Ministry of Education
Government of India

Workshop with States and UTs

IMPLEMENTING THE NATIONAL EDUCATION POLICY 2020

2nd December, 2020

Recommendations: NEP 2020 - illustrative

State School Standards Authority (SSSA)

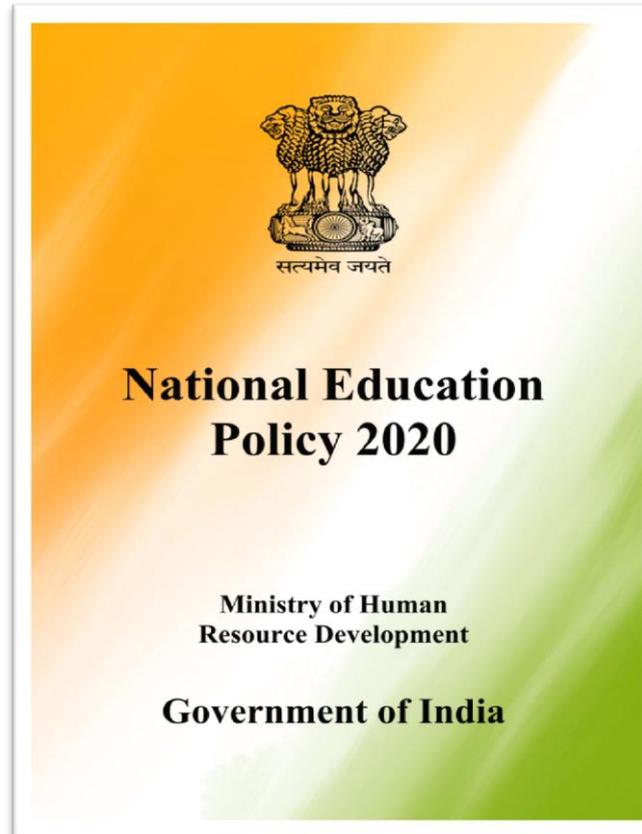National Professional Standards for Teachers (NPST

Teacher Education Institution (TEI) reforms

No silos

Use of technology

Mother tongue/ Home language

National Education Policy 2020

सत्यमेव जयते

Ministry of Human Resource Development

Government of India

NCF for ECCE, SE, TE & AE

FLN Mission

1 year preparatory class - CCE

Early vocationalization

Competency based education

PARAKH

Exam reforms

Aim of the Ministry
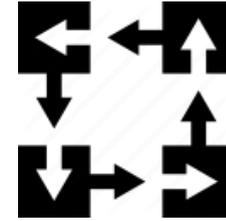
01

Reach

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

02

Knowledge

Ensure policy is understood by all stakeholders in their context

03

Implementation

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

04

Monitor and Guide

Robust systems

Support/guide innovative projects

Define goals and targets

Tasks initiated by MoE

- **Action has been initiated to prepare the new National Curriculum (NCF).**

- **Aligning of Existing Schemes - Samagra Shiksha, Mid Day meal, etc.**

- **Joint Task Force with Ministries – Tribal Affairs, Women and Child Development, Health, etc.**

- **Approval for Foundational Literacy and Numeracy Mission (NIPUN Bharat).**

- **PARAKH centre approved; an autonomous body to guide School Boards in India.**

- **Regulations related to 4-year integrated B.Ed., 2-year B.Ed and 1-year B.Ed. degree programmes initiated.**

- **Action plan to extend Teacher Eligibility Test to all levels of school education.**

- **NCERT / PARAKH / CBSE / KVS / JNV to develop IT based solutions for online Holistic Progress Card for classes 1 to 12.**

- **NTA to form a committee to review the entrance exam for admission to higher education institutes (HEIs).**

Tasks to be initiated by States, UTs and SCERTs

- **Early Childhood Care and Education**

- **Foundational Literacy and Numeracy**

GROUP: 1

GROUP I: Early Childhood Care and Education

Data Collection by 2021-22

- **Collect data**: related to **ECCE** implementation
- **Analyze data**: to identify resource requirements

Availability of Resources

- **Rationalize existing resources**: to initiate 1 year of preparatory class from 2021-22
- **Strengthening/expansion of existing Infrastructure**: in Primary Schools to accommodate pre-primary sections/classes

Teaching Learning Materials (TLMs)

- **Prepare locally contextualized TLM**: with the help of **SCERTs** and **DIETs**.
- **Prepare material in languages or dialects spoken**: in the region, aside from the local/regional languages.

