

# Some Queries on Inputs for the Draft National Education Policy 2016 : An Overview

*Dr. Asit Kumar Das*

## Introduction:

The Ministry of Human Resource Department, Government of India has published an outline on National Education Policy in their website ([www.mhrd.gov.in>nep-new](http://www.mhrd.gov.in>nep-new)); titled as “Some Inputs for the National Education Policy 2016”.

In this context it may be recalled that the **“National Education Policy”** of our country was formulated in 1968 on the basis of recommendation of the Education Commission (1964-66). The **42<sup>nd</sup> Constitutional Amendment in 1976** brought about the fundamental change by transferring education from the **State-List** to the **Concurrent-List**. The next **“National Policy on Education, 1986”** was announced, and it was revised in 1992.

In the mean time a notable Act, the **“Right of Children to Free and Compulsory Education (RTE) Act, 2009”** has passed in the Parliament. Due to knowledge explosion and sea changes in the global education sectors growing demands from the Indian society for revising the National Education Policy. In this backdrop MHRD, Govt. of India has published 33 themes for framing “National Education Policy” in the Central Govt. website and asked for suggestions from institutions and citizens of India on 26<sup>th</sup> January 2015. It has been learnt that MHRD has received about 2,900 suggestions from different stakeholders. The MHRD has framed a 5-member Committee on 31<sup>st</sup> October 2015 to formulate the Draft National Education Policy. The said committee is headed by Mr. T.S.R. Subramaniam – former Secretary of central Govt. and members are Mr. Shailaja Chandra- Ex-Chief Secretary Delhi, Mr. Sudhir Makard – Ex-Jt. Secretary of Gujarat, and Prof. J. S. Rajput – Ex-chairman of NCERT. In this regard it may be said the Prof. J.S. Rajput is the only academician in this committee. However, the said committee has submitted its Report and the **“Framework For Action (FFA)”** before the Central Government. After a gap of couple of months, the said Report (partial)/ recommendations has been uploaded in the MHRD website under the title – **“Some Inputs for the Draft National Education Policy 2016”** and asked to send suggestion to [nep.edu@gov.in](mailto:nep.edu@gov.in) by 15<sup>th</sup> September 2016.

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\*Former Dean, Students’ Welfare; University of Kalyani and Director, Indian Institute of Social Reform & Research

## **Content of the Draft NEP- 2016:**

The Draft NEP -2016 has 5 chapters, namely- 1) Preamble, 2) Key challenges in the Education Sector, 3) Vision, Mission, Goals and Objectives of the National Education Policy, 4) Policy Framework, and 5) Implementation and Monitoring. In the fourth chapter – ‘Policy Framework’ full education system, starting from Primary to Higher Education and Research, Innovation and new Knowledge have been discussed in 21 sub-chapters.

### **Chapter – 1 : PREAMBLE :**

*(Most issues of this chapter have discussed in Introduction)*

### **Chapter – 2 : KEY CHALLENGES IN EDUCATION SECTOR :**

In this chapter it has been mentioned that “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.”

Under this chapter following key issues have been discussed-

- 1) *Access and Participation;*
- 2) *Quality Issues;*
- 3) *Skills and Employability;*
- 4) *Curriculum and Assessment;*
- 5) *Information and Communication Technology;*
- 6) *Teacher Development and Management;*
- 7) *Equity Issues;*
- 8) *System Efficiency;*
- 9) *Governance and Management;*
- 10) *Research and Development;*
- 11) *Budgetary Constraints; and*
- 12) *Global Commitment.*

### **Chapter- 3 : VISION, MISSION, GLOBAL AND OBJECTIVES :**

#### **1) Vision :**

NEP 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all, as required for the fast-changing, ever-globalizing, knowledge-based economy and the society.

#### **2) Mission:**

Mission has been discussed in four paragraphs and highlighted the following issues-

- i) Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realization the nation’s human potential to its fullest, with equity and excellence;
- ii) 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,..... .. to develop global citizenship and sustainable development;
- iii) Foster quality education with a strong focus on reforms of several aspects of education for country’s development and respond to the emerging global challenges;
- iv) Promote acquisition by all learners of relevant skills, ..... .. which would be able to contribute to the national development process.

