KPA YOUTH PARLIAMENT

LOK SABHA

BACKGROUND GUIDE

LETTER FROM THE EXECUTIVE BOARD

Greetings Members!

It gives me immense pleasure to welcome you to this simulation of Lok Sabha at KPA Youth Parliament 2020. We look forward to an enriching and rewarding experience.

The agenda for the session being *'Deliberation on reforms in the education system in India'.*

This study guide is by no means the end of research, we would very much appreciate if the leaders are able to find new realms in the agenda and bring it forth in the committee. Such research combined with good argumentation and a solid representation of facts is what makes much as possible, as fluency, diction or oratory skills have very little importance as opposed to the content you deliver. So just research and speak and you are bound to make a lot of sense. We are certain that we will be learning from you immensely and we also hope that you all will have an equally enriching experience. In case of any queries feel free to contact us. We will try our best to answer the questions to the best of our abilities.

We look forward to an exciting and interesting committee, which should certainly be helped by the all-pervasive nature of the issue. Hopefully we, as members of the Executive Board, do also have a chance to gain from being a part of this committee. Please do not hesitate to contact us regarding any doubts that you may have. All the Best!

Executive Board

Introduction

In the present day globalized world India and China are two countries which are redefining the world equation in-terms of population, political power, economy and volume of consumption of natural resources. Development and progress of the citizens of the two countries are defined by the Knowledge society and skilled manpower. Education is the key factor in shaping the budding superpowers. Higher education in these two countries has a history that goes back a couple of thousand years which is trying to re-invent with the changing times with respect to technology.

The modern school system that was brought to India included the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.

The Uttar Pradesh, Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajputana, was established. Later, boards were established in some of the states. But eventually in 1952, the constitution of the board was amended and it was renamed Central Board of Secondary Education (CBSE). All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the Board, both within India and in many other countries from Afghanistan to Zimbabwe.

A country with history of 5000 years and growing population of 1.2 billion is slowly changing at an elephant pace. The consistent growth rate of India in last two decades has been attributed to the higher education system which has been able to generate skilled manpower for the rapid industrialization and knowledge based economy. India has become the hub of Information Technology (IT) & IT enabled services industry and manufacturing industry. Though education system has been able to support service industry Research & Development (R &D) at Universities and industries have not kept pace with developed countries which has created huge divide within the society. The progress which has been made in last two decades has not reached all sections of the society. The present crisis in environment, energy, poverty, security concerns

within India has been mainly due to lack of indigenous cost effective technology to address these issues. This directly correlates to quality of higher of education in India especially quantity and quality of R & D in higher education systems. Universities and colleges have become training centers for the service based industry of the country with short term economic development of the society rather than focusing on long term development of a society which is reliable, stable and prosperous. **New Initiatives by Government to improvise education sector of India**

• The **curriculum of MBBS was revised by Medical Council of India after 21 years,** making it relevant to the changing needs.

• MCI has finalised a new MBBS curriculum for 2019 onwards which will include a programme on ethics, attitude and communication along with assessment of students' handling patient relations, sensitive situations, counselling for organ donation etc.

• It will be more learner-centric, patient-centric, outcomeoriented and gender-sensitive.

• **M Anandkrishnan Committee** has been set up by Ministry of Human Resource Development, to study feasibility of granting **more autonomy to 23 Indian Institute of Technology's (IITs).**

• The move comes months after IIMs getting unprecedented autonomy.

• It will advise on composition of Board of Governors for IITs, all 9 of whom are either directly or indirectly nominated by the government under the IIT Act. (In contrast, each IIM, under the new IIM Act, has 15 members of which five represent the Institute's alumni.

• **The University Grants Commission (UGC)** has given directive to all the Universities on Innovation & Entrepreneurship. It has asked them:

• To set up **Intellectual Property (IP) Centres** to promote and safeguard innovation and entrepreneurship.

• To set up **Innovation Labs, entrepreneurship cells.**

• To add **entrepreneurship in curriculum.**

• To promote organizing **boot camps, mentoring and investor sessions** and holding entrepreneurship-focussed events.