Development of Guidelines

- **Prepare Guidelines for integration/linking/co-locating of Anganwadis**: into school complexes/clusters
- **Prepare guidelines for monitoring and Tracking of Health status** of Children

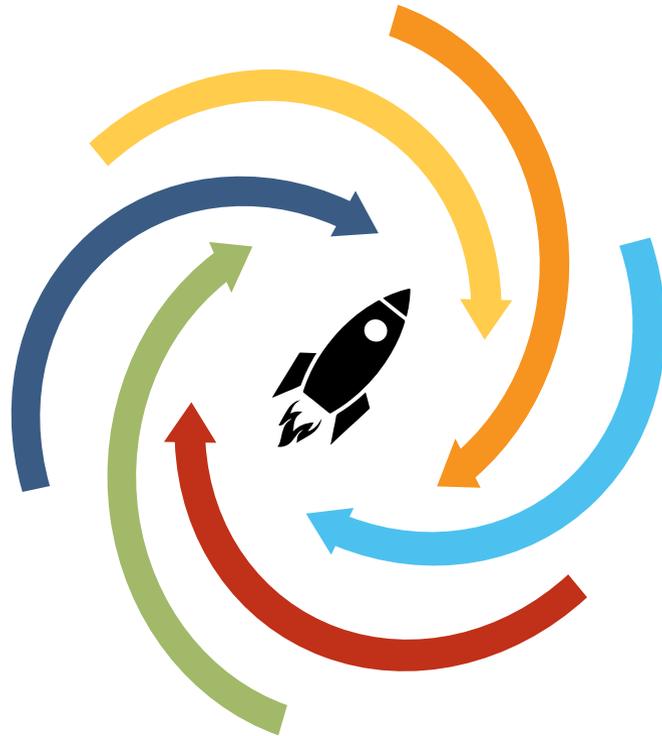# GROUP I: Early Childhood Care and Education

Prepare 10 years Long term perspective plan by 2022-23

- **Phase I by 2022-25**
  Preparatory class/Balavatika will be introduced in all pre/primary/elementary schools

- **Phase II by 2025-30**
  Preparatory class/Balavatika in the primary schools/Anganwadis with a qualified AWW

Capacity Building

- **Strengthening of SCERTs/DIETs/BRCs/CRCs** from 2022-30

- **Continuous Professional Development** (CPD) for the implementation of ECCE.

- **For teachers in schools under Ministry of Tribal Affairs** Capacity building of Master trainers

▪ **Cadres of professionally qualified teachers in primary schools by 2030**

GROUP I: Foundational Literacy and Numeracy

Long term Plan by 2020-22

- **Prepare Roadmaps** for implementation of all activities
- **Prepare Annual Implementation Plans** to be prepared

Creation of data base by 2021-22

- **Create Database of each child:** Mapping & students enrolled in foundational grades
- **Arrange IT based tracking of progress:** of each child in achieving grade level proficiency in learning outcomes

Availability of Teachers

- **Make available trained Teachers** from pre-primary to grade 5 in each school
- **Set up a Mentor pool** for FLN teachers

Mapping of Resources

- **By 2021-22 complete Mapping of basic requirements** to ensure basic facilities/amenities in all primary schools
- **Complete Resourcing** by 2025

FLN Mission

GROUP I: Foundational Literacy and Numeracy

SCERT to prepare 3-months school readiness module in class I : Implementation of from 2022-23 academic session in all primary schools

Design Infographics, parent communication material, teachers/school communication material, etc. in simple and regional languages (by **SCERT**)

