Indian Educational Policy from Kothari Commission (1964-66) to New Education Policy 2020: In the light of Higher Education

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The evolution of Indian Educational Policies from the Kothari Commission (1964-66) to the New Education Policy 2020 has significantly impacted Higher Education in the country. This article highlights the transformative journey of these policies in the context of Higher Education. The Kothari Commission marked a pivotal moment in Indian education by emphasizing the need for comprehensive educational reform. Its focus on equity, quality, and access paved the way for expansion of Higher Education Institutions and the establishment of central universities. However, limitations in its implementation led to persistent challenges in addressing regional disparities and employability. Subsequent policies in the late twentieth century, such as the National Policy on Education (1986) and the Program of Action (1992), aimed to address issues of curriculum relevance and resource allocation in Higher Education. While they introduced measures for vocationalisation and quality enhancement, their impact remained limited due to a lack of systematic execution.

The New Education Policy (NEP) 2020 represents a paradigm shift. By emphasizing multidisciplinary, flexibility, and global perspectives, it seeks to align Indian Higher Education with contemporary demands. The policy advocates for the integration of technology, research, and innovation, fostering a holistic learning environment. Key features include the establishment of the National Research Foundation, reforms in curriculum design, and the introduction of multiple exit points within degree programs.

In the context of Higher Education, the NEP 2020 also acknowledges the importance of promoting critical thinking, creativity, and employability skills. It encourages a learner-centric approach, reducing the emphasis on rote memorization and promoting experiential learning. The policy further addresses issues of governance, autonomy, and accreditation, enabling Higher Education institutions to become centers of academic excellence and research innovation.

However, challenges persist in translating policy intentions into tangible outcomes. Adequate funding, faculty development, and infrastructural improvements are crucial for realizing the NEP's vision. Additionally, the diverse Indian Higher Education landscape requires a flexible implementation approach that respects regional variations while maintaining national standards.

In conclusion, the evolution of Indian educational policies from the Kothari Commission to the NEP 2020 reflects a continuous effort to enhance the quality, relevance, and accessibility of higher education. The NEP 2020's innovative approach holds the potential to reshape Higher Education by fostering a dynamic learning ecosystem that equips students with the skills needed to thrive in a rapidly changing world.

Kothari Commission (1964-1966)

The Kothari Commission was the National Education Commission which was appointed post-independence by the Government of India. The Kothari Commission was headed by Daulat Singh Kothari, popularly known as "Kothari Commission". After Independence, to improve the education the government set up two commissions:

a. Radhakrishnan Commission- deals with university education;

b. Secondary Education Commission- confined to secondary education;

The government had to appoint a New Education Commission to advice the government on National pattern of education. Commission was appointed on 14th July 1964 and began the task on 2nd Oct 1964, dissolved on 29th June 1966, Chairman D. S. Kothari, entitled as "Education and National Development."

The Kothari Commission was established in response to the need for a comprehensive evaluation and improvement of the Indian education system. Several factors contributed to the necessity of the commission:

1) Expansion of Education: Following India's independence in 1947, there was a growing demand for education due to increased awareness and aspirations among the population. The existing education system was inadequate to meet this rising demand, necessitating a thorough assessment of its strengths and weaknesses.

2) Socio-economic Development: Education plays a crucial role in the socio-economic development of a nation. As India aimed to achieve rapid economic growth and social progress, it was essential to align the education system with the needs of a developing society. The Kothari Commission was established to identify areas for improvement and recommend changes to meet the country's developmental goals.

3) Inequality in Access: The Indian education system faced significant disparities, particularly in terms of access to quality education between rural and urban areas, different social groups, and genders. The commission aimed to address these inequalities and ensure equal opportunities for all segments of society.

4) Changing Needs: The Kothari Commission was established in the 1960s, a time of significant societal and technological changes. The commission recognized the need to adapt the education system to cater to the evolving needs of the country, including scientific and technological advancements, vocational training, and the demands of a modern workforce.

5) Curriculum Relevance: The existing curriculum and teaching methods needed to be reviewed to ensure they were relevant and aligned with the requirements of a changing society. The commission aimed to make recommendations for curriculum development, pedagogical improvements, and the integration of vocational education.

