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NATIONAL EDUCATION POLICY

School Education

Agenda

- Vision and Key Principles
- Universal Access and Early Childhood Education
- How children will Learn - Curricular and Pedagogic structures
- Curriculum - Learning Outcomes - Competencies
- Schools - Complex - Accreditation
- Teachers - Education and Development
- NEP - New Features
- Key Focus Areas - Equity - Gender - Special Needs
- Goals and Implementation Plan

Key Principles of NEP

- **Respect for Diversity & Local Context**

In all curriculum, pedagogy, and policy.

- **Equity & Inclusion**

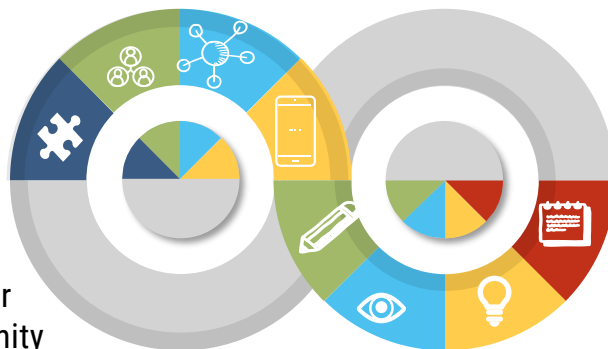
As the cornerstone of all educational decisions.

- **Community Participation**

Encouragement and facilitation for philanthropic, private and community participation.

- **Use of Technology**

In teaching and learning, removing language barriers, for Divyang 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 at Anganwadis/Pre-school/Balvatika

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" or "Balvatika" (that is, before Class 1)

Implementation to be jointly carried out by Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs

Ensuring Universal Access to Education at all levels

Multiple Pathways

Multiple pathways to learning; involving both formal and non-formal education modes

Build Schools

Promoting both governments and non-governmental philanthropic organizations to build schools

Learning Outcomes

Focus will be on achieving desired learning outcomes at all levels

Bring Back Drop-outs

To bring drop out children back to school

Alternative Centers

Alternative and innovative education centers

Peer Tutoring

Suitable for all categories business and personal presentation



Expected Outcomes

- **Universalisation of Access** – from ECCE to Secondary
- Ensure **equity and inclusion**
- Bring back 2 crores **out-of-school children**
- Attain **SDG goals** 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 children will learn ?

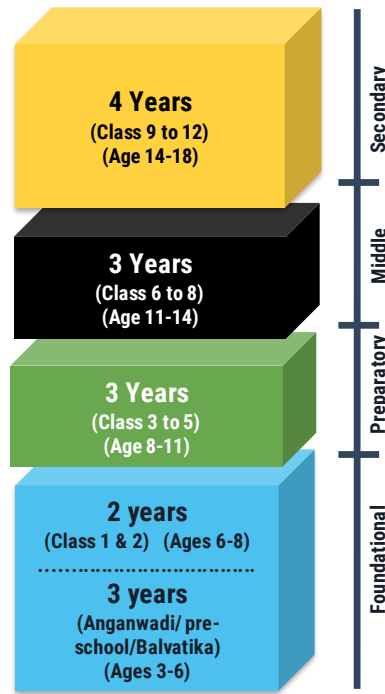
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Transforming Curricular & Pedagogical Structure

Existing Academic Structure



New Academic Structure



New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in 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

ECCE Framework

NCPFECE

National Curricular and Pedagogical Framework for Early Childhood Education (NCPFECE) will be drafted by NCERT

Research and Best Practices

NCPFECE will be aligned with the latest research on ECCE, and national and international best practices



