



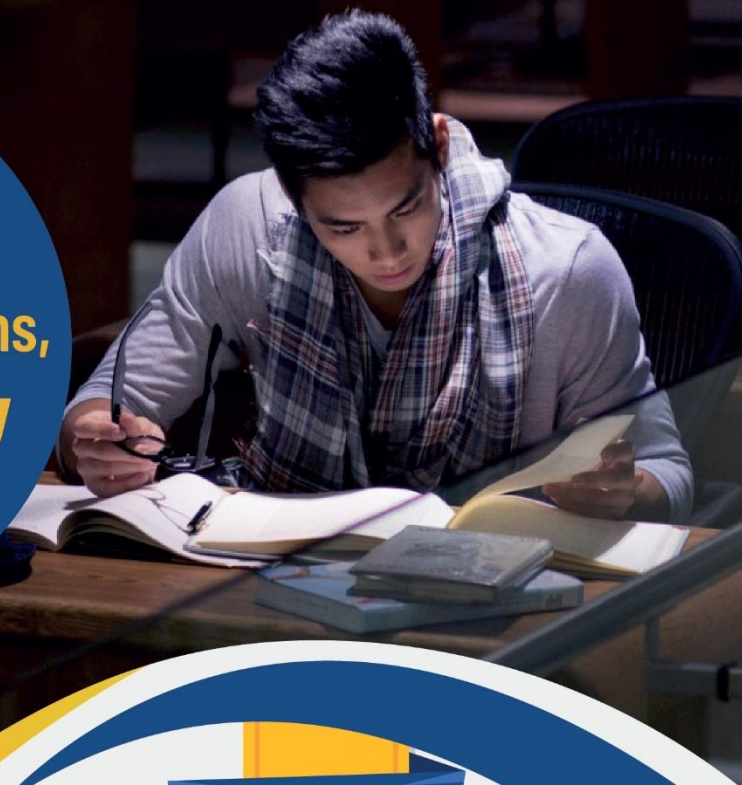
- **HEALTH**
- **NEP 2020**



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## NATIONAL EDUCATION POLICY 2022

### Annual Status of Education Report (ASER) 2021

#### Key findings of the report

- **Pandemic effect:** The percentage of rural children who were not enrolled in school doubled during the pandemic.
- **Increase in enrolment:** Government schools saw an increase in enrolment at the expense of private schools.
  - Government school enrolment spiked significantly from 64.3% in 2018 to 70.3% in 2021, while private school enrolment dropped from 32.5% to 24.4% over the same period.
- **Reasons for enrolment shift:** Financial distress, the closure of affordable private schools and the movement of migrants to rural areas
  - Never attended school: Over a third of children enrolled in Classes 1 and 2 have never attended school in person.
  - Lack of learning resources: While 92% of children had textbooks for their grade, only one third of them had access to any other learning resources or support.
  - Limited smartphone availability: With smartphone availability and access limited, online learning was restricted to a quarter of students.
  - Varied experiences: 91% of students from Kerala and almost 80% from Himachal Pradesh had online education, but only 10% from Bihar and 13% from West Bengal.
- **Private tuition:** 40% of the school children are now opting for private tuition classes compared to 30% in 2018. This proportion has increased across both sexes and all grades and school types. The incidence of tuition has increased across all States except Kerala.

## Chapter 1: National Education Policy 2020

### Role of Education & Youth

- Education has a social agenda. The agenda is to develop our human resources, which meet the requirements of society.
- An educated citizenry is the greatest asset for any democratic society. Students are known for their readiness to fight for all the right causes because their thoughts are pure and honest. They are always at the forefront, questioning injustice.

### Present day Challenges with Youth vis-à-vis Education

- Only about 27% of those in the age group of university students are enrolling for university education.
- While most of them leave these institutes with degrees and titles, they remain self-centred.
- The focus nowadays is on professional courses to the total neglect of equally important subjects such as humanities and natural sciences.
- The harsh reality is that even after the students enter professional universities, the focus is on classroom learning, and not on the world beyond the classroom.
- There is diminished participation of students in social causes after liberalisation.
- Students are no more realising the importance of their relationship with society. The educated youth have remained aloof from social reality and their energies are not properly streamlined to enhance their social & political consciousness.
- As a result, no big leader has emerged from the student community.
- Lack of student participation has allowed narrow and partisan issues to dominate the nation's thought process.



**NEP 2020**

- An inclusive framework focusing on the elementary level of education to higher education in the country.
- Will replace the National Policy on Education-1986.
- NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning.

**Key Takeaways from NEP 2020****1. School Education:**

- Universalization of education from preschool to secondary level: The Right of Children to Free and Compulsory Education Act, 2009, will be extended to cover children between 3 and 18 years
- Structure: The current 10+2 system will be divided into 5 (3 to 8 years) + 3 (8 to 11 years) + 3 (11 to 14 years) + 4 (14 to 18 years) format.
- Co-curriculum and vocational subjects like sports, arts, commerce, science will be treated at the same level.
- Computer Skills: Students will be allowed to take up coding from class 6 onward.
- Vocational Education to start from Class 6 with Internships.
- Additional Meal: Provision of an energy-filled breakfast, in addition to the nutritious mid-day meal, to help children achieve better learning outcomes.
- Regular Exams: To track progress, all students will take school examinations in grades 3, 5, and 8 which will be conducted by the appropriate authority.
- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice
- Curriculum content will be reduced in each subject to its core essentials, and will make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning
- Teacher Capabilities: A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with NCERT

**2. Medium of Instruction:**

- The policy says that wherever possible, the medium of instruction in schools until at least Class 5, but preferably until Class 8 and beyond, will be the home language or mother tongue or regional language
- The three languages learned by children will be the choices of states, regions, and of the students, so long as at least two of the three languages are native to India

**3. Higher Education**

- Gross Enrolment Ratio in higher education to be raised to 50% by 2035 (presently it is at 26.3%)
- Flexibility in Higher Education: NEP 2020 proposes a multi-disciplinary higher education framework with portable credits, and multiple exits with certificates, diplomas and degrees
- The common entrance exam for all higher education institutes to be held by NTA. The exam will be optional and not mandatory
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, 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

- M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.

#### 4. Higher Education Commission of India (HECI)

- It will be set up as a single umbrella body for the entire higher education, excluding medical and legal education.
- It will be a single, lean body with four verticals for standards-setting, funding, accreditation and regulation so as to provide “light but tight” oversight
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.

#### 5. Technology & Foreign Institutes

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- It also paves the way for foreign universities to set up campuses in India.

#### 6. Assessment Reforms

- Goal of NEP-2020: To transform the culture of assessment.
- Focuses on – regular, formative and competency-based assessment, promoting learning and development of students and testing higher-order skills.
- Proposed a low-stakes annual school examination in grades 3, 5 and 8 across all schools (government and private) to evaluate children’s progress on core concepts, higher-order skills and their application.
- By emphasizing the need to redesign progress cards and board exams, NEP 2020 encourages testing core competencies to reduce academic pressure and the need for coaching classes.
- National Assessment Centre- ‘PARAKH’ (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been created to assess the students.

#### Academic Bank Credit

- Academic Bank of Credit referred to as ABC is a virtual storehouse that will keep records of academic credits secured by a student.
- Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, V-Lab etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.
- Credits obtained by students by undergoing Skill-courses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes are also eligible for accrual and redemption of credits through the Academic Bank of Credits.
- NEP is trying to help student in deciding the pace of their studying courses through Academic Bank of Credit by giving multiple entry and exit options in their courses.
- Flexibility options are being discussed. If student don’t want to graduate, based on the credits student have accumulated he will be given the degree. In short more flexibility in deciding the pace depending on students own reasons.

