

Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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4.2.6 : Efforts of made to make available National Policies and other documents on Education in the Library suitable to the three streams of teacher education - general teacher education , special education , physical education by the following ways .

Books related to Physical Education			
Sl.No.	Title	Author	Publisher
1	Health Education	Venkataiah	Vidya Nidhi Prakash Gadag
2	Health and Physical Education	Rajshekar S Hiremath	Vidya Nidhi Prakash Gadag
3	Physical Education	Dr. V.R Arora	APH Publishing Corporation New Delhi
4	Physical Education	Dr.Yogesh Kumar Singh	APH Publishing Corporation New Delhi
5	Physical Education	Dr.Saked Raman Tivari	APH Publishing Corporation New Delhi
6	Health and Physical Education	Dr.Saked Raman Tivari	APH Publishing Corporation New Delhi
7	Health and Physical Education	Manjeet Kaur	Tandon Publications Book Market Ludhana-141008
8	Health and Physical Education	C.V Myageri	Vidyaneedhi Prakashan Gadag
9	Health and Physical Education	Dr. S.K Mangal	Tandon Publications Books Market, Ludhiana
10	Physical Education	Dr. Yogesh Kumar Singh	APH Publishing Corporation New Delhi

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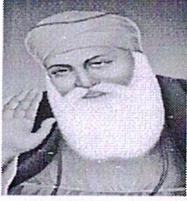
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Books related to Special Education			
Sl.No.	Title	Author	Publisher
1	Special Education	Venkataiah	Anmol P W New Delhi
2	Quality Education	Venkataiah	Anmol P W New Delhi
3	Education	Kongwad N.B	Vidya nidhi Prakash Gadag
4	Quality Education	Sangeeta Srivastava	APH publishing Corporation New Dedlhi
5	Special Education	Dr.Vijayshankar. S	APH publishing Corporation New Dedlhi
6	Special Education	Dr. A .Chandha	APH publishing Corporation New Dedlhi


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BOOKS RELATED TO GIFTED BOOK

SL/NO	TITLE	AUTHOR	PUBLISHER
01	Trends in Modern Education	Namdev Jante	S.S.Publication Bengaluru
02	Bhavanegalu Hige	Namdev Jante	Nadoja Prakashana Tq:Bhalki Dist: Bidar
03	Eduactional Assessment evaluation	Prof:Shnkaralinga Hembadi & Rajshekhar.R	Sri Siddhalingeswar Prakashana kalaburagi
04	Ancient Indian History	D.T.Joshi	Vidyalaya Prakshana Gadag


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सत्यमेव जयते

National Education Policy 2020

Ministry of Human
Resource Development

Government of India

Ravikiran

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Chapter	Contents	Page No
	Introduction	3
PART I. SCHOOL EDUCATION		
1	Early Childhood Care and Education: The Foundation of Learning	7
2	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	8
3	Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels	10
4	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging	11
5	Teachers	20
6	Equitable and Inclusive Educa4tion: Learning for All	24
7	Efficient Resourcing and Effective Governance through School Complexes/Clusters	28
8	Standard-setting and Accreditation for School Education	30
PART II. HIGHER EDUCATION		
9	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System	33
10	Institutional Restructuring and Consolidation	34
11	Towards a More Holistic and Multidisciplinary Education	36
12	Optimal Learning Environments and Support for Students	38
13	Motivated, Energized and Capable Faculty	40
14	Equity and Inclusion in Higher Education	41
15	Teacher Education	42
16	Re-imagining Vocational Education	43
17	Catalyzing Quality Academic Research in all Fields through a New National Research Foundation	45
18	Transforming the Regulatory System of Higher Education	46