School readines

SEDG areas, SEZ and Aspirational districts

IEC material

DIKSHA
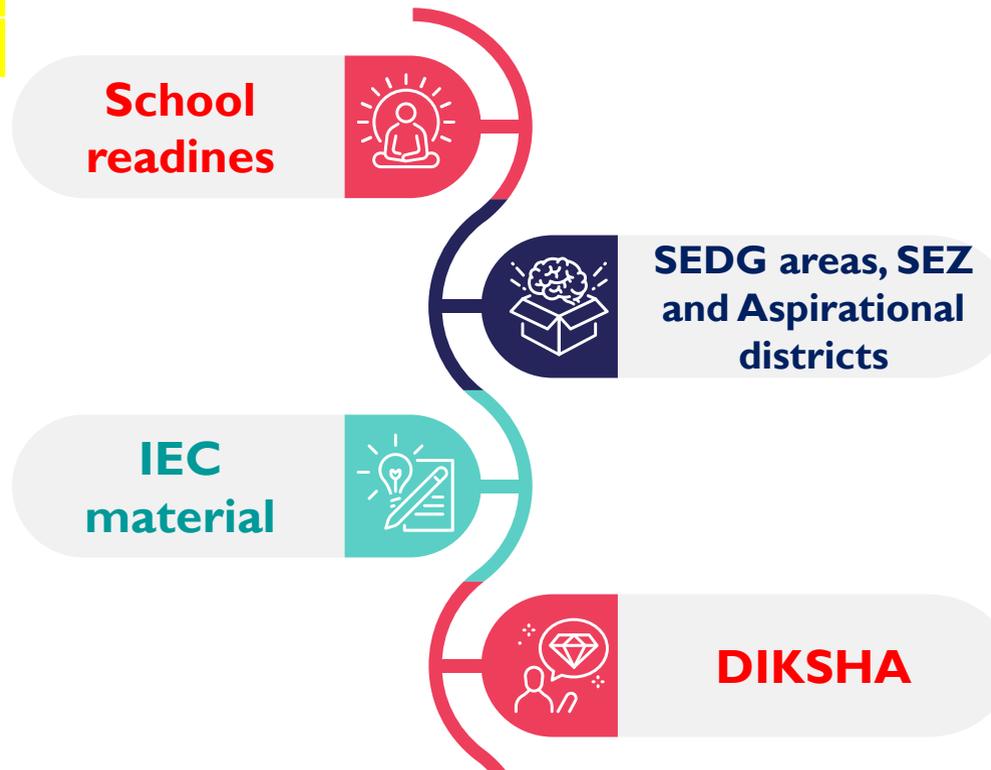
• **Undertake PTR rationalization** through assessment of teachers' vacancy on priority

• **Training of teachers on language spoken by child and that used as medium** of instruction

E-content on Mathematics and Reading Literacy in English and Hindi by NCERT by 2021-22
Localised e-content by SCERTs

Capacity building of Teachers

• **Resources for teachers in local languages,** including Teacher training modules, manuals, activity ideas, etc. by **SCERT**s

• **Appropriate integration of art/sport/toys/experiences/activities** for teaching and learning in all schools by 2021-23

GROUP I: Foundational Literacy and Numeracy

Guidelines for innovatively engaging peer groups and other local volunteers (2021-22)

Guidelines for engagement of parent's as mentors/resources/ volunteers (2021-22)

Extension of MDM facility to pre-primary

Setting up of digital libraries in schools, community centres etc. - Prioritize

Breakfast in pre-primary schools from 2021-22 onwards

Book clubs to be promoted with the help of peer groups, teachers, alumni and volunteers, etc.

Health cards for all school children - from 2021-22 onwards

FLN Mission

- **Ensuring Universal Access to Education at all levels**
- **Equitable and Inclusive Education**
- **School Complexes/Clusters**
- **Standard-setting and Accreditation**

GROUP: II

Identification and mainstreaming of Out of School Children

Household survey to identify OoSC (or as part of 2021 Census Survey)

App in local language may be developed for survey

Volunteers to be involved from NYKS, NCC, PRIs and ULBs

Focus on OoSC

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6

Fact Sheets to analyse the factors leading to dropout and poor learning level at school/block/district

Alternative & innovative education centres to be put in place; preferably use unutilized capacity of schools

Database of volunteers: alumni, retired scientists, teachers, subject experts, etc.

Multiple interventions for bringing OoSC back into the fold of school education system

GROUP II: Ensuring Universal Access to Education at all levels

10 years projection report

A comprehensive report on NEED ANALYSIS for the following by 2021-22:

- Upgrading and enlarging existing schools,
- Adding infrastructure,
- Building new schools
- Transportation facility

Report on expanding the scope and reach of residential schools and hostels over a ten-year period for children, especially girls.

Adequate Resources

Initiate efficient sharing of available school resources: All schools to have infrastructure and other resources for all children including PwD

Plan for engaging & connecting Counsellors to schools, or preferably to a group or school complexes from 2022-23 onwards.

To ensure access & opportunity to all children

GROUP II: Equitable and Inclusive Education

SEDGs

Preparation of database: Mapping of SEDGs

SEZs

Identification of Special Education Zones

Availability of Resources

Barrier free infrastructure, installation of sanitary pad vending machine, incinerators etc.

