

New Education Policy 2020

Contact:

Madan Sabnavis
Chief Economist
madan.sabnavis@careratings.com
+91-22-6837 4433

Vahishta M. Unwalla
Research Analyst
vahishta.unwalla@careratings.com
+91-22-6837 4408

Mradul Mishra (Media Contact)
mradul.mishra@careratings.com
+91-22-6837 4424

Disclaimer: This report is prepared by CARE Ratings Ltd. CARE Ratings has taken utmost care to ensure accuracy and objectivity while developing this report based on information available in public domain. However, neither the accuracy nor completeness of information contained in this report is guaranteed. CARE Ratings is not responsible for any errors or omissions in analysis/inferences/views or for results obtained from the use of information contained in this report and especially states that CARE Ratings has no financial liability whatsoever to the user of this report

29th July 2020 is a landmark day for India, as after nearly three decades the country gets a new policy for the education system –called the ‘New Education Policy (NEP) 2020’. The last time when a policy of similar stature was announced, was about 34 years ago. The NEP 2020, hence forward, replaces the ‘National Policy on Education’ - announced in 1986 and modified in 1992.

The Indian education system was in need for a change since a long period of time and with the announcement of NEP 2020, various stakeholders including students, teachers, parents and others associated, wholeheartedly welcome this new reform. According to the Ministry of Education, GoI, the NEP 2020 shall bring major structural reforms in school and higher education systems of the country.

This report analyses the various reforms announced by NEP 2020 in 27 sections, which are classified in 4 parts. It includes announcements for school as well as higher education. All of these sections were analysed by CARE Ratings and a summarised version of the same is presented in this report. Additionally, this report gives a perspective on the expected impact of this policy on various stakeholders of the education system in India.

Highlights of NEP 2020:

- 10+2 school structure to be replaced by 5+3+3+4 structure
- Move away from the culture of rote learning and focus on key concepts and application based learning
- Emphasis on teaching evolving technologies like big data, machine learning, and artificial intelligence.
- Achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030
- Introduction of vocational courses and internships between grade 6 – 8
- Students to be given choice of subjects to study in secondary school – no rigid separation between Science, Arts, Commerce and other streams
- Board exams of grade 10 & 12 to be made easier and choice of giving two attempts
- No year will be wasted if student drops out before graduation. Certificate to be provided for each year of completion
- Higher education to be governed by only one body and digital education to be promoted
- Increase the public investment in Education sector to reach 6% of GDP at the earliest, etc.