National Education Policy 2020

19	Effective Governance and Leadership for Higher Education Institutions	49
PART III. OTHER KEY AREAS OF FOCUS		
20	Professional Education	50
21	Adult Education and Life Long Learning	51
22	Promotion of Indian Languages, Arts and Culture	53
23	Technology Use and Integration	56
24	Online and Digital Education: Ensuring Equitable Use of Technology	58
PART IV. MAKING IT HAPPEN		
25	Strengthening the Central Advisory Board of Education	60
26	Financing: Affordable and Quality Education for All	60
27	Implementation	61
	List of Abbreviations used	63


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National Education Policy 2020

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National

National Education Policy 2020

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and

National Education Policy 2020

creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- **according the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a **'light but tight' regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;

National Education Policy 2020

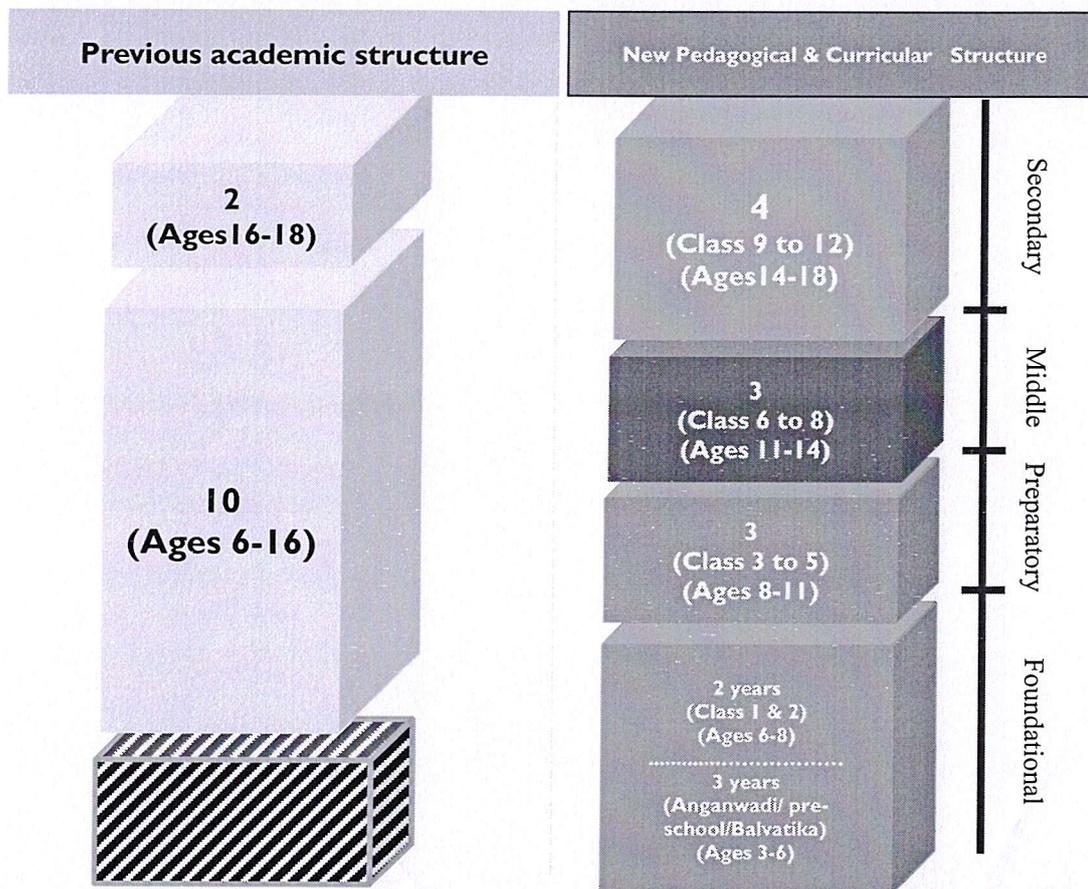
- a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- education is a public service; access to quality education must be considered a basic right of every child;
- substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure and elaborated in detail later under Chapter 4.



National Education Policy 2020

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

1. Early Childhood Care and Education: The Foundation of Learning

1.1. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.

