

(3) EDUCATION

(3.1) Education System - School

HDI Report Data

- Expected yrs. of schooling = 12.2 yrs
- GDP wise Budget allocation = (3.8% GDP)
- Gross Enrollment Ratio

④ Literacy Rate = 74.4%

Highest = Kerala (96.2%)
Least = Bihar (71%)

But Mean yrs of Schooling

6.5 yrs	
Female (12.6)	Male (11.7)
Female (5.4)	Male (8.7)

① Challenges/Issues/Problems of Education System

① Access

1) Reduction in (ASER)
Enrollment with Higher Ed.

2) Poor Infrastructure

f Building
Sanitation
IT/others.

3) Halving out Effect (Poor outcome despite free Ed. till 14 yrs)

4) High out of school children.

② Quality

f 211-Equipped Teachers ^{Poor Know. capability stagnation}

f Old/Repe learning Curriculum

f Ed. - skill disconnect

f Poor outcomes of learning ^{only 16% can read text (class 1)}

f Poor Teachers/Child Ratio

③ Equity

not easily available to all

f Disabled students have hard time

f Migrants Challenge

f women child (girl) Ed. ^{Patriarchy treated as Paragyan}

Vulnerable Sections

	Primary	Secondary
SC	20%	17%
ST	11%	7%

apparent fall in hierarchy of Ed.

② Steps taken by Govt. for School Education

① Samagra Shiksha Abhiyan

② NEP 2020 ^{aimed at newer curriculum to ensure 6% budget allocation (GDP)}

③ Mid-Day Meal Scheme ^{2% cent to ensure nutrition, influence etc.}

STARS Prog.

Constitution - Prov. ^{Art 21A - 86th C.A. Act 2002 Right to Education}
^{Art. 351A: linguistic access in Mother Tongue for Primary Ed.}

③ Way Forward / Recommendation

① Policy measures (Govt side)

f Educational Public Good

f Nutrition

f Extension of MDM to Secondary (9-12)

f PPP model ^{Industry Connect}

f encourage CSR

③ Other

f encourage Civil Society, NGO.
f Promote Adult Literacy

② For Teachers

f Training
f Skillup / Re-skillup
f Ensure Assessment
f Increase Enrollment

③ Hybrid learning

f online + offline
f Theory + Practice

④ Infrastructure

f Digital Infra
f Sports Infra
f R&D Infra.

(32) Higher Education System

Data (AISHE-2019 Report)

- GER (HE) = 27%
- No. of Instⁿ (HE) = ~1000
- Gender wise composⁿ = 52 | 48
(M) (F)
- Demographic composⁿ = SC = 15%
ST = 5.5%
Muslims = 5.2%
Other minority = 3.3%
- College Density = 28 colleges / 1 lakh popⁿ

samept. ← Challenges / Issues with Higher Edⁿ System
so, this just recall saves.

① Access / Availability

- Infrastructure
- Skill-Industry disconnect
- Over regulation

UGC / UCI others
→ less Autonomy
→ More Rules less freedom to explore.

② Quality

- Poor Curriculum
- Lack Industry level skills
- Quality of Teachers
- Poor PhD Learning
- Poor Assessment
- Poor Pupils: Teachers Ratio

→ 30:1

← one of the worst

USA: 12:1

* ③ Equity

- Demographic data.
- Discrimination
- Exploitation

Govt. Initiatives to ensure better Higher Edⁿ System

① NEP 2020

→ curriculum change + connect

- NM on Edⁿ through ICT (NMEICT)
- Raskriya uttahas Shiksha Abhiyan (RUSA) → Extended
- Edⁿ Quality upgradⁿ & Inclusion Prog (EQUP)
- PM Research Fellowship → Incentive to continue Edⁿ (PMRF)
- Higher Edⁿ Fin. Agency (HEFA) → to create capital funds in India
- Revitalize System in Edⁿ (RISE) by 2022

→ New Institutions (IITs/AIIMS/IITs/IIITs)

→ Reservation Policy to ensure Equity

→ (NIRF) National Instⁿ Rank framework.

→ IoE = Instⁿ of Eminence

OGC = 27%
SC = 15%
ST = 7.5%
Disabled = 7.3%
EWS = 10%

Affirmative actions

Way Forward

- Academy-Industry link
- Triple-Helix Model (Coordⁿ b/w Govt/Academy/Corporates)
- Simplify Regulation
- Allow more Autonomy
- Internationalisation
- Curriculum Realignment
- Encourage CSR in Edⁿ
- More legislative powers to local bodies.

