

# National Education Policy 2020

## Highlights – School Education

Centre for Education Research (CER)

Manipal Academy of Higher Education (MAHE)

Manipal, INDIA



## GOAL 4 (SDG4)

to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030

## POLICY AIM

for India to have an education system second to none by 2040 with equitable education for all regardless of socio-economic background

# 2030 Agenda for Sustainable Development





## NATIONAL POLICY ON EDUCATION- 1986

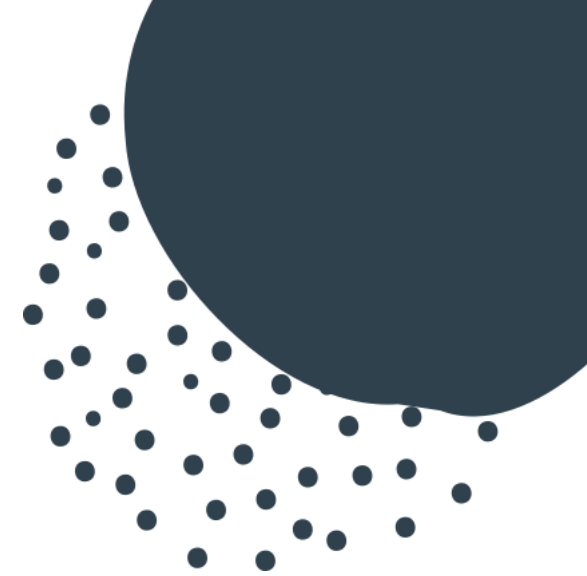
Focused on the removal of  
disparities and aimed to equalize  
education opportunities

## RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT- 2009

## NATIONAL POLICY ON EDUCATION- 1992

Established the all India based  
common entrance exam for  
admission in all professional and  
technical degrees

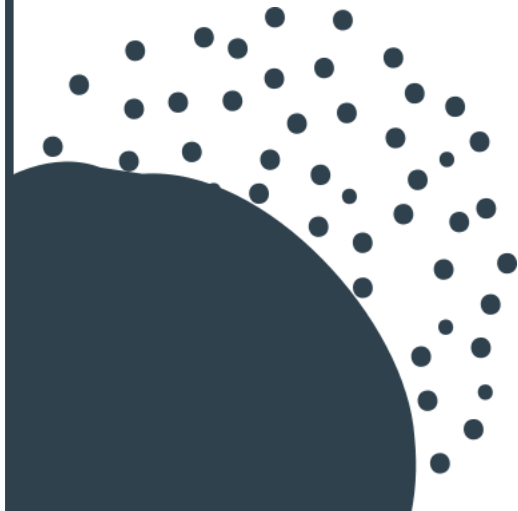
# Previous Policies



# BASIC PRINCIPLES

- Recognizing, identifying and fostering the unique capabilities of each student
- Prioritizing Foundational Literacy and Numeracy
- Flexibility of learning trajectory
- Multidisciplinary and holistic education
- Emphasis of critical thinking, ethics and human and Constitutional values
- Promoting multilingualism
- Focus on formative assessment

# BASIC PRINCIPLES



- Extensive use of technology
- Respect for diversity and local context
- Equity and inclusion
- Teachers and faculty at the heart of the learning process
- "Light but tight" regulatory framework
- Outstanding research
- Continuous Review
- Rootedness in India
- Substantial investment in a strong, vibrant public education



