

## **Dalit Movements:**

- **Who is a Dalit?** - Dalits are those groups of people who have faced social discrimination including the untouchability. They largely belong to the economically disadvantaged groups of our society. They are placed in the Scheduled Caste categories in our constitution.
- **Who coined the term?** - The category of Dalits was first used by **Jyotiba Phule** in the nineteenth century. It was first popularly used by the Dalit Panther in the 1970s.
- **Objectives of the movement:** Dalit movement raises issues of caste-based discrimination and economic inequality. It involves a struggle for social justice and other issues like implementation of the reservation policy, promotion in the job, denial of democratic rights like casting of votes.
- **Classification of movements:** **Ghanshyam Shah** classifies the Dalit movements into **reformative** and **alternative movements**. The former tries to reform the caste system to solve the problem of untouchability. The alternative movement attempts to create an alternative socio-cultural structure by conversion to some other religion or by acquiring education, economic status, and political power.
- **Phases of the movement:**
  - **Phase I:** Implementation of the universal adult franchise, reservation in educational and political institutions, and in jobs for the Schedules Castes led to politicization of Dalits which made them conscious of their rights.
  - **Phase II:** This phase was marked by the combination of class and caste struggles. An educated group of Dalits like young Dalit writers and poets, set up an organization known as Dalit Panther in 1972 which aimed at rejecting the caste system, as it was based on the Brahminical Hinduism.
  - **Phase III:** This phase during 1990s saw the proliferation of Dalit organizations in different states like BSP in Uttar Pradesh, RPI in Maharashtra etc. These organisations aimed to mobilize the majority other sections of the society, the Bahujan Samaj, consisting of the Dalits, backward class and religious minorities which excluded the high castes like Brahmins, Rajputs, and Banias.
  - **Phase IV:** According to **Sudha Pai**, an analysis of the Dalit movement in the country, in **contemporary times**, reveals a paradox. On the one hand, Dalit parties are in electoral decline as sections of the Dalits have moved away to non-Dalit parties, impacting the unity and strength of the Dalit movement. On the other hand, Dalit assertion remains strong, as seen from the strident reaction to atrocities in recent years and emergence of organizations/movements led by new Dalit leaders, such as the Bhim Army in Uttar Pradesh (UP) by Chandrasekhar Azad etc.
- **Challenges for the movement:** As **Gail Omvedt (1976)** perceptibly observes, the autonomous Dalit movement had to engage with three forces in colonial society:
  - It developed in opposition to the socially and culturally pervasive and historically deep-rooted hegemony of Brahminical Hinduism.
  - It had to contend with the hegemony of the nationalist movement, which under the leadership of the Congress, strove to take over the agendas of several subaltern movements while restraining their democratic and egalitarian potential.

- It had to face a difficult relationship with the communist movement.
- **Conclusion:** Dalit Movement, a social revolution aimed for social change, replacing the age old hierarchical Indian society, based on the democratic ideals of liberty, equality, and social justice, has begun much earlier, became intense in the 1970s and began to deem at present. One reason behind this, as pointed out by **Uma Chakraborty**, is that the academicians are not paying much attention. Another vital issue is that the movement lack participation from all the communities of Dalits. For instance, in Maharashtra, the Mahar dominated the movement. The other Dalit communities like the Mangs, Chamars were not actively involved in the Movement.

## **Women's movement**

- **Definition:** Women's movement can be defined as the organized effort to achieve a common goal of equality and liberation of women and it presupposes sensitivities to crucial issues affecting the life of women. It comprises all the forms and processes of women's upsurge and assertion, including their fights alongside of men as well as their more obviously 'anti-patriarchal struggles with men.'
- **Objective:** The women's movement, like other social movements, brings about or intends to bring about a change in the existing social structure. The social change that results from a movement may be seen first in terms of the changes in the positions of the concerned section of a movement and secondly in terms of their impact on the wider society.
- **Phases of movement:**
  - **19<sup>th</sup> century:** This phase had immense contribution towards women's movement in India. Though the movement in this era was limited in terms of lack of mobilization of women, they targeted sati system, permitting widow remarriage, abolishing child marriage, promotion of education of girls etc. Leaders like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar etc., played a key role.
  - **Freedom struggle:** Aparna Basu says that women were accepted in India's freedom struggle as political comrades and given equal opportunities for participation. This paved the way for involvement of women in the wider sphere of social, political, and economic life in future.
  - **Post-Independence:** Peasant movements, tribal movements, student's movements etc. witnessed the participation of women. **Illena Sen** says that women in these movements do not strive for autonomous or independent articulation of only their women specific demands. At the same time, their articulation of demands and issues exerts a pressure on their movements to take cognizance of the women in their mass base.
  - **Post 1970's:** During this period, participation of women further increased as they went to the forefront of all major socio-economic, political, and related environmental issues. For ex., Chipko Movement, Anti Dowry Movement, Anti Rape Movement etc.

- The **contemporary women's movement** in India is characterized by decentralized structure and multiple arenas of interaction. Women's movement is also widening its domain and getting involved with issues related to environment, population, child rights, globalization, marketisation etc.
- **Conclusion:** Women's mobilizations of the past proved their intended organized actions (as in the case of anti-arrack, anti-price rise, Chipko etc.) always bring about wider social repercussions. Participating in such mobilizations definitely gives the women of the community a social identity. And this social identity of course makes way for their empowerment. Their further empowerment is realized through the affirmative actions taken by the state as well as the civil society organizations in response to their efforts and capacity to initiate collective action. Despite the dramatic accomplishments of the women's movement, gender equality has not yet been achieved. **Even contemporary feminism has over time tended to follow the perspective of the upper or middle class from which it is largely drawn and this trend gets reflected even in #Metoo movement.**

#### **Environmental movement:**

- **Definition:** Environmental movement is a type of social movement that involves an array of individuals, groups and coalitions that perceive a common interest in environmental protection and act to bring about changes in environmental policies and practices.
- **Origin of Environmental Movements in India:** The genesis of concern for environmental protection in India, can be traced back to the early twentieth century when people protested against the commercialization of forest resources during the British colonial period. However, it was only in the 1970s a coherent and relatively organized awareness of the ecological impact of state-monolithic development process started to develop, to grow into a fully-fledged understanding of the limited nature of natural resources and to prevent the depletion of natural resources.
- **Participation in the movement:** The participants of these movements in North are the middle class and upper-class people, who have concern for the nature. But in the south the protesters are generally the marginal population – hill peasants, tribal communities, fishermen and other underprivileged people. The examples could be taken as Chipko, N.B.A., Mitti Bachao Andolan, Koel-Karo Andolan etc. That is why the environmentalism of the North is referred as "**full stomach**" environmentalism and the environmentalism of the south is called as "**empty – belly**" environmentalism.
- **Reasons for the Emergence of Environmental Movements in India:** Major reasons of the emergence of environmental movements in India have been discussed by Aviram Sharma, which include reasons such as
  - **control over natural resources.**
  - **False developmental policies of the government.**
  - **Socioeconomic reasons.**
  - **Environmental degradation/ destruction.**
  - **Spread of environmental awareness and media.**

- **Ideological Trends in Indian Environmentalism:** Gadgil, Madhav and Guha Ramchandra have identified five broad strands within the environmental movements in India. These strands include:
  - **Crusading Gandhians:** They emphasize on the moral necessity to restrain overuse and ensure justice to the poor and marginalised.
  - **Ecological Marxists:** They see the problem in political and economic terms, arguing that it is the unequal access to resources, rather than the question of values, which better explains the patterns and processes of environmental degradation in India.
  - **Appropriate Technology:** They focus on practicing a set of socio-technical alternatives to the centralizing and environmentally degrading technologies presently in operation.
  - **Wilderness Enthusiasts:** They emphasize the scientific rhetoric of biological diversity and the moral arguments in favour of 'species equality' in pursuit of a more extensive system of parks and sanctuaries and a total ban on human activity in protected areas.
  - **Scientific Conservation:** Scientific conservationists are concerned with efficiency and management.
- **Conclusion:** Thus, the nature-based conflicts, the false developmental policies of the government, the marginalization of the tribal and other underprivileged groups and the environmental degradation are the root causes of emergence of environmental movements in India.

### **Farmers movement:**

- **Agrarian movements** in India can be broadly classified into two main categories. Peasant Movements in India:
  - **Peasant movements:** The first category includes the movements related to poor, small and marginal agriculturists whose economic condition and survival is mainly attached to agriculture.
  - **Farmers movement:** The second category includes those of more affluent agriculturists who can produce sufficient surplus from the agriculture.
- In India, there is present **multiple modes of production**. In some pockets of the country there are **peasants, medium farmers, small and marginalised farmers** who do not make a huge margin of profit from land and **landless peasants**.
- **Peasant movement during British Period**
  - British introduced the **exploitative Land Tenure System** with Ryotwari system in western and southern India and Zamindari system in eastern and northern India. These two distinctive Systems of Land Tenure System gave way to the rise of feudal Lords, sub feudal Lords, thereby giving rise to the evolution of large body of leisure class living on the exploitation of peasants in India.
  - Exploitative taxation and introduction of cash crops completely paralysed subsistence production. Peasants were exploited by both Landlords and exploitative market of British. Hence movement in diff parts of country Sanyasi Vidroh, Indigo

Movement, Champaran Movement, Bardoli Movement, Eka Movement, Moplah Rebellion, Birsa Munda Movement.

- Peasant movement offered platform for the **rise of localised leadership** in various parts of the country which became the precursor to the national movement in India.
- **Kisan Sabha Movement:** AR Desai considers that this movement is originally initiated by middle peasants and subsequently received ideological support from middle-class youth and finally when this movement acquired a nationalistic appeal several peasants joined the movement as a result of which class movement got converted into mass movement.
- **Post-Independence Agrarian movement:**
  - After India's independence peasant movement has gone to the state of oblivion. The factors responsible for that can be attributed to rural development programme introduced by the state.
  - By cooperative movements small and marginal farmers in India liberated themselves from historical exploitation, gather self-confidence and improved their quality of life. This view was contradicted by Marxist scholar **Utsa Patnaik**. She said all the big farmers are hijacking all the institutionalised benefits in their own favour. There is consolidation of capitalism in Punjab and Haryana.
- **Contemporary Agrarian movements:** This period saw the **rise of New Farmers movement** with following characteristics:
  - These farmers' movements do not believe in romanticising their lifestyle or social life.
  - These movements believed in the principle of going beyond locality. It is nothing but going beyond nation/nationality to internationalism.
  - They believed in united or undifferentiated struggle.
  - Gail Omvedt argues that the new farmer's movement believed in the new form of exploitation.
  - The demands of the farmers' movement include issues like remunerative prices, writing off loans, anti-government policy of procurement, levy policy, liberalisation etc. Other than these economic issues, the farmers' movement also focused on social issues.

Thus, agrarian movement did bring about a paradigm shift in the discourse, analysis and perception about farmers in India. It made the policy makers to address the deep-rooted crisis of agriculture as well as agrarian classes in India. It has also helped the farmers to be a part of international movement against such issues as globalisation, imperialism and capitalism.

# Health class ppt

## Key highlights of the survey (All India level)

Indicator	NFHS 5 (2019-21)	NFHS 4 (2015-16)	Changes from NFHS 4 to NFHS 5
<ul style="list-style-type: none"> <li>Total Fertility Rates (TFR) (an average number of children per women)</li> </ul>	2.0	2.2	
<ul style="list-style-type: none"> <li>Sex ratio of the total population (females per 1,000 males)</li> <li>This is the first time, in any NFHS or Census, that the sex ratio is skewed in favour of women.</li> </ul>	1,020	991	
<ul style="list-style-type: none"> <li>Neonatal mortality rate (NMR)</li> </ul>	24.9	29.5	
<ul style="list-style-type: none"> <li>Infant mortality rate (IMR)</li> </ul>	35.2	40.7	
<ul style="list-style-type: none"> <li>Under-five mortality rate (U-5 MR)</li> </ul>	41.9	49.7	
<ul style="list-style-type: none"> <li>Women age 20-24 years married before age 18 years (%)</li> </ul>	23.3%	26.8%	
<ul style="list-style-type: none"> <li>Institutional births</li> </ul>	88.6%	78.9%	
<ul style="list-style-type: none"> <li>Children under 5 years who are stunted (height-for-age)</li> <li>Children under 5 years who are wasted (weight-for-height)</li> <li>Children under 5 years who are underweight (weight-for-age)</li> </ul>	35.5% 19.3% 32.1%	38.4% 21% 35.8%	

- Key trends

Specification	2013-14	2017-18	Changes from 2013-14 to 2017-18
<b>Out-of-pocket expenditure (OOPE) as a share of total health expenditure (THE)</b>	64.2%	48.8%	
Share of <b>Government health expenditure in the total GDP of the country</b>	1.15%	1.35%	
Share of <b>Government Health Expenditure in THE</b>	28.6%	40.8%	
<b>Government health expenditure in per capita terms</b>	₹1,042	₹1,753	
Share of <b>primary healthcare</b> in current Government health expenditure	51.1%	54.7%	
External/ Donor Funding for health as per cent of THE	0.3%	2.3%	
<ul style="list-style-type: none"> <li><b>Other findings</b> <ul style="list-style-type: none"> <li><b>Primary and secondary care accounts for more than 80% of the current Government health expenditure.</b></li> <li><b>The share of social security expenditure on health</b>, which includes the social health insurance programme, Government financed health insurance schemes, and medical reimbursements made to Government employees, <b>has increased</b>.</li> </ul> </li> </ul>			

## # Issues wst HealthCare System ( COVID )

- ↳ Lack of **basic Infrastructure**  
(eg: 8.5 beds | 10,000 citizens)  
1 doctor | 1456 ps " (WHO: 11/1000)  
1.7 Nurses | 1000 " (WHO: 3/1000)
- ↳ **Uneven distribution** ( Rural - Urban divide )
- ↳ **Pvtization of HealthCare**  
(+) Denial of HC by pvt sector during COVID
- ↳ Gaps in **Urban Health Inf.**
- ↳ **Negative perception** of medical career
- ↳ dysfunctional state of **Integrated Disease Surveillance Prog<sup>me</sup> (IDSP)**  
(lack of manpower, resources, failed to create robust database)  
monitor disease trends  $\downarrow$  (+) detect (+) Respond
- ↳ Gaps in care of **Non-COVID** patients
- ↳ India's dependence on Imports of API
- ↳ lack of faith in traditional medicinal system  
↳ Lack of 'preventive Care' (< 7% spending)

