



Mahatma Gandhi Central University, Motihari  
(Bihar)

*In Association with*

Indian Political Science Association

*Organised*

A One Day National Workshop

On

Draft National Education Policy



Lecture Theatre-1, AIIMS, Patna  
17th July, 2019



# **ORGANIZING COMMITTEE**

## **ORGANIZING COMMITTEE**

<b>OVERALL MANGEMENT COMMITTEE</b>	
<b>S.No.</b>	<b>Name and Designation</b>
<b>1</b>	Prof. Anil Kumar Rai, Pro-Vice-Chancellor
<b>2</b>	Prof. Anand Prakash, Coordinator, IQAC
<b>3</b>	Dr. Padmakar Mishra, OSD (Administration)
<b>4</b>	Dr. Shirish Mishra, Head, Department of Commerce
<b>5</b>	Dr. Brijesh Pandey, Proctor
<b>6</b>	Ms. Shephalika Mishra, Public Relation Officer

<b>RECEPTION, TRANSPORT AND HOSPITALITY COMMITTEE</b>	
<b>S.No.</b>	<b>Name and Designation</b>
<b>1</b>	Dr. Pavnesh Kumar, Dean Student Welfare
<b>2</b>	Dr. Sarita Tiwari, Dean, School of Social Sciences
<b>3</b>	Dr. Pramod Meena, Dean, School of Humanities and Languages
<b>4</b>	Dr. Devdutt Chaturvedi, Head, Department of Chemistry
<b>5</b>	Dr. Pranveer Singh, Head, Department of Zoology
<b>6</b>	Dr. Artattrana Pal, Head, Department of Botany
<b>7</b>	Mr. Ram Lal Bagaria, Assistant Professor in Economics
<b>8</b>	Dr. Saurabh S. Rathore, Assistant Professor in Biotech & Genome
<b>9</b>	Dr. Abhijit Biswas, Assistant Professor in Management Science

## ORGANIZING COMMITTEE

<b>PROGRAMME COMMITTEE</b>	
<b>S.No.</b>	<b>Name and Designation</b>
<b>1</b>	Dr. Santosh Kumar Tripathi, Dean, School of PS
<b>2</b>	Dr. Vikas Pareek, Dean, School of CSI & CT
<b>3</b>	Dr. Sunil Kumar Singh, Head, Department of Mathematics
<b>4</b>	Dr. Rafique-Ul-Islam, Associate Professor in Chemistry
<b>5</b>	Dr. Kundan Kishor Rajak, Assistant Professor in Zoology
<b>6</b>	Dr. Digvijoy Phukon, Assistant Professor in Social Work
<b>7</b>	Ms. Kavita Joshi, Private Secretary

<b>EXPENSES REIMBURSEMENT COMMITTEE</b>	
<b>S.No.</b>	<b>Name and Designation</b>
<b>1</b>	Sh. Ram Naresh Thakur, Financial Consultant
<b>2</b>	Sh. Shailendra Singh Chouhan, Section Officer (Finance)
<b>3</b>	Sh. Manjesh, Assistant

<b>WORKSHOP CONVENORS</b>	
<b>S.No.</b>	<b>Name and Designation</b>
<b>1</b>	Dr. Pavnesh Kumar, Dean Student Welfare
<b>2</b>	Dr. Vikas Pareek, Dean, School of CSI & CT



# **DETAILED PROGRAMME**

# ONE DAY NATIONAL WORKSHOP

ON

## DRAFT NATIONAL EDUCATION POLICY (DNEP)

on Wednesday, **17<sup>th</sup> July 2019** at **10:30 AM** at  
Lecture Theatre (LT) - I, All India Institute of Medical Sciences (AIIMS)  
Aurangabad Road, Phulwari Sharif, Patna, Bihar

### Minute to Minute

<b>Inaugural Programme</b>	
10.30	National Anthem
10:32	Lightening of the Lamp/ Lighting of the Lamp by the Honourable Governor Of Bihar
10.34	Welcoming the Guests with Flower Bouquets
10.35	Welcome Speech, Introduction of Esteemed Guests & Theme Introduction by Prof Anil Kumar Rai, Pro Vice Chancellor, MGCUB
10.40	Speech by the Keynote Speaker, Prof. Mazhar Asif, Member, Committee for DNEP
11.00	Presidential Address by Prof (Dr) Sanjeev Kumar Sharma, Vice Chancellor, MGCUB
11.15	Speech by the Hon. Governor of Bihar, Shri Lal Ji Tandon as the Chief Guest
11.25	Vote of Thanks by Prof. K. Jayaprasad, Pro Vice Chancellor, Central University of Kerala
11.28	National Anthem

<b>Discussion Session</b>	
11.30	Group Division and Group Discussion
01.45	Lunch
02.30	Presentation of Group Reports

<b>Valedictory Programme</b>	
04.30	Gracious Presence
Prof. Mazhar Asif, Member, Draft National Education Policy	
Prof. G. Gopal Reddy, Member, University Grant Commission, New Delhi	
Presidential Address- Prof. Sanjeev Kumar Sharma, Vice-Chancellor, Mahatma Gandhi Central University, Bihar	
04.55	Vote of Thanks- Dr. Vikas Pareek, Dean, Computer Science and Information Technology, Mahatma Gandhi Central University, Bihar
05.00	Tea and Snacks