Setting up Cell

Gender and equity cell with SCERT and/or SPD

To be done during 2021-23

SCHOLARSHIPS: Streamline by revisiting procedures to establish genuineness and fixing accountability

GROUP II: Equitable and Inclusive Education

Long-term plan up to 2030

- ==Plan for all KGBVs== to be strengthened and expanded (up to grade 12).
- ==Prepare Guidelines for safety and security of girls== in KGBVs and other residential schools.

Emphasis on Children with Special Needs

- ==Map requirements== of students with disabilities
- ==Home-based schooling:== prepare guidelines and standards for
- ==For parents/caregivers:== Online orientation modules.

Learning for all

Availability of materials

==Online material==: Digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc

Alternative forms of schools

==Identify, map and enlist all alternative forms of schools==, including Ashramshalas

GROUP II: School Complexes/Clusters

Roadmaps & Plan of Action

- **Short-term (upto 2025) and long-term (upto 2030) plan** for grouping/clustering schools into school complexes
- **Analyze** infrastructure and resource requirements
- **Prepare Robust guidelines/framework for governance** of schools
- **Pilot studies** to analyse the effectiveness and implications

Bal Bhavan

Strengthening of existing Bal Bhavans: Year-wise plan of action

Unified administrative structure

For Elementary, secondary and senior secondary schools under Samagra Shiksha

Pairing of Schools

Prepare Guidelines for facilitating Twinning between public and private schools

GROUP II: Standard-setting and Accreditation

Strategic Implementation Plan to ensure access to high-quality and equitable schooling from **ECCE (age 3 onwards)** through higher secondary education (i.e., until Grade 12).

Develop strategic plan for reinvigoration of CRCs, BRCs, and DIETs: SCERTs to develop this plan and institution wise action plan

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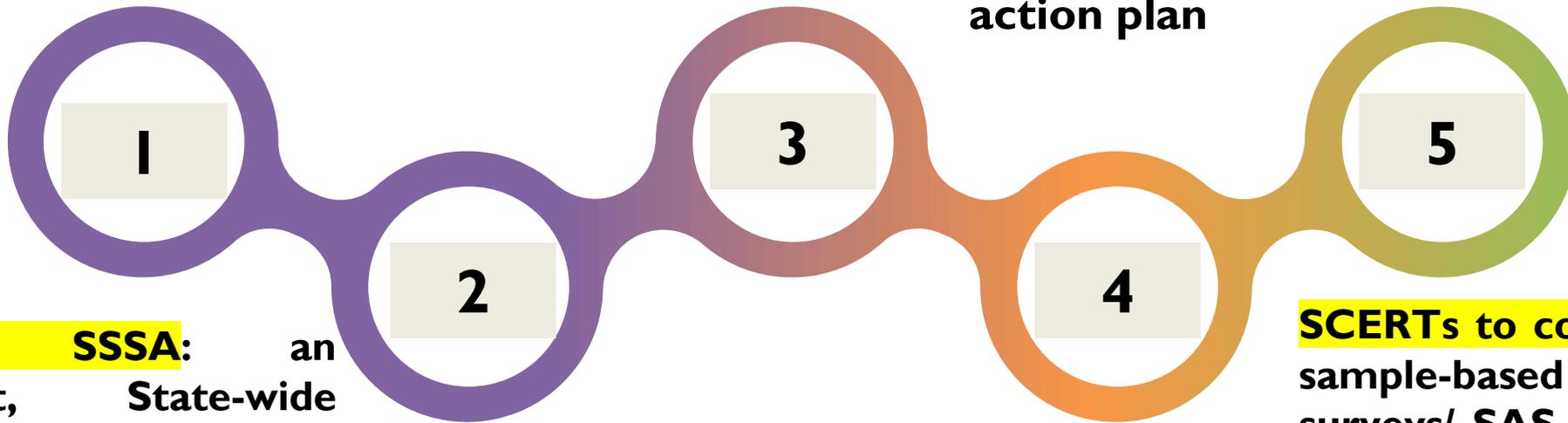
- **Set up SSSA:** an independent, State-wide body
- **Separate the functions:** Strategy and timelines for separating the functions of policy-making, operations, academics and regulation.

SSSA to set up Self-regulation system of schools: to ensure transparency and online public disclosure.

