Some Inputs for Draft National Education Policy 2016

Ministry of Human Resource Development

Government of India

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Chapter-1

PREAMBLE

India has always accorded high importance to education. The Education System which was evolved first in ancient India is known as the Vedic system. The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of the self. The Gurukul system fostered a bond between the Guru & the Shishya and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his/her teacher.

The world's first university was established in Takshila in 700 BC. The University of Nalanda, or the Nalanda Mahavira as it was known at the time, established in 4th century BCE, was one of the world's first great universities in the world. In its heyday, in the 7th century AD, Nalanda University had some 10,000 students and 2,000 teachers. The subjects taught at Nalanda University covered diverse fields of learning covering science, astronomy, medicine, and logic as diligently as they applied themselves to metaphysics, philosophy, Samkhya, Yoga-shastra, the Veda, and the scriptures of Buddhism and foreign philosophy. Transcending ethnic and national boundaries, Nalanda University attracted pupils and scholars from China, Indonesia, Korea, Japan, Persia, Turkey and other parts of the world.

Indian scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali and Vatsayayna and numerous others made seminal contribution to the world knowledge in such diverse fields as mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical and production technology, civil engineering and architecture, shipbuilding and navigation, sports and games. During the freedom struggle, several leaders like Gokhale, Ram Mohan Roy, Pt. Madan Mohan Malaviya and Gandhiji worked for better education for the people of India.

The concern for the improvement of education had been at the top of India's development agenda since independence. Several commissions were appointed by the government of India from time to time to formulate policies and programmes required to enhance access to and participation in education and improve quality of education. Prominent among them include: the University Education Commission (1948-49), the Secondary Education Commission (1952-53), the Education Commission (1964-66), and the National Commission on Teachers - I & II (1983-85).

The Resolution on National Policy on Education (1968) formulated on the basis of the recommendations of the Education Commission, laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and the development of science and technology, the cultivation of moral and social values, and a closer relation between education and the life of the people. The Resolution stressed the role of education in promoting national progress, a sense of common citizenship and culture, and in strengthening national integration. The *National Policy on Education 1986 (revised in 1992)* envisaged a National system of education which implies that "up to a

given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality".

The 42nd Constitutional Amendment in1976 brought about a fundamental change by transferring education from the State List to the Concurrent List thereby recognizing the importance of the federal structure of our country and giving equal primacy to both the central and state governments as partners in furthering the educational goals in a cohesive manner. Any policy on education has to acknowledge the inter-sectoral and inter-ministerial nature of a holistic education process and the important role to be played by the States. This Policy therefore recognizes the role to be played by the other national level policies such as, the *National Policy on Early Childhood Care and Education (ECCE)* adopted in 2013, *National Youth Policy (NYP), 2014* and the *National Policy for Skill Development and Entrepreneurship, 2015* and numerous other State level policies.

Since the formulation of the National Policy on Education, 1986/92, significant changes have taken place in India and the world at large. India's political, social and economic development is passing through a phase which necessitates a robust and forward looking education system. A major development relating to education sector in India has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Constitution (Eighty-sixth Amendment) Act, 2002 that inserted Article 21-A in the Constitution of India envisages free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 which represents the consequential legislation envisaged under Article 21-A of the Indian constitution entitles every child of the age of six to fourteen year with the right to free and compulsory education in a neighbourhood school till completion of elementary education.

Significant changes have taken place in the education sector. The educational activities and learning process are no longer confined to the classroom and, therefore, the domain of education is no longer limited to formal schooling or higher education. The educational process is not only mediated by classroom-based curriculum transaction but also by media, both electronic and print, information and communication technologies, books and journals etc. Learners today have access to more current knowledge through non-institutionalized means.

The fast pace of generation and application of new knowledge, especially in the fields of science and technology, and its impact on the daily life of people brings into focus the importance of introducing learners to the rapidly changing world of knowledge. The need for the development of human skills, including life skills, that meet the demands of the emerging knowledge economy and society highlights the need to promote the acquisition by learners of knowledge and skills on a life-long basis to enhance their capacity to adapt to changing skill requirements. The changing social contexts of education as well as the national concerns for achieving the goals of equity and inclusion demands a changed approach to education for enhancing opportunities for all learners to become successful in their learning experience and making all educational institutions responsive to the learning

needs of diverse student population groups in order to ensure equitable educational outcomes for all.

The use of new information and communication technologies, especially of internet, has expanded dramatically during the past few years. New technologies are transforming the way in which people live, work, and communicate. The new technologies have brought about easy access to new pools of information and learning resources and new learning opportunities for learners. Integration of new technologies into educational settings has emerged as a priority task in the education sector.

The above developments imply that the education policies and the content and process of education must evolve with the changing times and needs. The goals, structure, content and processes of education need renewal keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and societal needs as well as the dynamics of the local, national, regional and global realities and changes, including the changing learning needs of children, youth and adults. The National Education Policy, 2016 which is designed to guide the renewal process in education in India represents an attempt in this direction.

The National Education Policy, 2016 envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity. This vision recognizes the central role of education in India's social, economic, political, and cultural development. Mahatma Gandhi said, "*The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated*." Inspired by the thoughts of the Father of the Nation, the Policy brings into focus the role of education in inculcating values, providing skills and competencies to citizens, and enabling them to contribute to the nation's wellbeing. It recognizes that long-term economic growth and development of the nation critically depends upon the quality of the products of the education system and that an education system built on the premises of quality and equity is central to sustainable development and to achieving success in the emerging knowledge economy and society. It recognizes education as the most potent tool for socio-economic mobility and a key instrument for building an equitable, just and human society. It also recognizes the education as an integrative force in society, and its role in imparting values that foster social cohesion and national identity. The vision also implies that good quality education will help amalgamate globalization with localization, enabling India's children and youth to become global citizens, with their roots deeply embedded in Indian culture and traditions.

The National Education Policy, 2016 provides a framework for the development of education in India over the coming few years. It seeks to address both the unfinished

agenda relating to the goals and targets set in the previous national policies on education and the current and emerging national development and education sector-related challenges. Recognising the importance of quality education in national development, the NEP 2016 places an unprecedented focus on significantly improving the quality of education at all levels and on ensuring that educational opportunities are available to all segments of the society.

In the words of Sri Aurobindo, "*The Indians must have the firm faith that India must rise and be great and that everything that happened, every difficulty, every reverse must help and further their end. …   … . The dawn would soon be complete and the sun rise over the horizon. The sun of India's destiny would rise and fill all India with its light and overflow India and overflow Asia and overflow the world.*" The rest of the 21st century could then belong to India.

Chapter-2

Key Challenges in Education Sector

The earlier policies on education have laid out clear objectives and goals; however, many of these have not been realized fully. Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persisting concerns and challenges relating to *access to and participation in education, quality of the education imparted, equity in education, system efficiency*, *governance and management*, *research and development, and financial commitment* to education development.

Access and Participation

Research from around the world highlights the importance of early childhood education. However, participation in pre-school education remains low. Expanding access to early childhood education to provide equal opportunity to all children to prepare them better for formal schooling emerges to be a high priority task.

Nationally the percentage of out-of-school children aged 6-13 years has declined significantly since 2000. However, the absolute number of out-of-school children remains high. The relatively lower enrolment rates in upper primary and secondary education as compared to primary education are also a matter of concern. Ensuring upward transition/mobility of students from elementary to secondary to achieve universal secondary education and from secondary to higher secondary and tertiary education continues to be a challenge.

India has the second largest higher education system in the world. Although the Indian higher education has already entered a stage of massification, the Gross Enrolment Ratio in higher education remains low at 23.6 percent in 2014-15. The current target is to increase GER to 25.2 per cent in 2017-18 and further to 30 per cent in 2020-21.

The relatively slow progress in reducing the number of non-literates continues be a concern. India currently has the largest non-literate population in the world with the absolute number of non-literates among population aged 7 and above being 282.6 million in 2011. India also hosts the largest number of youth and adult illiterates in the world with the youth literacy rate (15-24 years) and adult literacy rate (15 years and above) in India in 2011 being 86.1 percent and 69.3 percent respectively.

Quality Issues

Poor quality of education resulting in unsatisfactory learning outcomes is a matter of great concern. Quality-related deficiencies such as inappropriate curriculum, the lack of trained educators and ineffective pedagogy remain a major challenge relating to pre-school education. A significant proportion of children who complete pre-school education do not have school readiness competencies in cognitive and language domains when they join

primary school. The majority of pre-school educators are inadequately trained/prepared. The curricula for pre-school education in many cases continue to be a downward extension of the primary education curriculum.

The biggest challenge facing school education relates to the unsatisfactory level of student learning. The findings of the National Achievement Surveys (NAS) covering Grades III, V, VIII and X suggest that learning levels of a significant proportion of students do not measure up to the expected learning levels. Poor quality of learning at the primary and upper primary stages affects student learning at the secondary stage. Poor quality of learning at the secondary stage spills over to the college/university years, leading to poor learning outcomes in the higher education sector.