#### **Significance of the Academic bank credit**

- Drafted on the lines of the National Academic Depository, the ABC will give multiple entry and exit options to the students enabling them to leave a degree or course and get a corresponding certification and re-join studies after a certain time and be able to start from where they had left.
- The ABC Regulations intend to give impetus to blended learning Mode, allowing students to

earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. The student can earn up to 50 per cent credits from outside the college/university where she/he is enrolled for the degree/diploma program.

- It will function as a commercial bank where students will be the customers and ABC will offer several services to these students.
- It will also provide students with the flexibility to move between institutes while pursuing one degree or leave a course.

**Issues in implementation:**

- There are speculations that ABC Regulation 2021 will only lead to the dilution of degrees and that these policies ignore the key ideas of equity, quality, access and efficacy.
- It is absolutely critical to create new institutional mechanisms at the national level that are vested with the responsibility of implementing the NEP.
- One of the major challenges of implementing any policy is the absence of legislative backing and statutory support.

**Increasing Higher education enrolment requires a multipronged, multi-tiered strategy**

- **Improving the transition ratio** from secondary to higher secondary, and then, to HEI is required. For Ex: In 2018-19, the net enrolment ratio at higher secondary level was only 30.8%, which limits the possibility of an increase in HEI.
- **Geography is also critical to HEI.** For instance, college density remains highly concentrated in urban areas. Policy intervention to expand HEIs to the hinterland along with increasing the enrolment capacity is urgent.
- **Policy that Favour Larger HEIs:** Earlier, the Radhakrishnan University Education Commission (1949) and Kothari Commission (1964-66) favoured small, high-quality HEIs. This is in sharp contrast with the policy of China, USA & Europe.
  - In 2016, India's 51,649 HEIs had 35.7 million students, when China's 2,596 institutions had 41.8 million students.
  - Larger HEIs with high enrolment are easier to manage and more resource-friendly.
- **Expanding Open Learning:** The share of distance and open learning in India has remained stagnant at around 11% for many years. Massive online open courses (MOOCs) through SWAYAM provide an avenue but only 10.7% of Indian households have access to a computer, with only 23.8% to the internet
- **Improving Teacher Shortage & Quality:** India needs 3.3 million more teachers in HEIs to improve the teacher-student ratio, from 1:28 to an ideal 1:15. This requires efforts to help get the best minds to choose teaching as a profession by ensuring a steady and significant career trajectory.
  - India can learn from the education systems in countries such as Finland and South Korea, where teaching is a coveted profession.
- **Improving Employability:** Various surveys have found that graduates lack both the technical and communication skills required for skilled work. Vocational courses by HEIs in collaboration with local employers, can help improve these levels
- **More Scholarships:** The financial support given through scholarships is currently inadequate. The transition from "mass education" to "universal education" is through financial support to the most vulnerable.

**Indian experience during the long periods of school lockdown during COVID-19**

- **Difficult transition:** States leveraged investments made over the last two decades in information technology for schools, including capacity building of teachers and teacher developed digital content. Nevertheless, the universal switch to 'online' mode has proved challenging.
- **Multidimensional Impact on Children:** Evidence was mounting of the harm caused to

children and young adolescents — learning losses as well as socio-emotional stress — by prolonged school closures.

- **Ineffectiveness of remote learning:** It was also well observed about the ineffectiveness and inequalities of remote learning, even in technologically sophisticated environments.
  - The national Digital Infrastructure for Knowledge Sharing (DIKSHA) portal of teacher resources claims that usage increased to 3.17 billion “learning sessions” and 37.85 billion “learning minutes”, by the end of May 2021. The educational significance of these metrics is not clear.
- **Widened Existing Inequalities:** During these hundreds of days of almost continuous lockdown, the youngest and the poorest among Indian children — Dalits, tribals and others, and lacking devices and electricity — struggled with online classes. Existing education inequalities will increase.
- **Pushed Children to Work:** Tragically, for tens of millions of Indian children, the difficulties of remote learning may be the least of their troubles. With families ravaged by disease and job losses, teenagers are caring for the sick and younger siblings, or working for pay.
- **Impacted development of child:** Interruptions in child health services, early nutrition and mid-day meals have affected the growth and development of young children. Ironically, closed schools are seen as a commitment to children’s safety, while the higher risk of disease transmission by working children or the increase in malnutrition is ignored.

#### Challenges to Education Sector due to Pandemic

- **Suspension of Learning Centres:** Most schools and colleges campuses will be closed through 2020 due to an increasing number of COVID cases. This could even extend to 2021.
- **Safety and security** of students, teachers and staff will be challenging whenever educational institutes reopen
- **Increased Maintenance Cost:** Schools and Colleges need to ensure hygiene to check the COVID-19 spread and this involves increased usage of disinfectants and sanitizers
- **Redesign Classrooms:** Some of the educational institutes have started online classes to ensure continuum of learning. When these institutes reopen they need to upgrade their school digital infrastructure to deal effectively with future such breaks
- **Financial Difficulties:** Institutes are finding it difficult to pay teachers without students and parents are finding tough to pay fees without work

The answer to the education crisis during the pandemic has been to offer online education.

#### However, there are serious issues related to it, some of which are

- **Internet Access:** It is estimated that only about 25 per cent of Indian households have an internet facility. For rural households, that number drops to 15 per cent.
- **Teacher Training:** Teachers are not adequately trained to impart education through online mediums.
- **Underprepared:** Government schools and colleges do not have the resources to provide digital education.
- **Regulation:** In India there is lack of a proper policy on digital education, infrastructure and multiple languages.
- **Parenting Issues:** Additional burden on parents to ensure that their Children attend the online classes and this impacts the productivity of their work
- **Students Discipline:** There is inadequate space and peace at home for students to concentrate on learning.
- **Logistical Issues:** Digital education requires uninterrupted broadband connectivity for several hours a day
- **Lacks Holistic Approach:** Digital education is not about videos of lectures on blackboards by teachers on the internet. It is about appropriate platforms, technology, tools, interactivity, curation, content and a lot more.

## Chapter 2: Education for All

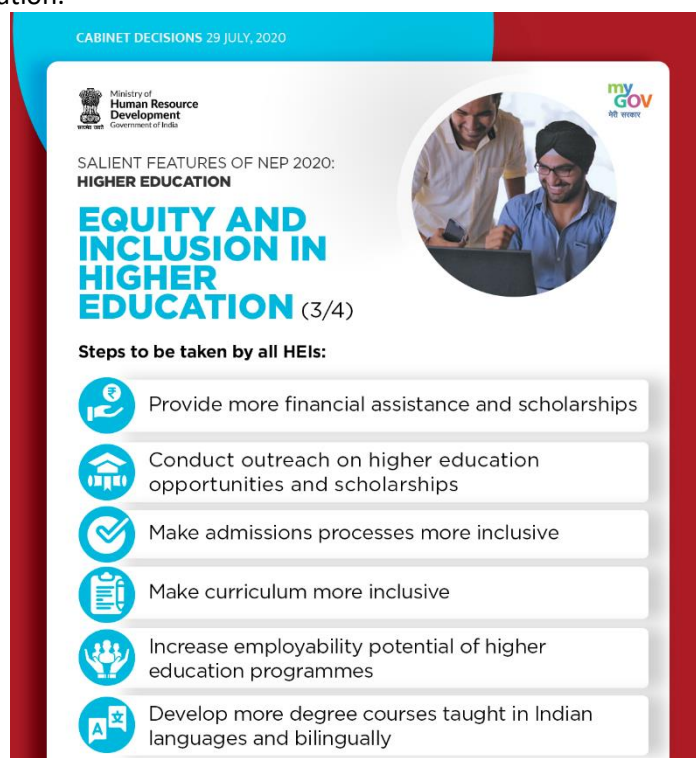
### Inclusive, Equitable and Quality Education

