

**RECOMMENDATIONS**  
**For**  
**“Some Inputs for Draft**  
**NATIONAL EDUCATION POLICY”**

Ministry of Human Resources Development  
Government of India

**2016**

By  
**Campus Front of India**

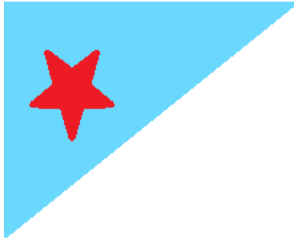
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**INTRODUCTION:** Human nature is always positive change friendly. This positive occurs only when man is well educated, as education is the only inbuilt silent power which shows the ways of development and positive change. So, in order to utilize the positive and accommodative essence of human being, education should address each aspect of human society in a way that accords with place, age and by them the future courses which are about to create inroad in our life and life of the future generations. From here the question of education policies arises. Since education is supposed to satisfy the changing world to play catalytic role in human society, the policies must be progressive and the policy making body or institute should update the policies, so that policies once made for development could not become obstacles. Thus, change of Education Policies and its updating is the key to the development of a country. Looking into this fact, Education Policies of India were made first in 1986 and the same was revised in 1992. Keeping the first growing demand of profession oriented and human necessity friendly Education, the previous Education Policies need changes, and it is not a political agenda, rather it is natural agenda of human society. Now, to accomplish this task, Ministry of Human Resource development, Government of India has prepared a *Draft* under the title “Some Inputs for Draft: National Education Policy 2016” and it was one of the most important agendas of last Parliament sessions. Although this Draft was prepared after a nationwide consultation with experts, again it needs to be reviewed by others, especially by the students of the nation and it is their constitutional right. Positive Involvement of the students in reviewing the draft will make the policy perfect, as they the ground of the policy.

After having a serious glance on the Draft, some points are discussed here so as to include their essence in the education policy of India.

### **1. NATURE OF INDIA**

India is the largest democracy of the world. It is socialist, secular democratic republic. Unity in diversity is only thread that ties the people of India together, and covers their creeds, casts, religion, language, colours, heights, habits and cultures with a single heavenly sheet and they, in spite of all differences, look as Indians. From abroad they look only Indians, not Hindus, Muslims, Christians, Sikhs, Buddhist, Dalits etc. And this is the strength of this country. So before finalizing the Draft, the Policy makers must keep this nature of this great country in their first priority list, so that this policy may not stand as threat to the *mantra* “unity in diversity” by bowing down to a particular caste or community. Otherwise, if this policy eats out these attributes of India, Hindu will be there, Muslims will be there, Sikhs will be there, India will search for an “Indian”. So these policies must accord with the plurality of India.

### **2. METHOD OF UPDATING, NOT METHOD OF ABOLITION**

Without accepting the past experience, new initiative will never be successful. Previous policy or activities should be reviewed in order to identify the reasons of failure or to measure the success rate. Education policy is not a new initiative in India. It is an old agenda. Considering the changes in the country, new policy should be made. It is to be done by the method of “updating” the previous one not by entire abolition of the past policy. So, the under draft education policy should include the review of the previous one.

