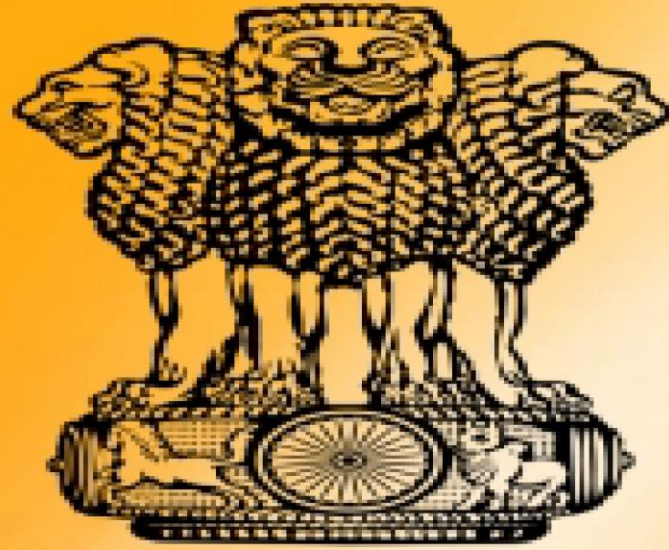


# CONCURRENT ISSUES OF EDUCATION IN INDIA



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# **National Education Policy 2020**



# INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.

India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

Education thus, must move towards **less content**, and more towards learning about how to **think critically and solve problems**, how to **be creative and multidisciplinary**, and how to innovate, adapt, and absorb new material in novel and changing fields.

The **rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy**. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal.

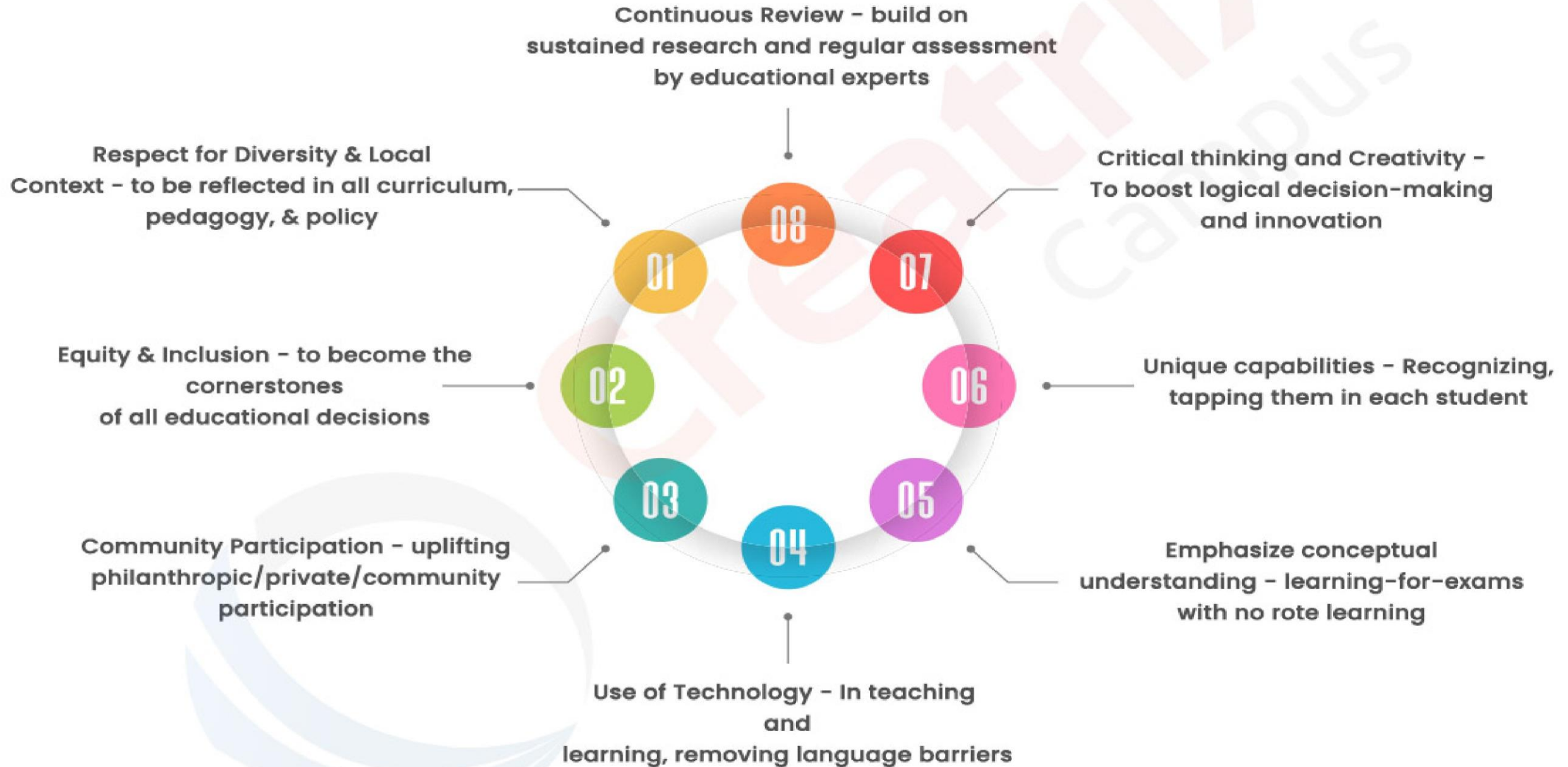
The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