- Access to quality education that has equity and inclusion at its core becomes crucial in Indian context considering the unique nature of its society divided by caste, religion, and language.
- The caste system has created layers in the society where one is considered superior to other on the basis of his/her birth in a dominant caste. This has resulted in a significant percentage of population falling into socio-economic disadvantageous group (SEDGs).
- The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.
- The Sustainable Development Goal 4 (SDG 4) also seeks to —ensure inclusive and equitable quality education and promote lifelong learning opportunities for all|| by 2030.
- After independence, education was identified as a vital tool for an equitable and just society. From a literacy rate of 18 percent in 1951, we have moved up to 73 percent as of 2011.

### *The major challenges that have to be addressed includes:*

- The low transition rate from elementary to secondary level;
- High drop-out rate at the secondary level (17.9 percent as per USISE 2018-19 {provisional}); and
- Low learning levels of students

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, national integration, and cultural preservation.



### Re-imagining education

There is a need to explore the contours of national education practices leading to 2047 when politically independent India becomes 100 years old. From a teacher's perspective, the next education practices can be viewed through the following **five design principles**.

#### 1. **Autonomy: To Excel is the key**



- The greatest insurance for autonomy is excellence in students' outcomes rather than a piece of legislation.
- As long as institutions continue to excel, they will earn their autonomy through social, community and citizens' sanctions. Legislation may help.
- In practice, autonomy cannot be defined by entitlement nor limited by unlawful encroachment.
- By 2047, autonomy has to be imbibed as an institutional culture rather than a personal perquisite of a vice chancellor, principal or a director.
- There needs to be autonomy in teaching methods, autonomy of the learner in creating her own curriculum, autonomy of thought and self-governance — *Swayttata*.

## 2. Learning: Technology Rich Settings

- In 2047, six billion people in the world would constitute the middle class. With little money but with enormous hunger for learning, they will define the learner base for a networked global university system.
- Technology will proliferate intelligence from hardware to software to everywhere.
- Teachers will evolve from ring masters to zen masters, raising awareness rather than delivering content
- The four core tasks of the university: creation; dissemination; accreditation and monetisation of knowledge will require a sweet synthesis of algorithm and altruism.
- Learning will involve mobilisation of knowledge for a specific person; is a specific context to face specific challenges or problems.
- In the ultimate analysis, learning will be about propagation of crucial questions rather than pre-determined answers. Pressure of performance will have to co-exist with the pleasure and ecstasy of learning — *ananda*.

## 3. Trans-disciplinarity: Coherence across fields

- The new National Education Policy (NEP) roots for multi-disciplinary institutions rather than standalone schools. Multidisciplinarity involves experts from different disciplines working together, each drawing on their unique disciplinary knowledge.
- However, by 2047, trans-disciplinarity rather than multi-disciplinarity will be the norm. Transdisciplinarity is about creating a coherence of intellectual frameworks beyond the disciplinary perspectives.
- Knowledge in 2047 will move from discipline-based units to the unity of meaning and understanding.
- The reductionist knowledge of the West that explains the whole as the sum of parts will yield space to the quest for the part less whole that the *rishis* of the Upanishads described as *purnatwa*.

## 4. Technology-Innovation: School as connecting hub

- Technology-led innovation will take learning from cognition to immersion.
- Traditionally, students of professional courses learnt through field and factory visits. Today, it is possible for a factory experience to be simulated in a classroom
- In 2047, school will not be a brick and mortar house but a connecting hub that will digitally decode, deliver and disperse knowledge.
- Disruptive innovation will enable technology to give greater access to hitherto exclusive knowledge and fulfil unmet learner needs.
- Technology will not be a cosmetic add-on but serve a strategic purpose. Leading schools of the world will harness talent and technology seamlessly.

## 5. Values, mindset and culture: Nurturing minds with values

- By 2047, Indian teachers will be engaged in nurturing global mindsets based on three classical values of India: *satyam*(authenticity), *nityam* (sustainability) and *purnam* (wholeness).

- Mindsets will be based on how learners receive information and not what information they receive; on how to think rather than what to think.
- Education is finally about creating and sustaining wholesome cultures rather than serving the templates of outmoded civilisations.
- The most valuable outcome of education is the becoming of a competent and compassionate human being.

### The rise of a platform economy in India

It has been a key driver of the surge in online learning. In the sphere of online education, a digital platform translates into a network that brings together educational publishers and content providers on the one hand, and learners on the other, facilitating transactions between them such that the value of the platform grows with the volume of transactions, publishers, and learners on it.

- Open educational platforms refer to those whose contents are freely available, and on which publishers or research institutions can place their academic products on the basis of their proven credentials as content providers.
- Closed educational platforms tend to be commercially driven—access to content is restricted by paywalls; a commercial publisher or ed-tech firm could be the platform owner; and multiple publishers might enter into an arrangement with the platform to make their contents commercially available.

In India, the pandemic has triggered an explosion in the demand for educational resources across both kinds of platforms. For instance, SWAYAM, the government's national platform for massive open online courses (MOOCS) has seen traffic increase exponentially since the COVID outbreak. Similarly, the National Digital Library of India (NDLI)—an open platform offering free access to over 55 million educational resources—has experienced an unprecedented spike in use since March 2020; and in October this year, the number of NDLI e-resources viewed and downloaded crossed the 100 million mark. Closed platforms too have witnessed spectacular growth. Ed-tech platform upGrad's revenues grew by over 100 percent in 2020. And BYJU's, India's largest ed-tech company, has reported that 40 million new users have joined its platform since the pandemic began.

*Clearly, there is a burgeoning market for subscribed content and price is not necessarily a deterrent for certain audiences. But if quality educational resources are to reach a wider user base while also ensuring that publishers' rights and incentives are protected, a more sensitive balance between open access and access to paywalled content will have to be found.*

### Towards balanced models in India

The pursuit of access models that balance user benefits with publishers' commercial interests pre-dates COVID, but the pandemic has imbued the quest with a new level of urgency.

- **Free content initiatives:** Since early 2020, several publishers in India and elsewhere have made previously subscribed bundles of content freely accessible for home teaching and learning, or for COVID research. But providing free content is not sustainable in the long run, and some means of monetising these resources will need to be devised. Indeed, as the pandemic wears on, publishers are beginning to cut back on their free content initiatives.
- **One nation, one subscription:** The bold 'One Nation, One Subscription' (ONOS) scheme that the Indian government is currently deliberating upon could benefit both publishers and learners. ONOS would require the government to negotiate and purchase a single unified subscription from a consortium of academic book and journal publishers, after which their educational resources would be available to all citizens and publicly funded institutions.
- **National licensing:** Somewhat similar to ONOS, though on a more limited scale, national licensing is a creative arrangement instituted by the Ministry of Education and the NDLI. Thanks to a bulk subscription paid by the Ministry to a range of publishers and digital platforms, their contents can be accessed for free exclusively through the NDLI platform. Accessing them directly from their source platforms, however, requires a payment or a

subscription. The availability of nationally licensed contents has proved to be enormously beneficial to learners.