<u>Importance of the Education Sector for Young India:</u>

• **Economic:** India has the largest youth population in the world –28% of total population under the age of 14. If India manages to modernize and expand its education system and provide skills to its youth, it could gain a significant competitive advantage over swiftly aging countries like China, Japan and Germany.

• **Social:** Education enables inclusive development. It uplifts the bottom of the pyramid like no other tool. Education helps diffuse modern, liberal ideas that erode orthodox and divisive mindsets which are major hurdles in India's progress.
• This is directly visible in the status of women and diluted caste/religion consciousness in more educated people.

• **Politico-administrative:** With an impetus on transparency and digitization to minimise corruption in government functioning, there is a demand for technically skilled manpower to put requisite infrastructure in place.

• **Environment:** A push towards R&D in green technology can lead to economic progress which is also environmentally sustainable. Education also creates behavioural change making people sensitive towards the environment.

• **Ethics and Values:** Wholesome education is not limited to employability. It also creates a population that is conscientious, moral and disciplined. This, perhaps, is the most vital yet imperceptible aspect of education.

Current Scenario of Education in India and Challenges:

Primary Education:
Some Achievements:
• With the formulation of **National Policy on Education**, India initiated a wide range of programmes for achieving the goal of **Universal Elementary Education (UEE)** through several schematic and Programme interventions, like, SarvaShikshaAbhiyan, Mid-Day Meal Scheme, Right to Education Act, Scheme to Provide Quality Education in Madrasas (SPQEM) etc.
• **Primary school enrolment** in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. Enrolment has reached at least 96 percent since 2009, girls making up 56 percent of new students between 2007 and 2013.

• **Improvements to infrastructure have been a priority** to achieve this and India now has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a primary school (class I-V) within one km and 92 percent have an upper primary school (class VI-VIII) within three kms.

Challenges at Primary Education Level:

• **Very poor quality of education in government schools, rote learning and no emphasis on learning outcomes.** According to Pratham's Annual Status of Education 2013 report, close to 78 percent of children in Standard III and about 50 percent of children in Standard V cannot read Standard II texts. Arithmetic is also a cause for concern as only 26 percent students in Standard V can do a division problem.

• Dropout rate at primary level is 29%.

• Teacher shortage of 689000 teachers at primary level leads to high student-teacher ratio.

• Teachers are not well-trained, absenteeism is prevalent.

• Poor infrastructure and lack of furniture. Only 53 percent of schools have functional girls' toilets and 74 percent have access to drinking water.

• Poor implementation of RTE Act, only 9.5% schools being fully RTE compliant.

Challenges at Secondary Education Level:

• The **gap between expected and actual abilities** of students increases further. Only 53% of all 14-year-olds can read a simple text in English and just 44% can perform a simple division.

• **Dropout rates are high: 43%** before class 8 and only 42% complete high school.

• **Gender ratio gets highly skewed**, 23% girls drop out during adolescence. Lack of separate toilets is a major factor.

• **Lack of options at high school level** for choosing streams; no guidance or career counselling to choose stream.

• Absence of Vocational Training Modules.

• **Poor financial support:** Low spending on the **RashtriyaMadhyamikShikshaAbhiyan (RMSA),** the government's flagship programme aimed at providing universal access to quality secondary education.

• 12th Five-Year Plan had recommended Rs. 27,466 crore to be allocated to RMSA, only Rs. 19,372 crore was allocated and even less spent.

• Added **pressure of Board exams** in class 10 and 12, mass **copying, leakage of question**

papers even at CBSE level are major pain points that need immediate attention.
• **Lack of proper education and career counselling** leads to proliferation of alternate coaching institutes.

Challenges at Higher Education Level:
• India's higher education system, governed by UGC, is the third largest in the world, after the US and China.

