PERSONALITY TEST PROGRAMME 2019  
(Current Affairs Interview Issues)

DRAFT NATIONAL EDUCATION POLICY

Introduction
Education is a catalytic tool to transform the population of the country. It becomes more critical when there is forecast that India will become the youngest country in the world, with a median age of 29. Providing universal education has been one of the main objectives of successive Indian governments since Independence. This has resulted in various policy and financial interventions over the last several decades. In this direction, government has come up with the draft National Education Policy 2019.

Background
- India has had two National Education Policies in 1968 and 1986 (modified in 1992) respectively.
  - After more than thirty years of operation of the last policy, India’s education system has seen a number of achievements. However, it has remained plagued by a number of problems and shortcomings. (Refer the box below)
  - In order to frame the new Education Policy based on these consultations, government constituted Subramanian Committee which submitted the report titled, 'Some Inputs for the Draft National Education Policy, 2016'.
  - Then a committee under Dr. K. Kasturirangan was setup to examine all the inputs/suggestions and submit a draft policy.
  - The policy is founded on the guiding goals of Access, Equity, Quality, Affordability and Accountability.
  - It has looked at the sector in a single organic continuum from pre-school to higher education and also touched on related sectors that form the part of the larger picture.

Evaluation of previous National Education Policies (1968 and 1986)
Achievements in Education System
- Early Childhood (0-8 yrs) Education: At age 3, two-thirds of children were enrolled in some form of preschool. Enrollment patterns only stabilize at age 8 when over 90% of children are enrolled in primary school.
- Increased enrollment: In rural India, only 3.3 percent of children in the 6-14 years of age were out of school in 2016. Over the past two decades, the tertiary student population increased from 5.7 million in 1996 to an estimated 36.6 million in 2017/18.
- Trust in Public education: The proportion of children (age 6-14) enrolled in private school has almost remained unchanged at 30.9% in 2018 which indicate overall trust in public schooling.
- Increased educational infrastructure: 98 percent of the habitations have access to primary education (class I-V) located within one kilometer and 92 percent have access to secondary education (class VI-VIII). The number of universities, likewise, grew from 190 in 1990/91 to 903 in 2017/18.
- Increasing role of Central Government: which committed itself to financing a portion of development expenditure, and around 10 per cent of primary education was funded under centrally sponsored schemes.
- Education as a Fundamental Right: following the Constitution (Eighty-Sixth Amendment) Act, which inserted Article 21-A in the Constitution of India in 2002. Hence, free and compulsory education is provided to all children between 6 and 14
year age by the Central and State governments and Union Territory Administrations.

- **Discussion on quality of education** - Several initiatives were taken like Operation Blackboard, Minimum Levels of Learning etc.

**Drawbacks in Education System**

- **Inequality in Educational Opportunity (IEO)** - Despite working towards universal enrollment, the high dropout rates have questioned the effectiveness of the education policy multiple times.
  - During teenage, the percentage of girls studying decreases, nearly 92.3 percent are studying, at the age of 13 years. Whereas only 65.5 per cent are studying at age 19.
  - There is a stark gap in educational status as 41% of STs are illiterate as against 31% non-STs and less than 2% attain higher education.

- **Lack of synergy between enrolment and learning outcomes** - Mere increase in enrolment in elementary and secondary education has not resulted in any improvement in learning outcomes. Poor foundational skills also mean that many of these youth won’t be employable.
  - All India figure for children in class 3 who are able to do at least subtraction has not changed much, from 27.6% in 2016 to 28.1% in 2018.

- **Inequality in Occupational Attainments (IOA)** - The vocational education ecosystem in its current form did not succeed in creating adequate employable job seekers in India as more than 60 per cent candidates and employers find the educational courses ineffective.

- **Heavy Emphasis on Marks** - The current education system of India lays extra heavy emphasis on scores rather than education itself. Around 12 percent of Indian students between the ages of four and 12 suffer from some form of psychiatric disorder.

- **Encouraged Flock Mentality** - The education system of India encourages flock mentality, first among parents and then among their children. The most favored courses remain engineering, medicine, and management.

- **Digital Divide** - Access to mobile, computer and internet as well as frequency of digital transactions shows a great digital divide which becomes relevant in government’s campaign to push for digital India.

- **Regulation issues**: The existing regulatory structure requires redefinition based on changing priorities of education at different levels. The Central and state governments, in their hurry to increase the number of educational facilities, have not kept adequate quality checks on these institutions.