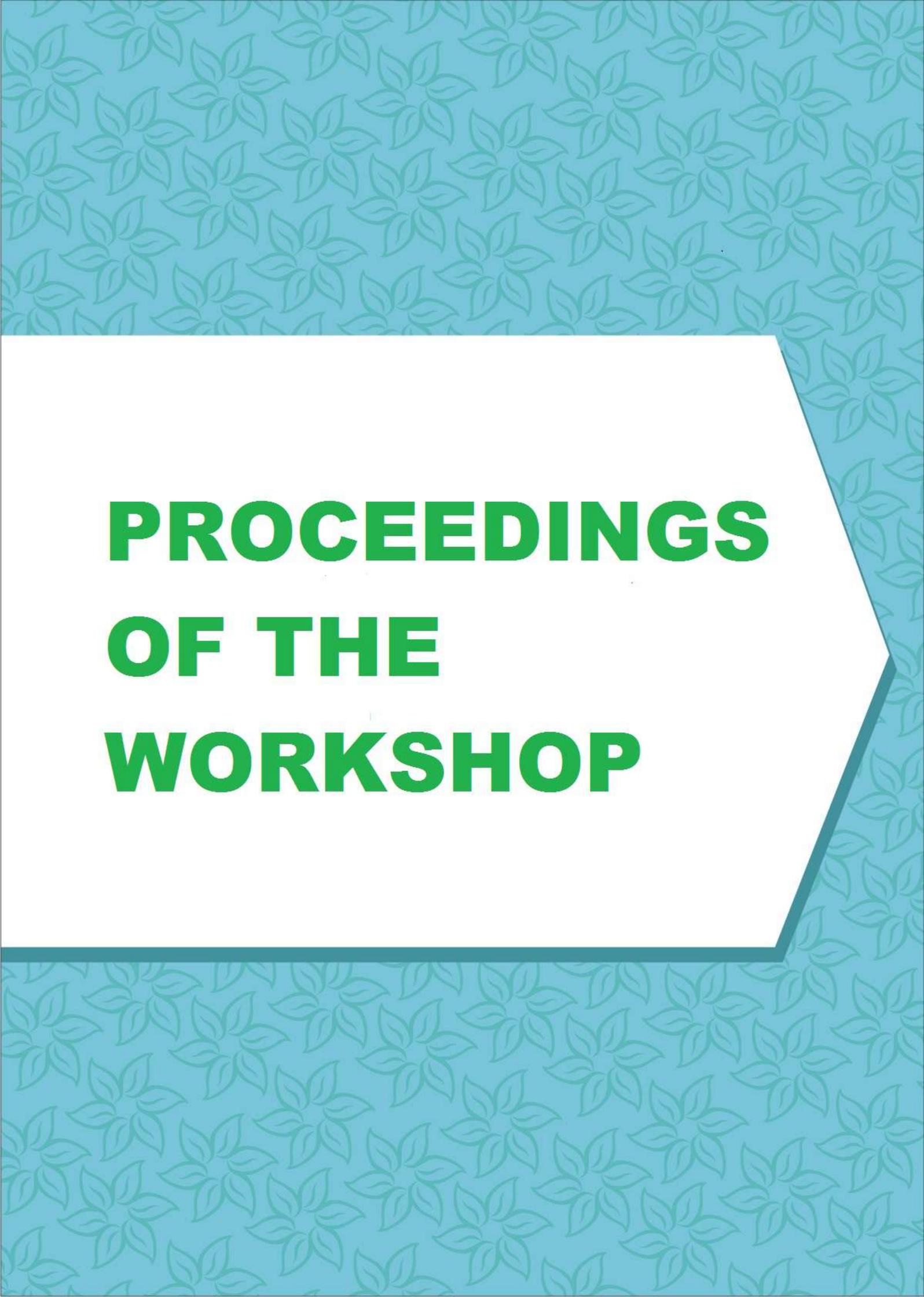


**OUR  
DISTINGUISHED  
GUESTS**

## **Our Distinguished Guests**

1. His Excellency, Governor of Bihar, Sh. Lal Ji Tandon
2. Prof. G. Gopal Reddy, Member, University Grants Commission, New Delhi
3. Prof. C.B. Sharma, Chairman, NIOS, New Delhi
4. Prof. Majhar Asif, Member, National Educational Policy Committee
5. Prof. G.C.R. Jaiswal, Vice-Chancellor, Pataliputra University, Patna (Bihar)
6. Prof. S.K. Singh, Vice Chancellor, L.N. Mithila University, Darbhanga (Bihar)
7. Prof. Rajneesh K. Shukla, Vice-Chancellor, Mahatma Gandhi International Hindi University, Wardha
8. Prof. Rajesh Singh, Vice-Chancellor, Purnea University, Purnea
9. Prof. Harikesh Singh, Vice-Chancellor, Jai Prakash University, Chhapra (Bihar)
10. Prof. N.K. Yadav Indu, Vice-Chancellor, Central University of Jharkhand, Ranchi (Jharkhand)
11. Prof. Arvind K. Sharma, Former Vice-Chancellor, Mizoram University
12. Prof. K. G. Suresh, Former DG, IIMC, New Delhi
13. Prof. P.K. Singh, Director, AIIMS, Patna (Bihar)
14. Prof. G.K. Singh, Former Director, AIIMS, Patna
15. Prof. Sanjay Paswan, Former Minister of State, MHRD, MLC, Bihar
16. Prof. Krishna Murari Mishra, Aligarh Muslim University, Aligarh
17. Prof. Arun Bhagat, A.B. Vajpayee Fellow, NMML, New Delhi
18. Prof. Jayaprakash, Punjab University, Chandigarh
19. Prof. Beer Singh, Former Dean, Social Science, Chaudhary Charan Singh University, Meerut (U.P.)
20. Prof. Nisar-ul-Haq, Jamia Millia Islamia, New Delhi
21. Prof. Mrityunjay Mishra, Banaras Hindu University, Varanasi
22. Dr. S.P. Shahi, Principal, A.N. College, Patna (Bihar)

23. Prof. Nidhi Sharma, Banaras Hindu University, Varanasi (U.P.)
24. Prof. Anil K. Rai, Pro-Vice Chancellor, Mahatma Gandhi Central University, Bihar
25. Prof. S.K. Garg, Dean, Academics Himalayan Group, Shimla
26. Prof. Anand Prakash, Coordinator, IQAC, Mahatma Gandhi Central University, Bihar
27. Prof. Asheesh Shrivastava, Viswa Bharti, Shantiniketan
28. Prof. Arvind Dixit, Vice-Chancellor, Agra University, Agra (U.P.)
29. Prof. K. Jayaprasad, Pro-Vice-Chancellor, CU of Kerala & President, Indian Political Science Association
30. Prof. G.D. Sharma, Vice-Chancellor, Atal Bihari Vajpayee Vishwavidyalaya Bilaspur, Chhattisgarh
31. Prof. Bidyut Chakrabarty, Vice-Chancellor, Visva-Bharati, Shantiniketan, West Bengal
32. Prof. Pushpak Bhattacharyya, Director, IIT Patna, Bihta, Patna
33. Prof. Pradeep Kumar Jain, Director, NIT Patna, Ashok Rajpath, Mahendru, Patna, Bihar
34. Prof. R.C. Srivastava, Vice-Chancellor, Dr R.P. Central Agricultural University, Samastipur, Bihar
35. Prof. Mohammed Ehtesham Khan, Professor and Head, Department of Political Science, Magadh University, Bodhgaya (Bihar) & Vice-President, Indian Political Science Association
36. Prof. Madhurendra Kumar, Professor & Campus Head, Department of Political Science, Kumaun University, Uttarakhand



**PROCEEDINGS  
OF THE  
WORKSHOP**

## **PROCEEDINGS OF THE WORKSHOP**

MGCUB in association with Indian Political Science Association (IPSA) organised a 'One Day National Workshop' on Draft National Education Policy (DNEP). His Excellency, the Governor of Bihar, Shri Lalji Tandon was the Chief Guest while MGCUB Vice Chancellor Prof(Dr) Sanjeev Kumar Sharma Chaired the Workshop. The DNEP workshop was held at Lecture Theatre, AIIMS, Patna on the 17th July. Apart from the Vice Chancellor of various universities, respected members of the UGC, educationists, the VC of MGCUB, the workshop was attended by a large number of lecturers. The main speakers of the workshop programme include Prof. G.D. Sharma, Vice-Chancellor, Atal Bihari Vajpayee Vishwavidyalaya Bilaspur (Chhattisgarh), Prof. N.K. Yadav Indu, Vice-Chancellor, Central University of Jharkhand, Ranchi (Jharkhand), Prof. Sanjay Paswan, Former Minister of State, MHRD, MLC (Bihar), Prof. R.C. Srivastava, Vice-Chancellor, Dr R.P. Central Agricultural University, Samastipur (Bihar), Prof. G.K. Singh, Former Director, AIIMS, Patna (Bihar), Prof. Prabhat Kumar Singh, Director, AIIMS, Patna (Bihar), Prof. Arvind K. Sharma, Former Vice-Chancellor, Mizoram University, Prof. C.B. Sharma, Chairman, NIOS, New Delhi, Prof. Manoj Dixit, Vice-Chancellor, Dr R.M.L. Awadh University, Ayodhya (Uttar Pradesh), Prof. Arvind Dixit, Vice-Chancellor, Agra University, Agra (Uttar Pradesh), Prof. G.C.R. Jaiswal, Vice-Chancellor, Pataliputra University, Patna (Bihar), Prof. S.K. Singh, Vice Chancellor, L.N. Mithila University, Darbhanga (Bihar), Prof. Rajesh Singh, Vice-Chancellor, Purnea University, Purnea (Bihar), Prof. Harikesh Singh, Vice-Chancellor, Jai Prakash University, Chhapra (Bihar), Prof. Pushpak Bhattacharyya, Director, IIT Patna, Bihta, Patna Patna (Bihar), Prof. Pradeep Kumar Jain, Director, NIT Patna, Ashok Rajpath, Mahendru, Patna (Bihar), Prof. K. G. Suresh, Former Director General, IIMC, New Delhi , Prof. Krishna Murari Mishra, Retired Professor, Aligarh Muslim University, Aligarh (Uttar Pradesh), Prof. Jaya Prakash, Retired Professor, Punjab University, Chandigarh, Prof. S.K. Garg, Dean, Academics Himalayan Group, Shimla (Himachal Pradesh), Prof. Nidhi Sharma, Banaras Hindu University, Varanasi