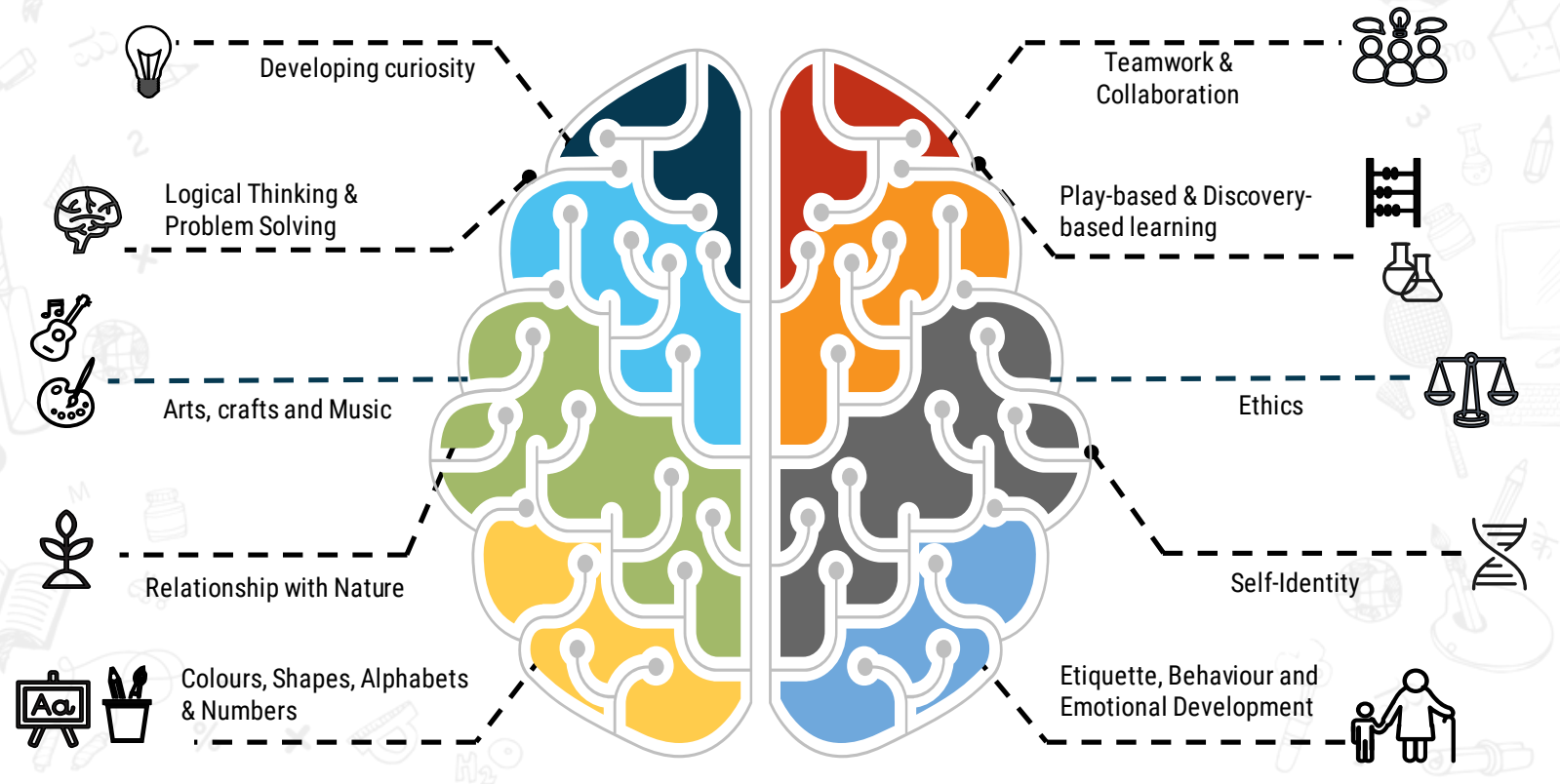
Multi-faceted Framework

Comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement

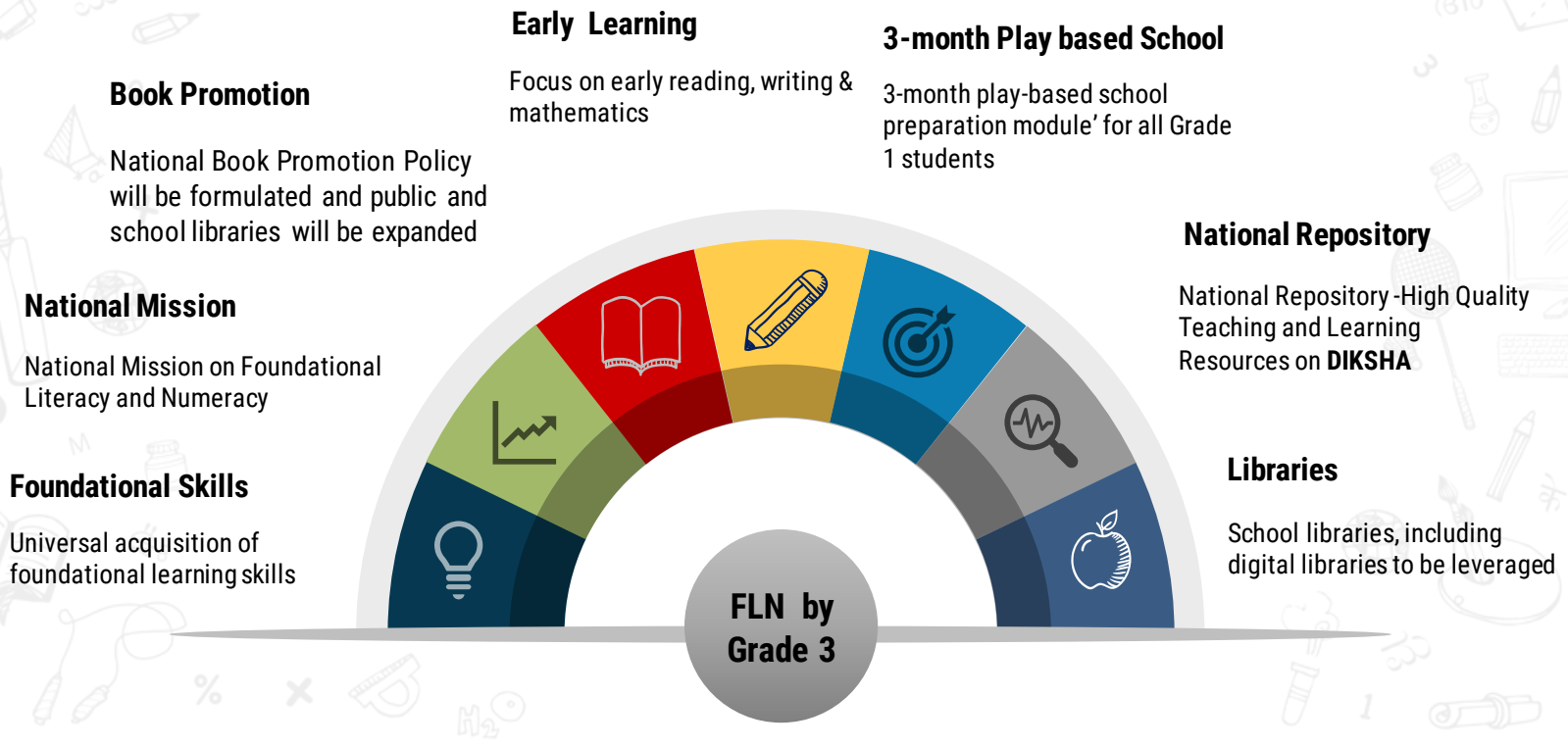
School Preparation Module

A 3-month play-based 'school preparation module' for all Grade 1 students to be developed by NCERT

Early Childhood Education: Learning in the Formative Years



Attainment of Foundational Literacy And Numeracy by Grade 3 in Mission mode



Curriculum

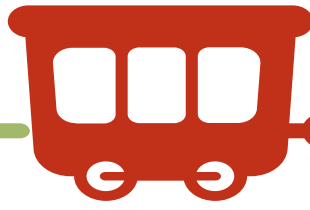


Reduction in Curriculum



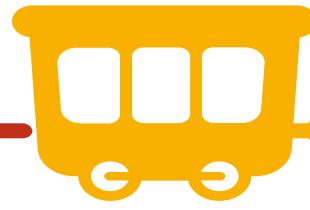
Core Essentials

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 school bags

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 combination 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


Textbook with local content and flavour




All textbooks to contain only essential core material while capturing any desired nuances and supplementary material as per local contexts and needs



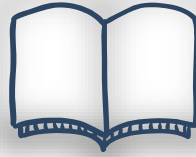
States to prepare their own **curricula** and textbooks based on NCERT curriculum and textbooks, incorporating **State flavour** and material as needed



Affordable, high-quality and energised textbooks to be provided along with **free digital version on DIKSHA Platform**



Concerted efforts, through suitable changes in curriculum and pedagogy to significantly **reduce the weight of school bags and textbooks**



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



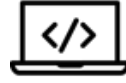
Computational thinking

Increased emphasis on mathematics and computational thinking throughout the school years



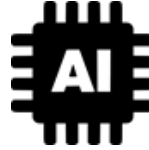
Mathematical thinking and problem solving

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



Computational thinking

Activities involving coding will be introduced in Middle Stage



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)

Knowledge of India

Video documentaries on inspirational luminaries of India, in science and beyond.

Students will be given a logical framework for making ethical decisions at a young age.

In later years, expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy.

Traditional Indian values and all basic human and Constitutional values will be developed in all students.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

Basic training in health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included.

Will be incorporated in an **accurate and scientific manner** wherever relevant.

Indian Knowledge Systems, including **tribal knowledge** and **indigenous and traditional ways of learning**, will be covered.

Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.

Curriculum to include knowledge from ancient India to modern India as well as future aspirations.

Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs will be part of curriculum.

