

144ನೇ 60ನೇ ಸೀಳನದ ಲೀಡಿ: 23/9/2020
ಸಿದವದ ಲೀಡಿ: 23/9/2020
ನಿ-330
ಕ್ರ-40

ಮಾನ್ಯ ಕರ್ನಾಟಕ ವಿಧಾನ ಪರಿಷತ್ತಿನ ಸದಸ್ಯರುಗಳಾದ ಶ್ರೀ ಬಿ.ಕೆ. ಹರಿಪ್ರಸಾದ್,
ಶ್ರೀ ಮರಿತಿಬ್ಬೇಗೌಡ ಹಾಗೂ ನಸೀರ್ ಅಹಮದ್ ಅವರುಗಳು
ನಿಯಮ 330ರಡಿ ನೀಡಿರುವ ಸೂಚನ ಪತ್ರಕ್ಕೆ ಉತ್ತರಿಸುವ ಬಗ್ಗೆ

ವಿಷಯ:

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು "ನೆರೆ-ಹೊರೆಯಲ್ಲಿ ಸಮಾನ ಶಿಕ್ಷಣ ನೀತಿ" ಎಂಬ ಸಂವಿಧಾನದ ಆಶಯಗಳಿಗೆ ವಿರುದ್ಧವಾಗಿರುವ ಬಗ್ಗೆ.

ಉತ್ತರ:

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2019ರ ಕುರಿತು ಕೇಂದ್ರ ಸರ್ಕಾರವು ಎಲ್ಲ ರಾಜ್ಯಗಳ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಕ್ರೋಢೀಕರಿಸಿ ಕರಡು ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ವರದಿಯನ್ನು ಸಾರ್ವಜನಿಕರ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಪ್ರಕಟಿಸಲಾಗಿತ್ತು (Public Domain). ತದನಂತರ ಕೇಂದ್ರ ಸರ್ಕಾರದ ಮಾನವ ಸಂಪನ್ಮೂಲ ಇಲಾಖೆಯು ಸಾರ್ವಜನಿಕರಿಂದ ಬಂದ ಎಲ್ಲಾ ಸಲಹೆ/ಅಭಿಪ್ರಾಯಗಳನ್ನು ಸುಧೀರ್ಘವಾಗಿ ಪರಿಶೀಲಿಸಿ ನಂತರ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ವರದಿಯನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರದ ಸಚಿವ ಸಂಪುಟದ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಪ್ರಕಟಿಸಿರುತ್ತದೆ.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಜಾರಿಗೆ ತರುವಲ್ಲಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಎಲ್ಲಾ ರಾಜ್ಯಗಳ ಮತ್ತು ಸಾರ್ವಜನಿಕರ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಕ್ರೋಢೀಕರಿಸಿ ವರದಿಯನ್ನು ಅಂತಿಮಗೊಳಿಸಿರುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಮಾನ್ಯ ಸದಸ್ಯರುಗಳು ಪ್ರಸ್ತಾಪಿಸಿರುವಂತೆ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯು ಯಾವುದೇ ಕಾರಣಕ್ಕೂ ಸಂವಿಧಾನ ಆಶಯಗಳ ವಿರುದ್ಧವಾಗಿರುವುದಿಲ್ಲ.

ಕರ್ನಾಟಕ ರಾಜ್ಯವು ಪ್ರಥಮ ರಾಜ್ಯವಾಗಿ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಜಾರಿಗೆ ತರುವ ನಿಟ್ಟಿನಲ್ಲಿ ತಜ್ಞರೊಂದಿಗೆ ಹಲವಾರು ಸಭೆಗಳನ್ನು ನಡೆಸಿ, ವರದಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿ ಜಾರಿಗೆ ತರುವ ಕುರಿತು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತಿನ ಉಪಾಧ್ಯಕ್ಷರಾದ ಶ್ರೀ ಎಸ್.ವಿ. ರಂಗನಾಥ್, ಭಾ.ಆ.ಸೇ(ನಿ) ಅವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ 15 ಜನ ಸದಸ್ಯರನ್ನು ಕಾರ್ಯಪಡೆಯನ್ನು (Task Force) ರಚಿಸಲಾಗಿತ್ತು. ಸದರಿ ಕಾರ್ಯಪಡೆಯು ತನ್ನ ವರದಿಯನ್ನು ದಿನಾಂಕ: 21-09-2020ರಂದು ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸಿರುತ್ತದೆ. ಸದರಿ ವರದಿಯನ್ನು ಕೂಲಂಕುಷವಾಗಿ ಪರಿಶೀಲಿಸಿ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿ ಜಾರಿಗೆ ತರಲಾಗಿದೆ.