### 3) **Goals and Objectives :**

Emphasis has been given in quality, relevance and credibility of India’s education system for improving **employability, equitable access to education**, including **technical and vocational education and training (TVET)**.

The main objectives are as follows:

- i) Expanding early-childhood education (4-5 years of age);
- ii) Ensuring universal elementary and secondary education and equitable access to next higher steps of education;
- iii) Ensuring accessibility of all education programme to all children, youths ..... and achieving expected learning outcomes;
- iv) Emphasis has given on gender-equity and empowerment of girls and women;
- v) Importance has been given on skill-development for employability, work and entrepreneurships;
- vi) Providing opportunities to youths (15-24 years of age) and adults (those who are out of formal education) to attain skills for employability;
- vii) Emphasis has been given in reforms in Higher Education, improvement in Teaching & Research, and innovation & new knowledge generation for attaining specific learning outcomes and employable skills;
- viii) Ensuring integration of Information and Communication Technology (ICT) in education;

- ix) Ensuring teacher development and management, and supply of quality and competent teachers;
- x) Ensuring literacy and numerical skills of all youths, at least 90% of adults;
- xi) Institutionalizing a responsive, participatory and accountable system of educational planning, governance and management according to the demands of the expanding education sector;
- xii) Professionalizing and enhancing the capacity of institutional leadership demands of as per demand of the expanding education sector;
- xiii) Ensuring increased and well-targeted financing for educational development programmes.

## **Chapter – 4 : POLICY FRAMEWORK :**

The **Framework For Action** (FFA) will be drawn up incorporating implementation strategies for each identified area at all levels of Government – Central, State/ UT and local. The State and Local Governments would be encouraged to formulate their own strategies or action plans consistent with NEP- 2016.

The key areas and actions are to be taken are as follows-

### **4.1 Pre-school Education:**

ICDS programme is intended to provide early childhood education; which is universally accepted that it is critically important when a child's mental and physical development is the highest. Five policy initiatives have been recommended.

### **4.2 Protection of Right of Child & Adolescent Education:**

Following six policy initiatives have been suggested for protection of **Child-right** and **Adolescent Education**.

1. A framework and guideline for ensuring school safety and security of children;
2. Ensuring Principal and teachers' awareness and knowledge about Acts, Rules, Regulations, etc. relating to child-right;
3. Adolescent and National Population Education Programme will be integrated into school curriculum;
4. Inclusion of Adolescent Education in Teachers' Training programme;
5. Self-learning Online programme on child-rights to be developed for benefit of students, teachers and parents;
6. Counselors to be engaged in schools for advising to parents and teachers on adolescent problems.

#### 4.3 Learning outcomes in School Education :

For improving the learning outcomes of the school children and to enhance the quality of Elementary Education, following four policy initiatives have been suggested-

1. **Uniform Norms for both Government and Private Schools** : 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. **Establishment of Alternative Schools** : State will have to design and plan for infrastructure keeping in view the local conditions, and obviously within the parameters of RTE Act. State may establish 'Alternative Schools' for very deprived and migrated children and those are living in difficult circumstances, and RTE Act may also be amended, if needed.
3. **Amendment of 'No-Detention Policy'** : Due to provision of 'No-Detention Policy', academic performance has been seriously affected, and so 'No-Detention Policy' will be limited up to class- V. schools have to provide 'remedial instruction' for academically weaker students.
4. **Effecting Steps for improving Teaching standards in Schools** : Mechanisms to be created for supporting children through – special (i) academic support, (ii) multiple sources of knowledge, including e-resources.

#### 4.4 School Education :

Overall major reforms in School Education and Examination Systems in inevitable; and following 7 policy initiatives have been suggested.