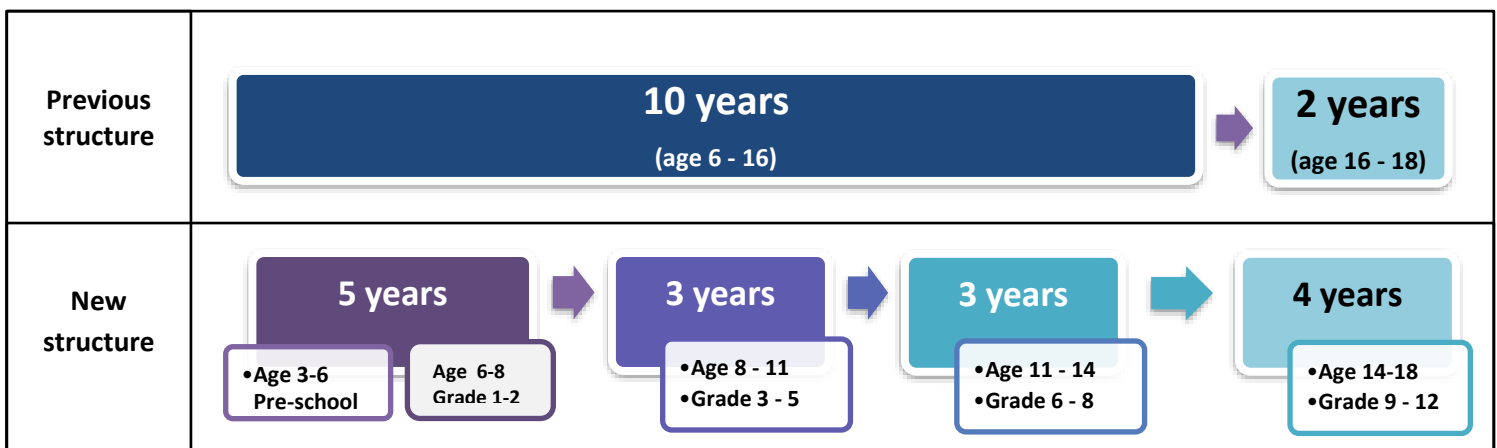
PART 1: SCHOOL EDUCATION

1. Early Childhood Care and Education with new Curricular and Pedagogical Structure

- Ensuring universal access of school education at all levels by :-
 - Increasing emphasis on providing infrastructure support,
 - Bring back dropouts,
 - Facilitating multiple pathways to learning involving both formal and non-formal education modes,
 - Association of counselors with schools,
 - Provide vocational courses and life-enrichment programs, etc.

- An estimated 2 crore drop outs are expected to be brought back into the schooling system.
- Provide special attention and priority to districts and locations that are particularly socio-economically disadvantaged.
- With emphasis on Early Childhood Care and Education (ECCE), the **10+2 structure of school curricula shall be replaced by a 5+3+3+4 curricular structure** corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the uncovered age group of 3-6 years under school curriculum, which is a crucial stage for a child’s brain development. The new system will have 12 years of schooling with three years of pre-schooling. The below chart depicts the same.

Chart 1: Previous and new school education structure



Source: Ministry of Education, GoI

2. Foundational Literacy and Numeracy

- According to Ministry of Education, GoI, a large proportion of students currently in elementary school have not attained foundational literacy and numeracy, (i.e.) the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. Therefore, it is now an urgent national mission for every child to attain foundational literacy and numeracy by Grade 3 by 2025.
- Teacher vacancies to be filled at the earliest especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy.
- Priority to employ local teachers or those with familiarity with local languages.
- **Ensure a pupil-teacher ratio (PTR) of under 30:1** and areas having large numbers of socio-economically disadvantaged students to aim for a PTR of under 25:1.
- Public and school libraries to be significantly expanded especially in villages and focus on building new digital libraries.

- **Provide a simple breakfast in addition to mid-day meals.** In locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

- The Gross Enrolment Ratio (GER) for Grades 6-8 is 90.9%, while for Grades 9-10 and 11-12 is only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and even more after Grade 8. It is now a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to **achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.**
- The credibility of Government schools to be re-established by upgrading and enlarging the existing schools, building additional quality schools in areas where they do not exist, providing safe and practical conveyances and/or hostels, especially for the girl children.
- Increase offerings of Open and Distance Learning (ODL) and vocational programmes; expand State Open Schools for meeting the learning needs of children who are not able to attend a physical school. Develop these offerings in regional languages.
- **Regulations for building schools to be made easier.** Other models for schools to be piloted, such as public-philanthropic partnerships.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

- The key overall thrust of revising curriculum across all stages will be to **move away from the culture of rote learning** as is largely present today. **New mandated content to focus on key concepts, ideas, applications, and problem solving.**
- **Curriculum content to be reduced** in each subject to its core essentials, to make space for critical thinking and more holistic.
- Make use of art and sports integration as a cross-curricular pedagogical approach. Art integration will help imbibe the Indian ethos through integration of Indian art and culture in teaching, while sports-integration approach utilizes physical activities to help develop skills such as collaboration, self-initiative, self-discipline, teamwork, responsibility, citizenship, etc.
- **Students to be given choice of subjects to study**, particularly in secondary school. No rigid separation among curricular and extracurricular activities, among Arts, Humanities, and Sciences, or between vocational or academic streams. Subjects such as physical education, the arts and crafts, vocational skills, Science, Humanities and Mathematics will be incorporated throughout the school curriculum.
- Inclusion of shorter modules or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility.