# FUNDAMENTAL PRINCIPLES

- recognizing, identifying, and fostering the unique capabilities of each student
- achieving **Foundational Literacy and Numeracy by all students by Grade 3**
- multidisciplinary and a holistic education
- emphasis on **conceptual understanding**
- flexibility , **life skills** , equity and inclusion
- focus on **regular formative assessment** for learning
- unity in curriculum across all levels of education
- a **'light but tight'** regulatory framework to ensure integrity, transparency, and resource efficiency

- respect for diversity , respect for the local context

# Key Principles of National Education Policy, 2020



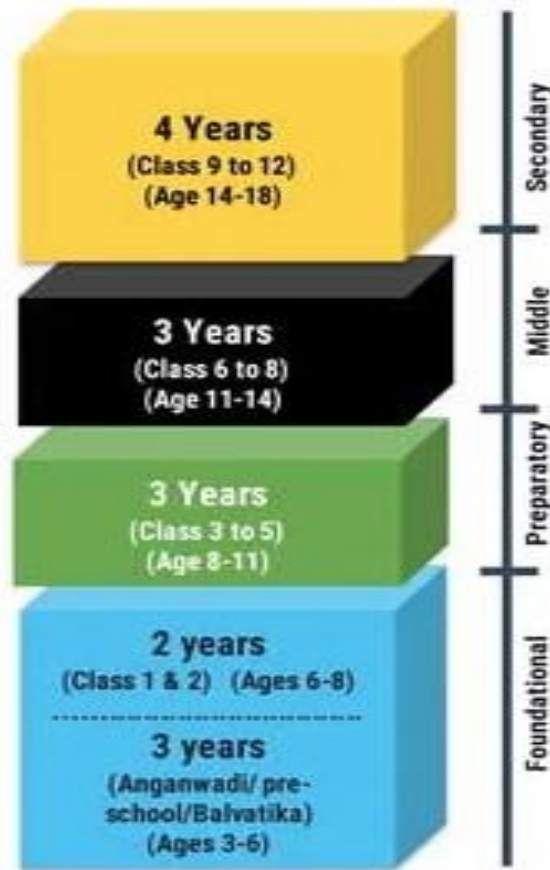


## Transforming Curricular & Pedagogical Structure

### Existing Academic Structure



### New Academic Structure



**New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school**

- **Secondary Stage(4)** multidisciplinary study, greater critical thinking, flexibility and student choice of subjects
- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Preparatory Stage (3)** play, discovery, and activity-based and interactive classroom learning
- **Foundational stage (5)** multilevel, play/activity-based learning

- Universalization of education from preschool to secondary level with **100% Gross Enrolment Ratio (GER) in school education by 2030**.
- To **bring 2 crore out of school children back into the mainstream** through an open schooling system.
- A **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** for children up to the age of 8 will be developed by NCERT
- prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.
- **Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme** in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme
- a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy..... The highest priority of

- the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025.  
  