## # WAY FORWARD

②

SHORT- TERM	LONG- TERM
<ul style="list-style-type: none"> <li>① Reduce the chances of hospital-acquired infections</li> <li>↳ Ensure non-cond patients are not denied services</li> <li>↳ Disruption of immunization as well as other programme to be addressed</li> <li>↳ Supply of affordable medicine</li> <li>↳ Use of tech<sup>94</sup> (for contact tracing) eg: AROGYA SETU</li> <li>↳ "Inter-faith Corona Coalition" ↓ to engage religious communities in action against covid-19</li> </ul>	<ul style="list-style-type: none"> <li>↳ Upgradation of health <u>infrastructure</u></li> <li>↳ More focus on <u>PHC</u></li> <li>↳ Improve <u>pharma supply chain</u> <ul style="list-style-type: none"> <li>↓</li> <li>diversify source of raw materials &amp; destination for products</li> </ul> </li> <li>↳ <u>Innovation</u> : eg: mobile hospitals etc</li> <li>↳ Creation of <u>Central Bed Bureau</u></li> <li>↳ Promote <u>Preventive + Promotive</u> health</li> <li>↳ Boost Pvt sector Investment through <u>PPP.</u></li> <li>↳ <u>Regulation</u> of pvt sector</li> <li>↳ Implementation of <u>National health policy</u></li> <li>↳ Creation of <u>Centralised HMIS</u>.</li> </ul>

## # Universal Health Coverage

- ① What is UHC :-
  - ) Equity in health services
  - ) Quality
  - ) protection of people against financial risk.
- ② Prospects :-
  - ) It is a catalyst for socio-eco dev<sup>+</sup>
  - ) ensures social justice, equity, inclusive growth, end to extreme poverty.
  - ) Helps in aiding SDGs such as goal 1 (poverty), goal 4 (edu<sup>n</sup>), goal 10 (inequality), goal 5 (gender equality), goal 8 (work & eco growth) goal 9 (infrastructure) etc.
- ③ Barriers :-
  - ) low govt. expenditure
  - ) narrow interpretation of concept of 'good health'
  - ) Lack of adequate infrastructure

- .) Lack of Health workforce both w.r.t quality & quantity.
- .) Lack of Integrated platform for data.
- .) privatization of Health care
- .) AoP expenditure.
- .) lack of use of generic medicines
- .) lack of Health insurance.
- .) Regional variations ( R-v divide etc ).

### ④ Way forward

- .) Community participation ( all stakeholders )
- .) training , skilling , retaining of health workers
- .) Prioritizing health promotion & disease prevention
- .) Strengthening legislative , regulatory framework .
- .) Robust Health Information system .
- .) More budgetary allocation
- .) Multi-sectoral approach .

## # | Secondary Health Care in India

- ↳ **Premise:**) Niti Ayog released a performance assessment report "Best Practices in the Performance of Distt Hospitals"
- .) 1st ever assessment
  - .) shift towards data-driven governance for communities & people availing health services.
  - .) Jointly released by :- Niti Ayog (+) MHRW (+) WHO India

## ↳ | Secondary Health Care

- .) 2nd tier of Health Care
- .) patients from primary care are referred to specialist in higher hospitals
- .) provided by distt / regional hospitals

## \* Global Health Security Index:

(measures pandemic preparedness of country)

India's rank (57)

US (1)

Brazil (22)

Lack of  
pandemic handling  
capacity

) Accessibility

80% (doctors)

75% (dispensaries)

60% (hospitals)

are in  
urban.

⇒ Major challenge  
for Rural Areas

Low govt  
spending on  
health care

b/w 1.2% - 1.6%  
of GDP

challenges  
wrt  
Secondary  
Health Care

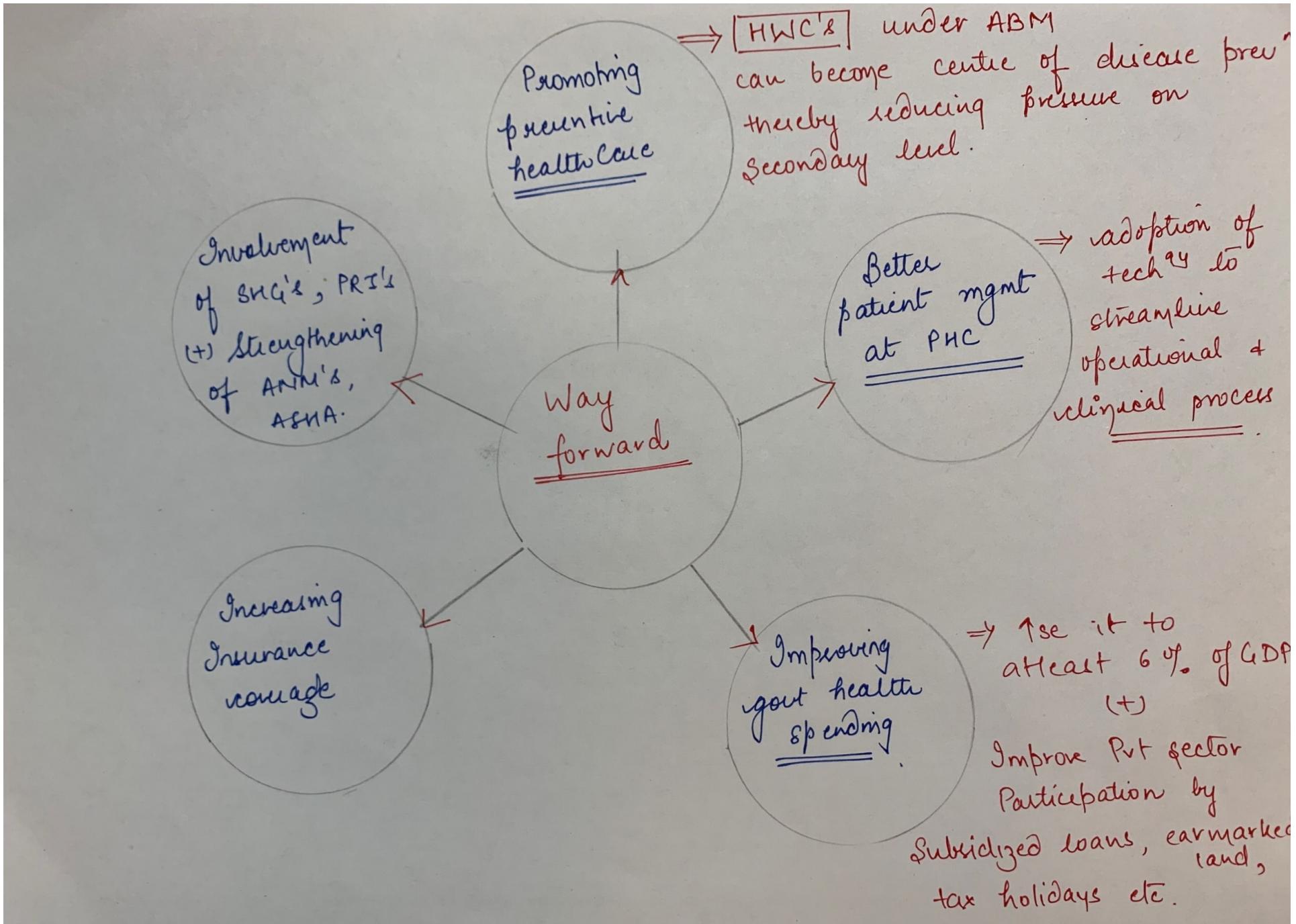
Weak govt  
+ accountability  
eg: health tragedies  
such as Gorakhpur,  
Chattisgarh  
sterilization camps

Unmanageable  
patient load

Non-availability  
of skilled workforce  
(esp in public  
hospitals)

Weak PHC  
It impacts filtering  
of patients  
Impact prevention  
& early detection

⇒ patients  
will go for  
expensive  
priv. healthcare



## ④ AYUSHMAN BHARAT PM-JAY

- ⇒ [About the scheme] :- ( fully funded by CG, Cost of implementation will be shared by Govt + States ).
- ) Centrally Sponsored Scheme
  - ) Objective is to health insurance cover of Rs 5 lakh per family per year for secondary & tertiary care hospitalization to 10 cr poor + vulnerable families
  - ) It has subsumed : RSBY SC - Health Insurance Scheme
  - ) Implementing Agency : National Health Authority
  - ) No Cap on family size
  - ) Identification of beneficiaries through SGCC
  - ) provide cashless / paperless access to services
  - ) Both at Public + Pvt empanelled hospitals
  - ) Covers upto 3 days (pre) + 15 days (post) hospitalization expenses
  - ) free to chose basis of implementation ( trust / society / mixed ) ( states are free to chose modalities of imp ).
- ①

## # Prospects of PM-JAY

- .) It will help achieving UHC + SDG
- .) Strengthen public Health Care through Infusion of Insurance Revenue
- .) Enable creation of New Health Infrastructure in remote areas.
- .) Ensure improved access + affordability of quality secondary + tertiary care
- .) Reduce DoP expenditure
- .) Improvement in Quality of life
- .) Ensure transformation of HR  $\Rightarrow$  HC Capital
- .) Overall economic growth of Nation.

## # Analysis of PM-JAY :-

- .) **Consolidation** of health insurance schemes
  - (eg: K'taka has merged 7 existing schemes)
  - Kerala has integrated 3 diff<sup>n</sup> health schemes
- .) **Expansion** of coverage :- (11 states/UT's have expanded coverage to make it universal)
  - (23, 311)
  - 12.6 cr e-cards issued.
- .) **Strong monitoring** of transactions, locating suspicious surges.
  - (341 hospitals have been blacklisted)

- # Ayushman Bharat has **2 components**
- HWC → PM-JAY
- .) Creation of **1,50,000 HWC's**, by transforming existing PHC's, SC's
    - .) to bring health care closer to people
    - .) to provide free **Essential services** + **Diagnostic services**
    - .) It covers both **MCH** + **NCD's**

## CONCERN'S

- ↳ Widening Inequities :- Most top performing states are rich states except chhattisgarh.
- ↳ Lack of control over pvt sector :- Lack of implementation of clinical est. Act on pan-Indian basis
- ↳ Lack of Adequate Budgetary allocation :- 6400 Cr
- ↳ Absence of pvt healthcare Infra.-
  - ↳ (only 30% hospitals are eligible)  
(approx  $\frac{1}{28}$  hospitals empanelled for 1 Lakh pp<sup>n</sup>)  
↳ Lack of infra to treat patients
- ↳ Lack of Quality accredited + certified hospitals under empanelled criteria (eg: Out have 18019, only 603 quality certification)
- ↳ Lack of credible data
- ↳ Ghost beneficiaries, conversion of OPD into IPD deliberately provider induced demands, hospitals charging fees etc.
- ↳ \* provider coverage of medicines post discharge upto 15 days only.
  - ↳ (doctors perform unnecessary procedures, treatment of diseases for which hospital is not equipped)

# REASONS FOR LIMITED EFFECTIVENESS

f  
r  
o  
m  
t  
o  
t  
e  
a  
n  
t



## FUNDING & INFRASTRUCTURE

- Underfunded Public Health care system leading to supply (hospitals beds, doctors and nurses).
- Services and Drugs availability in hospitals.



## SCHEME ISSUES

- Exclusion errors in beneficiary identification due to issues in SECC and other data used,
- Limited incentives for private hospitals due to specified package rates.
- Limited Hospital Empanelment.



## IMPLEMENTATION ISSUES

- Poor Regulation over Private Hospitals.
- Information Asymmetry between beneficiaries and hospitals.
- Electronic data sharing challenge due to digital infrastructure and digital literacy issues.



## OTHER ISSUES

- Lack of awareness in rural areas, small towns.
- Information Asymmetry regarding health, diseases, etc. with Lock of hospitalization rate of the bottom 40% of the population (2.45%).
- Corruption, e.g. Provider induced demand.
- Demand for cash by hospitals, limited number of empanelled hospitals

## **Measures needed to Improve PMJAY Effectiveness**

Strengthening regulatory mechanism

Proper Beneficiaries identification

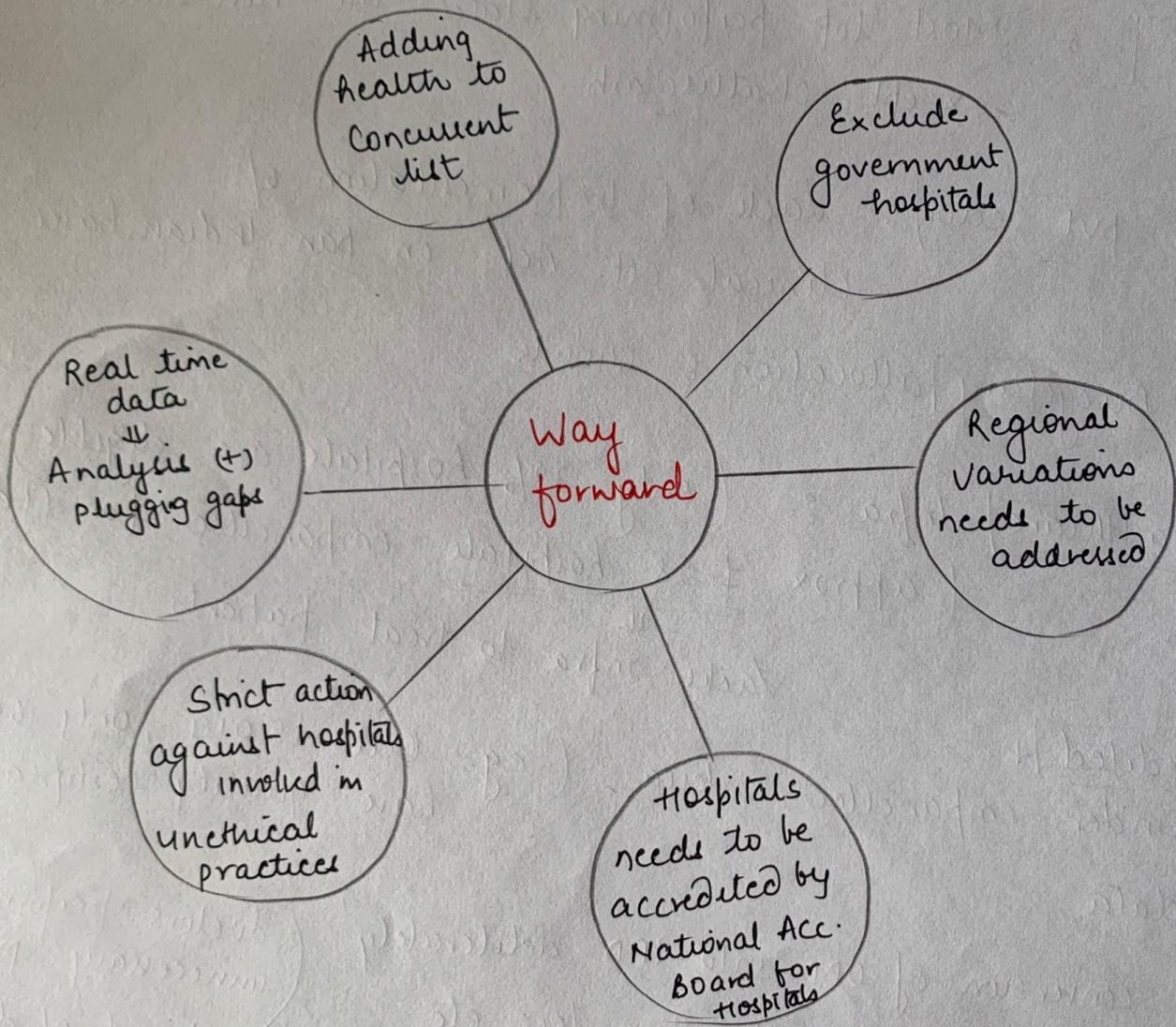
Community Mobilization and engaging Self Help Groups

