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Unique perspectives on the Indian education sector

Monograph: June 2019

Draft National Education Policy 2019

The Committee for Draft National Education Policy (Chair: Dr. K. Kasturirangan) submitted its report on May 31, 2019. The Committee was constituted by the Ministry of Human Resource Development in June 2017. The report proposes an education policy, which seeks to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system.

The draft Policy provides for reforms at all levels of education from school to higher education. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training, and restructure the education regulatory framework. It also seeks to set up a National Education Commission, increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others.

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Table of Content

#	Particulars	Page No.
A.	**School Education**	**3-10**
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	**11-17**
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	**18-19**
D.	**Technology in Education**	**20-21**
E.	**Vocational Education**	**22-23**
F.	**Adult Education**	**24-25**

Table of Content

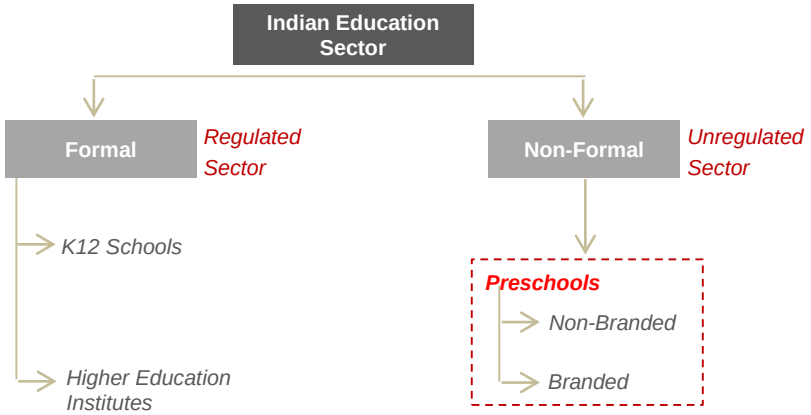
#	Particulars	Page No.
A.	**School Education**	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	11-17
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	18-19
D.	**Technology in Education**	20-21
E.	**Vocational Education**	22-23
F.	**Adult Education**	24-25

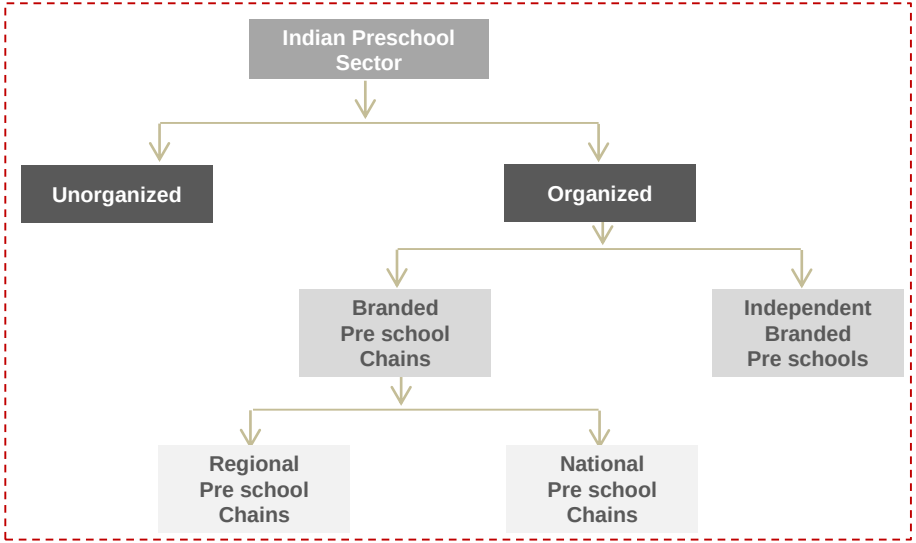
Early Childhood Care & Education…(1/2)

Overview:

- Pre school market comprises organized and unorganized players
- Pre school sector in India is dominated by unorganized neighborhood preschools
- The total market size of preschools is of US $3.2 billion
- This business is expanding at a 27% CAGR.

