Building a robust education system: The National Education Policy 2020
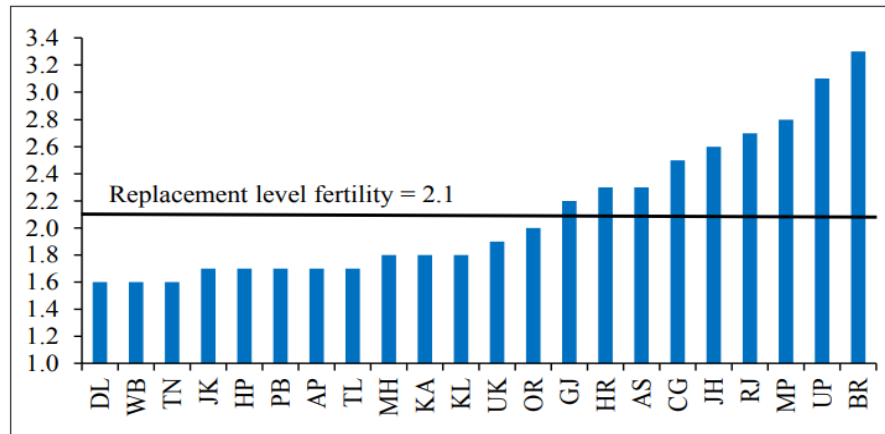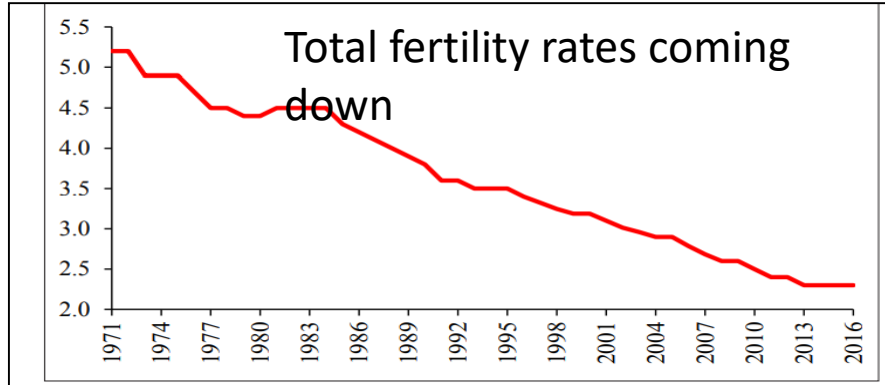
Lecture for 6th Foundation Programme for MES Officers

12th March 2024

R. Subrahmanyam IAS (rtd)
Former Education Secretary
Govt of India

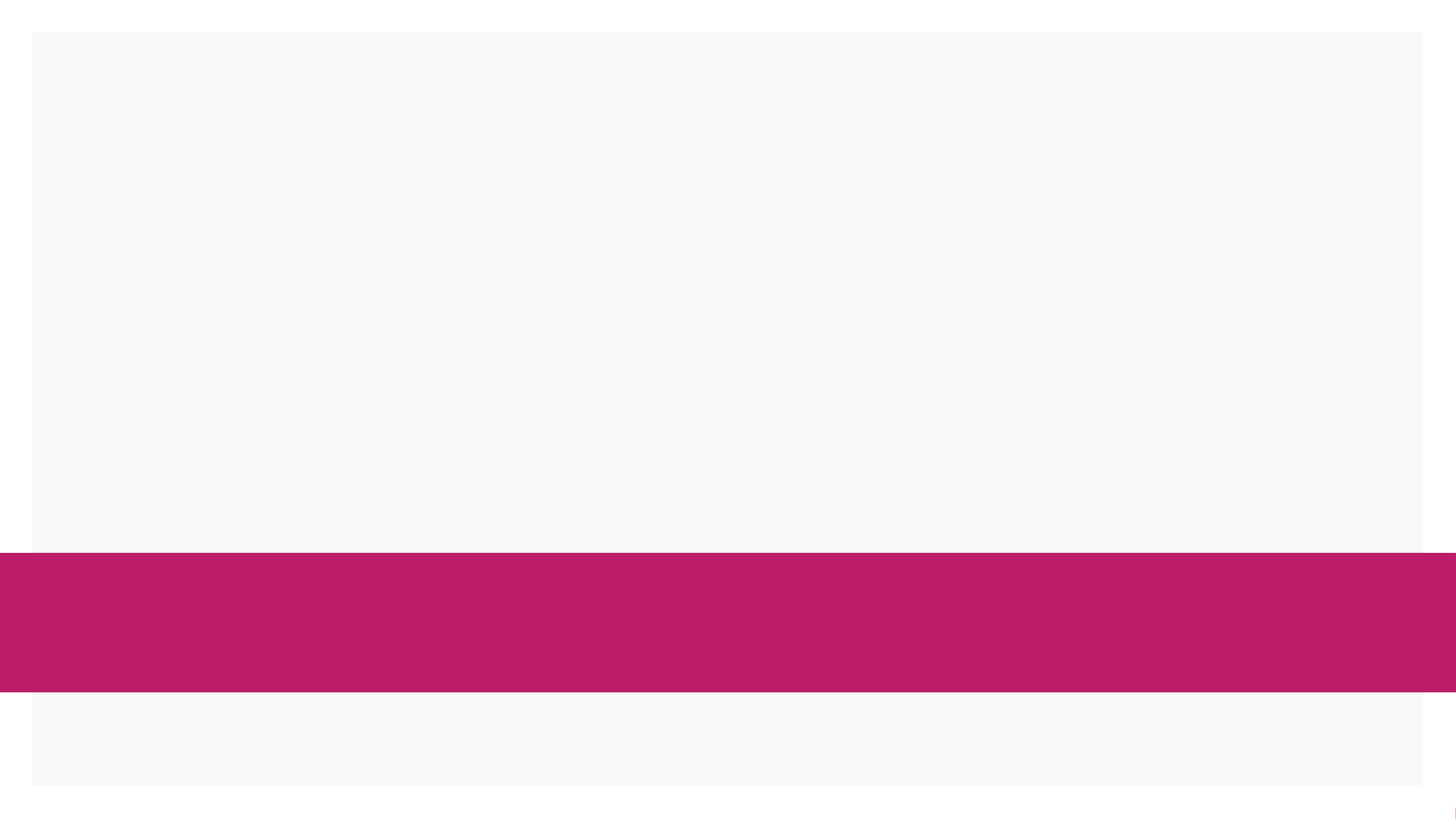# A major demographic change on anvil … Are we ready?

Total fertility rates coming down

Replacement level fertility = 2.1
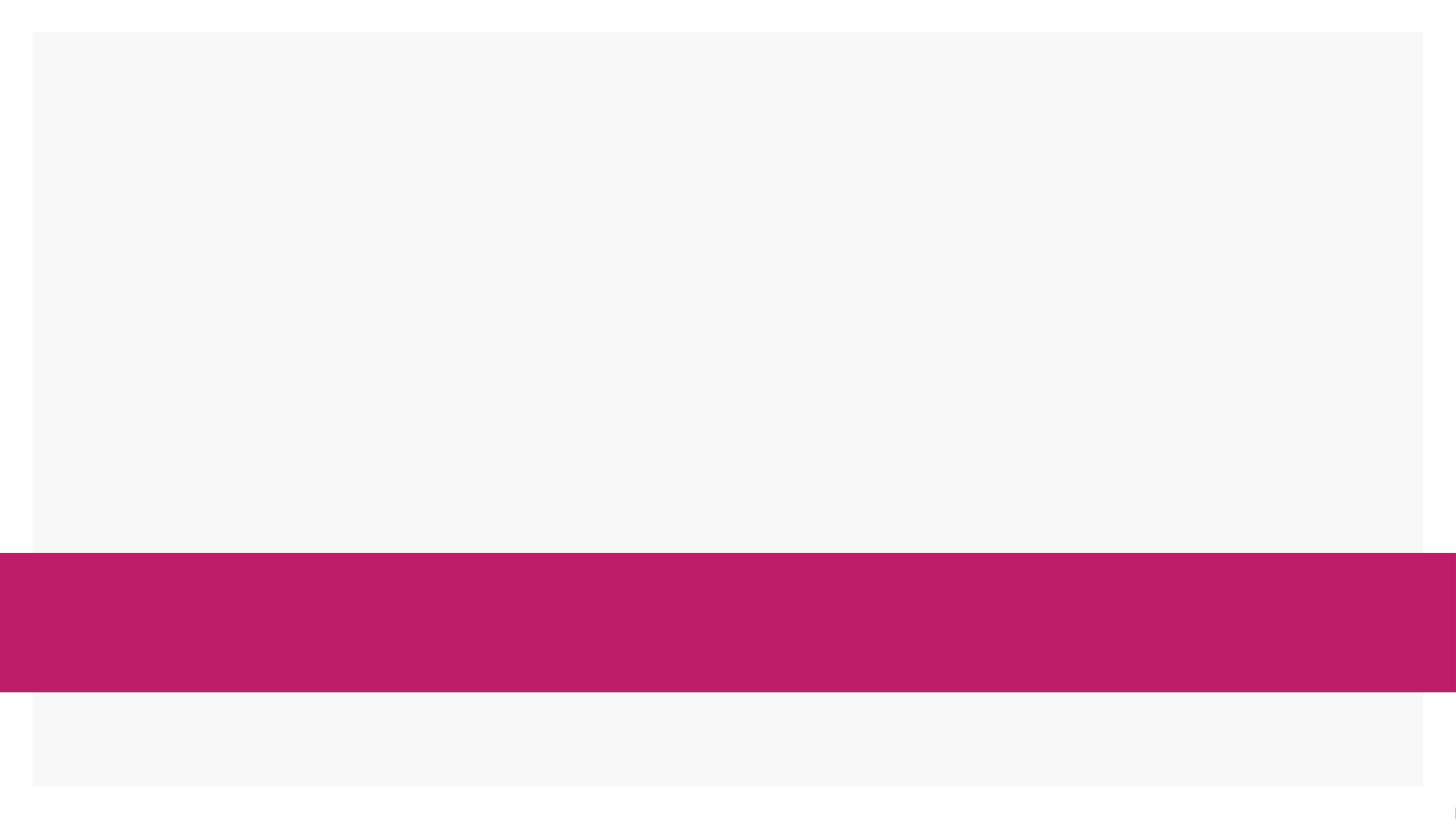
Source: Economic survey 2019