Several factors have contributed to unsatisfactory quality of school education. Some of these include: existence of a large proportion of schools that are not compliant to the prescribed norms and standards for a school; student and teacher absenteeism; serious gaps in teacher motivation and training resulting in deficiencies relating to teacher quality and performance; slow progress in regard to use of information and communication technologies in education; sub-optimal personnel management, inadequate attention to monitoring and supervision of performance etc. The perceived failure of the schools in the government system to provide education of good quality has triggered entry of a large number of private schools, many of which lack required infrastructure, learning environment, and competent teachers.

The quality of education provided in a large number of higher education institutions is a matter of great concern. Accreditation agencies were established in India in 1994 as a measure of quality assurance in order to enhance standards of higher education. Of the 140 universities accredited by the National Assessment and Accreditation Council (NAAC), only 32 percent are rated as A grade. Among the 2,780 colleges accredited by the NAAC, only 9 percent are rated as A grade. Among the accredited institutions, 68 percent of the universities and 91 percent of the colleges are rated average or below average in terms of the quality parameters specified by the NAAC. There has been mushroom growth of private colleges and universities, many of them of indifferent quality. The higher education sub-sector is constrained by shortage of well-qualified faculty due to vacant faculty positions; poor infrastructure in many private as well as a significant proportion of public higher education institutions; slow progress in the renewal of higher education curriculum to align it more closely with the skills demanded in a diversified economy; and inadequate funding for research and development.

Skills and Employability

India is one of the youngest nations in the world with more than 54 percent of its total population below 25 years of age. This necessitates that the youth in the country are equipped with the skills and knowledge to enter the workforce through education and training. However, the institutional arrangements to support technical and vocational education programmes remain quite inadequate. Formally linking the development of skills in vocational fields, and bringing an academic equivalence to vocational accomplishments

with avenues for horizontal and vertical mobility of students has been attempted only recently. Fostering dignity and social acceptability to high quality vocational training needs increased attention.

A large proportion of the products of the education system are found to lack employable skills. This has substantially lowered the credibility of the higher education system. The utility of higher education in assuring employment remains questionable. Many graduate and post-graduate students do not get jobs in their respective fields. The task of enhancing the employability of the products of the education system ought to be accorded high priority.

Curriculum and Assessment

There is a growing realisation that there exist serious disconnects between the existing school and higher education curricula and the curricular thrusts that are needed for promoting the acquisition by students of relevant skills required for decent work and a better life in a rapidly changing world. A key challenge in this context is expanding opportunities for acquiring relevant skills, including skills needed for work and entrepreneurship; skills and competencies that allow learners to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently; and life skills that enable individuals to grow as responsible citizens and embrace cultural diversity, live and work together harmoniously, etc. The overall assessment practices at the school and college/university level remain unsatisfactory. In most cases the assessment of learning achievement continues to focus on rote learning and testing the students' ability to reproduce content knowledge. The whole assessment system needs to be revamped to ensure comprehensive assessment of the students, including learning outcomes relating to both scholastic and co-scholastic domains.

Information and Communication Technology (ICT)

Information and Communication Technologies (ICT) have made rapid strides in the past couple of decades. Many experiments have taken place in the country, and a large body of knowledge has accumulated in regard to the use of ICT in education. However, the potential of ICT in education has not been fully harnessed. The use of ICT in education remains limited and there is a need to accelerate efforts to use ICT for fostering quality education.

Teacher Development and Management

In spite of the continued efforts for improving teacher quality and performance, the system for initial professional preparation and continuing professional development of school teachers continue to be charaterised by several deficiencies. The current teacher education and training programmes are considered inappropriate in terms of equipping the teachers with the competencies required to cope with the new profile and roles expected of teachers and to enable them to carry out their duties in diverse social, economic, cultural and technological environments. The exists a continued mismatch between institutional capacity and required teacher supply resulting in shortage of teachers. The problem is

acute in the eastern part of the country where there is a huge backlog of untrained teachers. The capacity to train teachers is also very limited in these States. Research, experimentation and innovations in teacher education remain very limited. These deficiencies have brought about an erosion in the professional identity of teachers and the status of teaching as a profession. The issues relating to the capacity, motivation and accountability of teachers to achieve improvements in learning outcomes of students need to be urgently addressed.

Equity Issues

Though substantial progress has been achieved in increasing enrolment in pre-school education, children from disadvantaged population groups still lack access to pre-school education. Children from economically disadvantaged groups are more likely to receive less opportunity to participate in pre-primary education.

Despite considerable progress, enrolment rates in upper primary and secondary education in some states remain well below the national average. While there has been a rise in the demand for secondary education and increase in the number of secondary schools, the spread of secondary education throughout the country remains uneven. Regional disparities continue, as do differences in access depending on the socio-economic background of students.

Though the number of out-of-school children (OOSC) has declined significantly since 2000, the number and proportion of out-of-school children remain much higher than the national average in some states. The proportion of OOSC has been higher than the national average for SC children, ST children and Muslim children. This indicates that these children need greater and focused attention.

Regional disparities in Gross Enrolment Ratio (GER) in higher education are large. In 2011-12 GER in higher education ranged between 8.4 percent in Jharkhand and 53 percent in Chandigarh. Similarly, the variations among the social groups too are considerable the Gross Enrolment Ratio in higher education remains low at 23.6 percent (24.5% for boys, 22.7% for girls; 18.5% for SCs and 13.3% for STs) in 2014-15. One of the challenges faced by the higher education sector in India is to harmonize the expansion requirements with equity considerations.

Most states have successfully integrated inclusive strategies to facilitate enrolment and retention of disadvantaged population groups in primary education. Despite these efforts, children from certain sections of the population, such as children with disabilities, children in remote locations, children belonging to nomadic families, migrant children, and other vulnerable/disadvantaged groups have not been able to take full benefit of the educational opportunities. Urban poor children constitute another group of children whose participation in education remains low. Ensuring access to education for the hardest-to-reach section of population remains one of the key priorities in the context of efforts to achieve universal elementary and secondary education.

The findings of the National Learning Achievement Surveys reveal significant differences in the average achievement levels of students between States/UTs. They also indicate that urban students are performing significantly better than rural students; students in private unaided schools performed marginally better than government schools; students from the general category and OBC category performed better than the SC and ST students. These findings suggest a serious challenge to the goal of 'equity in learning'. Children from historically disadvantaged and economically weaker sections of society and first generation learners exhibit significantly lower learning outcomes.

Children with disabilities and children with special needs constitute a significant proportion of out-of-school children. This situation highlights the needs to equip schools to address the challenging needs of children with disabilities who are both socially and educationally disadvantaged.

Though the dropout rate is a matter of concern in the case of all categories of students, drop-out rates among socially and economically disadvantaged groups, especially for girls from these groups, remain higher than the national average. This brings into focus the need to undertake measures to improve retention in schools of children from socially and economically disadvantaged communities.

Most states/UTs have made impressive progress in terms of reduction in gender disparities in participation, with most of them either having reached or surpassed gender parity, particularly at the primary and upper primary stages of education. However, large disparities remain at the senior secondary level. Many girls are not sent to schools; and many who complete secondary education are not able to pursue their studies at the higher secondary level and in colleges. Once in school, especially at the secondary stage, there are several barriers that prevent a significant proportion of girls from continuing their education. The interventions which are currently being made to bridge the gender and social category gaps need to be stepped up, and more focused strategies need to be worked out to facilitate effective inclusion and participation of girls and other special category children.

The relatively higher gender gaps in youth and adult literacy rates remain a principal challenge. India continues to be characterized by higher level of gender gap (8.2 percentage points) in youth literacy rate, with the youth literacy rates for male and female population (age 15-24 years) in 2011 being 90 per cent and 81.8 per cent respectively. India also continues to be the country with higher level of gender gap (19.5 percentage points) in adult literacy, with adult literacy rates for male and female population (age 15 years and over) in 2011 being 78.8 per cent and 59.3 per cent respectively. It is clear that major efforts are needed to raise the literacy levels of girls and women.

System Efficiency

Even though the drop-out rates at elementary and secondary stages of education have been declining, large numbers of children continue to leave the school before completing

elementary education. In 2014-15, the retention rate at primary level was 83.7 per cent and it was as low as 67.4 percent at the elementary level. This indicates that roughly, four in every 10 children enrolled in grade I leave the school before completing grade VIII. Dropout rates in secondary education continue to be high, especially for socially and economically disadvantaged groups of learners. Though the dropout rate is a matter of concern in the case of all categories of students, drop-out rates among socially and economically disadvantaged groups, especially for girls from these groups, remain higher than the national average. This brings into focus the need to undertake measures to improve retention in schools of children from socially and economically disadvantaged communities. Ensuring completion of elementary, secondary and higher secondary education by all enrolled pupils emerges to be high priority task.

Governance and Management

Several studies have reported the challenges in education governance exemplified by teacher absence, delayed fund flows to schools/colleges/universities and administrative capabilities. Capacity constraints relating to effective programme planning and implementation continue to be a key issue. Consequently, the progress of implementation of planned programmes remains uneven. The governance and management of education system and institutions, especially at the tertiary education stage, has assumed complexity with the advent of a multiplicity of providers, programmes and modes of financing. While it is true that some states have displayed encouraging initiatives and innovative management, the overall picture in the country is mixed. A renewed look at governance and management policies both at the system as well as the institutional level has become imperatively urgent.