#	Particulars	Organized Pre schools	Unorganized Pre schools
1	**Operations**	▪ Operated by corporate pre school chains or formal school chains	▪ Set up and maintained by individuals with the basic availability of land and finances
2	**Curriculum**	▪ Standardized and well structured curriculum is followed	▪ No well defined curriculum





- Non-formal education sector is not regulated as of now in India
- In Pre School segment, there are ~38,000 preschools in India.
- **The major share is of unorganized preschools ~85%**

Early Childhood Care & Education…(2/2)

Parameters	Current Scenario	Draft NEP Recommendations
RTE Coverage	▪ RTE covers Class I to Class 8	▪ RTE from preschool (age 3 onwards) till Class 12
Integrated Anganwadi	▪ Anganwadis, preschools cover 3 to 6 age group	▪ Integrated primary school framework from age 3 to 8
Health & Education	▪ Focus on Health and Nutrition in Anganwadis	▪ Anganwadis, preschools to be linked to local primary schools
Learning Outcome	▪ Rote learning, formal teaching in preschools	▪ Focus on play and discovery based learning
Curriculum	▪ Women & Child Development Ministry oversees Anganwadi system	▪ MHRD to oversee curriculum and pedagogy
Regulatory Body	▪ No regulatory body	▪ To be set up as recommended by National ECCE Policy (2013)

Impact on Key Stakeholders:

- **RTE:** RTE from preschool would require all private schools (except the minority institutions) to reserve 25% of seats in pre-primary schools for the poor and other categories of children (to be reimbursed by the state as part of the public-private partnership plan).
  - Welcoming the students from economically weaker sections
  - Financial burden for private schools
- **Co-locating Anganwdis:** Co-locating Anganwadis with existing primary schools will provide further benefits to parents and children through:
  - Comprehensive services provided by the Anganwadi
  - Improved opportunity for children to learn with their siblings and peers at primary school
- **Curriculum:** Curricular & pedagogical framework by NCERT intended for parents as well as Anganwadi teachers/workers will lead to appropriate cognitive stimulation of infants and young children.

Curriculum Framework and Pedagogy…(1/2)

Parameters	Current Scenario	Draft NEP Recommendations
Structure	▪ 10+2 Structure ➢ Primary (Grade 1 to 5) ➢ Upper Primary (Grade 6 to 8) ➢ Secondary (Grade 9 to 10) ➢ Higher Secondary (Grade 11 to 12)	▪ 5+3+3+4 design ▪ Foundational Stage (Nursery to Grade 2) ▪ Preparatory Stage (Grade 3 to 5) ▪ Middle Stage (Grade 6 to 8) ▪ Secondary Stage (Grade 9 to 12)
Three Language Formula	▪ Followed from Grade VI to VIII	▪ Will now be followed early on, starting from Nursery
Foreign Language	▪ Not offered at policy level	▪ To be offered to Secondary school as an elective (e.g. French, German, Spanish, Chinese, Japanese)

Impact on Key Stakeholders

- The current structure of school education must be restructured on the basis of the development needs of students.

  This would consist of a 5-3-3-4 design comprising:

  (i) five years of foundational stage (three years of pre-primary school and classes one and two),

  (ii) three years of preparatory stage (classes three to five),

  (iii) three years of middle stage (classes six to eight), and

  (iv) four years of secondary stage (classes nine to 12).

  (v) The Committee noted that the current education system solely focuses on rote learning of facts and procedures.

  Hence, it recommends that the curriculum load in each subject should be reduced to its essential core content. This would make space for holistic, discussion-based, and analysis-based learning.
- No hard separation of : *a. curricular, extra-curricular, or co-curricular areas; b. arts and sciences; c. "vocational" and "academic" streams.*
- Since children learn languages most quickly between 2-8 years, children will be immersed in 3 languages early on, from Foundational Stage.