(Uttar Pradesh), Prof. Mohammed Ehtesham Khan, Professor and Head, Department of Political Science, Magadh University, Bodhgaya (Bihar) & Vice-President, Indian Political Science Association, Prof. Arun Bhagat, A.B. Vajpayee Fellow, NMML, New Delhi, Prof. Kaushal Kishor Mishra, Banaras Hindu University, Varanasi (Uttar Pradesh), Prof. Beer Singh, Former Dean, Social Science, Chaudhary Charan Singh University, Meerut (U.P.), Prof. Nisar-ul-Haq, Jamia Millia Islamia, New Delhi, Prof. Mrutyunjaya Mishra, Banaras Hindu University, Varanasi, Dr S.P. Shahi, Principal, A.N. College, Patna (Bihar), Prof. Madhurendra Kumar, Professor & Campus Head, Department of Political Science, Kumaun University, Nainital (Uttarakhand), Prof. Asheesh Shrivastava, Viswa Bharti, Shanti Niketan (West Bengal), Prof. Sona Shukla, Professor & Head, Government Hamidia Arts and Commerce College, Bhopal (Madhya Pradesh).

### **INAUGURAL PROGRAMME**

The workshop started with the National Anthem followed by the candle-lighting ceremony, after which the esteemed guests were welcomed with flower bouquets.

Prof. Anil Kumar Rai, Pro-Vice Chancellor, MGCUB welcomed all the guests and said that the biggest genius of the New Education Policy is that its is Bharat-Centric. It is a great intervention towards making Bharat a vibrant knowledge society. NEP has a holistic approach towards changing the education system in accordance with the contemporary society in accordance to the tribe-language formula(Hindi, English, Regional) and use of technique in education. This policy may become the launching pad for the reconstruction of nature through culture and education. He further added that this workshop is being organized to

discuss various aspects of the NEP. The results and recommendations of this workshop will definitely help in finalizing the NEP. He welcomed His Excellency, the Governor of Bihar, Shri Lal Ji Tandon and all the other dignitaries.

Prof. Mazhar Asif, respected member of the committee for Draft National Education Policy was the keynote speaker of the workshop. In his speech he said that this is not the first time an educational policy has been formulated in India but this policy is different as the emphasis is on 'Indian-ness', 'Hindustaniyat'. The Macaulayism of Indian education led to the elimination of indigenous culture through the planned substitution of the alien culture of a colonising power. He ostensibly produced a sub culture of Indians who are not proud of their distinct heritage. Macaulay's educational policies in India led to the systematic wiping out of traditional and ancient Indian education system. We prioritised English over our own national language. It also led to the wiping out of vocational systems and local arts like pottery, local music etc. Dharam, Sanskar, Parampara is the foundation of this educational policy.

In higher education, the focus should be on women education and liberal arts. By 2030, India should have 5 colleges for liberal arts.

UNESCO reported 14 million dropouts in 2016 stating poverty as the main reason. We propose that children's from standard third to standard fifth be provided free breakfast and lunch. This responsibility should not be of teachers but it should be given to a good NGO.

B.ed colleges should be improved. A very significant proposal in this policy is introduction of exit points- if a student due to some reason has to drop out after first year of college, he can still complete his second and final year and complete his degree. Also, there should be freedom and flexibility in choosing subjects. Students should not be confined to a particular syllabus or particular combination of subjects. For example, a student should be able to choose physics with philosophy or Sanskrit with biology.

The focus should be on Indian traditional knowledge. People from our villages can tell the exact time without even looking at the watch. They can predict rains by the direction of the wind. Like very few people in the north east India refer a doctor because they themselves have the knowledge of medicines. Unfortunately, our traditional knowledge is becoming extinct day by day. Hence, traditional art and sciences need to be promoted.

The Chief Guest of this workshop His Excellency, the Governor of Bihar, Shri Lalji Tandon, addressing everyone remarked that the soul of the nation is not reflected in the current or past educational policies of India. We talk about secularism in a country whose very basis is religion, not one but many religions. The result of this is terrorism and not tolerism and endurance.

This country, thousands of years ago produced such scholars who have no match anywhere in the whole world. Sushruta is considered the father of surgery. Acharya Vishwagupta and Chankaya were first economists. But our educational system and policies doesn't take pride in this.

Both modern and traditional knowledge should be combined to produce a new policy and that is not possible if we do not give significance to the past.

S. Radhakrishnan in his book 'The Hindu' wrote that there is no synonym of Hindu in the whole world. Everyone has an illusion that Hindu means a community. But religion has a vast meaning. For e.g. if you are a father it is your religion to bring up your children, feed them, educate them. If you are a son, it is your religion to uphold the honour of your parents. If someone is sick in our neighbourhood, it is our religion to look after them. It is unfair to relate or attach religion to a particular community when it has such a comprehensive vast definition. This is the original essence which can give a new direction to the education policy in India. We can definitely adopt modern techniques from other nations.

There is no doubt that under the feudal system much harm was done by the foreigners. But the biggest harm done was the destruction of our knowledge system and literature. The temples which were destroyed have been resurrected again but Universities like Nalanda, Takshila and Vikramshila are list forever. This was a well thought attack.

'Yat pinde tatha brahmande', All that is outside you is within you. Your body is a miniature universe. What is going on within you is same as what is going on in the universe. This philosophy has to be incorporated in NEP. The education policy of Maclay is unacceptable to us Indians. Our own tradition is so credible and exquisite that we can take immensely from it.

India is taking a new birth. NEP will be helpful in creating this new India by taking us back to our ancient glory.

Prof. (Dr.) K. Jayaprasad, Pro- Vice Chancellor, Central University of Kerala offered vote of thanks to the guests.

Prof.(Dr.) Sanjeev Kumar Sharma in his welcome speech expressed gratitude that his excellency, the Governor of Bihar, Shri Lal Ji Tandon accepted the invitation of guiding all the members of the workshop and graced the event with his presence. Scholars and academicians from 14 states and 28 universities have gathered here for the workshop at such a short notice. Dr. Sharma said that we have been able to bring such intelligent and vibrant minds from different kinds of institutions. They all will have discussions on the DNEP and he said he is sure the outcome of this brainstorming would be exemplary which would not only help the Indian government but will also become a guideline for those who are attached to the institutions of higher education in various capacities of administration.

### **GROUP DISCUSSIONS**

The National Education Policy 2019 framed by Ministry of Human Resource and Development (MHRD) envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The workshop aimed to have comprehensive discussions and contemplations on the National Education Policy. Six groups were made on different themes. These

groups had vigorous discussions on respective themes and came out with various suggestions that can form a significant basis of the New Educational Policy.