**Need for new Education Policy**

- **Important developments since last education policy (NPE 1986/92)** - such as the Internet revolution, Globalisation, Right to Education Act among others mandate these factors to be considered comprehensively and to remain responsive to changing dynamics of the population's requirement.

- **Changed demands of a knowledge economy** - that calls for emphasis on the need for acquisition of new skills by learners on a regular basis, for them to ‘learn how to learn’ and become lifelong learners.

- **Narrow time lag between the generation of new knowledge and its application** - that necessitate the periodic renewal of education curriculum to maintain their relevance to the changing societal and personal needs of learners.

- **Small window of India’s Demographic Dividend** - that is expected to last for only a little over 20 years. It demands that apart from education, the children acquire actionable skills also in their schools and colleges itself.

- **Alignment with the global Sustainable Development Goals** - The SDG 4 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

- **Curb the innovation gap** - Indian innovations are invariably incremental and not disruptive. They are often ‘first to India’ and not ‘first to the world’. They copy the ‘current best practice’ but don’t create the ‘next’ practice. This gap needs to be overcome by institutionalizing research and development.

**Approach adopted by the draft Education Policy**

**Vision**

To create an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

**School Education**

- **Early Childhood Care and Education (ECCE):**
  - Develop new curriculum framework - by giving this task to NCERT, which consists of two parts, one for the age group of 0-3 years and other for the age group of 3-8 years.
o Strengthening of facilities - through expansion and co-location of Angandwadis and pre-schools with primary schools where possible.

o Design of learning-friendly environments - by a committee of cognitive scientists, early childhood education experts, artists, and architects in each state.

o Extension of the Right to Education Act to include Early Childhood Care and Education (ECCE).

- Foundational Literacy and Numeracy - The Policy recognizes the learning crisis in language and mathematics during the primary school years and its impact on attendance, retention and later learning.
  - Remedial Instructional Aides Programme - to induct instructors from local communities to formally help students who have fallen behind.
  - National Tutors Programme - where the best performers in each school work as tutors during the school for fellow (generally younger) students.

- Ensuring Universal Access & Retention
  - Addressing access gaps in infrastructure such as transport facilities, hostels and security of students and tracking out-of-school children through social workers and counselors.
  - Second-chance education programmes for long-term out-of-school adolescents.

- New Curricular & Pedagogical Structure - The Policy envisages a new curricular and pedagogical structure for school education.
  - Adopt a 5-3-3-4 design comprising:
    ✓ 5 years of the Foundational Stage: 3 years of pre-primary school and Grades 1, 2.
    ✓ 3 years of the Preparatory Stage: Grades 3, 4, 5.
    ✓ 3 years of the Middle Stage: Grades 6, 7, 8.
    ✓ 4 years of the High Stage: Grades 9, 10, 11, 12.
  - Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning.

- Transformation of Curriculum & Pedagogy - The Policy aims to transform curriculum & pedagogy to encourage holistic development with minimal rote learning.
  - Integrated curriculum - with equal emphasis all subjects; no hard separation of curricular, cocurricular or extra-curricular areas and equal status for all integration of vocational and academic streams

- Effective Administration & Management of Schools - The Policy aims to render school governance more local, effective and efficient while facilitating the sharing of resources through school complexes.
  - School Complex is a cluster of public schools from Foundational to Secondary stage within a contiguous geography. It will work as an effective administrative unit without compromising access i.e. physical relocation of schools.

- Regulation of School Education: Regulation and operation of schools (service provision) carried out by separate bodies to eliminate conflict of interest.

Higher Education

- Institutional Restructuring - A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions.
  - Consolidation of current 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant multidisciplinary institutions with programmes across disciplines
  - A new institutional architecture with three kinds of institutions -
    ✓ Type 1: Research universities - focus equally on research and teaching
    ✓ Type 2: Teaching universities - focus primarily on high quality teaching, while also significantly contributing to cutting-edge research
    ✓ Type 3: Colleges - focus almost exclusively on the goal of high-quality teaching

- Towards a More Liberal Education - An imaginative and broad-based liberal undergraduate education with rigorous specialization in chosen disciplines and fields.