Increase healthcare budgetary

Utilize state schemes to overcome coverage gaps and improve efficiency

Improve analytics and fraud monitoring

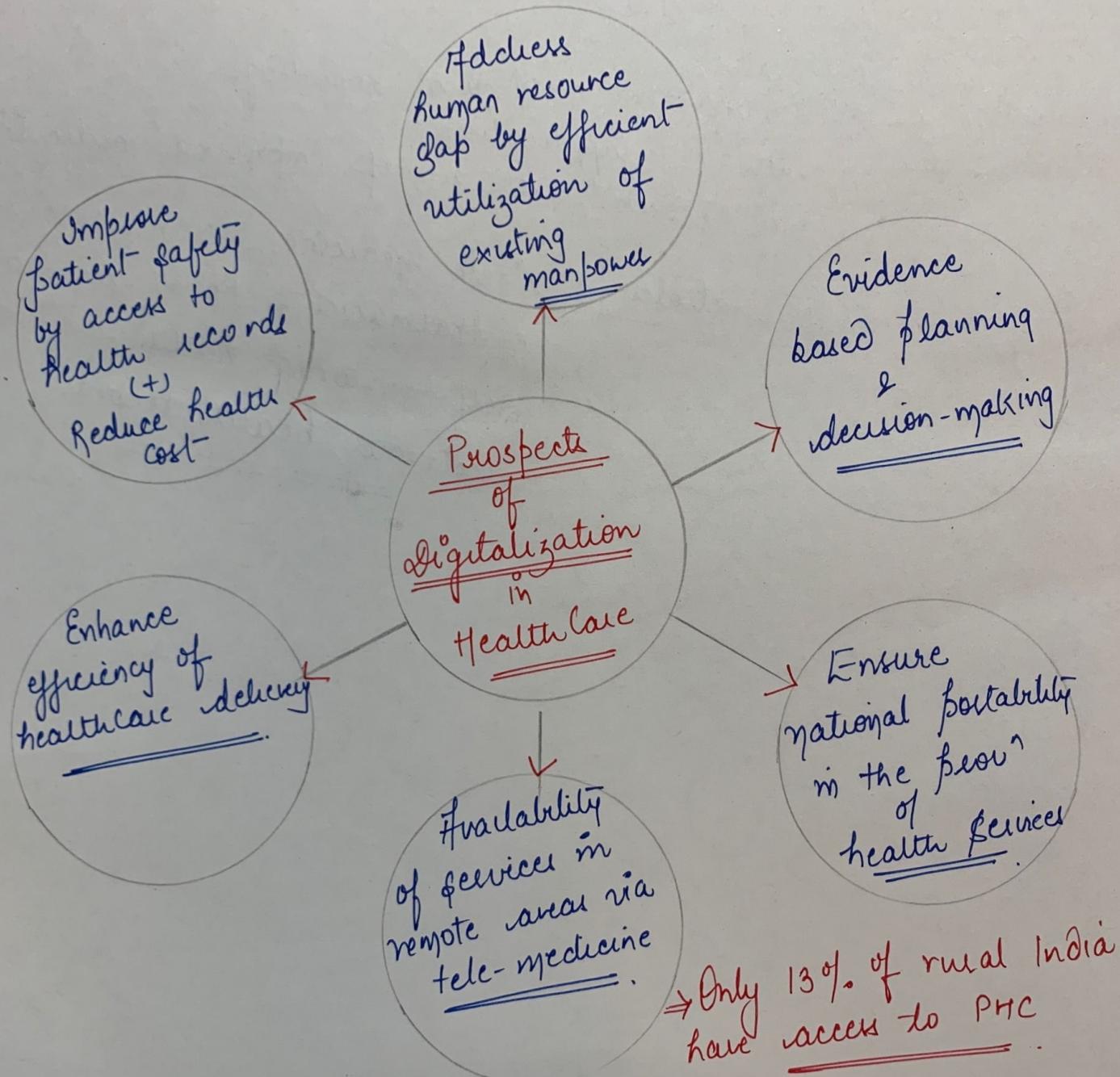
Create an integrated Digital health Infrastructure



## ④ Digitalization of Health Infrastructure

↳ What is digitalization of healthcare?

- ) Integration of medical knowledge with IT application (or IT Tech<sup>as</sup> with aim of improving medical care).
- ) It includes
  - e-medicine, e-insurance, e-pharmacies, Robot assisted surgeries
  - self-monitoring health care devices, electronic health records



## ④ Challenges :-

- Health is a state subject. It will be difficult to dictate from central level, what these system should look like
- Under developed Infrastructure ie Lack of computerization esp in PHC.
- Fragmented HealthCare delivery system
- Lack of dominant Health IT vendors | enterprise :-

Dominant player

↓  
Inadequately Capitalized

↓  
ability to finance  
continual innovation

- Lack of Internet accessibility, problem of Data Safety
- Information stds are weak.

for eg: tie up  
with Img,  
Netmeds etc  
for low cost  
drug delivery

Jan Aushadhi  
yogana to be  
clubbed with  
e-pharmacy

Use of  
Aadhar to  
digitize all data  
wrt patient  
(govt/pvt hospitals,  
diagnostic centre, individual  
doctors  
etc)

legitimate  
consent of patient  
must be seeked  
before sharing  
or processing  
it

## Way forward

est. model  
digital health  
centres in rural  
settings

PNC's, HWC's,  
Sub-centres must  
start tele-medicine

## ④ National Digital Health Mission

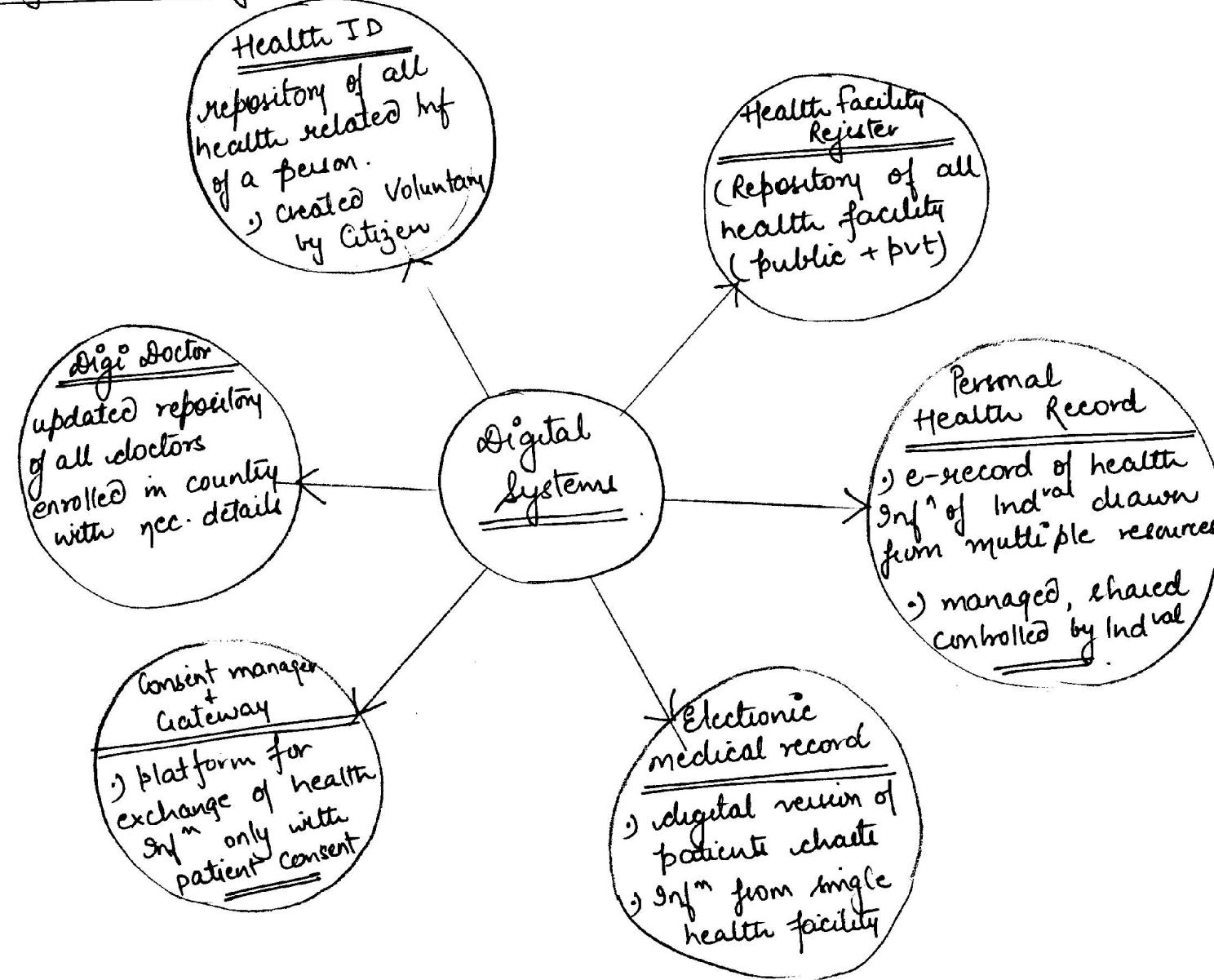
### ↳ What is NDHM?

- It is a voluntary healthcare programme
- It aims to reduce the gap among stakeholders such as doctors, hospitals, citizens etc by connecting them in an integrated digital health infrastructure

### ↳ VISION :-

- To create a national digital health ecosystem that supports Universal health coverage
- Launched by MoHFW on pilot basis in 6 union territories

## # Building Blocks of NDHM



## ④ Benefits :-

- .) Inclusive Healthcare :- eg: telemedicine to bridge Rural-Urban divide
- .) Better Utilization of data :-
  - .) healthcare cost estimation
  - .) business opp. in healthcare
  - .) medical research
  - .) preventive healthcare
- .) Effective Implementation of schemes & policies
- .) Enabling informed decision making by Citizens
- .) Improved health care services :-
  - .) continuum of care
  - .) faster reimbursements
  - .) effective health interventions
  - .) alc of healthcare providers
  - .) ensure better consumer experience.

- .) Better fraud detection
- .) It will boost medical tourism
- .) Ensure achievement of SDG-3 of 'Universal Health Coverage'

#### ④ [challenges] :-

- .) Health is a state subject
  - ↓
  - fragmentation of policy formulation, implementation & regulation.
- .) Digital Divide :- exclusion of digitally illiterate, geog. isolated areas
- .) High cost of digital infrastructure
- .) Lack of skilled labor in areas such as
  - ↳ Cyber security
  - ↳ clinical resources
  - ↳ software dev +
  - ↳ system engineering

i) Inadequate primary health system :-

- ↳ poor data collection
- ↳ shortage of staff
- ↳ obsolete technology
- ↳ shortage of healthcare facilities

ii) Fapprehension among healthcare providers

- ↳ fear of litigation
- ↳ increased administrative burden

iii) Issue of privacy wrt data records

## # Way forward :-

- .) Ensure transparency to increase user confidence.
- .) Data Confidentiality, cyber security & ethics is mandatory for innovation & real-world use of Digital Health Care.
  - ↳ ensure access to record only after explicit consent of individual
  - use various data protection tech such as encryption, anonymization etc
- .) Foster Indigenous innovation through research Inst<sup>n</sup> & start ups.
- .) Develop standardized system for medical record maintenance
- .) Experience of PMIAY can be used to expand the reach of digital health to all residents

## Mental HealthCare

(S)

- ) Premise :-
- ) Acc. to National Mental Health Survey, approx, 150 mn people in India need care for mental health.
  - ) (70-92 %) cases fail to receive treatment
  - ) WHO says India has highest no. of teenage suicide rates
  - ) It forms part of SDG-3.
- ) Issues :-
- ) Lack of awareness
  - ) Lack of Infrastructure
  - ) Stigmatization
  - ) Lack of Implementation

## # Mental Health

- WHO defines mental health as state of mental well-being in which
  - people cope well with many stresses of life.
  - can realize their own potential
  - can function productively and fruitfully
  - can contribute to their communities
  - people are able to contribute to their communities
- WHO states mental illness makes 15% of total disease cond'
- Acc. to ICMR, (17) individuals in India suffer from mental health concerns.
- WHO labelled India as world's 'most depressing country'

.) Gout efforts :-

↳ National Mental Health Prog<sup>n</sup>me (1982)