1. **School Mapping** : It would be made for identifying schools with low enrolment and inadequate infrastructure. In NEP-2016 it has also been suggested that-
  - (i) Non-viable schools will be merged; common guideline for merger and consolidation would be made;
  - (ii) When schools would be merged they could be located in a single campus;
  - (iii) 'One Class – One Teacher' norms to be achieved in a foreseeable future.
2. **Clause 12 (1) (c) of RTE Act** to government-aided minority institutions 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. **Up-gradation of KVs, JNVs & KGBVs** : KVs and JNVs will be expanded and KGBVs will be expanded and upgraded, up to secondary level with priority to relatively educationally backward areas.
6. **Open schooling facilities will be expanded** to enable dropouts and working children to pursue education without attending full time formal schools.
7. **Academic Aptitude Test** : It would be conducted in various stage to assist students in identifying their true potential and area of interests; professional consellers will be engaged in schools.

#### 4.5 Curriculum Renewal and Examination Reforms :

In order to renewal of curriculum and reforms in examination system following policy initiatives will be taken.

##### 1. **Curriculum Reforms :**

It will be carried out to meet the **emerging aspirations** and align to **national goals** of social cohesion, **religious amity** and **national integration**. Importance will be given in overall development, life-skills, technology driven environment; both fundamental duties and rights to be taught to built responsible citizens.

##### 2. **CERT monitoring :**

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. **Common National Curriculum:**

Common National Curriculum will be designed for Science, Mathematics and English subjects.

##### 4. **Introduction of Digital Library & ICT from class- V & VI respectively:**

- i) Digital literacy will be introduced in the curriculum from Class V;
- ii) ICT as a subject can start from class VI. ICT curricula at all levels will be revised to make these application oriented.

5. **Introducing Practical in Science subjects from class- VI onwards:**

As Science Subjects are best understood by through demonstration and lab experiments, so practical components will be introduced gradually from class-VI onwards.

6. **Several Issues to be covered by Curriculum:**

Issues of *gender, social, cultural and regional disparities*, with an emphasis on **unity in diversity**, will be properly addressed. *Citizenship education, peace education, character building, legal and constitutional literacy, financial literacy, environmental sustainability* etc. will also be promoted through all the subject areas.

7. **Reforms in Examination System :**

i) Examinations will be designed to test- *wider awareness, understanding and comprehension and higher order problem solving skills*.

ii) *Continuous assessment, standards in paper-setting, transparency in evaluation criteria*, etc. will be given priority.

iii) In order to introduce flexibility and reduce year-end examination stress, the government will make an attempt to introduce on-demand board examination.

8. **Major Causes of failure in Class- X examination; and division of Science, Mathematics & English curriculum in to Part-A & Part-B:**

i) High failure rate in class-X examination is due to poor performance *Mathematics, Science and English*.

ii) To reduce the failure rates class- X curriculum of Mathematics, Science and English will be designed at two levels: **Part-A** at a higher level and **Part-B** at a lower level.

9. **Central & State Boards of Examinations for Class-X & XII will cover entire syllabus of class-X :**

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. **A Central Team of Academic Experts will be formed to make parity between different Boards:**

- i) There are wide variations in the quality and value of certificates provided by different Boards;
- ii) Many examination Boards granting **grace marks** to artificially inflate the pass percentage.
- iii) **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.
- iv) 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 to ensure faster mobility of students :

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 has been suggested that mechanisms to be developed for ensuring financing 'Scholarship' or 'Loan' for study programmes of meritorious students for continuing their studies. To achieve this goal, 15 policy initiatives have been suggested. The notable suggestions are-

- i) Issues of gender, social, cultural and regional disparities would be properly addressed in the curriculum;
- ii) Pre-vocational oriental activities will be infused in the curriculum;
- iii) National Fellowship Fund for about 10 lakh students would be created; mainly for economically weaker sections;
- iv) National Talent Scholarship Scheme for meritorious students would be introduced after class-X examination;
- v) Ways of building synergies and linkage between Ashram Salas and nearby schools would be worked-out;
- vi) Skill-based courses to be introduced in schools in tribal areas in coordination with the NSDC;

#### 4.7 Literacy and Lifelong Learning :

Emphasis on Adult Literacy was introduced on 2<sup>nd</sup> October 1978, and the NAEP (National Adult Education Programme) was launched. But due to expansion of ICT and increase of life-span of individuals, it demands for a major shift in the Adult Education Policy and programmes. Approach to literacy would have to be flexible, decentralized and context based with focus on livelihood, entertainment, development, interactions, etc. Six policy initiatives have been suggested for taken in to action.