- **Gold and green open access:** Gold open access refers to the practice of making authors—or their institutional funders—pay journals an article processing charge (APC), after which their articles are made available on an OA basis. This approach, while reasonably common in developed countries, has proved to be less popular in India because steep APCs are often beyond the reach of authors and funders. Green OA, by contrast, does not involve an APC, but requires authors to post pre-print versions of academic papers in an open online repository, sometimes immediately after publication. It remains to be seen whether India will formally adopt green OA as a publishing standard.

As growing numbers of learners flock to platforms and publishers expand their programmes to meet the rising demand for content, we must ensure that learners everywhere can avail of the educational resources they need, and that the publishers who produce them are rewarded. The idea of access for all should not throttle publishers; but neither should quality academic content be beyond learners' means. A fine balance must be maintained if education is to be reimagined.

#### 1. **NOFN — National Optical Fibre Network (Now called Bharat Network)**

- The objective of this programme is to connect all 2,50,000 panchayats at the cost of over Rs 40,000 crore
- It was conceptualised as a bulk broadband common infrastructure for the country. Overlaying education and health services up to panchayats and villages was an important component of the strategy.
- It has reached many rural areas telecom operators did not want to serve due to lack of profitability. The Universal Service Obligation (USO) fund was used to build NOFN.
- However, the NOFN is still not completely operational, after almost eight year

#### 2. **National Knowledge Network (NKN)**

- The NKN was established as a high bandwidth, low latency network to connect all knowledge-creating organisations comprising IITs, IIMs, universities, research labs and other e-governance institutions up to the district level.
- It was aimed at encouraging collaborative development and building a repository of knowledge in all fields.
- This network exists and is fully functional.
- However, only a few institutions take full advantage of it because of a lack of understanding, local facilities, funding and technical expertise.

#### 3. **Vidya Pravesh:**

- The Vidya Pravesh scheme is 3 months play preparation program for the students studying in class one that aims at education for all in the country.
- It aims at spreading the concept of **playschools to the remotest parts** of the country and to ensure that no student is deprived of education.
- Through this scheme, all the remote students will have access to playschools.

#### 4. **Priya -The Accessibility Warrior**

- It provides glimpses into the world of a girl named Priya who met an accident and could not walk, due to plastered leg with depiction of how Priya managed to participate in all activities at school, and in the process learnt the importance of the accessibility thus taking the pledge of being an accessibility warrior.
- **The comic book** is also available with Indian Sign Language (ISL) explanatory videos.

#### 5. **NIPUN Bharat FLN:**

- The full form of NIPUN Bharat Programme is the National Initiative for Proficiency in Reading with Understanding and Numeracy Bharat Programme.
- NIPUN Bharat FLN is a program with a vision to ensure every child achieves the desired learning competencies in reading, writing and numeracy by the end of Grade 3, by 2026-

27

- Holistic development of learners that is inclusive of good health of the children (Goal 1), effective communication skills of the children (Goal 2) and making children engaged with their immediate environment (Goal 3).
  - Enhancement of competency
  - Productive learning outcomes
  - Involvement of all stakeholders
  - Reforming the assessment for learning
- NIPUN Bharat FLN tools and resources has been made available under a separate vertical for FLN resources developed under DIKSHA to assist and mentor States/UTs and teachers for implementing NIPUN Bharat guidelines.
  - Diksha Portal was launched in 2017 for providing a digital platform to teachers giving them an opportunity to **learn and train themselves and connect with the teacher community**.
- This vertical has infographics and videos on learning outcomes and assessment tools for teachers to facilitate them.

#### 6. Barkhaa: Reading for 'All' Children

- The Barkhaa Reading series was developed originally by the Department of Elementary Education at the NCERT
- It aims to adapt and promote reading culture among the students and make it their habit.



### Chapter 3: Reinventing Teacher Education

The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. The Kothari Commission, 1966 said, 'Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.'

#### As per the new policy, by 2030

NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum degree qualification for our teachers will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy.

- The minimum degree required for teaching will be a four-year integrated BEd.
- The Teacher Eligibility Test (TET) will also be changed as per the new school system.
- The hiring and vacancies in schools will be managed digitally.
- A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each state to assess expected subject-wise teacher vacancies over the next two decades.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated.
- The BEd courses will be of four-year duration. Dual BEd degrees with a focus on one language and having bilingual lectures will be offered too. BEd programmes will allow specialisation in the education of 'gifted children'.
- To ensure that outstanding students enter the teaching profession – especially from rural areas – a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated BEd programs. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their BEd programmes.
- Excessive teacher transfers to be halted, in principle, leading to better continuity with students, as also provision for local residence.
- Policy strongly suggests promotion based on merit, rather than on seniority and teaching level (elementary/primary/secondary). There are also options for vertical mobility of teachers, where high-performing teachers can be promoted to work at a district or state level.
- Promotion of blended learning teacher training programmes (MOOCs) for CPD of teachers and school principals, with at least 50 hours of CPD mandated per year.

#### Misses:

- Missed opportunity to improve effectiveness of in-service teacher training by linking it to credits aligned with seniority. (A global best practice is to have 'credits' allocated to successful completion of each teacher training programme; where the accumulation of credits within a 10-year period can be linked to qualification for increments, and/or form the basis of some weightage for promotions.)
- There is no strong commitment to improving support for special education. The policy talks about a step-up course for current special educators, but that's not adequate unless the number of special educators are increased in appropriate ratio with students.

#### Unintended consequences:

- Graduate teachers with four years of university education could find the INR 4,000 average salary in low-cost private schools (making up more than 70 percent of the private school

sector) to be untenable, causing a stir in the sector, or raising the overall cost of operations of those schools, making it not so 'low-cost' in the long run.


- Confusion around how to lift the professional qualification of existing teachers to the level of the future four-year trained teachers. Distinct factions forming within teacher unions and professional communities is also a possibility. Alternatively, an immensely resource intensive and challenging, or potentially contested, process of upskilling will have to be undertaken.
- The policy has some allusions to performance-based pay/incentives to teachers, mentioning robust benchmarks, including peer reviews. However, global level pitfalls have been documented in cases where the performance-based incentive system is not done collaboratively.

### Samagra Shiksha

- It is an overarching programme for the school education sector extending from pre-school to class 12
- It subsumes the three Schemes of
  - Sarva Shiksha Abhiyan (SSA),
  - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
  - Teacher Education (TE).
- **Objective:** Improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes.
- **Major features of the scheme are**
  - **Holistic approach to education-** Treat school education holistically as a continuum from Pre-school to Class 12
  - **Administrative reform** – Single and unified administrative structure leading to harmonized implementation.
  - **Enhanced Funding for Education**
  - **Focus on Quality of Education** – With emphasis on improvement of Learning Outcomes, capacity building of Teachers and utilizing technology. Outcome oriented allocation of resources
  - **Focus on Digital Education** – Support 'Operation Digital Board' in all secondary schools over a period of 5 years. Digital initiatives like Shala Kosh, Shagun, Shaala Saarthi to be strengthened. "DIKSHA", digital portal for teachers to be used extensively for upgrading skills of teachers
  - **Focus on Inclusion and reducing gender gap**
  - **Focus on Skill Development-** Strengthening of vocational education at secondary level as an integral part of curriculum
  - **Focus on Sports and Physical Education** – Sports equipment will be provided to all schools under this component
  - **Focus on Regional Balance-** Preference to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 aspirational districts identified by NITI Aayog

