



## Implementation of NEP in West Bengal | West Bengal | 07 Mar 2025

### Why in News?

A [Supreme Court](#) lawyer petitioned the top court to direct the **Tamil Nadu, Kerala, and West Bengal** governments to implement [the National Education Policy \(NEP\)](#).

- The plea comes amid a **heated debate led by Tamil Nadu Chief Minister M.K. Stalin**, who has **accused the Centre of imposing Hindi on the State**.

### Key Points

- **Argument for NEP Implementation:**
  - The plea urged Tamil Nadu, Kerala, and West Bengal to **sign a memorandum of understanding** with the Centre to implement **the NEP**.
  - It was argued that these States must act to **protect children's [fundamental right to education](#)**.
- **Clarification on Hindi in NEP:**
  - The **NEP mentions 'Hindi' only once and does not mandate its imposition**.
  - The policy does not compel State governments to teach Hindi to children.
- **Constitutional and Legal Considerations:**
  - The plea argued that both the Centre and the States have a stake in education, as it falls under [the Concurrent List of the Constitution](#).
  - The **petition acknowledged that the Supreme Court cannot directly compel a State** to adopt a policy or sign an MoU.
    - However, **the court can intervene** if the matter affects fundamental rights.

### National Education Policy 2020

- **About:**
  - The **National Education Policy 2020** seeks to tackle the evolving development needs of India.
    - It calls for a **comprehensive overhaul of the education system**, including its **regulations and management**, to establish a modern system that aligns with 21st-century educational goals, including [Sustainable Development Goal 4 \(SDG4\)](#), while respecting **India's cultural heritage and values**.
  - It replaces the thirty-four year old **National Policy on Education, 1986, modified in 1992 (NPE 1986/92)**.
- **Salient Features:**
  - **Universal Access:** NEP 2020 focuses on **universal access to school education**, including pre-school to secondary levels.
  - **Early Childhood Education:** The **10+2 structure will shift to a 5+3+3+4 system**, bringing 3-6-year-olds under school curriculum, with a focus on **Early Childhood Care and Education (ECCE)**.
  - **Multilingualism:** **Mother tongue or regional language will be the medium of instruction till Grade 5**, with options for Sanskrit and other languages.
    - Indian Sign Language (ISL) will be standardized.
  - **Inclusive Education:** Special emphasis on **Socially and Economically Disadvantaged Groups (SEDGs)**, support for children with disabilities, and **establishment of "Bal**

## **Bhavans."**

- **Elimination of Barriers:** The policy promotes a seamless education system with **no rigid distinctions between arts and sciences**, curricular and extracurricular activities, and vocational and academic streams.
- **GER Enhancement:** Aim to increase **Gross Enrolment Ratio from 26.3% to 50% by 2035**, adding 3.5 crore new seats.
- **Research Focus:** Creation of **National Research Foundation** to boost research culture and capacity.
- **Language Preservation:** Support for Indian languages, including an **Institute of Translation and Interpretation (IITI)** and strengthening language departments.
- **Internationalization:** Facilitation of international collaborations and **entry of top-ranked foreign universities.**
- **Funding:** Joint efforts to increase **public investment in education to 6% of GDP.**
- **PARAKH Assessment Center:** The establishment of **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** as a national assessment center signifies a significant step towards competency-based and holistic assessment in education.
- **Gender Inclusion Fund:** The policy introduces a **Gender Inclusion Fund**, emphasizing the importance of gender equality in education and supporting initiatives to empower disadvantaged groups.
- **Special Education Zones:** **Special Education Zones** are envisioned to address the specific needs of disadvantaged regions and groups, furthering the policy's commitment to equitable access to quality education for all.

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