- Total Fertility Rates coming down

- Falls below replacement rate (2.1)

- 13 of the 22 major states/UTs < 2.1

Decadal growth rates in population
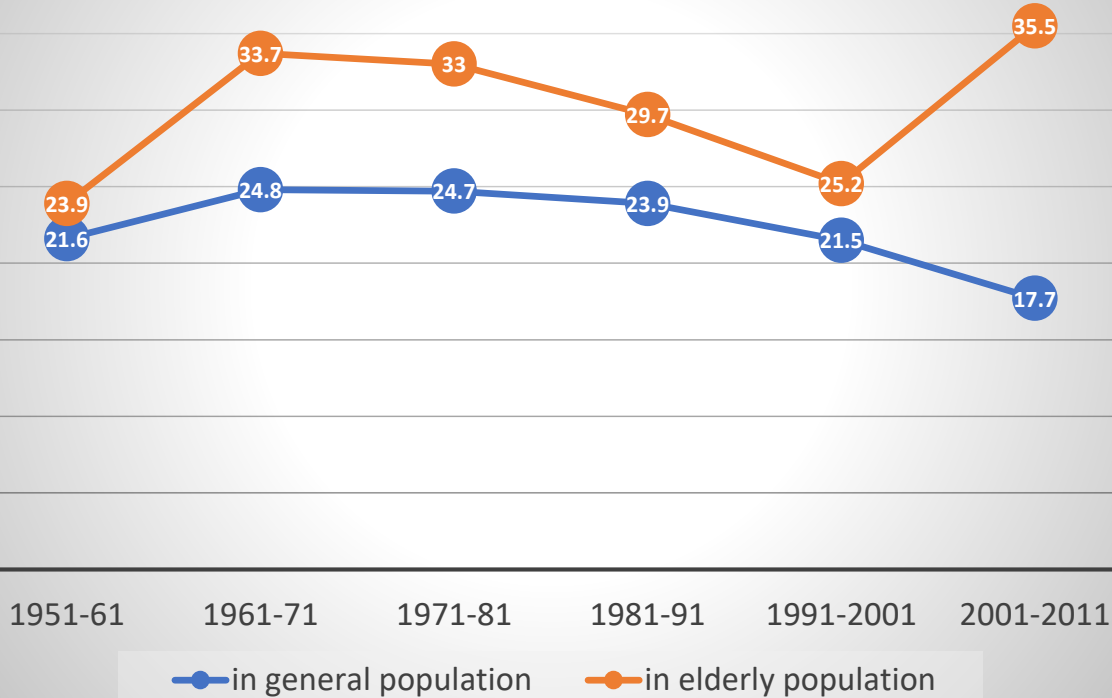
Big increase in the decadal growth rate in elderly population

Human Development Index:
we grew, but not rapidly

Source: UNDP

- **Ranked 130 in the World (of 189 countries) in the Human Development Index**
  - Malaysia (57) China (86) Srilanka (76) Brazil (79)

Lets understand HDI

https://hdr.undp.org/data-center/human-development-index#/indicies/HDI

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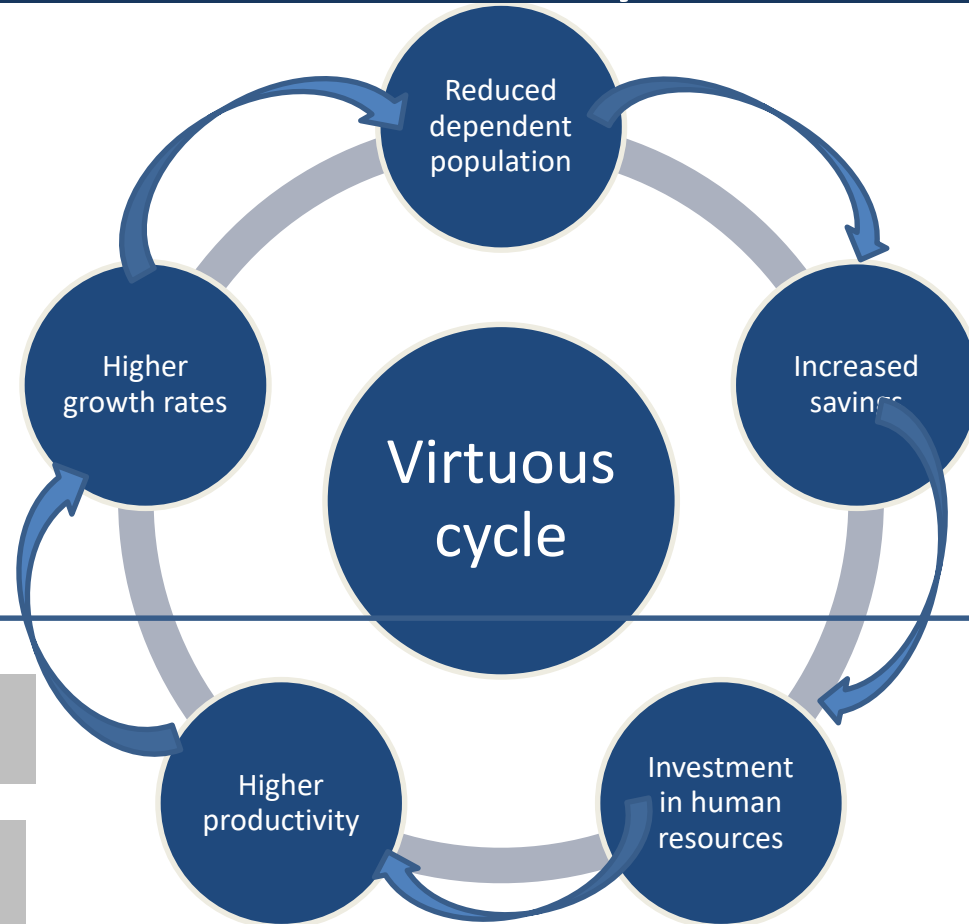
Educate

Energise

Employ

Empower

11

4*e* growth mantra

- Access to education to be significantly increased
- Focus on quality and Cognitive skills