SCERTs to conduct surveys: sample-based achievement surveys/ **SAS** for continuous improvement of school education system

- **Multilingualism and the Power of Language Learning**
- **Integrating Vocational Education at All Levels**

GROUP: III

GROUP III: Multilingualism and the Power of Language Learning

Development of Guidelines, resources, and support material for teachers on multilingualism by 2021-25

- **Instruction:** wherever possible in mother tongue/home language based in schools upto grade 5

- **Guidelines** for preparing courses and syllabi

- **Textbooks** in various languages including bilingual textbooks.

- **Teachers' handbooks** and material for teachers' professional development

- **Mapping of teachers** who speak the language spoken by children in class I to 5

- **Children's materials** (stories, rhymes, big books, charts and posters) in local languages.

GROUP III: Integrating Vocational Education at All Levels

Training Modules

Initiate Online/blended mode Courses in entrepreneurship, soft skills such as communication skills, etc.

Career Counseling and Guidance

Set up Online/offline mechanism to children in Classes IX to XII

Exposure to Vocational Education

- A school-wise roadmap to cover upper primary students
- 50% students by 2025 and 100% of secondary level students by 2030
- Prepare guidelines on Internships and apprenticeships

Skill Labs

Setting up Skill labs in a hub and spoke model in school clusters/complexes.

Innovation & Entrepreneurship

Introduce Problem-solving based Learning in schools to develop requisite skills in students

1   2   3   4   5

Teachers and Teacher Educators

GROUP: IV

GROUP IV: Teachers and Teacher Educators

01 **Prepare a comprehensive policy** for in-service teacher training

02 **Ensure transparent merit-based system** for tenure, promotion, deployment and salary structure, etc.

03 **Plan for conducting mandatory 50 hours of CPD**: Capacity building programmes for teachers and Principals to create conducive learning environment in schools

04 **Prepare and implement autonomy framework**: for giving more autonomy to teachers in choosing aspects of pedagogy in classroom

23

- **Online and Digital Education**

GROUP: V

# GROUP V: Online and Digital Education

- **Prioritize for integration with digital devices**: the schools in Aspirational districts and Special Education Zones
- **Strengthened ICT scheme.**

- **Introduce coherence in digital education**: same e-contents to be made available across all digital modes (portals, Apps, TV, radio)
- **Action plans and implementation schedule for coherence**: Initiate/activate by 2021-22 academic session.

- **Prepare Digital repository of innovative content**: including creation of coursework, Learning Games & Simulations, Virtual Reality, apps, gamification of Indian art and culture, in multiple languages
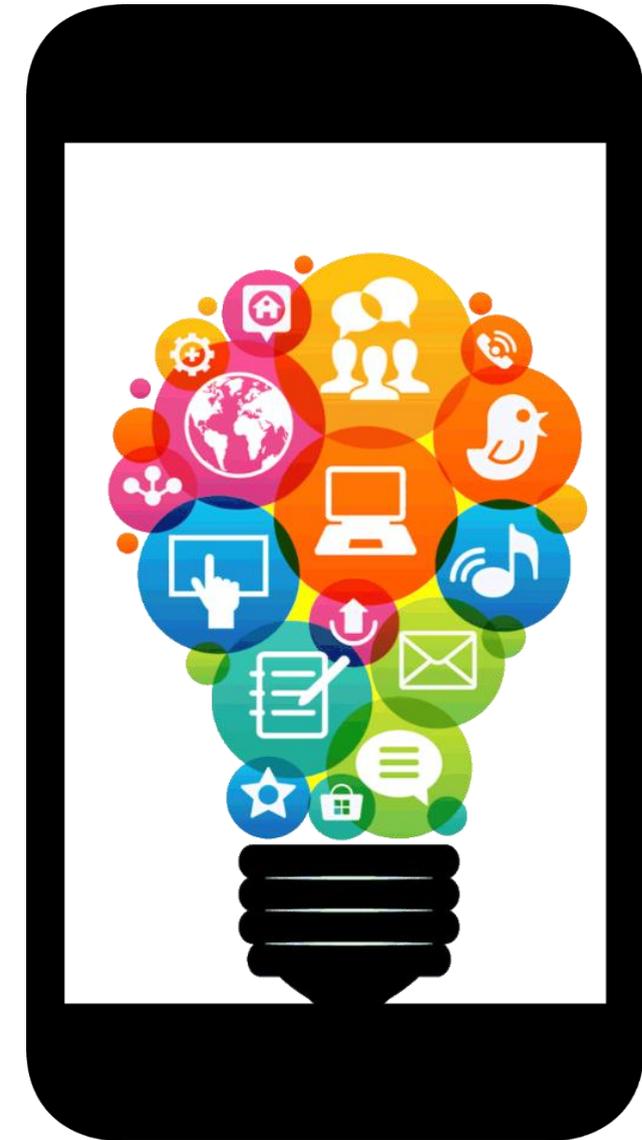
- **Adult Education**