Commercialisation is rampant both in school and higher education sub-sectors as reflected in the charges levied for admissions in private educational institutions. The proliferation of sub-standard educational institutions has contributed to the diminished credibility of the education system.

Research and Development

Research and development initiatives in universities in India remain weak. There has been only a limited initiative for upgrading the skills of existing faculty; build synergies between teaching and research to promote excellence in both; promoting internationalisation by encouraging and supporting higher education institutions and their faculty to engage more deeply with institutions and faculty around the world to improve quality of research; creating and facilitating alliances for research, and linking university departments with research institutions and industry to accelerate the process of knowledge development.

Budgetary constraints

Insufficient financing of education continues to constrain efforts to expand access to education and foster quality education. Several studies have reported the challenges in education governance exemplified by the delayed fund flows to schools/ colleges/

universities. The earlier education policies had endorsed a norm of 6 percent of GDP as the minimum expenditure on education. However, this target has never been met. Shortfall in the funding has been a major constraint to the complete implementation of some of the programmes designed to further expand school, higher and adult education programmes and to maintain a reasonable level of quality in education. There have also been pervasive and persistent failures in timely programme implementation leading to sub-optimal utilization of the resources provided.

Global Commitment

The global Sustainable Development Goal 4 (SDG 4) within the Agenda 2030 seeks to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The EFA agenda initiated in 2000 remains unfinished, particularly those relating to youth and adult illiterates, out-of-school children, low access to Early Childhood Care and Education, inadequate opportunities for skill development and unsatisfactory quality of education and student learning levels. The NEP will, therefore, pursue both the unfinished EFA agenda and the targets associated with SDG4.

The challenges being faced by the education sector call for innovative approaches and sustained efforts to foster education development in general, and quality education, in particular without compromising on access and equity. The main thrust will be to devise effective strategies to address the divergent challenges for the growth of education in India and realising the potential of the country's 'demographic dividend'.

Chapter-3

Vision, Mission, Goals and Objectives

Vision

The National Education Policy (NEP), 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based economy and society.

Mission

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realisation the nation's human potential to its fullest, with equity and excellence.

- Ensure that school and higher education as well as adult education programmes inculcate an awareness among children, youth and adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global citizenship and sustainable development;

- Foster quality education with a strong focus on reforms relating to curricula, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes (knowledge, skills, attitudes and values) that are required to lead a productive life, participate in the country's development process, and respond to the emerging global challenges;

- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.

Goals and objectives

The overall goal is to foster quality and relevance of education and raise the credibility of India's education system, improve employability of the products of school and higher

education system, ensure equitable access to education, from early childhood education to tertiary education, including technical and vocational education and training (TVET) as well as lifelong learning opportunities, and ensure that educational opportunities are available to all segments of the society,

The main objectives of education for the fulfillment of the vision and mission are as follows:

- Expanding early childhood education services to ensure that all pre-school age children aged 4-5 years attain the learning and developmental readiness required for smooth transition to primary education, with particular attention to children belonging to disadvantaged population groups;

- Achieving universal elementary and secondary education and ensuring that all secondary education graduates have access to higher secondary education and all higher secondary education graduates have equitable access to higher education and that all enrolled students are supported to successfully complete their education with all of them achieving expected learning outcomes;

- Ensuring that all education programmes are made accessible, inclusive and responsive to the needs of diverse groups of children and young people with special focus on students from disadvantaged population groups, particularly children, adolescents and youth with special needs and with various forms of disabilities, and ensuring that all enrolled students are supported to enable them achieve the expected learning outcomes;

- Ensuring that social, regional and gender gaps in education are eliminated and gender equality and girls' and women's empowerment are promoted throughout the education system;

- Expanding opportunities for skill development and ensuring acquisition by young people and adults of the skills and competencies for life and work, including technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work;

- Ensuring that young people (15-24 years) and adults (15 years and above) who are outside the formal education system, including those working in the informal sector of the economy, are provided with opportunities to attain skills for employability;

- Reform higher education system in order to ensure equitable access to tertiary education, including technical and professional education, narrow group inequalities in access to higher education, and improve teaching and research, promote innovation and generate new knowledge across all higher education institutions and to enable all enrolled to attain the specified learning outcomes and employable skills;

- Ensuring integration of information and communication technologies (ICTs) in education, especially for improving access to education, enhancing the quality of teaching-learning process, training of teachers, and strengthening educational planning and management.

- Ensuring that the systems of teacher development and management, including continuing professional development of teachers, are reformed to ensure adequate supply of qualified and competent teachers who possess the prescribed competency profile and the prescribed professional standards for teachers;

- Ensuring that at all youth and at least 90% of adults, both men and women, achieve literacy and numeracy skills prescribed by the adult education programmes;

- Insitutionalising a responsive, participatory and accountable systems of educational planning, governance and management and ensuring that the educational planning and management practices structures for the planning and management of the education sector at the national, sub-national and local levels are improved and made more responsive to the emerging educational priorities and demands of the expanding education sector;

- Professionalising and enhancing the capacity of institutional leadership, and ensuring that the leadership in the education sector at the national, sub-national and institutional levels are improved to respnd to the emerging educational priorities and demands of the expanding education sector;

- Ensuring increased and well-targeted financing for educational development programmes.

The direction of the future education agenda is anchored in a lifelong and sector-wide perspective. The policy envisages broadening the scope of education to facilitate various pathways to learning depending on learners' choice and potential and in relation with skills required for the world of work while ensuring recognition and certification of learning outcomes acquired by learners through formal and non-formal learning modalities, including open and distance learning modes.

Chapter-4

Policy Framework

In the foregoing sections, we have outlined the vision, challenges and policy objectives that are to be realized through concrete actions. A large number of such actions are currently under way, and have been so for several years, and in some cases, for many decades. We need to acknowledge the mammoth size of our education landscape and the diversity of internal sub-systems across different states. Further, there is no single solution or remedy that can address the multiple challenges of access, inclusion and excellence, while attempting to harbinger change. The thrust of this policy is on quality of education, as the country has already been witnessing the benefits of on-going efforts for expanding access and increasing inclusion. Employability is a matter of great concern which also has been given due attention. Given the global changes and technological advancements, some new areas are also brought forth to realize the various objectives.

A Framework for Action will be drawn up in which implementation strategies will be indicated for each identified area at all levels of Government- Central, State/UT, and local. In particular, the state and local governments would be encouraged to formulate their own strategies or action plans consistent with the National Education Policy, 2016.

The key areas and actions to be taken in each of these follow in the subsequent sections. Needless to state, these are by no means exhaustive and there could other possible actions that can be envisaged later on.

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4.1   **Pre-school Education**

Pre-school education has not received the necessary attention in the past as Government schools do not provide pre-primary education. The Integrated Child Development Services (ICDS) program of the Ministry of Women and Child Development is intended to provide early childhood education. It is universally accepted that early childhood years are critically important when a child's mental and physical development is the highest.

The following policy initiatives will be taken:

1. As a priority, a programme for pre-school education for children in the age group of 4 to 5 years will be implemented in coordination with the Ministry of Women and Child Development.

2. Presently, the Anganwadis under the ICDS are not adequately equipped to provide pre-school education. To strengthen the pre-school education in Anganwadis, steps will be taken in consultation with states to frame curricula and develop learning materials, within a year, and provide training to Anganwadi workers.

3. State Governments will prepare cadres of pre-primary teachers, and create necessary facilities for their pre and in service training. The transition from Anganwadi to pre-primary school will be gradual and seamless, and it should be left to each State to determine the time frame for achieving it.

4. In due course, all primary schools will cover pre-primary education. For this, efforts will be made to locate all Anganwadis either in the school premises, or as close to these as possible.

5. Appropriate regulatory and monitoring rules and mechanisms will be designed for private pre-schools.

4.2 Protection of Rights of the Child & Adolescent Education

Protection of child rights goes beyond personal safety of children and includes prevention of corporal punishment; absence of emotional and physical harassment, precautions against injury during school activities' safe infrastructure, use of child friendly language and actions, non-discriminations, physical abuse, substance abuse, molestations, etc. It calls for creating the right kind of environment that is both sensitive and receptive to child rights. A zero tolerance approach for any breach of child rights will be adopted to ensure physical and emotional safety of children.

The following policy initiatives will be taken::

1. A framework and guidelines for ensuring school safety and security of children will be developed and will be made a part of the eligibility conditions for a school education institution for recognition and registration.

2. Every Principal and teacher will be made aware of the provisions of the relevant Acts, Rules, Regulations, etc. relating to child rights and what constitutes their violation of by including a module in the teachers education/ training programmes and refresher courses.

3. The Adolescent Education Programme and National Population Education Programme will be integrated into the curriculum of schools in a phased manner.

4. Adolescent Education will be included in pre- and in-service training programmes of secondary school teachers.

5. Self-learning online programmes on child rights will be developed for the benefit of students, teachers and parents.

6. Schools will engage trained counsellors to confidentially advise parents and teachers on adolescence problems faced by growing boys and girls.

4.3 Learning outcomes in School Education

In elementary education, poor learning outcomes continues to be a matter of serious concern. Studies have shown that children are not learning the basic skills of reading, writing and arithmetic during their schooling. The States have taken

initiatives, such as, defining and measuring learning outcomes and enhancing early grade reading, writing, comprehension and maths programs. However, despite all these efforts, poor learning outcomes remain a challenge. It is therefore priority of the central and state governments to improve learning outcomes of school children which would result in enhancing the quality of elementary education.