Curriculum Framework and Pedagogy…(2/2)

Parameters	Current Scenario	Draft NEP Recommendations
Sanskrit	▪ Not offered part of policy	▪ will be offered at all levels of school & higher education as one of the optional languages
Classical Languages	▪ Courses not available	▪ Make available courses on all classical languages of India ▪ Students will take at least two years of a classical language of India in Grades 6-8
Text Books	▪ Preparation of textbooks at the National level	▪ Preparation of textbooks at the State level
National Curriculum Framework	-	▪ To be revised
NCERT Books	-	▪ To be revised in accordance with National Curriculum Framework
Course on Language	-	▪ A fun course on “The Languages of India” sometime in Grades 6-8.

Impact on Key Stakeholders

- In order to have a national curriculum which also allows local variations, the SCERTs in each State will be encouraged to prepare textbooks that contain:
  a. NCERT core material;
  b. Any NCERT supplementary material deemed of interest to the State;
  c. Any other material and edits prepared by SCERT or local districts that add local relevance and flavor as needed or desired.
- NCERT textbooks will be revised in accordance with the revised NCF
- Every student in the country will take a fun course on “The Languages of India” sometime in Grades 6-8. It would give a sense of unity and be a icebreaker their entire lives as they meet people from other parts of India

School Exam Reforms

Parameters	Current Scenario	Draft NEP Recommendations
Board Exams	▪ Board exams in Grade X & XII	▪ State Census Examinations in classes III, V and VIII in addition to Board Exams in Grade X & XII
Range of Subjects	▪ Choice of only a few subjects	▪ Choice of wide range of subjects
Choice of Semester	▪ No Choice of Semester	▪ Choice of semester to take board exams
Choice of Exams	▪ Compulsory Grade X & XII Board Exams	▪ In-school exams ***may*** be replaced by the board exams proposed for Grade III, V and VIII
National Testing Agency	▪ Own University Entrance Exams	▪ NTA conducted tests

Impact on Key Stakeholders:

- Board exams at Grade III, V and VIII will help track academic progress of the students.
- Parents would be able to monitor & control performance of their children.
- Children will be overburdened with exam phobia and performance pressure
  - However, choice of wide range of subjects and choice of semester to take the exam will reduce exam stakes to a great extent.
  - Easier board exams will reduce any necessity for coaching, cramming or other outside-of-usual-schoolwork efforts.
- Teachers will become more accountable for their academic results.
- NTA tests will ease burden on students as well as on Universities.
- NTA tests ensure validity and reliability of its assessments and create credibility of its tests for admissions to universities and colleges across India.
- NTA instituted processes would ease admissions into Higher education programmes. For example:
  - Directly sending scores to the institution.
  - Connect directly to the bodies offering scholarships to students.

School Infrastructure

Parameters	Current Scenario	Draft NEP Recommendations
School Infrastructure	▪ No concept of school complex	▪ Multiple public schools to be brought together to form a school complex
		▪ *A complex will consist of one secondary school (classes nine to twelve) and all the public schools in its neighborhood (pre primary-class eight)* ▪ *The school complexes will also include Anganwadis, vocational education facilities, and an adult education centre.* ▪ *Each school complex will be a semi-autonomous unit providing integrated education from early childhood to secondary education.*

Impact on Key Stakeholders:

- This will ensure that resources such as infrastructure and trained teachers can be efficiently shared across a school complex.
- Students will have better access to age appropriate education in their neighbourhood with access to vocational education facilities and adult education centres as well.
- For pupils, it's a welcome step. Anganwadis will become centres of education with good infrastructure and facilities.
- Anganwadis as centres of education will generate employment.
- Sharing of resources will reduce financial burden on individual schools. However, sharing of resources will be successful only if the school works in double shifts. Otherwise, sharing of teachers, labs etc. with transportation time would be a hassle.
- Sharing of resources will also be a burden on teaching capacity of teachers who may charge extra income for overtime.
- There will be operational and management hiccups as Heads of schools would be reporting to the Principal and Principal would be accountable to run those schools.