GROUP: VI

GROUP VI: Adult Education

## Identification of non- literate members

Survey of non-literate adults through census survey to be conducted in 2021

Awareness campaign

Systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy

Guidelines

- Guidelines for virtual/online AE classes to schools/school complexes
- Develop online material in local language for AE through TV/Radio/computers/tablets etc.
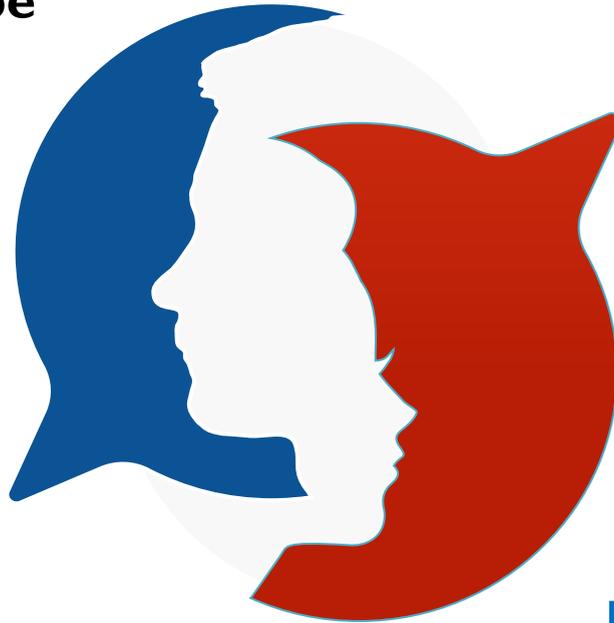
Developing Reading culture

Ensure an adequate supply of books: strengthen schools and public libraries

Teaching Learning Materials

Develop in the local language/s for adult learners: High quality textbooks and workbooks to be produced and published

Multiple pathways to learning

Enable and strengthen various formal and non-formal education modes - including one-on-one tutoring etc.

CONVERGENCE

Role of Panchayats and Local Bodies: Initiate following

Meetings to understand different provisions of NEP: of Zila Parishads, Panchayat Samitis, Gram Panchayats and Gram Sabhas

Village Education Committees in Gram Panchayats may undertake the following :

- **Ensuring 100% enrolment** of all children in the Panchayat in schools at appropriate levels.

- **Strengthening infrastructure** of school

- **Ensuring ZERO drop** out and **NO out of school** children

- **Making the school environment inclusive** and non-discriminatory

- **Ensuring a safe environment** for all children in school

- **Volunteering and monitoring learning outcomes** of children specially Foundational learning

- **Facilitating internships** with local artisans, Self Help Groups for students.

Role of NYKS, NSS and NCC volunteers

- ✓ **Identify at least two illiterate adults** in the age group of 15-50 in their community/family

- ✓ **Independently do basic maths operations**: Help at least 2 children in the age group 3-9 to achieve this

- ✓ **Teach with the help of state/NCERT primer/online modues** at least two adult illiterates to become literate

- ✓ **Be able to write easily and correctly:** Help at least 2 children in the age group 3-9 to achieve this

- ✓ **Reading with comprehension at 35 words per minute:** Help at least 2 children in the age group 3-9 to achieve this

- ✓ **Achieve basic life skills – communication, collaboration, hygiene, etc.** - Help at least 2 children in the age group 3-9 to achieve this

Suggestions received from States and UTs

Early Childhood Care and Education (ECCE)

- **Prepare Toy making manual for developing various types of Low cost TLMs from local available resources.**

- **Initiation of development of locally contextualised TLM for ECCE by SCERT along with DIETs.**

- **Constitution of ECCE/ FLN cells in all DIETs**

- **Certificate/diploma programme may be offered in a blended mode rather than only in online mode.**

Foundational Learning

- **Integration of UDISE and State data portals** to reduce/minimize data entry

- **Unique ID for every child for FLN based tracking**; integrate this within the Samagra Portal in states.

