



Summary of Yojana

February 2022

Theme: National Education Policy 2020

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NEP-2020: Vision and Pathways

Introduction

- The New Education Policy, aligned with India's aspirational goals of 21st century, proclaims to transform India into a global knowledge superpower.
- It intends 'to instill among the learners a deep rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds.'
- NEP-2020 has set 2040 as the deadline to fulfill the goals, targets, and pathways so that the child who gets entry into the education system under the new policy would exit with having gone through the new policy processes.

Universalisation of Education

- The New Education Policy aims at universalising school education (achieving 100% GER i.e. Gross Enrolment Ratio in preschool to secondary level) by 2030 and higher education (increasing the GER in higher education to 50 %) by 2035.
- Besides providing universal access and enrolment, the policy also suggests to undertake measures to bring back drop-out children to schools and to prevent this from occurring further.

Curricular and Pedagogical Restructuring

- NEP-2020 envisages restructuring of the existing curriculum and pedagogy in both school and higher education.
- It recommends modifying the existing 10+2 pedagogical structure in the form of a new structure of 5+3+3+4, having a strong base of Early Childhood Care and Education (ECCE) from the age of 3 years.
- NEP considers the 3-8 years age as the foundational stage of a child critical for his/her overall development.



- The curricular and pedagogical structure of school education should match with developmental needs and interests of learners at different stages.
- Multidisciplinary education based on liberal education is an academic and pedagogical approach to develop multiple capacities in the students by integrating formal and informal learning opportunities such as teaching, research, and community engagements and promoting interdisciplinary perspective academic practice.
- The policy also recommends building world class multidisciplinary Higher Education Institutions (HEIs) called Multidisciplinary Educational Research University (MERU).

Equity and Inclusion in Education

- NEP 2020 envisages achieving Equitable and Inclusive quality education for all. It reaffirms the commitment of bridging up the social category gaps in access, participation, and learning outcomes at all levels of education.
- The policy recommends declaring the regions with large populations from the Socio-Economically Disadvantaged Groups (SEDGs) as Special Education Zones (SEZs), where all the schemes and policies can be implemented more effectively.

Reforms for Effective Governance

- The policy sets up transformative agenda in governance for achieving the goals and targets in education.
- In school education, some of the major reforms include:
 - setting up school omplexes/clusters,
 - setting up of school standards and authority, and
 - reforming school examination boards.
- The governance reforms in higher education include setting up a single regulator on Higher Education Commission of India (HECI) with four verticals for regulation, namely National Higher



Education Resource Centre (NHERC) accreditation, National Assessment and Accreditation Council (NAAC), funding Higher Education Grants Council (HEGC).

Standard Setting and Accreditation for School and Higher Education

- The NEP-2020 advocates for the institutionalisation of effective quality assurance and accreditation system by establishing State School Standards Authority (SSSA) as an independent state wide body; in higher education the policy envisages to set up NAC as one of the verticals of HECI.

Vocational Education

- The policy aims to raise the status of vocational education by integrating it into the mainstream formal education.
- It is expected that by 2025, over 50% of the learners through the school and higher education system will have exposure to vocational education.

Quality Academic Research

- It calls for setting up the National Research Foundation (NRF) with a special mandate to foster research and innovation

Use of Technology

- The new NEP 2020 proposes to set up a National Educational Technology Forum (NETF) to serve as a platform to better the ideation process, improve learning, assessment, planning, and administration.



Raising Public Expenditure on Education

- The policy commits to raise the public expenditure on education to the recommended level of 6% of GDP as envisaged by the 1968 Policy.

Internationalisation of Education

- NEP 2020 points out that high performing Indian universities will be encouraged to set up campuses in other countries, and similar selected universities, e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

Promotion of Indian Languages, Art and Culture

- NEP-2020 advocates the use of Indian languages, art, and culture at all levels of education.
- The policy has proposed establishing an Indian Institute of Translation and Interpretation (IITI) to promote Indian languages.