University Grants Commission (UGC):
• It is **statutory body** set up by the UGC Act 1956 under Ministry of Human Resource Development.
• The UGC is the central body for coordination, determination and maintenance of standards of
university education in India.
• The UGC's mandate includes overseeing distribution of grants to universities and colleges in India; providing scholarships/fellowships to beneficiaries; and monitoring conformity to its regulations by universities and colleges.

Issues with UGC:
• **Arbitrary and irregular approval** of colleges and courses.
• **Policies made by the UGC** to keep pace with the changing dynamics of higher education are **ill-considered, as well as lacking in research and consultation with stakeholders.**
• **Improper regulation by UGC** lets smaller **substandard institutions** slip by as deemed universities, but also instigates witch-hunts against reputed deemed universities.
• **Instances of delay in fellowships**, especially the ones under other ministries such as minority affairs, social justice, and tribal affairs, have become a regular affair,
placing underprivileged research scholars in a tough spot.

• **Low standard of higher education:** This is reflected by the low number of Indian institutes/universities featuring in the list of global top universities.
• As per All India Survey on Higher Education (AISHE) 2016, **number of colleges per lakh eligible population (18-23 years) is 28.**
• **Gross Enrolment Ratio (GER)** in higher education is a mere 24.5%, which is calculated for 18-23 years age group.

• **Inadequate infrastructure for R&D:** Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes.
• This leads to significant brain drain. India is currently the second-largest sending country of international students worldwide after China, and outbound student flows are surging.
• The number of Indian international students enrolled in degree programs abroad doubled from 134,880 students in 2004 to 278,383 in 2017, as per UNESCO.

• **Lack of Diversity:** Only 10 Higher Education Programmes (like engineering, Medicine, etc.) out of approximately 180 cover 83% of the total students enrolled in higher education. This shows a linear path of education without possibility of quality options.

Commercialisation of Education:

The rapid growth of private higher education system in addition to the diminished governmental financial support adversely affects small and rural educational institutions.
• It led to many non-accredited institutes mushrooming and duping rural and semi-urban students.
• Poor employability of Indian Graduates: 47% of graduates are not employable in any sector of the knowledge economy (Aspiring Minds Employability Report).
• This is mainly due to outdated curriculum, absence of application based education and inadequate industry-academia linkages.
• Multiple Regulatory Bodies supress clarity in vision and accreditation processes.

Steps taken to Improve Primary and Secondary Education in India:
• Central Government has launched an integrated scheme named **SamagraShiksha** w.e.f.2018-19, which subsumes three schemes i.e., SarvaShikshaAbhiyan (SSA), Rashtriya MadhyamikShikshaAbhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE).
• To improve quality, RTE Act rules were amended to introduce assessment based on **Learning Outcomes methodology.**
• **National Achievement Survey** for classes 3, 5, and 8 based on learning outcomes was conducted in 2017 up to district level to enable States and UTs to identify gaps in learning outcomes at district level and design strategies to address those gaps.

• **SwachhVidyalaya scheme** was launched with aim of separate functional girls' toilet to arrest gender biased dropouts in junior and secondary levels.

• RTE Act has been amended so all untrained **in-service teachers** working in Government, Government-aided, and private unaided schools **should acquire minimum qualification** as laid down by an academic authority, authorized by government, by 31st March, 2019.

• **National Institute of Open Schooling (NIOS)** has been entrusted to conduct this teacher training through ODL (Open Distance Learning) mode. The online Diploma in Elementary Education (D.El.Ed) course has started from 3rd October, 2017. More than 13 Lakh teachers have joined these courses.

• **Early grade reading, writing & comprehension**, and early Mathematics programmes through a sub-programme namely **'Padhe Bharat Badhe Bharat' (PBBB)** in foundational years of schooling.

• **RashtriyaAavishkarAbhiyan (RAA)** launched in 2015 to motivate and engage children of the age group from 6-18 years in **Science, Mathematics and Technology** through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

• NCERT has developed a **framework for Performance Indicators for Elementary School Teachers (PINDICS).**

Steps taken to Improve Higher Education:

• **Reforming Higher Education Regulatory Bodies in India:** Government is revamping Medical Council of India (MCI). Currently, it has tasked Oversight Committees to administer its functions. Similarly, other bodies such as UGC may also get reformed soon.