#### **4.8 Skills in Education and Employability :**

India is one of the youngest nations in the world with more than 54 % of its total population below 25 years of age. It has estimated that there would be 104.62 million fresh entrants to the workforce by 2022, and they will need to be skilled. In this connection it has been said that institutional arrangements to support technical and vocational education programmes are quite inadequate. 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. And to achieve the said goal, 6 policy initiatives have been suggested.

#### **4.9 Use of ICT in Education :**

New dimensions have been evolved and in evident in the field of education due to emergence and rapid development of 'Information and Communication Technology (ICT)'. A well-coordinated strategy has to be formulated for wide scale use of ICT for improvement of education in India. 8 policy initiatives have been suggested in this regard.

#### **4.10 Teacher Development and Management :**

In this draft NEP-2016 it has been accepted that in spite of several efforts taken by the central and state governments, several crucial issues have not yet been solved, and need to address these immediately. The issues are-

- i) Large number of vacancies in both elementary and secondary levels;
- ii) Problems of untrained teachers;
- iii) Lack of professionalism in teacher training institutions, mismatch in training and actual classroom practices;
- iv) Teacher absenteeism and teacher accountability and involvement of teachers in non- teaching activities, etc.;
- v) A large number of government schools do not have full-time head teachers/principals;

vi) Lack of effective leadership contributed to indiscipline among teachers leading to declining academic standards.

Keeping in mind the larger goal of improving the quality of education, it has been suggested that a slew of policy measures will have to be taken, and 14 policy initiatives have been specified.

#### 4.11 Language and Culture in Education :

Considering the multi-lingual society, the Three Language Formula (TLF) was formulated and enunciated in the National Education Policy Resolution 1968; and was continued in the National Education Policy of 1986/1992.

In this draft NEP-2016 it has been agreed that- ***“Students learn most effectively when taught through their mother tongue”***. On the other hand, it has also been mentioned that- ***“there is a growing demand for learning English language and schools with English as medium of instructions”***, too.

For effective implementations of this goal, 6 policy initiatives have been suggested.

#### 4.12 Self-Development through Comprehensive Educations :

In this connection it has been mentioned in this draft that – *“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.”* And for this purpose following 4 policy initiatives have been suggested.

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.
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.
4. The school nutrition programme implemented through the on-going Mid- Day Meal Scheme (MDMS) would be extended to cover students of secondary schools. Teachers

will not be burdened with the task of supervising cooking and serving mid-day meals; reputed community organizations would be deployed.

#### **4.13 School Assessment and Governance :**

In this regard it has been accepted that- *“Community participation and parental involvement in schools can play a critical role in school improvement across inputs, processes and even outcomes.”* To materialize this goal it has been suggested that- *“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”*. Seven policy initiatives have also been suggested to achieve this goal.

#### **4.14 Governance Reforms in Higher Education :**

According to draft NEP-2016, an unprecedented expansion and diversification of the Higher Education in India has been made. Unplanned expansion of HE faces challenges for enhancing and maintaining quality. The existing statutory position needs to be contextualized for any perspective on governance and regulatory issues in the sub-sector.

Following nine sets of policy initiatives have been suggested for ensuring effective governance of HE.

##### **1. Formation of Education Commission :**

It would be constituted, comprising of academic experts, every five years to assist the Ministry of HRD in several aspects of HE.

*Note : Following points need to be clarified-*

- i) *Composition of the propose EC should be announced.*
- ii) *Criterion of selecting experts should be well-defined and transparent.*

##### **2. Formation of Governing Bodies of HEIs :**

It has been suggested that GBs of HEIs would 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.

