

IMPLEMENTING THE NATIONAL EDUCATION POLICY 2020

**EDUCATION CONCLAVE
11th SEPTEMBER 2020**

Recommendations – NEP 2020 - illustrative

State School Standards
Authority (SSSA)

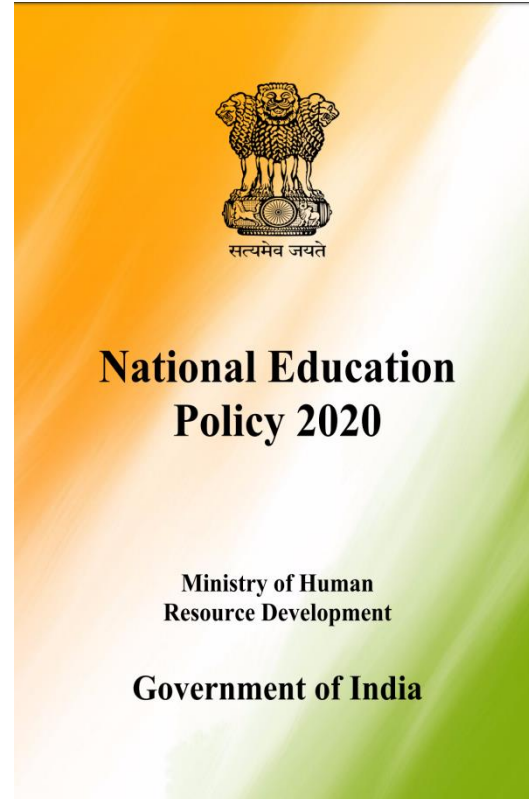
National Professional Standards for
Teachers (NPST)

Teacher Education Institution
(TEI) reforms

No silos

Use of technology

Mother tongue/ Home language



NCF for ECCE, SE, TE & AE

FLN Mission

1 year preparatory class -
ECCE

Early Vocationalization

Competency based education

PARAKH

Exam reforms

Aim of the Ministry



01

Reach/ knowledge

Ensure policy reaches all stakeholders such as:

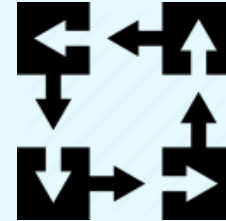
- States
- Schools
- Teachers
- Parents
- Communities



02

Plan

- Broadly at central level
- In detail at state level
- In micro-detail at organization level



03

Implementation

Devise a clear implementation strategy with distinct responsibilities , timelines and outcomes at all levels