Teacher Management and Regulation of Schools

Parameters	Current Scenario	Draft NEP Recommendations
Deployment	▪ Teacher deployed in one school.	▪ Teachers should be deployed with a particular school complex for at least five to seven years.
Participation	▪ Govt. teachers participate in Census surveys, cooking mid-day meals or participating in vaccination campaigns	▪ Teachers will not participate in non-teaching activities during school hours
B.Ed. Programme	▪ 3 year B.Ed. Program	▪ 4 year integrated B.Ed. Program
Regulatory Authority	▪ Department of School Education (DSE)	▪ New State School Regulatory Authority (SSRA)

Impact on Key Stakeholders:

- Teacher capacities can be more productively utilized in school complex. However, teacher can get overburdened working across schools.
- Teachers not participating in vaccination campaign and government surveys will improve their focus on classroom teaching.
  - ➢ This will improve academic results of government schools
- Hiring of special taskforce for conducting govt. surveys etc. would add financial burden on govt.
  - ➢ Alternatively, deploying less qualified govt. employees would dilute the quality of data collection of campaigns.
- Four year integrated B.Ed. Programs have been introduced for them to be at par with abroad universities.
- The establishment of the authority will free up administrative resources in the DSE to focus on the provisioning of education in public schools.
  - ➢ It will facilitate the structural reform of separating roles of policy making, regulation and service provisioning.
- All relevant information like school infrastructure, teacher resources, including their qualifications, school results in a public examinations, fees, etc. will be put in the public domain for the parents to make informed choices and thereby become the de facto regulator.

Table of Content

#	Particulars	Page No.
A.	School Education	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	**11-17**
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	Education Governance	18-19
D.	Technology in Education	20-21
E.	Vocational Education	22-23
F.	Adult Education	24-25

Overview

- According to the All India Survey on Higher Education, the Gross Enrolment Ratio (GER) in higher education in India has increased from 20.8% in 2011-12 to 25.8% in 2017-18.

	Primary Class	Upper Primary	Upper Secondary	Higher Education
India	101.4	89.3	62.5	23
China	103.9	100.4	88.8	39.4
US	99.5	101.9	93.2	86.7
Germany	103.3	101.6	104.6	65.5

GER Comparison across above mentioned countries (2014)

- The Committee identified lack of access as a major reason behind low intake of higher education in the country. It aims to increase GER to 50% by 2035 from the current level of about 25.8%.

Regulatory Structure and Accreditation

Parameters	Current Scenario	Draft NEP Recommendations
Regulatory Authority	▪ UGC, Bar Council of India, AICTE	▪ National Higher Education Regulatory Authority
NAAC	▪ An accreditation body under UGC	▪ Independent and autonomous body
UGC	▪ Regulatory authority	▪ Role limited to provide grants to HEIs

Impact on Key Stakeholders:

- The Committee noted that the current higher education system has multiple regulators with overlapping mandates.
    i. This reduces the autonomy of higher educational institutions and creates an environment of dependency and centralized decision making.
    ii. Therefore, it proposes setting up the National Higher Education Regulatory Authority (NHERA).
- NHERA would replace the existing individual regulators in higher education, including professional and vocational education.
- This implies that role of all professional councils such as AICTE and Bar Council of India would be limited to setting standards for professional practice.
- Role of the University Grants Commission (UGC) will be limited to providing grants to higher educational institutions.
- Currently, the National Assessment and Accreditation Council (NAAC) is an accreditation body under the UGC.
    i. The draft Policy recommends separating NAAC from the UGC into an independent and autonomous body.
    ii. In its new role, NAAC will function as the top level accreditor, and will issue licenses to different accreditation institutions,
    iii. The accredited institutions will assess higher educational institutions once every five to seven years.
    iv. All existing higher education institutions should be accredited by 2030.

