುವುದು.
4. ಆರ್‌ಟಿಇ ಕಾಯಿದೆಯನ್ನು ಸಮಗ್ರವಾಗಿ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಜಾರಿಗೊಳಿಸುವ ಜವಾಬ್ದಾರಿ ಹೊತ್ತಿರುವ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮಕ್ಕಳ ಹಕ್ಕುಗಳ ರಕ್ಷಣಾ ಆಯೋಗವನ್ನು ಬಲಪಡಿಸಲು ಸರ್ಕಾರ ತುರ್ತಾಗಿ ಕ್ರಮ ಕೈಗೊಳ್ಳಬೇಕು.
5. ಆಯೋಗವು ತನ್ನ ಎಲ್ಲಾ ಇತಿಮಿತಿಗಳ ನಡುವೆ ತನಗೆ ಇರುವ ಅಧಿಕಾರವನ್ನು ಬಳಸಿ ಖಾಸಗಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ದೌರ್ಜನ್ಯಗಳನ್ನು ಸ್ವಯಂ ಪ್ರೇರಣೆಯಿಂದ ಕೈಗೆತ್ತಿಕೊಂಡು ವಿಚಾರಣೆ ನಡೆಸಿ ಸರ್ಕಾರಕ್ಕೆ ಸೂಕ್ತ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಮಾಡಬೇಕು.
7. ಖಾಸಗಿ ಶಾಲೆಗಳು ಒಡ್ಡುತ್ತಿರುವ ಕಾನೂನು ತೊಡಕುಗಳನ್ನು ಬಗೆಹರಿಸಿಕೊಂಡು, ಆರ್‌ಟಿಇ ಕಾಯಿದೆಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಜಾರಿಗೊಳಿಸುವಂತೆ ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿ ಸಮರ್ಥವಾದ ವಾದ ಮಂಡಿಸಲು ಕಾನೂನಿನ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಚುರುಕುಗೊಳಿಸಬೇಕು.
8. ಸಂವಿಧಾನದ ಅಶಯದಂತೆ, ಸಮಾನತೆ, ಸಾಮಾಜಿಕ ನ್ಯಾಯದ ಆಧಾರದ ಮೇಲೆ ಸಮಾನ ಶಾಲಾ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯನ್ನು ಕಟ್ಟಿಕೊಳ್ಳಲು ಅನುವಾಗುವಂತೆ ಸರ್ಕಾರ, ಸಮಾನ ಶಾಲಾ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರೂಪಿಸಲು ತಜ್ಞರ ಸೂಕ್ತ ಸಮಿತಿಯನ್ನು ರಚಿಸಬೇಕು.
9. ಸಮಾನ ಶಾಲೆಯ ಪ್ರಥಮ ಹೆಜ್ಜೆಯಾಗಿ, ಎಲ್ಲ ಸರ್ಕಾರಿ ನೌಕರರು, ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳು ತಮ್ಮ ಮಕ್ಕಳನ್ನು ಸರ್ಕಾರಿ ಶಾಲೆಯಲ್ಲಿ ದಾಖಲಾತಿಗೊಳಿಸಬೇಕು.

10. ಸ್ಥಳೀಯ ಸರ್ಕಾರದ ಜನಪ್ರತಿನಿಧಿಗಳು ಹಾಗೂ ಮಾಧ್ಯಮಗಳೊಂದಿಗೆ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆಗೆ ಸಂಬಂಧಿಸಿ ವಕೀಲಿ (ಚಿಜತರಫಿಚಿಫಿಫಿ) ನಡೆಸಬೇಕು.
11. ಸ್ಥಳೀಯರೊಂದಿಗೆ ಸೇರಿ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆಯ ಕುರಿತು ನಿರಂತರ ಸಮಾಲೋಚನೆ, ಸಂವಾದಗಳನ್ನು ನಡೆಸುವ ಮೂಲಕ ಶಿಕ್ಷಣ ಹಕ್ಕಿನ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕೆ ಸ್ಥಳೀಯ ಮಟ್ಟದಲ್ಲಿ ಸೂಕ್ತ ಉಸ್ತುವಾರಿ ವ್ಯವಸ್ಥೆಯನ್ನು ರೂಪಿಸಿ, ಬಲಪಡಿಸುವುದು.
12. ತಾಲ್ಲೂಕು, ಜಿಲ್ಲೆ ಮತ್ತು ವಿಭಾಗ ಮಟ್ಟಗಳಲ್ಲಿ ಪರಿಶೀಲನಾ ಸಭೆಗಳನ್ನು ನಡೆಸಿ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆಯ ಅನುಷ್ಠಾನದ ವಾಸ್ತವಿಕತೆಯನ್ನು ಭಾಗೀದಾರರೊಂದಿಗೆ ಹಂಚಿ, ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕೆ ಸೂಕ್ತ ಕಾರ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸುವುದು.
13. ರಾಜ್ಯದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಕ್ಕು ಕಾಯಿದೆ ಅನುಷ್ಠಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಸಂಶೋಧನೆ, ದಾಖಲೀಕರಣಗಳನ್ನು ವ್ಯವಸ್ಥಿತವಾಗಿ ಮಾಡಿ, ಆರ್‌ಟಿಇಯ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನದಲ್ಲಿ ಬಳಸುವುದು.