04

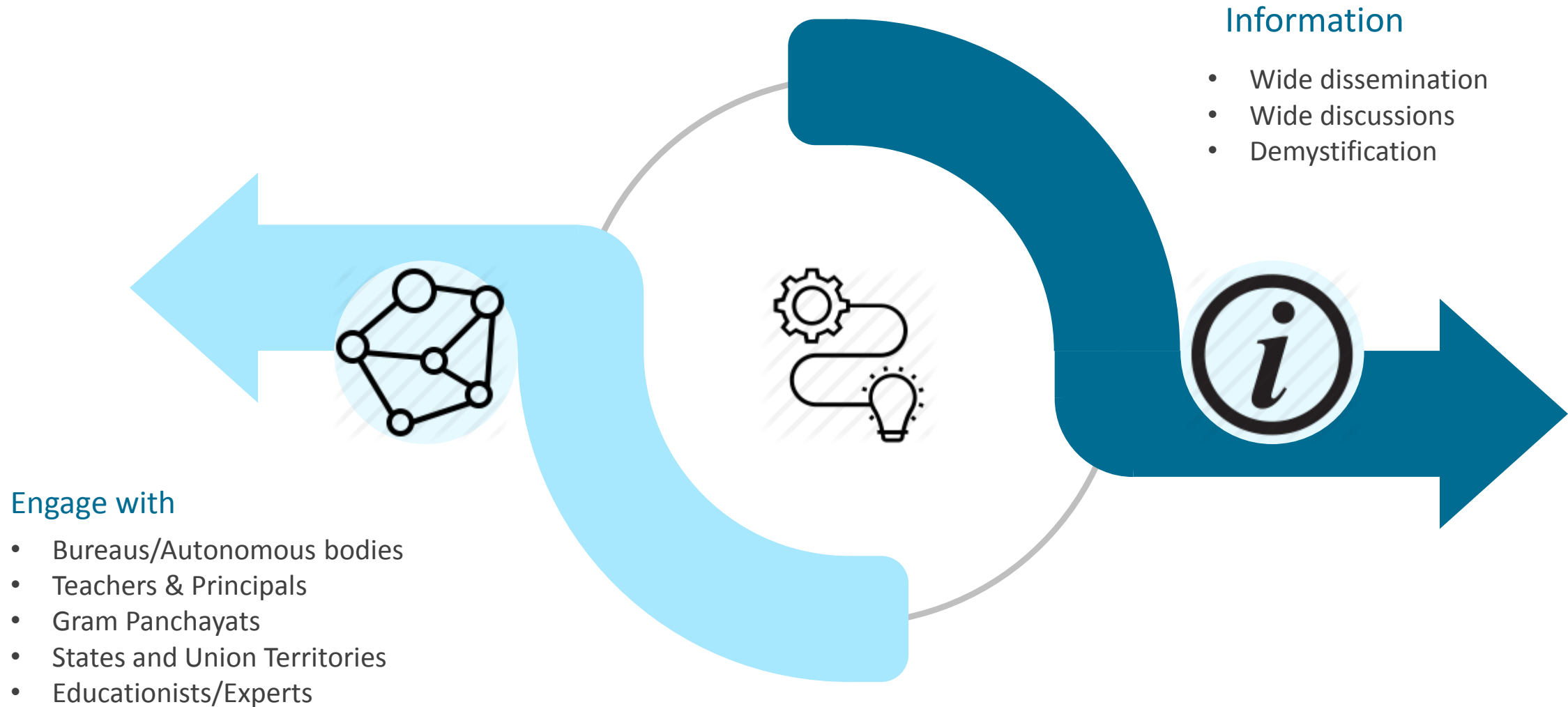
Monitor and Guide

Robust systems

Support/guide innovative projects

Define goals and targets

Our approach to implementation 1/3



Our approach to implementation 2/3



Our approach to implementation 3/3

- 300 tasks identified
- Organization wise responsibilities for each task identified
- Timelines estimated
- Implementation begins with NCF
- Post development of NCF, SCF will be initiated
- Post NCF, CBSE, KVs and JNVs will initiate reforms
- Redesign of textbooks by NCERT from 2021 -2024 in 3 phases
- Redesign of textbooks by SCERTs from 2021 -2024 in 3 phases
- Teacher trainings from 2021 - 2024
- Board reform by CBSE to be completed by 2025-2026

Non-Financial - examples

- 1 **NCF for school education**
- 2 **NCF for early childhood education**
- 3 **NCF for teacher education**
- 4 **NCF for adult education**
- 5 CBSE board exam pattern change from 2021-22 onwards
- 6 Teacher resources on competency based education on Diksha
- 7 National Professional Standards for Teachers (NPST) by NCERT
- 8 Guidelines for gifted children
- 9 Holistic Progress Cards
- 10 School Quality Assurance and Accreditation framework
- 11 Various Guidelines

Financial - examples

- 1 Launch of mission for foundational literacy and numeracy
- 2 Formation of PARAKH
- 3 Phase 1 of implementation of Preparatory class of ECE
- 4 Special Education Zones
- 5 Teacher capacity building – 50 hours CPD
- 6 Setting up of SSSA