- Optimal Learning Environments and Support for Students - The Policy envisions a joyful, rigorous and responsive curriculum, engaging and effective pedagogy, and caring support to optimize learning and the overall development of students.
  - A National Higher Education Qualifications Framework (NHEQF) outlining the learning outcomes. Focus on assessment for development and not judgement.
  - National Skills Qualifications Framework aligned with the above to ensure equivalence and mobility.
  - Focus on occupational readiness of students and involve them in institutional processes.
• Energised, Engaged & Capable Faculty:
  o Appropriately designed permanent employment (tenure) track system in all institutions by 2030
  o Faculty recruitment and development, career progression, compensation management to be part of every Institutional Development Plan.
  o Faculty empowered to make curricular choices for their courses; pursue research with academic freedom.

• Empowered Governance & Autonomy in Higher Education Governance:
  o National Higher Education Regulatory Authority- only regulator for all higher education including professional education
  o All institutions free to start and run programmes, decide curricula, student capacity and resource requirements, develop internal systems for governance and people management

• Integrating Professional Education into Higher Education:
  o Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice - for this to happen, professional education must not happen in the isolation of specialty.
  o All institutions offering either professional or general education must organically evolve into institutions offering both by 2030.

• Establishment of a National Research Foundation- to fund, mentor, incentivize, and build capacity for quality research in education. It will have four major divisions: sciences, technology, social sciences, and arts and humanities, with the provision to add additional divisions.

Additional key focus areas

• Teacher Management-
  o Merit-based scholarships to encourage outstanding students to enter the teaching profession
  o All "para-teacher" (Shikshakarmi) systems across the country will be stopped by 2022.
  o Teachers will not be allowed to participate in any non-teaching activities (e.g. cooking mid-day meals) during school hours that could affect their teaching capacities.
  o All teachers will have possible career progression paths to become educational administrators.

• Technology in Education at all levels:
  o National Mission on Education through information and communication technology to setup virtual laboratories that provide remote access to laboratories in various disciplines.
  o A National Education Technology Forum will be setup under the Mission, to facilitate decision-making on the induction, deployment and use of technology.

• Vocational Education:
  o Policy aims to provide access to vocational education to at least 50% of all learners by 2025.
  o Vocational education integrated into all education institutions in a phased manner over the next decade.
  o National Committee for the Integration of Vocational Education to oversee the effort.
  o ‘Lok Vidya’, knowledge developed in India, made accessible to students through integration into vocational education courses

• Adult Education- This Policy aims to achieve 100% youth and adult literacy by 2030, and significantly expand adult and continuing education programmes.
  o Cadre of Adult Education Centre managers and instructors created through the National Adult Education Tutors Programme.

• Financing Education:
  o Increase in public investment by Central and State Governments to 20% of overall public expenditure over a 10-year period.
  o Clamp down on commercialization of education- with the nature ‘light but tight’ regulation, substantial investment in public education, mechanisms of good governance.

• Rashtriya Shiksha Aayog/ National Education Commission (NEC): To provide inspiring leadership to ensure excellence of execution.
  o It will work as apex body to be constituted, chaired by the Prime Minister.
  o It will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields.

• Promotion of Indian Languages- It is critical to preserve the truly rich languages and literatures of India - the Policy will ensure the preservation, growth, and vibrancy of all Indian languages
Pros of the Draft Policy

- **Developed after extensive consultations** covering 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 Urban Local Bodies (ULBs), 676 districts and 36 States/Union Territories with specific questions on 33 themes for all levels. Also, all other stakeholders including ministries, states have been deliberated for their views to develop a consensus over the provisions of the draft.
- Look at education as a **continuous process and comprehensively addresses all stages** of education including different verticals of professional education, vocational education, technical education etc.
- **Focus on foundational stages of education** -
  - The actions suggested on ECCE can be the best investment that India could make in education since neuroscience evidence indicates that over 85% of a child’s cumulative brain development occurs prior to the age of 6.
  - The curriculum for Grades 1 and 2 will be developed in upward continuity with the pre-school curriculum, in terms of both content and pedagogy, which can have a positive impact on children’s learning.
- The contents of the draft policy are specific and action oriented that talks about **outcome driven education**.
- Schools will be given autonomy in setting syllabus under the broad **National Curriculum Framework**. This will motivate principals and teachers to **innovate**.
- It has laid out a framework for ensuring **quality of teacher education**, which is paramount in terms of ensuring quality education.
- The idea of **Special Education Zones (SEZ)** that will be set up in disadvantaged regions across the country helps address the inequitable development across regions - even within States.
- **Focus on research**, as it talks about financing and involvement of private sector and intends to make all institutes **comprehensive teaching-research institutions**. A **National Research Foundation** on the lines of what exists in the US is a promising step to coordinate and give direction to research.