6) Teacher Training and Professionalism: The quality of education is closely linked to the competence and professionalism of teachers. The commission sought to address issues related to teacher training, recruitment, and professional development to ensure a skilled and motivated teaching force.

7) Planning and Administration: Effective planning and administration are crucial for the efficient functioning of the education system. The commission recognized the need for a coordinated and decentralized approach to educational planning and administration, leading to the recommendation of a centralized coordinating body and increased community participation.

Overall, the Kothari Commission was established to address the pressing needs and challenges faced by the Indian education system at the time. It aimed to provide a comprehensive framework for the development and improvement of education in the country, taking into account social, economic, and technological factors. The commission's recommendations continue to shape educational policies and reforms in India.

The Kothari Commission had several unique features that set it apart from previous educational commissions and made it significant in the context of Indian education. Some of the unique features of the Kothari Commission are as follows:

1) Comprehensive Approach: The Kothari Commission took a comprehensive approach in studying and analyzing the Indian education system. It addressed various levels of education, from primary to higher education, and examined different aspects such as curriculum, teacher education, vocational education, and planning and administration. This holistic approach allowed for a thorough understanding of the system and provided a basis for comprehensive recommendations.

2) Emphasis on National Development: The commission recognized the vital role of education in national development. It placed a strong emphasis on aligning education with the socio-economic needs of the country. The recommendations of the commission aimed to promote national integration, scientific and technological progress, and the development of human resources required for the nation's growth.

3) International composition: The international members provided valuable insights and perspectives based on their experiences in their respective countries, contributing to the overall deliberations and recommendations of the Kothari Commission. Total members-17, 12-Indian, 1-U.S.A, 1- U. K, 1- USSR, 1- France, 1- Japan.

4) Focus on Equal Access and Social Justice: The Kothari Commission emphasized the importance of providing equal access to education for all segments of society. It highlighted the need to remove disparities based on location, gender, and social background. The commission's recommendations aimed to ensure that education became an instrument of social justice and equality.

5) Integration of Vocational Education: The Kothari Commission recognized the significance of vocational education in addressing the needs of the economy and preparing students for the world of work. It recommended the integration of vocational education into the mainstream curriculum at the secondary and higher education levels. This emphasis on practical skills and vocational training was a unique feature of the commission's recommendations.

6) Multilingualism and Language Policy: The commission recognized the linguistic diversity of India and emphasized the importance of preserving and promoting Indian languages. It recommended a balanced approach to the study of languages, encouraging multilingualism and the inclusion of regional languages in the education system. This approach aimed to foster linguistic diversity while ensuring proficiency in the national language, Hindi.

7) Community Participation: The Kothari Commission emphasized the need for community participation in educational planning and administration. It recognized the importance of involving local communities, parents, and stakeholders in decision-making processes related to education. This participatory approach aimed to ensure that educational policies and reforms were rooted in the needs and aspirations of the community.

The Kothari Commission, also known as the Indian Education Commission, was established with the following objectives:

1) Assessment of the Education System: The commission aimed to conduct a comprehensive evaluation of the Indian education system, examining its strengths, weaknesses, and areas requiring improvement. It sought to understand the existing educational infrastructure, curriculum, teaching methods, and the overall effectiveness of the system.

2) Alignment with National Development: One of the primary objectives of the commission was to align education with the goals of national development. It aimed to identify ways in which education could contribute to the socio-economic progress of the country and address the needs of a developing society.

3) Promotion of Universalization of Education: The commission aimed to promote free and compulsory education for all children up to the age of fourteen. It recognized the importance of providing equal access to education and aimed to address disparities in educational opportunities based on gender, location, and social background.

4) Quality Improvement: The commission focused on improving the quality of education at all levels. It aimed to enhance the competence and professionalism of teachers, upgrade teaching methods, and develop effective curriculum frameworks that were relevant to the changing needs of society.

5) Integration of Vocational Education: The commission recognized the importance of vocational education in meeting the requirements of a developing economy. It aimed to integrate vocational training and practical skills development into the mainstream education system, ensuring that students were equipped with employable skills.

6) Planning and Administration: The commission aimed to address issues related to educational planning and administration. It sought to improve the efficiency and effectiveness of educational governance, enhance coordination between various levels of education, and involve local communities and stakeholders indecision-making processes.