Task number	Task	Responsibility	Timeline
	related to curriculum to be incorporated in the curriculum framework.		
Task 94	NCERT will develop and publish revised National Curriculum Framework and related documents by involving all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedure.	NCERT	2021
Task 95	Meanwhile, SCERTs to initiate consultations, workshops, and seminars with various stakeholders on different aspects of curriculum, to develop curricular perspectives in the States/UTs.	SCERT	2021
Task 96	SCERTs to undertake development of State Curriculum Framework by adoption/adaptation of the National Curriculum Framework.	SCERT	2022
Task 97	SCERT will setup Syllabus and Textbook Development Teams. The team will start work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. Also, while the SCF is being worked upon, this grade and subject wise committee of textbook experts need to start working on the new framework of textbooks.	SCERT	2022-2024
Task 98	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks (in three phases), both, in print as well as e-content form in case the state chooses to develop its own textbooks.	NCERT, SCERT	2021-2024
Task 99	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21 st century skills, etc.	NCERT, SCERT	2023-2030
Task 100	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session.	NCERT, CBSE, KVS and JNV	2021-2022
Task 101	Similar exercise will be undertaken by SCERTs and state BOAs to prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session.	SCERT, BoAs	2021-2023
Task 102	For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its	CBSE, NIOS and KVS, JNV	2021-2023

Ministry of Education (MoE)	All States & UTs	National Council for Educational Research and Training (NCERT)	National Institute of Educational Planning and Administration (NIEPA)	National Assessment Centre – PARAKH
Department of Higher Education, MOE	Higher Education Institutions & IGNOU	Ministry of Women and Child Development (MoWCD)	Ministry of Social Justice and Empowerment (MSJE)	National Committee for the Integration of Vocational Education (NCIVE)
Ministry of Tribal Affairs (MoTA)	National Council for Teacher Education (NCTE)	National Higher Education Regulatory Council (NHERC)	National Testing Agency (NTA)	Boards of Assessment
Central Board of Secondary Education (CBSE)	Jawahar Navodaya Vidyalayas (JNV)	Kendriya Vidyalaya Sangathan (KVS)	National Institute of Open Schooling (NIOS)	Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)
Rehabilitation Council of India (RCI)	State Council of Educational Research and Training (SCERT)	District Institute of Education and Training (DIET)	Implementing Agencies for NEP 2020	

