

**Proceedings of the Workshop on “Quality of Education with Reference to  
Draft National Education Policy 2019”**

The Indian Institute of Public Administration, UP Regional Branch, organized the above workshop on July 27th 2019, in the Seminar Hall of IIPA UP Regional Office at Jawahar Bhawan. The workshop was attended by 30 participants (list enclosed).

The proceedings of the Workshop were as follows:-

The Honorary Secretary of IIPA, UP Regional Branch, Sri Vidya Nand Garg welcomed the participants and requested Sri R. C. Tripathi, very senior and respected Member of the Executive Committee, and recipient of the Appleby Award, 2018, to inaugurate the Website, which is a new feature of IIPA, UP Regional Branch. The web address (URL) is [www.iipauprb.org.in](http://www.iipauprb.org.in). After the inauguration of the Website, Sri Garg asked the participants to introduce themselves. After the introduction was over, Sri Garg requested Sri Tripathi to chair the sessions of the workshop and give his opening remarks.

**Sri Tripathi, IAS (Retired)** commenced his address by saying that the topic of the workshop is common to all and everyone is under the impression that they are experts in the field of education because they are all stakeholders in it. They send their children to school. Teachers disseminate knowledge to the students. Research and innovation in education leads to creation of wealth and social services to society. No matter how highly qualified a person is, no one can learn everything. There is always something more to learn. Learning is a continuous process. Education Commissions have existed for hundreds of years. The Calcutta University Commission or the Sadler Commission of 1917 recommended separation of secondary education from University education. Seven universities including Mysore University and Lucknow University also came into existence because of the commission. Sadler, who was Vice Chancellor of Leeds University, was pained to observe that graduates were not able to speak and write in their mother tongue. The connotation being that mother tongue is an important instrument of education. It is important to maintain heritage through research, and languages should advance in society.

Since the education policy calls for instruction in mother tongue, it is a good recommendation. Primary and secondary education could be in a language that could be understood. Kasturirangan Committee has discussed that communities world over are teaching their students to be multilingual. Earlier, Sam Pitroda was of the opinion that English should be taught from Class I. However, it would be easier for children to understand in their own language. However, according to the policy, three languages have to be learnt. At what age each language and numerals should be taught to the students is to be decided. By Class 12, a student should be well versed in all the disciplines of education. It is only when the student would go to the University that he should opt for specialized subjects. Nevertheless, education is not only resource building but also research oriented. Education of a person continues from infancy to old age and the purpose of education is not to get certificates. However, in schools, teachers' truancy and unionism are playing a detrimental role in the education system. Those who supervise quality of education, syllabi etc are hampered by teacher union leaders. Reforms in management of schools is important.

Change of name of Ministry from Ministry of Human Resource Development to Ministry of Education is a welcome suggestion & should be implemented. Besides, education at the higher level is centralized to the UGC, which delegates power to Universities at the district level. But as per the draft policy, each University and college would be autonomous with their own course syllabus and fund creation. The percentage GDP on education must go up from 4% to 6%. The percentage allocated to scholarships is only 1% which is very small, making education accessible to only the well to do. It is therefore necessary that poor meritorious students should be identified at an early age and given scholarships so that they can continue their education. The proposal to make Higher Educational Institutions multidisciplinary is also a step in the right direction.

**Sri Vidya Nand Garg, IAS (Retired)** remarked that the Government of India in the Ministry of Human Resource Development have asked the public to send their comments by 31<sup>st</sup> July,2019. IIPA, UP, will also send comments based on the recommendations of the workshop.

The vision of the National Education Policy says that the education system is envisioned as India centered and it is meant for the transformation of society into a knowledge society. In the age of globalization, national boundaries are in

transition. How far is the policy relevant in this context needs to be looked into. Besides, reading of Literature of authors of Indian subcontinent has been mentioned. However, it is also essential for Indian students to read the texts by authors from other parts of the world, to have a global approach.

Right to Education specifically says that there should be no detention till Class 8. However, the policy talks about detaining students. Section 12(1) (c) says that disadvantaged children should be given seats to study in private schools. However, the policy has kept open the possibility of deleting clause 12 (1) (c).

The policy talks about 4 years integrated BEd courses for teachers. It further says that teachers will be given no other tasks besides teaching. The question arises as to who would do these other tasks, especially those tasks related to elections. The Committee recommends ethical course of one year duration sometime from 6<sup>th</sup> standard to 8<sup>th</sup> standard and also more advanced semester courses at High School stage.