Establishment and Restructuring of New Higher Education Institutions

Parameters	Current Scenario	Draft NEP Recommendations
Establishment of HEI	▪ By Parliament or State Legislature	▪ Through a HEI Charter from NHERA
Structure of HEI	▪ Two Types ➢ Research & Teaching (M.Phil, PhD) ➢ Colleges (Undergraduate)	▪ Three Types: ➢ Research & Teaching (M.Phil, PhD) ➢ Primarily Teaching (Post Graduate) ➢ Colleges (Undergraduate)

Impact on Key Stakeholders:

- Currently, higher educational institutions can only be set up by Parliament or state legislatures.
- The draft Policy proposes that these institutions could be allowed to be set up through a Higher Education Institution Charter from NHERA.
- This Charter will be awarded on the basis of transparent assessment of certain specified criteria.
- All such newly constituted higher educational institutions must receive accreditation as mandated by NHERA within five years of being established.
- Higher education institutions will be restructured into three types:
  (i) research universities focusing equally on research and teaching;
  (ii) teaching universities focusing primarily on teaching; and
  (iii) colleges focusing only on teaching at undergraduate levels.
- All such institutions will gradually move towards full autonomy - academic, administrative, and financial.

Establishing a National Research Foundation

Parameters	Current Scenario	Draft NEP Recommendations
Establishment	▪ No dedicated Foundation	▪ National Research Foundation

Impact on Key Stakeholders:

- The Committee observed that the total investment on research and innovation in India has declined from 0.84% of GDP in 2008 to 0.69% in 2014. India also lags behind many nations in number of researchers (per lakh population), patents and publications.
- The draft Policy recommends establishing a National Research Foundation, an autonomous body, for funding, mentoring and building the capacity for quality research in India.
- The Foundation will consist of four major divisions: sciences, technology, social sciences, and arts and humanities, with the provision to add additional divisions.
- The Foundation will be provided with an annual grant of Rs. 20,000 crore (0.1% of GDP).

	Spending on Research & Innovation (% GDP)	Researchers per lakh population	Total Patent Applications
India	101.4	89.3	62.5
China	103.9	100.4	88.8
US	99.5	101.9	93.2
Israel	103.3	101.6	104.6

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Liberal Approach and Optimal Learning Environment

Parameters	Current Scenario	Draft NEP Recommendations
UG Courses	▪ Not interdisciplinary ➢ Arts ➢ Commerce ➢ Sciences ➢ Technology	▪ Interdisciplinary ➢ a common core curriculum and ➢ one/two area(s) of specialization ▪ Four-year undergraduate programmes in Liberal Arts ▪ Five Indian Institute of Liberal Arts in next five years

Impact on Key Stakeholders:

- The draft Policy recommends making undergraduate programmes interdisciplinary by redesigning their curriculum to include:
  (a) a common core curriculum and
  (b) one/two area(s) of specialization
- Students will be required to choose an area of specialization as ‘major’, and an optional area as ‘minor’.
- Four-year undergraduate programmes in Liberal Arts will be introduced and multiple exit options with appropriate certification will be made available.
- Further, within the next five years, five Indian Institute of Liberal Arts must be setup as model multidisciplinary liberal arts institutions.
- The Committee observed that the curricula remain rigid, narrow, and archaic.
- Moreover, the faculty often lacks the autonomy to design curricula, which negatively impacts pedagogy.
- It recommends that all higher education institutions must have complete autonomy on curricular, pedagogical and resource-related matters.

Professional Development of Faculty

Parameters	Current Scenario	Draft NEP Recommendations
Service Conditions and Autonomy	▪ Already Structured	▪ Improvements in the current structure: ➢ Development of Continuous Professional development ➢ Introduction of a Permanent Employment (tenure) track system for faculty
Student teacher Ratio	▪ Not standardized	▪ 30:1

Impact on Key Stakeholders:

- The Committee observed that poor service conditions and heavy teaching loads at higher education institutions have resulted in low faculty motivation.
- Further, lack of autonomy and no clear career progression system are also major impediments to faculty motivation.
- The draft Policy recommends development of a Continuous Professional Development programme and introduction of a permanent employment (tenure) track system for faculty in all higher education institutions by 2030.
- Further, a desirable student-teacher ratio of not more than 30:1 must be ensured.

Table of Content

#	Particulars	Page No.
A.	**School Education**	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	11-17
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	18-19
D.	**Technology in Education**	20-21
E.	**Vocational Education**	22-23
F.	**Adult Education**	24-25

Education Governance

Parameters	Current Scenario	Draft NEP Recommendations
Apex Body for Education	▪ No single overarching body	▪ **National Education Commission or Rashtriya Shiksha Aayog** ➢ Oversees: ✓ NCERT ✓ National Higher Education Regulatory Authority ✓ National Research Foundation
Ministry	▪ Ministry of Human Resource and Development	▪ **Ministry of Education**

Observations and Recommendations

- The Committee observed that there is a need to revisit the existing system of governance in education, and bring in synergy and coordination among the different ministries, departments and agencies. In this context, it recommends:
  i. Creation of a ***National Education Commission or Rashtriya Shiksha Aayog***, as an apex body for education, to be headed by Prime Minister.
  ii. This body will be responsible for developing, implementing, evaluating, and revising vision of education in the country on a sustained basis.
- It will oversee the implementation and functioning of several bodies including the National Council of Educational Research and Training (NCERT), the proposed National Higher Education Regulatory Authority, and National Research Foundation.
- The Ministry of Human Resources and Development must be renamed as the Ministry of Education in order to bring focus back on education.

Table of Content

#	Particulars	Page No.
A.	**School Education**	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	11-17
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	18-19
D.	**Technology in Education**	20-21
E.	**Vocational Education**	22-23
F.	**Adult Education**	24-25

Technology in Education

Parameters	Draft NEP Recommendations
Technology Based Intervention	▪ Electrification of all educational institutions
National Mission	▪ **National Mission on Education through information and communication technology** ▪ **National Education Technology Forum**
Maintenance of Records	▪ **National Repository on Educational Data**

Key Observations

- The Committee observed that technology plays an important role in:
  - improving the classroom process of teaching, learning and evaluation
  - aiding in preparation of teachers and continuous professional development of teachers
  - improving access to education in remote areas and for disadvantaged groups
  - improving the overall planning, administration and management of the entire education system

Key Recommendations

- It recommends focused electrification of all educational institutions as electricity is a pre-requisite for all technology-based interventions.
- Further, it recommends:
  - **National Mission on Education through information and communication technology**:
    - ✓ The Mission will encompass virtual laboratories that provide remote access to laboratories in various disciplines.
    - ✓ A **National Education Technology Forum** will also be setup under the Mission, as an autonomous body, to facilitate decision making on the induction, deployment and use of technology.
    - ✓ This Forum will provide evidence-based advice to central and state-governments on technology-based interventions.
  - **National Repository on Educational Data**:
    - ✓ A National Repository will be setup to maintain all records related to institutions, teachers, and students in digital form.
    - ✓ A single online repository will be created where copyright-free educational resources will be made available in multiple languages.

Table of Content

#	Particulars	Page No.
A.	**School Education**	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	11-17
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	18-19
D.	**Technology in Education**	20-21
E.	**Vocational Education**	**22-23**
F.	**Adult Education**	24-25

Vocational Education

Parameters	Current Scenario	Draft NEP Recommendations
Vocational Education in Schools	▪ Choice of vocational course as 6th subject (Grade 9 to 12) out of 30-35 courses floated by CBSE	▪ Mandatory one vocational course (Grade 9 to 12)
Vocational Education in HEIs	▪ No integrated vocational education by HEIs	▪ HEIs must offer vocational courses in UG programs
National Body	▪ No national body	▪ **National Committee for the Integration of Vocational Education**
National Skills Qualifications Framework (NSQF)	▪ Generically defined competencies at each of the 10 levels of NSQF	▪ Competencies translated into specifics for each of the vocations/disciplines.
National Qualifications Register (NQR)	▪ Designed to be the official national public record of all qualifications aligned to the NSQF	▪ Policies for widespread reuse of content of NQR. E.g. 'Creative Commons' type licenses.