Special attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1.
- to ensure that all students are school ready, an interim **3-month play-based 'school preparation module'** for all Grade 1 students,
- A **national repository of high-quality resources on foundational literacy and numeracy** will be made available on the **Digital Infrastructure for Knowledge Sharing (DIKSHA)**.
- A **National Book Promotion Policy** will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality of books across geographies, languages, levels, and genres.

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- Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened

As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible.

- Reduce curriculum content to enhance essential learning and critical thinking.
- a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative
- mathematics and computational thinking will be given increased emphasis throughout the school years
- formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT..... The NCFSE document shall henceforth be revisited and updated once every 5-10 years
- National Textbooks with Local Content and Flavour

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- Assessment reforms with **360 degree Holistic Progress Card**, tracking Student Progress for achieving Learning Outcomes

Teaching up to at least Grade 5 to be in mother tongue/regional language.

- **Vocational Education to start during Grades 6-8 with Internships.**
- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- setting up a **National Assessment Centre, PARAKH** (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body
- The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.

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- merit-based scholarships shall be instituted across the country for studying quality **4year integrated B.Ed. programmes**..... Such scholarships will provide local job opportunities to local students, especially female students..... serve as highly qualified teachers who speak the local language  
Each teacher will be expected to participate in at least **50 hours of CPD** opportunities every year for their own professional development
- A common guiding set of **National Professional Standards for Teachers (NPST)** will be **developed by 2022**, by the National Council for Teacher Education in its restructured new form as **a Professional Standard Setting Body (PSSB)**
- Shorter post-B.Ed. certification courses.... to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities

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- By 2021 , a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT
- regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs)

# HIGHER EDUCATION

- moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages
- There shall, by 2030, be at least one large multidisciplinary HEI in or near every district
- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. • 3.5 crore seats to be added in higher education
- M.Phil. programme shall be discontinued.



- **Affiliation of colleges is to be phased out in 15 years** and a stage-wise mechanism to be established for granting graded autonomy to colleges.

Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

- **designs of Master's programmes:**
  - (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
  - (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme;
  - (c) there may be an integrated 5-year Bachelor's/Master's programme.
  - (d) Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research

- According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. **By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.**
- The HEI offering the 4-year integrated B.Ed. may also run
  - a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject
  - 1-year B.Ed for candidates who have received a 4-year undergraduate degree in a specialized subject

- MERUs (**Multidisciplinary Education and Research Universities**) will be set up and will aim to attain the highest global standards in quality education
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education
- Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- **Academic Bank of Credits to be established to facilitate Transfer of Credits.**
- The **National Research Foundation** will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

- **Higher Education Commission of India** (HECI) will be set up as a single umbrella body for the entire higher education, **excluding medical and legal education**. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Also, HECI will be having four independent verticals namely,

- (a) National Higher Education **Regulatory** Council (NHERC) for **regulation**,
- (b) **General Education Council** (GEC) for **standard setting**,
- (c) Higher Education **Grants** Council (HEGC) for **funding**,
- (d) National **Accreditation** Council (NAC) for **accreditation**.

# OTHER CHANGES

- All institutions offering either professional or general education will aim to evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.
- Agricultural education with allied disciplines will be revived.
- **The curriculum framework for adult education will include at least five types of programmes**
  - (a) foundational literacy and numeracy
  - (b) critical life skills
  - (c) vocational skills development (with a view towards obtaining local employment)
  - (d) basic education (including preparatory, middle, and secondary stage equivalency)
  - (e) continuing education (holistic adult education courses )

- an **Indian Institute of Translation and Interpretation (ITI)** **will be established** to make high quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages.
- An autonomous body, **the National Educational Technology Forum (NETF)**, **will be created** to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.
- Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone.  
UNESCO has declared 197 Indian languages as 'endangered'

- National Assessment Centre- 'PARAKH' has been created to assess the students.
- It also paves the way for foreign universities to set up campuses in India.
- setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups
- aims to increase the public investment in the Education sector to reach 6% of GDP at the earliest
- Currently, India spends around 4.6 % of its total GDP on education.