### **3. REMOVAL OF CONTRADICTIONS AND CONFUSIONS**

Since education policy is a national policy, it should be crystal clear and there should not be any kind of contradictions. But this policy nurtures many confusions and contradictions as well. In the preamble of the draft some historical characters have been discussed and praised as great contributors to the nation. If we look into the characters and their history, we get that, medieval chapter of nation building has been left aside while this period was famous for its secular fabric of Indian administration and contribution. Well, it not something to be worried about as they are also Indian population. But to ignore the name of Bhimrao Ambedkar and Maulana Azad and others clearly indicates to biased approach of policy making body. This will hurt feelings of the people of India where thousands of languages are spoken and hundreds of faiths are practiced. And most important is this point in the present scenario of the country because the Dalits, Adivasis and other minorities are under the pressure of direct attack and threat to their lives. Since new policy, as it has been in the past policy making is to address the then scenario of the country, it is mandatory to respect all faiths, castes and colour of the people. But unfortunately, in pratical field dalits are being killed, minorities are being tortured, and in policy making same things are reflecting. Indian constitution guarantees various rights and reservation for minorities and Os and SC and ST communities. This draft does not have any discussion about the facilities guaranteed in constitution for their educational development. This point also creates confusion. On the on hand, as in the draft, a lot has been spoken about quality education and contributing research, on the other hand budget for education is being curtailed to low. Skill development has been a sun like radiant highlight in almost all the pages of the draft on one hand, and on the hand, requirement for skilled trainer or teachers are not available for them. As example it may be mentioned that, for securing education up to master degrees, a student invests less than he is supposed to spend for B.Ed. B.Ed should be mandatory for high school teachers, at the same time, there should be accessible facility for completion of B.Ed. But very unfortunately, very less of the graduates have scope to complete B.Ed from a government college. It does not match with the plan of skill development. So government policy has become a tool for the private agencies to exploit the people. In this way there are many question marks leading to serious confusions and contradictions in the draft. Furthermore, a serious contradiction arouse in connection of declaration of the policy draft to the public. All these show that, definitely there is something bias in the policy. So it must be clear from every attempt of contradiction and confusion, and it should be achieved by making the entire policy public, so that the people of the country may give their suggestions. Until and unless it is being free from all these weakness, it must not be implemented.

#### **4. EDUCATION POLICY MAKING APPROACH SHOULD BE EDUCATIONAL, NOT POLITICAL**

In every point of policy framework, previous policy has been proven to be failure, and no success story of previous policy has been shown or praised well. This implies that, previous government led by other parties or a particular party has done nothing in the field of education. Indirectly, this method of introducing every point of policy frame work possesses a political touch. It should not be there in this policy, least it becomes a part of political election campaign.

#### **5. NOT WHAT TO DO ONLY, BUT HOW TO DO ALSO**

In our great country “hand is greater than law”, i.e. law or policy alone can't make any system better. The hands are also to be clean. It has been seen, as has been repeatedly highlighted in draft that policy making body prepared the policy for the

betterment of our nation, but achieving the goal and objectives defined in the policy have not been achieved at a satisfactory rate. This gap between input and output was created by implementing hands. So we need more clarification in the policy that what will be the process or method for achieving the aims and objectives more than we need what is to do. Aims and objectives are very clear that, we have achieve 100% literacy, every student should get equal opportunity to have quality education, and the educated individuals must have skill and knowledge to contribute to the nation. This is a natural goal of education, and, so why, does not need more clarification. The thing which still lagging is “how to do” that. Quality research will be carried out by reducing education budget or by increasing it, everybody will get equal opportunity by equal share of every community in the policy making body or by replacing the secular one with a biased one, the poor students will get benefits only when they are taken care by their representative or when they are watched by those who are not ready to give them constitutional rights. Government schools are not performing well in comparison to private school and Kendriya Vidyalayas are doing best in comparison to other normal school. This is affecting mission of quality education and its being accessible to all Indians. Everybody knows it why. The thing which is not being addressed is that, who are not getting quality education, the upper cast or lower cast children. Answer is definitely lower class children. Why? Again answer is very easy. Quality education is not accessible to them due to lack of necessary requirements. Now point is to be “how to pave for them the way to quality education”. So, the point to be addressed clearly that, how this policy will provide every child regardless of cast and creed poor and rich rural and urban. But this draft does not clear this history old short coming. If it is not made clear publicly, then policy will appear very sweet as this draft is, but output will be bitterest as India has been experiencing since long past.

## **6. MEASUREABLE FIXED TARGET**

Updating of policy should have a measureable target. Before making any policy, the body or institutes should have clear idea about what they want achieve, and this target should be made clear in the policy. Otherwise, it will not satisfy the changing world. The succeeding policy will not be acknowledged. This is point which has been ignored in the last policy led to missing of reviewing the previous policy. Due to lack of fixed measureable target, previous or past policies are being treated today as failure, as there is no answer how much has been achieved and how much has not been. In order to escape all kinds of possible weakness, the policy should have its own scale to measure it. Otherwise, report will be good and practical impact will contradict the report. This has been a major problem in our country. As far as the upcoming policy's draft is concerned, it is also missing the very point. No measureable target has been discussed in it. So, the upcoming policy should have a fixed target that will be measured and checked by the end of its fixed time. If it is done, then next policy will be very inclusive and there will be logical continuation in development of our educational development

## **7. ACADEMIC SELECTION FOR THE EDUCATIONAL INSTITUTION**

Education is to create leaders and to define politics. So, education has priority over politics. Keeping this point in consideration, all the selection for any educational posts should be purely educational. In that case politics should not have any involvement. Their recommendation should not influence the selecting panel. But, in the last two years of the present government, most of the selections were influenced directly by the political hands without respecting the quality of the appointed candidates, and was also influenced by particular ideology. If this is not checked seriously, quality education for all will remain beyond the touch.

## **8. RIGHT TO EDUCATION 2009**

“Right to Education” is one of the most citizen friendly rights of the Indians which few countries of modern world have provided to its citizen. According to this constitutionally guaranteed right every child of India from age 6 to 14 years has to be provided free education. It is responsibility of the government that, it would fulfill this constitutional promise. The student in this period (6yr -14yr) should be provided not only free of cost education, but also free of any anti-democratic and anti-human influence, because, this period of human life is secular and love based period. It does not know who is what and who is not. Even they, in this age don't know what their religion is in fact, and what the purpose of education and religion are. Their minds are full of love, affection and obedience. They want to love each other before knowing their caste and creeds. In this span of life the mind of the children in this period is just like a white paper. Whatever the parents, teachers, elders and specially education will write on it, it will be ruling their minds up to last ring of the life. So, education in this period must be colorless, free from communal feelings and division. It should teach them only one theory that, “we are human being and we are Indian”. Child psychology is only fit for this sort of education, and they are ready to accept it. In fact building of a democracy based nation starts from here. Knowing this very universal fact, “Right to Education” has no substitute to, and this makes our country great in the course of education. In this connection another point must be kept in mind, and that is the medium of instruction must be the local language. If the children are not taught in their own mother tongue, they will not learn by heart, rather they will copy, and in future, they will not be able to produce something new. Apart from that, they will neglect their own culture. And some children will leg back from education for not getting interest in education. So the local language or mother tongue must me promoted by making it as medium of instructions which will make learning process easy for all, and goals behind “Right To Education” will be achieved.

As far as education of this age is concerned, it should be given the importance of foundation of the nation, and every Indian should be treated as a brick of the foundation wall. If any one of the children does not get required opportunity, the nation will be deprived from his contribution. This very sense makes the fact evident that, all of them should be provided with the education which ensures their contributions to the nation and to them as well. Whether it is government institute or private, responsibility goes to the Government itself that, it will ensure that, its children are being provided fruitful education. It should not leave any opportunity for the critics to claim that, government schools are not providing quality education, and private schools are doing the best. If the government fails to ensure such colorless value based education for all (from age group 6-14) it will mean two threats to the nation. Firstly, it will open the door of privatization of education, and secondly promotion of colorful education. The first will be depriving the poor children from their constitutional right, i.e. right to education and the second will deprive the nation from patriot citizens. The first will make the Indians poor, weak and deprived, and the second will make the Indians Hindu, Muslims, Sikhs, Christian, etc. The first will ensure the gap between poor and rich and the second will show the seeds of hat rates among the innocent children that will result in communal tensions in various form. In this way, Right to education should be clearly understood and democratically implemented in the ground level. To achieve success in it, all the infrastructures including financial and mental security should be made natural just like sun light to all. New Education policy, keeping the present situation in serious consideration, must address this point and it basic responsibility of the Government and government appointed bodies.

## **9. HIGHER EDUCATION:**

After successful completion of pre-higher education, the young students will get opportunity to have higher education. This stage is most important stage of human

life. They face many internal and external challenges. Sense of responsibility creep in their mind on the one hand, and on the other hand personal lust and longs also shows them many ways. So mostly they get confused how to deal with these challenges. Above all, they are supposed to gain the ability which will create for them ways of contribution to nation. So, for proper growth of this very sensitive fertile age of the future leaders, who have been prepared well through “Right To Education” the bridge between pre-higher education and higher education must be elaborated form of “Right To Education”, so that every children get a chance to have higher education. Practically, it will be possible by two ways. Firstly, the students should be provided a chance to compete with others. Here the duty of Government is to provide equal facility to all. But this will not be enough in higher education as the students, in this age, are loaded with many duties, and their capacity will be enough for discharging some of them. So in regard of responsibility, all will be equal, but in course of capability, there will be many differences. The poor students will not be able to bring their dream to practice due to their previous crisis and present gap between duties and opportunities. So firstly, there must be reservation for the weak section of the country so that, they get chance to enter into higher education, and compete with others. After entering into higher education, again they will face many problems headed by financial one. So, along with reservation in various fields, they should be provided sufficient financial assistance so that they may equally contribute to the nation, as without contribution of every one, to provide every one with what they need, will be impossible. So upcoming education policy should address these issues of higher education and must ensure equal opportunity for all to have higher education by ensuring special financial assistance to the research scholars regardless of JRF qualified or Non-Net.

#### **10. FINANCING EDUCATION:**

Education from primary level to Research is desired to be provided to all. This will not be possible until and unless financing of Education is not matching the demands. We dream to build such a nation that will be boasting of science and technology. We want to compete with other developed countries. These dreams will only be true when financing education will afford the charges. Since demand and necessity of education is increasing day by day, education budgets must address these demands, and, in this way, it should be increased accordingly. If education allocation does not increase as per the growing demands of value based quality education, the people will, automatically, be deprived of their rights, and they fail to get their share in practical life. It will be a great threat to the democratic fabric of the nation. So, upcoming education policy must have the recommendation of increasing the budgets passed for education. It is very logical that, to harvest the fruit of “Right To Education”, there must be increase in education budget. In this regard there should a comparison between previous policies and the policies to come. While finalizing the upcoming policy, budgets must be distributed logically among all levels of education, so that there may happen an uninterrupted connection among the stages of education.

#### **11. STUDENT ACTIVISM:**

Purpose of education and spending huge amount of money is to prepare future leaders of the nation. All the action items related to education are basically for this very purpose. This is the very concept for which right to education policy was enacted. But, this dream, even after accomplishing theses all action items including financing and policy making, will not be fulfill if the students are not given democratic opportunity to be practical through their activism. Education is not software that will make them suddenly leaders, writers, politicians, debtors and others. It is student activism that makes them real hero, trains them how to be leaders and teaches them how to apply theory into practical life. A degree or study of books or completion of

courses may make them qualified, but without activism they will not be perfect. So, they policy must respect this democratic right of the students to participate in all positive students activism and it must not minimize their right to few. Legal and illegal should be the only criteria to judge what the students should and should not do. If they don't get this opportunity in their student life, in practical life they will be ruled by the people in power. Then automatically, the nation will be chewed by corruption, and the education and the educated will have nothing to do with it. The highly qualified people will be silent, and the unfit will rule the nation. Thus, all the steps taken for education will go at stake. So, this policy must acknowledge the positive student activism so that they, after consuming the nation's resource, could contribute in many folds.

## **12. GIRLS EDUCATION:**

Women are half of the society. For some biological and physical differences, their contribution may different from male population, but never can be ignored. Without their participation in main stream of life, no nation can reach the target. But, women should be prepared for the purpose in a women friendly environment. This should be started from education from primary to research level education. On the basis of their mental, psychological and biological differences and their different duties including emotional duties, they deserve more facility than the male populations. To let them enjoy their rights and fulfill their duties, the working ground should be free from all that may hurt their feelings. Male students may continue their education by their own effort, but a girl may not do that if special care is not taken for them. A male student may earn many for his expenditure, but a school going girl may not do that due to lack of access to that facility. A tea shop may be sufficient for a male student as an earning place, but a girl may not accept this as opportunity. On the one hand, voices are raised for women rights; on the other hand, violation of women rights is also simultaneously going on. Rape, molestation and sexual harassment like similar crimes are daily head line in news papers even in the campus life. Justice in such cases is so costly that, their lives become cheaper than justice, and they commit suicide. This is true for all every female regardless of age, religion, caste, creed, color educated and uneducated. They may hunt any one at any time. So only way to save the female individual of our country, special attention should be paid to girls' education. They should be allowed to participate in all student activism which they chose for themselves. In that case no other male intervention should be allowed if it is not fit for them. Reservation for them, protection, safe environment, easily accessible legal support, modest way of their education, permanent assurance of financial assistance while need, separate schools, colleges, Universities, research centers if they demand for their smooth growth, etc. should be provided to them from down to the earth level. But unfortunately, in the under draft educational policy, no provision has been mentioned for the women education. So, the upcoming policy must address this important issue by affirmative action.