**Note :** i) *Proportionate representation from Teachers, Officers, Employees, Students and Research Scholars should be ensured.*

ii) *Political interferences should be stopped in GB.*

### **3. Integration of UG, PG & Doctoral Studies :**

Efforts will be made to move towards a university system integrating UG, PG & doctoral studies. Universities will be multi-disciplinary in nature and not single discipline specific.

**Note :** *Following points need to be clarified-*

i) *What would be the fate of single disciplinary HEIs?*

ii) *Provision for conducting research works and supervising research works should be ensured for Academic & Scientific Officers (who have the requisite qualifications & capability) of HEIs.*

### **4. Provision of 'Indian Education Service (IES)' :**

it has been suggested that-

i) The IES, an all India service with HRD as the cadre controlling authority, would be introduced.

ii) 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.

**Note :** *Following points need to be clarified-*

i) *Terms of references and power and functions to be well defined and transparent.*

ii) *Which posts of HEIs would be filled in through IES?*

iii) *Similar Pay-scale of IAS to be offered to the IES Officers.*

### **5. Formation of Education Tribunal :**

Separate Education Tribunals, headed by a retired High Court Judge, would 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.

### **6. Students' Unions :**

The Government has recognized and would encourage the positive role played by Students' Unions. However, Government has pointed out disruptive activities and disharmony in the campus are led by- **(i) outsiders** and **(ii) students who remain enrolled for many more years** than what is mandated in the course of study they have enrolled in.

It has been suggested that a study would be conducted to prevent outsiders and those who have ceased to be students from playing an active role in students' politics and caused campus unrest.

*Note : What measures to be taken for the other stakeholders of the HEIs, those who purposefully involved in campus unrest?*

#### **7. Grievance Redressal Mechanism in HEIs :**

The suggested mechanism in all HEIs would be following the principles of 'natural justice', before taking any punitive action against any student, faculty or organization.

*Note : Academic Administrators (Officers) and employees should also be taken under the preview of the proposed Grievance Redressal mechanism.*

#### **8. Reforms in Affiliating System :**

It has been suggested that –

- i) Maximum limit of 100 on the number of affiliating colleges.
- ii) Universities having more than 100 affiliated colleges under its ambit will be accordingly restructured.

*Note : Following points need to be clarified-*

- i) *What would be the criterion for selecting 100 colleges?*
- ii) *Where these excess colleges (more than 100 colleges) would be accommodated?*
- iii) *Whether new Government or Govt.-aided Universities would be established?*
- iv) *Whether private Universities would be encouraged for affiliating those left-out colleges?*

#### **9. Ensure Autonomy of HEIs with Financial and Administrative Accountability :**

In this regard following measures have been suggested-

- i) Norm-based funding with incentives for activities that promote excellence in public-funded HEIs would be introduced.
- ii) All public-funded HEIs would have to prepare perspective plans with specific milestones and timelines so as to ensure autonomy with financial and administrative accountability.

**Note :** Following points need to be clarified-

- i) What would be the monitoring system of the HEIs?
- ii) Whether there would be parity in distributing public funding between Central HEIs and the State-aided HEIs?

#### **4.15 Regulations in Higher Education :**

- i) Major National Institutions were set up at different times, with individual mandates. But due to new developments in HE sector, regulatory framework to be reviewed.
- ii) Government has proposed to bring a healthy balance between 'Autonomy' and 'Accountability' in the HEIs.  
For ensuring the above noted perspectives following four policy initiatives have been suggested.

##### **1. Independent Mechanism for NHEFP :**

An independent mechanism would be set up for administering the National Higher Education Fellowship Programme (NHEFP).

**Note:** Structure and Composition of the proposed 'Independent Mechanism' should be defined.

##### **2. Establishment of Central Educational Statics Agency (CESA) :**

CESA will be established as the central data collection, compilation and consolidation agency, will be used for predictive analysis, manpower planning and future course corrections. It would also develop solutions of geo-tagging of HEIs on various parameters such as, infrastructure available, new constructions and up gradation.