• **Conducting Exams in a Uniform Manner:** The competitive exams are getting conducted on pan-India level in a uniform manner through exams like NEET (UG and PG medical graduates) and TET (teachers).

• **Accreditation Process:** Proper and globally comparable **standards for approval and accreditation** of Higher Education Institutes (HEIs).

• **Focus remains on adequate funding, better infrastructure and teaching/research facilities:** Government is promoting industry for funding by making research productivity-oriented. Research and pure sciences need adequate grants to produce results.

• **Vocational training** and its need to be rejuvenated to provide alternate course of action to large number of students to gain quick and meaningful employable skill set.

• **Transparency and more autonomy** to HEIs in functioning and getting grants will promote a culture of awarding merit.

• With the proliferation of smartphones and affordable internet, **digital education and Massive Open Online Courses (MOOC)** are a tool to take higher education to the masses. There is scope for standards and proper regulation to promote it in a positive manner and provide certification too.

Various Government Schemes:

• **RashtriyaUchchtarShikshaAbhiyan (RUSA)** has received almost fourfold increase in funding.

• **Global Initiative for Academic Networks:** GIAN initiative helps in bringing best teachers in India from across the globe. A lack of quality teachers on various specializations limits study and career options. Such demand should be met globally if not possible domestically.

• **SPARC (Scheme for Promotion of Academic and Research Collaboration)** launched to promote research collaborations with foreign universities.

• **Atal Innovation Mission** to promote entrepreneurial tendencies in HEIs.

• **Impactful Policy Research in Social Sciences (IMPRESS)** scheme to popularise India-centric social research.

• **Study in India programme** to promote global student exchange.

• UGC has also **allowed doctoral degree holders from top 500 foreign institutes** as per QS ranking to be eligible for direct recruitment as assistant professor in Indian universities now.

• UGC has decided to set up a **Consortium of Academic and Research Ethics (CARE)** to approve a new official list of academic publications and weed out predatory, unreliable journals.

• Higher Education Financing Agency (HEFA) set up by MHRD and Canara Bank to fund higher education institutes.

• **National Institutional Ranking Framework (NIRF)** created for objective and comparative evaluation of HEIs in India.

• Recently, new programs for improving faculty performance in HEIs have been launched: **LEAP** (Leadership for Academicians) and **ARPIT** (Annual Refresher Programme

in Teaching).

• **SWAYAM**, a MOOC platform was launched by MHRD.

Way Forward:

TSR Subramaniam Committee to formulate a new education policy for India submitted its report in 2016. Its recommendations, though rejected by the government on the grounds that it was more of repackaging of older recommendations, are still relevant.

• The outlay on education should be raised to at least 6% of GDP.

• An All-India Indian Education Services should be established on the lines of IAS with overall control of MHRD.

• Minimum eligibility condition with 50% marks at graduate level for entry to existing B.Ed courses. Teacher Entrance Tests (TET) should be made compulsory for recruitment of all teachers.

• Compulsory licensing or certification for teachers with provision for renewal every 10 years based on independent external testing.

• Pre-school education for children in the age group of 4 to 5 years should be declared as a right.

• No Detention Policy must be continued for young children until class 5.

• On-demand board exams should be introduced to offer flexibility and reduce year end stress of students and parents.

• A National Level Test open to every student who has completed class XII from any School Board should be designed, similar to SAT in USA.

• Mid-day meal (MDM) program should be extended to secondary schools as levels of malnutrition and anaemia continue to be high among adolescents.

• UGC overhauling: It needs to be made leaner and given the specific and limited role of disbursal of scholarships and fellowships to bring efficiency.

• A separate statutory body to replace UGC in overall management of higher education in India.