Observations and Recommendations

- The Committee observed that less than 5% of the workforce in the age-group of 19-24 receives vocational education in India.
  i. This is in contrast to 52% in the USA, 75% in Germany and 96% in South Korea.
- It recommends integrating vocational educational programmes in all educational institutions (schools, colleges and universities) over 10 years.
- **Vocational courses**:
  i. All school students must receive vocational education in at least one vocation in grades nine to 12.
  ii. The proposed school complexes must build expertise in curriculum delivery that is aligned to the competency levels under the NSQF.
  iii. The proposed Higher Education Institutions must also offer vocational courses that are integrated into undergraduate education programmes.
  iv. The draft Policy targets to offer vocational education to up to 50% of the total enrolment in higher education institutions by 2025.
- **National Committee for the Integration of Vocational Education:**
  i. A National Committee will be set up to work out the steps that need to be taken towards achieving the above mentioned goals.
  ii. A separate fund will be setup for the integration of vocational education into educational institutions.
  iii. The Committee will work out the modalities for the disbursement of these funds.

Table of Content

#	Particulars	Page No.
A.	**School Education**	3-10
	I. Early Childhood Care and Education	
	II. Curriculum Framework and Pedagogy	
	III. School Exam Reforms	
	IV. School Infrastructure	
	V. Teacher Management & Regulation of Schools	
B.	**Higher Education**	11-17
	I. Overview	
	II. Regulatory Structure and Accreditation	
	III. Establishment & Restructuring of New HEIs	
	IV. Establishing a National Research Foundation	
	V. Liberal Approach & Optimal Learning Environment	
	VI. Professional Development of Faculty	
C.	**Education Governance**	18-19
D.	**Technology in Education**	20-21
E.	**Vocational Education**	22-23
F.	**Adult Education**	24-25

Adult Education

Parameters	Current Scenario	Draft NEP Recommendations
Apex Body	▪ Directorate of Adult Education	▪ **Central Institute of Adult Education** (under NCERT) ➢ Will develop: ✓ National Curriculum Framework for Adult Education ✓ Five Areas: ✓ Foundational Literacy and Numeracy ✓ Critical Life Skills ✓ Vocational Skills Development ✓ Basic Education & Continuing Education
Education Centre	▪ No dedicated Adult Education Centres	▪ Adult Education Centre within proposed School Complexes
National Programme	▪ Saakshar Bharat (not exclusive)	▪ National Adult Tutors Programme (one-on-one tutoring)

Observations and Recommendations

- As per Census 2011, India still had over 3.26 crore youth non-literates (15-24 years of age) and a total of 26.5 crore adult non-literates (15 years and above). In this regard, the draft Policy recommends:
  - Establishing an autonomous Central Institute of Adult Education, as a constituent unit of NCERT, which will develop a National Curriculum Framework for adult education.
  - The Framework will cover five broad areas: foundational literacy and numeracy, critical life skills, vocational skills development, basic education, and continuing education.
  - Adult Education Centres will be included within the proposed school complexes.
  - Relevant courses for youth and adults will be made available at the National Institute of Open Schooling.
  - A cadre of adult education instructors and managers, as well as a team of one-on-one tutors will be created through a newly-established National Adult Tutors Programme.

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Unique perspectives on the Indian education sector

Monograph: June 2019

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14th Floor, Devika Tower
6 - Nehru Place
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1084, Sobha Daffodil
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Hyderabad - 500 032
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Thank You

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