1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

1.6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-

National Education Policy 2020

day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.

1.7. To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

1.8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar to that detailed above.

1.9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

2.1. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

2.2. Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

2.3. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special

National Education Policy 2020

attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.

2.4. On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning. Specific hours daily - and regular events over the year-on activities involving these subjects will be dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy.

2.5. Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.

2.6. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented

2.7. Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission. Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.

2.8. Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

2.9. Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular

National Education Policy 2020

health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

3.1. One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12.

3.2. There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.

3.3. The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

3.4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful.

3.5. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS)

National Education Policy 2020

and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).

3.6. To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships.

3.7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

4.1. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

4.2. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10

National Education Policy 2020

and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.

4.3. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

Holistic development of learners

4.4. The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Reduce curriculum content to enhance essential learning and critical thinking

4.5. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning

4.6. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to

National Education Policy 2020

foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

Empower students through flexibility in course choices

4.9. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

4.10. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Multilingualism and the power of language

4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

4.12. As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.



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NATIONAL POLICY ON EDUCATION 1986

PROGRAMME ON ACTION 1992

CONTENTS

Introduction	1
Early Childhood Care & Education	6
Elementary Education, Non Formal Education & Operation Blackboard	13
Secondary Education & Navodaya Vidyalaya	27
Vocational Education	30
Higher Education	41
Open Universities & Distance Education	49
Rural Universities & Institutes	50
Technical & Management Education	52
Delinking Degrees From Jobs & Manpower Planning	76
Research and Development	78
Education for Women's Equality	98

Education of SC/ST and Other Backward Sections	104
Minority Education	107
Education of Handicapped	114
Adult Education	121
Content & Process of School Education	128
Evaluation Process and Examination Reforms	135
Youth and Sports	139
Language Development	147
The Cultural Perspectives	156
Media & Educational Technology (Including Use of Computer in Education)	164
Teachers and Their Training	168
Management Education	177


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BIDAR-585403

INTRODUCTION

The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy on Education 1986". A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the policy. Immediately after the Budget Session, the Ministry undertook an intensive exercise to prepare the promised Programme of Action.

2. In the first place, 23 Task Forces were constituted and each was assigned a specific subject covered by the National Policy on Education (N.P.E.). Eminent educationists, experts and senior representatives of Central and State Governments were associated with these Task Forces. The subjects assigned to the Task Forces were as follows:

I. Making the System Work

II. Content and Processes of School Education

III. Education for Women's Equality

IV. Education of the Scheduled Castes, Scheduled Tribes, and other backward sections

V. Minorities' Education

VI. Education of the Handicapped

VII. Adult & Continuing Education

VIII. Early Childhood Care and Education

IX. Elementary Education (including NFE and Operation Blackboard)

X. Secondary Education and Navodaya Vidyalayas

XI. Vocationalisation

XII. Higher Education

XIII. Open University and Distance Learning

XIV. Technical and Management Education XV. Research and Development

XVI. Media and Educational Technology (including use of Computers in Education)

XVII. De-linking degrees from jobs and Manpower Planning

XVIII. The Cultural Perspective and Implementation of Language Policy

XIX. Sports, Physical Education & Youth

XX. Evaluation Process and Examination Reform

XXI. Teachers and their Training

XXII. Management of Education

XXIII. Rural Universities/Institutes

3. The Task Forces were requested to examine the present situation in respect of the subjects assigned to them and to elaborate the implications of the specific statements contained in the N.P.E. The Task Forces were also expected to project the actions that would be necessary and indicate the broad targets and the phasing of the programmes. They were requested to indicate the broad financial implications with reference to each phase.