#### **For Effective implementation of Samagra Shiksha Abhiyan**


- Mission-mode approach to infrastructure ensuring that no school is left behind.
- Solar power can be installed in schools and toilets built for all students in 100 days.
- Community participation to ensure that the objectives are satisfactorily met
- Incentivizing State governments (Finance Commission Grants) to enhance expenditure on Schooling




**CABINET DECISION** 4 August 2021

## Realising the Vision of Holistic Education


**Continuation of Samagra Shiksha Scheme for School Education Approved**




The scheme will continue for a period of 5 years from 1<sup>st</sup> April'21 to 31<sup>st</sup> March'26 with outlay of ₹2,94,283 crore



Will cover 1.16 million schools, over 156 million students & 5.7 million teachers of Govt. & aided schools



Will provide an equitable & inclusive classroom environment; greater focus on imparting skills among the students



All child centric interventions will be provided directly to the students through DBT mode over a period of time



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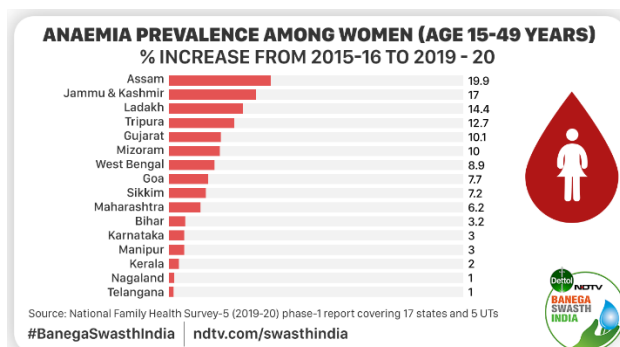
## HEALTH

### Chapter 4: National Family Health Survey

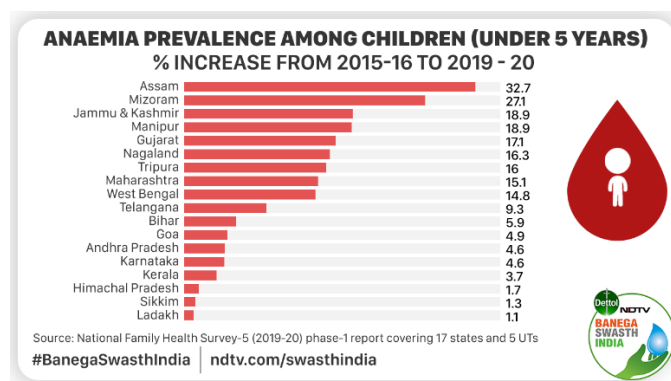
Data from NFHS provides a great opportunity to assess the contribution of PMUY as the scheme was implemented between the rounds of NFHS-4 and NFHS-5. The NFHS-5 provides data on a range of indicators pertaining to health and nutrition among others from over six lakh sample households across most states in the country. The data is aggregated to the level of districts to enable identification of areas where progress has been made as well as provide direction for future policy action. Availability of disaggregated data on a regular basis can enable the development of specific plans for districts that have a disproportionate burden of diseases.

#### Key findings of the Survey

- **Institutional births:** Births in institutional facilities, such as a hospital, improved by nearly 8 percentage points.
- **Stunted growth:** Stunted Children or showing signs of wasting only dropped by a maximum of 3 percentage points.
- **Total Fertility Rate (TFR):** It has reduced to 2.0 from 2.2 (NFHS-4).
  - According to the United Nations Population Division, a TFR of about 2.1 children per woman is called replacement-level fertility.
  - If this fertility is sustained over a sufficiently long period, each generation will exactly replace itself.
- **Contraceptives:** Use of contraceptives improved from 53.5% to 66.7%
- **Sterilisation:** An increase in female sterilisation. Continued stagnation in male sterilisation uptake.
  - It shows that the onus of family planning still lies with women.
- **Full vaccination:** Fully vaccinated Proportion of children (12-23 months) improved from 62%-76%.
  - **Exclusive breastfeeding:** Improvement In Children under six months who were exclusively breastfed from 54.9% to 63.7%.
- **Nutritional gains:** Minimal improvement in children.
  - Gains in women and men (15-49) with below normal BMI dropped roughly four percentage points.
  - Those with higher BMI than normal increased by around 4 percentage points.
  - Abnormal BMIs are linked to an increase in obesity and other non-communicable diseases (NCD)
- **Anaemia:** The proportion of **anaemic children** (6-59 months) increased from 58% to 67%.
  - Anaemic **Women** (15-49 years) increased from 53% to 57%.
  - Anaemic Men of the same age increased from 29% to 31%.







### Air Pollution in Rural areas

Air quality in rural areas remains a neglected issue so far. The common belief is that rural areas are free from air pollution. On the contrary air quality in the rural areas all over the world and particularly in the developing countries may be more polluted than some of the urban areas. Rural areas suffer from outdoor air pollution as well as indoor air pollution.

- Major sources of outdoor air are indiscriminate use of insecticides/pesticides sprays and burning of wheat and paddy straw. This leads to various health problems mainly affecting the respiratory and cardio-vascular system. Indoor air pollution exposes more people worldwide to health risks than outdoor air pollution.
- In India BaP exposure averaged about 4 $\mu$ /m<sup>3</sup> during cooking with biomass fuels. Owing to its carcinogenicity no safe level of PAH can be recommended. This contributes to the acute respiratory infection in the young children, chronic lung disease and cancer in adults and adverse pregnancy outcomes in for pregnant women exposed during pregnancy.
- The third source of pollution affecting rural areas results from the transport of emissions far from their primary emission point—even continents away—and their conversion into health hazards. Some emissions such as hydrocarbons in particular, that are themselves relatively harmless, are converted to hazardous ones by sunlight and interactions with other pollutants.

### Cooking with biomass fuels

Around 2.6 billion people still cook using solid fuels (such as wood, crop wastes, charcoal, coal and dung) and kerosene in open fires and inefficient stoves. Most of these people are poor, and live in low- and middle-income countries.

These cooking practices are inefficient, and use fuels and technologies that produce high levels of household air pollution with a range of health-damaging pollutants, including small soot particles that penetrate deep into the lungs. In poorly ventilated dwellings, indoor smoke can be 100 times higher than acceptable levels for fine particles. Exposure is particularly high among women and young children, who spend the most time near the domestic hearth.

### Impacts on health

3.8 million people a year die prematurely from illness attributable to the household air pollution caused by the inefficient use of solid fuels and kerosene for cooking. Among these 3.8 million deaths:

- 27% are due to pneumonia
- 18% from stroke
- 27% from ischaemic heart disease
- 20% from chronic obstructive pulmonary disease (COPD)
- 8% from lung cancer.

