

**Legislations to implement the National Education Policy**

527. SHRI K.J. ALPHONS: Will the Minister of EDUCATION be pleased to state:

(a) by when will legislations be enacted to implement the National Education Policy (NEP);

(b) the basic features of NEP; and

(c) whether it will ensure that students learn to discover knowledge experientially?

THE MINISTER OF EDUCATION (SHRI RAMESH POKHRIYAL 'NISHANK'):

(a) As per National Education Policy 2020, implementation of the Policy requires multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Accordingly, this Ministry has communicated to all States/UT Governments for implementation of NEP 2020 in letter and spirit. Ministry of Education is also organising 'Shikshak Parv' from 8th September to 25th September, 2020 to deliberate on various themes and implementation of NEP 2020 aimed at eliciting suggestions. Ministry has also organised a Conference of Governors, Lt. Governors and Education Ministers on "Role of National Education Policy in Transforming Higher Education". Governors and Lt. Governors of State and Union Territories, Education Minister of State and UTs, Vice Chancellors of State Universities and other dignitaries participated in the conference. There has been wide publicity with a positive and overwhelming response from stakeholders on NEP 2020.

(b) Ministry of Education has announced the National Education Policy 2020 (NEP 2020) on 29.07.2020 after obtaining approval of Cabinet which is available at Ministry of Education's website at [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf). The basic features of NEP 2020 include:—

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);
- (iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;

- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; 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.
- (vii) Assessment reforms - Board Exams up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- (xi) Robust and transparent processes for recruitment of teachers and merit based performance;
- (xii) Ensuring availability of all resources through school complexes and clusters;
- (xiii) Setting up of State School Standards Authority (SSSA);
- (xiv) Exposure of vocational education in school and higher education system;
- (xv) Increasing GER in higher education to 50%;
- (xvi) Holistic Multidisciplinary Education with multiple entry/exit options;
- (xvii) NTA to offer Common Entrance Exam for Admission to HEIs;
- (xviii) Establishment of Academic Bank of Credit;
- (xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (xx) Setting up of National Research Foundation (NRF);
- (xxi) 'Light but Tight' regulation;
- (xxii) Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the

Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

- (xxiii) Expansion of open and distance learning to increase GER.
- (xxiv) Internationalization of Education
- (xxv) Professional Education will be 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 aim to become multi-disciplinary institutions.
- (xxvi) Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
- (xxvii) Establishing a National Mission for Mentoring.
- (xxviii) Creation of an autonomous body, the National Educational Technology Forum (NETF) 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.
- (xxix) Achieving 100% youth and adult literacy.
- (xxx) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- (xxxi) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
- (xxxii) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- (xxxiii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
- (xxxiv) Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

(c) NEP 2020 states that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful and fulfilling to the learner. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged and classroom sessions will regularly contain more fun, creative, collaborative and exploratory activities for students for deeper and more experiential learning. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject and with explorations of relations among different subjects. In higher education too, there is focus on promoting holistic multidisciplinary education with emphasis on critical thinking and practical application-based learning through internships.

#### **Teachers training and other provisions in the New National Education Policy**

528. SHRI MALLIKARJUN KHARGE: Will the Minister of EDUCATION be pleased to state:

(a) ways in which Government plans to implement the provisions of the New National Education Policy, 2020;

(b) ways in which Government plans to train the Anganwadi workers to implement the process of Early Childhood Care and Education (ECCE);

(c) by when does Government seek to implement the new structure of school curriculum as mentioned in the National Education Policy document;

(d) ways in which Government plans to train the teachers with the new model of education; and

(e) by when can such training be imparted to all teachers across the country?

THE MINISTER OF EDUCATION (SHRI RAMESH POKHRIYAL 'NISHANK'):

(a) National Education Policy (NEP) 2020 provides different timelines as well as principles