



NATIONAL EDUCATION POLICY 2020

**BANDANA LAZARUS
AMITY PRIVATE SCHOOL PRINCIPAL**

Key Principles of NEP

- **Respect for Diversity & Local Context**

In all curriculum, pedagogy, and policy.

- **Equity & Inclusion**

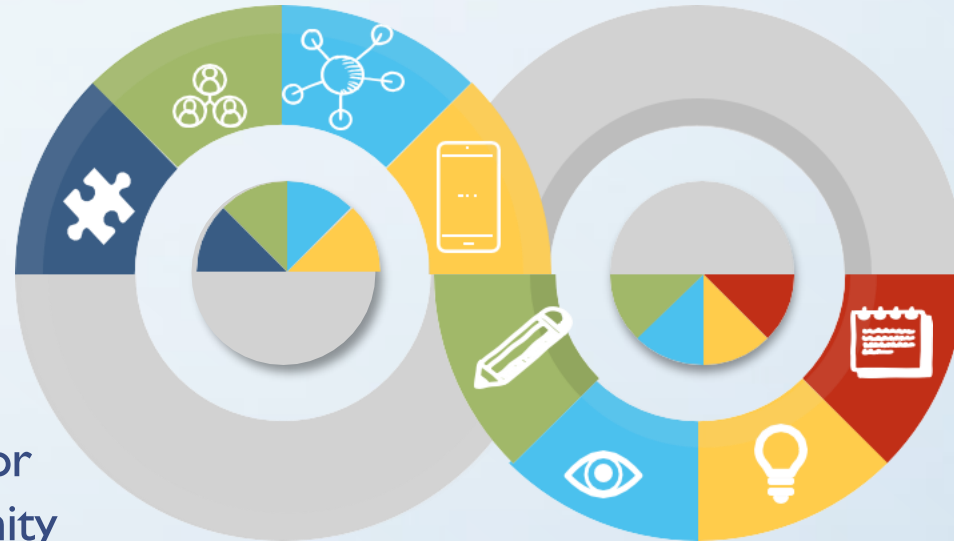
As the cornerstone of all educational decisions.

- **Community Participation**

Encouragement and facilitation for philanthropic, private and community participation.

- **Use of Technology**

In teaching and learning, removing language barriers for SEN students, and in educational planning and management.



- **Emphasize Conceptual Understanding**
Rather than rote learning and learning-for-exams
- **Unique Capabilities** Recognizing, identifying them in each student.
- **Critical thinking and Creativity**
To encourage logical decision-making and innovation
- **Continuous Review**
Based on sustained research and regular assessment by educational experts.



Universal Access to Early Childhood Care & Education (ECCE)

Universal Access

For children of 3-6 years: access to free, safe, high quality ECCE

Foundational Learning Curriculum

For age group of 3-8 divided in two parts:
(i) From age 3-6 in ECCE and (ii) age 6 to 8 in class I and II in primary school

Multifaceted

Flexible, multi-level, play-based, activity-based, and inquiry-based learning

Preparatory Class

Prior to the age of 5 every child will move to a "Preparatory Class"



Expected Outcomes

- **Universalization of Access**– from ECCE to Secondary
- Ensure **equity and inclusion**
- Bring back 2 crores **out-of-school children**
- Attain **Sustainable Development Goals (SDG)** of retaining all children in schools until completion of secondary education
- Improve Quality and achievement of learning outcomes – **Foundational Literacy & Numeracy (FLN)**
- Focus on **21st century skills** in teaching, learning and assessment
- Resource sharing- **School complexes**
- Effective **Governance** -separation of powers and common norms
- Overcoming the **language** barrier in learning
- **Common standards** for public and private school education