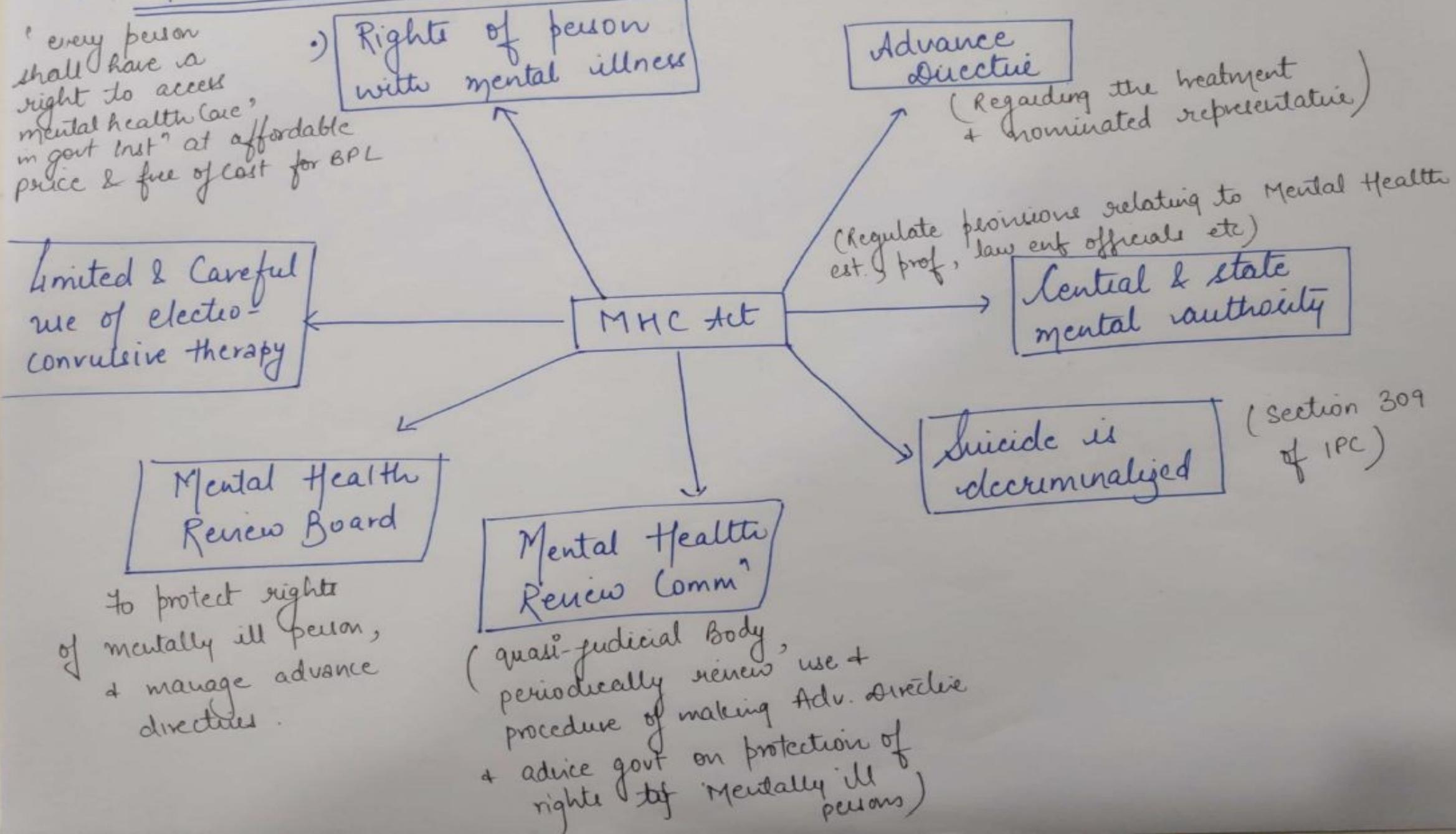
(detection, mngt + treatment)  
of mental illness

↳ National Mental Health Policy (2014)

(Universal Access  
strengthen L'ship in mental Healthcare  
give out role for Central, state govt  
local bodies, civil society etc)

↳ RAAH app  
(By NIMHANS, it is a mobile app which  
helps people do search inf wlt  
psychologist, therapist, psychiatrist working  
with NGO's, rehab centre, hospitals etc)

## ↳ Mental Healthcare Act '2017



#

## CAUSES

- ① Urbanization, Modernization
- ② discrimination
- ③ Relative Deprivation
- ④ Isolation
- ⑤ Imbalance in Means + Goals
- ⑥ Negative Impact of Social Media (FOMO)
- ⑦ Objectification + Commodification
- ⑧ Hormonal factors

#

## Way forward

- ) Awareness abt Mental Health
- ) De-stigmatization
- ) Robust Infrastructure
- ) Promoting Yoga, Meditation
- ) strengthening role of community
- ) Tele-Medicine
- ) Integrated Approach :-

DETECT  
TREAT  
MANAGE

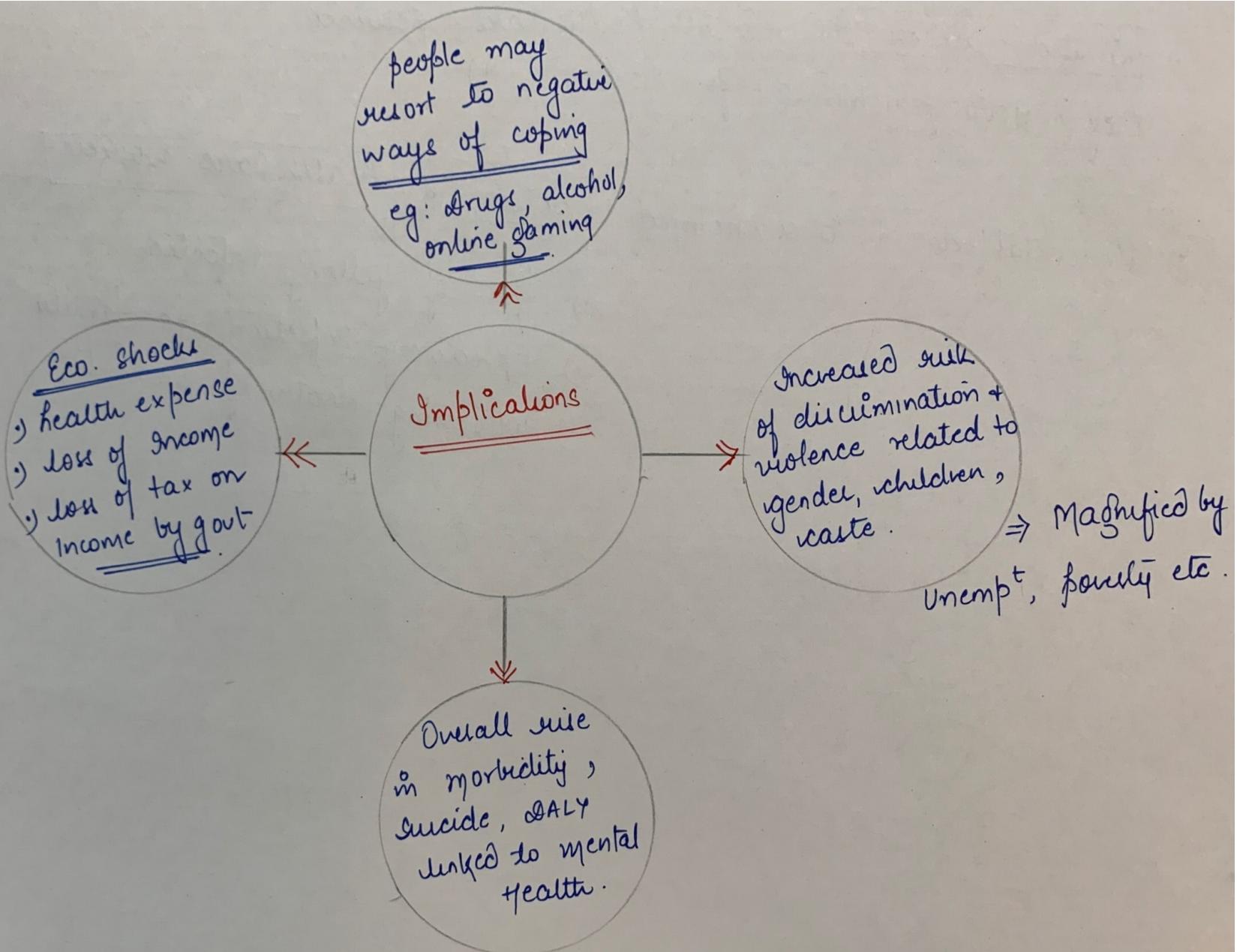
## # COVID-19 + Mental Health

↳ Reasons why COVID has aggravated problems of mental illness

- ) Policies of Govt such as :-
  - ) Social distancing
  - ) Quarantine
  - ) Travel restrictions
  - ) Temporary closure of schools
  - ) Restrictions on large gatherings
- ) Generated fear, panic, anxiety, depression etc.
- ) Constant fear of losing jobs / businesses, savings etc  
esp informal sector has spiked distress, frustration etc.
- ) Stigmatization during pandemic : esp frontline workers, people who tested (+ve)  
elderly & people with co-morbidities.

- ) disrupted education, stress abt future,  $\Rightarrow$  mental health of children is impacted  
victim to increased abuse etc
- ) women have come under mental stress due to longer 'double shift'  
along with rise in incidences of violence
- ) fear of getting infected by virus (+)  
has aggravated mental illness among old people (+) people with comorbidities
- ) lack of responsible journalism: eg:-  
frequent misinformation about virus  
repeated media images of ill people.  
dead bodies etc.  
 $\Downarrow$   
Spiked stress among people.  
fear of not being with family during  
last time of life etc

- ) Limited access to mental health care services  
(eg: 9000 psychiatrists for 1.3 bn pp")
- ) Understaffed + Overwhelmed Police & Health Care workers
  - ) fear of getting infected
  - ) spreading infection to family
  - ) witnessing death of patients



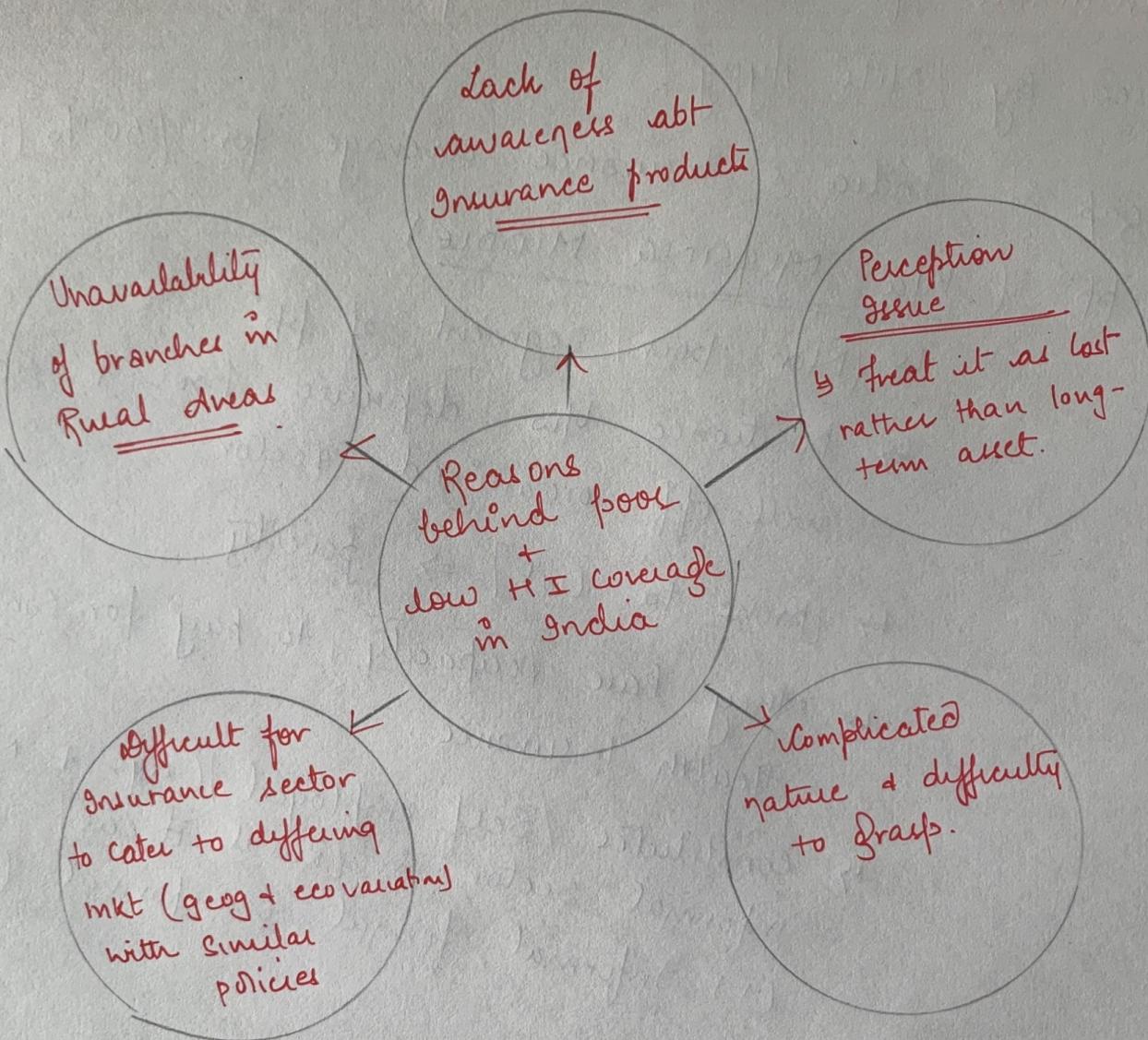
- .) Sustaining & Strengthening of mental health care service should be prioritized.
- .) Community based interventions such as SCARF's mental health mobile vans (TN) VISHRAM (Vidharbha)
- .) Digital mediated therapy & telepsychiatry should be scaled up.

## # Health Insurance for India's Missing Middle

- Report released by Niti Ayog.
- Highlights gap in India's insurance coverage for 30% of India's pp<sup>n</sup> (the missing middle)
  - ↳ Non-poor segment of pp<sup>n</sup>
  - ↳ positioned b/w deprived poor + relatively well-off organized sector
  - ↳ prone to Dop ⇒ poverty
  - ↳ they have capacity to pay for contributory health insurance.
  - ↳ constitutes Self-employed. (Age + Non-Age)  
informal sector in Rural areas  
(+) informal, formal, semi-formal (Urban areas).

### **Significance of increasing insurance coverage in India**

- **Reduce Health expenditure:** Increased health insurance coverage reduces catastrophic and impoverishing health expenditure by imposing a ceiling on the maximum health expenditure incurred by an individual or household.
- **High out-of-pocket expenditure (OOPE) poses financial risk to individuals:** Relatively low health insurance coverage, and costlier provision of health services in the private sector drive India's high OOPE. Thus, insurance is an important mechanism for individuals to safeguard against catastrophic, unpredictable health expenditures, which can push households into poverty.
  - According to National Health Accounts (NHA) estimates for 2017-18, **out-of-pocket expenditure as a percentage of total health expenditure is 48.8%.**
  - Analysis from Brookings India based on NSSO surveys shows that **over 7% of India's population is pushed into poverty every year** due to healthcare costs.
- **Improved efficiency and efficacy of services:** Health insurance can improve efficiency and quality of healthcare provision.
- **Achieve Universal Health Coverage:** Expansion of health insurance coverage is a vital step, and a pathway in India's effort to achieve Universal Health Coverage (UHC).



## ④ WAY AHEAD 8-

→ [Models]: short-term: Expanding priv. voluntary insurance through commercial insurers.

medium: Once supply side & Utilization of PMIAY & ESIC is strengthened ⇒ their infra can be leveraged

[to allow Vol. contribution  
to PMIAY plus product]

long-term: Once low-cost Voluntary Contributory Health Insurance mkt is dev<sup>a</sup>

↓  
[expansion of PMIAY to  
uncovered segment (poor)  
of MISSING MIDDLE.]

- ) **Role of Govt** :-
  - Dev' a std H I Product** (+)
  - Build consumer confidence** (+)
  - Ensure quality services** (+)
  - Swift GRM** (+)
  - Improve product uptake** by lowering  
distr<sup>n</sup> + operational cost
- ) **Role of Insurance companies** :-
  - long term commitment** to Rural sector
  - ie **design products** suitable to Rural people.
  - (+) application of **Tech<sup>94</sup>** in Insurance

•) Tsg **consumer awareness**  
 •) dev'g a modified , std HIP = 'Harogya Sanjeevani'  
 (launched by IRDAI)  
 to cover Hospital expenses  
 of covid-19 patients

## ④ VACCINE HESITANCY :-

- ↳ **Premise** :- Acc. to 'Lancet', India ranked highest among countries where people believed vaccines to be effective. (84.26%)
- ↳ **Findings** :-
  - Trend of vaccine hesitancy has risen. (2015-2019)
  - Albania ranked lowest (14.2%).
  - Confidence in vaccines is declining with major impact w/t Afghanistan, Indonesia, Pak, Skorea, Philippines.
- ↳ **What is Vaccine Hesitancy** :-
  - Acc. to WHO, it is defined as "Refusal or reluctance to vaccinate despite availability of vaccine"
  - It is influenced by factors such as complacency, confidence & convenience.
  - It is listed as one of top 10 threats to global health (WHO)

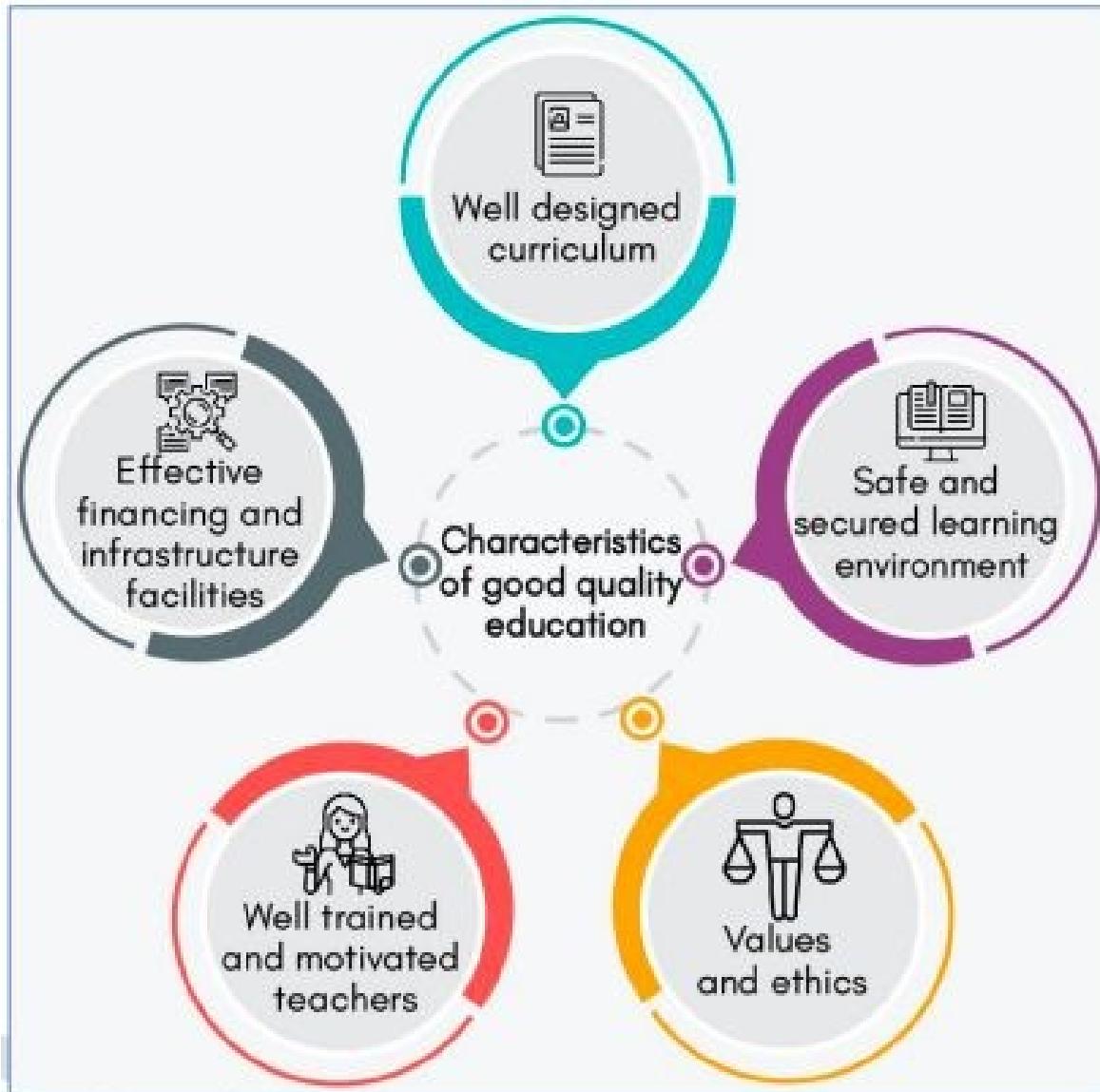
- ④ Implication of VET
- 8- ) Some deadly diseases are making a comeback
  - ) Recent outbreaks eg: polio, pertussis, measles, diphtheria etc calls for global vigilance
  - ) Risk of vaccines (COVID-19) not reaching full potential due to lack of quick + effective response to public safety concerns wrt vaccine

- ⑤ In Indian Context
- 8- ) Lack of parental consent before vaccine is given to children in school.
  - ) Lack of awareness + misconstrued interpretation of common side effects after vaccination.
  - ) Certain rare unfortunate incidents eg: death trigger apprehension wrt quality + safety
  - ) The inadequacy of Public health system also has dampened the trust.
  - ) Religious suspicions + rumors (eg: UP, Bihar during polio campaign (2014))  $\Rightarrow$  mass community resistance.

## ④ Measures Needed to be taken :-

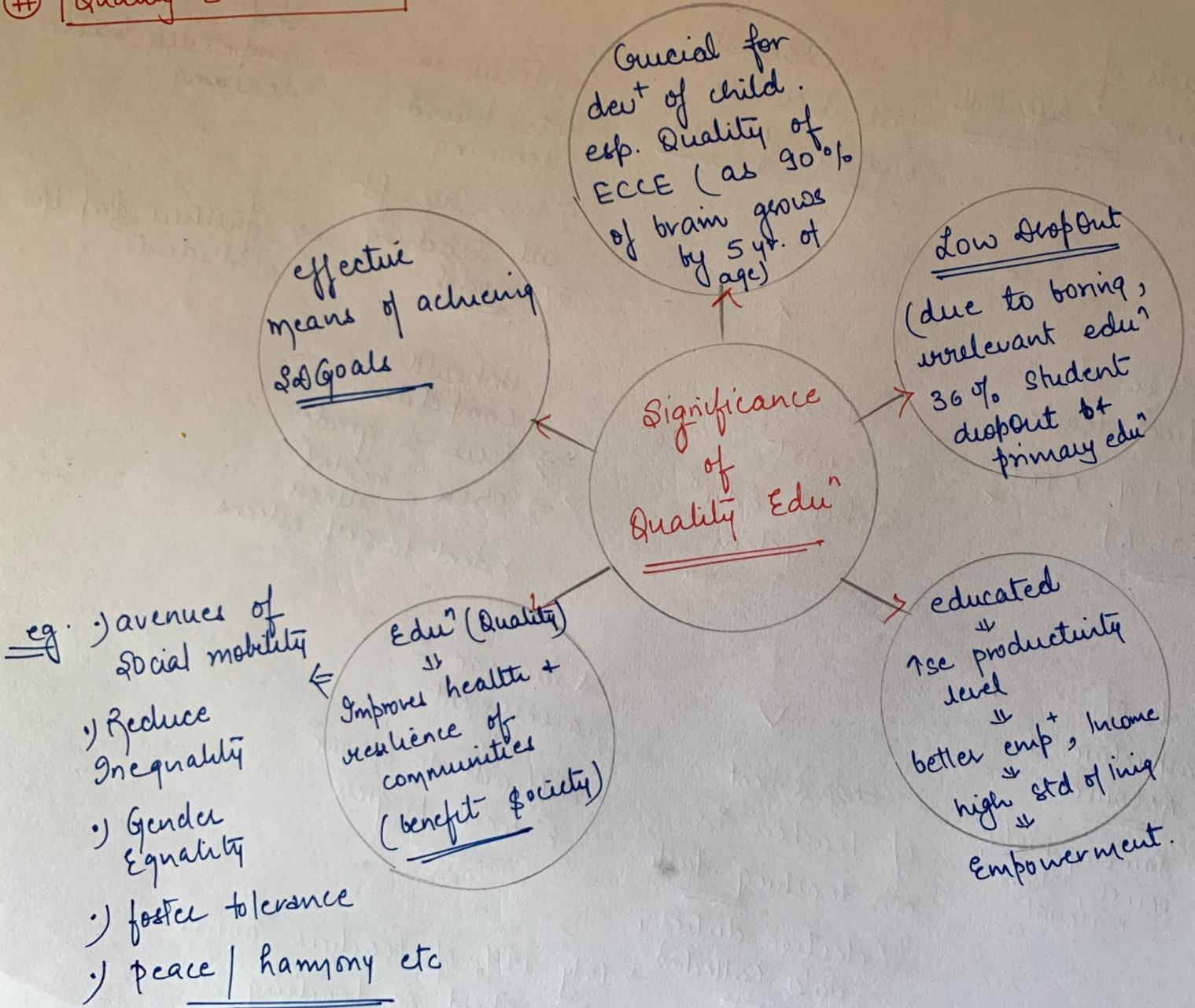
- .) Need to address misinformation regarding vaccines.  
(eg: commitment by facebook to "reduce distribution" of misinformation)  
might be helpful against vaccine hesitancy.
- .) Dialogue based interventions , directly targeted towards  
specific under-vaccination pop".
- .) engaging with health workers, parents, families, communities  
so as to dev' better quality healthcare system, policies,  
strategies etc which enable recommended vaccination behavior .
- .) Systematic assessment of factors affecting uptake .

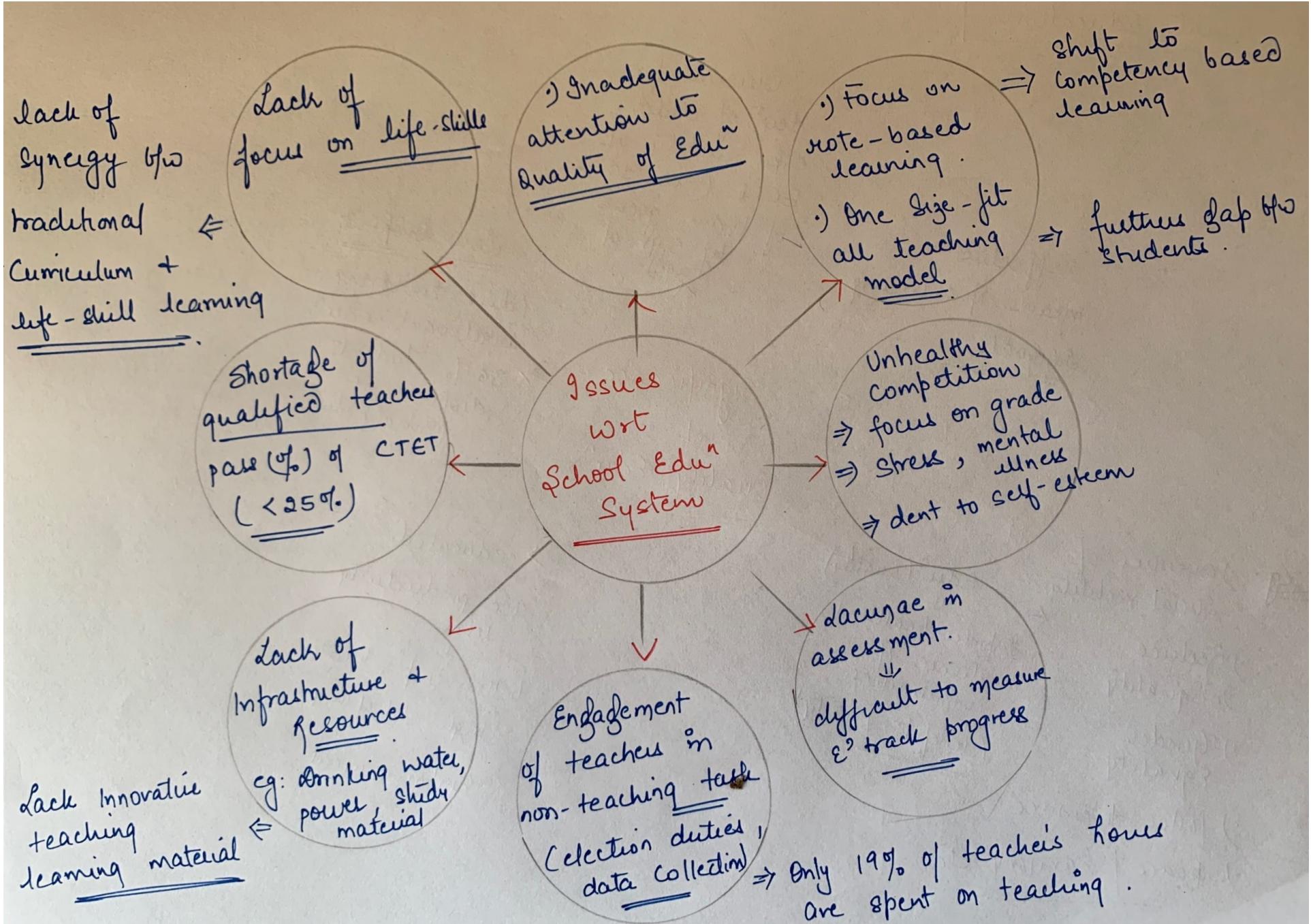


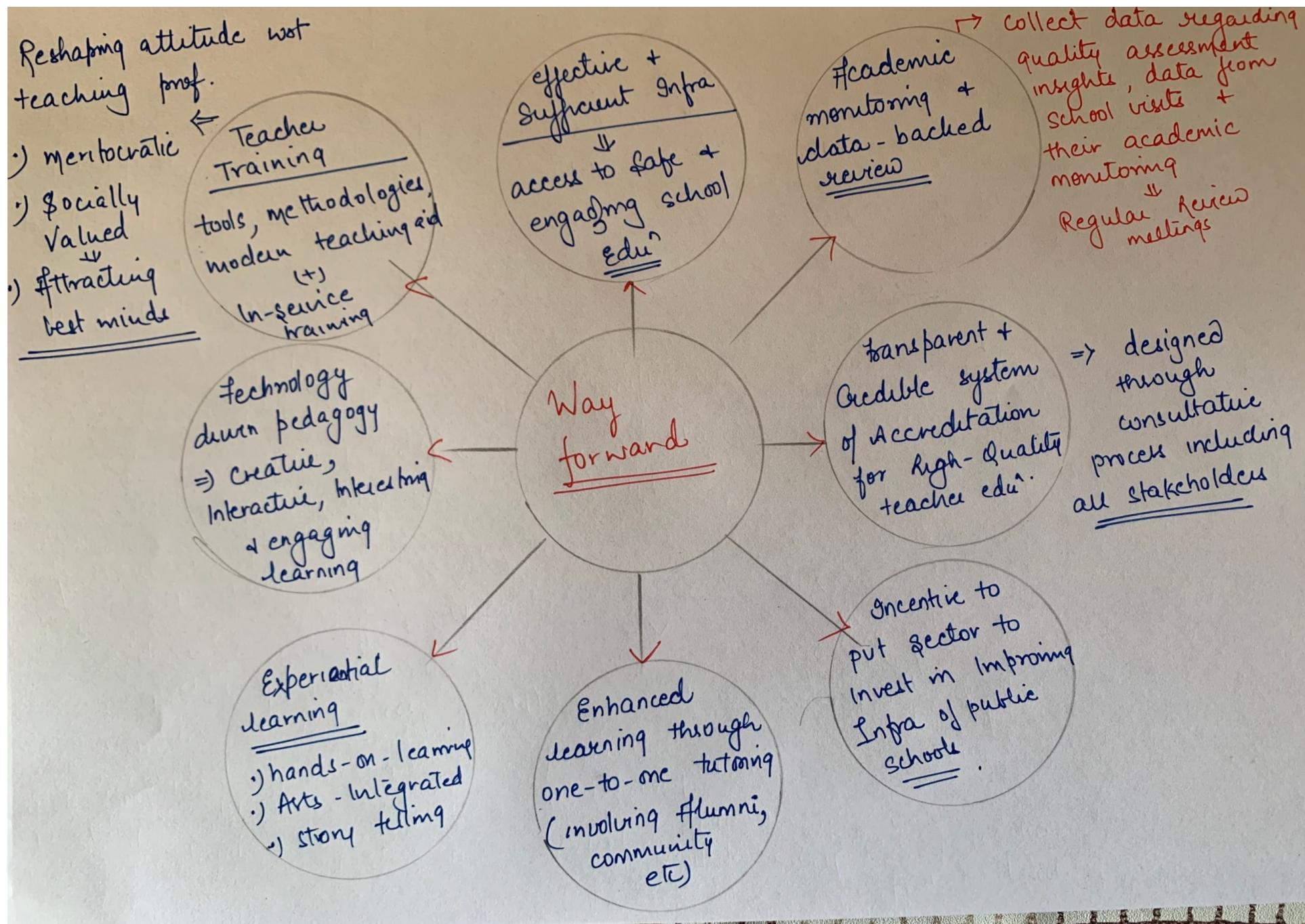




## Quality Education







## # Samagra Siksha Abhiyan

- U/MoHRD
- Centrally sponsored scheme (Core)
- It has subsumed '3' schemes
- envisages 'school' as a continuum of pre-school, primary, upper primary, secondary, senior-secondary
- Objectives :-
  - ) Quality edu', enhancing learning outcomes
  - ) Bridging social, gender gaps
  - ) equity, inclusion
  - ) Vocationalization of Edu'
  - ) support states in implementation of RTE
  - ) strengthening & upgradation of SCERT | state Institutes of Edu'
  - & DIET as nodal agency for teacher training.
- Focus on Regional Balance :- EBB's (+) LWE's (+) Special focus + Border Areas + 115 aspirational distt.

- ❖ The scheme not only provides support for the implementation of the Right to Education (RTE) Act, but is also aligned with the recommendations of NEP, 2020
- ❖ The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention, (ii) Foundational Literacy and Numeracy, (iii) Gender and Equity, (iv) Inclusive Education, (v) Quality and Innovation, (vi) Financial support for Teacher Salary, (vii) Digital initiatives, (viii) RTE Entitlements including uniforms, textbooks, (ix) Support for Early Childhood Care and Education (ECCE), (x) Vocational Education, (xi) Sports and Physical Education, (xii) Strengthening of Teacher Education and Training, (xiii) Monitoring, (xiv) Programme Management, and (xv) National Component..

## All India Survey of Higher Education Report

⇒ Who Publishes :- Ministry of Education

⇒ Key features :-  
i) Annual web-based survey

i) conducted since 2010-11

i) It portrays status of higher edu<sup>n</sup> in India

i) Conducted under Central sector scheme  
Higher Education statistics & public information system  
(HESPIS)

i) Based on voluntary uploading of data by Inst<sup>n</sup>

i) Covers Inst<sup>n</sup> categorized into 3

⇒ Universities

⇒ College / Inst<sup>n</sup>

⇒ stand alone Inst<sup>n</sup> (Run diploma level Prog)

## ⇒ Key findings :-

- .) Total enrolment :-
  - .) 11.4% growth (2015-16 — 2019-20)
  - .) UP has highest student ( 49.1% (M) )  
enrolment  
followed by TN, M'tra.
- .) GER :- It refers to % of students belonging to eligible age group (18-23 yr) enrolled in Higher Edu".  
 $GER = 27.1\%$   
 $GER(W) = 27.3\%$   
 $GER(M) = 26.9\%$
- .) Female enrolment :-
  - .) Overall rise of 18% in female enrolment (2015-16 — 2019-20)
  - .) however share of female students is low wrt  
Inst' of National importance  
(status may be conferred on premier public HEI by an act  
of Parliament, it is an Inst' which helps in dev'g highly  
skilled personnel)

.) No. of inst<sup>n</sup> of NI have increased from 75 (2015)  $\Rightarrow$  135 (2020) (80%)

.) Gender Parity :-  $GPI = 1.01$  (2019-20)

$GPI = 1$  (Indicates parity b/w sexes)

$GPI > 1$  (Indicates disparity in favour of females)

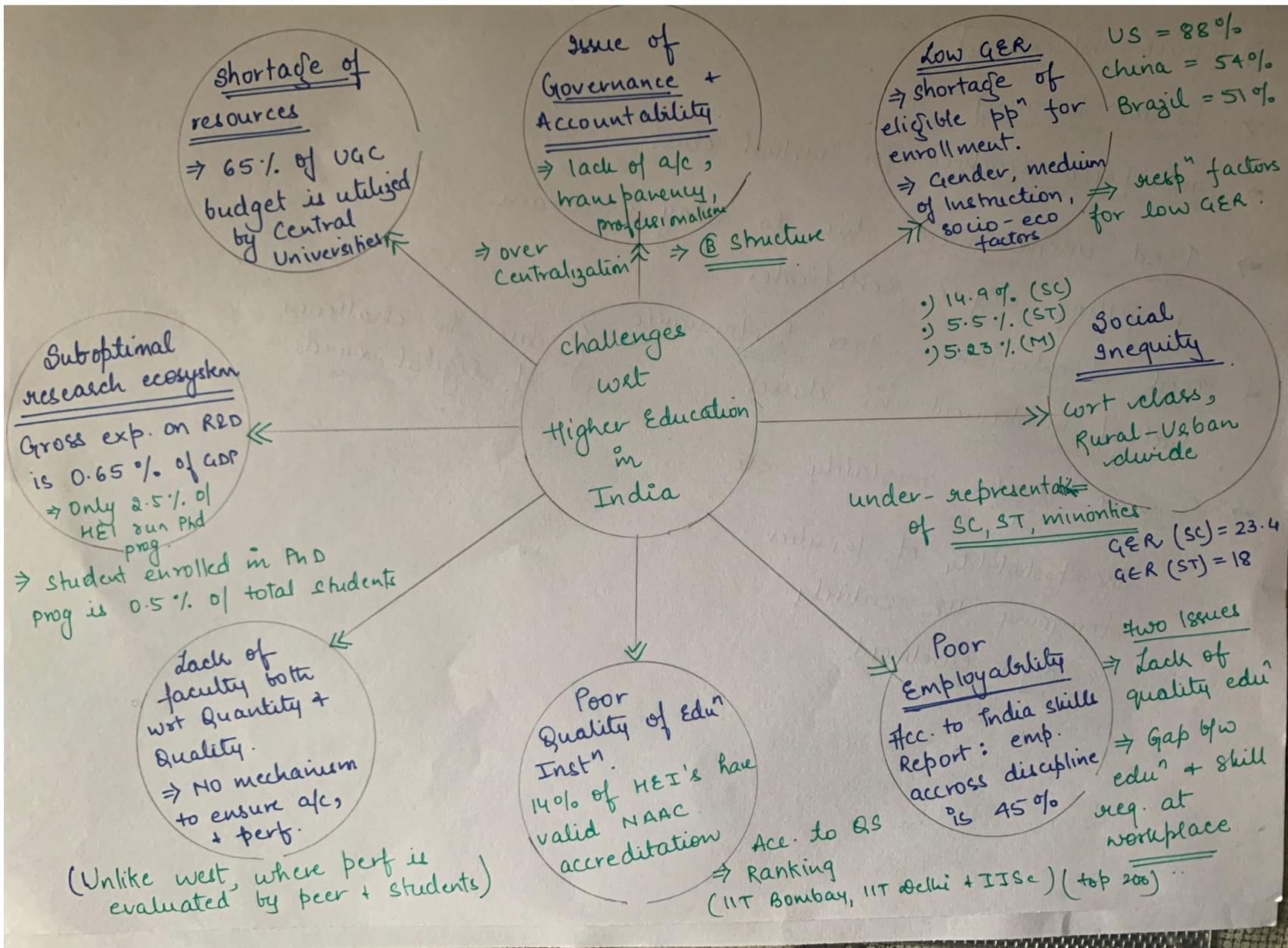
.) PTR : 26 (2019-20)

85% of students enrolled in 6 major disciplines  
eg: Humanities, Science, Commerce, Engg & Tech<sup>ggy</sup>, Medical science  
and IT & Computer

.) Share of foreign students

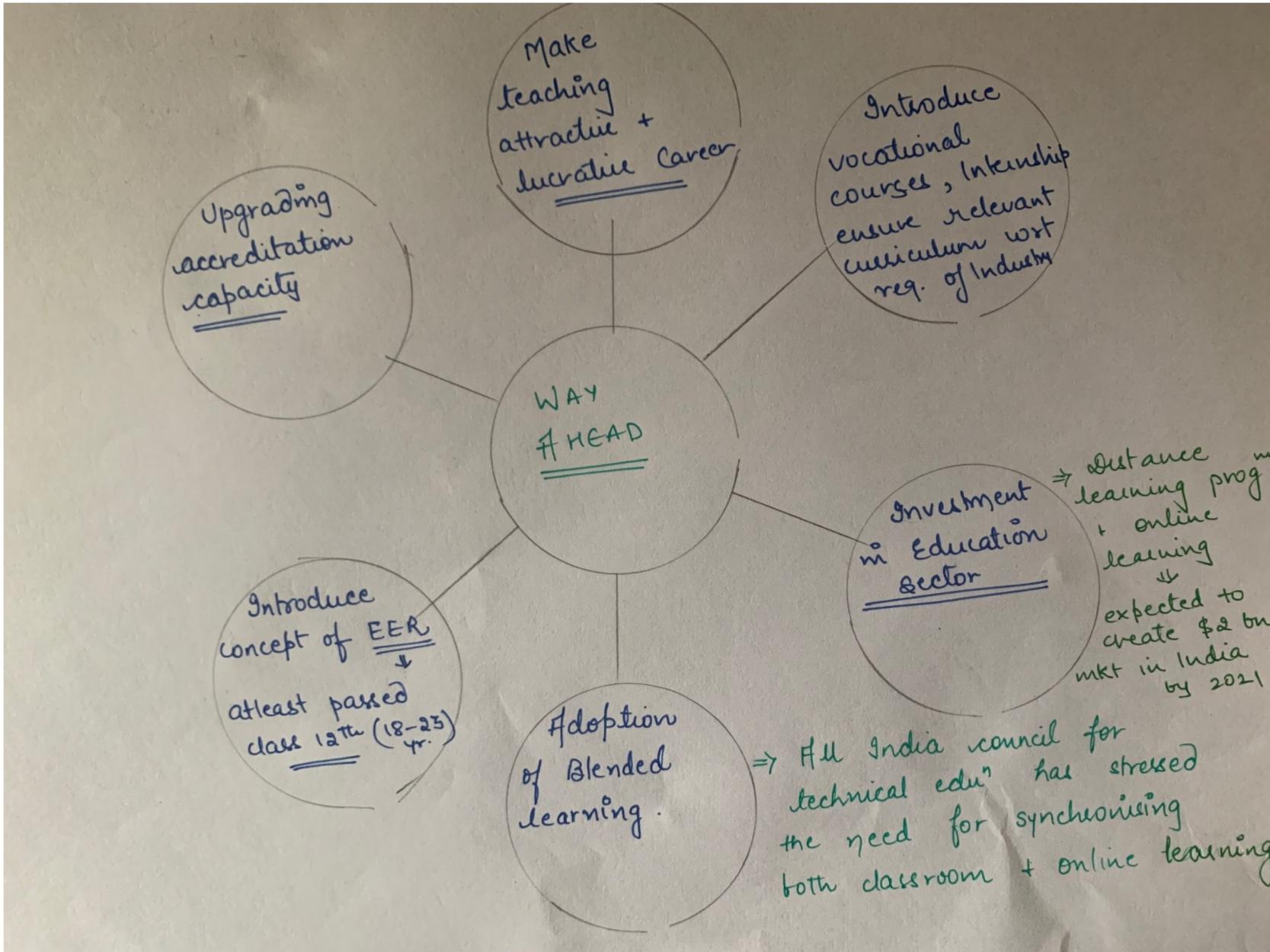
highest share of foreign students from neighbouring countries  
Nepal (26.88%) ;  
Afghanistan (9.8%) ;  
B'desh (4.38%) ;

Sudan (4.02%)  
Bhutan (3.82%)  
Nigeria (3.4%)



## # COVID Implication

- Passive learning
- unprepared teachers for virtual class
- ↑ sed unemployment due to delay in exam  
+ getting degree certificates
- ↑ sed absenteeism, poor performance  
lack of involvement in classes } due to challenge  
of Digital divide
- Economic shocks, mortality etc  
↓  
inc. probability of families  
foregoing HE entirely  
or defer enrolment.



# **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)	<ul style="list-style-type: none"><li>• <b>Universal Access for children of 3-6 years:</b> bring the hitherto uncovered age group of 3-6 years (crucial stage for development of mental faculties of a child) under school curriculum.</li><li>• <b>ECCE will be delivered through Anganwadis and pre-schools</b> that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum.</li><li>• <b>Pre-school sections</b> covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools, <b>particularly in disadvantaged areas.</b></li></ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>NCERT will develop a <b>National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECC)</b> for children up to the age of 8.</li> <li><b>Implementation to be jointly carried</b> out by Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.</li> </ul>
<b>Attainment of Foundational Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li><b>National Mission on Foundational Literacy and Numeracy</b> by Ministry of Education: Under it, States/UTs will prepare an implementation plan for attaining <b>universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025</b>.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• <b>National Book Promotion Policy</b> is to be formulated to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.</li> <li>• <b>National Repository of high quality resources</b> on foundational literacy and numeracy will be made available on the <b>Digital Infrastructure for Knowledge Sharing (DIKSHA)</b>.</li> </ul>
<b>Curtailing Dropout Rates and Ensuring Universal Access to Education at All Level</b>	<p>Policy aims to achieve <b>100% GER in preschool to secondary level by 2030</b>. Following are the initiatives to achieve this:</p>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• Providing <b>effective</b> and <b>sufficient infrastructure</b> so that all students have access to <b>safe and engaging school education</b>.</li> <li>• <b>Open and Distance Learning (ODL) Programmes</b> offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened with special emphasis on <b>Socio Economically Disadvantaged Groups (SEDGs)</b>.</li> <li>• <b>Tracking students</b> as well as their learning levels through counsellors or well-trained social workers</li> </ul>
<b>Curriculum and Pedagogy</b>	Restructuring school curriculum and pedagogy in a <b>new 5+3+3+4 design</b>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>○ <b>5 years of the Foundational Stage</b> (covering ages 3-8): 3 years of Anganwadi/preschool + 2 years in primary school in Grades 1-2</li> <li>○ <b>3 years of the Preparatory Stage</b> (covering ages 8-11): Grades 3,4,5.</li> <li>○ <b>3 years of the Middle Stage</b> (covering ages 11- 14): Grades 6, 7, 8.</li> <li>○ <b>4 years of the High Stage</b> (covering ages 14-18): Grades 9, 10, 11, 12.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reduced curriculum</b> content to its core essentials to enhance <b>essential learning and critical thinking</b>.</li> <li>• <b>Experiential learning</b> will be adopted in all stages, including hands-on learning, arts integrated and sports integrated education</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• <b>Freedom of choosing</b> 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.</li> <li>• <b>Introduction of contemporary subjects</b> such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc..</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Vocational education</b> through 10-day bag less period sometime during <b>Grades 6-8</b> where students will intern <b>with local vocational experts</b> such as carpenters, gardeners, potters, artists, etc.</li> </ul>

Dimensions	Key Provisions under NEP 2020
Student Assessment	<ul style="list-style-type: none"> <li>• <b>National Curricular Framework</b> for School Education will be developed by the <b>NCERT</b>.</li> <li>• <b>School examinations in Grades 3, 5, and 8</b> which will be conducted by the appropriate authority.</li> <li>• <b>Board exams for Grades 10 and 12</b> will be continued but redesigned.</li> <li>• <b>National Assessment Centre, PARAKH</b> (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a <b>standard-setting body under Ministry of Education</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Holistic Progress Card with <b>360-degree, multidimensional report</b> that reflects the progress as well as the uniqueness of each learner in the <b>cognitive, affective, and psychomotor</b> domains. It will also include <b>self-assessment, peer assessment, and teacher assessment</b></li> </ul>

Dimensions	_E)
	<ul style="list-style-type: none"> <li>• <b>National Testing Agency</b> (NTA) to serve as a autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions.</li> </ul>
<b>Multilingualism and the power of lan_E_e-e=0mmmbmbmmbmguage</b>	<ul style="list-style-type: none"> <li>• <b>Medium of instruction up till grade 5</b>, and preferably till Grade 8 and beyond, will be home language/ <b>mothertongue</b>/ local language.</li> <li>• ‘The Languages of India’ a fun project/ activity on to be taken by every student under the ‘Ek Bharat Shrestha Bharat’ initiative.</li> <li>• <b>Indian Sign Language</b> (ISL) will be standardized across the country.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• 3 language formula with greater flexibility</li> <li>• All 6 classical languages (Tamil, Sanskrit, Telugu, kannada, Malayalam, odia) will also be an option</li> </ul>
<b>Equitable and Inclusive Education Provisions for Socio Economically Disadvantaged groups -SEDGs</b>	<ul style="list-style-type: none"> <li>• Setting up of <ul style="list-style-type: none"> <li>◦ <b>Gender Inclusion Fund</b> for female and transgender students</li> <li>◦ <b>Special Education Zones (SEZs)</b>- Large populations from SEDGs to be declared SEZs.</li> </ul> </li> <li>• <b>Children with disabilities</b> will be enabled to fully participate in the regular schooling process from the foundational stage to higher education.</li> <li>• Every state/district will be encouraged to establish “<b>Bal Bhavans</b>” as a <b>special daytime boarding school</b>, to participate in art-related, career-related, and play-related activities.</li> <li>• Free school infrastructure can be used as <b>Samajik Chetna Kendras</b> to promote social, intellectual, and voluntary activities.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• <b>Special mechanisms for children belonging to tribal groups</b> to receive quality education</li> <li>• <b>Fee waivers and scholarships</b> will be offered to meritorious students from all SEDGs</li> <li>• <b>Additional Schools-</b> Setting-up of additional JNVs and KVs in aspirational districts/SEZs</li> </ul>
<b>Robust Teacher Education and Recruitment</b>	<ul style="list-style-type: none"> <li>• <b>New and comprehensive National Curriculum Framework for Teacher Education</b> (by 2021)</li> <li>• By <b>2030</b>, the minimum degree qualification for teaching will be a <b>4-year integrated B.Ed. degree</b>.</li> <li>• <b>NTA</b> testing for admission to B.Ed.</li> <li>• Setting-up of <b>National Mission for Mentoring</b> with a large pool of outstanding senior/retired faculty</li> <li>• <b>Teacher Eligibility Tests</b> (TETs) for all teachers across Foundational, Preparatory, Middle and Secondary stage in both <b>public and private schools</b>.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• More <b>autonomy to teachers</b> in choosing aspects of pedagogy in classroom teaching</li> <li>• <b>National Professional Standards for Teachers (NPST)</b> will be developed by the National Council for Teacher Education by 2022.</li> <li>• <b>Restructuring of National Council for Teacher Education (NCTE)</b> to be restructured as a <b>Professional Standard Setting Body (PSSB)</b> under General Education Council (GEC).</li> </ul>
<b>School Governance</b>	<ul style="list-style-type: none"> <li>• <b>Schools can be organized into complexes or clusters</b> which will be the basic unit of governance and <b>ensure availability of all resources</b> including a strong professional teacher community.</li> <li>• <b>Schools will develop School Development Plans (SDPs)</b>. These plans will then become the basis for the creation of <b>School Complex/Cluster Development Plans (SCDPs)</b></li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>The <b>twinning/pairing of one public school with one private school</b> will be adopted across the country, so that such paired schools may learn from each other, and also share resources, if possible.</li> </ul>
<b>Standard setting and Accreditation for School Education</b>	<p>Clear, separate systems for policy making, regulation, operations and academic matters. )</p> <ul style="list-style-type: none"> <li><b>Independent State School Standards Authority (SSSA)</b> to be set up by States/UTs.</li> <li><b>School Quality Assessment and Accreditation Framework (SQAAF) to be developed by SCERT.</b></li> <li><b>Public and private schools</b> (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria</li> <li>For a <b>periodic ‘health checkup’</b> of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new <b>National Assessment Centre, PARAKH.</b></li> </ul>

## HIGHER EDUCATION

Dimensions	Key Provisions under NEP 2020
<b>Institutional Restructuring &amp; Consolidation</b>	<ul style="list-style-type: none"><li>• All higher education institutions to be consolidated into three types of institutions:</li><li>• <b>Research Universities</b> - equal focus on research and teaching</li><li>• <b>Teaching Universities</b> - primary focus on teaching with significant focus on research</li><li>• <b>Autonomous degree granting colleges</b> – almost exclusive focus on teaching</li></ul>
	<ul style="list-style-type: none"><li>• Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for <b>granting graded autonomy to colleges</b>.</li><li>• 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.</li><li>• <b>By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions.</b></li></ul>

Dimensions	Key Provisions under NEP 2020
<b>Institutional Restructuring &amp; Consolidation</b>	<ul style="list-style-type: none"> <li>• There shall, by 2030, be <b>at least one large multidisciplinary HEI</b> in or near every district.</li> <li>• The aim will be to <b>increase the Gross Enrolment Ratio</b> in higher education including vocational education from 26.3% (2018) to <b>50% by 2035</b>.</li> </ul>
<b>Holistic Multidisciplinary Education</b>	<ul style="list-style-type: none"> <li>• The policy envisages undergraduate education with <b>flexible curricula</b>, creative combinations of subjects, <b>integration of vocational education</b> and <b>multiple entry and exit points</b> with appropriate certification.</li> <li>• An <b>Academic Bank of Credit</b> 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.</li> <li>• <b>Multidisciplinary Education and Research Universities (MERUs)</b>, at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>The <b>National Research Foundation</b> will be created as an apex body for fostering a strong research culture and building research capacity across higher education.</li> </ul>
<b>Regulation</b>	<ul style="list-style-type: none"> <li><b>Higher Education Commission of India (HECI)</b> will be set up as a single overarching umbrella body for entire higher education, <b>excluding medical and legal education</b>. HECI to have four independent verticals <ul style="list-style-type: none"> <li><b>National Higher Education Regulatory Council (NHERC) for regulation,</b></li> <li><b>General Education Council (GEC) for standard setting,</b></li> <li><b>Higher Education Grants Council (HEGC) for funding,</b></li> <li><b>National Accreditation Council (NAC) for accreditation.</b></li> </ul> </li> <li>Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards</li> </ul>

Dimensions	Key Provisions under NEP 2020
<b>Internationalization of HEIs</b>	<ul style="list-style-type: none"> <li>• <b>Internationally relevant curricula</b>, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc.</li> <li>• An <b>International Students Office at each HEI</b> hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.</li> <li>• <b>High performing Indian universities will be encouraged to set up campuses in other countries</b>, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li><b>Research collaboration and student exchanges</b> between Indian institutions and global institutions will be promoted.</li> <li><b>Credits acquired in foreign universities will be permitted</b>, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.</li> </ul>
<b>Equity and Inclusion</b>	<p><b>Steps to be taken by Governments</b></p> <ul style="list-style-type: none"> <li>Earmark <b>suitable Government funds</b> for the education of SEDGs</li> <li>Set clear targets for <b>higher GER for SEDGs</b></li> <li>Enhance <b>gender balance</b> in admissions to HEIs</li> <li>Enhance access by establishing more <b>high-quality HEIs in aspirational districts and Special Education Zones</b> containing larger numbers of SEDGs</li> </ul> <p><b>Steps to be taken by all HEIs</b></p> <ul style="list-style-type: none"> <li><b>Mitigate opportunity costs and fees</b> for pursuing higher education</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• Provide more <b>financial assistance and scholarships to SEDGs</b></li> <li>• Make <b>curriculum more inclusive</b></li> <li>• Ensure <b>sensitization of faculty, counsellor, and students on gender-identity issue</b></li> <li>• Strictly enforce all nondiscrimination and anti harassment rules</li> </ul>

## Other Major Provisions

Dimensions	Key Provisions under NEP 2020
<b>Financing Education</b>	<ul style="list-style-type: none"><li>The Centre and the States will work together to increase the public investment in Education sector to reach <b>6% of GDP</b>.</li><li>Policy calls for promotion and support for <b>private philanthropic activity in education sector</b></li></ul>
<b>Technology in education</b>	<ul style="list-style-type: none"><li>An autonomous body, <b>National Educational Technology Forum (NETF)</b>, will be created to provide a <b>platform for the free exchange of ideas on the use of technology</b> to enhance learning, assessment, planning, administration.</li><li><b>Appropriate integration of technology into all levels</b> of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups.</li></ul>

Dimensions	Key Provisions under NEP 2020
<b>Adult Education</b>	<ul style="list-style-type: none"> <li>• Policy aims to achieve <b>100% youth and adult literacy.</b></li> <li>• Use of schools/ school complexes beyond school hours and public library spaces for adult education courses.</li> <li>• Quality technology-based options for adult learning such as <b>online courses, satellite-based TV channels and ICT-equipped libraries and Adult Education Centres, etc.</b> will be developed.</li> </ul>
<b>Online Education and Digital Education</b>	<ul style="list-style-type: none"> <li>• A <b>comprehensive set of recommendations for promoting online education</b> 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.</li> <li>• A <b>dedicated unit for the purpose of coordinating building of digital infrastructure, content and capacity building</b> will be created in the Ministry of Education for both school and higher education.</li> </ul>

Dimensions	Key Provisions under NEP 2020
<b>Professional Education</b>	<ul style="list-style-type: none"> <li><b>All professional education will be an integral part of the higher education system.</b> Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.</li> </ul>
<b>Promotion of Indian Languages, Arts and Culture</b>	<ul style="list-style-type: none"> <li><b>Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc.</b> will be launched and developed across the country, and degrees including 4- year B.Ed. dual degrees will be developed in these subjects.</li> <li><b>Outstanding local artists and craftsperson will be hired as guest faculty</b> to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study.</li> <li><b>Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence</b> to expose students to art, creativity, and the rich treasures of the region/country.</li> </ul>

Dimensions	Key Provisions under NEP 2020
	<ul style="list-style-type: none"> <li>• High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology etc will also be created.</li> <li>• 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.</li> </ul>

## # Analysis of NEP :-

↳ Favourable prov' :-

↳ More focus on vocational edu' + skill dev' → create opp. for self emp't  
→ employable youth  
→ dev' of country

↳ Increase public expenditure to 6% is a welcome move. ↓ (in sync with NITI Aayog's target)  
Improve quality + infrastructure for edu'

↳ Prov' for preserving local arts + culture is positive  
↳ with three lang. formula :-  
Indian lang. will remain relevant + vibrant → it will improve learning outcome  
avenue to familiarize with various cultural diversities  
preservation of endangered languages.