ಆದ್ದರಿಂದ, ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು "ನೆರೆ-ಹೊರೆಯಲ್ಲಿ ಸಮಾನ ಶಿಕ್ಷಣ ನೀತಿ" ಎಂಬ ಸಂವಿಧಾನದ ಆಶಯಗಳಿಗೆ ವಿರುದ್ಧವಾಗಿರುವುದಿಲ್ಲ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಗುಣಮಟ್ಟ, ಸಮಾನತೆ ಹಾಗೂ ಸೇರುವಿಕೆಗೆ (Quality, Equity and inclusion) ಹೆಚ್ಚು ಒತ್ತು ನೀಡುತ್ತದೆ. ಅನುಬಂಧ-1ರಲ್ಲಿನ ವಿವರವಾದ ದಾಖಲೆಗಳು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ಸಂವಿಧಾನದ ಆಶಯಗಳಿಗೆ ಪೂರಕವಾಗಿರುವುದನ್ನು ಪ್ರಸ್ತುತಪಡಿಸುತ್ತದೆ.

ಸಂ: ಇಡಿ 254 ಯುಎನ್‌ಇ 2021

(ಡಾ: ಅಶ್ವತ್ಥ ನಾರಾಯಣ ಸಿ.ಎನ್.)

ಉನ್ನತ ಶಿಕ್ಷಣ, ಐಟಿ & ಬಿಟಿ,

ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ, ಕೌಶಲ್ಯಾಭಿವೃದ್ಧಿ,
ಉದ್ಯಮಶೀಲತೆ ಮತ್ತು ಜೀವನೋಪಾಯ ಸಚಿವರು.

Annexure-1

References of Constitution in NEP - 2020 document			
Sl. No	Section in NEP 2020	Page No	Extract
1	Principles of this Policy	5	It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution .
2	Principles of this Policy	5	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;
3	The Vision of this Policy	6	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.
4	Multilingualism and the power of language 4.12	13	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 .
5	Multilingualism and the power of language 4.13	14	The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity

6	Multilingualism and the power of language 4.17	14	The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years.
7	Curricular Integration of Essential Subjects, Skills, and Capacities 4.23	15	In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.
8	Curricular Integration of Essential Subjects, Skills, and Capacities 4.28	16	As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.
9	Curricular Integration of Essential Subjects, Skills, and Capacities 4.28	16	Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

10	Approach to Teacher Education 5.24	23	All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity.
11	Approach to Teacher Education 5.24	23	All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity.
12	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System 9.1	33	Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, sociallyconscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education
13	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System 9.1.1	33	Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
14	Towards a More Holistic and Multidisciplinary Education 11.8	37	Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education

15	Effective Governance and Leadership for Higher Education Institutions 19.2	49	There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG.
16	Effective Governance and Leadership for Higher Education Institutions 19.4	49	Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook.
17	Professional Education 20.4	50	At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights
18	Professional Education 22.6	53	Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts.
19	Promotion of Indian Languages, Arts, and Culture 22.18	55-56	For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world).

Reference: National Education Policy 2020 published by Ministry of Human Resource Development, Government of India
Link: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

References of Equity and Inclusion in NEP - 2020 document			
Sl. No	Section in NEP 2020	Page No	Extract
1	Principles of this Policy	5	full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
2	Equitable and Inclusive Education: Learning for All 6.1	24	This Chapter may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education
3	Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System 9.3	34	This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion .
4	Equity and Inclusion in Higher Education 14.2	41	The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education
5	Equity and Inclusion in Higher Education 14.2	41	Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

Reference: National Education Policy 2020 published by Ministry of Human Resource Development, Government of India
Link: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf