



INSTITUTE OF OBJECTIVE STUDIES

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Mr. Prakash Javadekar Ji,
Hon'ble Minister for HRD,
Govt. of India,
New Delhi

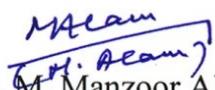
Subject: Memorandum submitted by the Institute of Objective Studies, New Delhi to Ministry of Human Resource Development, Government of India on draft of "New Education Policy – 2016"

Respected Sir,

Kindly find herewith our humble inputs on draft of "New Education Policy - 2016" based on the deliberations in symposiums organised by the Institute of Objective Studies at Delhi and at other regional centres attended by educationist, academics and other concerned quarters. It also contains suggestions forwarded to us by many other sources.

Hope these inputs would be given due consideration while finalising the draft of "New Education Policy - 2016".

With sincere regards,
Yours truly,


(Dr. M. Manzoor Alam)
Chairman

Encl.: As Above

SOME INPUTS ON DRAFT OF NEW EDUCATION POLICY 2016

Education is vital as it influences all shades and walks of life. Exploration and innovation have contributed to the growth of human civilisation. Present world is highly dependent on educational excellence of communities and nations. India has opted for liberal democratic system to strive for creating national integration and cohesion among groups and communities. As it is so well known that India is vast and diverse, it is, all the more, in need of creating peaceful conditions for collective and cohesive living together.

Secondly, independent India has opted to keep it ready to meet challenges of change and development. There is always a need to put in effort to create better tomorrow. India as a nation commits to peace and progress. In this backdrop, education assumes larger dimensions. It is so welcome a sign that present government has taken initiative in this direction.

In the first place, unlike previous education policy reports, new education policy does not specify any statement of purpose like Kothari Commission was made to deal with 'Development and Education' or 1968 report carried out objective statement as 'Equal opportunities for all'. Secondly, this draft is also missing target sections of society. There is no specific section even on Scheduled Castes; Minorities are not even mentioned. Only constitutional provisions concerning minorities are given. There is no trace of 'Sab ka Sath, Sab Ka Vikas'. Thirdly, it is projected that education is subservient to private sector requirements. This aspect requires a serious thought and planning. Since education is a fundamental right, availability in its practical sense must be guaranteed. It may be argued that aspects relating to child labour, exploited lot, girls education have to be placed and planned on practical grounds. Engagement of government seems to be on decline. It is a serious flaw and needs immediate attention. The elements of IT have to be reviewed so that impersonalisation and seclusion may be discouraged. Education is not development rather a means to it.

The Preamble of draft spells out the direction. Composite school system may be dropped and questions of strengthening school system should be reviewed and assessed. Market economy must not be the only focal area of concern. Schools should not be equated or treated as production centres and teachers as facilitators. This is against Indian culture, tradition and philosophy. Present day

challenges revolve around accessibility, quality up-gradation, employability. ICT, teacher training and governance may be incorporated in a balanced way. In Indian situation, importance of 'distance education' must be reviewed and special attention should be paid to open and distance education.

Broad challenges should also be identified like accessibility of education to deprived sections of society. Regional clusters should also be created so that balanced development may be achieved without sacrificing the interest of any particular group of persons. Quality of education is another major area. There is no denying the fact that average student is not upto the mark. Quality education has to be taken up for ensuring equal learning opportunities and full realization of the potential of all students irrespective of their socio-cultural and economic back-grounds. Employability should also be kept in mind. Unemployment of youth is a major problem in such a vast and large country as India. The education has to be linked to this challenge. On second level, certain important issues are to be dealt with like those of relating to ICT. Necessary arrangements are to be ensured like supply of electricity, construction of buildings appropriate for IT based learning and securing expensive IT based learning hardware and IT laboratories. Teachers training also assume importance for successful operation in education sectors. Thirdly, good governance, especially at the local level, is also needed to achieve targets. Lastly, open and distance mode of education may be encouraged and its accessibility should be ensured to all.

On top of other things, there should be an effective system of monitoring and evaluation of working of education institutions at various levels. Transparency in operation of scheme like those of award of scholarships, selection process for different courses etc, should be ensured at all levels. It should be ascertained that common man has confidence in the system and views that whole arrangements are meant for common man. No section of society may feel alienated rather a participatory climate should be created. If experts agree, on All India Education service may be created for dealing with education at different levels. Lastly, the teaching profession may be put on high pedestal so that excellence in profession is ensured. Lastly, education should not suffer from adhocism. Long term planning and execution should be kept in mind. However, following are point wise suggestions:

Suggestions

1. The policy is confined to focusing the education scenario of the ancient India but the entire subsequent period of 1000 years didn't find any place in the policy. Even in highlighting the contribution of social leaders,

people like Sir Syed Ahmed Khan, didn't have any place. Contributions of Indian scholars between the ancient period and the freedom struggle that shaped Indian society, literature, sciences, art, architecture, etc, also need to be mentioned. Maulana Abul Kalam Azad, the first Indian Education Minister, who laid the foundations of the Educational policy (among his contributions was the initiation of IIT and IIM's and their contribution to Indian Economic growth and prestige) is missing.

2. In describing the importance of skill development, the contributions of Dr. Zakir Hussain and Maulana Abul Kalam Azad have been completely ignored.
3. More emphasis on skill development by setting aside many critical issues has been emphasised instead of broad based concept of educational system such as neighbourhood schooling, promotion of classical language and literature etc.
4. More stress is given on shifting the information based education system to value based education system and the report remains silent about the details of the value based education system.
5. Required data about the Muslim community is missing in issues like Out of School Children (OOSC) and Gross Enrolment Ratio (GER) etc.
6. Madarasas covered under RTE must also be brought under the Mid-day Meal (MDM) scheme. The Draft does not recognize the existence of alternative schools of Education as exemplified by Maktabas and Madrasas and their contributions to learning.
7. There is a need to focus on the education of those who are at the lowest level such as poor youth, slum and rural children, girls, women, struggling artisans and continuing adult education after the eradication of illiteracy.
8. Serious thought should be given to the apprehensions, fears and views of the minority community before finalising the draft policy.
9. The teacher student ratio should be maintained as per norms presented by RTE act.

10. History should not be distorted and the education system should not be communalized.
11. Schools organizing programmes to promote communal harmony and inclusive ethos should be encouraged.
12. Govt should set up schools like KVs, JNVs and KGBVs in minority areas to give opportunity to students to study in the central school with reservations for them.
13. Proposed application of RTE Act Clause 12 (1) C to govt Aided Minority Institutions is an infringement of the rights of Minorities. The Rights of the Minority institutions should not be violated.
14. Education should be more student as well as child centric and also special coaching to enhance learning of children should be provided by educational institutions to curb the menace of private tuitions.
15. The issue of financial aid and assistance in the form of scholarship for tens of millions of students is not addressed adequately and missing while there is need for the provision of hostel facilities and transportation facilities that are essential for schooling. Steps should be taken for residential schools, hostel facilities and transportation.
16. Power of states should not be curtailed in the formation of syllabus and concerned rules as the NEP was going to curtail the powers of the state and more powers are going to be vested in the HRD Ministry.
17. Lack of 2 years of Pre-schooling should be the part of legal right and RTE should be extended from pre-primary to Hr. Secondary. Dedicated and qualified teachers committed to delivering quality education need to be recruited.
18. This is welcome step that 6% of GDP is fixed for education. It must be decided with a time line.
19. It does not link how accessibility and school attendance of the Poor students is linked to their socio-economic living conditions. Children need to augment family income by engaging in work rather than attending school. Countries like Brazil give poor families subsidies to compensate for the loss of income, enabling the child to attend school.

State must ensure to minimise dropping out of schools. Poverty should not be a limitation.

20. Govt. has failed to bring Muslims in mainstream and consequently failed in RTE. This must form a special category for special treatment.
21. The lack of effective decentralization of education is needed. All steps should be taken in this direction.
22. The proposed new education policy also emphasizes life-long learning through life-skills education (as outlined under 'Curriculum and Assessment', chapter 2) in line with employable education. The social sciences, history and philosophies are not given proper place.
23. With the opening up of the Education sector to foreign entities, it has become a salivating area for many foreign and foreign-domestic partnership corporations that see India as a huge lucrative market. The failure of some of the US teaching institutions like Phoenix University and Trump University underscores the fact that there are Educational scams that must be protected from. Safeguards need to be established.
24. No detention policy should be retained and linked to CCE.
25. Students often fail in maths, science and English because the education system did not build for them a strong base in these subjects. A strong education system is one which can deliver high quality teaching of basic elementary subjects from the lower primary foundational stage of education.
26. There are a whole lot of recommendations in various government and non-government reports to improve the educational status of Muslim children, which the proposed new national education policy needs to draw upon. In terms of absolute numbers, Muslim children far outnumber all those excluded from the education system. Moreover, the post Sacchar Kundu report (2014) shows OBC Muslims at the bottom of the education ladder on all education indicators compared to all other SRCs and sub-groups within SRCs. According to Mandal Commission statistics, Upper caste Muslims constitutes 4 percent of the Muslim population. The rest are all OBC Muslims. Therefore, Muslim education should be a focus area and within Muslim education the focus should be on OBC Muslims.

27. It is important to provide equal importance and facilities for Urdu in any proposed new national education policy that aims to strengthen the overall education system of the Country. There is inadequate/no facility for Urdu speakers at school. Students are often forced to study Sanskrit as Urdu is not even listed among languages that students can opt for, even in states where Urdu is a second or third language. Urdu has been playing a critical role in strengthening the composite culture of the Country and in promoting communal harmony.
28. The new education policy includes yoga among co-scholastic activities, "facilities for which will be a pre-requisite to the recognition of schools". The introduction of yoga on a compulsory basis including chanting of Surya Namaskar and OM will have the effect of pushing out Minority students including Muslims and Christians from schools. Moreover, it will seriously undermine the secular ethos of schools. Yoga and within that Surya Namaskar and chanting of OM should be kept optional and not linked to school recognition.
29. Fostering Education in colloquial languages to enable rapid and easy learning is not addressed. The Draft does not expound on the implementation aspects of an educational policy/curriculum in a multi-ethnic society that must foster celebration of diversity, foster kinship and value community service.
30. Psychological Counselling is recommended for students who are underperforming.
31. The linkage between Education, skills development, vocational learning and JOBS is tenuous.
32. Linking salary and promotion to student performance is needed.
33. Policy decisions and its implementation must be entrusted to eminent citizens of high calibre and integrity and those that have no vested interest except serving the countrymen.