The following policy initiatives will be taken: :

1. In addition to infrastructure norms specified in the RTE Act, norms for learning outcomes will be developed and applied uniformly to both private and government schools.

2. Within the parameters prescribed by the RTE Act, States will have the flexibility to design and plan for the infrastructure keeping in view the local conditions. Local norms, appropriate for local conditions, will be evolved, if necessary through amendment in RTE Act, for 'alternate schools' which offer educational interventions for specific categories of very deprived and migrating children, and those living in difficult circumstances.

3. The present provisions of no-detention policy will be amended, as it has seriously affected the academic performance of students. The no detention policy will be limited up to class V and the system of detention will be restored at the upper primary stage. Academically weak students will be identified, based on CCE conducted by schools, for providing remedial instructions.

4. Effective steps will be taken to improve teaching standards in schools, create mechanisms for supporting children through special academic support and providing access to multiple sources of knowledge, including e-resources.

4.4   School Education

With Universal Elementary Education (UEE) becoming a reality, expansion of secondary education is inevitable. This requires development of a secondary school system with defined standards irrespective of the location and management of the institution to accommodate all those eligible students. The challenge is in improving the retention and transition rates at secondary levels. The present examination system also is riddled with several maladies and malpractices. While efforts have been made in some states to conduct examinations in a fair and transparent manner, the overall situation requires major reforms.

The following policy initiatives will be taken::

1. Each State will undertake a detailed exercise of school mapping to identify schools with low enrolment and inadequate infrastructure. Wherever

possible, efforts will be made to convert existing non-viable schools into composite schools for optimum utilization of human, physical and infrastructural resources, better academic performance and cost effective management. When schools are merged they could be located in a single campus. In consultation with the states, common guidelines for merger and consolidation would be evolved, without diluting the provisions of the RTE Act. The consolidation will enable the country to achieve one class – one teacher norm in a foreseeable future.

2. The issue of extension of Clause 12 (1) (c) of RTE Act to government-aided minority institutions (religious and linguistic) will be examined in view of larger national commitments towards the economically weaker sections.

3. The State will endeavour to extend RTE up to an appropriate age so as to cover secondary level education.

4. Minimum standards for provision of facilities and student outcomes across all levels in school education will be laid down.

5. Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNVs) will be expanded and Kasturba Gandhi Balika Vidyalayas (KGBVs) will be expanded and upgraded, wherever possible, up to secondary level with priority to relatively educationally backward areas. Reasons for the success of JNVs will be studied and replicated by the States.

6. Open schooling facilities will be expanded to enable dropouts and working children to pursue education without attending full time formal schools.

7. Students are many times faced with dilemma in making the right academic choices based on their aptitude and interests which results in failure to realise their true potential resulting in poor achievement, disappointment and stress. Academic aptitude tests will be conducted at various stages to assist students in identifying their true potential and areas of interest. Helplines will be set up and professional counsellors will be engaged in schools to overcome this limitation and also identify children with special learning needs, assist slow learners and underachievers, help in right choice of courses including vocational skill-based programs, and guide secondary and higher secondary students about relevant employment opportunities.

4.5 **Curriculum Renewal and Examination Reforms**

To quote Swami Vivekanand, "*Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library….. …. If education is identical with information, the libraries are the greatest sages of the world and encyclopedia are the greatest Rishis.*" The statement of Swami Vivekanand assumes much greater significance with the advent of internet and ever expanding digital

connectivity when we do not even need to visit libraries and information are available at the click of a button. There is therefore a need to shift from the information-based education system to a value-based education system imparting life skills which can contribute to man-making and nation-building.

There is a need to renew curricula at all levels of education with special emphasis on the emerging learning areas. Some of the curricular thrusts should include enabling learners to respond to the impact of globalization and the demands of the emerging knowledge-based economy and society; meet the learning needs of diverse groups of learners; linking education with life-skills and the world of work; generating concern relating to sustainable development; responding to instructional arrangements that are moving towards greater flexibility and individualization etc. The curricula should provide opportunities for students to achieve excellence in learning outcomes that are comparable to student learning outcomes in high-performing international education systems. The curricula also need to define the standards of educational performance and learning outcomes through which objectives of education are realized and the attainment of which can be assessed/monitored with a view to revision and upgrading of the curricula.

Improving the assessment of student learning assumes greater importance in the context efforts to improve learning outcomes. Systems are in place for continuous formative and summative assessment, term- end and year-end examinations, and class X and class XII examinations. However, the overall assessment practices at the school level remain unsatisfactory. In most cases the learning assessment is limited to testing the students' ability to reproduce content knowledge. The whole assessment system needs to be revamped to ensure comprehensive assessment of the students, including learning outcomes relating to both scholastic and co-scholastic domains. There is also a need to institutionalize a system which tracks student progress in both the scholastic and co-scholastic domains across years.

The following policy initiatives will be taken:

1. Curricular reforms will be carried out to meet the emerging aspirations and align to national goals of social cohesion, religious amity and national integration. Curriculum should be outcome-based and aim for overall development of students through imparting life-skills in an increasingly technology driven environment. All students will be taught both fundamental duties and rights so that they can become responsible citizens both within the country and in the world.

2. National Council of Educational Research and Training (NCERT) will undergo a re-orientation to address issues of deteriorating quality of school education and periodic renewal of curricula and pedagogy to move from rote learning to facilitate understanding and encourage a spirit of enquiry.

3. For science, mathematics and english subjects, a common national curriculum will be designed. For other subjects, such as social sciences, a part of the curricula will be common across the country and the rest will be

at the discretion of the states.

4. From Class V onwards, digital literacy will be introduced in the curriculum in a graded manner. However, ICT as a subject can start from class VI. ICT curricula at all levels will be revised to make these application oriented.

5. It is well recognised that concepts of science are best understood by students through demonstration and lab experiments. Hence for teaching of science subjects, practical components will be introduced gradually from class-VI onwards.

6. Issues of gender, social, cultural and regional disparities, with an emphasis on unity in diversity, will be properly addressed in the curriculum and its transaction. Curriculum will cover the issues of social justice and legal measures in order to avoid social discrimination. It will be ensured by the curriculum and text book development agencies that text books promote harmony and do not contain any discriminating issues/ events/ examples in the context of gender, disability, caste, religion, etc. Citizenship education, peace education, character building, legal and constitutional literacy, financial literacy, environmental sustainability and other common core which will be promoted through all the subject areas.

7. Examinations will be designed to test wider awareness, understanding and comprehension and higher order problem solving skills, and not merely ability to reproduce text book material. Continuous assessment, standards in paper-setting, transparency in evaluation criteria, etc. are some steps that can be taken in this direction. In order to introduce flexibility and reduce year-end examination stress, the government will make an attempt to introduce on-demand board examination.

8. High failure rate in class-X examination is attributed to a large extent to poor performance in three subjects: Mathematics, Science and English. In order to reduce the failure rates, class X examination in Mathematics, Science and English will be at two levels: Part-A at a higher level and Part-B at a lower level. Students who intend to join courses/ programmes for which science, mathematics or English is not a prerequisite or wish to shift to vocational stream after class-X will be able to opt for Part-B level examination.

9. At present Central and State Boards of Education conduct examination for class X and XII. It will be mandatory for the students to take class X board examination conducted by the Board to which their school is affiliated. class X Board examination will cover the entire syllabus of class X.

10. There are wide variations in the quality and value of certificates provided by different boards, representing different levels of learning. Moreover, there are allegations of many examination boards granting grace marks to artificially inflate the pass percentage. Not only that this practice needs to be discontinued, but a system should be developed to provide a better comparative idea of students' achievement levels across the boards and

preferably across the years. Scaling is one alternative. Some other alternatives are conducting a central examination at the end of class-X and XII, or, expressing the scores in terms of percentile in each Board. All possible options will be studied by a team of academic experts to suggest a solution to indicate achievement levels of students of students.

11. Procedural reforms will be undertaken, such as, doing away with migration certificate, school leaving certificate, etc. in order to encourage mobility of students from one institution to another.

4.6   **Inclusive Education and Student Support**

It is an established fact that an education system built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy. The present education system especially in rural areas is not creating a heterogeneous environment for inclusive education to cater to the educational needs of children with special needs and socially backward communities. Though in recent decades, access to education has improved even in rural areas, students coming from socially or economically weaker segments suffer significant handicaps relating to inequality in learning opportunities, often stemming from sociological and circumstantial factors.

Education level of tribal children is a matter of grave concern. Serious issues, such as, low literacy rates, poor enrolment rates, high dropouts, high infant mortality of tribal children have to be addressed. In spite of all the efforts made by Central and State Governments, including provision of scholarships etc., the state of tribal education is far from satisfactory. Non-availability of teachers to work in tribal areas has been mainly responsible for low educational development of the tribal children. Language and communication is also a problem for non-tribal teachers working in tribal areas.

Mechanisms to ensure financing for study programmes, either through scholarships or loans, could help meritorious students continue their studies.