**Note :** Following points are needed to be clarified-

- i) Whether single CESA would be able to manage data of all HEIs of the country?
- ii) Nature of the CESA needs to be defined; Government of Private Agency?
- iii) Who would be the immediate controlling/ monitoring authority; MHRD or UGC?

##### **3. Responsibilities of State Councils of Higher Education (SCHE):**

SCHE will monitor periodically the academic standards of universities and colleges in consultation with approved accrediting agencies.

**Note :** *Following points need to be clarified-*

- i) *Any common parameters for maintaining 'Academic Standards' to be defined?*
- ii) *Whether SCHE would award 'Grades' to the HEIs, like NAAC?*

#### **4. Website of HEIs:**

Every HEIs will have a dedicated website for more transparency disclosing all standard information; admissions to publication of results, programmes, , placements, , finance, etc.

#### **4.16 Quality Assurance in Higher Education :**

Quality Assurance is now mandatory for all HEIs to get accredited by NAAC or NBA. Accreditation is mandatory for preventing poor quality of the Higher Education. But great concern has been expressed in this regard due to very few HEIs have find a place in the global ranking of universities; which have conducted 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 HEIs covering engineering, management, pharmacy, architecture, universities and colleges. To fulfill the above mentioned goals, following two policy initiatives have been suggested.

1. An expert committee will be constituted to and 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 :**

##### **i) Open and Distance Learning (ODL):**

Importance of IGNOU and is recognized and accepted as an important mode State Open Universities and National Open Schooling (NIOS) has been described here.

**ii) Massive Open Online Courses (MOOCs):**

MOOCs provide free access to cutting edge courses at relatively much lower cost. HEIs/Universities have introduced MOOCs in ODL system. MHRD has planned to launch 'Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM)'. For effective use of ODL and MOOCs following 5 sets of policy initiatives have been suggested.

**1. Set up of an Autonomous Body :**

An autonomous body would be set up for over all monitoring ODL/ MOOCs system for promotion, coordination regulation and develop a mechanism for recognition, transfer and accumulation of credits earned through MOOCs and award and recognition of degrees.

*Note : Following points need to be clarified-*

- i) *Composition of the proposed 'Autonomous Body' to be defined.*
- ii) *Terms of reference and power & functions of the 'Autonomous Body' are not defined; these should be defined in details.*

**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'.

**3.** A quality assurance mechanism for accreditation should be developed in each institution offering ODL / MOOCs courses and programmes.

**4.** Learner support services will be institutionalized by all ODL institutions and will include hosting courseware, repositories, Open Educational Resources (OERs), MOOCs, 24x7 help desk services.

**5.** The National Institute of Open Schooling (NIOS), in collaboration with Ministry of Skill Development & Entrepreneurship, will provide vocational education.

**4.18 Internationalization of Education :**

In the era of 'Globalization' and generation of 'New Knowledge', 'Internationalization' of education is an inevitable dimension of the Higher Education. In support of Internationalization, several matters have been mentioned here, and following eight policy initiatives have been suggested.

**1. Selection of Foreign Universities :**

- i) Selected foreign universities, from the top 200 in the world, will be encouraged to establish their presence in India through collaboration with Indian universities.
- ii) If required, an enabling legislation formed.
- iii) 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.

**Note :** *Following points are needed to be clarified-*

- i) *Is it a bold step for giving opportunity to Foreign Universities to make 'Education Business' in India?*
- ii) *If Foreign University would be encouraged to establish their presence in India in collaboration with Indian Universities, then what is the justification and/or intention for offering Foreign Degree? Whether MHRD is doubtful about the standard of the Indian Universities? If so, why HMRD is not taking appropriate steps for upgrading the Indian HEIs, instead of calling Foreign Universities to offer their Degree to Indian students?*
- iii) *It is obvious that Foreign Universities would not come to India for charity; rather, they would charge a hefty amount against their 'Degree' and using the infrastructure of Indian HEIs.*
- iv) *Poor but meritorious students would not be able to get foreign Degree; but rich students would get the Foreign Degree against money. As a result division among Indian students would be created- 'Foreign Degree Holders' and 'Indian Degree Holders'!*
- v) *What would be the equivalency of these so called 'Foreign Degree'?*
- vi) *It is apprehended that that at last the fear would be not be come in to reality that- "Baniker Mandanda Dekhadilo Pohale Sarbori Rajdanda Rupe" !!!*

## **2. Off-shore Campus of Indian Universities :**

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.