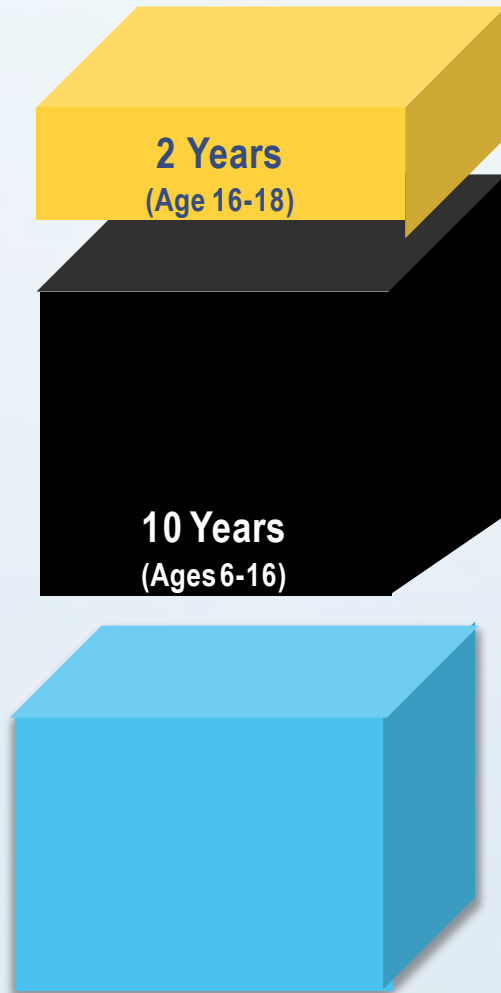




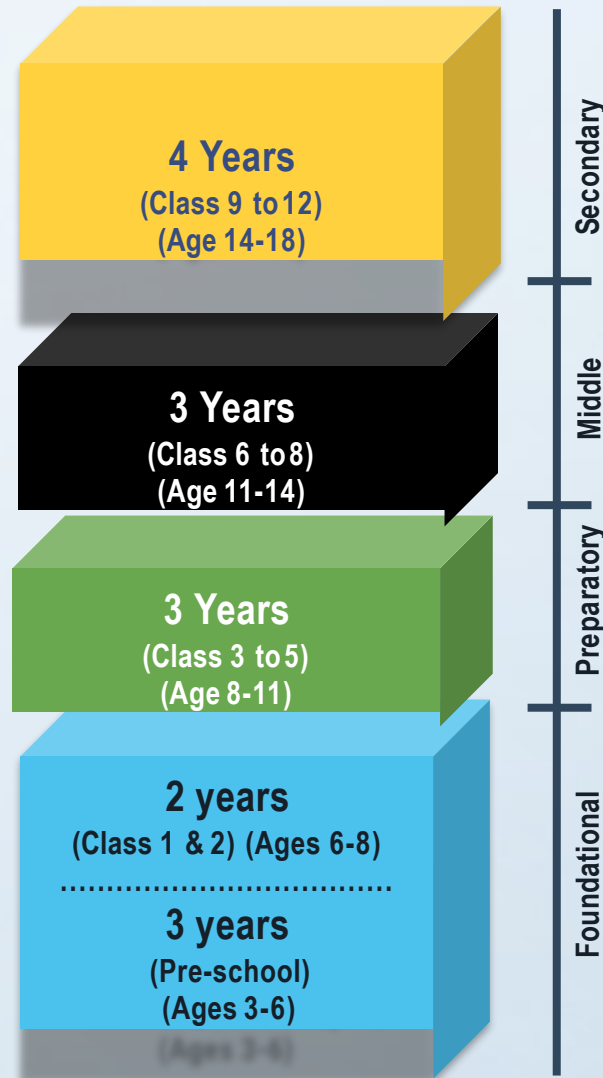
How will children learn ?

Transforming Curricular & Pedagogical Structure

Existing Academic Structure



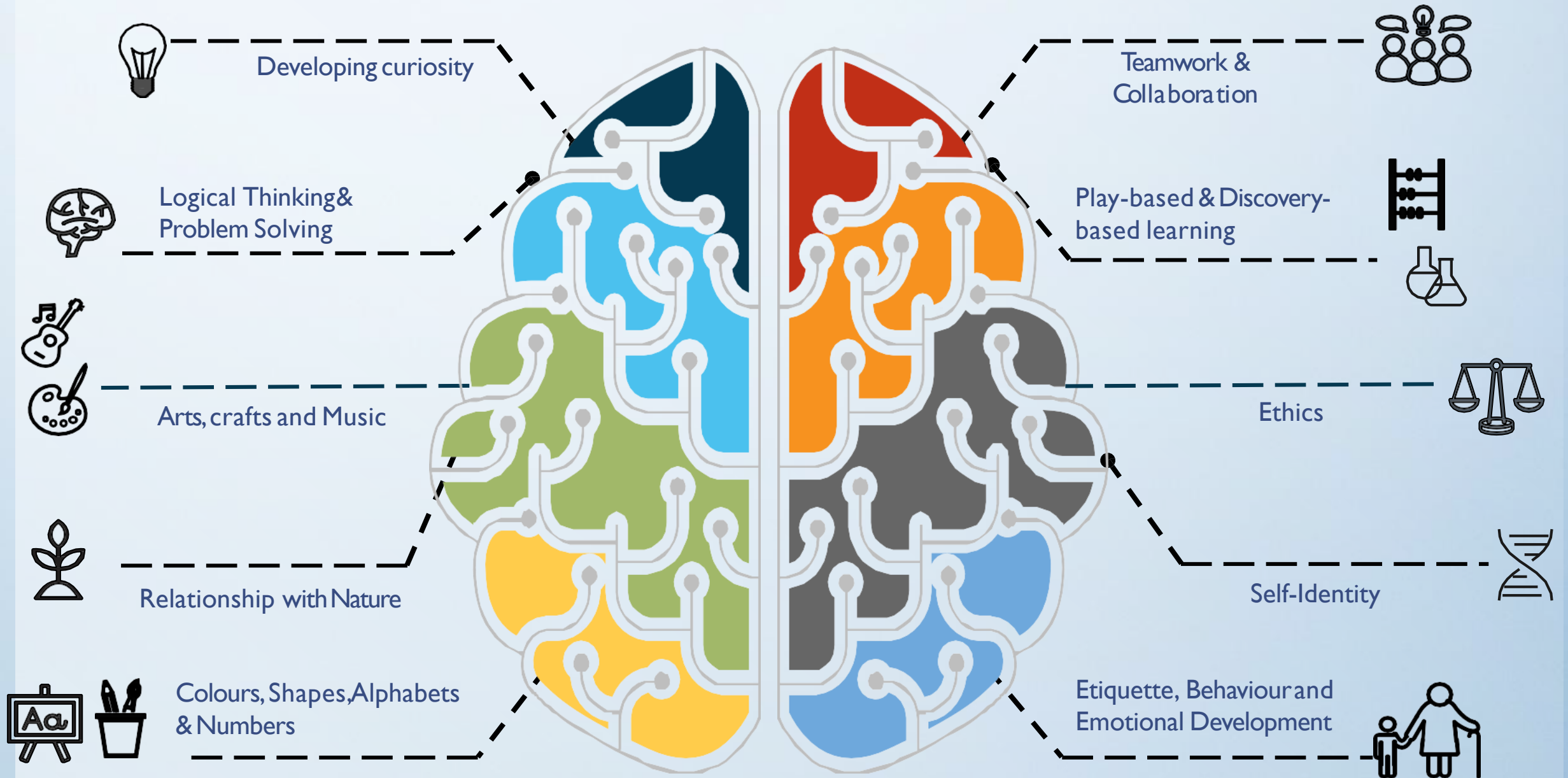
New Academic Structure



New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Pre-school

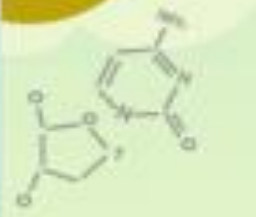
- **Secondary Stage(4)** multidisciplinary study, greater critical thinking, flexibility and student choice of subjects
- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Preparatory Stage (3)** play, discovery, and activity-based and interactive classroom learning
- **Foundational stage (5)** multilevel, play/activity-based learning

Early Childhood Education: Learning in the Formative Years





Curriculum



Reduction in Curriculum



Core Essentials

Curriculum in all subjects to be reduced to its core essentials

Critical Thinking

Focus on critical thinking, inquiry, discovery, discussion and analysis-based teaching and learning methods for holistic education

Interactive Classes

Interactive teaching with reduced dependency on textbook learning; Questions from students will be promoted

Experiential Learning

Fun, creative, collaborative, and exploratory activities in classroom for experiential learning and deeper student learning

- Curriculum and pedagogy to be transformed by 2022 to promote skill based and minimize rote based learning
- Revision of NCF for school education and NCF for teacher education 2009 by 2021

Focus on LOs, Competencies and subject - integration



Competency based education

Modules on preparing and implementing pedagogical plans based on competency and outcome-based education for school leaders



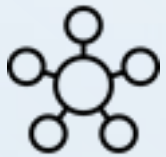
Integration of subjects

Through arts integrated, sports integrated, ICT integrated and storytelling based pedagogy among others as standard pedagogy



Development of scientific temper

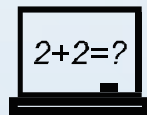
Development of scientific temper and inculcation of knowledge and practice of human and constitutional values such as patriotism, sacrifice, non-violence, truth, honesty, peace etc.



NO SILOS among subjects/learning

NO hard separation between:

- curricular/co-curricular/extra-curricular;
- academic/vocational;
- science/humanities;
- sports/art/academics



Emphasis on Digital literacy

Emphasis on digital literacy, coding and computational thinking, ethical and moral reasoning



Promotion of multi-lingual teaching

Promoting states to enter into bilateral agreements with nearby states to hire language teachers

Mental and physical health and well-being:

Mandatory for students to acquire skills in: health and nutrition; physical education, fitness, wellness, and sports



Health check ups

Annual health check up for all students



Reduce weight of schoolbags

Reduced weight of school bags and textbooks through suitable changes in curriculum and pedagogy



Mandatory skills : Health and Wellness

Mandatory skills to be imbibed by all students - health, nutrition, physical education, fitness, wellness, sports. In addition- Basic training in preventive health care, mental health, first aid, personal and public hygiene will be included in the curriculum



Hiring counsellors in school complexes

State governments will be encouraged to hire adequate number of counsellors and teachers (to be shared across school complex)



Focus on children with disability

Differentiated interventions and suitable infrastructure development at schools to make access easier for children with disability



Inclusive and caring culture at school

The role and expectations of principal and teachers will explicitly include developing a caring and inclusive culture at school

Innovative Pedagogy: Transforming teaching learning process

Experiential Learning

- Focus on experiential, inquiry and discovery based teaching learning methods

Integrated Pedagogy

- Arts, sports, and story-telling and ICT-integrated pedagogy

Promotion of peer tutoring

- Promoting peer tutoring as voluntary and joyful activity under the supervision of teachers



Equal Weightage

- No hard separation between curricular, co-curricular and extra curricular area.
- Freedom of choosing a variety of subject combinations to be provided

Bagless Days

- Bagless days to be scheduled in academic calendar

Use and integration of technology

- Integration of technology enabled pedagogy in classes 6-12

India's future and India's leadership role in upcoming fields



Computational thinking

Increased emphasis on mathematics and computational thinking throughout the school years



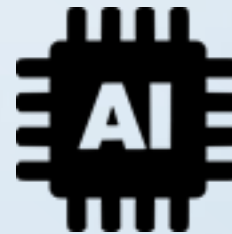
Computational thinking

Activities involving coding will be introduced in Middle Stage



Mathematical thinking and problem solving

Inculcate mathematical thinking and problem solving through a variety of innovative methods, including the regular use of puzzles and games



Including contemporary subjects in schools

Teaching of contemporary subjects at middle and secondary stages: Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED)

Examinations For Grades 1 to 8

Key stage assessments

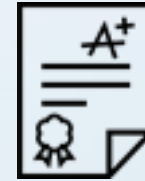


Census assessments at key stage in classes 3, 5 and 8 to track achievement



Achievement of critical LOs

Testing to focus on achievement of essential learning outcomes



Moving away from rote learning

Assessment of core concepts and knowledge, higher-order skills and its application in real-life situations. Moving away from rote learning.



Results of school examinations

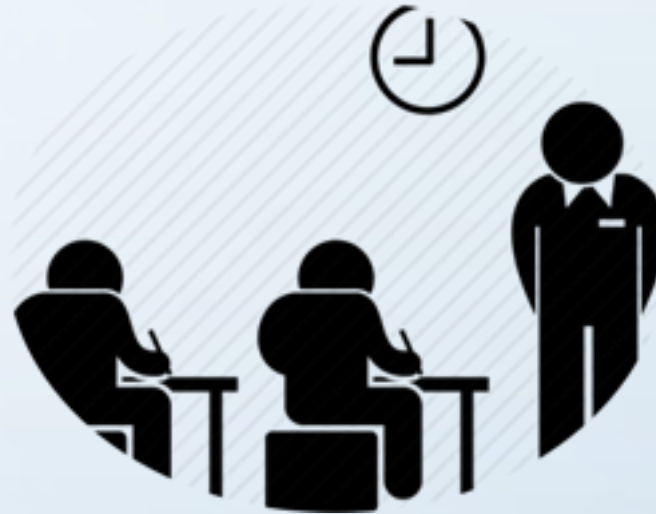
The results of school examinations will be used only for developmental purposes and for continuous monitoring and improvement of the schooling system

Reforming examinations in Grades 9 to 12 including board exams

Board exams will be made 'easier', as they will test primarily core capacities/competencies

Viable models to be explored: annual/semester/modular Exams; two parts exams - objective type and descriptive type.

Guidelines will be prepared by NCERT, in consultation with SCERTs, Boards of Assessment (BoAs),



Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session

Each School Board shall ensure equivalence of academic standards in learner's attainments

Standards, norms and guidelines for School Boards

Beginning with Mathematics, all subjects could be offered at two levels

Transforming the culture of assessment

Continuous tracking of learning outcomes of each child

Board exams to be more flexible, with assessment of essential skills

Assessment to focus on core concepts, higher order and foundational skills

AI-based software to help track the progress of the Students to enable them to make optimal career choices.

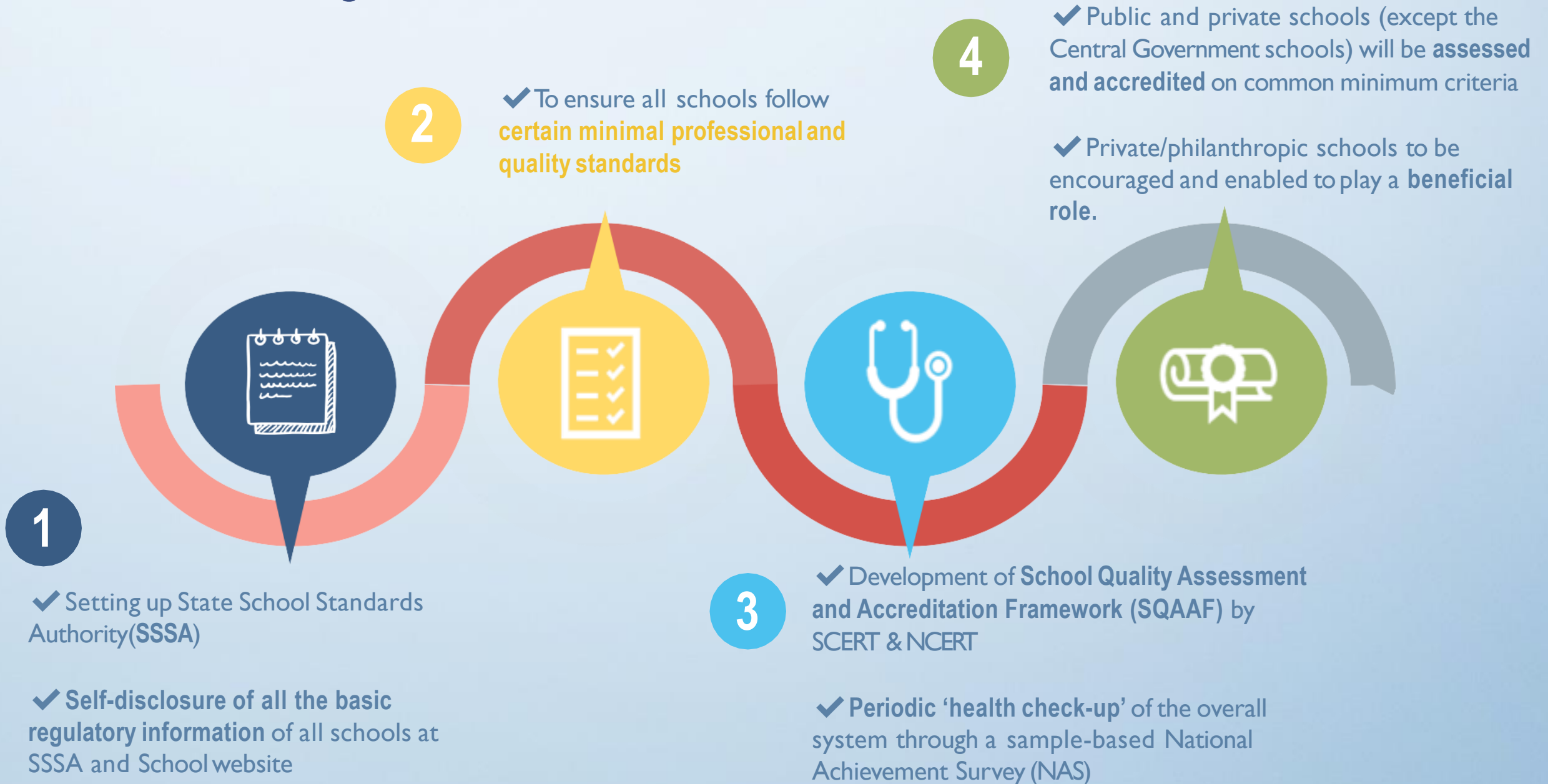


National Assessment Centre will help in bringing greater synergy in board exams conducted by various Boards of Assessments

Self Assessment and Peer Assessment

The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, to eliminate the need for taking coaching for these exams

Standard-setting and Accreditation



Support For Gifted Students / Students With Special Talents

Encourage gifted/talented students

Pursue realm beyond the general school curriculum

Project-based **clubs** to be encouraged and supported and supported at all levels in schools

Olympiads and competitions in various subjects to be conducted across the country



Extensive use of technology to encourage talented/gifted children

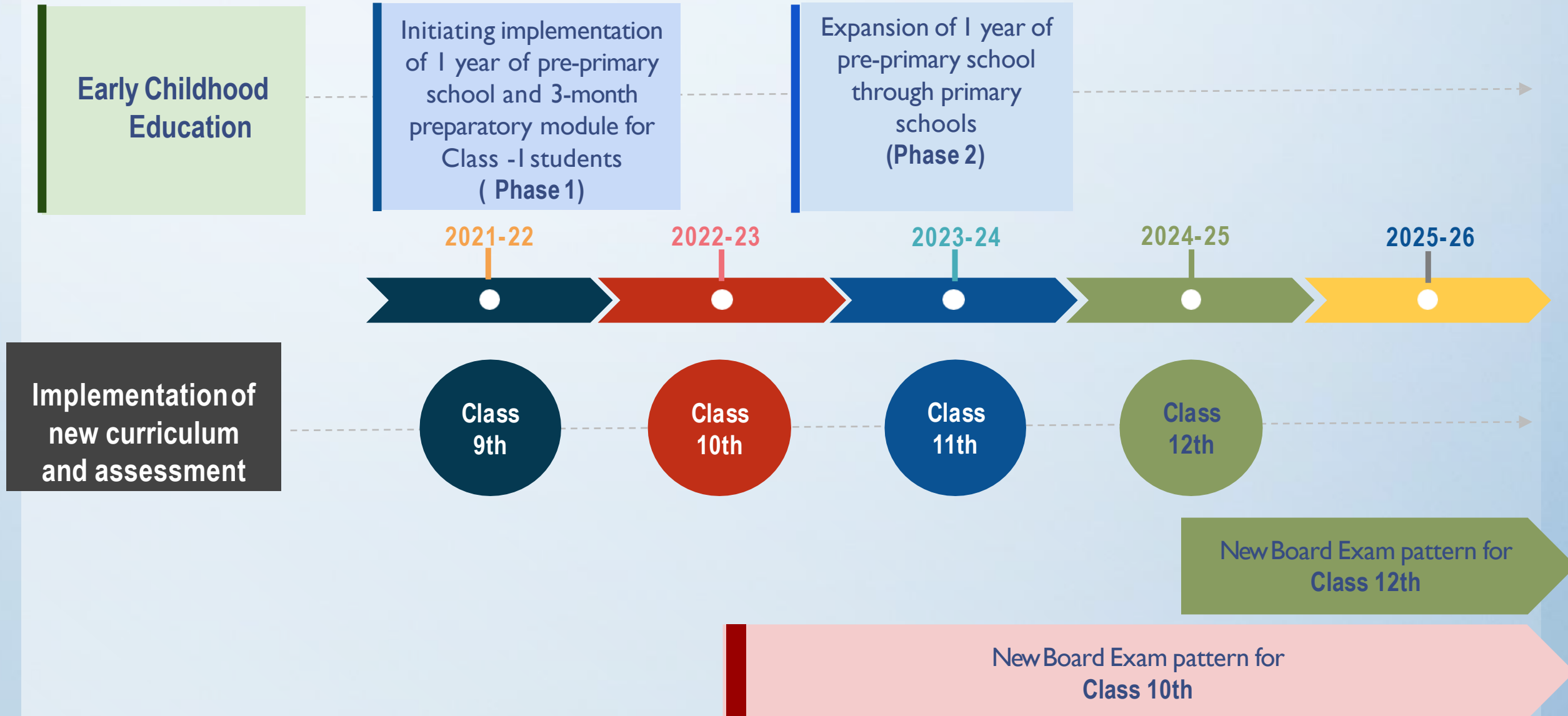
NCERT and NCTE will develop guidelines for the education of gifted children

B.Ed. Programmes to allow specialisation in education of gifted children

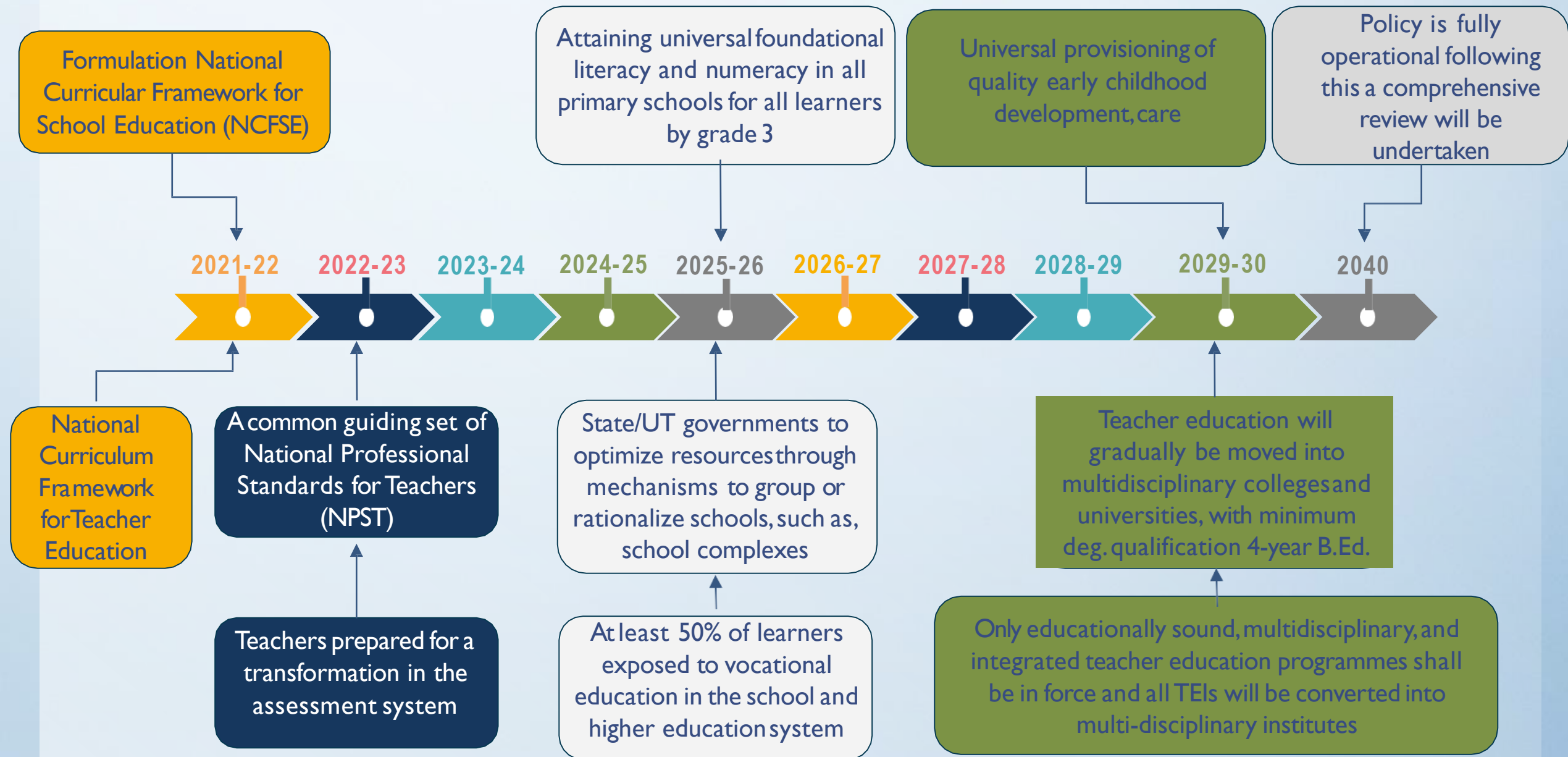
**GOALS & TIMELINES
FOR THE
IMPLEMENTATION**



Timeline for Implementation of ECE and new Assessment Pattern



Timelines for Implementation in NEP 2020



NEW FEATURES OF THE POLICY



New Features (1/3)

1

Preparation for Schooling and Elementary Schooling Level

- ECCE for all by 2030: National Curriculum Framework for ECCE
- Achieve 100% Gross Enrolment Ratio in school education by 2030
- Preparatory class/**Balvatika** for 5-6 year old children in Anganwadis/pre-schools
- School Preparation module for all class 1 entrants
- **National Foundational Literacy and Numeracy Mission**
- Setup of Bal Bhavans

2

School Infrastructure and Resources

- Special Education Zones (SEZ)
- Utilize unused capacity of schools as Samajik Chetna Kendras
- School complex/clusters for resourcesharing

3

Holistic Development of the Student

- No hard separation of curricular, extra and co-curricular, arts and science, sports and vocational crafts. Curriculum to integrate Indian culture and ethos
- **Innovative pedagogies** to be explored such as experiential teaching/learning methods
- Book promotion policy and digital libraries
- **Holistic Report card** – use AI for identifying specific aptitude of child
- **Vocational education** integration from primary grades and a ten days (no bag days) internship with local trades/craftsperson for Grades 6-8
- *Lok Vidya – local artists as master instructors in schools*

New Features (2/3)

4

Inclusivity

- **Gender Inclusion Fund**; KGBVs upto class 12
- Special provisions for **Gifted children**
- **Adult Education (AE)** to focus upon technology based solutions; NCF for AE to be developed
- NIOS to expand to include vocational courses and courses for grades 3, 5 and 8
- Medium of instruction will be in the mother tongue/local language till Grade 5 (at least)

5

Assessments

- National Assessment Center for Performance Assessment, Review and Analysis of Knowledge for Holistic development – **PARAKH**
- Exams in Grades 3, 5 and 8 , in addition to Board exams in Grades 10 and 12
- Board exams: Modular, low stakes, based on conceptual knowledge and its application

6

Curriculum and Pedagogical Framework

- **New curricular and pedagogical framework** of 5+3+3+4
- Reduction in curriculum to core concepts
- Identification of life skills to be attained in each grade as a part of NCF
- Alternative model of schools to be encouraged to adopt NCF
- **ICT integration** in teaching and learning methodologies
- Tracking students as well as their learning levels; universalisation of secondary education

New Features (3/3)

7

Teacher Recruitments/ Teacher Education

- Minimum qualification degree for teaching will be a 4-year integrated B.Ed. degree by 2030
- Teacher recruitment based on TET, NTAtest and teaching demonstration; TET mandatory for teaching
- Minimum 50 hours of in-service training per teacher/year
- National Professional Standards for Teachers (NPST) by 2022
- IT and data based predictive planning for requirement of students in TEIs; TEIs to move to multidisciplinary colleges and universities by 2030
- Stringent action on non-performing TEIs
- Mandatory for every PhD student to do a module on teacher education

8

Role of Government Departments/Bodies/Institutions

- **State Department** to look after policy making; **Directorate of Education** to look after operations, **SCERT** to look after academics and **State School Standards Authority** to set minimum common standards for online self-disclosure by all public and private schools
- Random sampling of students for continuous online feedback on self-disclosure by schools
- Engagement of social workers, alumni, retired teachers and volunteers with schools
- Strengthening the **Central Advisory Board of Education (CABE)** for developing, articulating, evaluating and revising the vision of education on a continuous basis in collaboration with MHRD and corresponding apex bodies of States
- Its desirable that **Ministry of Human Resource Development (MHRD)** be re-designated as Ministry of Education (MoE) to bring the focus back on education and learning

An illustration on a light blue background showing two hands holding a rectangular orange banner. The banner has the words "THANK YOU" written in large, white, bold, sans-serif capital letters. The hands are light-skinned and are wearing dark suit sleeves with white cuffs. The banner is held up by two black vertical bars, one on each side.

**THANK
YOU**