The following policy initiatives will be taken:

1. Issues of gender, social, cultural and regional disparities, with an emphasis on diversity, will be properly addressed in the curriculum and its transaction. Curriculum will cover the issues of social justice and harmony and legal measures in order to avoid social discrimination.

2. Pre-vocational oriented activities will be infused in the curriculum from early stages to develop positive attitude towards dignity of labour and develop skills in children

3. With the objective of encouraging merit and promoting equity, a National Fellowship Fund, primarily designed to support the tuition fees, learning materials and living expenses for about 10 lakh students will be created. The scholarships from this fund will be made available to students belonging to the economically weaker sections. A separate national talent scholarship scheme, covering all subject areas, for meritorious students of

all categories selected through a national level examination after class 10 will be introduced.

4. Ways of building synergies and linkages, providing mentoring and advice between Ashram shalas and nearby secondary schools/ higher secondary schools/ Kendriya Vidyalayas/ Navodaya Vidyalayas will be worked out.

5. Skilling of students in tribal areas needs greater focus and steps will be taken to offer more skill based courses in schools after regular working hours in coordination with National Skill Development Corporation.

6. Experience has shown that tribal children have difficulty in understanding and learning in the regional language which is usually the medium of instruction. To overcome this impediment, steps will be taken to ensure that, wherever required, multi-lingual education will be introduced.

7. Special interventions will be undertaken to meet the educational needs of differently abled children and children with learning disabilities who are facing multiple problems of social neglect, absence of support systems in the home, inadequate and lack of appropriate facilities and assistive devices, particularly in schools located in smaller towns and villages.

8. The ongoing centrally sponsored schemes for children with special needs will continue and their coverage and funding will be augmented. A suitable mechanism will be developed at the State and district levels for oversight of the implementation of various schemes as well as identifying and providing for children with special needs.

9. At the local level, a part-time sub-committee of experts comprising of child and clinical psychologists will be constituted so that any school or District Education Officer could refer cases where a third-party assessment or advice is needed. This sub-committee can also advise on special training/orientation of teachers for sensitive and appropriate handling of children with special needs.

10. The Central Government will take the lead in devising a long term plan for addressing the problem of learning disabilities, provide investment in research and training and make available necessary resources.

11. The critical stages in the learning periods of the disadvantaged children from socially and economically disadvantaged sections will be supported with extra remedial coaching or advisory facility.

12. Education of migrant children through provision of residential school facilities at the source or destination of migration or any other suitable means, on the basis of equal opportunity and non-discrimination will be carried out.

13. A zero tolerance approach on gender discrimination and violence will be adopted. The State will endeavour to enhance induction, retention and substantive presence of women in the higher education sector through

various kinds of affirmative action. For this, greater efforts will be made to ensure the placement and recruitment of women in the higher echelons of university administration.

14. There will be dedicated funds for R&D to strengthen disability studies in higher education. Social and research audit of disability access for infrastructure, academic access and performance will be undertaken.

15. To address regional imbalances, differentiated policies for different terrains, such as, hill areas, tribal areas, desert areas, coastal areas, is possible. The criteria for determining educational backwardness at block and district levels will be revisited and new norms will be evolved. To identify educational and skill gaps and to facilitate special interventions for educationally backward regions as also for socially, economically and educationally backward sections, district-wise mapping will be undertaken.

4.7 Literacy and Lifelong Learning

An emphasis on adult literacy was put for the first time on 2nd October 1978 when the National Adult Education Programme (NAEP) was launched. In the last 40 years, a number of programmes have been started, such as, Rural Functional Literacy Programme (RFLP), National Literacy Mission (NLM), Saakshar Bharat Abhiyan, etc. Despite all these efforts, India still has over 280 million adult illiterates which is about one-third of the total number of adult illiterates in the world. This alarmingly high number calls for a special focus for addressing the issue of adult illiteracy.

Functional literacy is the level of reading, writing and numeracy skills sufficient to function in a particular community in which an individual lives. Achieving functional literacy is an integral and indispensable element of educational development. Universal youth and adult literacy is a fundamental goal of adult and continuing education programmes that have been envisaged from time to time.

In the contemporary world, lifelong education is regarded as the determinant of a literate society. The pathways progresses from a literate environment created through the basic literacy programmes to a learning society which provides multiple avenues for meeting the learning needs of all sections of society. Lifelong Education is today essential for survival and for enhancing people's quality of life, as well as for national, human, social and economic development. If India has to compete globally and emerge as a developed nation, it has to improve the quality of its human resources through well-defined lifelong education policies and programmes.

Massive numbers of non-literates, the emergence of knowledge economy, challenges of globalization, tremendous expansion of information communication technology and increasing lifespan of individuals call for a major shift in the adult education policy and programmes. Multiple approaches to literacy are needed in diverse and complex Indian society. Approach to literacy will have to be flexible,

decentralized and context based with focus on livelihood, entertainment, development interventions, etc.

The following policy initiatives will be taken:

1. Existing initiatives will be strengthened and curricula revamped with multi-pronged strategies involving Self Help Groups, NGOs, Government, schools/ colleges/ educational institutions, youth and women's organisations for achieving universal youth and adult literacy.

2. The mandate of existing structures, including the National Literacy Mission Authority at the apex level, the State Literacy Mission Authorities at the State level and the Lok Shiksha Samitis at the District, Block and the Gram Panchayat, as well as the resource support bodies, will require remodelling and strengthening for achieving universal literacy goals. States will prepare a district-wise action plan for achieving universal literacy.

3. The Government will set up an apex body of experts to look into remodelling and strengthening of AE programmes and develop scientific criteria for assessing the learning outcomes of adults in literacy, skill development, prior learning and equivalency for certification which may also facilitate entry into the formal education system. NLMA will partner with accredited agencies for the purposes of accreditation of prior learning and for professional up-gradation of adult education personnel.

4. Adult literacy programme will incorporate skill development and digital, financial and legal literacy.

4.8   **Skills in Education and Employability**

While the youth population is fast shrinking with higher dependency ratios in the developed world, India is one of the youngest nations in the world with more than 54 percent of its total population below 25 years of age. It is estimated that there will be 104.62 million fresh entrants to the workforce by 2022 who will need to be skilled. However, institutional arrangements to support technical and vocational education programmes remain quite inadequate.

Formally linking the development of skills in vocational fields, and bringing an academic equivalence to vocational accomplishments with avenues for horizontal and vertical mobility of students has been attempted only recently. To enhance employability, a blend of education and skills is essential for individual growth and economic development. Fostering dignity and social acceptability to high quality vocational training needs increased attention.

The following policy initiatives will be taken::

1. Skill development programmes in school and higher education system will be reoriented not only for gainful employment of our students but also help them develop entrepreneurial skills.

2. As envisaged in the National Skill Development and Entrepreneurship Policy 2015 skill development programmes will be integrated in 25% of

the schools and higher education institutions.

3. A detailed plan for the creation of skill schools for improving employment opportunities for secondary school students in special focus districts will be prepared.

4. The present skill based programmes at secondary, higher and technical education will be integrated through NSQF with the mainstream education to facilitate greater social acceptability as well as vertical and horizontal mobility. Institutional mechanism will be created for certification of skills through multiple entry and exit options, credit bank system, institutional collaboration for credit transfer, National Occupational Standards based delivery of skills for national recognition and outcome based assessment.

5. No mechanism for assessment and Recognition of Prior Learning (RPL) has been developed so far. To overcome this gap, the Government will, within a year, endeavour to develop a mechanism to assess and certify such skills and competencies and facilitate the entry of those who have no formal education and training but have acquired the skills without any certification for possession of those skills.

6. Joint certificates by the Sector Skill Council and the School/College authorities to help students take up wage-employment or start their own enterprise.

4.9   **Use of ICT in Education**

A significant development since the previous Education Policy of 1986/92 is the emergence of Information and Communication Technologies (ICTs) which has brought in new dimensions in the fields education. New possibilities have opened up for use of information technology in different ways, not only to manage the sector, but also directly assist in enhancing the quality of teaching and learning, expansion of education opportunities, and improving educational planning and management. ICTs can also be harnessed for remedial education, training of teachers, adult literacy programmes, skill education, learning tool in higher education and also as a governance and management tool. IT-based applications for monitoring the performance of students and schools as well as for school management are currently being used in several states. There are a number of similar ongoing efforts and new initiatives and experimentation in this field. What is required is a well-coordinated strategy, that can propel wide scale the use of ICT to improve education in India.

The following policy initiatives will be taken:

1. A concerted effort will be made to make ICT an integral part of education across all levels and domains of learning.

2. Courses on the use of ICT as a tool for enhancing the teaching-learning process will be an integral part of the teacher education curricula.

3. Online maintenance of all records of a child from the time of admission till

the time of leaving the school will be made mandatory.

4. IT-based applications will be used for monitoring teacher and student attendance, performance evaluation of teachers and school administrators, performance of students and also for administrative functions like maintenance of records and accounts.

5. A programme for the exclusive use of IT applications for School Management will be drawn up by the central and the state governments on priority. IT reporting systems will be a powerful tool to better school management and performance.