**Health impacts of air pollution in rural areas**

Pollutant	Health Impact
Tobacco smoke	Tobacco smoke generates a wide range of harmful chemicals and is a major cause of ill health, as it is known to cause cancer, not only to the smoker but affecting passive smokers too, ranging from burning sensation in the eyes or nose, and throat irritation, to cancer, bronchitis, severe asthma, and a decrease in lung function.
Biological pollutants	These are mostly allergens that can cause asthma, hay fever, and other allergic diseases.
Volatile organic compounds	Volatile compounds can cause irritation of the eye, nose and throat. In severe cases there may be headaches, nausea, and loss of coordination. In the longer run, some of them are suspected to cause damage to the liver and other parts of the body.
Formaldehyde	Exposure causes irritation to the eyes, nose and may cause allergies in some people
Lead	Prolonged exposure can cause damage to the nervous system, digestive problems, and in some cases cause cancer. It is especially hazardous to small children.
Radon	A radioactive gas that can accumulate inside the house, it originates from the rocks and soil under the house and its level is dominated by the outdoor air and also to some extent the other gases being emitted indoors. Exposure to this gas increases the risk of lung cancer.
Ozone	Exposure to this gas makes our eyes itch, burn, and water and it has also been associated with increase in respiratory disorders such as asthma. It lowers our resistance to colds and pneumonia.
Oxides of nitrogen	This gas can make children susceptible to respiratory diseases in the winters.
Carbon monoxide (CO)	CO combines with haemoglobin to lessen the amount of oxygen that enters our blood through our lungs. The binding with other haeme proteins causes changes in the function of the affected organs such as the brain and the cardiovascular system, and also the developing foetus. It can impair our concentration, slow our reflexes, and make us confused and sleepy.
Sulphur dioxide. (SO <sub>2</sub> )	Sulphur Dioxide in the air is caused due to the rise in combustion of fossil fuels. It can oxidize and form sulphuric acid mist. SO <sub>2</sub> in the air leads to diseases of the lung and other lung disorders such as wheezing and shortness of breath. Long-term effects are more difficult to ascertain as SO <sub>2</sub> exposure is often combined with that of SPM.
Suspended Particulate Matter (SPM)	SPM consists of dust, fumes, mist and smoke. Lead is of major concern, others being nickel, arsenic, and those present in diesel exhaust. These particles when breathed in, lodge in our lung tissues and cause lung damage and respiratory problems. The importance of SPM as a major pollutant needs special emphasis as a) it affects more people globally than any other pollutant on a continuing basis; b) there is more monitoring data available on this than any other pollutant; and c) more epidemiological evidence has been collected on the exposure to this than to any other pollutant.

Analysis of district level data from NFHS-5 can pave the way for the development of targeted strategies for further increasing the coverage of clean cooking across the country. The implementations of such interventions, in turn, will have a significant impact on checking household air pollution and minimizing morbidity as well as mortality due to household air pollution linked diseases.

**NOTE:****What is National Health Family Survey (NHFS)?**

- NFHS is a large-scale nationwide survey of representative households. The data is collected over multiple rounds.
- **Implementation Agencies:** The MoHFW has designated International Institute for Population Sciences in Mumbai as the nodal agency and the survey is a collaborative effort of IIPS; ORC Macro, Maryland (US); and the East-West Center, Hawaii (US).
- **Funding:** The survey is funded by the United States Agency for International Development (USAID) with supplementary support from UNICEF.
- **Previous Surveys:** The first four NHFS were conducted in 1992-93, 1998-99, 2005-06 and 2015-16, respectively.

**What data does it collect?**

- The initial factsheet for NFHS-5 provides state-wise data on 131 parameters.
- These parameters include questions such as how many households get drinking water, electricity and improved sanitation; what is sex ratio at birth, what are infant and child mortality metrics, what is the status of maternal and child health, how many have high blood sugar or high blood pressure etc.
- Each round of NFHS has also expanded the scope of inquiry.
- In the fifth iteration, for instance, there are new questions on preschool education, disability, access to a toilet facility, death registration, bathing practices during menstruation, and methods and reasons for abortion.

**Why are NFHS results important?**

- **Evidence Based Policy making:** The NFHS database is possibly the most important one because it not only feeds into the research needs and informs advocacy but also is central to both central and state-level policymaking.
- **International Comparison:** NFHS survey results also provide internationally comparable results. That's because the questions and the methodology is internationally valid. Thus, it places the results of say child malnutrition trends in Bihar in the global context.

## Chapter 5: Rural Healthcare Infrastructure

In the 15 years of implementation, the National Health Mission has enabled achievement of the Millennium Development Goals (MDGs) for health. It has also led to significant improvements in maternal, newborn, and child health indicators, particularly for maternal mortality ratio, infant and under five mortality rates, wherein the rate of decline in India are much higher than the global averages and these declines have accelerated during the period of implementation of NHM.

The health of its citizens have been on paramount importance for every nation since the COVID-19 pandemic struck the world two years back. Assessment of healthcare facilities, modernization of diagnostic facilities, increased availability and accessibility to medicines and medical equipment and rapid on-the-go skilling of health workers have been the pillars on which the fight against the pandemic rests. However, the state of healthcare infrastructure differs from country to country, and between urban centers and rural areas within each country, and this is true for India too.

Healthcare is the right of every individual but lack of quality infrastructure, dearth of qualified medical functionaries, and non-access to basic medicines and medical facilities thwarts its reach to 60% of population in India.

- A majority of 700 million people live in rural areas where the condition of medical facilities is deplorable.
- India also accounts for the largest number of maternity deaths. A majority of these are in rural areas where maternal health care is poor.
- If we look at the health landscape of India, 92 percent of health care visits are to private providers of which 70 percent is urban population. However, private health care is expensive, often unregulated and variable in quality. Besides being unreliable for the illiterate, it is also unaffordable by low income rural population.
- The healthcare facilities in rural areas under the National Rural Health Mission bracket (as part of the National Health Mission) have been developed as a three tier system – Sub-centers, Primary Health Centres (PHCs) and Community health Centres (CHCs).

To control the spread of diseases and reduce the growing rates of mortality due to lack of adequate health facilities, special attention needs to be given to the health care in rural areas. The need to improve health care sector in Rural areas becomes more critical in the light of Covid-19 like pandemic.

### PM Ayushman Bharat Health Infrastructure Mission

Ayushman Bharat Health Infrastructure Mission has been launched which will be one of the largest pan-India scheme for strengthening healthcare infrastructure across the country.

#### To address three critical gaps in India's public health sector:

- Augmenting health facilities for treatment
- Setting up of Integrated Public Health labs for diagnosis of disease
- Expansion of existing research institutions that study pandemics

#### Component 1: Establish comprehensive surveillance of infectious diseases

- At the district level, Integrated Public Health laboratories in all 730 districts will be set up.
- At the state level, five regional branches and 20 metropolitan units of the National Centre for Disease Control.
- At the national level, an Integrated Health Information Platform (IHIP) will be established.

#### Component 2: Creation of comprehensive diagnostics and treatment facilities

- At the district level, 17,788 new rural health and wellness centres will be set up; 11,024 new urban health and wellness centres will be set up; critical care hospital blocks will be established in each of 602 districts, with a population of more than 5 lakh.
- At the state level, 15 health emergency operation centres will be set up.



- At the national level, two container-based mobile hospitals will be set up; and critical care hospital blocks in 12 Government of India hospitals will be set up — which will also act as mentor institutions for training and capacity building.

#### **Component 3: Comprehensive pandemic research**

- At the district level, strengthening of existing 80 viral diagnostics and research labs will be undertaken.
- At the state level, 15 new bio-safety level III laboratories will be operationalised.
- At the national level, four new regional national institutes for virology will be operationalized and a regional research platform (digital) for WHO southeast Asia Region will also be set up.

#### **Why is the scheme significant?**

India has long been in need of a ubiquitous healthcare system. A study ('State of Democracy in South Asia (SDSA)–Round 3') by Lokniti-CSDS in 2019 highlighted how access to public health care remained elusive to those living on the margins. The study found that

- 70 per cent of the locations have public healthcare services. However, availability was less in rural areas (65 per cent) compared to urban areas (87 per cent).
- In 45 per cent of the surveyed locations, people could access healthcare services by walking, whereas in 43 per cent of the locations they needed to use transport.
- The survey also found that proximity to healthcare services is higher in urban localities: 64 per cent of the enumerators in urban areas observed that people can access healthcare services by walking, while only 37 per cent in rural areas can do so

**Note:** Ayushman Bharat Digital Mission (ABDM) is a flagship digital initiative involving the creation of not just a unique health ID for every citizen, but also a digital healthcare professionals and facilities registry.