- Wherever possible, **the medium of instruction until at least Grade 5, but preferably till Grade 8** and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language, wherever possible.
- The three-language formula will continue to be implemented to promote **multilingualism**. The three languages learned by children will be the choices of States, regions and students, of which at least two languages are Indian. Students who wish to change their language preference, may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school. Sanskrit will be offered at all levels of school and higher education as an option in the three-language formula. Other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students. Additionally, foreign languages such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level.
- **Introduction of contemporary subjects** such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages of schooling.
- Mathematics assumes critical importance in upcoming fields and professions that involve artificial intelligence, machine learning, and data science, etc. Thus, **mathematics and computational thinking will be given increased emphasis** throughout the school years.
- Activities involving **coding will be introduced** in middle Stage.
- Every **student will take vocational courses** such as carpentry, electric work, metal work, gardening, pottery making, etc. during grades 6-8. Thereafter, all students will **intern** with local vocational experts.
- The formulation of a new and comprehensive National Curricular Framework for School Education, **NCFSE 2020-21**, will be undertaken by the NCERT and **updated once every 5-10 years**. All textbooks shall aim to reduce content contain the essential core material (together with discussion, analysis, examples, and applications).
- **Provide textbooks at the lowest possible cost** - preferably, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT.
- **Student assessment** will shift from summative which primarily tests rote memorization skills, to more regular and formative mode, which tests higher-order skills like analysis, critical thinking, and conceptual clarity. The progress card of all students for school-based assessment will be a 360-degree and multidimensional report that reflects in great detail the progress and uniqueness of each learner. It will include self, teacher and peer assessment, progress project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc.
- While the **Board exams for Grades 10 and 12** will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. Students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made easier and test primarily core capacities/competencies rather than months of coaching and memorization. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions

during any given school year, one main examination and one for improvement, if desired. Board exams in certain subjects could be redesigned to have two parts –objective type with multiple-choice questions and the other of a descriptive type.

- To track progress throughout the school years, and not just at the end of Grades 10 and 12 - all students will take school examinations in Grades 3, 5, and 8 - conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization.
- The **National Testing Agency (NTA)** will serve as a premier, expert, autonomous testing organization **to conduct entrance examinations for undergraduate and graduate admissions** and fellowships in higher education institutions. NTA will work to offer common aptitude test at least twice every year. NTA testing services will enable most universities to use these common entrance exams - rather than having different universities devising their own entrance exams - thereby reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions.

5. Teacher recruitment and career path

- Teachers will be recruited through robust, transparent processes and promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators.
- To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching and teachers will not be involved in strenuous administrative tasks.
- **By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.** The 2-year B.Ed. programmes will also be offered and intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty.

6. Equitable and Inclusive Education: Learning for All

- NEP 2020 aims to ensure that no child loses any opportunity to learn and excel due to the circumstances of birth or background. **Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs)** which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and Special Education Zones.
- There have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.
- The Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities

determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.).

- Free boarding facilities will be built in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls.

7. Efficient Resourcing and Effective Governance through School Complexes/Clusters

Small school sizes are economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Small schools also present a systemic challenge for governance and management. This problem can be addressed by establishing a grouping structure called the 'school complex', consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of 5-10 kilometers. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster.

8. Standard-setting and Accreditation for School Education

- At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions and policymaking - are handled by a single body, (i.e.) the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power. It also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform.
- The key principles and recommendations of NEP 2020 regarding the State school education system are as follows. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.
 - a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system. It will not be involved with the provision and operation of schools or with the regulation of schools, in order to eliminate conflict of interests.
 - b) To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance).

PART 2: HIGHER EDUCATION

1. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

- **Major problems currently faced by the higher education system in India are:-**
 - A severely fragmented higher educational ecosystem
 - Less emphasis on the development of cognitive skills and learning outcomes
 - A rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study
 - Limited access particularly in socio-economically disadvantaged areas, with few higher education institutions that teach in local languages
 - Limited teacher and institutional autonomy
 - Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders
 - Lesser emphasis on research at universities and colleges, and lack of competitive peer reviewed research funding across disciplines
 - Suboptimal governance and leadership of HEIs
 - An ineffective regulatory system
 - Large affiliating universities resulting in low standards of undergraduate education, etc.

- **NEP 2020 vision includes the following key changes to the current higher education system:**
 - The higher educational system shall consist of a large, multidisciplinary universities and colleges, with at least one in or near every district and with more higher education institutes across India that offer medium of instruction or programmes in local/Indian languages
 - Moving towards faculty and institutional autonomy
 - Revamping curriculum, pedagogy, assessment and student support for enhanced student experiences
 - Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service
 - Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges
 - Governance of HEIs by high qualified independent boards having academic and administrative autonomy
 - "Light but tight" regulation by a single regulator for higher education
 - Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

2. Institutional Restructuring and Consolidation

- The main thrust of NEP 2020 regarding higher education, is to end the fragmentation of higher education by transforming higher education institutions (HEI) into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students.

- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, every college would develop into either an Autonomous degree-granting College, or

a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities.
- **Aim to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.** Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER.
- **Single-stream HEIs will be phased out over time** and all will move towards becoming multidisciplinary institutions or parts of multidisciplinary HEI clusters. Single-stream HEIs will add departments across different fields that would strengthen the single stream that they currently serve.
- **Gradually phase out the system of 'affiliated colleges' over a period of 15 years** through a system of graded autonomy. All colleges currently affiliated to a university shall attain the required benchmarks over time, to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.

3. Towards a More Holistic and Multidisciplinary Education

- **Under-Graduate education can be of 3 or 4 years with multiple exit options and appropriate certification** within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.
- An **Academic Bank of Credit** 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.
- **The National Research Foundation** will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Students at all HEIs will be provided with **internship opportunities** with local industry, businesses, artists, crafts persons, etc., as well as research internships.
- HEIs to have the **flexibility of offering different designs of Master's programmes:**
 - 2-year programme with the 2nd year devoted entirely to research - for those who have completed the 3-year Bachelor's programme
 - For students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme
 - There may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.
- **The M.Phil. programme shall be discontinued.**

4. Optimal Learning Environments and Support for Students

- In order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes.
- All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. **HEIs shall also move away from high-stakes examinations, towards more continuous and comprehensive evaluation.**
- Aim for **internationalization** (i.e.) to have larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to study at, transfer credits to, or carry out research at institutions abroad, and vice versa. **Attract more students by having courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture and modern India.** Quality residential facilities and on-campus support etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.
- **Financial assistance to students** shall be made available through various measures especially for students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships.

5. Motivated, Energized, and Capable Faculty

- Various initiatives to be introduced to systematize recruitment and career progression and to ensure equitable representation from various groups in the hiring of faculty. Example: provide basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences, etc.
- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.
- Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership.

6. Equity and Inclusion in Higher Education

Steps to be taken by all HEIs include mitigating opportunity costs and fees for pursuing higher education, provide more financial assistance and scholarships to socio-economically disadvantaged students, conduct outreach on higher education opportunities and scholarships, make admissions processes more inclusive, make curriculum more inclusive, increase employability potential of higher education programmes, develop more degree courses taught in Indian languages and bilingually, ensure all buildings and facilities are wheelchair-accessible and disabled-friendly, strictly

enforce all no-discrimination and anti-harassment rules, develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, etc.

7. Teacher Education

- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

8. Reimagining Vocational Education

Currently a small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. This will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets.

9. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

- Despite its critical importance, the research and innovation investment in India is currently at just 0.69% of GDP, as compared to 2.8% in USA, 4.3% in Israel and 4.2% in South Korea.
- NEP 2020 aims at establishing a National Research Foundation (NRF). The primary activities of the NRF will be to fund competitive, peer-reviewed grant proposals of all types and across all disciplines; facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage; act as a liaison between researchers and relevant branches of government as well as industry so that research scholars are constantly made aware of the most urgent national research issues and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and recognise outstanding research and progress in the country.

10. Transforming the Regulatory System of Higher Education

- **Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.** HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation.
- HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

11. Effective Governance and Leadership for Higher Education Institutions

Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a **Board of Governors (BoG) shall be established** consisting of a group of highly qualified, competent, and dedicated individuals

having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance.

PART 3: OTHER KEY AREAS OF FOCUS

1. Professional Education

Increased focus on agricultural, legal, healthcare and technical education

2. Adult Education and Lifelong Learning

Achieve 100% youth and adult literacy

3. Promotion of Indian Languages, Arts, and Culture

To ensure preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

4. Technology Use and Integration

An autonomous body, the **National Educational Technology Forum (NETF)**, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

5. Online and Digital Education: Ensuring Equitable Use of Technology

NEP 2020 recommends the following:

- Pilot studies for online education by agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc.
- Invest in Digital infrastructure
- Online teaching platform and tools such as SWAYAM, DIKSHA, etc.
- Content creation, digital repository, and dissemination
- Digital divide: the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts for addressing the digital divide.
- Virtual Labs: creation of virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences.
- Training and incentives for teachers
- Online assessment and examinations
- Blended models of learning: promoting digital learning and face to face learning
- Laying down standards of content, technology, and pedagogy for online/digital teaching-learning.

PART 4: MAKING IT HAPPEN

1. Strengthening the Central Advisory Board of Education

- the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE)
- **Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE)**

2. Financing: Affordable and Quality Education for All

The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

3. Implementation

The implementation of this policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review.

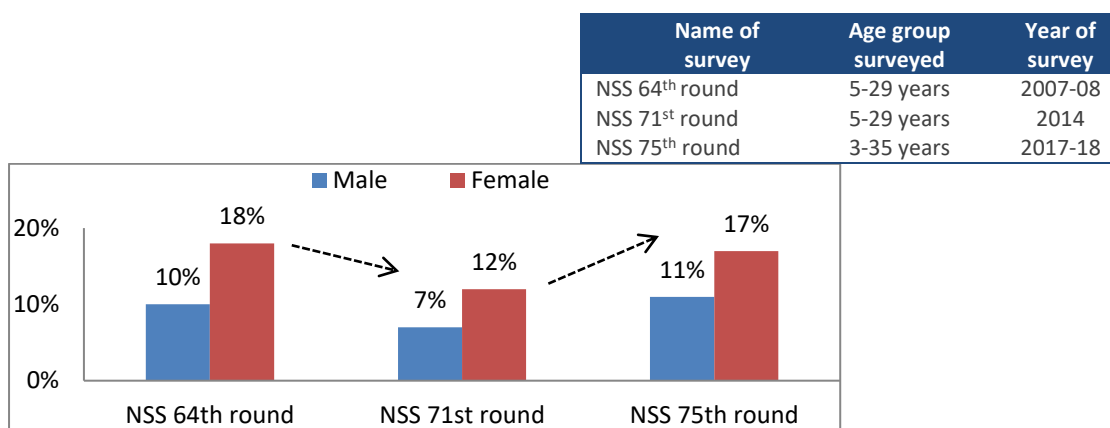
Impact analysis by CARE Ratings:

- The replacement of 10+2 schooling structure with the new 5+3+3+4 structure will make schooling mandatory from age 3 rather than the earlier system of age 6. This brings more scope for pre-primary schooling and teachers in the country. Also, in India most students are initially enrolled in a pre-primary school which does not have Grade 1 and above. However, with this new system, primary and secondary schools that did not have pre-primary classes, will want to add these additional three grades (nursery, Junior & Senior KG) in their schools – so as to encourage students to continue staying enrolled in the same school since the beginning. Adding additional grades in schools will require fresh infrastructure, funding support from government and brings scope for pre-primary teachers.
- Presently, some schools have over 50 students in one classroom, which makes it challenging for teachers to handle all students at the same time and therefore students lack discipline during lectures. This affects the effectiveness of teaching as attention span of students reduces. The capping of Pupil : Teacher ratio to 30:1 in NEP 2020, will help address this challenge to a large extent.
- In rural areas, where parents are financially challenged and not able to afford basic needs, their main motive to enrol children in schools is to get nutritious food for their kids – which is provided by schools. The NEP 2020 focuses on providing healthy and nutritious meal to kids, which shall indirectly help control the drop out rates from schools in future.
Unfortunately, due to the outbreak of Covid-19, most schools across India are temporarily shut and hence, these kids are now deprived of healthy food from schools, which is expected to have increased the drop out rates of students during the ongoing pandemic.
- The main reasons for drop out from schools have remained unchanged over the years, eg: financial constraints, engaged in domestic activities, school is far off, completed desired level/class, no tradition in community, non-availability of girls'

toilet, etc. According to the NSS 75th round (2017-18), the proportion of students that never enrolled in schools rose, when compared with NSS 71st round (2014). This is major concern for the country which needs immediate government attention.

In order to achieve 100% gross enrolment ratio by 2030 (as stated in NEP 2020), the government first needs to address these challenges as stated above. More funding and infrastructure shall be required. Additionally, effective counselling of parents will be needed to make them realise the importance of education in the 21st century.

Chart 2: Proportion of individuals never enrolled in schools (in %)



- The education system was in pressing need for a change in curriculum - that dispenses with the rote system of learning and focuses on concepts which have high relevance today. New teaching method shall promote problem solving skills with usage of application based methods of learning. Students shall be introduced to ‘coding’ in grade 6 and be taught on evolving technologies like artificial intelligence, etc. These are the skills required by employers today and will thus improve the employability of graduating students. The new curricula will help reduce the vast gap between existing skill sets possessed by graduates and required skill sets by employers.
- The easing of curriculum content in each subject will reduce burden of students, as well as parents and teachers. It will make more space for critical thinking and holistic learning. Students are expected to have time to pursue additional hobbies and interests, like sports, arts and drama, etc.

Choosing subjects from various streams - Arts, Humanities, and Sciences, will encourage students to pursue subjects of their interests and where they wish to make a career, rather than studying subjects which disinterests them.

- Unfamiliar language/medium of instruction is one of the main barriers for students to not enrol in schools. The NEP 2020 addresses this challenge and has made the medium of instruction until at least Grade 5 (& beyond- if possible), to be the mother tongue/local/regional language. While this announcement addresses the challenge of enrolment in schools in lower grades, but poses a new challenge of language barrier in higher education institutes, where the medium of instruction is not the mother tongue - but usually a common language like English or Hindi.