## **GROUP 1**

### **RESTRUCTURING AND ESTABLISHING INSTITUTIONS OF NATIONAL IMPORTANCE**

Prof. G.D. Sharma, Vice-Chancellor, ABV Vishwavidyalaya, Bilaspur (Chhattisgarh)
Prof. N.K. Yadav Indu, Vice-Chancellor, CU of Jharkhand, Ranchi (Jharkhand)
Prof. G.K. Singh, Former Director, AIIMS, Patna (Bihar)
Prof. Mohammad Ehtesham Khan, Professor and Head, Department of Political Science, Magadh University, Bodhgaya (Bihar) & Vice-President, IPSA
Prof. Mrutyunjaya Mishra, Banaras Hindu University, Varanasi (Uttar Pradesh)

- To achieve 50% of the goal of gross enrolment ratio in the next 20 years 50 lakhs teachers and 10 crore students will have to be enrolled. The standard of teacher student ratio be realised.
- An expediate system to select qualified and experienced teachers needs to be developed.
- Research students should be provided teaching assistance allowances till they get employed somewhere.
- Foreign teachers should be allowed mobility in Indian Universities.

- Sufficient infrastructure should be made available for such a large number of teachers and students.
- Fund charged under educational cess at the rate of 3% on the income tax should be included in funding CSR. Rules need to be made to allow 50% of the CSR fund to be spent on education.
- For the vertical movement of educational institutions, other bodies should be set up along with the existing regulations like NAAC and NBA.
- To conduct graduate level curriculum, a board should be constituted in every state on the lines of school board.
- For contribution of a national research policy, a survey should be carried out for laying the basis of subjects of research, keeping in mind the requirements of social, national, international, industrial and modern environment.

## **GROUP 2**

### **BHARAT CENTRIC AND BHARAT BODH COURSES**

Prof. K. Jayaprasad, Pro-Vice-Chancellor, Central University of Kerala, Kerala
Prof. S.K. Singh, Vice-Chancellor, L.N. Mithila University, Darbhanga (Bihar)
Prof. Harikesh Singh, Vice-Chancellor, Jai Prakash University, Chhapra (Bihar)
Prof. Krishna Murari Mishra, Professor (Retd.), AMU, Aligarh (Uttar Pradesh)

Prof. Anil Kumar Rai, Pro-Vice Chancellor, MGCUB (Bihar)

- The new education policy should be called 'Indian Education Policy'.
- Instead of giving importance to the medium of language, the focus should be on the Indian-ness of study material
- The syllabus should not be just informative but also knowledge-centric.
- The perception of India should reflect in the study material and syllabi's
- While determining the syllabus, national interests should be not be compromised on.
- The syllabus should be flexible enough to accommodate changes according to the changing needs of time.
- The group recommended that a National Education Commission be formed.
- Lastly, the group concluded that we formulate many education policies but we fail to implement it. Hence, this new education policy should be implemented as soon as possible.

### **GROUP 3**

#### **TEACHER, TEACHING PEDAGOGY AND AUTONOMY**

Prof. Prabhat Kumar Singh, Director, AIIMS, Patna (Bihar)

Prof. C.B. Sharma, Chairman, NIOS, New Delhi

Prof. Pradeep Kumar Jain, Director, NIT Patna, Ashok Rajpath, Patna (Bihar)
Prof. Sudesh Kumar Garg, Dean, Academics Himalayan Group, Shimla (HP)
Prof. Nidhi Sharma, Banaras Hindu University, Varanasi (Uttar Pradesh)
Prof. Arun Kumar Bhagat, A.B. Vajpayee Fellow, NMML, New Delhi

*THE AUTONOMY OF EDUCATIONAL INSTITUTIONS SHOULD BE ATEMPORAL*

Educational institutions should have full freedom to make the curriculum and every teacher should be free to decide his own curriculum and the process to teach it. Universities should be granted full freedom in deciding the fee structure and the resource distribution. The institutions should also have the freedom to decide upon the tenure of the teachers.

*EDUCATIONAL INSTITUTIONS MUST BE LED BY EDUCATIONISTS ONLY*

It has often been observed that the bureaucrats leading the educational institutions have taken impractical decisions. Hence, educationists should lead educational institutions.

*ANY BEAURACRATIC INTERFERENCE SHOULD BE MINIMAL*

The society and educationists should control the development of educational institutions. Bureaucrats' interference should be minimum.

*AN AUTONOMOUS COMMISSION SHOULD BE CONSTITUTED FOR SCHOOL EDUCATION ON THE LINES OF UNIVERSITY GRANT COMMISSION*

An autonomous commission on the lines of University Grant Commission should be made for school education which shall regulate / control all public schools , private institutes and State education boards . Such autonomous body should be enacted by the Parliament.

*COMMON QUALITY SYSTEM SHOULD BE EVOLVED AND ENSURED FOR ALL UNIVERSITIES*

The concept to categorize Universities into three different ' TYPES' by the University Grant Commission is not reasonable. Classification of Universities is not justifiable in any way. Therefore, this concept of classification needs to be reconsidered in order to ensure quality of all universities at par. Therefore, the concept of categorization and classification needs to be reconsidered

**GROUP 4**

**PROFESSIONAL EDUCATION, STRUCTURE OF EDUCATION AND  
FOUNDATION COURSES**

Prof. Mazhar Asif, Member, Committee for Draft National Education Policy (DNEP)
Prof. R.C. Srivastava, Vice-Chancellor, Dr. RPCA University, Samastipur (Bihar)
Prof. Arvind K. Sharma, Former VC, Mizoram University, Aizwal (Mizoram)
Prof. Rajesh Singh, Vice-Chancellor, Purnea University, Purnea (Bihar)
Prof. Jaya Prakash, Professor (Retd.), Punjab University, Chandigarh (Punjab)
Dr. S.P. Shahi, Principal, A.N. College, Patna (Bihar)

This group discussed on the topic under various specific topics which are as follows-

***Agriculture:***

50% of Indian population is dependent on agriculture while it's contribution to the GDP is 16%.

Specific suggestions

Traditional crops such as Sanwa, kodo, Kakum, mandia and oilseed crops which have nutritive value and also are adaptable to climate change should be taken up on priority basis.

The cultivated area for food grains should be reduced to 80 mha from the current 105 mha by sectoral planning, providing assured supply of quality inputs (seeds, fertilisers, insecticide/pesticide and water.

The remaining 25 mha should be used for horticulture, animal husbandry and infrastructure.

Agrarian distress should be managed by reducing the population dependent on agriculture from 50% to 25% while the GDP contribution should be increased to 20% from the current 16%.

Artificial intelligence should be used for reducing drudgery and difficult operations. Para-veterinarians courses should be taught to prepare foot soldiers for rural areas.

## General suggestions

The study of Vedic Age and Indus Valley agriculture should be introduced.

The group suggests reduction of contractual faculty system and also the standardisation of remuneration of the contract faculty.

## *Law Education*

Integrated courses like B.Com LLB, BA LLB, [B.SC](#) LLB should be pursued.

## *Medical Education*

In view of shortage of doctors, new medical colleges should be established to reduce cost. They can be linked to the existing corporate speciality hospitals.

Under- graduate interns should be sent to rural areas under guidance of clinic head/teachers. Rural mobile health unit with all the facilities should be introduced.

## *Engineering Education*

Quality education in engineering field should be monitored strictly in view of large scale closure of colleges. The irony is that at present we are producing 15 lakh engineers out of which 62% are unemployed.

Faculty members should be given opportunity to upgrade themselves in robotics, artificial intelligence, nano- technology.

PHD should be the minimum qualification for recruitment of Assistant Professors.