- **Guidelines for mapping and survey of primary schools**; Check list to be prepared for the available resources in each school.

- **Parents be given counselling** for cooperating in the immunization of their ward.

- **Train School teachers for health care** of school children with the help of local doctors.

- **Learning Activity Centres** in the school premises for implementation of school readiness modules.

Access and Retention

- **Develop guideline regarding admission of OoSC**: To review existing provisions for age appropriate admission.

- **NCERT may create Learning Resources**, develop Bridge Courses and Capacity Building Package

- **Flexibility for older OoSC** to be admitted in either vocational or non-formal education at secondary/ senior secondary level.

- **Fact sheets** prepared by States/ UTs should also be made available online.

Access and Retention

- **Online portal for migrant laborers** children so that data can be traced virtually.

- **Drop-out students at cluster level to be identified**; based on this data, cluster plan of action may be prepared.

- **Re-defined alternative education centres** to meet the educational need of each and every child.

- **Engagement/employment of volunteers should be avoided** as it created number of problems in case of **AIE** and **EGS** volunteers.

Quality and Innovation

- **States to map local resources like local stories/art** and share with **NCERT** to include in the textbooks and curriculum.

- **Workshops and consultations by SCERTs** to find innovative ways to offer flexibility in choice and subjects.

- **Guidelines for multilingualism** and mapping the resources.

- **Technology-based Question bank** for teachers

- **PRIs to help develop local digital libraries**; flipbook dissemination via channels/**DIKSHA** for promoting joyful learning.

- **Centralized digital libraries by state and Centre**. Access to all schools and ensuring net connections and quality reading material.

- **Community run/developed book Libraries**; suggestive guidelines can be developed by states

Quality and Innovation

- ▣ **Piloting newly developed textbooks** developed by the **NCERT** based on the **NCFSE**; one more year could be added in timeline.

- ▣ **Create pool of experts** for building capacity of Key Resource Persons teaching Indian Languages.

- ▣ **Local Sign Language may be developed based on standardized ISL** as transaction from the Foundational stage to the middle stage is in the local language.

For home language/mother-tongue/local language as the medium of instruction:

- • **Develop guidelines**; Create Board of studies

- • **Involve community** in creating resources including syllabus;

- • **Hang posters in schools**: posters of local heroes/unique cultural characteristic of each tribe in local language

- • **Develop multilingual resource books**, Language Mela within campus to encourage interaction among students.

Quality and Innovation

- **All fun activities including vocational crafts and activities can be undertaken as per local needs** and aspirations through mechanism developed in NCFSE.

- **While developing the new framework for textbooks** some points that should be noted are:

  - **Worksheets and activity pages** as an integral part of textbooks;

  - **Literature also** can have activities and worksheets;

  - **Separate period with sole focus on the skill of reading** in the weekly routine of each class.

Assessment

- **Rubrics and the art of grading should be a part of the professional training manuals** and handbooks being prepared, for building capacities of teachers to undertake 'Assessment'.

- **Specialist 3rd party organizations may be engaged for capacity building of paper setters**, evaluators, and moderators of school boards on the new norms and guidelines

- **Prepare question banks for competency-based items** in beginning of the academic year

- **Responsibility of assessment in States:** for grade 1 to 8 should be given to SCERT and Grade 9 to 12 should be given to BoAs (State Board).

Assessment

- **PARAKH will prepare national guidelines** on assessment patterns and standards to be achieved by all BOAs:

  - **Should be completed before** starting of 2022-2023 academic year;

  - **National guideline should be made mandatory for all states** (with no modification in framework at state level) so that suitable inter-state comparison can be made.

- **For orientation and capacity building of State Boards of Assessment by the SCERTs**, time line should be academic year 2021-22 and the responsibility should be all State and UTs instead of only BoAs.

- **For developing a plan to reduce the burden of exams at all levels**, sync this task with other tasks on NAS/SAS/3rd party assessment as well as census assessment framework.

ICT and Digital Initiatives

- **DIKSHA and SWAYAM to act as platforms for both students and teachers** for development and dissemination of E- Content.

- **To build teacher capacity on preparing E- Resources**, dedicated Team should be constituted at state level

- **Swayam Prabha Channel** should be mandatory in all private D2H providers for its effective use locally.

- **Guidelines specifying state's roles & responsibilities for achieving NETF's objective** will be required.