6. ICT cannot be seen in isolation but has to be seen along-with other infrastructure issues, like availability of proper rooms, reliable electricity, network. Connectivity, security of school premises, maintenance of infrastructure, etc. Providing for these components will be taken care of in the programmes for improvement of educational opportunities and facilities. Since reliable electricity is likely to be an issue, the option of use of solar energy in educational institutions will be made an integral part of the programmes for expanding the use of ICT.

7. MOOC is another application of ICT which may help in enhancing the ICT enabled education at secondary and higher education levels, esp. for enhancing access to quality education at an affordable cost.

8. Adopting the already developed model may work for short term. Applications/ models to cater to the local needs will be developed in addition to usage of already developed Models. Development of different kinds of software/ mobile apps using the available open software by teachers and students to suit the local needs will be encouraged and facilitated.

4.10 **Teacher Development and Management**

Competence of teachers and their motivation is crucial for improving the quality. Several initiatives have been taken for addressing shortage of teachers at various levels of school education. Some of the major challenges in this area are: shortage of secondary school teachers in mathematics, science and languages, improving the quality of programmes for initial preparation of and continuous professional development of in-service teachers, enhancing the status of teaching as a profession, improving teachers' motivation and their accountability for ensuring learning outcomes, and improving the quality of teacher education institutions and also teacher educators.

Despite several efforts by the central and state governments, issues of large number of vacancies in both elementary and secondary levels, problems of untrained teachers, lack of professionalism in teacher training institutions, mismatch in training and actual classroom practices, teacher absenteeism and teacher accountability and involvement of teachers in non- teaching activities all need to be addressed. A large number of government schools do not have full-time

head teachers/principals. Lack of effective leadership has also contributed to indiscipline among teachers leading to declining academic standards. Keeping in mind the larger goal of improving the quality of education, a slew of policy measures will have to be taken.

The following policy initiatives will be taken:

1. A transparent and merit based norms and guidelines for recruitment of teachers will be formulated in consultation with the state governments. Independent Teacher Recruitment Commissions will be set up by the state governments to facilitate transparent, merit based selection and recruitment of teachers, principals and other academic cadres.

2. All vacancies in teacher education institutions and all positions of head teachers and principals will be filled up. Leadership training for head teachers and principals will be compulsory.

3. Transparent norms will be developed for fair and equitable deployment of teachers, for public display of their vacancies and transfers. For remote and difficult areas, efforts will be made to recruit the teachers locally.

4. Manpower planning will be done by the state governments to assess subject-wise and state-wise requirement of teachers and also to cover training of untrained teachers within a specified time frame. Contractual teachers will be phased out gradually by absorbing the eligible teachers against sanctioned positions.

5. Issues relating to teacher absenteeism, teacher vacancies and lack of teacher accountability will be resolved with strong political consensus and will. Disciplinary powers will be vested with the School Management Committees (SMCs) in case of primary schools and head teachers/ principals in upper primary and secondary schools to deal with absenteeism and indiscipline, assisted by technology for recording attendance with mobile phones and biometric devices.

6. Special emphasis will be laid on improving the effectiveness of programmes for the initial preparation and continuing professional development of teachers. The diploma and graduate teacher education programmes and the teacher training institutions will be reviewed for changes in duration, pattern, structure, curricula and delivery to overcome their existing limitations.

7. At the National level, a Teacher Education University will be set up covering various aspects of teacher education and faculty development. The Regional Institutes of Education under NCERT will be developed and converted to Teacher Education Universities at the regional levels.

8. It will be mandatory for all teacher education institutions, such as, DIETs, B.Ed. Colleges, etc. to be accredited. Benchmarking standards will be laid down for block resource centres.

9. Teacher development programmes will have components to help teachers

appreciate the importance of co-scholastic activities especially life skills, ethical education, physical education and arts and crafts and introduce these effectively into the teaching learning process in schools.

10. In addition to the national level teacher awards, state and district level awards for teachers will be instituted based on a set of objective criteria. SMCs will play an important role in recommending the names of teachers for the awards.

11. Programmes for enhancing the capacity, motivation and accountability of teachers to deliver quality education and improvements in learning outcomes of students will be accorded priority.

12. It will be made mandatory for all in-service teachers to participate in training/ professional development programmes once in every three years. Central and state governments will make adequate arrangements to train all in-service teachers within a period of three years by leveraging technology.

13. Periodic assessment of teachers in government and private schools will be made mandatory and linked to their future promotions and release of increments, as applicable. They will have to appear and clear an assessment test every 5 (five) year which assesses their pedagogic skills and subject knowledge.

14. A separate cadre for teacher educators will be established in every state. The large number of vacancies in the SCERTs, DIETs and other teacher education institutions will be filled up to strengthen these institutions and build their capacity.

4.11 **Language and Culture in Education**

A multi-lingual society recognises the importance of languages in education. The Three Language Formula (TLF) was formulated by the Government of India in consultation with the State governments and enunciated in the National Education Policy Resolution 1968. It has continued through in the policy of 1986/1992 though there are deviations in the implementation of TLF in many states. Language being a highly emotive issue, no prescription will satisfy all. With the passage of time, the states have responded to local aspirations and preferences so that students develop language skills for intra-state, intra-regional as well as global mobility.

Students learn most effectively when taught through their mother tongue. On the other hand, there is a growing demand for learning English language and schools with English as medium of instructions.

The aim of education is to inculcate awareness among learners of India's rich heritage, glorious past, great traditions and heterogeneous culture. It also promotes acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help

develop global citizenship and sustainable development.

The following policy initiatives will be taken::

1. All states and UTs, if they so desire, may provide education in schools, upto Class V, in mother tongue, local or regional language as the medium of instruction.

2. Knowledge of english plays an important role in the national and international mobility of students and provides an access to global knowledge. Hence, it is important to make children proficient in reading and writing English. Therefore, if the medium of instruction upto primary level is the mother tongue or local or regional language, the second language will be English and the choice of the third language (at the upper primary and secondary levels) will be with the individual states and local authorities, in keeping with the Constitutional provisions.

3. Higher Education Institutions, especially technical and professional institutions, will provide opportunities to all students to learn about India's rich heritage, linguistic and cultural diversity and knowledge systems.

4. Indian culture, local and traditional knowledge will be given adequate space in the school education. Ethics education will be integrated at all levels for inculcating values of equality and equity, social justice, fraternity, democracy, responsible freedom and liberty, spirit of fraternity and national integration.

5. Keeping in view special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for teaching Sanskrit at the school and university stages will be offered on a more liberal scale.

6. Educational institutions will instill among students civic sense, discipline, punctuality, cleanliness, good conduct, empathy and compassion for the elderly, downtrodden and weaker sections, respect for women and a humanistic spirit.

4.12 **Self -Development through Comprehensive Education**

Education is concerned with all-round development of the child (physical, socio-emotional along with cognitive) and, therefore, all aspects need to be assessed rather than only academic achievement. There is a system-wide focus on holistic development of children by improving learning outcomes and other co-scholastic areas. It is a well-known fact that only a healthy child can learn effectively and good health status leads to better learning   It is a matter of concern that a large number of children suffer from malnutrition and anaemia which contributes to learning difficulties.

The following policy initiatives will be taken::

1. Physical education, yoga, games and sports, NCC, NSS, art education, Bal Sansad, covering local art, craft, literature and skills, and other co-

scholastic activities will be made an integral part of the curriculum and daily routine in schools for the holistic development of children. Facilities for the above will be a pre-requisite to the recognition of schools.

2. Funds will be earmarked by the government/ school management for all co-scholastic activities in schools.

3. The implementation of the school health component, generally administered by the Health Department will be supported by the education departments and schools. The schools will draw up a roster for check-ups and ensure that the schedule is followed. As a part of the *Digital India* initiative, apps will be developed to track and monitor the health record and status of each child.

4. The school nutrition programme implemented through the on-going Mid-Day Meal Scheme (MDMS) has helped supplementing nutrition and promoted social equity. The MDM programme will be extended to cover students of secondary schools. Teachers will not be burdened with the task of supervising cooking and serving mid-day meals. The practices of engaging the services of reputed community organisations to provide the mid-day meals cooked in centralised kitchens and distributed in the schools will be encouraged.

4.13   **School Assessment and Governance**

Community participation and parental involvement in schools can play a critical role in school improvement across inputs, processes and even outcomes. There have been evidences that village schools will function effectively only when the local community is active and participates in the functioning of the schools. There is felt need for better governance structures in schools, striking a balance between mandating and persuading, training of district and block-level education officers as well as head teachers for better management practices, on using data to better monitor and support school performance, and to mobilise community resources and efforts to improve school performance. Equally, there seems to be a need for a School Quality Assessment and Accreditation System covering all aspects of school functioning, including scholastic and co-scholastic domains, physical infrastructure, teacher management, school leadership, learning outcomes and satisfaction of pupils and their parents/ guardians. A school governance model with an appropriate framework of autonomy with accountability is necessary to enable the school system to respond to changing circumstances, and to initiate remedial action wherever required.

The following policy initiatives will be taken:

1. The framework of school standards with various parameters and indicators to measure school quality, professional competence of teachers, school leadership and the school management, as well as, self-appraisal and performance assessment will be used throughout the country. Thereafter, schools will be evaluated, graded and ranked based on this

framework.

2. A mechanism will be put in place for accreditation of school boards.

3. The central and state governments will address gaps in policy framework regarding the implementation of School Management Committee (SMC) within the framework of RTE Act and provide broad implementation and monitoring guidelines.