Affiliation to Universities will be done away with and there will be research universities, teaching universities and colleges. All this will entail tremendous amount of restructuring. All universities will be multidisciplinary and include all fields of education. The target under mission Nalanda is to commence 100 Type 1 and 500 Type 5 Universities by 2030. Under mission Taks-shila, there will be set up at least one high quality HEI in each district. There will be single Regulator called NHERA for all Higher Educational Institutions including technical and professional education. All Higher Educational Institutions will become autonomous institutions governed by a competent Board. The full impact of the NEP will be seen in the decade 2030-2040 after which another policy would be drafted.

The recommendations given by the participants of the Workshop are as follows:-

### **School Education:-**

#### **Dr.Y.S.Bhadoria**

Schools have very poor infrastructure, even dilapidated infrastructure. There is dearth of teachers. Evaluation is not impartial Centers should be prevented from using unfair means like cheating in examinations and passing students through

bribe payment. Different surveys have revealed that students are lagging behind in their standards and are still promoted. Ethics and morals have to be maintained amongst students but teachers are sometimes themselves unethical. Street children are not given the opportunity to be educated. Good institutions, whether private or Government, are to be promoted. It is also necessary to see how to get funds to educate the entire population of India.

**Dr. Alok Kumar Srivastava:-**

Emphasized the following recommendation for schools

1. Minimum wages for all staff whether teaching or nonteaching, in private and Government schools.
2. Faculties well trained to impart quality education.
3. Classrooms should have biometric systems to monitor the attendance of teachers.
4. Schools in rural areas should be provided with transport system, so that all students can attend schools.

**Sri Ravindra Singh IAS (Retired)**

Shri Ravindra Singh observed that there had been excessive decentralisation of infrastructure as a result of which the economies of scale are not operational. Primary and secondary schools need to be clubbed together, initially in urban and suburban areas, so that the land, building, and human resources are available for all students. Different timings can also be fixed, so that the same teachers teach a larger pool of students. Besides, many villages have been connected with the optical fibre mission. The budget for TVs, computers, Wi Fi where required, and AMCs for equipment needs to be sanctioned quickly. Teachers should also be trained and sensitised on e education.

**Sri Sudhan Chandra Chandola**

Due to inadequate representation of elected local bodies (Gram Panchayats, municipal boards) schools management committees are not in a position to perform duties such as making survey, motivating people to sent their wards to school

regularly and to supervise teachers. It is proposed that section 21 (1) of R.T.E. Act may be amended so that at least 1/3<sup>rd</sup> of the members of the school management committee are elected members of local authorities (Panchayats and Municipalities). Similarly quota of guardian/Parents may be reduced to 50 %. Chairperson of the SMC's should be either the chairperson of the local authority or one of its members nominated by the local authority.

### **Sri V.K. Pandey**

The policy talks about downward expansion of the school system by integrating Anganwadi with schools. How this could be made possible is to be seen. There should be certain guiding principles for boards. Curricula in schools should be more global oriented.

### **Dr. G.N. Pandey**

At present, a number of boards are operating in each state. For example in Uttar Pradesh we have U.P. Board, C.B.S.E. Board and I.C.S.E. Board, the last two are all India boards. It is observed that multiplicity of boards is leading to unhealthy competition by inflating marks of the students through moderation process. It is recommended that there should be only one board of school education operating in the country. It should have regional offices in each state. Fees should be subsidized for the economically disadvantaged students. At least 25% of economically disadvantaged students should study with well off ones. Education at the secondary level should include computer education, yoga, technical skills and entrepreneurship. Education should be outsourced and students should be evaluated in each class. Section 12 (1) (C) of the R.T.E. Act should be kept as it is but it must be enforced strictly and in a better manner. It will be extremely unfair to the disadvantaged or poor children if this clause 12 (1) (C) is deleted from R.T.E. Act.

### **Dr. Chandani Mala**

All schools should maintain certain norms. They should have playground and other infrastructure facilities.

### **Sri Gyan Pandey**

The basic purpose of education in school is to teach the child what is right and what is wrong. Educating children requires passion and zeal rather than profit making.

### **Sri R.K Sharma**

Education in schools build a child's total personality.

### **Shri Akhand Pratap Singh**

Number of as school going children has increased after the passing of the Right to Education Act. In UP, 59700 schools have come up and are catering to 8400000 students. Since poverty is rampant in India, all children are not able to attend school. Quality of education will improve if teachers are punctual and attend school every day. On an average only 74% of attendance is reported of teachers. Training of teachers is also necessary if their quality has to improve.

### **Higher Education**

#### **Sri G. Pattnaik, IAS (Retired)**

Universities must disseminate knowledge to students and not just increase students Gross Enrolment rate to 50%. Educational liberalization has helped Universities to mushroom in several states, but they also close down because of lack of quality. If India has to be leader in the educational field, institutions in India have to expand overseas. For this English has to be an important subject. This should be left to the discretion of institutions. Ethical education should imparted only in schools. At the higher level, students should have freedom to gain whatever knowledge they want.