Finland, even municipality can change the Edⁿ Policy

Ensuring Implementation of NEP 2020

(3.3) New Education Policy based on ISRO chief Kasturirajya Committee NEP-2020

Historical Background Educational Policy

Why Need
 of NEP 2020
 Sumpt.

- 3rd Educational Policy after Independence
- to bridge skill- industry gap
- to make India Global Knowledge Power

① Key features/Prov^t → addresses 3 main areas.

(a) School Education

Education Universality
 (Not Disparate but Continuum)

RTE 2009 to be
 extended up to
 age 18

② Structure of School Edⁿ system
 10+2 to be replaced
 with 5+3+3+4
 (3-5) (6-8) (9-11) (12-14) system

- Curriculum + vocational subjects
- IT/Computer Skills
- Exams at 3/5/8 grades

- Early exams at 10/12
- Additional Health Prov^t along with HDM

Revision of Content → New curriculum in globalised world

Increase Teacher Capability

(b) Higher Education (Post 12th grade)

Raise GER to 50% (2035) → (26-27% present)

flexible system in HE → entry + exits system

Common Entrance Exam → optional exams be held by NTA

Multidisc. Edⁿ Research Universities (MERU) → in line of IITs/IIITs

National Res. Foundation
 Discontinuation of M.Phil. → UG/PG/PhD → interdisciplinary

College Affiliation as new be graded (stage wise) → Regular assessment

Significance/Utility of NEP 2020

① For Students

- systemic reform
- Better learning → Better jobs
- 360° advancements

② For Economy → attract foreign student

- Bridge skill- industry gap
- More job-relevant skills
- Infrastructure
- Hub of Global Edⁿ → attract requirement

③ For Society → Political awareness

- Better social outcomes
- Gender Equality
- Women empowerment
- Peace + Social Harmony

④ For Nation

- Better Image
- Soft Power of India (↑)
- Better connect for the world as students are Ambassadors of India

(c) Technical/Foreign

Create National Edⁿ Tech Forum → NETF for idea Exch.

National Assessment Centre (Parakh) → for students (4/20)

Foreign Instⁿ to open campuses in India → Beneficial to India students + Collaboration + Exchange.

Bottle necks / challenges / issues / Problem in NEP 2020 Implementation

① financial challenges $\left\{ \begin{array}{l} (6\% \text{ GDP}) \Rightarrow \text{Given Recession, already} \\ \text{expenses} \Rightarrow \text{constrained expenditure.} \end{array} \right.$
commitment to Reality

could 19 has sidelined the forum.

② Language Problem \equiv 3 language inclusion, facing
multilingual and most tribal from
states in south part of India

③ Unrealistic
goals \equiv Strong not possible, but GER
of 50% in HE is a bit too
utopian

④ Regulation of
fee \equiv despite education being the prerequisite
to development is still at a cost.
 \rightarrow not exactly equitable despite
affirmative action

⑤ long Process +
Reactive years

⑥ Privatization of
education

** (3.4) LEARNING POVERTY : %age of 10 years old unable to read & understand a simple story - World Bank.

In India this is approximately 55%

Why this is imp't $\left\{ \begin{array}{l} \text{Reading} \\ \text{understanding} \end{array} \right.$

① Reading is the basis of learning

- to grasp the meaning
- to become awareness \Rightarrow understand
- Gateway of skills
- Basis for learning
- unlocks the door to knowledge

② Socio-Eco. Imp't. of Learning

- Linguistic development \Rightarrow helps develop child's ability to think rationally
- Employment opportunity
- Ends Poverty
- Ensures Human + Social Capital \Rightarrow n/w of people in the society.

SDG IV \Rightarrow Inclusive & Equitable Quality Education Goals.

Impact of COVID/Pandemic/Lockdowns

- 1) Learning Poverty (\uparrow) \leftarrow School closures
- 2) Two shocks of the world \leftrightarrow Eco. Recession
- 3) Economic loss \rightarrow Rise of protectionism
 \approx \$10 Trillion
- 4) Gender inequality perpetuated
- 5) affects vulnerable sections the most
 - Children
 - Ethnicity
 - Climate Refugees
 - minorities
 - migrant population