- Wellness a national movement
- Universal, affordable health care

Educate

Energise

Empower

Employ

- Promote volunteerism
- Youth in governance
- Promote Indian culture

- Linking of education and skills
- Higher order skills
- Apprenticeships integrated in education
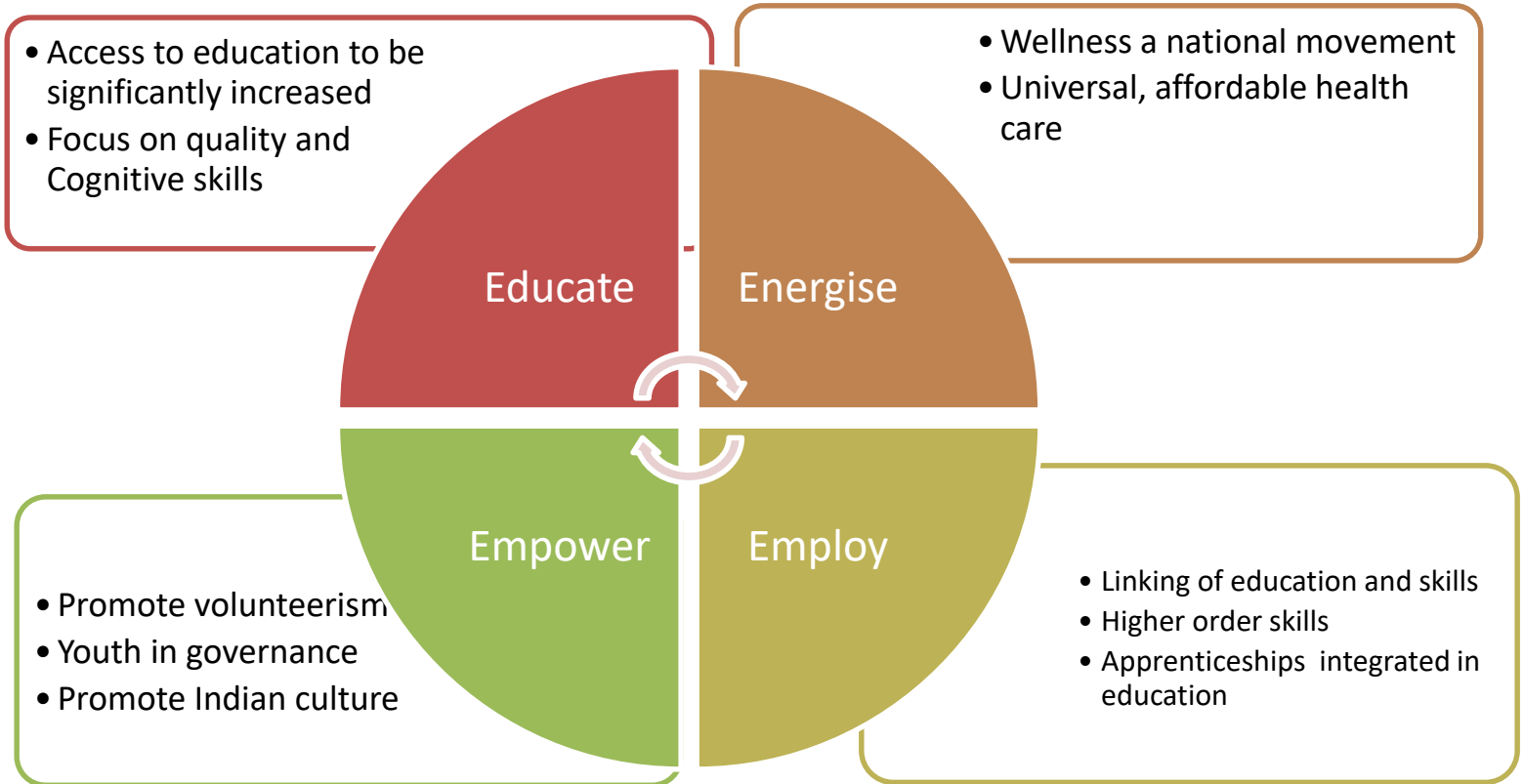
Investment in education is investment in future

NATIONAL EDUCATION POLICY 2020

Milestones in the History of Education Policy

- **University Education Commission (1948-49)**

- **Secondary Education Commission (1952-53)**

- **Education Commission (1964-66) under Dr. D.S. Kothari**

- **National Policy on Education, 1968**

- **42nd Constitutional Amendment,1976- Education subject transferred from State to Concurrent List**

- **National Policy on Education (NPE), 1986**

- **NPE 1986 Modified in 1992 (Programme of Action, 1992)**

- **Shift from literacy and basic education to secondary, higher, technical and professional education;**

- **Ensuring equitable educational access and participation**

- **Emphasis on quality at all levels and improving learning outcomes**

- **Focus on research & innovation**

- **Importance of skills and vocational education**

- **Importance of use of technology in education and emergence of disruptive technologies**

- **Changing nature of knowledge: multi-disciplinary and inter-disciplinary approach**

Consultation Process

- **Online consultation: www.MyGov.in 26 Jan 2015 - 31 Oct 201**

- **Grassroots Consultation - across nearly 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies, 676 districts and 36 States/UTs -May to October, 2015**

- **Thematic/expert consultations**

- **NEP discussed 64th Meeting of the CABE held on 25th October 2016**

- **Committee for Evolution of the New Education Policy 31 Oct 2015 - Chairmanship of Late Shri T.S.R. Subramanian, submitted report - 27th May, 2016**

- **Committee for preparation of the Draft NEP -Chairmanship of eminent scientist Dr. K. Kasturirangan on 24th June, 2017- submitted report on 31.05.2019**

Five Foundational Pillars

Quality

Affordability

Equity

Accountability

Access

Focus areas

- **Early Childhood Care and Education**
- **Foundational Literacy and Numeracy**
- **Curricular approach: From content to competency based**
- **Teacher education and improvement in quality of educators**
- **Flexibility in Curriculum**
- **4 year integrated B.Ed program**
- **School Quality Assessment and Accreditation Framework (SQAAF)**
- **Setting professional standards for teachers**
- **Integration of technology in all levels of education**

Universalisation of Pre-Primary Education

- **Strengthen Anganwadis** -good quality infrastructure, play equipments and well-trained Anganwadi workers/teachers.
- **Systematic Training of** existing Anganwadi workers/teachers - curricular/pedagogical framework developed by NCERT
- **After 2 years in Anganwadi**, every child to move to a **"Zero Class"** in the primary school - ECE qualified teacher, mid-day meal , health check-up & growth monitoring.
- **Angawadis co-located with primary schools**
- **Pre-primary schools/sections co-located with existing primary schools**
- **Opening new pre-schools**
- **Pre-schools to be considered for central govt schools – KVs, CTSA**
- **ECE** – introduced in Ashramshalas in tribal areas in a phased manner

Foundational Literacy/Numeracy

- **Focus on language and mathematics**

- **Voluntary Peer tutoring**

- **Reduced PTR with local as well female teachers**

- **DIKSHA -special section of high quality resources on FL&N**

- **All States/UTs -prepare an implementation plan - targets and goals by 2025**

New Curricular & Pedagogical Structure

- **5+3+3+4 design (ages 3-18)**
- **Foundational Stage (Pre-Primary & Grades 1-2)play/activity-based learning**
- **Preparatory Stage (Grades 3-5) transition to more formal & interactive classroom learning**
- **Middle Stage (Grades 6-8) introduction of abstract concepts in each subject across the sciences, mathematics, arts, social sciences, and humanities**
- **Secondary Stage (Grades 9-12) four years of multidisciplinary study, building on the Middle Stage, with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice**
- **Exit at class 10 with option to re-enter**
- **Academic restructuring only; no physical restructuring of schools**
- **Competency based**

Transformation of Curriculum & Pedagogy

- **Develop language proficiency, scientific temper, aesthetic sense, ethical reasoning, digital literacy, knowledge of India, current affairs**
- **National Curriculum Framework (NCF) to be revised every 5 years & in all languages**
- **High quality new textbooks in Indian languages**
- **Flexible/integrated curriculum and assessment**
- **No hard separation of 'curricular', 'extra-curricular', or 'co-curricular', and 'arts', 'humanities', and 'sciences', OR between 'vocational' or 'academic'**
- **A National Assessment Center/Institute, a body under MoE, be set up - setting norms, standards and guidelines for assessment and evaluation for all recognised school boards of India**
- **Achieve universal participation in school by Teaching at the Right Level (TaRL)**

Equitable & Inclusive Education

Special focus on Under-Represented Groups (URGs):

- **Gender (women and transgenders)**

- **Geographical identities (aspirational districts)**

- **Socio-cultural(SC, ST, OBCs, Muslims, migrant communities)**

- **Special needs (learning and physical disabilities)**

- **Socio-economic conditions (low income households and urban poor)**

Equitable & Inclusive Education – Strategies

- **Special Education Zones in disadvantaged regions and aspirational districts**

- **National Scholarships Fund**

- **Targeted funding and support to identified districts and aspirational districts**

- **URG teachers recruitment**

- **25:1 pupil-teacher ratio**

- **Inclusive school environments for differently-abled**

- **Inclusive curriculum**

- **Madrasas, gurukuls, pathshalas, encouraged to preserve their traditions & Teaching & integrate NCF**

- **Focus on low income households and urban poor**

Language

- **Home language/mother tongue as medium of instruction till Class 8**

- **Exposure to three or more languages to students from pre-school and Grade 1**

- **Three-language formula with flexibility**

- **Central and State Govts. to invest in large numbers of regional language teachers.**

- **Choice of foreign language as elective during secondary school**

- **Sanskrit to be offered and encouraged as an optional language**

- **Teaching of other classical languages and literatures, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools**

School Complexes or Cluster of Schools

- School complex is the minimum viable unit of school governance
- Cluster of around 30 public schools within a contiguous geography
- Comprises one Secondary school and other neighbourhood public schools
- Effective administration–No physical relocation of schools
- Integrate education across all school levels, from early childhood education through Grade 12, as well as vocational and adult education
- Sharing of resources: laboratories, libraries, sports facilities
- Sharing of teachers, counsellors and social workers
- Community of teachers to work together
- School Management Committees to take ownership

Regulation of School Education

- **Regulation and operation of schools to carried out by separate bodies to eliminate conflict of interests**

- **New independent State School Regulatory Authority(SSRA) - to be created**

- **Directorate of School Education - handle operations of the public school system**

- **SCERT - lead all academic matters**

- **National Achievement Survey to continue - States to continue census - based State Assessment Survey**

- **Public and private schools regulated on the same criteria, benchmarks and processes**

Teachers: The Torchbearers of Change

- **Practice of 'para-teachers' to be stopped**
- **Adequate physical infrastructure, learning resources, PTR**
- **Redesigned Teacher Eligibility Test, interview and demonstration**
- **Teachers recruited to district and appointed to school complex**
- **Teacher career development: educational admn or teacher education**
- **Continuous teacher professional development**
- **Flexible and modular approach**
- **No centralized determination of curriculum, training**
- **High-quality material in Indian languages**
- **Rejuvenated academic support institutions**
- **NCFTE to be revised every five years**

Integration of Vocational Education

Aim to provide access to vocational education to at least 50% of all learners by 2025

- Vocational education : an integral part of the larger vision of liberal education
- Vocational education integrated into all education institutions in a phased manner over the next decade
- Focus areas chosen based on skills gap analysis, mapping of local opportunities
- Capacity and quality of teacher preparation will be addressed
- National Committee for the Integration of Vocational Education to oversee the effort
- National Skills Qualifications Framework detailed further for each of the disciplines/vocations/professions
- 'Lok Vidya', knowledge developed in India, made accessible to students through integration into vocational education courses

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Focus areas

1. • Institutional Restructuring & Consolidation
2. • Quality Liberal Multi-Disciplinary Education
3. • Equitable & Inclusive Education
4. • Governance & Regulation
5. • Autonomy in Higher Education
6. • Integrating Teacher/Professional Edn into Hgr Edn
7. • Optimal Learning Environments, Student Support, ODL, Internationalization &
8.   Educational Technology
9. • National Research Foundation(NRF)
10. • Energised, Engaged & Capable Faculty
11. • Promotion of Indian languages, Arts & Culture
12. • Rashtriya Shiksha Aayog (RSA)
13. • Financing Education

Institutional Restructuring & Consolidation

Mapping existing HEIs

- **Research Universities -** research intensive universities

- **Teaching Universities -** primary focus on teaching with research

- **Autonomous degree -** granting colleges- exclusive focus on teaching

✓ **All HEIs to become multidisciplinary institutions, with teaching programmes across disciplines and fields**

✓ **High quality institutions in disadvantaged geographies a priority**

✓ **Substantial public investment**

Quality Liberal Holistic Multi-Disciplinary Education

- **3-4 year undergraduate degree with multiple exit options**
    - **4-year programme - Bachelors of Liberal Arts/Education - Major and Minors**
    - **3-year programme - Bachelors' degree**
    - **Exit with a 2 year advanced diploma or a 1 year certificate**
    - **Both 3 & 4 year programmes - lead to a degree with Honours with research work**

- **Flexible Masters degree programmes**
    - **2 years for those with 3 year undergraduate degree**
    - **1 year for those with 4 year undergraduate degree with honours**

- **Integrated 5 year programme**

    - **Imaginative and flexible curricular structures**
    - **Creative combinations of disciplines of study**
    - **Multiple exit and entry points**
    - **Masters and doctoral education provide research- based specializations**