Examinations in 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



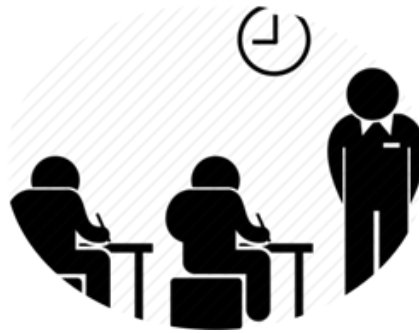
The results of school examinations will be used only for developmental purposes and for continuous monitoring and improvement of the schooling system

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), and PARAKH



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 through PARAKH National Center

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

Holistic Progress Card

States/UTs to redesign Progress Cards in schools to make them holistic, 360-degree, multidimensional report

Progress card will include self-assessment, peer assessment, and teacher assessment

Cards to reflect the progress and uniqueness of learner in the cognitive, affective, socio-emotional, and psychomotor domains

Progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., to be included in report cards

The holistic progress card will actively involve parents in their children's education and development.

AI-based software to be developed to help track growth through school years and to help students make optimal career choices.

Multilingualism and the Power of Language Learning

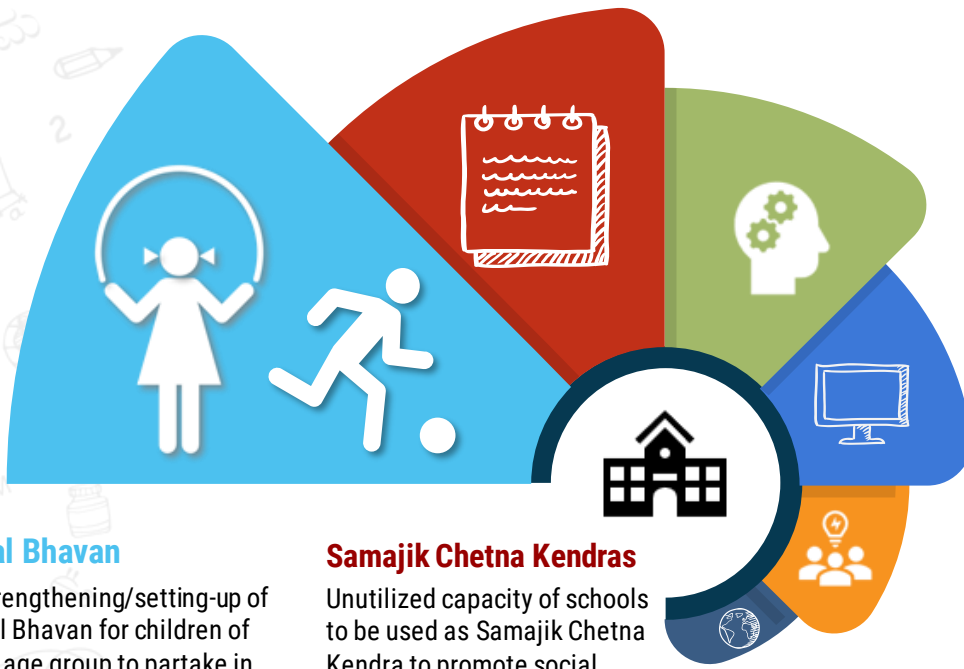
- **Medium of instruction** upto grade 5, and preferably till Grade 8 and beyond, will be **home language/ mother-tongue/ local language**
- **'The Languages of India'** a fun project/ activity on to be taken by every student
- **Three languages** to be taught will be decided by state/UT
- **All classical languages** will be widely available in schools as options

தமிழ் गुजराती
ଓଡ଼ିଆ ಕನ್ನಡ
বাংলা मराठी
नेपाली ਪੰਜਾਬੀ
తెలుగు اردو

Schools



School Complexes/Clusters



Bal Bhavan

Strengthening/setting-up of Bal Bhavan for children of all age group to partake in art-related, career-related, and play-related activities

Samajik Chetna Kendras

Unutilized capacity of schools to be used as Samajik Chetna Kendra to promote social, intellectual, and voluntary activities

Sharing Resources

Enable sharing of human & infrastructural resources

Efficiency

Efficient expedition and resourcing for schools through building school complexes

Planning

Development of short-term and long-term plans (SDPs)

Governance

Effective governance of schools

Integration

Better integration of education across all levels through connected schools and shared teachers and resources

Pairing Schools

Twining/pairing of one government school with one private school across the country

Standard-setting and Accreditation

1

✓ Setting up State School Standards Authority (SSSA)

✓ Self-disclosure of all the basic regulatory information of all schools at SSSA and School website

2

✓ To ensure all schools follow certain minimal professional and quality standards

3

✓ Development of School Quality Assessment and Accreditation Framework (SQAAC) by SCERT & NCERT

✓ Periodic 'health check-up' of the overall system through a sample-based National Achievement Survey (NAS)

4

✓ Public and private schools (except the Central Government schools) will be assessed and accredited on common minimum criteria

✓ Private/philanthropic schools to be encouraged and enabled to play a beneficial role.