↳ Multiple entry + exit points will be motivational as it will provide flexibility, choice.  
↳ use in AER  
↳ 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<sup>n</sup> by forming multiple mechanism with checks + balances.

- ↳ Restructuring of School Edu<sup>n</sup> :-
  - Including ECCE within formal Edu<sup>n</sup>.
  - extention of MDM to ECCE segment.
  - Focus on activity based learning, internship etc  
    → devt of critical thinking, creativity, innovativeness etc.
  - change in pedagogy ( doing away with rote learning)
- ↳ Collaboration among inst<sup>n</sup> will bring quality + excellence.  
setting up Indian Univ at global level will ensure more devt + exercise of soft power.

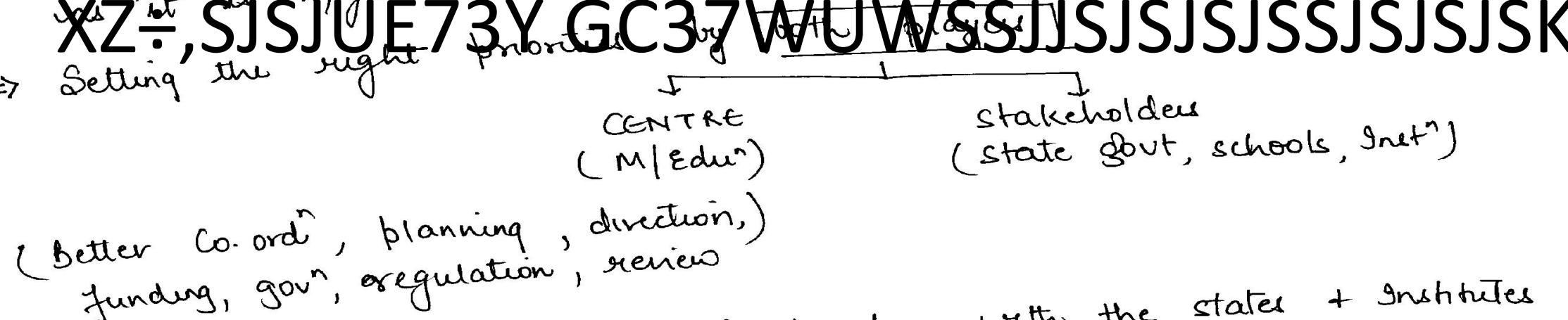
## # Issues + challenges with NEP. | 8

- ↳ Funding (as policy does not elaborate much on how to raise this fund)
- ↳ Multilingualism (ignored realities)
  - ↳ Inter-state migration
  - ↳ Large diversity of language

→ very impact learning outcome
- ↳ Stress on Vocational Edu from early stage
  - ↳ Early drop out in search of emp<sup>t</sup>
- ↳ Any contradiction b/w RTE Act + NEP (2020) needs to be resolved. (eg: age for starting school).
- ↳ Seeking "coop" of state will be daunting task.
- ↳ "Edu" is a concurrent subject as "Edu" is a concurrent subject.

- ↳ fear of privatization  
(In the name of philanthropy + PPP )  
it is creating path for pri. 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 facilities both wrt quality & quantity  
due to low remunerative ~~price~~  
nature of teaching as profession  
(It doesn't attract best talent)

- # Way forward | e- disconnect with previous policies should be avoided
  - ⇒ Conflicting values & disconnect with previous policies should be avoided
  - ⇒ Setting the right priorities by both players



- ↳ funding, gov<sup>n</sup>, regulation,
  - ↳ M/edu & NECI need to work in tandem with the states + Institutes  
(setting up of realistic targets, achievable, & 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 wst 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

## ④ Pvt. Sector participation in Edu' system

- ) Premise :-
  - pvt sector steps in when govt has ltd resources to provide universal access to edu'.
  - In edu' sector, pvt sector is required to operate on not-for-profit basis.
  - pvt sector in edu' can fn in 2 ways :-
    - (a) Pvt finance Initiative :- long term contract, where there is significant asset ownership by pvt sector
    - (b) Contracting out :- few specific asset investment by pvt sector

#

### Need for pvt-sector participation

↳ India spends around 3% of GDP on edu' sector (less than) proposed 6%.

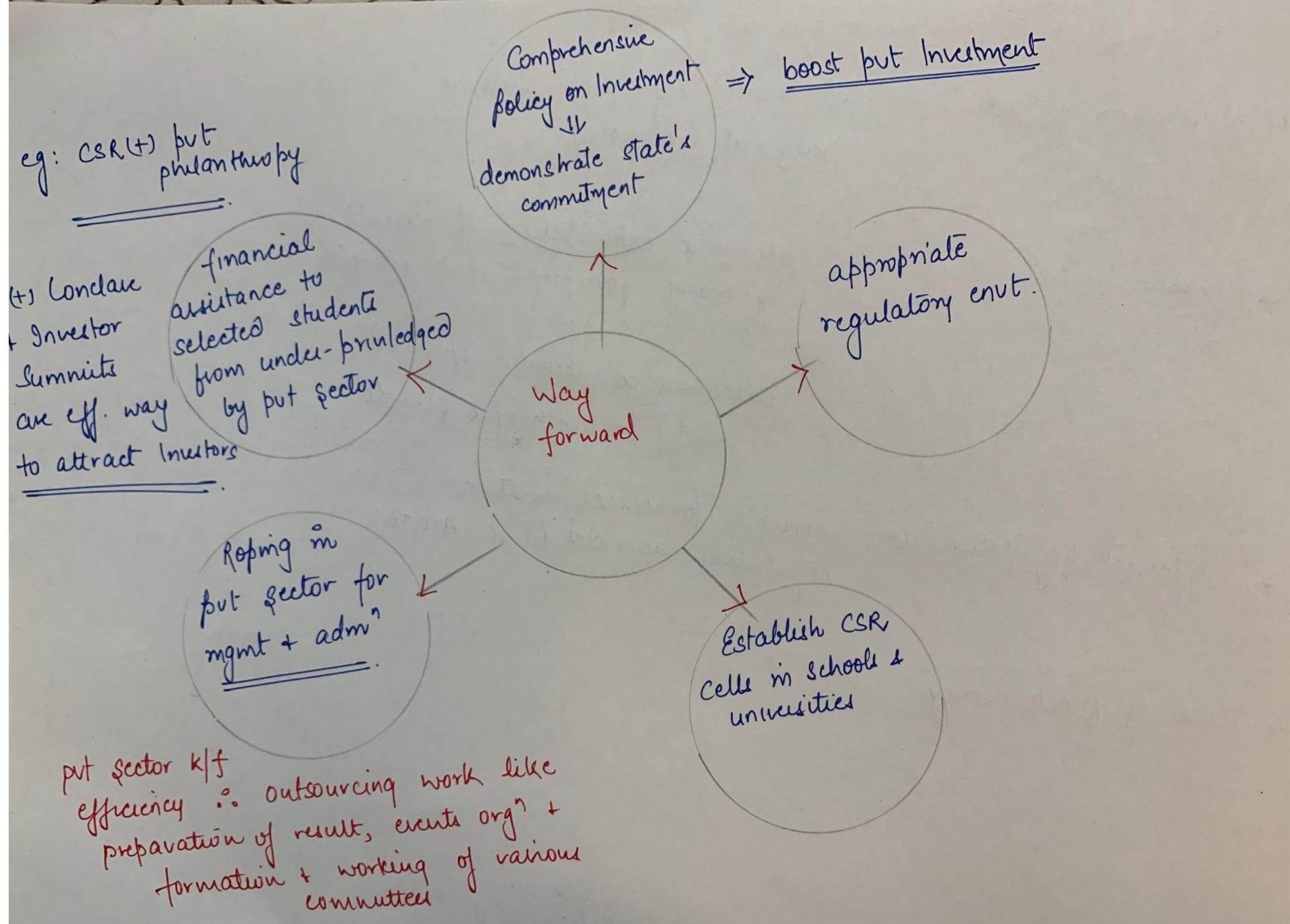
↳ pvt sector can instill fresh thinking into higher edu'.  
→ Improve quality of edu'

↳ Collaboration b/w Industry & academia is key to catalyze  
Innovation & growth in tech'g.

↳ pvt philanthropy → financial resources  
(+) broader vision & mission  
to edu' system

## ④ challenges wrt pri sector participation :-

- ↳ privatization of edu' ⇒ **exclusion** of poor, girls + marginalized groups.
- ↳ **Commercialization** of edu' ⇒ **economic exploitation** of parents by many for-profit pri schools.
  - (+) discouraged public spirited pri/ philanthropic schools.
- ↳ **Inefficient Regulation** (+) **corrupt practices** within regulatory agencies (UGC, AICTE)
- ↳ issue of **Black money**.



## ④ Edtech Sector in India :-

- ↳ #about :- ) Refers to 'Education Tech'
- ↳ uses computers, computer program + education system to provide learning + training to student + employees.
- ↳ Edtech industry is expected to reach US \$ 4 bn by 2025
- ↳ ( $> 4530$ ) EdTech companies in India : BYJU's, Unacademy, Toppr etc.
- ↳ Major startups in India : Coursera, Udacity, Skissoft etc.

## Key categories of online education

	Primary and secondary supplemental education	Supplement to school learning for students enrolled in primary and secondary classes in school
	Higher education	Provide an alternative to traditional higher education courses
	Test preparation	Online programmes aimed at coaching students in preparation for competitive examinations
	Reskilling and online certifications market	Courses designed to assist users in skill enhancement, which may result in certifications
	Language and casual learning	Learning of non-academic subjects such as spoken English and playing guitar

# Drivers of growth

## Cost of online Education



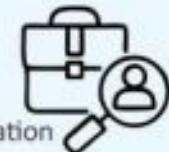
Lower infrastructure cost and a larger student base helps leverage economies of scale.

## Availability of Quality Education



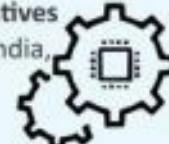
Online channel provides quality education to potential students.

## Employability Quotient



Growing job seeking population drives demand for industry relevant training.

## Government's digital initiatives



SWAYAM, DIKSHA, Digital India, Skill India

## Internet penetration



Witnessing exponential growth across India



**Young Population**  
With high aspirations but lower incomes is a good target market for online education.



**Smartphone User Base**  
Will drive technological adoption amongst masses.

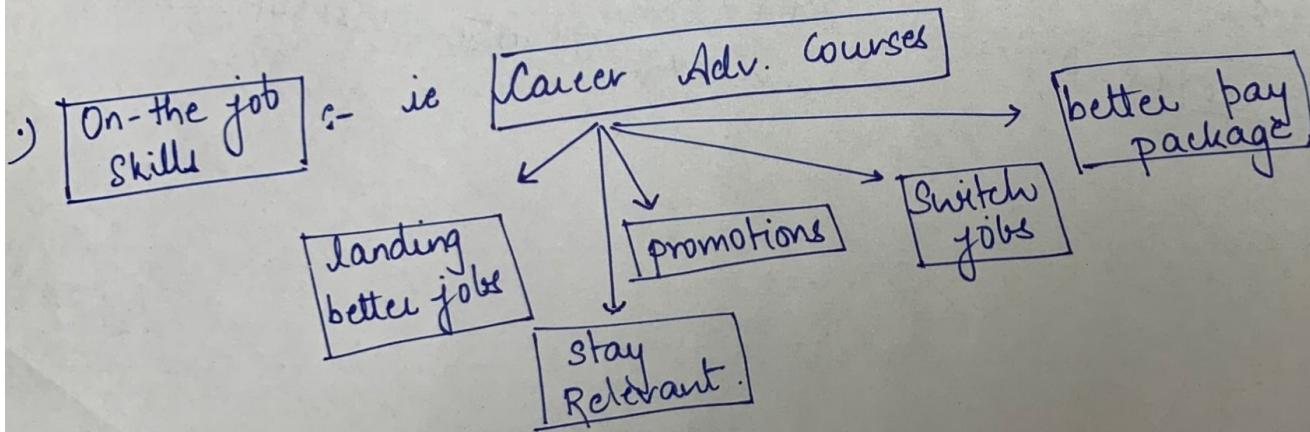
**Disposable income**  
Will continue to rise because of a large middle class.



## ④ Advantages of Ed-Tech :-

- flexible learning option
- Cost-effective
- Gamification & Rise of Edutainment :-

Learning through games & puzzles make it easier for students to understand concept.



- It can help in supplement the [conventional model]
- It helps in breakdown of geog barrier
- access to high quality 'edu'.
- Supplement govt's digital push : 'Digital India' + 'Skill India' were launched to spread digital literacy, create a knowledge-based society + implement 3 principles 'access, equity, quality' of 'edu' policy.

## 🌐 Need for Regulation :-

- ↳ Disruption to conventional learning (due to pandemic)
  - ↳ switched to digital or online models.
  - ↳ Crucial to be mindful of gaps in the digital exp.
- ↳ checking Cyber Threats :- To prevent Cyberbullying (+) monitoring Content wrt suitability for minors ensuring protection of students from phishing scams. screening of teachers/instructors/content creators etc.
- ↳ Privacy policies of EdTech companies are indecisive + ambiguous & assume the consent & resp. lie with user.
- ↳ e-learning might restrict the development of social skills among students
- ↳ To protect rights of minors
- ↳ False promises made to parents (activation of auto debit features)
- ↳ delivery, less skills / reskilling of educators, standardization, implicit influence on career dec'.
- ↳ Biased content etc.

## ④ WAY FORWARD :-

- Need to explore the use of low-cost digital platform  
(eg: Kerala's neighbourhood study centres)
- Ensure adequate opportunities for social bonding
- Invest in emotional well-being of students
- Contact details of data privacy + legal offices of EdTech firms should be made available to end-users.
- facilitate awareness campaigns , conduct regular auditing  
(By govt. edu' deptt (+) edu inst")  
+ perf reviews of EdTech prog