SOCIAL ISSUES

NEW EDUCATION POLICY 2020

Vision of the New Education Policy 2020

- An education system that contributes to an **equitable** and **vibrant knowledge society**, by providing high-quality education to all.

- Develops a deep sense of respect towards the **fundamental rights, duties and Constitutional values**, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.

- Instills **skills, values**, and dispositions that support responsible **commitment to human rights, sustainable development and living**, and **global well-being**, thereby reflecting a truly global citizen.

- SCHOOL EDUCATION

Dimensions	Key Provisions under NEP 2020
Early Childhood Care and Education (ECCE)	• **Universal Access for children of 3-6 years:** bring the hitherto uncovered age group of 3-6 years (crucial stage for development of mental faculties of a child) under school curriculum. • **ECCE will be delivered through Anganwadis and pre-schools** that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. • **Pre-school sections** covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools, **particularly in disadvantaged areas.**

Dimensions	Key Provisions under NEP 2020
	• NCERT will develop a **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** for children up to the age of 8. • **Implementation to be jointly carried** out by Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.
Attainment of Foundational Literacy and Numeracy	• **National Mission on Foundational Literacy and Numeracy** by Ministry of Education: Under it, States/UTs will prepare an implementation plan for attaining **universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.**

Dimensions	Key Provisions under NEP 2020
	• **National Book Promotion Policy** is to be formulated to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. • **National Repository of high quality resources** on foundational literacy and numeracy will be made available on the **Digital Infrastructure for Knowledge Sharing (DIKSHA)**.
Curtailing Dropout Rates and Ensuring Universal Access to Education at All Level	Policy aims to achieve **100% GER in preschool to secondary level by 2030.** Following are the initiatives to achieve this:

Dimensions	Key Provisions under NEP 2020
	• Providing **effective** and **sufficient infrastructure** so that all students have access to **safe and engaging school education.** • **Open and Distance Learning (ODL) Programmes** offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened with special emphasis on **Socio Economically Disadvantaged Groups** (SEDGs). • **Tracking students** as well as their learning levels through counsellors or well-trained social workers
Curriculum and Pedagogy	Restructuring school curriculum and pedagogy in a **new 5+3+3+4 design**

Dimensions	Key Provisions under NEP 2020
	o **5 years of the Foundational Stage** (covering ages 3-8): 3 years of Anganwadi/preschool + 2 years in primary school in Grades 1-2 o **3 years of the Preparatory Stage** (covering ages 8-11): Grades 3,4,5. o **3 years of the Middle Stage** (covering ages 11- 14): Grades 6, 7, 8. o **4 years of the High Stage** (covering ages 14-18): Grades 9, 10, 11, 12.
	• **Reduced curriculum** content to its core essentials to enhance **essential learning and critical thinking.** • **Experiential learning** will be adopted in all stages, including hands-on learning, arts integrated and sports integrated education

Dimensions	Key Provisions under NEP 2020
	• **Freedom of choosing** a variety of subject combination: no rigid separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. • **Introduction of contemporary subjects** such as **Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education** (GCED), etc..
	• **Vocational education** through 10-day bag less period sometime during **Grades 6-8** where students will intern **with local vocational experts** such as carpenters, gardeners, potters, artists, etc.

Dimensions	Key Provisions under NEP 2020
Student Assessment	• **National Curricular Framework** for School Education will be developed by the **NCERT**. • **School examinations in Grades 3, 5, and 8** which will be conducted by the appropriate authority. • **Board exams for Grades 10 and 12** will be continued but redesigned. • **National Assessment Centre, PARAKH** (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a **standard-setting body under Ministry of Education.**
	• Holistic Progress Card with **360-degree, multidimensional report** that reflects the progress as well as the uniqueness of each learner in the **cognitive, affective, and psychomotor** domains. It will also include **self-assessment, peer assessment, and teacher assessment**

Dimensions	_E)
	• **National Testing Agency** (NTA) to serve as a autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions.
Multilingualism and the power of lan_E_e-e=0mmbbmbmmbmguage	• **Medium of instruction up till grade 5**, and preferably till Grade 8 and beyond, will be home language/ **mothertongue**/ local language. • 'The Languages of India' a fun project/ activity on to be taken by every student under the 'Ek Bharat Shrestha Bharat' initiative. • **Indian Sign Language** (ISL) will be standardized across the country.