#### **Challenges and Need of the Hour –**

- **Removal of Urban Bias in Private Health Services:** There is stark maldistribution of private health-care facilities -almost two-thirds of corporate hospitals concentrated in major cities. The bees go where the nectar is; hence the private health sector, especially its most organised form – “corporate hospitals” — set up shop where there is the greatest possibility of making profits, often not just in the richest cities, but the richest areas of the richest cities. Rural areas and the smaller towns are where poverty is most deeply entrenched, jeopardising profits that shall satiate the big sharks in the business of selling healthcare.
- **Experience points to different direction:** Insurance-based incentives to drive private players into the rural countryside have been largely unsuccessful, and experience suggests that the public sector could be the only effective alternative.
- **Little homework before expansion:** Envisaging universal health insurance without enough regulatory robustness to handle everything from malpractices to monopolistic tendencies, will only lead to distorted results.
- **Doctors in rural areas:** In 2005, for every 10,000 people, India had 10 doctors in urban areas but only one in rural areas. And the situation today isn't a lot different. The Lancet reports that even though the number of health facilities in rural areas has shown an upward trend in the last decade, how to get enough doctors to work in villages still remains a formidable challenge for India. The consensus today is that the sole answer to the problem at hand lies in attracting more MBBS doctors into villages, primarily with better working conditions, adequate infrastructure, and increased salaries. We need a medical curriculum that is adequately oriented to primary care and community health, and a healthcare system and policy environment that gives them their due.
- **Training Personnel in Rural Areas:** There is the issue of citizens living in rural areas accessing such a facility digitally. These citizens would need to rely on their treating doctor or physician, who is local to them, to register them for the health ID.

- This treating doctor or physician would also need to be trained in dealing with patients' personal details and, most importantly, the fact that enrollment into the ABDM Health ID is voluntary, and not mandatory.
- Explanation on how the system works and the involved intricacies would also need to be communicated to allow citizens, especially in rural areas, to make an informed decision.

### **ASHA Workers: The crucial link in the Rural Healthcare System**

Asha workers (an acronym that translates as “hope” in Hindi), along with the volunteer Anganwadi workers, and the more qualified ANMs, form the backbone of community healthcare in India. They are hired by the states and their salaries paid by funds from the central and state governments. Nearly all of them are women.

Recently the second report of a WHO-established independent panel to study global responses to the pandemic said that Community engagement by ASHA workers has been a successful strategy in enhancing India's national response to Covid-19. It has highlighted how the deployment of “a cadre of million women social health activists” has helped India's Covid-19 surveillance.

- While many Indians have shifted to work-from-home during the lockdown, not much has changed for ASHAS. If anything, they have additional COVID duties over and above their regular tasks.
- Their core responsibilities such as distributing iron tablets, checking on immunisation schedules of babies and pregnant women, undertaking periodic checks on tuberculosis (tb) patients, among others, have been supplemented with additional duties of contract tracing, spreading awareness on prevention of COVID, keeping a close watch on incoming migrant workers to ensure they follow quarantine protocol and reporting suspected COVID cases.
- Despite the lockdown and other curbs on movement, ASHAS are performing their duties to the fullest. They are working tirelessly to prevent COVID transmission while also ensuring that the delivery of other health services remains uninterrupted.

## Chapter 6: Maternal and Child Health

Maternal malnutrition has been linked to an increased risk of maternal morbidity, premature birth and newborns that are too small for their gestational age. Because of the negative repercussions for both women and their children, poor maternal nutrition during and throughout pregnancy is a major public health concern.

- Maternal Mortality Ratio (MMR) is defined as the number of maternal deaths per 1,00,000 live births.
- As per the World Health Organization, maternal death is the death of a woman while pregnant or within 42 days of termination of pregnancy, from any cause related to or aggravated by the pregnancy or its management.

Empowerment and protection of women and children who constitute 67.7% of India's population and ensuring their wholesome development in a safe and secure environment is crucial for sustainable and equitable development of the country and for achieving transformational economic and social changes. Recognizing the importance of 'Nari Shakti' as the harbinger of India's bright future and for women-led development during the 'Amrit Kaal', the government has comprehensively revamped the schemes of the Ministry of Women & Child Development.

### A. Mission Shakti, Mission Vatsalya, Saksham Anganwadi and Poshan 2.0 have been announced to provide integrated benefits to women and children.

#### Prime objectives:

- To address gaps in State action for women and children
- To promote inter-ministerial and inter-sectoral convergence to create gender equitable and child centred legislation, policies and programmes
- **Mission Shakti: Mission for Protection and Empowerment for Women**

Aims to create an inclusive society in the country where women and girls have equal access to resources and opportunities which will in turn help in the country's social, economic and political development.

- It will be run in a mission mode and will adopt a life cycle continuum approach.
- Provides a strong architecture for convergence, cooperation, and synergy
- Budget allocation: Rs 3,184 crore in 2022-23

#### The sub-schemes included under it are:

- **Sambal** is more concentrated on the safety and security of women. It includes One Stop Centre to provide necessary support and assistance to women affected by violence in private and public spaces, Mahila Police Volunteer to fight the crime against women through active volunteering, Women's Helpline providing 24-hour emergency and non-emergency referral services.
- **Swadhar Greh scheme** to provide rehabilitation to women affected by unforeseen circumstances, the **Ujjawala scheme** to help in preventing women and children trafficking. A new component **Nari Adalats** has been added to the scheme wherein faster alternative dispute resolution is provided and **gender justice is ensured**.
- **Samarthya** aims towards woman empowerment. It includes the schemes of the government like **Beti Bachao Beti Padhao** to generate awareness and improve the efficiency of welfare services intended for girls in India. Besides it also includes the maternity benefits program under the **Pradhan Mantri Matru Vandana Yojana**, gender budgeting, research, creche provisioning for working mothers under **National Creche Scheme**.
- The **Pradhan Mantri Matru Vandana Yojana (PMMVY)** gives a benefit of ₹6,000 to pregnant and lactating mothers for the birth of the first child.
  - ₹5,000 would be disbursed in three installments upon meeting several conditionalities:
  - registration of pregnancy
  - at least one ante-natal check-up

- registration of child birth and vaccinations.
- The remaining cash incentive of up to ₹1,000 is to be given under a separate scheme called the Janani Suraksha Yojana so that on an “average” women get a total sum of ₹6,000.
- The objective is to compensate women for wage loss due to child birth.
- **Janani Suraksha Yojana**
  - Objective: Reduce maternal and infant mortality by promoting institutional delivery among pregnant women
  - Janani Suraksha Yojana, a conditional cash transfer scheme- was launched in 2005 as part of the National Rural Health Mission (NRHM) to improve maternal and neonatal health by promotion of institutional deliveries (childbirth in hospitals).
  - The aim was to improve India’s infant and maternal mortality rates through institutional deliveries.
  - Under JSY, pregnant women choosing to deliver at the hospital and the health worker who motivated her to take the decision get cash incentives- Rs.1,400 for the woman and Rs.600 for the Accredited Social Health Activist in rural areas and Rs.1,000 and Rs.200 respectively in urban areas.
  - The motto of cash incentive was to reduce financial barriers to accessing institutional care for delivery.
  - This scheme has led to enhancement in utilisation of health services among all groups especially among the poorer and underserved sections in the rural areas.
  - This has reduced prevalent disparities in maternal care.