## **13. COLOURLESS CURRICULUM AND EDUCATION:**

Education, as has been pointed out under nature of India, is invisible inbuilt water like colorless power that helps mankind to differentiate between right and wrong. It does not know any border among mankind; rather it is like a heavenly thread that ties all mankind together as children of a single mother. Humanity is its only destination. It teaches love, way to co-exist. **“That knowledge which purifies the mind and heart alone is true knowledge, all else is only a negation of knowledge” (Ramakrishna)**. This teaching or knowledge defined by Ramakrishna should be target of education. It is not possible without making the education free from all kind of influence that may go against this spirit of education. Keeping this mother concept in serious consideration, our curriculum should be prepared from primary level to last level, so that the Indians children become Indians before being



Hindu, Muslims Christian and other. Let them be extremely religious not by forcing other to close their doors, but by practicing it. Let them know their religion from their scripture, not from their supremos. If curriculum is not respecting this very definition of knowledge, our children will learn something in the name of education that is “negation of knowledge”. So it is a great challenge for the upcoming policy that, first of all it should care of this emotional aspect of curriculum. There must not be a single word in the entire syllabus from primary to last level that may create in mind of the students that, “I am better than you, because I belong to that caste or religion”. What is best is to be proven by works not by words, as Ramakrishna says “it is easy to talk on religion, but difficult to practice”. If curriculum is not pure and free from biasness, the students will hate each other. They will fail to maintain unity in diversity which is only “mantra” for Indian democracy and its secular fabric.

As mentioned above that, that knowledge should have the essence of purifying hearts. If education becomes the parcel of particular ideology or thought, it may improve quality of few selected people, but “purification of hearts” will remain beyond touch. So to make education purifier of Indians’ hearts, it should be taken care of by purified hearts. All the institutions, bodies, committees and commissions must be headed by those whose hearts are purified, not polluted with superstitious ideas, bigotry practices and fanatical ambitions. If there is any element in entire education system and related posts affected by something like above mentioned cracks, he, immediately, should be replaced with suitable one. In this way, education should free **be** from any colour, and just like water that everybody will have to survive. So the under preparation policy should be vigilant enough so that any poison gets not mingled with it that the innocent will unconsciously have it, and lastly will be negatively affected.

#### **14. CHECK FOREIGN INFLUENCE:**

India has its distinct cultural heritage. It has family system consisting of, sometimes four generations, and everybody knows their parents and relatives. This unique character of India must be preserved, and education should play key role in it. It will happen only when Indians are educated according to their needs. To achieve this goal, foreign private educational institutions’ entering India in the name of ‘Internationalization of Education’ should be closed. It is not good for the Indians. Modern fruitful method or science or technology’s door should keep open to adopt and import from foreign. But foreign private institution must not be encouraged, as it will affect India and Indians in two ways. Firstly, our culture will be mingled up with their culture that may lead to destruction of our own culture, because syllabus or education is most powerful bridge by which cultures move from one country to other, ideas travel from one brain to other and the both lastly transfer the receiver to giver. If foreign institutions are encouraged, they will win the match, and the Indian will lose it, as Indians are receiving. Secondly, commercialization of education will be enhanced, and the common Indian will lose their confidence in Indian Institutions. So, the under draft education policy must check the infiltration of foreign private institutions to save Indian and Indian culture.

#### **CONCLUSION:**

Our recommendations described above may be concluded that, education is purifier of hearts. It should not have any color. It is constitutional right of every citizen of India. It should be accessible to all. Its purpose is to prepare future leaders of the nation. The students must be given the opportunity to grow practically and intellectually. Under draft education policy must fulfill these criteria. The bodies, committees, institutions and experts having direct or indirect connection with this holy journey to updating our national educational policy should be vigilant enough

and they should check each possible element that could make the policy a boomerang to the nation.

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