# POLICY EMPHASIS



## SCHOOL EDUCATION

- Universal Access to ECCE
- Holistic Learning
- Multilingualism



## HIGHER EDUCATION

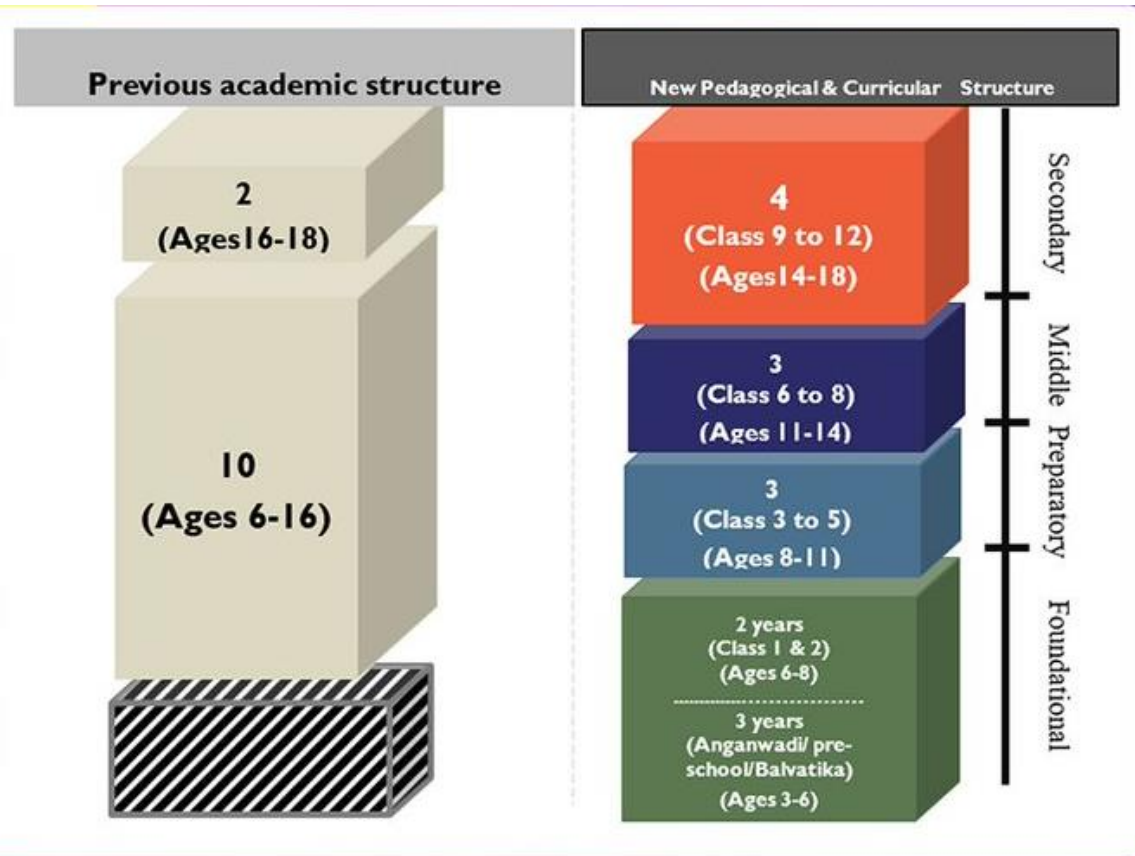
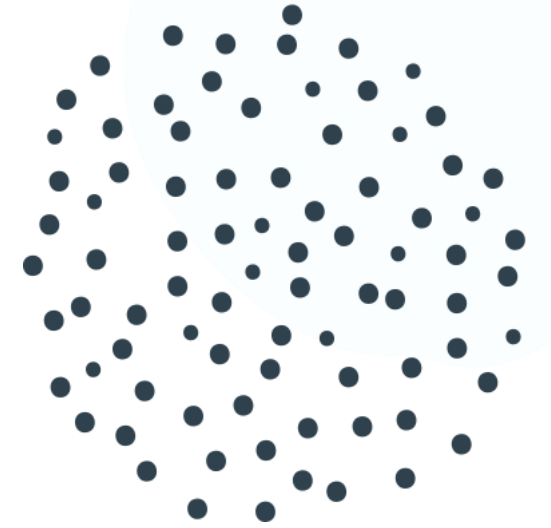
- Multidisciplinary Learning
- Focus on Research
- Internationalization



## LIFELONG LEARNING

- Professional Education
- Online and Digital Education

# School Education



- New pedagogical and curricular restructuring of 5+3+3+4 that forms a strong base of Early Childhood Care and Education (ECCE)

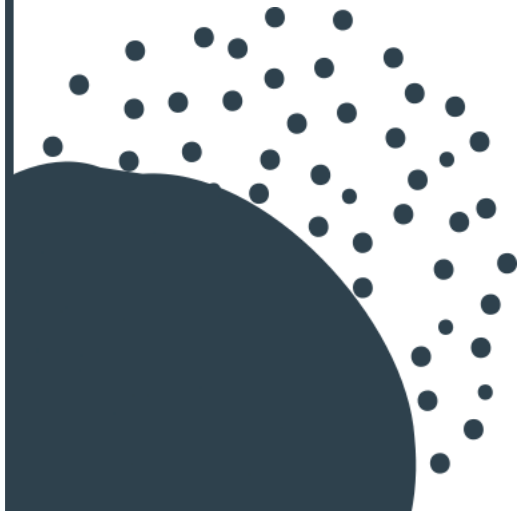


# The Foundation of Learning

- National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children upto the age of 8 will be developed by NCERT in 2 parts
  - 0-3 years
  - 3-8 years
- To attain optimal outcomes in physical and motor development, cognitive, socio-emotional-ethical development, cultural/artistic development, early language, numeracy and literacy