4. In spite of the constraint of time, the Task Forces accomplished their work with great care. They submitted their reports in July 1986. These reports were discussed in a series of meetings taken by the Minister of Human Resource Development. After these discussions were completed, a conference of Education Secretaries of the State Governments and U.T. Administrators was convened on the 20th July, 1986. Suggestions received during this meeting were carefully considered and the Programme of Action was prepared with reference to the main areas covered in N.P.E. The Central Advisory Board of Education met at New Delhi on the 1st and 2nd August, 1986. The document on the Programme of Action was discussed at this meeting, and several valuable suggestions were made by the Education Ministers of State Governments and U.T. Administrations and educationists who participated in the discussion. All these suggestions have been taken into account in the Programme of Action which is now presented to the Parliament.

5. This Programme of Action is meant to provide an indication of the nature of actions which will be needed in order to implement the directions of the Policy. It provides a broad strategy within which detailed schemes will be subsequently drawn up; it will also facilitate the preparatory work which will be required before such schemes can be worked out fully and put into operational form. The detailed projects will be taken up for formulation by the various departments and agencies, in consultation with all concerned, once the strategy outlined in the Programme of Action has been examined and endorsed by the Parliament. It is necessary to stress that what is presented here is not an inflexible structure but only a projection of directions with varying degrees of detail, A certain amount of flexibility is assumed which will help the implementing agencies in tailoring the Programme of Action to suit their contexts and to make necessary modifications on the basis of experiences and emerging scenarios. Implementation of the programmes will be a cooperative effort between the Centre and the States with full involvement of the community and the teachers and a constant process of consultations is envisaged.

6. The Task Forces had indicated in their reports broad financial implications. However, they need close scrutiny in consultation with all-concerned, including the Planning Commission and the Ministry of Finance. It will be noticed that the various Programmes of Action are spread over several years not only the 7th Five Year Plan period but also the 8th Five Year Plan, and beyond. The phasing of these Programmes has, however, to be left some what flexible, so that implementing agencies may be able to match the mobilisation of resources with the process of implementation.

7. The concept of National System of Education lays the greatest emphasis on elimination of disparities in the educational system and on improvement in the quality of publicly funded schools so that, ordinarily, parents may not feel the need to send their children to private high fee charging institutions. This is a direction towards which we shall have to move with speed and determination. Some steps have already been taken to launch 'Operation Blackboard' to demonstrably improve accommodation and facilities in under-provided primary schools in rural as well as urban areas. Establishment of District Boards of Education, District Institutes of Education and Training, and Village Education Committees will go a long way towards the school improvement programme, involvement of the community with the educational process, and creating a new form of accountability of the educational system. If implemented with sensitivity, vigour and persistence, the proposals contained in the Programme of Action regarding reorientation of the whole system to promote women's equality, special provisions for the Scheduled Castes, Scheduled Tribes, other educationally disadvantaged sections, minorities, the physically and mentally handicapped, and for the areas which need special attention will enable the educational system to move towards the democratic and socialist ideals enshrined in the Constitution. These are indeed some of the main parameters of the strategy envisaged in the Programme of Action for making strides towards the Common School System, to which the Education Commission (1964-66) gave so much importance, but which has so far remained only a distant goal.

8. There is today, as never before, an upsurge in favour of national integration and adherence of certain national values and concerns: through introduction of a national core curriculum; an insistence on observance of secular, scientific and moral values; inculcation of an understanding of our composite culture, within rich diversity; creation of an awareness of the importance of protection of environment and observance of small family norm; and stress on commitment of the youth to manual work and social service. Reorganisation of the content and processes of education on these lines will, therefore, be a matter of foremost priority. A similar priority has been envisaged in the National System of Education towards effective universalisation of elementary education, eradication of illiteracy and skill development in the, 15-35 age group, vocationalisation of education and preparation of the manpower needed for the developmental needs, improvement in quality at all levels, and scientific and technological research. The various chapters of the Programme of Action take note of these priorities and spell out broad implementation strategies.