7) Promotion of Science and Technology: The commission recognized the role of science and technology in national development. It aimed to promote scientific research, upgrade science education, and integrate scientific and technological knowledge into the curriculum.

8) Preservation of Indian Languages: The commission aimed to preserve and promote Indian languages. It recognized the importance of multilingualism and recommended a balanced approach to language learning, ensuring proficiency in the national language while preserving regional languages.

These objectives guided the work of the Kothari Commission and formed the basis for its recommendations to transform the Indian education system and make it more inclusive, relevant, and aligned with the needs of the nation.

The Kothari Commission, also known as the Indian Education Commission, made several significant recommendations to improve the Indian education system. The key recommendations put forth by the commission are as follows:

Universalization of Education

a. Free and compulsory education for all children up to the age of fourteen.

b. Expansion of school infrastructure to ensure access to quality education for all.

c. Removal of disparities in educational opportunities based on gender, location, and social background.

Quality Improvement

a. Enhancing the competence and professionalism of teachers through comprehensive teacher training programs.

b. Development of a standardized curriculum framework that encourages critical thinking, creativity, and problem-solving skills.

c. Emphasizing the importance of research and innovation in education.

d. Encouraging the use of modern teaching methods and instructional materials.

Reorganization of Education

a. Adoption of a 10+2+3 education pattern, comprising ten years of schooling (6 years of primary education and 4 years of secondary education)**,** followed by a two-year intermediate course and **a** three-year degree course.

b. Introduction of a common core curriculum during the initial years of schooling, followed by diversification and specialization in the later stages.

c. Flexibility in the choice of subjects and interdisciplinary approaches to education.

Vocational Education

a. Integration of vocational education into the mainstream curriculum at the secondary and higher education levels.

b. Establishment of vocational schools and institutions to provide practical skills training.

c. Recognition and promotion of different forms of work and skills, along with academic learning.

Teacher Education

a. Improving pre-service and in-service teacher education programs to enhance the quality and effectiveness of teaching.

b. Setting up teacher training institutions at various levels to cater to the professional development needs of educators.

c. Introducing continuous professional development programs for teachers to upgrade their knowledge and skills.

Educational Planning and Administration

a. Establishment of a centralized body, such as the National Education Commission, to coordinate and monitor educational activities at the national level.

b. Decentralization of decision-making and involvement of local communities in educational planning.

c. Strengthening of educational governance and administrative structures.

Promotion of Science and Technology

a. Setting up research institutions and laboratories to promote scientific research and technological innovation.

b. Improving science education at all levels and integrating science and technology into the curriculum.

c. Encouraging collaboration between educational institutions, industries, and research organizations.

Language Policy:

a. Promotion of multilingualism and the preservation of Indian languages.

b. Balanced approach to language learning, ensuring proficiency in the national language while preserving regional languages.

c. Integration of language education with cultural, social, and historical aspects.

These recommendations of the Kothari Commission provided a comprehensive framework for the development and reform of the Indian Education System. While not all the recommendations were fully implemented, they had a significant influence on shaping education policies and reforms in India.

National Education Policy 1986

The National Education Policy of 1986 laid down a comprehensive framework that significantly influenced the direction of higher education in India. It aimed to strike a balance between access, quality, and relevance while promoting autonomy and innovation within the Higher Education System. Many of the principles and provisions introduced in this policy continue to shape the ongoing discussions and reforms in the Indian higher education landscape.

The Ramamurti Committee officially known as the "Review Committee on the Implementation of the National Policy on Education 1986", was set up in 1990 by the Government of India to assess the progress made in the implementation of the National Education Policy of 1986 and to suggest measures for its effective implementation. The committee was chaired by Acharya Ramamurti, an eminent educationist.

The committee's primary focus was to review the progress and challenges in implementing the various recommendations and provisions of the NEP 1986, particularly in the context of Higher Education. The committee's report, submitted in 1990, provided valuable insights and recommendations for further improving the Higher Education System in India.

Key areas of focus and recommendations from the Ramamurti Committee report include:

1. Quality Enhancement: The committee emphasized the importance of improving the quality of education in higher education institutions. It recommended strengthening faculty development programs, revising curricula to align with emerging trends, and enhancing research activities.