- Introduction of vocational courses and internship opportunities in grade 6 – 8 will encourage students to enrol for courses which provides jobs as tailor, plumber, carpenter, electrician, etc. As the gig economy grows, this will gain importance. However, as number of students enrolling for these courses rises, it is of utmost importance that there is sufficient number of jobs created in these fields. In the absence of such jobs, the unemployment rate would tend to increase as qualified students may not be willing to take up jobs which require lower qualification.
- According to the NSS 75th round (2017-18), tuition fee accounts for 50% of the overall expenditure on education. The 2nd largest component is of books, stationary and uniform of 20%. To ease the financial burden of students, the NEP 2020 promotes providing textbooks at the lowest possible cost - preferably, at the cost of production/printing. This will up to an extent help mitigate the burden of textbook purchase cost from the students. Access to downloadable and printable versions of all textbooks provided by States/UTs and NCERT, will act as an additional resource and be of incremental use to students.
- Shift of student assessment mode from summative to more regular and formative mode, includes focusing on testing higher-order skills like analysis, critical thinking, and conceptual clarity. This will help removal of rote memorization practice and shall promote an overall development of students. The introduction of a 360-degree report card will reflect the greater details of the progress of each learner on various dimensions such as personality, sports, extra-curricular activities, rather than just focusing on marks attained in examinations.
- On multiple occasions, a student may not be able to give board exams of grade 10 and 12 due to sickness or other personal reasons. Due to this, the student would have to repeat the entire year. This 'high stakes' aspect shall be eliminated now, as the NEP 2020 allows all students to take Board Exams up to two occasions during the school year. NEP 2020 also allows Board exams in certain subjects to be redesigned to have two parts – objective type with multiple-choice questions, rather than the earlier system which focuses only on descriptive questions.
- The NEP 2020 provides special emphasis on Socially and Economically Disadvantaged Groups. While this is beneficial for the development of students belonging to SC, ST, OBC and other categories, it adversely affects the students belonging to 'general' quota category, who have to face tough competition for admissions in colleges with no special preference and limited seats. This indirectly promotes donations in schools and colleges for student admission.
- The emphasis on multilingualism and sports and culture will provide opportunities for prospective teachers – who are specialised in such subjects.
- Establishment of large multidisciplinary universities, colleges, and HEI clusters will help in optimum utilization of resources such as libraries, canteens, teachers, laboratories, etc. among various students.
- The NEP 2020 aims at increasing the Gross Enrolment Ratio in higher education from 26.3% (2018) to 50% by 2035. To achieve this, institutions are expected to increase the number of Open Distance Learning (ODL) and online programmes. Supply of vocational courses is also expected to increase.
- Multiple exit options for under-graduate programs provides flexibility to students to discontinue the course mid way, as they can get a certificate/diploma after studying 1 or 2 years respectively.

- Building the academic Bank of Credit will help digitally store academic credits earned from different HEIs, so that when a student decides to pursue the final year of higher education in a different college, the credits can be transferred and counted towards final degree earned.
- The setting up of National Research Foundation will help foster a strong research culture and build research capacity across higher education, which is presently quite low in India. This will help attract various foreign students and retain Indian students in the country to pursue their higher education, rather than migrating abroad for pursuing research studies. It will also help open up new opportunities for employment.
- Introduction of new courses and programmes such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture and modern India will help in internationalization by attracting foreign students in the country. Additionally, HEIs will have the flexibility of offering different designs of Master's programmes. A similar structure is already existing in the western nations and therefore Indian education now can be at par with those nations. However, this will require greater investments in quality residential facilities and on-campus support, etc.

Conclusion:

India has one of the world's youngest populations in an aging world. Hence it is of utmost importance to ensure that the growing demographic dividend is made a part of responsible and progressive education system, so as to be able to contribute to the nation's economic development in future. The NEP 2020 definitely brings us closer to this mission.

While the NEP 2020 aims to increase digital mode of education in the country, this requires additional funding for schools. Two main sources for sourcing finance would be government aid and increasing school fees. Raising school fees will indirectly add to the existing challenge of high drop out rates, especially in rural areas where drop out rates are high. Therefore, government has a greater responsibility to motivate students and parents to continue staying enrolled in the education system for betterment of themselves, their family and the country.

CARE Ratings Limited

Corporate Office: 4th Floor, Godrej Coliseum, Somaiya Hospital Road, Off Eastern Express Highway, Sion (East), Mumbai - 400 022. CIN: L67190MH1993PLC071691
Tel: +91-22-6754 3456 | Fax: +91-22-6754 3457
E-mail: care@careratings.com | Website: www.careratings.com

Follow us on  [/company/CARE Ratings](https://www.linkedin.com/company/CARE-Ratings)
 [/company/CARE Ratings](https://www.youtube.com/channel/UC...)