9. Implicit in the effort for creation of a National System of Education is the requirement that the system should work at an optimal level of efficiency. This does, indeed,

presuppose that all institutions will observe certain daily schedules; that examinations will be conducted in a fair and regular manner; that students' hostels will have an atmosphere of community living and learning; that the campuses of all educational institutions will give evidence of good maintenance and promote a spirit of creativity, etc. Essential though these things are, they would not suffice to meet the challenges posed in NPE. What is needed is a much greater rigour and discipline in academic pursuits, arrangements which facilitate autonomy for experimentation and innovation, circumstances which bring out the best among the teachers and the students, and above all a rededication of all - the political leadership, administrative personnel, the parents, teachers and students in the great task, of nation building.

10. Implementation of N.P.E. has to begin now wherever possible, in whichever way possible. Bigger schemes of quantitative expansion and quality improvement take time to get formulated and processed, and even longer to get understood and implemented. The process of preparation of those schemes has commenced, and will be followed up with necessary urgency. Meanwhile, every institution, every centre of non-formal education and of adult education, every teacher and student and every member of the society must examine what they can do. Some retired teachers can help out as substitute teachers, some housewives can impart literacy to their illiterate sisters, some institutions can extend their facilities to neighbouring institutions, some newspapers can start for their readers a weekly column on everyday science, and so on. While the Central and State Governments will fully shoulder their responsibilities and will give an account of it to State legislatures and Parliament, it is peoples' involvement in the educational reconstruction which will make the real difference. Time is of essence, and unless we act now, we stand in the danger of once again missing the opportunity of educational reform, so critical not only for the development of our nation, but for our very survival.

EARLY CHILDHOOD CARE & EDUCATION

THE PRESENT SITUATION

1. Some of the significant parameters of the quality of life of any nation are the infant mortality rate, incidence of malnutrition, the morbidity picture and the literacy rates. The infant mortality rate today stands at 104 (1984). The rural-urban IMR differential is striking, being 113 and 66. Respiratory disorders, diarrhoea and parasitic infestations and nutritional deficiencies are significant contributors of child morbidity. Eighty three per cent of children have body weights below normal standards. These include 42 per cent mildly malnourished, 35 per cent moderately malnourished and six per cent severely malnourished. Cognitive stimulation at home during early childhood, which is so vital for the later years of life, is poor because of low female literacy rate which is 24-88. At present, by the most generous estimate, only around 12 per cent of the child population (0-6 years) of the country is being reached by one or more of the six services in the ICDS package, though within ICDS project areas, a large proportion of disadvantaged children are benefited by the comprehensive package of six services. Taking into account the various other programmes and that ECCE age group is 0-6 while the other programmes

cater to differently defined age group (mostly 3-6), it appears that less than 10 per cent of the child population (0-6 years) of the country receives all the essential services, from conception to the age of 6 years.

2. Realising the crucial importance of rapid physical and mental growth during early childhood, Government started a number of programmes of early childhood care and education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of Government for the development of children. The existing ECCE programmes include:

(i) Integrated Child Development Services (ICDS);

(ii) Scheme of assistance to voluntary organisations for conducting early childhood education centres (ECE);

(iii) Balwadis and day-care centres run by voluntary agencies with Government's assistance;

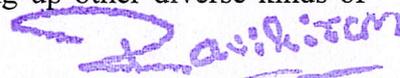
(iv) Pre-primary schools run by the State Governments, Municipal Corporations and other agencies;

(v) Maternal and child health services through primary health centres and sub-centres and other agencies.

The Integrated Child Development Services is currently the biggest programme of early childhood development. This programme over the years has demonstrated that even a modest investment in child development goes a long way in developing human resources. It needs to be fully integrated with the Universal immunisation programme started with effect from 19th November, 1985.