Equitable & Inclusive Education

- Clear targets for higher GER for URGs
- Enhance access by building more high-quality HEIs in Special Education Zones with larger numbers of URGs
- Institutional Development Plans -specific plans for increasing URGs participation
- Provide more financial assistance and scholarships to URGs
- Make admissions processes and curriculum more inclusive
- Develop more degree courses in Indian languages and bilingually
- Ensure all buildings and facilities are accessible for differently - abled
- Develop bridge courses
- Provide socio-emotional and academic support for all such students through suitable counselling and mentoring programmes

Governance & Regulation

- **Standard setting, funding, accreditation and regulation separated - Independent bodies**
- **'Light but tight' regulation**
- **Higher Education Commission of India (HECI)- single regulator**
- **Higher Education Grants Council(HEGC)**
- **Professional Standard Setting Bodies (PSSBs) – to specify standards**
- **General Education Council -develop NHEQF**
- **Accreditation - NAAC- meta - accreditor**
- **State Departments of Higher Education - involved at a policy level**
- **State Councils of Higher Education - peer support and best practice sharing**
- **Common regulatory regime for public and private institutions**
- **Private philanthropic initiatives encouraged**

Autonomy in Higher Education

- **All HEIs - autonomous self-governing entities**

- **HEIs governed by Independent Boards - academic and administrative autonomy:**
  - **Elimination of external interference**
  - **Engagement of high-capacity persons with institutional commitment**

- **All institutions free to start and run programmes, decide curricula, student capacity and resource requirements, develop internal systems for governance and people management**

- **Affiliation to stop in a phased manner - affiliated colleges to develop into autonomous degree granting colleges**

Integrating Teacher/Professional Edn into Hgr Edn

Teacher Education

- 4-year integrated Bachelor of Education at multidisciplinary institutions
- Current two-year B.Ed. program to continue till 2030
- After 2030, only those institutions offering a 4- year teacher education programme can offer the 2-year programme
- Substandard and dysfunctional teacher education institutes shut down

Professional Education

- Professional education as an integral part of the higher education system
- Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will not be established in future & discontinued, if required
- All institutions offering either professional or general education must organically evolve into institutions offering both by 2030

Technology in education

- **Technology in education for :**
  - **Enhance educational access to disadvantaged groups**
  - **Education planning, administration and management**
- **National Educational Alliance for Technology (NEAT) - an autonomous body - Facilitate decision-making on induction, deployment, use of technology**
- **National Repository of Educational Data - maintain all records of institutions, teachers and students**

National Research Foundation(NRF)

- **Autonomous body, set up through an Act of Parliament**
- **Scope of work of the Foundation will include:**
  - **Funding research in all disciplines through a competitive, peer-review based process**
  - **Building research capacity at academic institutions across the country**
  - **Encourage and build research capacity at State Universities through seeding research at through Research Mentors; Growing existing research at State Universities; doctoral and postdoctoral fellowships**
- **Creating beneficial linkages between researchers, government and industry**
- **Recognising outstanding research through special prizes and seminars**
- **NRF will have four major divisions to start with – Sciences, Technology, Social Sciences, Arts and Humanities**

Energised, Engaged & Capable Faculty

- Adequate faculty in every institution

- Ad-hoc, contractual appointments stopped

- Faculty recruitment based on academic expertise, teaching capacities, dispositions for public service

- Permanent employment (tenure) track system

- Continuous Faculty professional development

- Faculty recruitment, career progression :part of Institutional Development Plan

- Faculty empowered to make curricular choices; pursue research with academic freedom

Promotion of Indian languages, Arts & Culture

- **Focus on language, literature, scientific vocabulary in Indian languages**
- **Strong Indian language and literature programmes across the country**
- **Recruitment of language teachers and faculty**
- **Focused research on languages**
- **Existing national institutes for promotion of classical languages and literature strengthened**
- **National Institute for Pali, Persian and Prakrit to be set up**
- **Indian Institute of Translation and Interpretation (IITI) will be established**
- **Promoting cultural awareness of our ancient knowledge systems and traditional arts**

Thank You

In every epoch of humankind, knowledge represents the sum of what is created by all previous generations, to which the present generation adds its own.

The motif of the Mobius strip symbolizes the perpetual, developing and live nature of knowledge - that which has no beginning and that which has no end.

This Policy envisages creation, transmission, use and dissemination of knowledge as a part of this continuum.