• Top 200 foreign universities should be allowed to open campuses in India and give the same degree which is acceptable in the home country of the said university. As per some sources, the committee had also originally recommended banning political parties to form wings in universities to avoid excessive politicisation, but this was not included in the official report.

Conclusion:

• While much is being done in policy formulation stage, implementation is not always up to the mark.

• Even then, efforts in education have long gestation period before showing perceptible results. **Need of the hour is to set aside political apathy towards education and invigorate India's education sector.**

• As India enters the period called "demographic window" which will last roughly 30-40 years, the government urgently needs to educate and skill the burgeoning youth to capitalise on it.

• As economists **AmartyaSen and Jean Drèze** put it, **India is looking "more and more like islands of California in a sea of sub- Saharan Africa."**

• Hence, without proper education, this demographic dividend could easily turn into a demographic liability.

The New Education Policy 2020

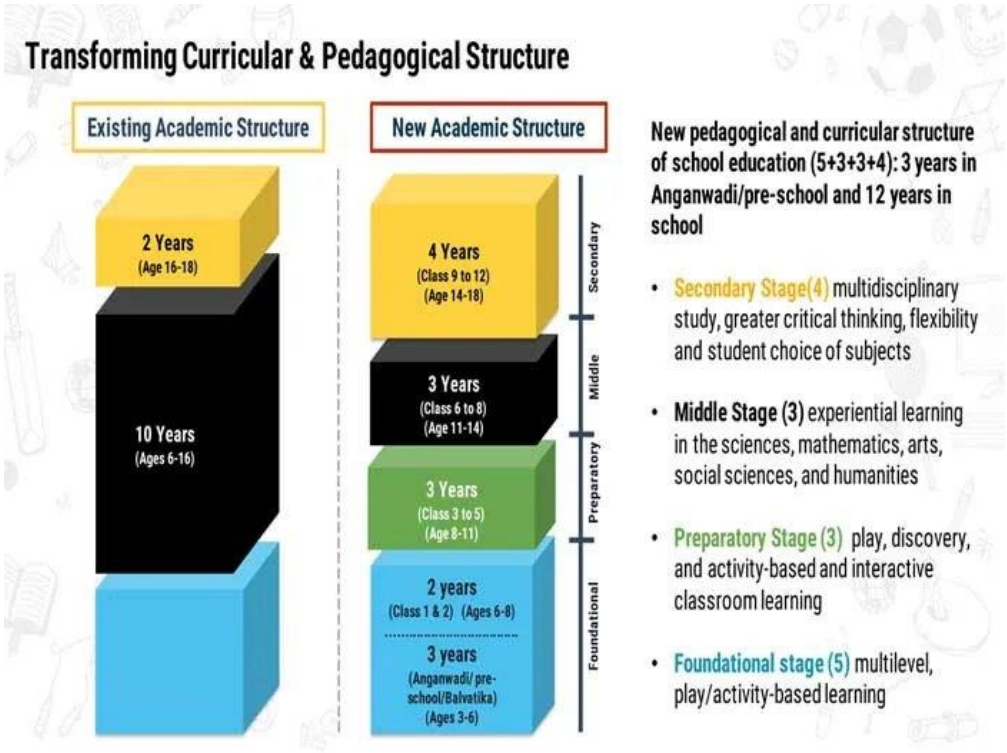
Recently, the Union Cabinet has approved the **new National Education Policy (NEP), 2020** with an aim to introduce several changes in the Indian education system - **from the school to college level.**

- The NEP 2020 aims at making **"India a global knowledge superpower".**
- The Cabinet has also approved the **renaming** of the Ministry of Human Resource Development to the **Ministry of Education.**
- The NEP cleared by the Cabinet is **only the third major revamp of the framework of education** in India since independence.
- The **two earlier education policies** were brought in **1968 and 1986.**

Key Points

- **School Education:**
    - **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.**
- The current **10+2 system** to be **replaced** by a new **5+3+3+4** curricular structure corresponding to **ages 3-8, 8-11, 11-14, and 14-18 years respectively.**