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# TRIBES

- A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals.
- several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.
- .....special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered especially at the secondary stage of education,



# DISABLED

“Barrier-free access to education for all children with disability” is the latest provision made in the new education policy NEP 2020 as per the RPWD Act 2016.

The **major focus** in executing this new rule will be primarily on two points.

- (a) Imparting knowledge and know how to teaching faculties on how to teach children with specific disabilities.
  - (b) To provide barrier-free education to children with disability as per the RPWD Act 2016.
- ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system

- all B.Ed programs will include training in time-tested as well as the most recent techniques in pedagogy..... teaching children with disabilities, teaching children with special interests or talents, use of educational technology
- one-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities..
- Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools..... While it is clear that the education of all children with disabilities is the responsibility of the State, technologybased solutions will be used for the orientation of parents/caregivers
- The awareness and knowledge of how to teach children with specific disabilities

(including learning disabilities) will be an integral part of all teacher education programs

# MINORITIES

- The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented.
- “there have been various successful ... schemes such as ... scholarships, conditional cash transfers ... that have significantly increased participation of SEDGs in the ... schooling system. ... These successful schemes must be significantly strengthened across the country”.
- “alternative forms of schools, will be encouraged to preserve their traditions or ...pedagogical styles”.

“students in such schools would be encouraged to appear for ... Board examinations ..., and thereby enroll in higher education institutions”.

## WAY FORWARD

- the Policy recommends **strengthening and empowering the Central Advisory Board of Education (CABE)**
- the **Ministry of Human Resource Development (MHRD)** be re-designated as the **Ministry of Education (MoE)**
- In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

- to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices

## SWAYAM

- Study Webs of Active Learning for Young Aspiring Minds
- launched – July 9, 2017
- to provide one integrated platform and portal for online courses.
- to ensure that every student in the country has access to the best quality higher education at the affordable cost

## SWAYAM PRABHA

- to provide 32 High Quality Educational Channels through DTH across the length and breadth of the country on 24X7 basis.
- DTH channels are using the GSAT-15 satellite for programme telecasts.
- aimed at making quality learning resources accessible to remote areas where internet availability is still a challenge.

- All the SWAYAM Courses and SWAYAM Prabha videos to be translated to ten regional languages in a time-bound manner.
- UGC and AICTE will follow up with Universities and institutions to accept SWAYAM credits.

# DIKSHA

- Digital Infrastructure for Knowledge Sharing
- Launched – September, 2017
- ‘One Nation, One Digital Platform’.
- currently supports 36 Indian languages.
- To aid teaching and learning for Children With Special Needs (CWSN), a largenumber of audio books, ISL (Indian Sign Language) Videos and Dictionary have been made available on DIKSHA

- the massive **teacher's professional development programme NISHTHA 1.0** (National Initiatives for School Heads and Teacher's Holistic Advancement) for Elementary grades was launched online through DIKSHA.
- NISHTHA 2.0 & 3.0 focus on Secondary and Foundational Literacy and Numeracy.
- **NISHTHA** is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training".

## NIPUN

- **National Initiative for Proficiency in Reading with Understanding and Numeracy**
- aims to cover the learning needs of children in the **age group of 3 to 9 years**.
- to ensure universal acquisition of foundational literacy and numeracy, by the end of Grade 3
- will be **implemented by the Department of School Education and Literacy**.

- A five-tier implementation mechanism will be set up at the **National- State- District- Block- School** level in all States and UTs,
- **Around 25 lakh teachers teaching at pre-primary to primary grade will be trained this year on FLN**
- retaining children in foundational years of schooling; teacher capacity building • high quality and diversified Student and Teacher Resources/Learning Materials
- tracking the progress of each child in achieving learning outcomes.

## PARAKH

- **Performance Assessment, Review, and Analysis of Knowledge for Holistic Development**
- a standard-setting body to advise school boards regarding new assessment patterns and latest research, and promote collaborations between them.
- act as a constituent unit of the NCERT.



- Setting norms, standards and guidelines for student assessment and evaluation for all recognized school boards of India.
- It will encourage and help school boards to shift their assessment patterns towards meeting the skill requirements
- Reduce Disparity in Evaluation
- The benchmark assessment framework will seek to put an end to the emphasis on rote learning

THANK

you