2. Autonomy and Decentralization: Building on the NEP 1986, the committee stressed the need to grant higher education institutions greater autonomy in academic and administrative matters. This autonomy was seen as essential for fostering innovation and academic excellence.

3. Research and Innovation: The committee highlighted the importance of promoting research culture in universities and colleges. It recommended creating an environment conducive to research and encouraging interdisciplinary studies.

4. Teacher Education: The committee recognized the critical role of teachers in the education system. It suggested improving teacher education programs, enhancing recruitment processes, and providing opportunities for continuous professional development.

5. Student Support Services: The committee recommended establishing counseling services, career guidance centers, and support systems for students to ensure their holistic development.

6. Infrastructure and Resources: The committee stressed the need for adequate infrastructure and resources in higher education institutions. It recommended modernizing libraries, laboratories, and other facilities to support quality education and research.

7. Institutional Collaboration: The committee encouraged collaboration between universities, industries, and research institutions to bridge the gap between academia and real-world applications.

8. Equity and Access: The committee addressed issues of equity and access, suggesting measures to promote educational opportunities for marginalized and underprivileged groups.

9. Evaluation and Assessment: The committee recommended revising assessment methods to include continuous and comprehensive evaluation, moving away from the traditional examination-centric approach.

10. Funding and Resource Allocation: The committee discussed the need for adequate funding for higher education institutions and suggested exploring diverse sources of funding.

The recommendations of the Ramamurti Committee were intended to guide further reforms and improvements in the higher education sector in India. The committee's insights contributed to ongoing discussions about policy changes and the enhancement of the quality, relevance, and accessibility of higher education in the country.

Yash Pal Report (1993)

Prof. Yash Pal presented a report titled 'Learning without burden' in 1993. The main aim of this committee was to recommend effective ways and means that can be used to reduce the load on school students at all levels. It mainly aimed to reduce this load of young students and sought to improve the quality of learning with the inclusion of the capability of life-long self-learning and skill formulation. Prof. Yash Pal was the chairman of the Committee. He was a renowned academic, education reformer, and physicist.

Recommendations of the Yash Pal Report

The main recommendations of the Yash Pal Committee (1992-93) were as follows:

- The Final Report that was submitted by the committee to the Ministry of Human Resource Development (MHRD) recommended the abandonment of the deemed university status.

- It recommended that all the worthy deemed universities should be transformed into full-fledged universities or must be abandoned.

- The report recommended the conduction of a test similar to GRE for university education.

- The replacement of bodies like NCTE, AICTE, UGC by a Commission for Higher Education and Research (CHER) – a seven-member body was also recommended. It recommended that the new regulatory bodies must be independent of political pressures.

- It recommended the chairperson's position of CHER was to parallel the election commissioners.

- It recommended that the jurisdiction of regulators such **as** the Bar Council of India, the Medical Council of India, etc. must be limited to administrative matters and universities must be responsible for all academic matters.

- The report recommended that IITs and IIMs must be expanded as full-fledged universities and encourage the inclusion of diversity more.

The Committee made the following recommendations for learning without a burden:

- Decentralization of the framing procedure of the curriculum and writing of textbooks and involvement of more teachers**.**
- Establishment of education committees at the village, block, and district levels.
- Restriction of the jurisdiction of CBSE to KVS and the Navodaya Vidyalayas only.
- Affiliation of all other schools should be with the respective state boards.
- Exclusion of interview tests and interviews for nursery admissions.
- Elimination of commercialization.
- Elimination of compulsion for school children to carry heavy books to school.
- Exclusion of homework for primary school children.
- Reduction of the teacher-pupil ratio to at least 1:30.
- Increases use of electronic media.
- Improvement of teacher training.

"Learning without burden" report is now regarded as a significant document that has shaped the modern Indian education system.

National Curriculum Framework (2005)

The National Curriculum Framework (NCF) 2005 is a seminal document that outlines the educational policy and guidelines for school education in India. It was developed by the National Council of Educational Research and Training (NCERT), a prominent institution responsible for educational research and development in the country.

The NCF 2005 serves as a blueprint for educators, policymakers, and other stakeholders in shaping the curriculum, pedagogy, and assessment practices in schools across India. It was formulated as a response to the changing social, economic, and cultural landscape and the need for a more holistic and learner-centered approach to education.

The National Curriculum Framework (NCF) plays a vital role in guiding school education in India. Some key points highlighting its importance are: Vision for Education; Holistic Development; Learner-Centered Approach; Inclusive Education; Curriculum Design; Pedagogical Practices; Assessment Reforms**;** Teacher Empowerment; Social and Cultural Relevance; Educational Equity.

The National Curriculum Framework (NCF) 2005 in India has several key objectives that guide its vision and implementation. Here are the key objectives of NCF 2005:

1) Promoting a Learner-Centered Approach: The NCF 2005 emphasizes the shift towards a learner-centered education system. It aims to place the learner at the center of the educational process, taking into account their unique needs, interests, and abilities. The objective **is** to foster active and meaningful engagement of students in their learning journey.

2) Holistic Development: The NCF 2005 focuses on the holistic development of learners. It recognizes that education should not be limited to the acquisition of knowledge but also encompass the development of skills, attitudes**,** values, and physical well-being. The objective is to nurture well-rounded individuals who are capable of thriving in various dimensions of life.

3) Nurturing Democratic Values: The NCF 2005 emphasizes the importance of nurturing democratic values among learners. It aims to foster values such as equality, social justice, respect for diversity, and active participation in democratic processes. The objective is to prepare responsible citizens who can contribute positively to society.

4) Encouraging Inclusive Education: Inclusivity is a key objective of the NCF 2005. It aims to ensure equal access to quality education for all learners, including those from marginalized communities**,** children with disabilities, and those facing socio-economic challenges. The objective **is** to create an inclusive learning environment that value and supports the diverse needs of all learners.

5) Developing Life Skills: The NCF 2005 recognizes the importance of equipping learners with essential life skills**.** It aims to develop skills such as critical thinking, problem-solving, communication, collaboration, creativity, and self-awareness. The objective is to prepare students to effectively navigate the complexities of the twenty-first century and succeeding various domains of life.

6) Promoting Active Citizenship: The NCF 2005 emphasizes the development of active and responsible citizenship among learners. It aims to cultivate values of social responsibility, environmental sustainability, ethical conduct, and civic engagement. The objective is to empower students to actively participate in addressing societal challenges and making positive contributions to their communities**.**

7) Ensuring Flexibility and Relevance: The NCF 2005 promotes a flexible and relevant curriculum. It aims to ensure that the curriculum is dynamic, responsive to changing societal needs, and aligned with the local, regional, and global LATE contexts. The objective is to make education more meaningful and relevant to the lives and aspirations of learners.

These key objectives of the NCF 2005 shape the vision and implementation of education in India, guiding curriculum design, pedagogical practices, assessment methods, and the overall educational ecosystem in the country.

The National Curriculum Framework (NCF) 2005 provides pedagogical recommendations to guide teaching practices and instructional methodologies. These recommendations are aimed at promoting effective learning, fostering critical thinking, and enhancing the overall educational experience. Here are some key pedagogical recommendations of NCF 2005:

1) Activity-Based Learning: The NCF 2005encourages the use of activity-based learning approaches. It suggests that learners actively engage in hands-on activities, experiments, projects**,** and practical experiences to explore concepts, develop skills, and deepen understanding. This approach helps students connect theoretical knowledge with real-life applications.

2) Child-Centered and Constructivist Approach: The NCF 2005 advocates for a child-centered and constructivist approach to teaching and learning. It emphasizes that learning should be child-centric, taking into account the learner's prior knowledge, experiences, and interests.

3) Integration of Subjects: The NCF 2005 promotes the integration of subjects and interdisciplinary approaches. It suggests that teachers should create connections between different subjects to provide a holistic understanding of concepts. This integration allows learners to see the interconnectedness of knowledge and develop a more comprehensive perspective.

4) Contextualized Learning: The NCF 2005 highlights the importance of contextualized learning. It suggests that teaching and learning should be linked to the learners' lived experiences, local context, and cultural milieu. This approach helps students relate to the content and make meaningful connections with their surroundings.

5) Promoting Critical Thinking and Problem-Solving Skills: The NCF 2005 emphasizes the development of critical thinking and problem-solving skills. Teachers are encouraged to design learning experiences that stimulate analytical thinking, logical reasoning, and creative problem-solving abilities among students.