Teachers



Teacher Education

**4 year
Integrated
B.Ed**

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

2 year B.Ed

For applicants with an existing Bachelor's Degrees in other specialized subjects

1 year B.Ed

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities

Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme to also provide blended and or ODL mode of teaching to students in remote areas.

Teacher Education

**4 year
Integrated
B.Ed**

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

2 year B.Ed

For applicants with an existing Bachelor's Degrees in other specialized subjects

1 year B.Ed

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

All B.Ed. programmes will include training in time-tested techniques in pedagogy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning

Teacher Education

**4 year
Integrated
B.Ed**

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

2 year B.Ed

For applicants with an existing Bachelor's Degrees in other specialized subjects

1 year B.Ed

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

Shorter local teacher education programmes to be available at BITEs, DIETs, or at school complexes for eminent local persons who can be hired to teach at schools as 'master instructors', for promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts

Improving Teacher Education

All teacher education programmes to be conducted within composite multidisciplinary institutions.

Stringent action against substandard stand-alone Teacher Education Institutions (TEIs).

National Higher Education Regulatory Council (NHERC), to function as single point regulator for higher education sector including teacher education

New and comprehensive National Curriculum Framework for Teacher Education (by 2021)

NTA testing for admission to B.Ed.



Only educationally-sound, multidisciplinary, and integrated teacher education programmes to be made available



Merit based scholarships for 4 year B.Ed. Integrated

Setting-up of National Mission for Mentoring with a large pool of outstanding senior/retired faculty



Teacher Eligibility Tests (TETs) at all stages will be strengthened

Teacher recruitment and deployment

Strengthening TETs

Teacher Eligibility Tests (TETs) for all teachers across Foundational, Preparatory, Middle and Secondary stage in both public and private schools

Tech based planning for teacher recruitment

Technology-based planning and forecasting of teacher-requirement to assess expected subject-wise teacher vacancies over next two decades

Certificate Courses

Developing specialization for subject or generalist teachers, teaching children with disabilities / Divyang children, during pre-service teacher preparation with synergy between NCTE and RCI

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Transparent transfer system

Online computerized system for teacher transfers to ensure transparency

Test score and demonstration - part of recruitment

Subject score from TET or NTA tests and classroom demonstration to be taken into account for recruitment of subject teachers

Restructuring of NCTE

NCTE to be restructured as a Professional Standard Setting Body (PSSB) under General Education Council (GEC)

Empowering Teachers

A **technology-based** comprehensive teacher-requirement planning forecasting exercise to be conducted by each State.

Career growth to be available for teachers within a single school stage i.e., Foundational, Preparatory, Middle, or Secondary

National Professional Standards for Teachers (**NPST**) by 2022

Improving **Service Environment** through better infrastructure at school



Teachers to have more **autonomy** in choosing aspects of pedagogy in classroom teaching

Academic leadership positions to be made available for teachers.

Teacher Professional Development

- Merit based tenure track system
- Min. 50 hours of Continuous Professional Development (CPD)

School Leadership

Necessary facilities for the initial professional preparation of these educators and their Continuous Professional Development (CPD)

CPD opportunities will, in particular, systematically cover the latest pedagogies



At least 50 hours of CPD for teachers based on their own interest and professional areas

Ample opportunity to get upskilled on latest pedagogy related to foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, individualised and competency-based learning and related pedagogies

Key Focus Areas

Focus on Socio-Economically Disadvantaged Groups (SEDGs)

SEDGs can be broadly categorized based on:

- **Gender identities** (particularly female and transgender individuals),
- **Socio-cultural identities** (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities),
- **Geographical identities** (such as students from villages, small towns, and aspirational districts),
- **Disabilities** (including learning disabilities), and
- **Socio-economic conditions** (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).



Separate strategies will be formulated for focused attention for reducing each of the category-wise gaps in school education.

Ensuring Equity

Interventions

The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance will be targeted in a concerted way for Socio-Economically Disadvantaged groups - SEDGs.

Special Mechanisms

Special mechanisms for children belonging to tribal groups to receive quality education

Learning Outcomes

Focus on attainment of learning outcomes of children belonging to SC/ST/OBC

SEZs

Large populations from SEDGs to be declared Special Education Zones (SEZs)

Fee Waivers

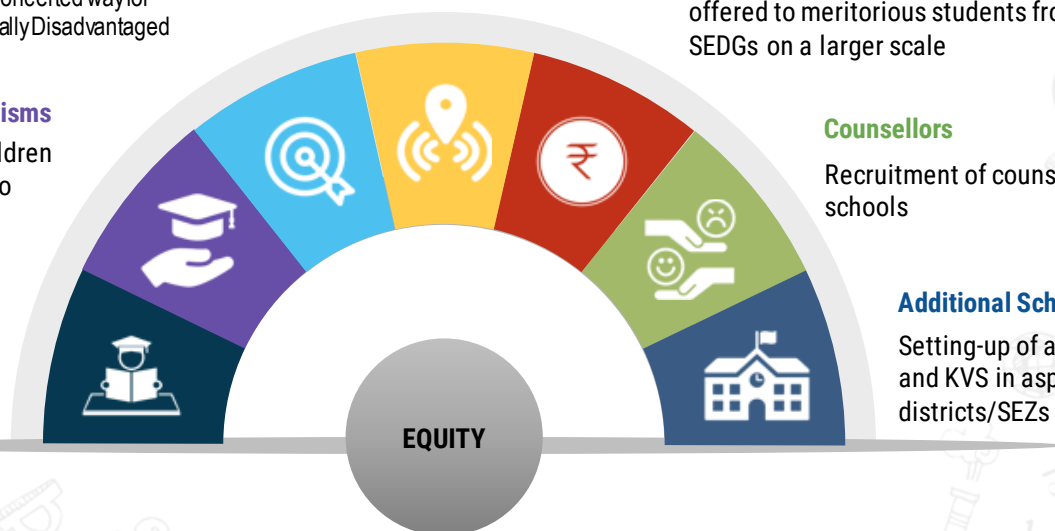
Fee waivers and scholarships will be offered to meritorious students from all SEDGs on a larger scale

Counsellors

Recruitment of counsellors in schools

Additional Schools

Setting-up of additional JNVs and KVS in aspirational districts/SEZs



Gender

Safety and Rights

Careful attention to safety and rights of all children particularly girls to retain them in school

KGBVs

Strengthening and extension of KGBVs up to grade 12

Gender Inclusion Fund

Gender-Inclusion Fund for female and transgender students



Gender Sensitivity

'Gender Sensitivity' to be an integral part of curriculum

Bridging Gender Gap

Focus on bridging the Gender Gap and provide equal opportunities to all.

Policies targeted for Girls

Thrust on designing policies and schemes targeted towards female students in the SEDGs

Supporting Children with Special Needs (CWSN)

Regular Schooling

Children with special needs will be integrated in the regular schooling process from elementary to higher education levels

Modules

NIOS will develop high-quality modules to teach Indian Sign Language

Certificate Courses

Certificate courses for pre-service and in-service teachers to become special educators

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Enabling Mechanisms

Enabling mechanisms for CWSN or Divyang to receive quality education

Assistive Devices and Orientation to Parents

Technology enabled assistive devices/tool for CWSN and orientation of the tools/devices for parents/caregivers

Alternative Schools

Alternative forms of schools will be encouraged to preserve the alternative pedagogical styles

Integrating Vocational Education at All Levels

Practice Based Curriculum

A practice-based curriculum for Grades 6-8 to be appropriately designed

Skill Gap Analysis

Focus areas based on skills gap analysis and mapping of local opportunities

Open Distance Learning Mode

Courses to be offered through Open and Distance Learning (ODL) mode.

Exposure to vocational education

By 2025, at least 50% of learners shall have exposure to vocational education

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LokVidya

'LokVidya', knowledge developed in India, will be made accessible to students

Skills Framework

National Skills Qualifications Framework will be detailed further for each discipline vocation / profession

Vocational Crafts

All students of grades 6-8 will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. to develop a vocational craft

Setting up of PARAKH

PARAKH

Setting-up of National Center for Performance Assessment, Review and Analysis of Knowledge for Holistic development (PARAKH)



Assessments

Shift towards competency based assessments



21st Century Skills

Promoting critical and creative thinking aligned to the 21st century in classrooms

Objectives of PARAKH

- Setting norms, standards and guidelines for assessment and evaluation
- Guiding the State Achievement Survey (SAS)
- Conducting the National Achievement Survey (NAS)
- Monitoring achievement of Learning Outcomes in the country

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



Efforts for interventions in **rural areas and in regional languages** to ensure widespread participation

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

Online and Digital Education

Inclusion and Access

Enhance Educational Access To Disadvantaged Groups including Divyang students

Blended Learning

Emphasis on effective models of blended learning

Content Creation

Content creation, digital repository, and dissemination. Technology Integration In Teaching, Learning & Assessment

Digital Platforms

Digital platforms and ongoing ICT-based educational initiatives to be optimized and expanded

Pilot Studies

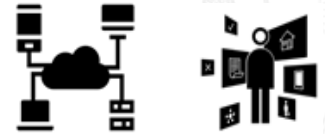
A series of pilot studies to be conducted

Expansion of Platforms

Expansion of existing e-learning platforms - DIKSHA, SWAYAM, etc.