Professions in the field of translation, interpreter should be prepared

## GROUP 5

### NATIONAL EDUCATION COMMISSION

Prof. G. Gopal Reddy, Member, University Grants Commission, New Delhi
Prof. K.G. Suresh, Former Director General, IIMC, New Delhi
Prof. Nisar-ul-Haq, Jamia Millia Islamia, New Delhi
Prof. Madhurendra Kumar, Professor and Head, Department of Political Science, Kumaun University, Nainital (Uttarakhand)
Prof. Asheesh Srivastava, Viswa Bharti, Shanti Niketan (West Bengal)

The members of the group discussed at length the various aspects related to the National Education Commission. Since post independent this is a major extensive exercise done in order to revamp education of Bharat, there is need for more time to discuss all the aspects of the draft in detail and totality.

The group felt that UGC is overburdened and therefore the need for NEC has arisen. It welcomes the proposal for the constitution of NEC. NEC should be an umbrella body with its focus on the development of education. With the honourable Prime Minister heading the NEC, the education sector will get the much needed attention. The group suggest that the position of the Vice-Chairman of the NEC should be held by an eminent educationist of Bharat. The

NEC should constitute an advisory body of eminent educationists so that the academicians have an increased role in it.

State level bodies should also be constituted keeping in view the deplorable state of affairs in the state universities. State universities contribute towards the Gross enrolment ratio and hence they must have a representation in the NEC. Apart from the state universities, the private and deemed universities should also be included.

The group suggests constitution of a National Education Finance Commission to ensure effective provision of funds from central to state governments.

The NEC plans to create several bodies. The group feels that in order to ensure the power of these bodies do not overlap. The objective of each should be clearly formulated. It should pave way for a body for the recognition, regulation, accreditation, standard setting and funding of higher education

The NEC should submit its report annually in a detailed format. The need for post facto reviews should be avoided.

Higher education should undertake both micro and macro level planning. NEC should focus on infrastructural development of the higher education institutions. Faculty training of 06-12 months in pedagogy, curriculum development, research, subject- specific knowledge and assessment is necessary.

NEC should review the funding of research students through fellowship. The term 'grant' should be replaced by 'investment'.

The NEC should take interest in the promotion of indigenous Bhartiya traditions for the generation of knowledge and it must display the political will required to revamp the education system in India.

## GROUP 6

### NATIONAL RESEARCH FOUNDATION

Prof. Sanjay Paswan, Former Minister of State, MHRD, MLC (Bihar)
Prof. Rash Bihari Prasad Singh, Vice-Chancellor, Patna University, Patna (Bihar)
Prof. G.C.R. Jaiswal, Vice-Chancellor, Pataliputra University, Patna (Bihar)
Prof. Kaushal Kishore Mishra, Banaras Hindu University, Varanasi (Uttar Pradesh)
Prof. Beer Singh, Former Dean, Social Science, CCS University, Meerut (UP)
Prof. Anand Prakash, Coordinator, Internal Quality Assurance Cell (IQAC), MGCUB

- Research in higher education must be of high quality.
- Research work should be multi-disciplinary.
- Ancient Indian eternal life values and education system should be inculcated.
- Research work should be simplified and broad based.
- Research work needs to be relative to society and culture.

- Responsibilities must be fixed in the area of research.
- Research work should be based on Indian values.
- The objective, mentality and capability of research should be clearly specified.
- The problems facing rural and urban are different and hence research should focus in this aspect.
- There is a definite need to carry out research on women's problems.
- The emphasis of research work should be on the solution of the problems than problems itself.
- There should not be any time limit for research work.
- There is no mention on the provision of requisite infrastructure for research works in the present format of discussions This needs to be addressed and included.
- The researcher should be solely responsible for his work.
- Research categories should be revised.
- There should be uninstructed funding of research.
- Research should be accessible for all the classes of the society.
- At the end of the workshop, all learned participants unanimously agreed that a minimum of three months time should be given to critically assess the

Draft National Education Policy in its entirety for making objective and practical suggestions/ recommendations.

At the same time, workshops must be organised in maximum possible universities, institutes of higher education, research institutes and colleges for an extensive broad study and discussions on DNEP so that the invaluable suggestions/ recommendations of the Indian academia can be included in the proposed policy.

### **VALEDICTORY PROGRAMME**

Dr. Sarita Tewari, Dean, School of Social Sciences, MGCUB, started the Valedictory Session by putting forward separately the suggestions of all the members of her group. The topic of the Group was 'National Research Foundation'. In this group, Prof. G.C.R. Jaiswal , Vice Chancellor, Patliputra University, Patna suggested that Research work in higher education must be of high quality. Research work should be multi-disciplinary. It should include ancient Indian eternal life values. It should also be simplified and broad based.

Prof. K.K. Mishra, BHU, Varanasi suggested that quality research is an escapism. He raised a question that what actually constitutes quality research? What would be the parameters of quality research? Would it be based on the Indian model or the Oxford model? The research work has to be relative to society and culture. And be based on Indian values. Responsibilities must be fixed in the areas of research. The objective, mentality and capability of research should be clearly scripted. Prof. Anand Prakash, Coordinator, IQAC, MGCUB was of the

opinion that there should not be any time limit for research work. There is no mention on the provision of requisite infrastructure for research works in the present format of discussion. The same needs to be included. The researcher should be solely responsible for his work. The categories of research should be revised and there should be unobstructed funding for research. Research work should be accessible to all the classes of the society. Prof. R.B.P Singh, VC, Patna University said that the objective of research work should be different for rural and urban areas as their problems are different, the solution too has to be different. Also, very little women specific research has been done which reflects gender disparities in research work. This needs to be addressed. The research work should focus on the solutions rather than the problems.

Towards the end, all the members of the group agreed that three months is too less a time for the formulation of New Education Policy. There should more workshop and discussions so that the academicians are able to submit a comprehensive transparent report.

Prof. Arun Kumar Bhagat, A.B. Vajpayee Fellow, NMML, New Delhi presented the conclusions of discussion for his group titled 'Teacher, Teaching Pedagogy and Autonomy.

Broadly there were five points of discussion in this group and conclusions were made based on those discussions.

The first point was that the autonomy of educational institutions should be a temporal. Educational institutions should have full freedom to make the

curriculum and every teacher should be free to decide his own curriculum and the process to teach it. Universities should be granted full freedom in deciding the fee structure and the resource distribution. The institutions should also have the freedom to decide upon the tenure of the teachers. The second point of discussion was that the educational institutions must be led by the educationists only. It has often been observed that the beauracrates leading the educational institutions have taken impractical decisions. Hence, educational institutions should be led by educationists only.

Another important point was that any kind of bureaucratic interference should be minimal. The development of educational institutions should be controlled by the society and educationists. Because the problems most of the time aggravate through bureaucratic interference.

The fourth suggestion form the group was that an autonomous commission should be constituted for school education on the lines of University Grant Commission.

An autonomous commission on the lines of University Grant Commission should be made for school education which shall regulate / control all public schools , private institutes and State education boards. Such autonomous body should be enacted by the Parliament.

The fifth recommendation of the group was that a common quality system be evolved and ensured for all the universities. The concept to categorise Universities into three different ' TYPES' by the University Grant Commission is

not reasonable. Classification of Universities is not justifiable in any way. Therefore, this concept of classification needs to be reconsidered in order to ensure quality of all universities at par. Therefore, the concept of categorisation and classification needs to be reconsidered.

Prof. N.K. Yadav Indu, VC, CU of Jharkhand, Ranchi presented the report of his group. The topic was 'Restructuring and Establishing Institutions of National Importance'.

He remarked that we cannot underestimate the New Educational Policy that is in front of us, and we cannot say that it has not been done in a proper way. It not only took four years but also all the necessary actions and process for a commission or a committee to come into being, has been fulfilled. He said that based on the group discussion they came up with various suggestions.