4. As a part of the oversight of the SMCs, the state governments will provide clear guidelines on the election process, frequency, tenure, roles and responsibilities and their functioning. States will endeavour to increase allocations for SMC training and ensure that schools receive their grants in time, to effectively implement School Development Plans (SDPs). SDPs will be integrated into the budgeting and planning process at the district level.

5. Evidences show that some schools perform better than others because of the leadership of the principal or headmaster. A separate cadre of principals and headmasters will be created, selected on merit and aptitude, from amongst the teachers with at least 5 years of teaching experience and existing vacancies of headmasters and principals will be filled in a time bound manner.

6. Improved school governance requires expanding the definition of school leadership to a more holistic framework which includes defining the roles and responsibilities of a school leader, articulating a school leader competency framework, introducing a robust and transparent process of selection of principals/head teachers and induction programme for school leaders, and providing opportunities for continuing professional development with well-defined pathways for career growth.

7. Principals/head teachers will be held accountable for the academic performance of the schools and its improvement. The education department will fix the minimum tenure of principals/ head teachers.

4.14   Governance Reforms in Higher Education

In recent years, higher education in India has experienced an unprecedented expansion accompanied by diversification of the sector. The unplanned expansion of the sector poses challenges for enhancing and maintaining quality. The issues of governance & regulation in higher education are intertwined. Hence, the existing statutory position needs to be contextualised for any perspective on governance and regulatory issues in the sub-sector.

The following set of policy initiatives will be taken for ensuring effective governance of higher education:

1. An Education Commission comprising of academic experts will be set up, every five years to assist the Ministry of HRD in identifying new knowledge areas/ disciplines/ domains as well as pedagogic, curricular and assessment reforms at the global level, which will help to keep up with the

change in global scenario and national aspirations.

2. Governing bodies of higher education institutions will be made multi-stakeholder, having representations from industry and alumni as well, with clear cut transparent guidelines for the composition and selection of such bodies.

3. Efforts will be made to move towards a university system integrating UG, PG & doctoral studies, with faculty concurrently teaching both at UG and PG levels which will help improve synergies between teaching and research. Universities will be multi-disciplinary in nature and not single discipline specific.

4. The State will endeavour to implement the recommendations of earlier policies of 1968 and 1986/92 for the creation of an Indian Education Service (IES), which is reiterated herein too. The IES will be an all India service with HRD as the cadre controlling authority. Till the IES comes into existence, an interim step of a one-time special recruitment by UPSC from among the existing academic and administrative positions in the education sector in various states will be made in concurrence with the states.

5. Separate education tribunals will be established at the centre and in the states to deal with litigation and address public grievances against government as well as private schools/ institutions. These bodies will be headed by a retired High Court Judge. The tribunals will have the power to follow summary procedures for expeditious disposal of cases.

6. The Government recognises and will encourage the positive role played by students' unions in furthering the interests of democracy and strengthening the democratic systems, governance and processes as well as debates, discussions and pluralism of thoughts. However, it has been observed that most of the disruptive activities and disharmony in a campus are led by outsiders and students who remain enrolled for many more years than what is mandated in the course of study they have enrolled in. A study will be conducted to prevent outsiders and those who have ceased to be students from playing an active role in students' politics and disrupting the academic activities as well as to prevent them from staying in hostels and misuse facilities of the institute.

7. All HEIs will put in place an effective grievance redressal mechanism and will follow the principles of natural justice– *mens rea* and a*udi alterem partem*- before taking any punitive action against any student, faculty or organisation.

8. The existing affiliating system will continue but with a maximum limit of 100 on the number of affiliating colleges. Universities having more than 100 affiliated colleges under its ambit will be accordingly restructured.

9. Norm-based funding with incentives for activities that promote excellence in public-funded higher education institutions will be introduced. All

public-funded institutions will prepare perspective plans with specific milestones and timelines so as to ensure autonomy with financial and administrative accountability.

4.15   **Regulation In Higher Education**

The major national institutions in the system were set up at different times, with individual mandates as envisioned at the time of their formation. With the passage of time and new developments in the higher education sector, there is a need to review the regulatory framework and make it more relevant to current and future needs of the higher education system. Several challenges relating to the regulatory regime in higher education need to be tackled carefully. It is necessary to bring about a healthy balance between autonomy and accountability. State Governments and Universities can also play a critical role in regulating higher education institutions within their jurisdiction.

The following policy initiatives will be taken:

1. An independent mechanism for administering the National Higher Education Fellowship Programme will be put in place.

2. A Central Educational Statistics Agency (CESA) will be established as the central data collection, compilation and consolidation agency with high quality statistical expertise and management information system which will be used for predictive analysis, manpower planning and future course corrections. CESA will also develop solutions of geo-tagging of HEIs on various parameters such as, infrastructure available, new constructions and upgradation.

3. State Councils of Higher Education will be mandated to monitor periodically the academic standards of universities and colleges in consultation with approved accrediting agencies.

4. Every higher education institution will have a dedicated website for more transparency disclosing standard information of admissions, fees, faculty, programmes, examination results, placements, governance, finance, business tie-ups, management and a report on academic and co-scholastic activities, as well as other relevant information relating to the institution.

4.16   **Quality Assurance In Higher Education**

Several problems including inadequate infrastructure and facilities, large vacancies of faculty positions, poor quality of faculty, outdated teaching methods, declining research standards, etc. are faced by the universities and colleges. In addition, there is widespread geographical, gender and social imbalances within the sector. These problems are also a reflection of the poor quality of higher education. As a part of quality assurance, it is now mandatory for institutions to get accredited by NAAC or NBA.

It is a matter of concern that very few higher education institutions find a place in

the global ranking of universities. The global ranking of universities is based on an assessment of the institutional performance in the areas of research and teaching, reputation of faculty members, reputation among employers, resource availability, share of international students and activities, etc. Recently, MHRD has launched the National Institute Ranking Framework (NIRF) for ranking of our higher education institutions covering engineering, management, pharmacy, architecture, universities and colleges.

The following policy initiatives will be taken::

1. An expert committee will be constituted to study the systems of accreditation in place internationally. It will draw from the experiences of some of the best practices followed by countries having well performing systems and will suggest restructuring of NAAC and NAB as well as redefining methodologies, parameters and criteria. .

2. Evaluation/ Accreditation details of each institution will be available to the general public through a dedicated website, to enable students and other stakeholders to make informed choices.

4.17   Open and Distance Learning & MOOCs

Open and Distance Learning (ODL) is recognised and accepted as an important mode for achieving enhanced access, developing skills, capacity building, training, employability and life-long learning. It has contributed significantly to the development of education in India, with over 4 million students enrolled under ODL. There are several variants of providing distance education courses which are being offered by both public and private institutions. These provide avenues to those students who are not able to leave their jobs or are not able to attend regular classes due to any other reason. At present, open and distance learning in the country is provided mainly by Indira Gandhi National Open University (IGNOU) and State Open Universities in the higher education space, and National Institute of Open Schooling (NIOS) is the main provider in the field of school education. However, there are issues of quality in distance education, which call for reforming the ODL system.

Massive Open Online Courses (MOOCs) provide free access to cutting edge courses at relatively much lower cost. Various higher education institutes/universities are putting their courses online by setting up open learning platforms. The demand for MOOCs is likely to rise in future with growing aspirations and need for continuous upgrading of knowledge. MHRD has planned to launch Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), a web portal where Massive Open Online Courses (MOOCs) on various subjects will be available. There is a felt need to create a body to promote, coordinate, regulate and maintain standards of MOOCs and to develop a mechanism for recognition, transfer and accumulation of credits.

The following policy initiatives will be taken:

1. An autonomous body, responsible for the promotion, coordination,

regulation and maintenance of standards in the ODL/MOOCs system, will be set up. It will prepare norms, standards and guidelines for systemic development and regulation of ODL/ MOOCs. It will also develop a mechanism for recognition, transfer and accumulation of credits earned through MOOCs and award and recognition of degrees. .

2. All institutions offering course and programmes in ODL/ MOOCs mode will develop and standardize programmes based on the national and local needs as per the norms and standards prescribed by the autonomous body referred to in para-1 so as to facilitate recognition and accumulation of credits towards the award of degree.

3. A quality assurance mechanism for accreditation of all universities/ institutions offering ODL / MOOCs will be put in place to ensure quality, promote, innovation and reshape and modernise the ODL / MOOCs courses and programmes.

4. Learner support services will be institutionalised by all ODL institutions and will include hosting courseware, repositories, Open Edcuational Resources (OERs), MOOCs, 24x7 help desk services, tutoring and counselling services, conduct of webinars, discussion forum, webcasting, library facility, virtual labs, e-learning modules, delivering of online programmes, providing assignment and timely feedback of performance, online examinations, declaration of results, redressal of grievances, etc.

5. The National Institute of Open Schooling (NIOS), in collaboration with Ministry of Skill Development & Entrepreneurship, will redefine itself to address the large potential demand for vocational education. The issues of management, monitoring and oversight of NIOS will be addressed appropriately.