Conclusion

- The gaps between the current and desired educational outcomes are to be bridged by major systemic reforms and suitable strategies/programme interventions from early childhood through higher education

Reinventing Teacher Education

Introduction

- The National Education Policy's stated goal is to "reinstate" teachers as the "most respected members of our society."
- Empowerment of teachers remains a recurrent theme in the policy.



- There has been a slow paradigm shift in the system of teacher education in India, with the successful introduction of National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, and Right to Education Act (RTE), 2009.
- The focus of the system has shifted away from disciplinarian, rote memorisation, to a collaborative construction of knowledge.
- The teacher education strategy is aimed at imbuing the teachers with skills to become facilitators of knowledge rather than gatekeepers of information.

Challenges

- There is the issue of a system of training and recruitment that is churning ill-equipped and poorly trained teachers.
- Teacher Education Institutions have been working in isolation from rest of the Higher Education Institutions (HEIs). The multidisciplinary education, essential in developing a well-rounded personality, has been missing in the Teacher Education Institutions.

Teacher Education Post NEP- 2020

- Teachers, today, need to keep abreast with the ever-evolving technology, changing market trends as well as continuously update themselves with the culture and beliefs that shape up the students of today.
- Teachers also need to play a more conscious role in supporting the parents, community, as well as school management in developing the child.
- Teachers also need to mentor students and link real-life experiences and skills with the curriculum that they teach.
- NEP 2020 has proposed to revise and revamp aspects of teacher education, in line with the current trends, including its structure, regulation, and governance, through radical action so as to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education in the country.
- NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice.



- The policy has put in place different interventions like Integrated Teacher Education Programme (ITEP), National Professional Standards for Teachers (NPST), National Mission for Mentoring (NMM) and at least 50 hours of Continuous Professional Development (CPD) for every teacher in a year.
- Multidisciplinary universities and institutions will be encouraged to establish education departments and run teacher education programmes.
- All stand-alone Teacher Education Institutes (TEIs) will be required to transform to multidisciplinary institutions by 2030.
- ITEP will teach cutting-edge pedagogy and offer a foundation in Early Childhood Care and Education (ECCE), Foundational Literacy and Numeracy (FLN), toy-based pedagogy, stage-based pedagogy, inclusive education, and a comprehension of India and its values.
- The roll out of National Professional Standards for Teachers (NPST) is a continuum in teacher education so far as it would cover expectations for the role of teacher at different levels of expertise/experience at different stages of his/her career, and the competencies required for that stage.
- A tech-enabled platform for self-assessment by teachers followed by a wide range of accrediting bodies (including SCERT/DIETs) will play a key role in assessing the beginner teacher, proficient teacher, expert teacher, and the lead teacher.
- NPST which sets clear benchmarks of the skills, competencies, disposition, and knowledge required among teachers, will also infuse a spirit of increased professionalism and healthy competition among teachers to be the best in their field as well as set clear pathways for career progression.
- National Mission for Mentoring (NMM) for schools will be operationalised by NCTE by creating a large pool of outstanding senior/retired faculty as potential mentors for mentees.
- The Department of School Education, NCERT are working with State Governments and SCERT to design short-term modules for assisting teachers in continuous professional development.
- NCERT under the aegis of the Ministry of Education (MoE), in collaboration with States/UTs and autonomous bodies have initiated the NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement).



Conclusion

- The multipronged approach adopted by NEP, 2020 is likely to revitalise the teacher education, allow bright students to opt for ITEP as a matter of choice rather than by chance, and interventions like NPST, NMM, CPD, etc. contribute to qualitative changes in teachers' pedagogic transaction.