To achieve 50% of the goal of gross enrolment ratio in the next 20 years 50 lakhs teachers and 10 crore students will have to be enrolled. The standard of teacher student ratio be realised. With the teacher student ratio right now is 1:15/ 1.10, this expected target is difficult to achieve. For such a huge number of teachers we will need something similar to a fast track court. How do we develop a system which will ensure selection of experienced teachers. We suggest that our research scholars should get teaching assistance- ship. We will also have to find an alternative system under which contractual/ temporary appointments are no longer made at the universities. Giving research students an opportunity to teach will solve this problem too and if they are guided

properly, they can become good lecturers. We should invite foreign teachers too. They should be allowed mobility in Indian universities. The rigidity in our research work that we can do do everything, this rigidity should be done away with. We can always learn new things.

Coming back to the targeted GER, he said, we will need massive infrastructure for the same, not only in terms of faculty requirement but also physical infrastructure. We need land and are demanding for it while the state government is not granting us land. Due to the increasing population, the agricultural land had decreased considerably. Its surprising to know that about 30% of land has shrunk. So what will we eat? Where will agriculture be done?

Lastly the group suggested that for the vertical movement of educational institutions, other bodies should be set up along with the existing regulations like NAAC and NBA.

The topic of another group was 'National Education Commission'. Prof. G. Gopal Reddy, Member, University Grants Commission presented the report. All the members of this group felt that time given for the National Education Policy is not at all sufficient. We need more time for the discussion on the comprehensive NEP, after independence because the entire policy is focusing on all the aspects and the government wants to implement the entire thing in toto.

There was also an opinion expressed by the members that the present body of National Education Commission. It should be an umbrella body for the entire

education in this country. And NEC's main agenda should be development of education.

Another important suggestion is though the NEC is being headed by the PM of the Nation and education will get more attention but the VC of the NEC should be an eminent educationists. However the proposal says that the VC should be the MHRD Minister.

State level body should also be made mandatory so that it ensures the effective function at state level also and membership should be given increasingly to the academicians. It should not become a bureaucratic body.

We have around 930 Universities in this country. Only 43 are Central Univeristies while remaining are either State or Deemed or Private Universities. The GER is huge in all these universities. So these institutions should get an opportunity to be served on the Rashtriya Siksha aayog as members on a rotational basis.

The entire strata of education should be covered by the NEC. State level universities should be strengthened as their condition is pathetic. And unfortunately, all the central government can do is offer research grant. We can use this grant as infrastructure grant but we can also recruit faculty. Most of the state universities are facing crunch of faculty members. State level universities should be given opportunity to become effective bodies.

National Education Finance Commission should be set up for responsibility, accountability and integrity. There are various bodies suggested by the NEC, the powers and functions of these bodies should not overlap. And although its an apex body headed by the PM of the nation, it should submit annual report so that the status of higher education will be made known to the entire nation.

Education policy should be nation- perspective one. Another important thing is that we generally review things after it has happened. For eg we review PHD theisis which was submitted ten years ago. But this does not ensure quality mandate. Therefore it should be taken care prior also too avoid a wrong direction.

Micro and Macro level planning should be there in higher education. Emphasis should be on Indian languages. 'Bhartiyata' should be there. And ultimately, the political will to implement the entire education policy. State should create sufficient infrastructure in higher education. Standard setting should be focused and be linked to accreditation. Faculty training for 6-12 months for the improvement of subject, pedagogic curricullam and also research orientation. The money spent in allocating fellowship to research scholars should not be mentioned as a 'grant'. It should rather be called an 'investment'. We can expect a return on these investment.

Lastly the group felt that instead of having multiple bodies at national level, there should just be one recognised regulatory body with which the entire higher education will be recognised.

After the presentation of the reports, Prof. Mazhar Asif presented details of DNEP. He invited open views and opinions of participants on the same.

Prof. (Dr.) K. Jayaprasad, Pro Vice-Chancellor, Central University of Kerala gave a speech on DNEP 2019: Expectations and Concerns where he said that the Draft National Education Policy 2019 (NEP) is a forward move to enhance the quality of education in India. Besides its concerns on School Education, the Draft proposes restructuring of Higher Education Regulation bodies including the Universities Grant Commission.

Since the adoption of National Policy on Education in 1986, tremendous growth recorded in the Higher Education Sector especially in the Private Sector. But quality erosion of public education institutions is never addressed by the authorities. Therefore a large number of private or Deemed Universities, Self-financing Institutions and Autonomous Colleges emerged. The decline of standards of education both in school and higher education sectors helped the emergence of "education industry" in India. The coaching centers determined the admission of students from ordinary professional institutions to IIT, IIM, IISc, AIIMS, ISER etc. Since the State Universities and Central Universities adopted entrance rank as only criteria for admission, academic performance and marks had lost its relevance. Here also students focused on entrance examinations rather than academic excellence.

The introduction of CBCSS also accelerated the decline of Standards of Higher Education. Theoretically it is good but in practice the Continuous Evaluation

system is a failure and it has not helped to improve the quality of higher education in India. Without proper understanding of the ground realities Western or US models were introduced in the Higher Education Sector. This "Look West- USA" policy of the Experts of Indian education is the fundamental problem which pulled down the quality of education in India. As a result only "privileged" institutions like IIT, IIM, AIIMS, IISc etc and some Private universities can claim 'standard' but all public institutions where the admission is open to all sections of society, lost the quality. Entrance coaching industry flourished and its beneficiaries are limited to middle class or upper middle class sections of the society. Interestingly the UGC played a major role in escalating the confusion in higher education. For example within a small period of eight years UGC enacted six regulations and amendments namely 2009, 2010, 2012, 2014, 2016, 2018 regarding the qualifications for faculty and research norms. Also within four years it issued three lists of journals and confused the researchers by giving recognition and cancellation of recognition to a large number of Research Journals. These kinds of "Tuglak Reforms" confused the higher education scenario. The decline of standards of Public Higher Education Institutions on the one hand helped the private self-financing Deemed Universities and Autonomous Colleges and on the other hand compelled lakhs of students to opt their higher education in foreign countries such as USA, Canada, Australia and of Europe. For example, According to Economic Times, a student going to USA will spend around Rs. 34 lakhs annually, in Australia and UK it is

Rs. 25 lakhs and in Canada Rs. 20 lakhs. This economic drain of the nation in this regard is a serious matter to be discussed.

On this background we should look into the Draft National Education Policy 2019. The structural reforms at the Higher Education sector will help the system. The new institutional architecture for higher education namely Type One Research Universities, Type 2 Teaching Universities and Type 3 Colleges will enhance quality. The Rashtriya Shiksha Aayog (RSA), the National Higher Education Regulatory Authority (NHERA), replacing UGC with Higher Education Grants Council (HEGC), General Education Council (GEC), Professional Standard Setting Bodies (PSSBs), Indian Institute of Liberal Arts (IILAs), National Research Foundation (NRF), National Educational Technology Forum (NETF), National Repository of Educational Data (NRED) etc. are the new proposed Higher Education Agencies. Whether these institutional restructuring will help to improve the quality of existing public institutions is a serious question. Hence improving the standard and quality of public institutions like State Universities and Colleges in the public sector is the major concern today and whether the Draft National Education Policy 2019 addresses this question is also important.

A major concern is the improvement of quality of education at school level. Even after 72 years of independence India failed to develop a clear vision on education system. Still we are following the colonial legacy. Even an ordinary man in the street is not happy with the present system of education.