6) Use of ICT and Technology: The NCF 2005 recognizes the transformative potential of Information and Communication Technology (ICT) in education. It recommends the integration of ICT tools and technology to enhance teaching and learning experiences.

7) Language Across the Curriculum: The NCF 2005 emphasizes the importance of language in all subjects. It suggests that language learning should be integrated into the teaching of other subjects, promoting language proficiency and communication skills across disciplines.

8) Assessment for Learning: The NCF 2005 promotes the concept of assessment for learning. It suggests that assessments should be seen as **a** means to support and enhance learning rather than just evaluating performance.

These pedagogical recommendations of NCF 2005 guide teachers in creating learner-centered, interactive, and meaningful learning experiences. By adopting these recommendations, educators can foster critical thinking, problem-solving skills, and a love for lifelong learning among students.

The National Curriculum Framework (NCF) 2005 in India identifies several focus areas that guide the educational reforms and initiatives. The main focus areas of NCF 2005: Quality Education; Holistic development; learner centered approach; Inclusive education; Values and ethics; Multilingual education; Gender equity ; Skill development; Teacher empowerment **;** Curriculum reforms.

The implementation of the National Curriculum Framework (NCF) 2005 in schools across India involves multiple stakeholders, including policymakers, educational institutions**,** teachers**,** and administrators. Here is an overview of how the NCF 2005 is implemented in schools**:**

1) Curriculum Development: The NCF 2005 serves as a guiding document for curriculum development. Educational bodies such as the National Council of Educational Research and Training (NCERT) and State

Education Boards use the framework's principles and recommendations to revise and design curriculum frameworks for different stages of education.

2) Teacher Training and Professional Development: Teacher training programs play a crucial role in implementing the NCF 2005. Teachers receive training and professional development opportunities to familiarize themselves with the framework's principles and pedagogical recommendations.

3) Pedagogical Practices: The NCF 2005 guides teachers in adopting learner-centered pedagogical practices. Teachers are encouraged to implement activity-based learning, inquiry-based approaches, and experiential learning methods in their classrooms.

4) Assessment Reforms: The NCF2005 encourages a shift from a purely examination-oriented assessment system to a more comprehensive and continuous assessment approach.

5) Inclusive Education: The NCF 2005 emphasizes the importance of inclusive education. Schools are encouraged to create inclusive learning environments that address the diverse needs of students.

6) School Infrastructure and Resources: The implementation of the NCF 2005 may require improvements in school infrastructure and resources. Schools may need to provide well-equipped classrooms, libraries, laboratories, and technology facilities to support the implementation of learner-centered approaches.

7) Monitoring and Evaluation: Government bodies, educational institutions, and organizations responsible for educational development monitor the implementation of the NCF 2005. Regular evaluations, feedback mechanisms, and reviews are conducted to assess the progress, identify challenges, and make necessary adjustments.

8) Parent and Community Engagement: Schools encourage parent and community engagement in the implementation of the NCF 2005. Parents are informed about the objectives, values, and pedagogical approaches of the framework.

The implementation of the NCF 2005 in schools **is** an ongoing process, involving collaboration among policymakers, educational institutions, teachers, parents, and the wider community. Continuous efforts are made to align educational practices with the framework's vision, objectives, and pedagogical recommendations to create meaningful and transformative learning experiences for students.

Overall, the NCF has brought about significant changes in the education system in India. It has influenced teaching methodologies, curriculum design, and assessment practices, promoting a more learner-centered, inclusive, and holistic approach to education. These changes have aimed to develop critical thinking, problem-solving skills, and a love for lifelong learning among students, preparing them for the challenges of the twenty-first century.

Some Major Debates

The National Curriculum Framework (NCF) 2005 in India has been subject to various debates and discussions since its introduction. Some of the major debates surrounding the NCF 2005 include:

1) Language Policy**:** One of the key areas of debate has been the language policy recommended by the NCF 2005.The framework advocates for multilingual education and emphasizes the importance of learning in the mother tongue or regional language. However, there have been debates about the practicality and feasibility of implementing this policy across diverse linguistic regions in India. Some argue for a more standardized approach to language instruction, while others advocate for preserving regional languages and cultural diversity.