4.18   **Internationalisation of Education**

Internationalisation is an inevitable dimension of higher education in this era of globalisation, and generation of new knowledge and its application. Internationalisation comprises of mobility of students, scholars and faculty; export/import of academic systems and cultures; research cooperation; knowledge transfer and capacity building; internationalisation of curriculum and learning outcomes; and cross-border delivery of programmes; and includes virtual mobility and digital learning.

The internationalisation of higher education presents many opportunities, such as, increasing the national and international visibility and profile of HEIs, increased supply of higher education, greater access for students, support for the knowledge economy, development of dual degrees, and the diversification and generation of new academic environments.

The following policy initiatives will be taken:

1. Selected foreign universities, from the top 200 in the world, will be encouraged to establish their presence in India through collaboration with

Indian universities. If required, steps will be taken to put in place an enabling legislation. Rules/ Regulations will be framed so that it is possible for a foreign university to offer its own degree to the Indian students studying in India, such that these degrees will be valid also in the country of origin.

2. Since internationalization is a two-way process, Indian institutions will also be allowed to set up campuses abroad, if required, through suitable legislations/ amendments in the relevant Acts/statutes.

3. In order to increase acceptability of Indian students abroad and to attract international students, Indian HEIs will be encouraged to work towards internationalization of curricula aligned with international levels so as to make it globally compatible with best ranked institutions of the world. Since many international students come to India for cultural and India related studies, these areas will be developed to meet the needs of international students.

4. HEIs will offer language and bridge courses for international students to help them overcome language deficiency and/or difficulties due to higher level of course curriculum.

5. Norms and regulations to allow foreign faculty to join Indian institutions of higher education will be reviewed to encourage more foreign faculties join the Indian HEIs. Genuine concerns and difficulties faced by foreign students/ faculty pertaining to visa, registration/ extension of stay and tax rules and regulations will be adequately addressed.

6. Internationalisation will be included as one of the components for allocating additional financial resources to government-funded HEIs.

7. The government will initiate a dialogue with the countries who have put in place a rigorous, robust and credible system of approval/ recognition/ accreditation/ quality assurance of the HEIs and programmes of studies. An attempt will be made to form a group of such countries which would recognise in their respective countries all qualifications awarded by accredited higher education institutions in member States of this group.

8. Steps will be taken to gradually move from years-based recognition of qualifications to credit-based recognition.

4.19 **Faculty Development in Higher Education**

With the fast pace of expansion of the higher education system, improving the quality of teaching and teachers has become a critical factor. Greater attention on ensuring that the best talent join teaching profession, their initial preparation before their induction into teaching and continuing professional development should be given, in the context of efforts for fostering quality education. Efficient management of a university depends largely on the professional competence and managerial skills of the senior management personnel. The present system of appointing Vice-Chancellors, registrars and other senior management staff is

beset with problems that seem to affect the smooth functioning of the HEIs. The education sector needs professionals with qualities of leadership and credibility to tackle complex management issues.

The following policy initiatives will be taken:

1. A task force of experts will be set up to study the recruitment, promotion and retention procedures, followed by internationally renowned universities and institutions and suggest measures to promote intellectual and academic excellence in HEIs.

2. A national campaign will be launched to attract young talent into the teaching profession. In order to attract young talent into teaching profession, a career growth of research students, such as M.Phil & Ph.D scholars, will be created and they will be designated as Academic Assistants and Academic Associates.

3. National and State Training Academies will be set up for organising induction programme of 3-6 months for the newly recruited faculty. It will be mandatory for a newly recruited faculty to acquire a Certificate in Teaching before they formally take up teaching positions in HE institutions. The induction programme will include teaching and research methodologies (flip classrooms, collaborative learning, case approach), use of ICT, curriculum structure and design, sensitisation to gender and social diversity, professional ethics, sharing of best practices and updation of developments in their field of study, etc. Induction training will be followed by an orientation programme of 4-6 weeks at his/ her university to help him/ her learn the culture of the institution, his/ her role and responsibilities, etc.

4. The profile of a teacher has undergone tremendous change in light of technological developments, new dimensions of knowledge and changing learner profile. In the changed context, role of learners and teachers will be redefined to promote adoption of a blended model of pedagogy with a combination of self-learning, practical and collaborative learning components. This will also require reforms in assessment and examination.

5. A mechanism of assessment of academic performance of faculty including peer review will be put in place so as to ensure academic accountability of public-funded institutions.

6. An appropriate mechanism with suitable selection and recruitment policies will be put in place to ensure seamless mobility of experts from other fields, like industries and government, into teaching (and vice versa) by allowing for lateral entry and exit and encouraging secondment/ deputation to work as adjunct faculty.

7. Reputed HEIs will be encouraged to set up leadership development centres to offer short-term programmes, for senior faculty and management of HEIs, which will be made mandatory for selection and appointment to higher level leadership positions. These leadership programmes will cover decision

and 1986/92 had recommended 6% of GDP as the norm for the national outlay on education. However, the actual expenditure on education has remained consistently below this level and in recent years it has hovered around 3.5%. This brings into focus the need to enhance allocations to the education sector to reach the desired target.

The following policy initiatives will be taken::

1. The government will take steps for reaching the long pending goal of raising the investment in education sector to at least 6% of GDP as a priority.

2. In order to supplement the Government efforts, investment in education by private providers through philanthropy and corporate sector responsibility will be encouraged. The Government will take steps for incentivizing private sector investment in education, such as, tax benefits and inclusion of education within the definition of infrastructure. In general, public funding will continue for core activities, whereas other functions can be through private funding. Private funding and FDI for R&D and other quality enhancement activities in education institutions will be pursued as an important strategy for mobilising financial resources. .

3. Instead of setting up new institutions, which require huge investments, priority of the Government will be to expand the capacity of existing institutions.

4. HEIs funded by governments need to find ways of increasing their revenues through other sources, such as, alumni funding, endowment funding, tuition fee enhancement along with fee waiver for disadvantaged sections, and private investment.

5. To make the present scheme of education loans to the economically disadvantaged sections more effective, the scheme will be modified to facilitate relaxations for collateral, lower interest rates and higher moratorium period from the present one year to two years/rolling moratorium.

6. In order to encourage excellence and efficiency, performance-linked funding of higher education institutions will be implemented.

Chapter-5

IMPLEMENTATION AND MONITORING

The National Education Policy, 2016 has charted out many new directions and is also to be seen in a continuum to the earlier education policies of 1968, 1986/92. It is imperative to note that the Centre and the States have to work together in a spirit of cooperative federalism to translate the intended goals and actionable strategies into realities that can result in the transformation of the education landscape.

There are multiple stakeholders involved in education sector and each has a significant contribution that can help to achieve the laudable goals of enhancing access, ensuring equity, improving quality of education at all levels and empowering our students to become truly global citizens and equip them with the appropriate knowledge, skills and attitudes necessary to meet the challenges of a dynamic knowledge society.

The Policy will be followed by a detailed implementation strategy which will lay down the Framework For Action (FFA) for each of the directions that are spelled out in the preceding section. It is pertinent to state that what is articulated in the Policy is not rigid or inflexible but is only a projection of the desired direction. A certain degree of flexibility will be expected, given the variety of aspirations and local conditions so as to suit contexts and emerging scenarios, failing which implementation will be rendered either difficult or unfeasible.

There is sufficient evidence to show that past policy recommendations have remained unrealised due to lack of mechanisms being put in place for effective implementation. To avoid such a situation, it is desirable and appropriate if each State and UT formulates a Framework For Action (FFA) which is synchronous to its regional, social and cultural needs. This will entail making institutional arrangements, laying down administrative processes with clear performance indicators to achieve quantifiable targets and desired qualitative outcomes.

It is equally critical in the context of democratic decentralisation and greater community participation that this process of specifying operational strategies will percolate downwards to the grassroot levels with each district, block formulating a FFA of its own.

Similarly, it is essential that each educational institution will prepare a micro- level operational plan of action.

Financial resources have always been a challenge that limits efficiency in outputs and the entire governmental machinery, private sector and all other extra- governmental agencies and the country as a whole, will shoulder the national responsibility of providing the resource support for education. Hence, the culture of cost-effectiveness and accountability will guide the functioning of the education system.

While outlining implementation framework, linkages between education and other related services like child care, nutrition, health, sports, sanitation and water resources etc. will be suitably factored so as to ensure commonality in achieving the outcomes. There is a perceived need for greater coordination amongst the relevant multiple agencies and

functionaries also between education and other departments. Accordingly, appropriate coordination mechanisms will be developed.

Learning from the past experiences, it will be the endeavour of each operating unit to devise appropriate monitoring methods, mechanisms and systems, so that periodic assessment and evaluation of the progress made in achieving the outcomes and outputs of each actionable point can be undertaken. The monitoring will take place from the micro to macro level at both the state and central government. This will provide an enabling and systematised procedure that allows mid-course corrections, revisions in implementation strategies for optimised results. This will also pre-empt any systemic breakdowns that result in failure to realise the vision and overarching goals articulated in this policy.

Notwithstanding the above, given the size, variety and dimensions of our country; the resulting educational sub-structures that operate; and the dynamic nature of a knowledge and information based society, several challenges will be arising on a continuous basis, which does necessitate periodic review. Hence, a five-year periodic review of the policy will be carried out to keep up with the emerging national and global trends.