**Note :** *It is not clear that what initiatives would be taken by the MHRD in this regard.*

## **3. Internationalization of Curriculum :**

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.

## **4. Language and Bridge Courses for Foreign Students :**

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. Facilities to Foreign Students and Faculties:**

Norms and regulations, visa, registration/ extension of stay and tax rules and regulations for foreign students and faculties would be adequately addressed.

**6. Allocation of Fund for Government HEIs:**

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

*Note : But there is no clear indication mentioned about the said initiative.*

**7. Dialogue with Foreign Countries :**

The government will initiate a dialogue with the countries that have put in place a rigorous, robust and credible system of approval/ recognition/ accreditation/ quality assurance of the HEIs and programmes of studies.

*Note: Whether the HEIs of repute in advanced / developed countries would be interested?*

**8. Credit-based Recognition:**

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 and fostering quality education, following aspects have been given importance.

- i) Increasing quality of teaching and teachers;
- ii) Ensuring best talents in joining teaching profession;
- iii) Pre and post service orientation for professional development;
- iv) Professional competence and managerial skills leadership qualities and credibility of the senior management personnel (e.g.- VC, Registrar and other senior management staff) are needed to tackle complex management issues.

To fulfill the above mentioned goals following seven policy initiatives have been suggested:

**1. Setting of Task Force :**

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. **National Campaign for attracting young talent in the Teaching Profession :**

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.

*Note : Following points need to be clarified-*

- i) *What steps to be taken to attract young talents for joining as the 'Academic Administrators (officers)/ Academic staff?*
- ii) *Though it has been mentioned that for tackling the complex management issues good professional competency and leadership management staff is essential, but why no step has been suggested for attracting young talents in this profession?*

## 3. **Setting up National and State Training Academy for newly recruited Faculties :**

It has been proposed that training academy will be set up for the newly recruited faculties in HEIs; 3-6 month training would be mandatory. 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.

*Note : Why such provision has not been proposed for the Academic Administrators/ Management Officers?*

## 4. **Reforms in role of Learners and Teachers :**

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. **Assessment of Academic Performance of Faculty :**

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. **Lateral Entry & Exit of Faculty :**

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. **Setting up of Leadership Development Centre :**

Reputed HEIs will be encouraged to set up **leadership development centers** 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.

*Note: These facilities should also be provided to the junior and middle level academic administrators.*

#### 4.20 **Research, Innovation and New Knowledge :**

In this Draft NEP-2016 it has been mentioned that-

- i) Research minded students and faculties prefer to go abroad, because of no significant research works and prevailing mediocrity research prevailing in the Indian HEIs, and they don't find research climate in our HEIs;
- ii) Country needs to develop an enable condition for research and innovations by creating an administrative and academic environment complementing Higher Education; and needs to promote generation of new domains of learning required for a knowledge society.

For the fulfillment of the above mentioned goals, following five policy initiatives have been suggested-

#### 1. **Setting up of Centre of Excellence (at least 100) :**

Over the next decade, at least 100 new centers/ departments of excellence, in the field of higher education, both in the public and the private sector, will be established to promote excellence in research and encourage innovations. Private trusts, philanthropists and foundations will be given freedom to establish such Centers of Excellence.

*Note : Whether the existing National and State HEIs of repute would not be given priority?*

#### 2. **Research agenda of NUEPA be Undertaken :**

A clear reorientation of research agenda of National University of Educational Planning and Administration (NUEPA) will be undertaken to reflect actual issues on the ground.

*Note: Why opinion from different notable HEIs of the country would not be taken in to consideration?*

3. **Indian position as a Soft-Power :**

Steps will be taken to promote generation of new knowledge and their applications and introduction of these new domains into the curricula of higher education to consolidate and strengthen India's position as a soft power.