2) Content Overload: Another debate revolves around the issue of content overload in the curriculum**.** Critics argue that the NCF 2005, with its emphasis on interdisciplinary approaches and holistic development, has resulted in an overcrowded curriculum. They suggest that there is too much content to **cover** within the limited time available, leading to surface-level learning and a lack of depth in understanding. Some argue for a more streamlined and focused curriculum that prioritizes essential knowledge and skills.

3) Assessment and Examination System: The assessment and examination system in Indian education has been a subject of debate in relation to the NCF 2005. Critics argue that despite the framework's emphasis on formative and continuous assessment, the examination-oriented culture persists**,** with a heavy reliance on rote memorization and high-stakes examinations**.** There are debates about the need to align assessment practices more closely with the principles of the NCF 2005, focusing on assessing understanding, critical thinking, and skills rather than mere content recall.

4) Implementation Challenges**:** The implementation of the NCF 2005 has also faced criticism due to various challenges**.** Some argue that the framework's recommendations have not been effectively translated into classroom practices, with limited support and resources provided to teachers and schools. Issues such as inadequate teacher training, lack of infrastructure, and uneven implementation across different regions have been points of contention. There are debates about the need for better implementation strategies and sustained support for educators.

5) Ideological Debates**:** The NCF 2005 has been subject to ideological debates as well. Critics argue that the framework's emphasis on values, ethics**,** and cultural understanding reflects a particular ideological perspective that may not be universally accepted. There are debates about the role of education in shaping values and the need for a more pluralistic approach that respects diverse viewpoints.

It is important to note that these debates reflect different perspectives and viewpoints within the education community and society at large. They contribute to ongoing discussions about the effectiveness, relevance, and implementation of the NCF 2005**,** ultimately shaping the future direction of educational reforms in India.

National Education Policy 2020

The National Education Policy 2020 is a comprehensive framework that outlines the vision and direction for the development of education in India. It was approved by the Government of India in July 2020. The NEP aims to bring about significant reforms and improvements in the education system to meet the evolving needs and aspirations of the country.

The purpose of the NEP 2020 is to address various challenges and gaps in the existing education system and to provide a holistic and transformative approach to education. It seeks to ensure equitable access to quality education for all, promote multidisciplinary learning, foster critical thinking and creativity, and develop essential skills and competencies among students.

The NEP 2020 also emphasizes the integration of technology in education, the importance of early childhood education, the use of mother tongue/regional language as the medium of instruction in the early stages, and the continuous professional development of teachers. It aims to promote **a** flexible and learner-centric education system that prepares students for the challenges of the twenty-first century and enables them to contribute to the nation's development.

Overall, the NEP 2020 serves as a road map for transforming the education landscape in India and providing a solid foundation for the holistic development of individuals and the nation as a whole**.**

HIGHER EDUCATION

Increase GER to 50% by 2035, NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 crore new seats will be added to higher education institutions.

Holistic Multidisciplinary Education

The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of three or four years with multiple exit options and appropriate certification within this period. For example, Certificate after one year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years**.** An Academic Bank of Credit **is** to be established for digitally storing academic credits earned from different HEIS so that these can be transferred and counted towards final degree earned. Multidisciplinary Education and Research Universities (MERUs), at par with IITS, IIMs, is to be set up as models of best multidisciplinary education of global standards in the country. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation

Higher Education Commission of India (HECI) will be set up as **a** single overarching umbrella body for the entire higher education, excluding medical and legal education. HECI to have four independent verticals -

National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. HECI will function through faceless intervention through technology, and will have powers to penalize HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Rationalized Institutional Architecture

Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges.

Affiliation of colleges is to be phased out in fifteen years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

Motivated, Energized, and Capable Faculty

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivizing excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.

Teacher Education

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIS).

Mentoring Mission

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty - including those with the ability to teach in Indian languages– which would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Financial support for students

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Outcomes of NEP 2020

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4

- Attaining Foundational Learning and Numeracy Skills through National Mission by 2025

- 100% GER in Pre-School to Secondary Level by 2030

- Bring back two crore out of school children

- Teachers to be prepared for assessment reforms by 2023

- Inclusive and Equitable Education System by 2030

- Board Exams to test core concepts and application of knowledge

- Every child will come out of school adept in at least one skill

- Common Standards of Learning in Public and Private Schools

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