  - It will bring the uncovered age group of **3-6 years** under school curriculum, which has been recognized globally as the **crucial stage for development of mental faculties of a child.**
  - It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.
- **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.**
- **School governance** is set to change, with a **new accreditation framework and an independent authority** to regulate both public and private schools.
- Emphasis on **Foundational Literacy and Numeracy,** no rigid separation between academic streams, extracurricular, vocational streams in schools.
- **Vocational Education** to start from **Class 6 with Internships.**

- Teaching up to at **least Grade 5** to be in **mother tongue/regional language.** No language will be imposed on any student.
- Assessment reforms with **360 degree Holistic Progress Card,** tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive **National Curriculum Framework for Teacher Education (NCFTE) 2021,** will be formulated by the **National Council for Teacher Education (NCTE)** in consultation with **National Council of Educational Research and Training (NCERT).**

  - By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

- **Higher Education:**

- **Gross Enrolment Ratio** in higher education to be **raised to 50% by 2035.** Also, **3.5 crore seats** to be added in higher education.
- The **current** Gross Enrolment Ratio (GER) in higher education is **26.3%.**
- Holistic Undergraduate education with a flexible curriculum can be of **3 or 4 years with multiple exit options** and appropriate certification within this period.

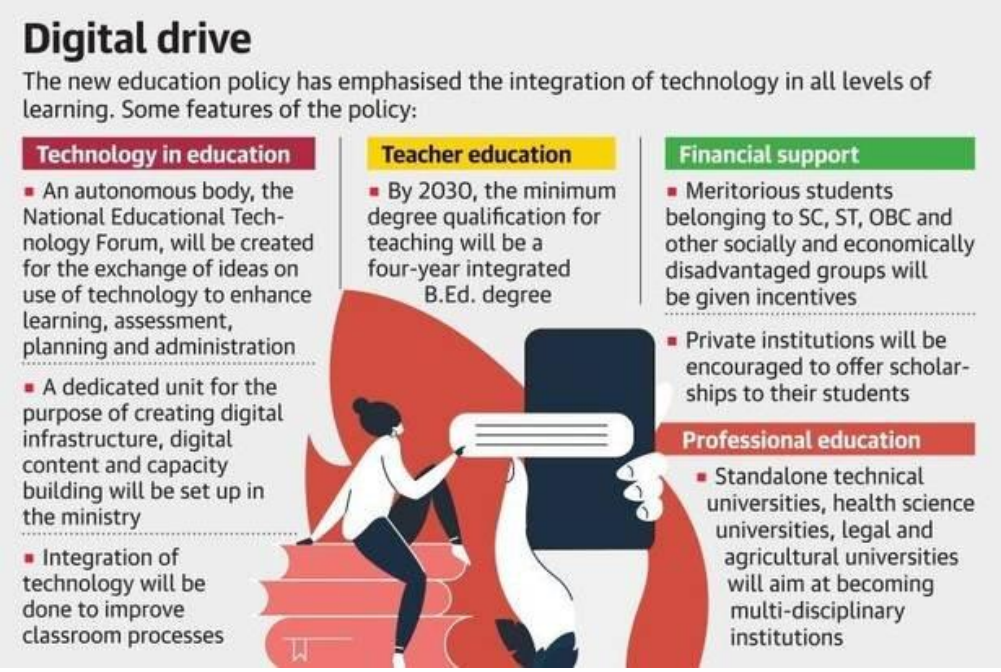
- **M.Phil** courses will be **discontinued** and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.
- **Academic Bank of Credits** to be established to facilitate Transfer of Credits.
- **Multidisciplinary Education and Research Universities (MERUs),** at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- 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,**

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

- **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.

- **Other Changes:**



  - 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.
  - 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.
  - It emphasizes setting up of **Gender Inclusion Fund, Special Education Zones** for disadvantaged regions and groups.
  - National Institute for **Pali, Persian and Prakrit,** Indian Institute of **Translation and Interpretation** to be set up.
  - It also 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.**