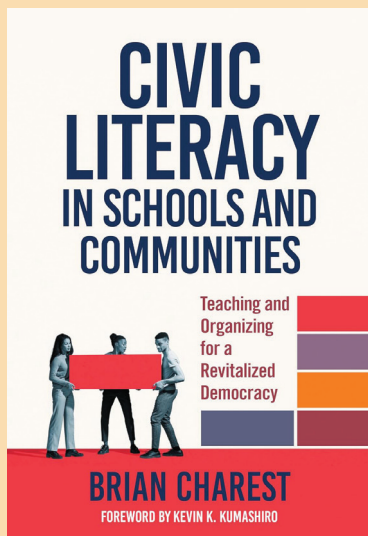




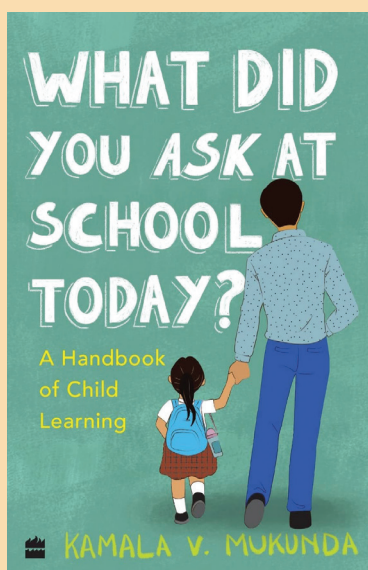
From the Bookshelf



Civic Literacy in Schools and Communities: Teaching and Organizing for a revitalized democracy by Brian Charest

Teachers College Press, 135 pages

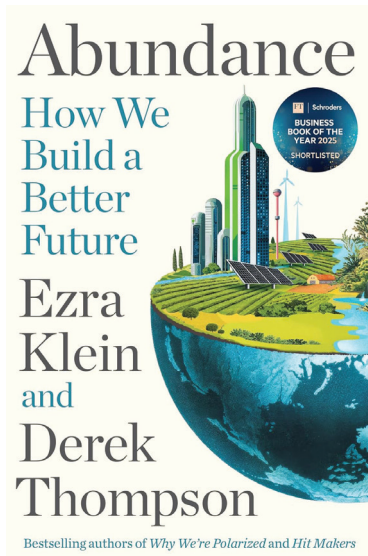
This book challenges us to think of schools not only as sites of academic instruction but as spaces where democracy is lived, practiced, and strengthened. Drawing on his experience, Charest shows how reforms focused narrowly on test scores and accountability, fail to address the deeper realities of poverty, inequality, and exclusion that shape children's lives. Instead, he argues for an approach where schools and communities are seen in relationship with one another, where learning is grounded in civic engagement, collaboration, and collective wellbeing. Though written in the U.S. context, the questions it raises resonate globally, including in India. This book offers both critique and a vision of schools as vital sites of democratic life.



What Did You Ask at School Today? A Handbook of Child Learning, Book 2 by Kamala Mukunda

HarperCollins, 376 pages

This is a rare book that bridges science and practice in education. Drawing on neuroscience, psychology, and classroom realities, Kamala examines some of the most common assumptions about how children learn, whether every child has a unique 'learning style', what attention and behaviour really mean, why reading and arithmetic can be difficult, and how gender and technology shape outcomes. For policymakers, the book is valuable as it shows how to distinguish evidence from myth and how to think carefully about the design of educational interventions.



***Abundance* by Ezra Klein and Derek Thompson.**

Profile Books, 304 pages

This is not a book on education in the narrow sense, but it offers an important perspective for policymakers thinking about systemic reform. It argues that societies often operate in a “scarcity mindset,” where regulation, bureaucratic inertia, and risk aversion prevent progress in critical areas like housing, energy, and health. The authors make a case for shifting toward a culture of abundance, one that enables innovation, lowers barriers, and expands access broadly. It equips us with a mindset for reforms, helping us see how governance choices either stifle or unlock possibility.



***The Routledge Companion to Primary Education in India: From Compulsion to Fundamental Right* by R Govinda**

Routledge India, 496 pages



R. Govinda

This book draws on official records, legislative debates, and key policy milestones, including Gokhale’s Bill of 1911, Mysore’s early experiments, the Wardha Scheme, the Five-Year Plans, and the Right to Education Act (2009). It explores why India’s promise of “education for all” has often gone unfulfilled and shows how the nation’s efforts have repeatedly stumbled over the same issues: a colonial legacy, gender inequality, a fragmented teacher identity, the rise of para-teachers, and a worsening learning crisis. The book reveals why universal and meaningful schooling in India remains an unfinished project.