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

**Reach/knowledge**
Ensure policy reaches all stakeholders such as:
- States
- Schools
- Teachers
- Parents
- Communities

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

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

**Monitor and Guide**
- Robust systems
- Support/guide innovative projects
- Define goals and targets
Our approach to implementation 1/3

Engage with
- Bureaus/Autonomous bodies
- Teachers & Principals
- Gram Panchayats
- States and Union Territories
- Educationists/Experts

Information
- Wide dissemination
- Wide discussions
- Demystification
Our approach to implementation 2/3

<table>
<thead>
<tr>
<th>Task</th>
<th>Organization</th>
<th>Timelines</th>
<th>Process Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify all major tasks</td>
<td>- Choosing of appropriate organization / body to accomplish tasks</td>
<td>- Estimated</td>
<td>- Separate financial from non-financial</td>
</tr>
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<td></td>
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<td>- Identifying resources, processes, monitoring, IEC and evaluation procedures</td>
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</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Task number</th>
<th>Task</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 94</td>
<td>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.</td>
<td>NCERT</td>
<td>2021</td>
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<tr>
<td>Task 95</td>
<td>Meanwhile, SCERTs to initiate consultations, workshops, and seminars with various stakeholders on different aspects of curriculum, to develop curricular perspectives in the States/UTs.</td>
<td>SCERT</td>
<td>2021</td>
</tr>
<tr>
<td>Task 96</td>
<td>SCERTs to undertake development of State Curriculum Framework by adoption/adaptation of the National Curriculum Framework.</td>
<td>SCERT</td>
<td>2022</td>
</tr>
<tr>
<td>Task 97</td>
<td>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.</td>
<td>SCERT</td>
<td>2022-2024</td>
</tr>
<tr>
<td>Task 98</td>
<td>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.</td>
<td>NCERT, SCERT</td>
<td>2021-2024</td>
</tr>
<tr>
<td>Task 99</td>
<td>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, 21st century skills, etc.</td>
<td>NCERT, SCERT</td>
<td>2023-2030</td>
</tr>
<tr>
<td>Task 100</td>
<td>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.</td>
<td>NCERT, CBSE, KVS and JNV</td>
<td>2021-2022</td>
</tr>
<tr>
<td>Task 101</td>
<td>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.</td>
<td>SCERT, BoAs</td>
<td>2021-2023</td>
</tr>
<tr>
<td>Task 102</td>
<td>For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its CBSE, NIOS and KVS, JNV</td>
<td>2021-2023</td>
<td></td>
</tr>
<tr>
<td>Ministry of Education (MoE)</td>
<td>All States &amp; UTs</td>
<td>National Council for Educational Research and Training (NCERT)</td>
<td>National Institute of Educational Planning and Administration (NIEPA)</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Department of Higher Education, MOE</td>
<td>Higher Education Institutions &amp; IGNOU</td>
<td>Ministry of Women and Child Development (MoWCD)</td>
<td>Ministry of Social Justice and Empowerment (MSJE)</td>
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<tr>
<td>Ministry of Tribal Affairs (MoTA)</td>
<td>National Council for Teacher Education (NCTE)</td>
<td>National Higher Education Regulatory Council (NHERC)</td>
<td>National Testing Agency (NTA)</td>
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<tr>
<td>Central Board of Secondary Education (CBSE)</td>
<td>Jawahar Navodaya Vidyalayas (JNV)</td>
<td>Kendriya Vidyalaya Sangathan (KVS)</td>
<td>National Institute of Open Schooling (NIOS)</td>
</tr>
<tr>
<td>Rehabilitation Council of India (RCI)</td>
<td>State Council of Educational Research and Training (SCERT)</td>
<td>District Institute of Education and Training (DIET)</td>
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</tbody>
</table>
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)

These are reproduced images of original PET scan
* PET Scan of a Romanian orphan without early childhood education

WITH
Quality early childhood education

WITHOUT*
Quality early childhood education

* PET Scan of a Romanian orphan without early childhood education
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

**GOAL**
Achieve FLN for all grade 3 learners by 2025

**MISSION**
- At national level by 2020-21
- At state level by 2021-22

**FRAMEWORK**
- At national level by 2020-21
- At state level by 2021-22

**OPERATIONS**
By 2021-22, in all States and UTs

**BENCHMARKING**
- National Achievement Survey in 2021, 2023 and 2025
- State Achievement Survey in 2022, 2024 and 2026
Mother tongue/ Home/ Local/ Regional Language

01. Mapping
   - In selected areas

02. Teacher Identification
   - From selected areas

03. Teacher Training
   - By SCERT

04. Effort
   - Teach MOI by using LI

05. Resources
   - SCERT to develop in both MOI and LI
Early Childhood Education

Implementation of new curriculum and assessment for:

- **Class 9th**: 2021-22
- **Class 10th**: 2022-23
- **Class 11th**: 2023-24
- **Class 12th**: 2024-25

TIMELINE FOR IMPLEMENTATION OF ECE AND NEW ASSESSMENT PATTERN

- **2021-22**: Initiating implementation of 1 year of pre-primary school and 3-month preparatory module for Class -1 students (Phase 1)
- **2022-23**: Expansion of 1 year of pre-primary school through primary schools and Anganwadis (Phase 2)

New Board Exam pattern for:
- **Class 10th**: Class 10th
- **Class 12th**: Class 12th
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