

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO. 2009
ANSWERED ON 19.12.2022

DRAWBACK IN EXISTING EDUCATION SYSTEM

2009. PROF. SOUGATA RAY:

Will the Minister of **EDUCATION** be pleased to state:

- (a) whether the education system of India is more theoretical than practical and skill-based;
- (b) if so, the details of drawbacks of the existing educational system;
- (c) whether there is any proposal to form an expert committee to study the drawbacks of present curriculum and to revise the same as per present situation;
- (d) whether Rabindranath Tagore wrote many articles offering suggestions to change in the education system; and
- (e) if so, the details thereof and steps to revamp the entire education system for the well-being and prosperity of the country?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(a) and (b): The National Council of Educational Research and Training (NCERT) has informed that Indian Education System is an evolving system. Till now, three Education Policies have been brought out in the system. The present education system is based on National Policy on Education (NPE), 1986, which promoted 10+2 education scheme with less differentiation in pedagogies across the stages of school education.

The Central Board of Secondary Education (CBSE) has informed that CBSE has mandated the integration of practical aspects into the curriculum of every major subject. Practical work is done throughout the year and assessed as part of internal assessment. At least 20 percent weightage has been assigned to subjects for performance-based internal assessment and it increases with the nature of the subject. The Board has also advised its

schools to use experiential learning through innovative methods like the integration of art and sports, including through gamification and apps, by weaving in cultural aspects such as films, theatre, storytelling, poetry, and music - and by drawing inter-subject connections. In addition to languages and academic subjects, CBSE offers 11 skill modules for Classes VI-VIII, 19 skill-based subjects in Classes IX-X, and 39 skill-based subjects in Classes XI-XII.

The University Grants Commission (UGC) has informed that educational reform is a continuous phenomenon to ensure the relevance of knowledge, identify skills gaps, and launch special programmes for contemporary needs. UGC has taken various initiatives to bring in academic reforms in Higher Education in India. Under its Quality Mandate, UGC resolved to revise the curriculum based on 'Learning Outcomes', which is an endeavour towards fostering quality higher education in India. The Learning Outcomes-based Curriculum Framework (LOCF) works towards a more holistic experience for the students while focusing not just on knowledge delivery in higher education but also on the application of knowledge through field and lab work.

(c): After 34 years of NPE, 1986, National Education Policy (NEP) 2020 has been brought out analyzing the drawbacks of the existing system and suggesting way forward to address its challenges. The NEP 2020 has given a recommendation of shifting 10+2 system towards 5+3+3+4 system for bringing transformation in curriculum and pedagogy. NEP, 2020 recommends development of four National Curriculum Frameworks- viz, School Education, Early Childhood Care and Education, Teacher Education and Adult Education. UGC has constituted 31 Expert Committees to develop Learning Outcomes based Curriculum Framework for 31 subjects.

(d) and (e): Rabindranath Tagore has written articles on child's nature, pedagogy, examination system, etc. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for the NEP, 2020. NEP, 2020 envisages a number of action points/activities for implementation in School Education as well as Higher Education, which include:

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade XII;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);

- (iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; 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.
- (vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) A separate Gender Inclusion Fund and Special Education Zones for disadvantaged regions and groups;
- (xi) Robust and transparent processes for recruitment of teachers and merit based performance;
- (xii) Ensuring availability of all resources through school complexes and clusters;
- (xiii) Setting up of State School Standards Authority (SSSA);
- (xiv) Exposure of vocational education in school and higher education system;
- (xv) Increasing GER in higher education to 50%;
- (xvi) Holistic Multidisciplinary Education with multiple entry/exit options;
- (xvii) NTA to offer Common Entrance Exam for Admission to HEIs;
- (xviii) Establishment of Academic Bank of Credit;
- (xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (xx) Setting up of National Research Foundation (NRF);
- (xxi) Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- (xxii) Expansion of open and distance learning to increase GER.
- (xxiii) Internationalization of Education.

- (xxiv) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- (xxv) Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
- (xxvi) Establishing a National Mission for Mentoring.
- (xxvii) Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- (xxviii) Achieving 100% youth and adult literacy.
- (xxix) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- (xxx) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
- (xxxi) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- (xxxii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