ONE NATION
ONE DIGITAL PLATFORM



Adult Education and Lifelong Learning

Innovative Initiatives

Innovative initiatives for adults with the help of community participation and technology integration

Integration with HEIs

Integration of Adult Education Centres (AECs) with HEIs and other public institutions

Technology Based Options

Technology-based high quality options for adult learning such as apps, online courses/modules, satellite-based TV channels

Online Books

Online books, ICT-equipped libraries, Adult Education Centres, etc. to be developed through government and philanthropic initiatives



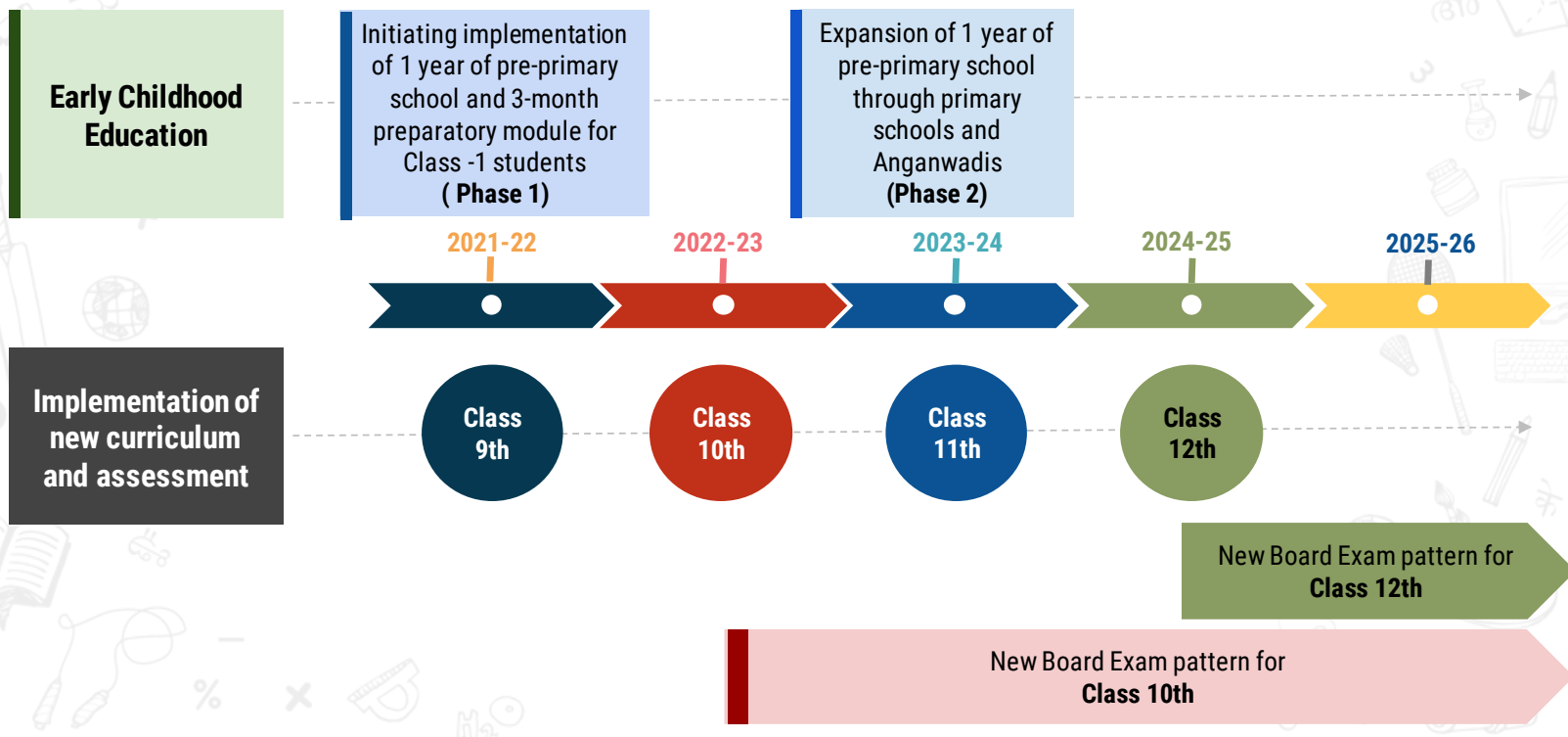
The Adult Education Curriculum To Include Following Five Types Of Programme:

- A. Foundational Literacy And Numeracy
- B. Critical Life Skills
- C. Vocational Skills Development
- D. Basic Education
- E. Continuing Education