Skilling Youth for Future

Introduction

- Vocational education in schools has been accorded high priority since National Policy on Education, 1986, and Centrally Sponsored Scheme of Vocationalisation of Secondary Education was launched in 1988.
- Currently, the scheme is being implemented as part of the Centrally Sponsored Scheme 'Samagra Shiksha' and has been aligned with the National Skills Qualification Framework (NSQF).
- The vocational subjects are introduced as an additional subject at the Secondary level and as a compulsory elective subject at Senior Secondary level.

Achievements

- Under Samagra Shiksha, 14,435 schools have been approved to impart Vocational Education.
- Currently, more than 1.5 million students are undertaking vocational education under Samagra Shiksha as a part of their Secondary and Senior Secondary curriculum.

Goal set by NEP

- NEP has set a goal that by 2025, at least 50% of learners through the school and higher education system, shall have exposure to vocational education.
- It also encourages different models of Vocational Education in schools so that locally relevant skill education can be offered in appropriate manner.



Several efforts to achieve these goals

- Provisions have been made to provide exposure to Vocational Education at Upper Primary level (Grade 6-8). The pre-vocational education programme to be introduced from Grades 6 to 8 will mainly focus on activity based teaching-learning.
- At Secondary and Sr. Secondary level, NSQF compliant vocational courses are offered to the students along with other academic subjects. NSQF is a nationally integrated education and competency-based framework.
- The State Governments have been advised that Vocational courses are to be treated at par with other academic subjects and accorded a similar status in the scheme of subjects.
- Employability Skills module consisting of Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills, and Green Skills has been made a mandatory part of the Vocational Courses.

Adaptability

- NEP aims to address integration of vocational education into all schools and Higher Education Institutions (HEIs). This provides mobility between general and Vocational Education.
- A unified credit accumulation and transfer framework is being devised for integration of academics and Vocational Education.

Coverage and Convergence

- To achieving the goal of up to 50% of learners into Vocational Education, Under Samagra Shiksha, new schools are being approved every year for the implementation of Vocational Education.
- In addition, the Hub and Spoke model is being implemented where schools with requisite infrastructure will act as hubs and provide skill education to the children from surrounding schools.



Way Forward

- Vocational Education and Training (VET) or Skilling Programmes will be successfully implemented if the supply of skilled manpower matches with the demand in the industry or the world of work. Therefore, it is important to assess the emerging requirements for knowledge and skills.
- Emerging trends, such as Internet of Things (IoT), machine learning, Artificial Intelligence (AI), and robotic process automation need to be explored besides the 21st century skills.

Quality Education for All

- Quality is more a systemic trait rather than only a feature of instruction or attainment.
- Attempt to improve quality of education will succeed only if it goes hand in hand with steps to promote equity and inclusion. This requires schools to be sufficiently equipped and prepared to address the diverse learning needs of all children with special focus on children belonging to SC, ST and Minorities, CwSN (Child with Special Needs), as well as the girl children.
- Another dimension of quality is to address the rural-urban divide and regional disparities as also the digital divide.
- The Section 29 of the RTE Act, 2009 provides for, an academic authority as notified by the appropriate government to lay down the curriculum and the evaluation procedure under sub-section (1), taking into consideration:
 - the values enshrined in the Constitution;
 - all-round development of the child;
 - building up child's knowledge, potentiality, and talent;
 - development of physical and mental abilities to the fullest extent;
 - learning through activities, discovery, and exploration in a child-friendly and child-specific manner
 - medium of instruction shall, as far as practicable, be in child's mother-tongue;



- The overarching 2030 Agenda for Sustainable Development Goals for Education (SDG 4) also commits to provide inclusive and equitable quality education at all levels.
- However, the challenges remain in the provision of quality of education for all. Some of the major challenges are persistent gaps in learning outcomes, including lack of clear definition and lack of understanding of the same among teachers and parents.
- There is a need to orient the entire education system towards achievement of learning outcomes.
- With the National Education Policy (NEP) 2020, there is a paradigm shift in the teaching-learning process from the traditional teacher-centred to learner-centric approach.
- The policy stresses on the core principles that education must develop not only the cognitive skills– both ‘foundational skills’ of literacy and numeracy
- The new policy proposes revamping of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century, while remaining consistent with India’s traditions and value systems.

Enhancing Quality of School Education

- The Samagra Shiksha Scheme was launched in 2018-19 as an overarching centrally sponsored scheme for school education, with focus on contextual, experiential, and holistic learning.
- It has been formulated in accordance with the Sustainable Development Goal for Education (SDG-4) and in 2021-22, it has been aligned with recommendations of NEP 2020 to ensure inclusive and equitable quality education.
- The Scheme focuses on improvement in quality of education by providing support for different interventions to all States and UTs, like in-service training of teachers and school heads, conduct of achievement surveys at State and National level, composite school grant to every school for providing a conducive learning environment
- Further, to improve the quality of education in the country, the Government has taken several steps:
 - The Central RTE Rules 2010, were amended on 20 February, 2017 to include reference on class-wise, subject-wise learning outcomes at the elementary level.



- The National Achievement Survey (NAS) is conducted periodically to enable a health check on the education system, identify gaps in learning outcomes, and take remedial steps.
- Focus on teachers' training and capacity building: National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a first of its kind teacher training programme under Samagra Shiksha.
- National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) has been launched on 5 July 2021, for ensuring that every child in the country attains Foundational Literacy and Numeracy (FLN) at Grade 3 by 2026-27.
- Digital Initiatives: The Government accords high priority to provision of ICT labs and smart classrooms in schools at the upper primary to senior secondary level, which are supported under Samagra Shiksha.
- PM eVidya: It unifies all efforts related to digital/online/on-air education to enable coherent multi-mode access to education. It includes access to a variety of e-resources in 33 languages including Indian Sign Language over DIKSHA.
- PM Poshan Shakti Nirman covers all children of Balvatika to Class VIII in Government and Government-Aided schools for provision of supplementary nutrition at school.
- Home-based learning is an alternative method in times of pandemic when schools remain closed. Parent and community participation can go a long way in helping children.
- SAFAL (Structured Assessment for Analysing Learning levels): It will focus on testing for core concepts, application-based questions, and higher order thinking skills.
- School Quality Assessment and Accreditation (SQAA)
- Assessment: The shift is towards Competency based learning i.e. children advance to the next level only upon mastering the current level of learning outcomes defined for each grade.
- Capacity Building and Teacher Training: NEP recommends that teachers be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their profession.

Conclusion

- The increased focus on improving overall quality of education by introducing new policy reforms like
 - encouraging multilingualism,



- research, innovation,
 - curriculum reforms technology-enabled teaching,
 - innovative pedagogy, and
 - providing prevocational skills
- All these depict the Government's commitment towards transformation of school education, bridging the learning gaps, and providing education to the last child in the last mile.

Equitable and Inclusive Education

Barkhaa: A Reading Series for 'All'- Encourages Inclusive Education

- The National Education Policy 2020 makes available the provisions for exemplars like Barkhaa: A Reading Series for 'All' and other accessible material.
- NEP 2020 has clarified a move to prioritise "the inclusion and equal participation of children with disabilities in ECCE and the schooling system
- NEP is also affirming a commitment to actualising the provisions of RPwD Act, 2016 on adapting the schooling system to the needs of children with disabilities so that children with and without disabilities learn together, and also the SDG 4 - To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Accessibility in the Current NCERT Curriculum

- It is imperative that textbooks espouse ideas that are inclusive, that are representative of people and stories of diverse backgrounds and abilities.
- Inclusion is covered in various forms in the textbooks— in chapters, poems, notes for teachers, and evaluation questions.
- In the primary classes, this is done through the activities which involve all children through the use of concrete objects along with stories and class engagement activities.



- When it comes to accessing NCERT textbooks, efforts have been made via print and digital initiatives. On the ePathshala portal, e-versions are freely available for all textbooks from grades 1-12.
- The ePathshala mobile app allows for Text To Speech (TTS) which makes the content accessible to persons with disabilities related to low vision.