National Curriculum Framework (NCF) – The starting point

ECCE

- 2021 – By NCERT
- 2022 – By SCERT

School Edn

- 2021 – By NCERT
- 2022 – By SCERT



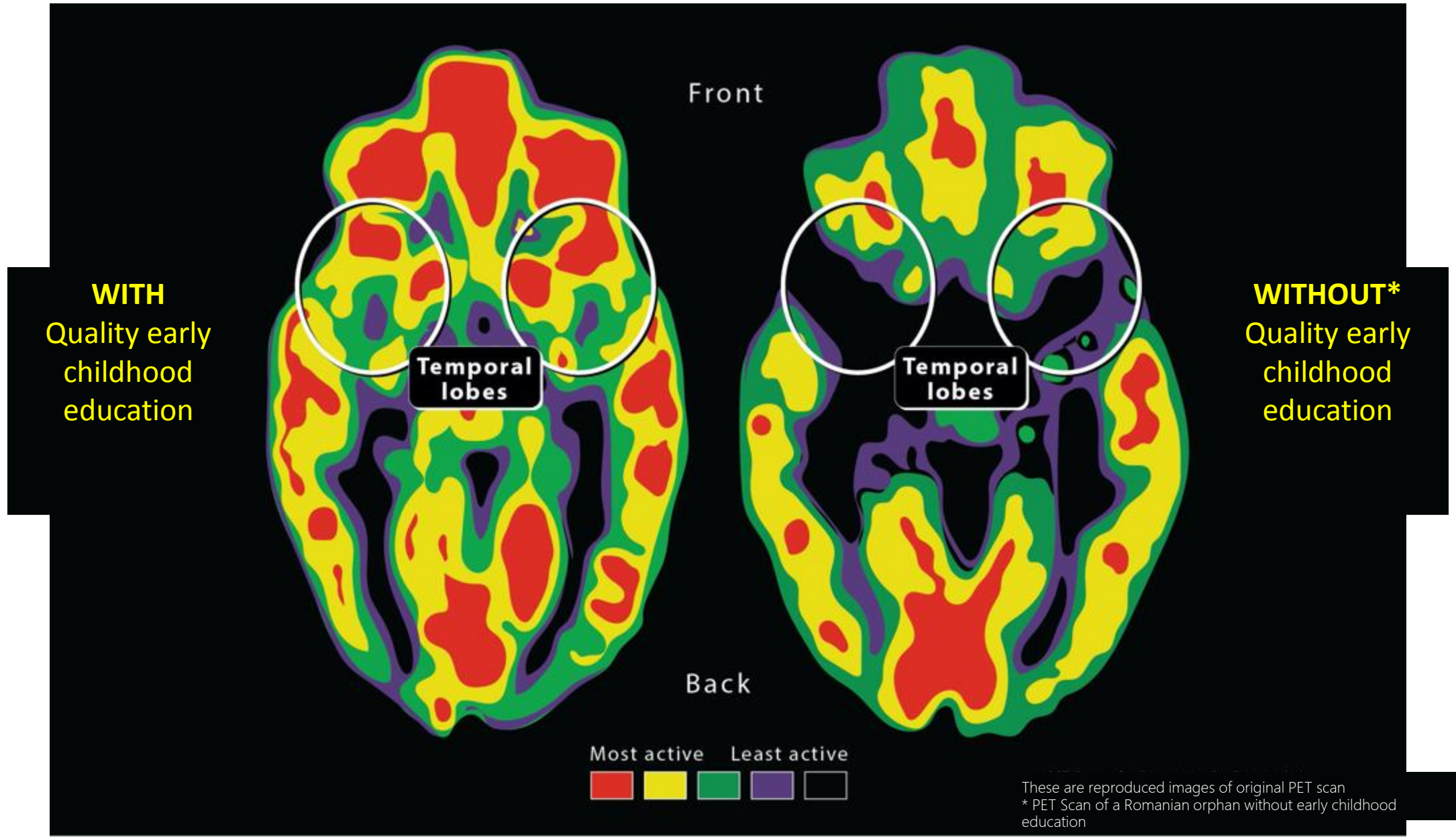
Adult Edn

- 2021 – By NCERT
- 2022 – By SCERT

Teacher Edn

- 2022 – By NCTE
- 2023 – By Universities

ENSURING APPROPRIATE BRAIN DEVELOPMENT THROUGH PLAY BASED - EARLY CHILDHOOD EDUCATION (ECE)



Early Childhood Care and Education (ECCE)