Teachers

- **Convergence with relevant departments to achieve the target of housing complexes** in a given time frame, such as, rural development, social welfare, and tribal affairs.

- Teachers, who have contributed towards developing innovative pedagogies, undertaking Action Research, involved themselves in critical & creative pursuits for meeting various challenges in the implementation of **NEP** can be given **due recognition in the form of promotions and awards**.

- **Recognition to teachers' at the Block Level on special days** : such as, National Voters Day, World Environment Day, National Science and Mathematics Day, World Literacy Day, etc.

Teachers

- **States to prepare long-term teacher recruitment plan** which will ensure continuous availability of teachers leading to better student performance.

- **Norms to be developed for recruitment to school complex by states**: Common teachers/instructors for subjects such as, Arts, Physical Education Vocational Education & Languages should be appointed by considering one school complex as a unit.

- **Teacher Career Progression:** Rules and regulations would need to be revised in states for teacher promotions and salary increases

Teacher Education

- **DIETs should be involved for module development of CPD of** teachers and school leaders, to address local specific needs.

- **Vocational courses can be framed by DIETs at local level** as per need and interest of the teachers, under the guidance of SCERT

- **State specific differences should be taken into account while framing teacher training programmes,** such as:

  - Learning outcomes and lesson planning
  - Experiential learning,
  - Art Integrated Learning
  - Creation and curation of E-Content,
  - Orientation about available digital platforms
  - How to develop **MOOCs** and trainings on **SWAYAM** and **DIKSHA** platform
  - Toy based Pedagogy, etc.

Teacher Education

- **Define rigorous criteria for selection of mentors and process of mentoring**, whether online or face to face.

- **Renewal of professional qualification certificates should be linked to CPD** activities, just like special **B.Ed.** certificate needs 100 points for renewal of **RCI.**

- **Setup special task force for establishment of National Mission for Mentoring (NMM)** and identification of Resource personnel.

- **National Mission for Mentoring should percolate from National level to district level like Samagra Sikhsha** and the mission to be made accountable for academic/administrative activity for strengthening of Teacher Education.

Vocational Education

- **State to have dedicated Vocational units in SCERTs under strengthening of PSSCIVE**

- **Districts to be nodal academic agencies for identifying local arts and crafts and preparing detailed plans for introducing students to these crafts.**

- **Specially design vocational courses for rural and tribal area's requirements.**

- **Develop Project based activities focusing on problem solving approach**

- **Set up virtual skill labs for various skills at district level**

Vocational Education

- **Skill training may be a part of youth clubs** for upper primary students.

- **Public and private partnerships** may be explored for designing of curriculum and course.

- **Career counselling for out of school children** may be included.

- **Link portals:** Skill Based Aptitude Test (**SBAT**) and career counselling portal may be linked

- **Guidelines for offering stand-alone Vocational courses in ODL mode** in affiliated schools

Gender, Equity and Inclusive Education

- **Develop in-service course on early identification of children with disabilities** for teachers, special educators, pre-school teachers and Anganwadi workers.

- **A survey of basic infrastructure as baseline assessment** may be included through UDISE+.

- **Broader guidelines with specific need of State on Indian Sign Language may be prepared by NIOS** in association with RCI and other national institutions of DEPwDs.

Adult Education

- ☐ **The Data from census department should be made available.** Door to door survey should be done through digital mode.

- ☐ **Volunteer instructors need to be well equipped with idea of accessing resources.** Adult learners have limited skills to access the materials, resources available online.

- ☐ **Awareness programmes for using digital technologies like** IVRS digital apps.

- ☐ **Digital hubs at village level** to connect adult learners at MRCs or gram sachivalayas.

- ☐ **Strengthen National Digital Library (NDL)** with online/digital AE accessible to all learners

Adult Education

- **SCERT should be the telecast center and not DIETs, in case of Digital mode of teaching**. DIETs can be used for resource planning, implementation and monitoring.

- **Teachers from the school complexes will be designated as Nodal Officers** to strengthen the centre with latest digital infrastructures and facilitate adult learners through IT based solutions and volunteers.

- **Establishment of Multiple Pathways of learning**: by keeping Demographic/ geographical & other factors influencing preferences in mind and implementing in a phased manner.

- **Students of secondary stage** can be used to educate non literates for which they will be awarded credits in their progress report.

- **NSS students and BSW students** can be given as project work to establish the tutoring facilities.