4. **Establishment of 100 Incubation Centers :**

In order to promote innovation, creativity and entrepreneurship, 100 more incubation centers will be established in HEIs over a period of next 5 years.

5. **Promotion of International Collaboration and Networks :**

International collaborations and networks will be promoted for developing human resources required to sustain new knowledge with special focus on inter-disciplinary research and studies.

4.21 **Financing Education :**

Regarding Financing Education, following aspects have been accepted –

- i) Indian context ***Education should be*** considered a ***public good*** and there is a need for ***greater public investment*** in the sector;
- ii) ***Heavily privatized education*** systems could not economically and socially progress and hence there is ***a value loss rather than gain***;
- iii) On the other hand, ***countries*** which ***consider education a public good reap greater social benefits*** on a sustained basis;
- iv) Though ***National Policies*** of ***1968*** 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.

In this regard, following 6 policy initiatives have been recommended-

1. **Recommended 6% of GDP Investment in Education :**

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.

**Note:** *Though this recommendation was made in 1968, but not yet implemented. Whether this recommendation would also be in vein this time?*

## 2. **Private Investment in Education Sector be: encouraged**

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

**Note :** *Following points need to be clarified-*

- i) *Private sectors and Corporate will be encouraged in investment in Education Sector, but no measures have been recommended to monitor and control them!!*
- ii) *What would be the terms & references for Private funding and FDI for R&D?*

## 3. **Expansion of capacity of existing Institution :**

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

**Note :** *Though it has been mentioned here that capacity of the existing Institution would be expanded instead of setting up New-Institution, but in Section 4.14.8. it has been suggested that maximum limit of affiliating Institutions would be limited to 100. And hence, Section 4.14.8 and section 4.21.3 are contradicting each other. What would the actual intention of the Central Government?*

## 4. **Increase of Revenues of Government HEIs :**

**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**.

**Note :** *Following points need to be clarified-*

- i) *Good proposal, but no recommendation to stop the (a) Excessive & lavish expenditures, (b) Misuses of Funds, (c) Unjust expenses, (d) un-lawful transfer of Funds from specific project to another. What measures would be taken to prevent drainage of funds?*
- ii) *Though there is provision of 'Fees Waiver' for disadvantaged section, but it should be ensured for the poor but meritorious students.*

## 5. **Modification of Education Loan Schemes :**

Present scheme of education loans will be modified –

- i) To make more effective for Economically disadvantaged sections;
- ii) To facilitate relaxations for collateral, lower interest rates and higher moratorium period from the present one year to two years/rolling moratorium.

#### 6. Performance-Linked Funding to HEIs :

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

**Note :** Following points need to be clarified-

- i) What would be the funding strategy for the HEIs located in remote disadvantaged areas and in the Tribal zones?
- ii) Whether Private HEIs with high-performance would be funded by the Government Agencies?

#### Chapter- 5 : IMPLEMENTATION AND MONITORING :

For effective 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.

- i) 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.
- ii) Multiple stakeholders involved in education sector have a significant contribution to achieve various 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.
- iii) **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.
- iv) Due to lack of mechanisms and effective implementation several past policy recommendations have remained unrealized. To avoid such a situation, each State and UT formulates a **FFA** which is synchronous to its regional, social and cultural needs and for ensuring quantitative and qualitative outcomes. FFA at each District,

Block to be formulated specifying operational strategies up to the grass-root levels.

- v) Similarly, it is essential that each educational institution will prepare a micro- level operational plan of action.
- vi) Culture of cost-effectiveness and accountability will guide the functioning of the education system.
- vii) Greater coordination mechanism to be developed amongst the relevant multiple agencies, (like - child care, nutrition, health, sports, sanitation and water resources etc.) and functionaries.
- viii) Appropriate monitoring methods, mechanisms and systems, to be devised for periodic assessment and evaluation of the process. This monitoring will take place from micro to macro level, at both State and Central Government.