Training AWWS

- Course development in 2021
- Course completion by 2024

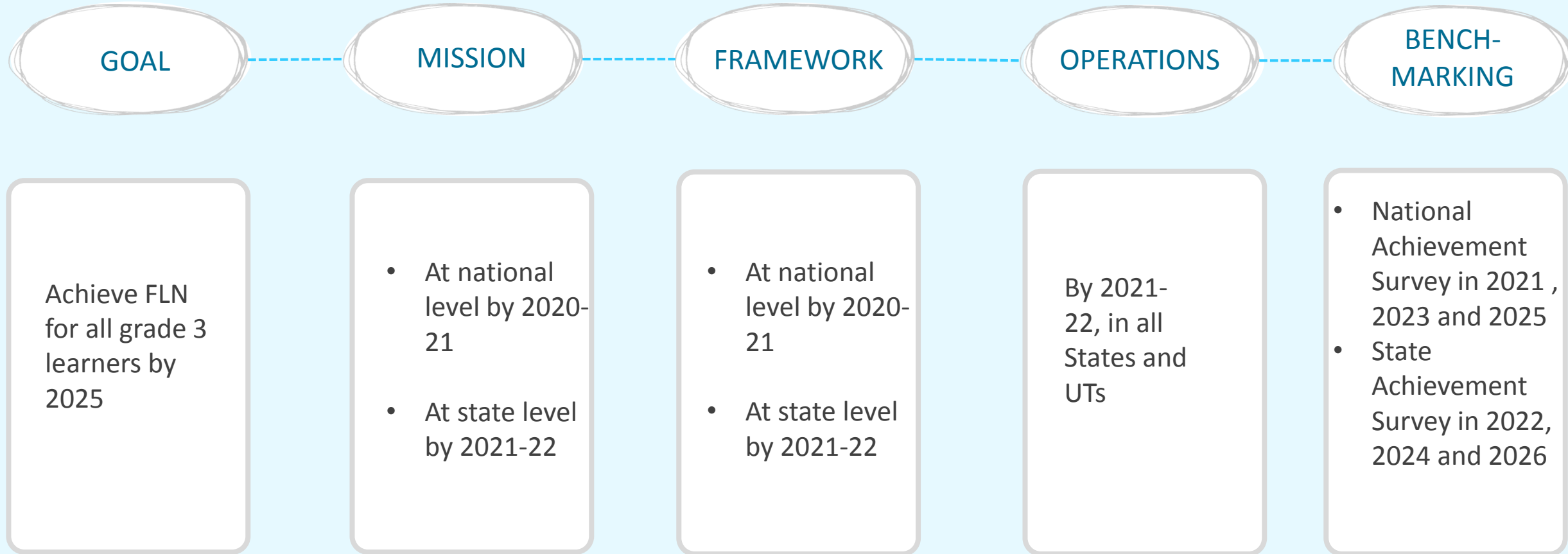
1 Year Balvatika

- Start with AW/schools where trained AWW/teachers available

Resources

- NCERT by 2022
- SCERT by 2023

FLN Mission



Mother tongue/ Home/ Local/ Regional Language



01

Mapping

In selected
areas

02

Teacher Identification

From
selected
areas

03

Teacher Training

By SCERT

05

Resources

SCERT to
develop in both
MOI and LI

04

Effort

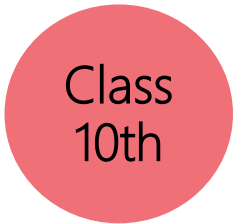
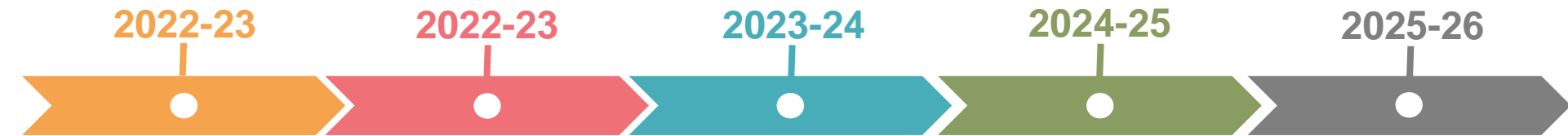
Teach MOI
by using LI

Early Childhood Education

Initiating implementation of 1 year of pre-primary school and 3-month preparatory module for Class -1 students (Phase 1)

Expansion of 1 year of pre-primary school through primary schools and Anganwadis (Phase 2)

Implementation of new curriculum and assessment for:



New Board Exam pattern for Class 12th

New Board Exam pattern for Class 10th

Salient features

01.

NEP is known/understood by all stakeholders involved in implementation/ for whom it is being implemented – use of various mediums

02.

Flexibility in the manner/format/process of implementation – innovations encouraged

03.

Realistic policy and implementation strategy having convergence with present schemes – Samagra Shiksha, MDM, AE

04.

Focus on local context and flavour in implementation – SCF, textbooks, multiple languages, flexible pedagogy, local art and culture, local sports/games/toys...

05.

Use of modern tools and IT solutions, for tracking, reporting, monitoring

The only impossible journey is
the one you never begin

Thank You