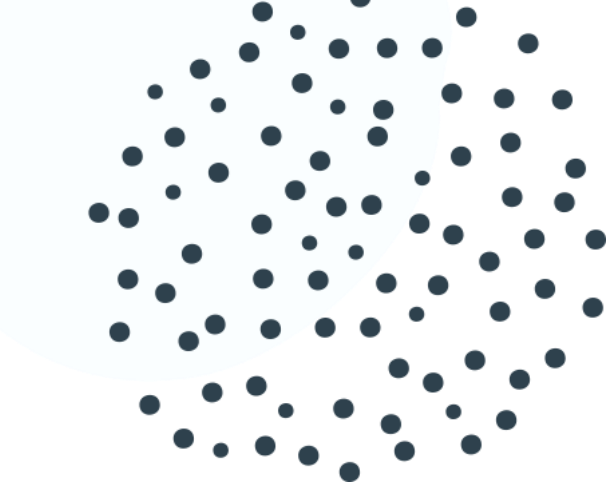


# UNIVERSAL ACCESS TO ECCE



- Special attention will be given to socio-economically disadvantaged districts
- ECCE shall be delivered through a strengthened system of early childhood education institutions
  - Stand alone Anganwadis
  - Anganwadis co-located with primary schools
  - Pre-primary schools co-located with primary schools
  - Stand alone pre schools
  - Prior to Age 5 every child will attend a Preparatory class (Balvatika) which has a ECCE qualified teacher

# PREPARING A CADRE OF ECCE TEACHERS



6 Month Certificate  
Program in ECCE

Qualification with 10+2

One Year Diploma  
in ECCE

Qualification less than 10+2

Pedagogical  
Framework by  
NCERT

Available through  
distance/digital mode,  
DTH channels

Cluster Resource  
Centres (School  
Education Department)

Will mentor teachers and hold  
one contact class/ month for  
assessment



सत्यमेव जयते

**Ministry of Education**  
Government of India

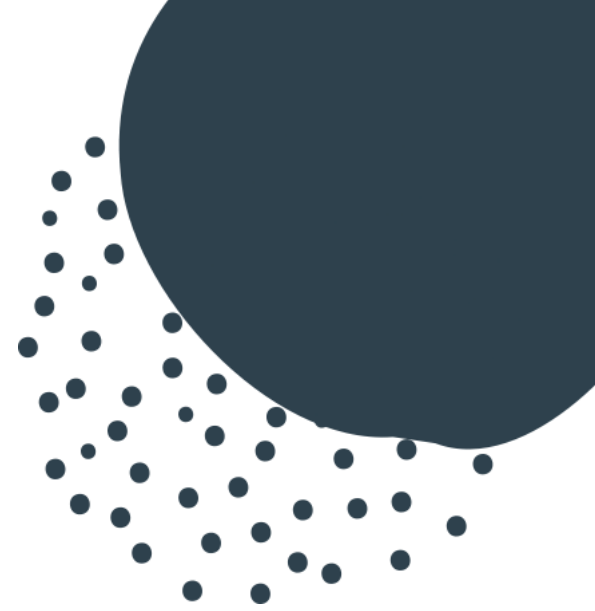
# ECCE regulated by

Curriculum and pedagogy- MHRD

Planning and Implementation of early childhood care and education curriculum -MHRD, MWCD, MoHFW and the Ministry of Tribal Affairs

# Foundational Literacy and Numeracy

To achieve universal foundational literacy  
and numeracy in primary schools by  
2025





# Contributing Factors



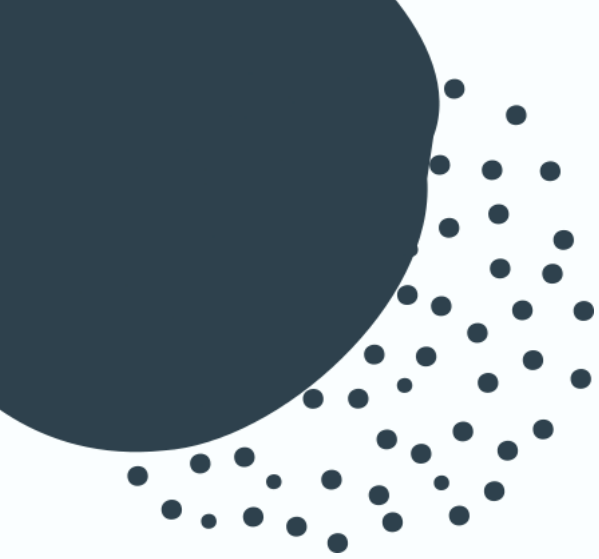
National Mission  
on Foundational  
Literacy and  
Numeracy



Pupil-Teacher ratio  
< 30:1  
Socio-economic  
disadvantaged  
students PTR <25:1



Increased focus on  
foundational literacy and  
numeracy throughout  
preparatory and middle  
school curriculum

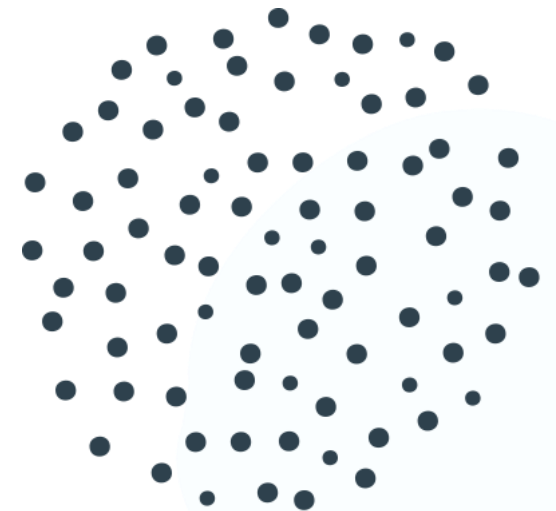


## DIKSHA - Digital Infrastructure and Knowledge Sharing

A national repository of high quality  
resources on foundational literacy  
and numeracy

## TECHNOLOGICAL INTERVENTIONS

Aids to bridge language barriers  
between students and teachers



# National Book Promotion Policy

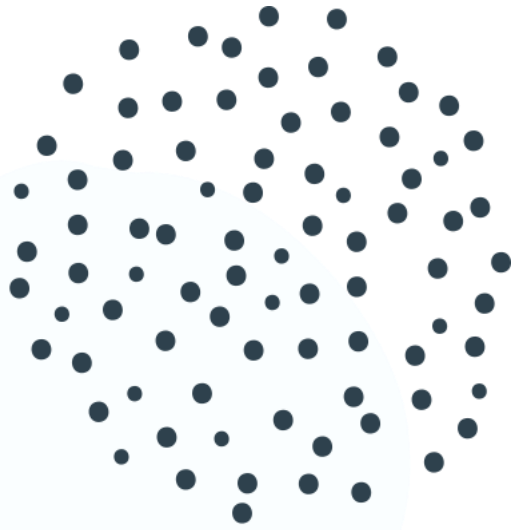


To ensure availability, accessibility, quality and readership of books across geographies and languages

Inspirational book will be developed and translated in all Indian languages - available at school and public libraries



# Curtailling Drop Out Rates



## INFRASTRUCTURE

- To provide effective and sufficient infrastructure so that students access safe and engaging school education at all levels from primary school to Grade 12

## UNIVERSAL PARTICIPATION

- To ensure students are enrolled in school
- Have suitable opportunities to catch-up and re-enter school

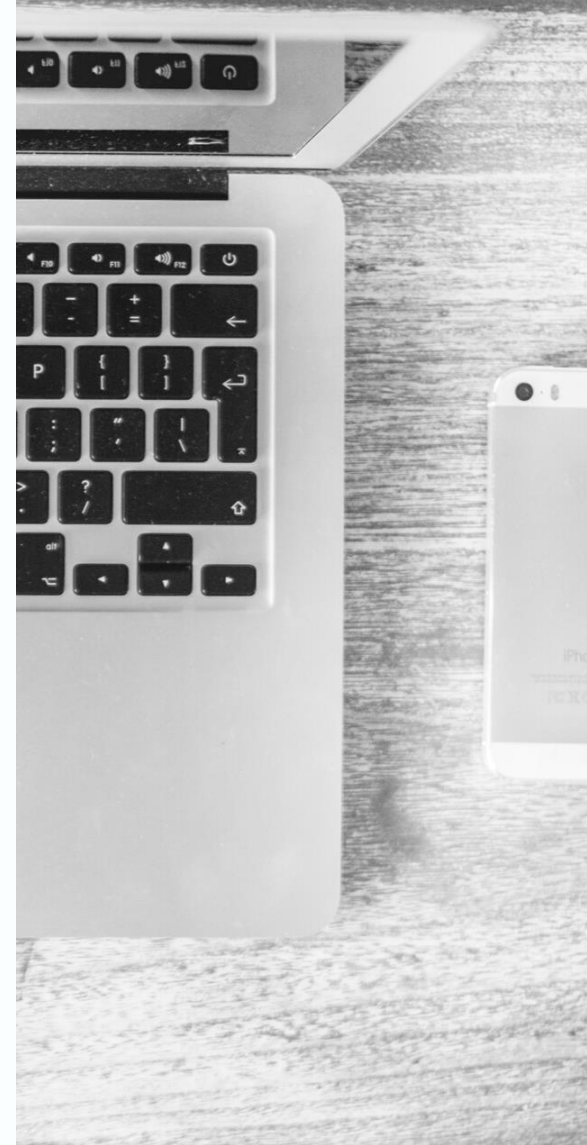
## QUALITY

- Ensuring quality to retain students, so that they do not lose interest in attending school (especially girls and students from SEDGs)



# NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

- will be expanded to meet the current needs off students
- will offer A,B,C levels grade 3,5,8
- Secondary education programs = Grade 10 &11
- Vocational education courses
- Adult literacy and life enrichment programmes
- states will be encouraged to develop SIOS



## THRUST OF CURRICULUM

Learning how to learn rather than rote learning

## ENHANCE ESSENTIAL LEARNING

Focus on key ideas, concepts  
applications, problem solving and  
critical thinking

## EXPERIENTIAL LEARNING

Hands-on learning, arts-integrated  
learning, sports-integrated learning  
to learn life skills

## FLEXIBILITY IN COURSE CHOICES

Greater flexibility in secondary  
school to choose subjects including  
PE, arts and crafts, vocational skills

# Holistic, Integrate, Engaging and Enjoyable Learning

# Multilingualism

## MEDIUM OF INSTRUCTION

Until Grade 5 or Grade 8 home language/ mother tongue/regional language/local language will be used where possible

## THREE LANGUAGE FORMULA

Languages learned will be the choice of states, regions and the students such that 2/3 languages are native to India

## CLASSICAL LANGUAGES

Sanskrit will be offered at all levels in school and higher education. It will be taught in experiential and contemporarily relevant ways









# Integration of Essential Skills, Subjects and Capacities

- To make students adaptable to a constantly changing world:

- Proficiency in languages,
- Evidence based thinking,
- Creativity and innovativeness
- Vocational exposure,
- Digital literacy,
- Gender sensitivity,
- Constitutional values,
- Knowledge of India,
- Environmental awareness,
- Sanitation and hygiene,
- Current affairs and knowledge of critical issues facing local communities, regions and international communities

# Integration of Essential Skills, Subjects and Capacities

## NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (NCFSE)

- NCFSE will be formulated by NCERT based on the principles of NEP 2020

## NATIONAL TEXTBOOK WITH LOCAL FLAVOUR

- Textbooks will contain core material deemed important by NCERT with nuances by SCERT
- Downloadable and printable versions of all textbooks will also be available

## TRANSFORMING ASSESSMENT

- Students will be tested on core capacities
- Students may take the exam on 2 occasions

# Integration of Essential Skills, Subjects and Capacities

## PARAKH

- National assessment centre as a standard setting body under MHRD for student assessment and evaluation for all recognised school boards in India

## NATIONAL TESTING AGENCY

- Will organize common aptitude test and specialized common subject exams twice a year for university entrance

## GIFTED STUDENTS

- Topic centered and project based clubs will be encouraged at all levels of school
- Olympiads and competitions in subjects will be taken to consideration for university entrance





## SERVICE ENVIRONMENT

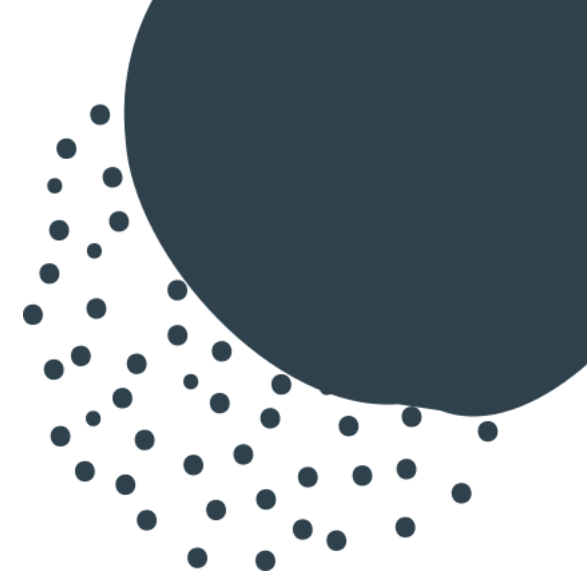
Teachers and local stake holders to be involved in governance of schools

## CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

- Platforms to share best practices will be developed
- Teachers will be expected to participate in at least 50 hours of CPD for their own professional development

## RECRUITMENT AND DEPLOYMENT

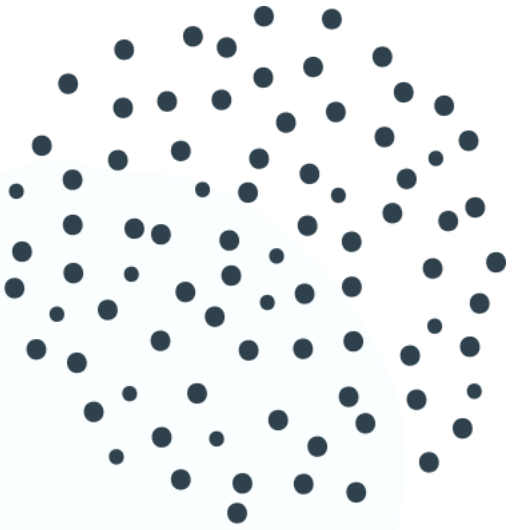
- Merit based scholarships for studying 4 year B.Ed programmes and preferential employment in local areas upon completion
- Schools to hire local eminent persons as 'master instructors' in various subjects



# Teachers



# Teachers



## PROFESSIONAL STANDARDS

National Professional Standards for Teachers (NPST) will be developed by 2022 by the Professional Standard Setting Body (PSSB) under the General education Council (GEC) in consultation with NCERT and SCERT

## TEACHER EDUCATION

- By 2030 the minimum degree qualification for teaching will be the 4-year integrated B.Ed
- Shorter local teacher education programmes will be available at BITEs, DIETs and schol complexes

## NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE)

NCFTE will be formulated by 2021 by NCTE in consultation with NCERT on the principles of NEP 2020

# Equitable and Inclusive Education

- Regions with large populations from educationally disadvantaged SEDGs should be declared as Special Education Zones (SEZs)
- Government will constitute a 'Gender Inclusion Fund' to provide Equitable Quality education to all girls and transgender students
- Policies and schemes designed to include students from SEDGs should be targeted towards girls in these SEDGs
- All scholarships, opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website

- By 2025, State/UT governments to adopt mechanisms to group or rationalize schools so that there are
  - Adequate counsellors, teachers and trained social workers
  - Adequate resources that can be shared such as libraries, science and skill labs and playgroup equipment
  - A sense of community to share best practices
  - To enhance cooperation among schools a pairing system will be introduced whereby one public school will be paired with one private school so that paired schools may interact and share resources and practices with each other

# School Complexes/ Clusters





# ACCREDITATION FOR SCHOOL EDUCATION

- Department of School Education will be responsible for overall monitoring and policy making of the public education system
- The education services and operations will be handled by the Directorate of School Education
- To ensure all schools follow minimal quality standards an independent State-wide body State Schools Standard Authority (SSSA) will be established
- Transparent self disclosure of regulatory information will be available and updated on the website maintained by SSSA and schools' websites.