

POLICY UPDATE

New Education Policy (NEP), 2020



THE PRIMUS OUTLOOK

In a landmark announcement, thirty-four years after the establishment of the National Policy of Education 1986, the Ministry of Human Resource Development (MHRD) has released the New Education Policy (NEP) 2020 along with rechristening itself as the Ministry of Education. We welcome the announcements and look forward to the unfolding of initiatives promised in the Policy.

At a time when schools and colleges still remain shut and amidst the sombreness of COVID austerity, the New Education Policy presents forward looking reforms across curricula, pedagogy, teaching standards, assessment structures and regulatory frameworks. By updating the School Education structure to 5+3+3+4, making Board Exams application-based and extending the Right to Education to the age of 18 etc. the NEP has communicated that access to quality education is a definitive priority. A similar overhaul was announced for Higher Education Institutes (HEIs), where financial autonomy is to be given to around 45,000 affiliated colleges and standalone HEIs are to be upgraded to multi-disciplinary education institutes. The Policy crystallizes a much need vision towards generating an innovative and research driven workforce.

The NEP aspires for public investment in education to touch a mark of 6% of GDP at the earliest and states priority areas for financial outlays, some of these being student safety, ECCE, assessment standards in teacher training etc. This is an aspirational and progressive policy and the government would need to resource the reform indicated in the policy document. While some of the timelines are protracted, still there would be a need for clear lines of budgetary allocation along with a well-defined and transparent regulatory framework.

All in all, the NEP 2020 has portrayed a clear vision for a turnaround in the quality of learning standards expected as well as the increased flexibility and options provided to students. It has put in place a structure to establish a shift in learning techniques, from the traditional rote learning to experiential and interactive learning across schools and HEIs. Most importantly, the policy aims to provide equal integrity and importance to all streams and subjects and encourages higher levels of inquiry-based education across institutions. While the NEP presents a fresh beginning for the education landscape in India, the onus now falls on our education ecosystems to take up the challenge and implement the policy in letter, spirit and action.

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KEY TAKEAWAYS: HIGHER EDUCATION

1 INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- Consolidation through suggested 3- tier broad structures in Higher Education institutions namely, research universities, teaching-intensive universities and autonomous colleges
- Transforming all HEIs into large multidisciplinary universities, colleges, and HEI clusters by 2040



- Increasing Gross Enrollment Ratio to 50 percent by 2030
- Phasing out of 'affiliated colleges' to become autonomous



- Breaking the silos: Integration of disciplines and offering arts education courses even in institutes like IITs
- Digitization of academic credits on an Academic Bank of Credit across HEIs



2 TOWARDS A HOLISTIC EDUCATION

- Multiple entry, exit points will be provided to students in HEIs
- Flexibility to offer different designs of master's programmes
- Establishment of Multidisciplinary Education and Research Universities (MERUs)

3 EQUITY AND INCLUSION

- Establishing Special Education Zones for enhanced access
- Ensuring gender balance in inclusive admission procedures in HEIs



4 TECHNOLOGICAL PROWESS

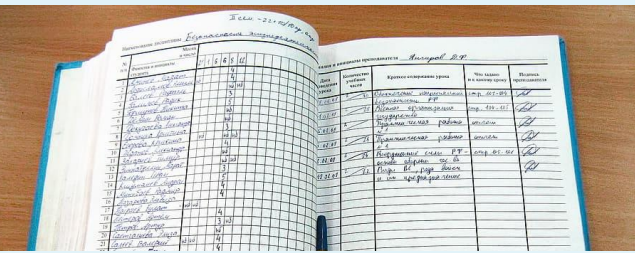
- Setting up a National Educational Technology Forum (NETF) to encourage ideation on technology in education
- NRF to fund research in all disciplines: Science, Technology, Social Sciences, and Arts and Humanities



KEY TAKEAWAYS: HIGHER EDUCATION

5 VOCATIONAL EDUCATION

- Vocational education will be an integral part of school and higher education
- National Committee for the Integration of Vocational Education (NCIVE) to oversee efforts in this direction
- 50% of learners to have access to vocational education by 2025
- All higher education institutions to offer vocational education courses