#### **Sri Indra Pratap Singh**

Higher education needs to be improved in terms of restructuring and functioning, in the University. Though the education policy talks about a liberal system of education, it is very difficult to implement this system in the University.

### **Ms. Bhramari Srivastava**

In each High school/secondary school, children in grades 9,10, 11, and 12 be provided extensive counseling for choosing future career. One or more career counselors must be appointed in each school for this purpose. Career guidance is a must for students at secondary school level as they are in a fix as to what subjects to opt for in the University.

### **Vocational and adult education**

#### **Dr. Madan Singh**

Indian Adult Literacy is a successful program and many people got an opportunity to become literate through this program. However, even if a person gets literate he should be allowed to continue to pursue his education. Proper facilities like libraries should be provided in adult literacy centers. Beside, though the literacy rate in India is 73%, according to latest figures, male literacy rate is 80.9% while female literacy rate is only 64.6%, which should be at par with men.

#### **Dr. K.S. Rao**

Speaking on vocational training, he said that there is a lot of mismatch between what is projected and what really is in the training programs. Attitudinal change is required both on the part of the student and teachers so that they could transfer what has been taught and learnt to practicality.

#### **Dr. Padma Iyer**

Talked about adding entrepreneurial education is a must in the policy, and has to be promoted from the primary level, right up to University level to bring about a spirit and culture of entrepreneurship in the country. This would not only help in poverty alleviation and solving the unemployment problems but will also create wealth for the country and can perhaps make India a very powerful nation of the world.

## **Technology**

### **Dr. Nandita Kaushal**

In order to induct ICT (Information, Communication Technology) high quality internet connectivity especially high speed Wi-Fi facility and continuous electricity supply must be provided in each department of the Higher Education institutions. Adequate budget for ICT infrastructure and backup facilities like hard disks, optical storage etc. for data protection must be provided so that technology can be effectively used in education. Along with all these adequate training for the effective use of ICT should be imparted to all concerned stakeholders.

## **General**

### **Sri P. C. Sharma IAS (Retired)**

There should be commitment to spend long standing demand of spending 6% of GDP on Education. In the absence of lack of adequate expenditure quality was suffering. Other advanced counties are spending much more than this. Reference was made to recommendations of erudite and highly respected Kothari Commission in this regard.

Major roadblocks in this regard need to be addressed.

Plethora of reforms without commitment to funding would cause impediments in their implementation.

There was mismatch between product and demand, absence of coordination between Manpower planning and human resource development leading to unemployment on one side and migration of critical manpower on the other.

Education being the subsystem of larger social system must integrate with the needs of economy in order to fructify.

Rapidly changing world standards require convergence between quantitative expansion and qualitative improvement

Improvement of the education system is a fundamental need but political support to the policy in terms of promoting uniformity and respecting diversity is important. For this, commitment of the State to the policy is essential.



Physical social and economic access is not there everywhere. For this one has to work regionally but have a global outlook. Intense dedication is required from the teachers' group.

No road map is available for the implementation of the policy. In the absence of such a road map, the policy may remain only on paper.

### **Sri Dileep Bhatnagar**

The policy does not focus attention on creating employable work force and creating entrepreneurs for MSME for best utilization of youth. Monitoring of data of work force utilization may be assigned to independent organizations at central and state level. Only then there will be optimum utilization of 6% of GDP expenditure on education.

Education and national labor policy may be integrated. Even proposed National Population policy may be integrated with education policy.

### **Dr. Nav Jivan Rastogi**

1. Post independence India has failed to produce a single original thinker who could be ranked among world's greats. This is testified to by the fact that the entire educated class has become mentally slave which thinks only in terms of western categories, prizes own contribution on western testimonials and does not think in own language.
2. The most visible reason seems to be that we are totally cut off from our cultural past. Because of this cultural memory loss, we are neither in a position to appreciate our past intellectual contributions, nor examine them critically for moving forward. . This is what I mean by cultural centrality of education.
3. The core thrust of the educated elite has shifted from "We" to "I", from society to individual, from a genuine human being to a self-centric careerist. This is self-defeating.
4. For creative thinking and proper discovery of knowledge, the approach to the linguistic medium needs be depoliticized.
5. While technology is absolutely essential for growth, it cannot be at the expense of mother basic sciences.

### **Sri Anil Gupta**

Education should help childrens' curiosity to be aroused. It should teach them to take risk. It should also teach patriotism.

The workshop concluded with the Chairman of the Workshop summarizing the sessions and the Honorary Secretary proposing the vote of thanks.

## Workshop Participants List on 27<sup>th</sup> July2019

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