Dimensions	Key Provisions under NEP 2020
	• 3 language formula with greater flexibility • All 6 classical languages (Tamil, Sanskrit, Telugu, kannada, Malayalam, odia) will also be an option

Equitable and Inclusive Education Provisions for Socio Economically Disadvantaged groups -SEDGs	• Setting up of
	  o **Gender Inclusion Fund** for female and transgender students
	  o **Special Education Zones** (SEZs)- Large populations from SEDGs to be declared SEZs.
	• **Children with disabilities** will be enabled to fully participate in the regular schooling process from the foundational stage to higher education.
	• Every state/district will be encouraged to establish **"Bal Bhavans"** as a **special daytime boarding school,** to participate in art-related, career-related, and play-related activities.
	• Free school infrastructure can be used as **Samajik Chetna Kendras** to promote social, intellectual, and voluntary activities.

Dimensions	Key Provisions under NEP 2020
	• **Special mechanisms for children belonging to tribal groups** to receive quality education • **Fee waivers and scholarships** will be offered to meritorious students from all SEDGs • **Additional Schools-** Setting-up of additional JNVs and KVs in aspirational districts/SEZs
Robust Teacher Education and Recruitment	• **New and comprehensive National Curriculum Framework for Teacher Education** (by 2021) • By **2030**, the minimum degree qualification for teaching will be a **4-year integrated B.Ed. degree.** • **NTA** testing for admission to B.Ed. • Setting-up of **National Mission for Mentoring** with a large pool of outstanding senior/ retired faculty • **Teacher Eligibility Tests** (TETs) for all teachers across Foundational, Preparatory, Middle and Secondary stage in both **public and private schools.**

Dimensions	Key Provisions under NEP 2020
	• More **autonomy to teachers** in choosing aspects of pedagogy in classroom teaching • **National Professional Standards for Teachers** (NPST) will be developed by the National Council for Teacher Education by 2022. • **Restructuring of National Council for Teacher Education (NCTE)** to be restructured as a **Professional Standard Setting Body** (PSSB) under General Education Council (GEC).
School Governance	• **Schools can be organized into complexes or clusters** which will be the basic unit of governance and **ensure availability of all resources** including a strong professional teacher community. • **Schools will develop School Development Plans (SDPs)**. These plans will then become the basis for the creation of **School Complex/Cluster Development Plans (SCDPs)**

Dimensions	Key Provisions under NEP 2020
	• The **twinning/pairing of one public school with one private school** will be adopted across the country, so that such paired schools may learn from each other, and also share resources, if possible.
Standard setting and Accreditation for School Education	Clear, separate systems for policy making, regulation, operations and academic matters.) • **Independent State School Standards Authority (SSSA)** to be set up by States/UTs. • **School Quality Assessment and Accreditation Framework (SQAAF) to be developed by SCERT.** • **Public and private schools** (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria • For a **periodic 'health checkup'** of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new **National Assessment Centre, PARAKH.**

HIGHER EDUCATION

Dimensions	Key Provisions under NEP 2020
Institutional Restructuring & Consolidation	• All higher education institutions to be consolidated into three types of institutions: • **Research Universities** - equal focus on research and teaching • **Teaching Universities** - primary focus on teaching with significant focus on research • **Autonomous degree granting colleges –** almost exclusive focus on teaching
	• Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for **granting graded autonomy to colleges.** • Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university. • **By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions**.

Dimensions	Key Provisions under NEP 2020
Institutional Restructuring & Consolidation	• 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**.
Holistic Multidisciplina ry Education	• The policy envisages undergraduate education with **flexible curricula**, creative combinations of subjects, **integration of vocational education** and **multiple entry and exit points** with appropriate certification. • An **Academic Bank of Credit** is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. • **Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs**, to be set up as models of best multidisciplinary education of global standards

Dimensions	Key Provisions under NEP 2020
	• The **National Research Foundation** will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation	• **Higher Education Commission of India** (HECI) will be set up as a single overarching umbrella body for entire higher education, **excluding medical and legal education**. HECI to have four independent verticals
	  o **National Higher Education Regulatory Council (NHERC) for regulation**,
	  o **General Education Council (GEC) for standard setting**,
	  o **Higher Education Grants Council (HEGC) for funding**,
	  o **National Accreditation Council (NAC) for accreditation**.
	• Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards

Dimensions	Key Provisions under NEP 2020
Internationaliz ation of HEIs	• **Internationally relevant curricula**, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. • An **International Students Office at each HEI** hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. • **High performing Indian universities will be encouraged to set up campuses in other countries**, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.
	• A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

Dimensions	Key Provisions under NEP 2020
	• **Research collaboration and student exchanges** between Indian institutions and global institutions will be promoted. • **Credits acquired in foreign universities will be permitted**, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.
Equity and Inclusion	**Steps to be taken by Governments** • Earmark **suitable Government** funds for the education of SEDGs • Set clear targets for **higher GER for SEDGs** • Enhance **gender balance** in admissions to HEIs • Enhance access by establishing more **high-quality HEIs in aspirational districts and Special Education Zones** containing larger numbers of SEDGs **Steps to be taken by all HEIs** • **Mitigate opportunity costs and fees** for pursuing higher education

Dimensions	Key Provisions under NEP 2020
	• Provide more **financial assistance and scholarships to SEDGs** • Make **curriculum more inclusive** • Ensure **sensitization of faculty, counsellor, and students on gender-identity** issue • Strictly enforce all nondiscrimination and anti harassment rules

Other Major Provisions

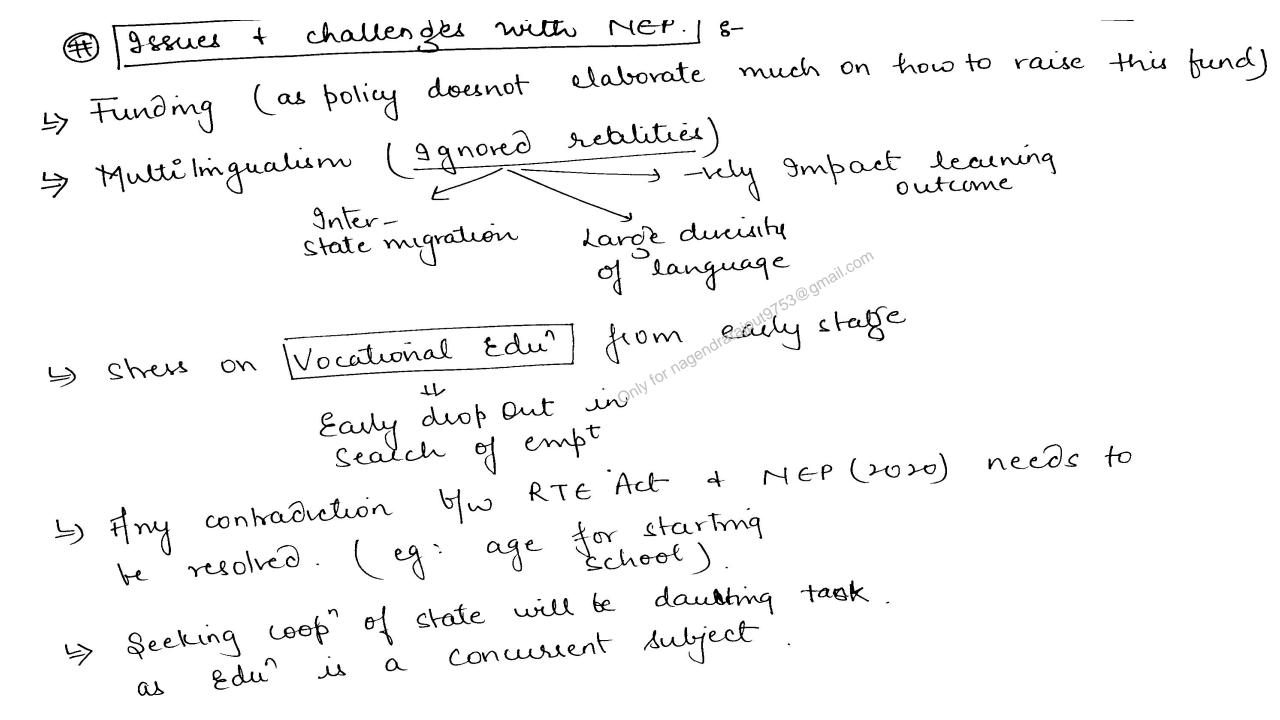| Dimensions	Key Provisions under NEP 2020
Financing Education	• The Centre and the States will work together to increase the public investment in Education sector to reach **6% of GDP.** • Policy calls for promotion and support for **private philanthropic activity in education sector**
Technology in education	• An autonomous body, **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. • **Appropriate integration of technology into all levels** of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups.

Dimensions	Key Provisions under NEP 2020
Adult Education	• Policy aims to achieve **100% youth and adult literacy.** • Use of schools/ school complexes beyond school hours and public library spaces for adult education courses. • Quality technology-based options for adult learning such as **online courses, satellite-based TV channels and ICT-equipped libraries and Adult Education Centres, etc. will be developed.**
Online Education and Digital Education	• A **comprehensive set of recommendations for promoting online education** in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in person modes of education are not possible, has been covered. • A **dedicated unit for the purpose of coordinating building of digital infrastructure, content and capacity buildin**g will be created in the Ministry of Education for both school and higher education.

Dimensions	Key Provisions under NEP 2020
Professional Education	• **All professional education will be an integral part of the higher education system**. Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.
Promotion of Indian Languages, Arts and Culture	• **Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy**, etc. will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects. • **Outstanding local artists and craftsperson will be hired as guest faculty** to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. • **Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence** to expose students to art, creativity, and the rich treasures of the region/country.

Dimensions	Key Provisions under NEP 2020
	• High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology etc will also be created. • For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts, and to release dictionaries on regular basis.

Analysis of NEP :-

↳ Favourable prov^n :-
  ↳ More focus on | vocational edu^n + skill dev^t | → create opp. for self emp^t
                                                      → employable youth
                                                      → dev^t of country

  ↳ Increase | public expenditure | to 6% is a welcome move. (in sync with NITI AYOG's target)
    ⇓
    Improve quality + Infrastructure for edu^n

  ↳ Prov^n for preserving | local arts + culture | is positive

  ↳ with | three lang. formula | :- → It will improve learning outcome
                                    → avenue to familiarize with various cultural diversities
                                    ↙ Indian lang. will remain relevant + vibrant
                                    ↘ preservation of endangered languages.

  ↳ | Multiple entry + exit points | will be motivational as it will provide flexibility, choice.
      ↳ ↑se in GER
        ↳ enhancing emp^t opp.

↳ with est. of [HECI], single regulatory body will be established
  ↳ Better Regulation
  ↳ Standardization of process
  ↳ No duplication of work.

↳ efforts to curb [commercialization of Edu^n] by forming multiple mechanism with checks + balances.

↳ [Restructuring of school edu^n] :-
  •) Including [ECCE] within formal edu^n. } ⇒ Nutritious +
  •) extention of [MDM] to ECCE segment. }   Educated India
  •) Focus on activity based learning, internship etc
                                    ↓
        dev^t of critical thinking,
        creativity, innovativeness etc.
  •) change in pedagogy (doing away with rote learning)

↳ Collaboration among inst^n will bring quality + excellence.
  setting up Indian Univ at global level will ensure more
  dev^t + excercise of soft power.

Issues + challenges with NEP. :-

↳ Funding (as policy doesnot elaborate much on how to raise this fund)

↳ Multilingualism (Ignored realities)
  → -vely impact learning outcome
  - Inter-state migration
  - Large diversity of language

↳ Stress on |Vocational Edu^n| from early stage
  ↕
  Early drop out in Search of emp^t

↳ Any contradiction b/w RTE Act + NEP (2020) needs to be resolved. (eg: age for starting school).

↳ Seeking coop^n of state will be daunting task. as Edu^n is a concurrent subject.

⇒ fear of |privatization|

(In the name of philanthropy + PPP)
it is creating path for pvt. sector

⇒ Criteria for admission in Higher Edu' system is through
NTA (encourage coachings, Rote learning etc)

⇒ Policy appears ambitious on paper but requires detail thinking
for eg: 4 yr. graduation prog (By DU has failed earlier)

⇒ |Lack of Infrastructure| :-

eg: for experiential learning , project work requires
financial resources for material , labs etc

eg: lack of faculties both wrt quality + quantity
↓
due to low
remunerative ~~price~~
nature of teaching as profession
(It doesn't attract best talent)

⊞ Way forward :-

⇒ Conflicting values + disconnect with previous policies should be avoided as it is major reason for failure.

⇒ Setting the right priorities by both players

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                          CENTRE                    stakeholders
                         (M/Edu^n)          (state govt, schools, Inst^n)
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(Better Co-ord^n, planning, direction,
funding, gov^n, regulation, review)

↳ M/edu^n + HECI need to work in tandem with the states + Institutes (setting up of realistic targets, achievable, d tracking progress)

⇒ Attitudinal changes by adopting effective teaching-learning processes, academic + administrative procedures.

↳ clear outlining of chain of command to avoid duplication + overlap of efforts

↳ Good L'ship w.r.t implementation of policy.

↳ Define key performance indicators for periodic review, plug inefficiencies

↳ Need to lay down well thought out plan & well laid out long-term goals. its stepwise implementation, periodic evaluation, data driven review