Barkhaa: Reading for 'All' Children

- The Barkhaa Reading series was developed originally by the Department of Elementary Education (DEE) at the NCERT, and consisted of 40 slim storybooks in Hindi
- Barkhaa: A Reading Series for 'All' is an attempt to provide reading material in both print and digital versions with additional accessible features. In the print version, there is braille and text on the same page, along with tactile and high resolution images, page gradation, and other features that make the stories of Barkhaa accessible to children with various disabilities and create a better reading experience for all the children.
- The features give a multi-sensory experience to readers - auditory and visual. They create reading environments where children with disabilities can read together with their classmates, parents, and teachers.
- The material also introduces young children to sign language and braille, hence creating a foundation to nurture inclusive attitudes in the early years.
- Over the years, the digital version of Barkhaa: A Reading Series for 'All' has been widely used and received an overwhelmingly positive response.
- It is accessible on smartphones, tablets, laptops, desktops, and with features such as changing the background and font colours to suit vision needs, it sets the stage for reading for many children with and without disabilities.

Accessible Textbooks for 'All'

- NCERT's module 'Towards Accessible Textbooks for All' in collaboration with the National Institute of Special Education, the Republic of Korea, took forward the learning from the Barkhaa series to adapt



nine stories and poems from NCERT textbooks of Class 1 to 5 into accessible digital formats (different types of audio tracks, videos which included sign language).

- For any accessible reading material, it is important that the content to be adapted is also inclusive. This means that the material must show diverse characters, and they must be relevant for children from different backgrounds.

E-Content for Accessibility

- The e-content guidelines by NCERT were in the works before the Covid-19 pandemic, building on the Universal Design for Learning (UDL)-based exemplar materials already developed and the ways in which e-learning could be made more accessible for all, particularly children with disabilities.
- With online education, came a surge in the number of e-learning platforms and digital content. However, this did not necessarily mean that all platforms and content were inclusive or accessible to students from diverse backgrounds and abilities.
- The Guidelines for the Development of e-content for Children with Disabilities thus proved a timely intervention. They aim to promote the development of high-quality accessible content for children with disabilities and strengthen momentum for inclusive classrooms as envisioned in NEP 2020.
- They are framed on the basis of four cardinal principles, namely, that the e-content must be:
 - perceivable- students must be able to perceive content via any sense,
 - operable- students must be able to manipulate and control the content,
 - understandable- students should be able to comprehend the content and the operations such as the instructions, and
 - robust, which means that students should be able to access the content on a range of devices— a laptop, a desktop, a tablet, or a smartphone

Way Forward

- Inclusion in education is a process- it will not take place overnight with NEP 2020, nor with any single project or publication.



- But all of these are critical landmarks on our path towards building a society which is inclusive and just for all children.

Nipun Bharat Mission

Introduction

- Foundational learning plays a critical role in the effective development of learning among students in successive grades. Better learning outcomes and higher economic growth are the major implications of foundational learning.
- It focuses on the children's ability to read and meaningfully comprehend and apply the basic mathematical concepts in real life.

Nipun Bharat Mission

- This mission is attentive with its objective to the widespread universal acquisition of Foundational Literacy and Numeracy.
- This will enable every child to procure desired learning competencies in reading, writing and numeracy in the next five years.

Target areas of the mission

- 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
- Vidya Pravesh aims to establish access to Early Childhood Care and Education to make the students familiar with the learning environment.

Way Forward

- Considering the effectiveness of the intervening policies and active participation of all the stakeholders, the right time has arrived to promote foundational learning with attentiveness which would act as a transformative step towards the advancement of learning methodologies in the country.
- Therefore, it is envisaged that the NIPUN Bharat Mission will set up a landmark in bringing significant learning outcomes that will benefit and shape the future of this country.