Cons in the Draft Policy

- The policy’s implementation is **predicated on the assumption** that the education budget would be almost doubled in the next 10 years. Also, the sheer scale of changes expected, the rapid timeline and the absence of a **strong mechanism** for handholding states on this journey raises questions on the full implementation of this policy.
- **Misses to address the gap of access to quality education between India’s rich and poor children** - by proposing to remove the expectations that all schools meet common minimum infrastructure and facility standards, and that primary schools be within a stipulated distance from children’s homes.
- Representatives of **CBSE Schools Management Association** expressed concern over expanding the ambit of the **Right to Education Act** to pre-kindergarten to Class 12 from the present Classes 1 to 8. Already, the schools were facing difficulties in determining the fee structure and getting reimbursement of the fee of the student.
- Integrating pre-school with government school system may pose **infrastructure and logistics challenge**.

Conclusion

This Policy envisages creation, transmission, use and dissemination of knowledge as a part of this continuum. However, the challenges and concerns with the policy need to be addressed to ensure the learnings from previous two policies are implemented under this policy.
Summary

- India has had two National Education Policies in 1968 and 1986, latest one being 30 years old.
- **Need for new policy**
  - Developments since last education policy e.g. Internet revolution, Globalisation, Right to Education Act.
  - Changed demands of a knowledge economy and the need for acquisition of new skills on a regular basis.
  - Narrow time lag between the generation of new knowledge and its application.
  - Small window of India’s Demographic Dividend that is expected to last for only a little over 20 years.
  - Alignment with The SDG 4- “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.
  - Curb the innovation gap of Indian innovators.
- **Draft National Education Policy 2019** was submitted by Kasturirangan committee.

Key features of **Draft National Education Policy 2019**

- **Vision**: To create an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.
- **School Education**
  - Extension of the Right to Education Act to include Early Childhood Care and Education
  - Increased focus on Foundational Literacy and Numeracy by inducting instructors from local communities etc.
  - Ensuring Universal Access & Retention
  - **New Curricular & Pedagogical Structure**: Adoption of a 5-3-3-4 design comprising:
    - 5 years of the Foundational Stage
    - 3 years of the Preparatory Stage
    - 3 years of the Middle Stage
    - 4 years of the High Stage
  - Transformation of Curriculum & Pedagogy
  - Local, effective and efficient school governance and sharing of resources through school complexes.
- **Higher Education**
  - Consolidation of current 800 universities and 40,000 colleges into about 15,000 large institutions
  - A new institutional architecture with three kinds of institutions:
    - Type 1: Research universities
    - Type 2: Teaching universities
    - Type 3: Colleges
  - Towards a More Liberal Education with a common core curriculum for undergraduates.
  - National Higher Education Qualifications Framework (NHEQF) outlining the learning outcomes
  - Energised, Engaged & Capable Faculty by designing permanent employment (tenure) track system.
  - Empowered Governance & Autonomy in Higher Education: National Higher Education Regulatory Authority- only regulator for all higher education including professional education.
  - Integrating Professional Education into Higher Education and Establishment of a National Research Foundation.
- **Other provisions**
  - Focus on quality of Teachers: Merit-based scholarships to encourage outstanding students to enter the teaching profession etc.
  - Technology at all levels: E.g. National Mission on Education through information and communication technology
  - Focus on Vocational Education to provide access to vocational education to at least 50% of all learners by 2025.
  - Focus on Adult Education to achieve 100% youth and adult literacy by 2030.
  - Increase in public investment to 20% of overall public expenditure and no to commercialisation of education.
  - Rashtriya Shiksha Aayog/ National Education Commission (NEC) to provide inspiring leadership headed by Prime minister
  - Focus on language, literature, scientific vocabulary in Indian languages
• **Pros**
  o Developed after extensive *consultations*
  o Looks at education as a *continuous process* addressing *all stages of education*
  o Focus on *foundational stages* of education i.e. *Early Childhood Care and Education*
  o *Special Education Zones* (SEZ) to cater to *disadvantaged regions*
  o *Focus on research*

• **Cons**
  o *Finances* and the absence of a *strong mechanism* for handholding states
  o Does not address the *lack of accountability of schools*
  o Does not consider *Direct Benefit Transfer (e.g. vouchers)* as a means to eliminate fake beneficiaries
  o Misses to address the gap of access to quality education between *India’s rich and poor children*
  o No separate *funding* for *school complexes*