Any effort to improve the quality of Higher Education should start with school education because the quality of the higher education depends upon the quality of school education. Also the Value Education can be effectively imparted at school level. There is a great divide in the present school education system. This divide can be seen between rural and urban institutions, English medium and Hindi and other regional language medium, Central syllabus like CBSE, ICSE and State level syllabus. etc. In Indian context uniformity may not be possible but at the same time parity should be made among various syllabuses. Most of the Self-financing private institutions are running under Central Examination Boards like CBSE or ICSE. State syllabus schools are also divided into English medium and Hindi or regional language medium. Majority of the students are studying in the Hindi or regional language medium schools. It is a fact that performance of students from regional language medium and State syllabus are poor in entrance examinations compared with the CBSE or ICSE students. Hence CBSE-ICSE students get advantage in admissions to IIT, IIM, IISc, ISER, AIIMS, NIT and also in NEET examinations. Hence some parity of syllabus and quality should be ensured to all students irrespective of medium or syllabus. The quality education is limited to urban students and it should be guaranteed to rural students also.

Secondly, strengthening of public schools should be a major priority in any reform. Large majority of students are studying under these schools run by the State. Ordinary students, especially poor, backward and rural students are depending on the public institutions. Hence any change or reform to the

education system should primarily focus on public schools. Access to quality education must be a fundamental right of all the students.

Thirdly we cannot copy the methodology or the system of education in UK, Germany or USA. Western Universities had four centuries of existence and experience, while modern Indian System of education evolved after independence. Universal education was not there in British India, though three Universities were started in 1858. Even today more than 20% of the total population is illiterate. India failed to have its Education Policy immediately after its independence. A committee for the same was appointed only after 17 years, the Kothari Committee, which submitted its report in 1966. A comprehensive National Education Policy came only in 1986, i.e. after 39 years of Independence.

Fourthly quality of education should be ensured at all levels i.e. from Primary to Higher education. Institutions are not the centers of mere giving certificates. It should be the centers of man-making, empowering the youth with knowledge, culture, values etc. The security of the society and development of the nation depends upon the integrity, knowledge and values acquired by its youth through education.

Along with the proposed Liberal Education System, strengthening of Public Institutions is a must. Otherwise vested interest will ruin the system. In USA, UK and Germany public institutions are very efficient and State pays much care on

it. Education is primarily the responsibility of Government in USA, which spends about 1.5 trillion dollars.

Considering the structural reforms proposed by the Draft National Education Policy 2019, Prof. K. Jayaprasad remarked that more stress should be given to school education. Without strengthening the school education, reforms at higher education sector will not achieve its goal.

Towards the end of the Valedictory Session, Prof(Dr.) Sanjeev Sharma thanked everyone on behalf of MCUB and IPSA. He said he is grateful to his friends, most of who accepted the invitation informally- just on a phone call and for making this National Workshop a success. He conveyed his gratitude to everyone. He said that we indeed have come into a direction where we would be able to submit a written report to the MHRD. He then told a story where a novice writer writes a book of poetry and asks his experienced teacher to review it. The teacher reads the book and writes in his review-

“साफ कागज़ पर सुंदर छपाई है।बधाई है।” He said that he has already attended a workshop on DNEP and he feels that there is not one but many issues. For e.g. we will have to come out of from this frame of mind that one size fits for all. India is a huge and vibrant country with differences not only in languages, food habits, cultures, and religions but also in thoughts and ideas. And we have found this difference of thoughts in the respective groups and also their reports. It's a responsibility to handle these differences with respect. Our tradition does not

hold to divide the institutions of higher educations in different categories. Prof. Sharma further said that as the Vice Chancellor of a University and having spent four decades as teacher, he would humbly request the government to 'leave us on our own'. As a student of political science, he said his concern has been that we try to find solutions for our social problems in legal bodies. And now we are trying to find the solution of educational problems too in legal institutions. We definitely need to brainstorm on the report and we did so today, the report of which would be sent to the MHRD but in my true opinion the institutions of higher education should be the responsibility of the people in higher education. He narrated a short story in this context: The king of Hastinapur was once on his *rath* following a deer. He wanted to hunt down the deer. And suddenly, a student of a Gurukul stopped him, where the king had reached following the deer. The student very harshly says to the king- 'This deer belongs to this *Gurukul*. You cannot kill him.' And the King puts his arrow back. Likewise, there should be no government interference in educational institutions. We have to save ourselves from it. But this is only possible when we become strong, capable, confident and fearless.

The Workshop ended with Dr. Vikas Pareek, Dean, School of Computer Sciences & IT offered vote of thanks to the esteemed dignitaries.

## **RECOMMENDATIONS**

### **INDIAN TRADITIONAL KNOWLEDGE SHOULD BE GIVEN SIGNIFICANCE**

The focus should be on Indian traditional knowledge. People from our villages can tell the exact time without even looking at the watch. They can predict rains by the direction of the wind. Like very few people in the north east India refer a doctor because they themselves have the knowledge of medicines. Unfortunately, our traditional knowledge is becoming extinct day by day. Hence, traditional art and sciences need to be promoted.

### **PERCEPTION OF INDIA SHOULD REFLECT IN THE NEW SYLLABUS**

The new education policy should be called 'Indian Education Policy'. And instead of giving importance to the medium of language, the focus should be on the Indian-ness of study material. The perception of India should reflect in the study material and syllabi's. The syllabus should not be just informative but also knowledge-centric. The syllabus should be flexible enough to accommodate changes according to the changing needs of time.

### **THE AUTONOMY OF EDUCATIONAL INSTITUTIONS SHOULD BE ATEMPORAL**

Educational institutions should have full freedom to make the curriculum and every teacher should be free to decide his own curriculum and the process to teach it. Universities should be granted full freedom in deciding the fee structure and the resource distribution. The institutions should also have the freedom to decide upon the tenure of the teachers.

**EDUCATIONAL INSTITUTIONS MUST BE LED BY EDUCATIONISTS ONLY. ANY BEAURACRATIC INTERFERENCE SHOULD BE MINIMAL**

It has often been observed that the bureaucrats leading the educational institutions have taken impractical decisions. Hence, educationists should lead educational institutions. The society and educationists should control the development of educational institutions. Bureaucrats' interference should be minimum.

**AN AUTONOMOUS COMMISSION SHOULD BE CONSTITUTED FOR SCHOOL EDUCATION ON THE LINES OF UNIVERSITY GRANT COMMISSION**

An autonomous commission on the lines of University Grant Commission should be made for school education which shall regulate / control all public schools, private institutes and State Education Boards. Such autonomous body should be enacted by the Parliament.

**COMMON QUALITY SYSTEM SHOULD BE EVOLVED AND ENSURED FOR ALL UNIVERSITIES**

The concept to categorize Universities into three different ' TYPES' by the University Grant Commission is not reasonable. Classification of Universities is not justifiable in any way. Therefore, this concept of classification needs to be reconsidered in order to ensure quality of all universities at par. Therefore; the concept of categorization and classification needs to be reconsidered.

**INCREASED ROLE OF ACADEMICIANS IN NEC**

UGC is overburdened and therefore the need for NEC has arisen. We welcome the proposal for the constitution of NEC. NEC should be an umbrella body with its focus on the development of education. With the honourable Prime Minister heading the NEC, the education sector will get

the much needed attention. We suggest that the position of the Vice-Chairman of the NEC should be held by an eminent educationist of Bharat. The NEC should constitute an advisory body of eminent educationists so that the academicians have an increased role in it.

#### **STATE UNIVERSITIES SHOULD HAVE REPRESENTATION IN NEC**

State level bodies should also be constituted keeping in view the deplorable state of affairs in the state universities. State universities contribute towards the Gross enrolment ratio and hence they must have a representation in the NEC. Apart from the state universities, the private and deemed universities should also be included.