IMPLICATIONS OF THE STATEMENTS CONTAINED IN NPE

3. The National Policy on Education has given a great deal of importance to ECCE. It views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child. The significance of play and activity approach and the need for child-centredness in the programmes of ECCE as well as in primary school education have been spelt out, and it cautions against the dangers of using formal methods of teaching and early introduction of the 3 R's. The importance of community involvement has also been highlighted. The need to establish a linkage between ICDS and ECCE programmes has been pointed out. The desirability of a modular, development so as to upgrade the former into the latter institution on a full-blown basis has been mentioned. In addition, there is also a commitment to taking up other diverse kinds of



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day-care centres. The Policy specifically focuses on the need for early care and stimulation of children belonging to the poverty groups.

THE STRATEGY OF IMPLEMENTATION

4. The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check-up, nutritional support, control of anemia, immunization for prevention of tetanus following delivery, etc.), hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in child care, early childhood stimulation, and health and nutritional support throughout. Thus, ECCE is a complex integral function. It requires workers with integrated ECCE training, integrated worksites or ECCE centres where the essential services flow to young children through the period of their growth and preparation for formal education, and coordinated functioning of various agencies, governmental and non-governmental, striving to meet different needs of young children.

5. One of the weakest points in the existing programmes is inadequate child: worker ratio. Efforts will be made to strengthen the programmes and make them developmental instead of providing mere custodial care; the worker force would need to be suitably augmented. The size and personnel of the centre would be so chosen that it would take care of the diverse items of the programmes fully within a given population.

6. Similarly, adequate remuneration to the workers is an important factor in successful implementation of any programme. Effort will be made with immediate effect to see that in the case of day-care centres, the remuneration of full time workers is not less than the wages earned by unskilled workers. However, the long term goal should be to bring the trained full-time child care workers on par with primary school teachers. Part-time child care workers should be paid not less than minimum wages proportionate to their hours of work. To ensure proper supervision, ratio of supervisors to the number of ECCE Centres should be improved. Considering the nature of work, which requires rapport with mothers and tenderness to children, ECCE workers and their supervisors should invariably be women.

7. Keeping in mind the role of ECCE as a support service in universalisation of elementary education, as well as for human resource development, ECCE will be, in the first instance, directed to the most underprivileged groups, those who are still outside the mainstream of formal education. Some of these can be defined as follows:

(i) very poor urban slum communities;

(ii) ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores;



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BIDAR-585403

- (iii) family labour and household chores in rural areas and artisan households;
- (iv) working children in the unorganised sector;
- (v) itinerant, or seasonal labour, who have a mobile and transient life-style, like road workers;
- (vi) construction workers in urban and rural areas;
- (vii) landless agricultural labour;
- (viii) nomadic communities and pastoralists; (ix) forest dwellers and tribals in remote areas; (x) residents of remote isolated hamlets.

Girls in these groups may require support services like child care, sometime in very small units. Special attention should be given to scheduled castes and scheduled tribes in all the above defined categories.

TARGETS AND PHASING

8. Ethically speaking, every child should be assured access to the fulfilment of all basic needs. Yet, facing the existing realities of outreach and utilisation, it is suggested that 70% of the target groups (children 0-6 years) should be covered by all services by 2000 AD, whereas health and nutrition services should be extended to all the needy groups as early as possible. By the end of the-Seventh Plan, a modest network of ECCE facilities should be established in all tribal development blocks, blocks having substantial scheduled caste population and slums in large cities. A minimum of 2.50 lakh centres should be established by 1990. Though various schemes need to be improved and expanded, this coverage will be predominantly achieved by expansion of ICDS. ECCE will be expanded to a level of 10 lakh centres by 1995 and 20 lakh by the year 2000. Most of the coverage will be through ICDS but diverse kinds of preprimary education centres and day-care centres, mainly for the population group mentioned at para 6, will also be encouraged and supported.

9. The emphasis in short term would be on upgradation, expansion and strengthening of the existing programmes. Efforts will also be made to extend these programmes to areas and target groups unserved by them so far. The programme of action in this behalf will consist of development of the following modular packages:


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