### B. Mission Poshan 2.0

An Integrated Nutrition Support Programme that seeks to address the challenges of malnutrition in children, adolescent girls, pregnant women and lactating mothers

- Through a strategic shift in nutrition content and delivery and
- By creation of a convergent eco-system to develop and promote practices that nurture health, wellness and immunity.
- Poshan 2.0 will seek to optimize the quality and delivery of food under the Supplementary Nutrition Program.

**Poshan 2.0 will bring 3 important programmes/schemes under its ambit, viz.,**

- Anganwadi Services
- Scheme for Adolescent Girls
- Poshan Abhiyaan

**Poshan 2.0 shall focus on**

- Maternal Nutrition
- Infant and Young Child Feeding Norms
- Treatment of MAM/SAM
- Wellness through AYUSH

**Pillars of Poshan 2.0:** Convergence, Governance, and Capacity-building

**Mission Poshan 2.0 will integrate several key strategies** to fulfil its objectives, viz.,

- Corrective strategies
  - Nutrition Awareness strategies
- Communication strategies and Creation of green eco-systems.

**Digital infrastructure under the “Poshan Tracker”** will strengthen and bring about transparency in nutrition delivery support systems. Technology under Poshan Tracker is being leveraged for

- Dynamic identification of stunting, wasting, under-weight prevalence among children
- Last mile tracking of nutrition service delivery

**About POSHAN Vatika**



- Rural areas have ample space and establishing a Nutri garden/Poshan Vatikas is far simpler as farm families are involved in agriculture.
- Plantation [of nutritional and herbal trees](#) under PoshanVatika would reduce external dependency and make communities Atmanirbhar for their nutritional security.
- The Ministry of Ayush will collaborate with 3,000 Aanganwadis to take forward the campaign of establishing Nutri Garden and will also decide the nutritional and herbal trees that will be planted there.
- Plants such as Moringa, Guava, Banana and Tulsi are great candidates to plant in a Poshan Vatika as they deal with problems of malnutrition in women and children.

#### Significance of Poshan Vatika

- **Poshan Abhiyaan** aims to encourage convergence among various Ministries to tackle the problem of malnutrition. Aanganwaadi covers 50% of the people who are poor and don't get proper nutrition while Poshan Abhiyaan covers the other 50% who might not be poor but need information about proper nutrition
- Can play an important role in enhancing dietary diversity by providing micronutrients through constant supply of fruits and vegetables sufficient to meet the family's requirements, which can prove to be a sustainable model for providing food security and diversity to combat malnutrition at the household or community level.

#### C. Mission Vatsalya

Children have been recognized by policy makers as one of the supreme national assets. India is home to 472 million children upto the age of 18 years and comprise 39 percent of the country's population.

#### Objectives of Mission Vatsalya:

- To secure a healthy and happy childhood for every child in India
- Foster a sensitive, supportive and synchronized ecosystem for development of children
- Assist States/UTs in delivering the mandate of the Juvenile Justice Act 2015
- Achieve the SDG goals.

**Components under Mission Vatsalya** will include statutory bodies; service delivery structures; institutional care/services; non-institutional community based care; emergency outreach services; training and capacity building.

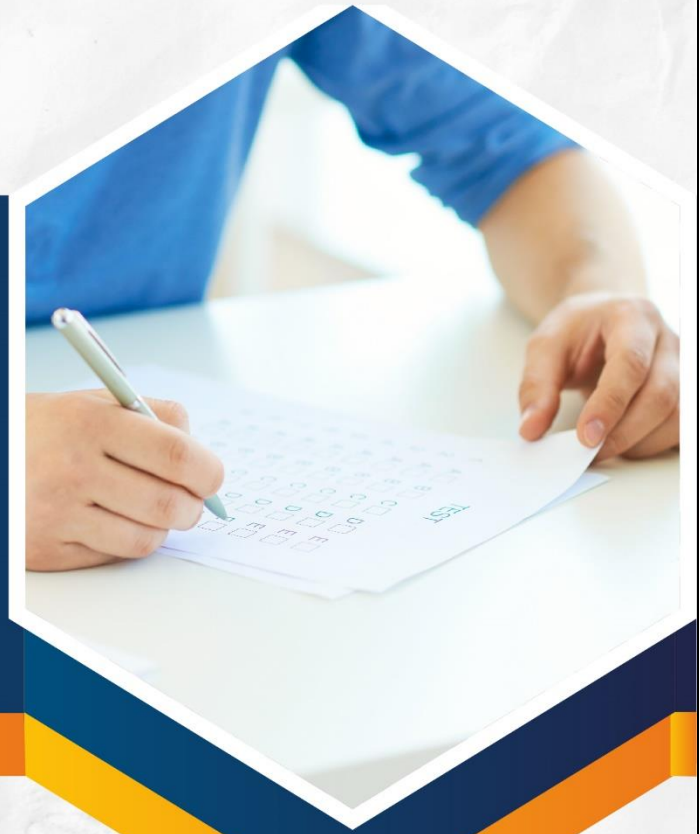
Year	Policies and Programs Catering to Maternal and Child Health
1975	Integrated Child Health Services Program – includes provisions of nutritious meals, preschool education, primary healthcare, immunisation and healthcare to children under 6 years of age and their mothers.
1993	National Nutrition Policy – includes nutrition specific and sensitive interventions.
2005	National Health Rural Mission – provides accessible, affordable and quality healthcare including nutrition to rural population, especially vulnerable groups.
2007	National Food Security Mission – includes increased production of rice, wheat and pulses through area expansion, productivity enhancement, restoring soil fertility, enhancing farm level economy.
2013	National Urban Health Mission – provides healthcare needs including nutrition to the urban population with a focus on urban –poor.
2013	National Food Security Act – provides subsidised food grains to approximately two thirds of the country's 1.2 billion people.
2017	Pradhan Mantri Matru Vandana Yojana – is a maternity cash incentive scheme to provide conditions for safe delivery and nutrition practices.
2018	POSHAN Abhiyaan – India's flagship program to improve nutrition through inter sectoral convergence – technology and community mobilisation. <i>Anemia Mukht Bharat</i> strategy launched.
2020	POSHAN 2.0 – POSHAN Abhiyaan was merged with existing supplementary nutrition program. Region specific diet charts were introduced for pregnant women by National Institute of Nutrition.

### Advantages of e-health

- **Efficiency:** It will help reduce inefficiencies, save time and accurately diagnose and treat diseases.
- **Reduction in cost:** More efficient treatments lead to reduction in cost.
- **Empowerment:** e-Health services enable both the consumers and healthcare providers to feel more empowered by making available the knowledge base of medical data and health records over the Internet.
- **Better relations:** Between the patient and expert since it provides clear and easier channels of communication.
- **Equity:** e-Health is a great concept for reducing the gap between the haves and the have nots. It enables equitable healthcare access irrespective of age, race, gender, ethnicity, geography, etc. Digital health also enables access to better healthcare facilities to remote locations.
- **Education:** e-Health services are beneficial for educating healthcare professionals of any medical advancements. It would also be beneficial for consumers to educate themselves about personalized preventive healthcare.
- **Faster decision making:** With the advent of decision-making software and increased automation, decision making in medical situations have become much faster and more efficient.

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