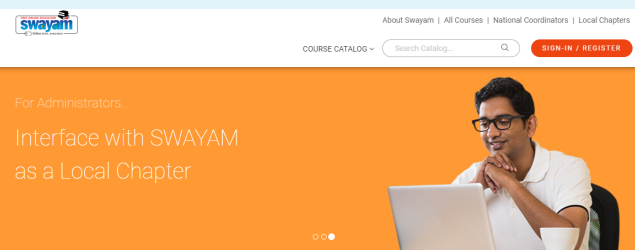


6 OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

- Revision of Choice Based Credit System (CBCS) to promote innovation and flexibility amount students
- Flexibility to run Open Distance Learning and online programmes through accreditation
- Institutes to integrate academic plans into its larger institutional development plan
- Flexibility to run Open Distance Learning and online programmes through accreditation

7 PROMOTING HIGH-QUALITY RESEARCH: NATIONAL RESEARCH FOUNDATION (NRF)

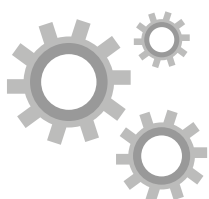
- Setting-up NRF to promote funding and research
- NRF to fund research in all disciplines: Science, Technology, Social Sciences, and Arts and Humanities



8 MOTIVATED, ENERGISED, AND CAPABLE FACULTY

- Incentivize and recognize excellent and committed faculty through tenure, promotions, and salary increases
- Using technology platforms such as SWAYAM /DIKSHA for online training of the teachers
- Faculty to be empowered with autonomy to innovate and teach in

9 TRANSFORMING THE REGULATORY SYSTEM



- One common regulator, National Higher Education Regulatory Authority
- The Higher Education Commission of India (HECI) to replace the UGC and AICTE and to host four independent verticals: NHERC, NAC, HEGC and GEC



KEY TAKEAWAYS: SCHOOL EDUCATION

1 CURRICULUM AND PEDAGOGICAL FRAMEWORK



- Replacing the existing 10+2 School Education system with a 5+3+3+4 format
- Increasing flexibility of curriculum content and focus on constructivist learning
- Tracking students and their learning levels
- Reduction in curriculum to core concepts and their application



- Forming school clusters for sharing resources and increasing reach
- School Preparation Module for all Grade 1 students, focusing on activity-based learning
- ICT integration in teaching and learning methodologies. Development of smart classrooms in a phased manner



2 HOLISTIC DEVELOPMENT OF THE STUDENT

- Focus on innovative pedagogies like experiential teaching/learning methods
- Integrated approach and breaking the silos between streams, greater flexibility for subject selection in secondary school

3 STRENGTHENING EARLY CHILDHOOD CARE AND EDUCATION



- Target to achieve quality Early Childhood Development, Care and Education for all by 2030, thus ensuring 100% GER in School Education
- School Preparation Module for all Grade 1 students, focusing on activity-based learning
- Establishment of National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)
- Strengthening the Anganwadi with high quality infrastructure and training of teachers through digital or remote certificate and diploma programmes

KEY TAKEAWAYS: SCHOOL EDUCATION

4 QUALITY OF THE TEACHERS

- Setting up National Professional Standards for Teachers (NPST) to make teacher recruitment a fair and transparent process



- Minimum qualification for teachers will be 4-year integrated B.Ed. degree by 2030



- Test achievement of learning outcomes through assessment of core concepts and knowledge from the national and local curricula
- A National Assessment Centre; PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up to establish standards of assessment

5 ASSESSMENTS

- Exams in Grades 3 5 and 8 and Board exams in Grades 10 and 12 to test knowledge application instead of rote learning
- Holistic report cards to include self, peer and teacher-based assessment

6 REGULATORY FRAMEWORK

- Department of School Education will focus on policy making and Directorate of School Education to look after educational operations and service provision.



- The SCERT will look after academics and State School Standards Authority (SSSA) will set minimum common standards for online self-disclosure by all public and private schools

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