#### **NATIONAL EDUCATION FINANCE COMMISSION SHOULD BE CONSTITUTED**

We suggest constitution of a National Education Finance Commission to ensure effective provision of funds from central to state governments.

#### **POWER AND FUNCTIONS OF VARIOUS BODIES SHOULD NOT OVERLAP**

The NEC plans to create several bodies. We feel that in order to ensure the power and functions of these bodies do not overlap, the objective of each should be clearly formulated.

#### **PROMOTE INDIGENOUS BHARTIYA TRADITIONS**

The NEC should take interest in the promotion of indigenous Bhartiya traditions for the generation of knowledge and it must display the political will required to revamp the education system in India.

### **TIME GIVEN TO ASSESS DNEP SHOULD BE EXTENDED**

That a minimum of three months time should be given to critically assess the Draft National Education Policy in its entirety for making objective and practical suggestions/ recommendations.

### **WORKSHOPS MUST BE ORGANISED IN MAXIMUM POSSIBLE UNIVERSITIES**

At the same time, workshops must be organised in maximum possible universities, institutes of higher education, research institutes and colleges for an extensive broad study and discussions on DNEP so that the invaluable suggestions/ recommendations of the Indian academia can be included in the proposed policy.

### **RESEARCH WORK SHOULD BE RELATIVE TO SOCIETY AND CULTURE**

The research work has to be relative to society and culture. The objective of research work should be different for rural and urban areas as their problems are different, the solution too has to be different And be based on Indian values. Responsibilities must be fixed in the areas of research. The objective, mentality and capability of research should be clearly scripted. For contribution of a national research policy, a survey should be carried out for laying the basis of subjects of research, keeping in mind the requirements of social, national, international, industrial and modern environment.

### **PROPER INFRASTRUCTURE SHOULD BE PROVIDED FOR RESEARCH WORK**

There is no mention on the provision of requisite infrastructure for research works in the present format of discussion. The same needs to be included. The researcher should be solely responsible for his work. The categories of research should be revised and there should be unobstructed

funding for research. Research work should be accessible to all the classes of the society.

### **FOCUS ON WOMEN-SPECIFIC RESEARCH WORK**

There has been very little women specific research has been done which reflects gender disparities in research work. This needs to be addressed. The research work should focus on the solutions rather than the problems.

### **FOREIGN TEACHERS SHOULD BE ALLOWED MOBILITY**

We should invite foreign teachers too. They should be allowed mobility in Indian universities. The rigidity in our research work that we can do do everything, this rigidity should be done away with. We can always learn new things.

### **ANNUAL REPORTS SHOULD BE SUBMITTED BY THE NEC**

Although NEC is an apex body headed by the PM of the nation, it should submit annual report so that the status of higher education will be made known to the entire nation.

### **ONLY ONE RECOGNISED REGULATORY BODY INSTEAD OF MANY**

Instead of having multiple bodies at national level, there should just be one recognised regulatory body with which the entire higher education will be recognised.

### **PARITY SHOULD BE MADE AMONG VARIOUS SYLLABUSES**

There is a great divide in the present school education system. This divide can be seen between rural and urban institutions, English medium and Hindi and other regional language medium, Central syllabus like CBSE, ICSE and State level syllabus etc. In Indian context uniformity may not be possible but at the same time parity should be made among various

syllabuses. Most of the Self-financing private institutions are running under Central Examination Boards like CBSE or ICSE. State syllabus schools are also divided into English medium and Hindi or regional language medium. Majority of the students are studying in the Hindi or regional language medium schools. It is a fact that performance of students from regional language medium and State syllabus are poor in entrance examinations compared with the CBSE or ICSE students. Hence CBSE- ICSE students get advantage in admissions to IIT, IIM, IISc, ISER, AIIMS, NIT and also in NEET examinations. Hence some parity of syllabus and quality should be ensured to all students irrespective of medium or syllabus. The quality education is limited to urban students and it should be guaranteed to rural students also.

### **PUBLIC SCHOOLS SHOULD BE STRENGTHENED**

Strengthening of public schools should be a major priority in any reform. Large majority of students are studying under these schools run by the State. Ordinary students, especially poor, backward and rural students are depending on the public institutions. Hence any change or reform to the education system should primarily focus on public schools. Access to quality education must be a fundamental right of all the students.

### **QUALITY OF EDUCATION SHOULD BE ENSURED AT ALL LEVELS**

Quality of education should be ensured at all levels i.e. from Primary to Higher education. Institutions are not the centers of mere giving certificates. It should be the centers of man making, empowering the youth with knowledge, culture, values etc. The security of the society and development of the nation depends upon the integrity, knowledge and values acquired by its youth through education.

Along with the proposed Liberal Education System, strengthening of Public Institutions is a must. Otherwise vested interest will ruin the

system. In USA, UK and Germany public institutions are very efficient and State pays much care on it. Education is primarily the responsibility of Government in USA, which spends about 1.5 trillion dollars.

### **RESEARCH STUDENTS SHOULD GET TEACHING OPPORTUNITIES**

To achieve 50% of the goal of gross enrolment ratio in the next 20 years 50 lakhs teachers and 10 crore students will have to be enrolled. The standard of teacher student ratio be realised. With the teacher student ratio right now is 1:15/ 1.10, this expected target is difficult to achieve. For such a huge number of teachers we will need something similar to a fast track court. How do we develop a system which will ensure selection of experienced teachers. We suggest that our research scholars should get teaching assistance- ship. We will also have to find an alternative system under which contractual/ temporary appointments are no longer made at the universities. Giving research students an opportunity to teach will solve this problem too and if they are guided properly, they can become good lecturers.

### **FREE BREAKFAST AND LUNCH FOR SCHOOL STUDENTS**

UNESCO reported 14 million dropouts in 2016 stating poverty as the main reason. We propose that children's from standard third to standard fifth be provided free breakfast and lunch. This responsibility should not be of teachers but it should be given to a good non-government organization.

### **FREEDOM AND FLEXIBILITY OF CHOOSING SUBJECTS**

There should be freedom and flexibility in choosing subjects. Students should not be confined to a particular syllabus or particular combination of subjects. For example, a student should be able to choose physics with philosophy or Sanskrit with biology.



# **PHOTOGRAPHS OF THE EVENT**







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NEWS CLIPS**

**नई शिक्षा नीति भारत निर्माण में मददगार होगी**

राज्यपाल के कार्यालय में नई शिक्षा नीति प्रथम बार अंतरिम पूर्ण मसौदा, राजस्थान राजनीति दल के प्रमुख वरुण कुमार ने नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

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**दैनिक भास्कर** 18-Jul-2019 null Page 2

**राज्यपाल बोले- भारतीय शिक्षा और शोध परंपरा गौरवशाली**

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

**भारतीय शिक्षा परंपरा और गौरवशाली इतिहास को उभारना जरूरी : राज्यपाल**

नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

**प्रभात खबर** 18.07.2019

**नयी शिक्षा नीति में गौरवशाली इतिहास शामिल करें : राज्यपाल**

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

**दैनिक भास्कर**

**नई शिक्षा नीति में अपने गौरवशाली इतिहास को भी शामिल करना जरूरी : राज्यपाल**

राज्यपाल के कार्यालय में नई शिक्षा नीति का प्रथम बार अंतरिम पूर्ण मसौदा का स्वागत किया।

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**قومی تعلیمی پالیسی میں ہندوستانییت کا مادہ ہونا ضروری**

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