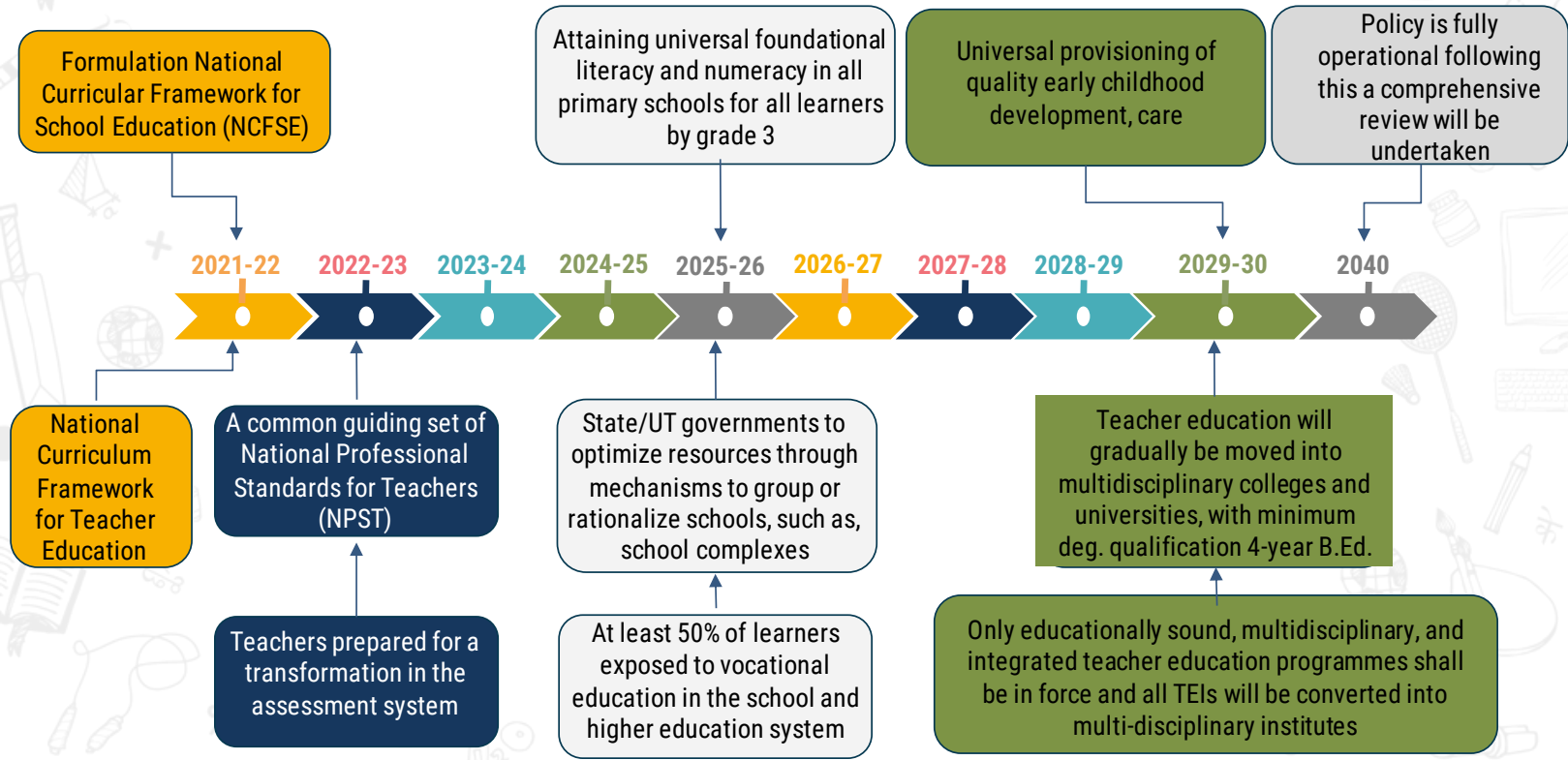


Goals & Timelines for the implementation

Timeline for Implementation of ECE and new Assessment pattern



Timelines for Implementation in NEP 2020



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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 resource sharing

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 (atleast)

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)

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, NTA test 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

7

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

8

A decorative border of various school and science icons surrounds the central text. On the left, icons include a book, calculator, pencil, paper airplane, numbers 3, 2, and 1, a globe, a microscope, a beaker, and mathematical symbols like a plus sign, percent sign, and multiplication sign. On the right, icons include a soccer ball, a box, a beaker, a computer monitor, a keyboard, a tennis racket, a pencil, a globe, a microscope, a test tube, and a rolled-up paper. The icons are rendered in a light gray, line-art style.

Thank you.