

Transforming INDIA

NATIONAL EDUCATION POLICY

2020



TRANSFORMATION OF INDIA AS VIKASIT BHARAT THROUGH NEP 2020

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State Nodal Officer NEP 2020
DHE, Chhattisgarh



28 June 2024

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Vision of the National Education Policy 2020

1

An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all

2

Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world

3

Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen



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.

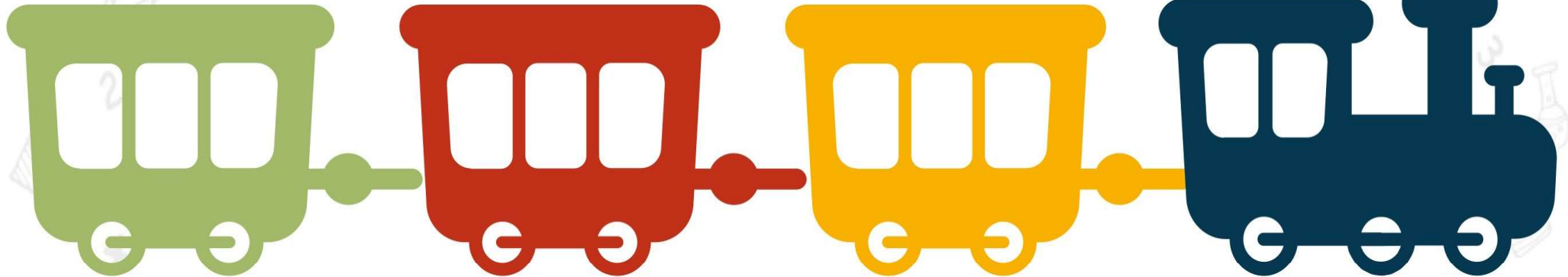
- **Critical thinking and Creativity**

To encourage logical decision-making and innovation

- **Continuous Review**

Based on sustained research and regular assessment by educational experts.

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

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



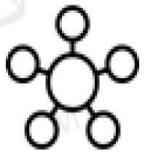
Integration of subjects

Through arts integrated, sports integrated, ICT integrated and storytelling based pedagogy among others as standard pedagogy



Development of scientific temper

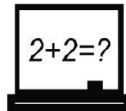
Development of scientific temper and inculcation of knowledge and practice of human and constitutional values such as patriotism, sacrifice, non-violence, truth, honesty, peace etc.



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

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Promotion of multi-lingual teaching

Promoting states to enter into bilateral agreements with nearby states to hire language teachers

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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.

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

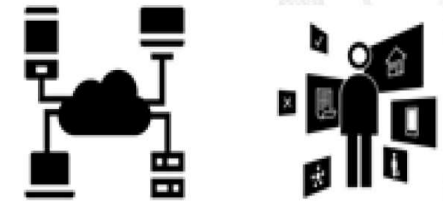
A series of pilot studies to be conducted

Expansion of Platforms

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



ONE NATION
ONE DIGITAL PLATFORM



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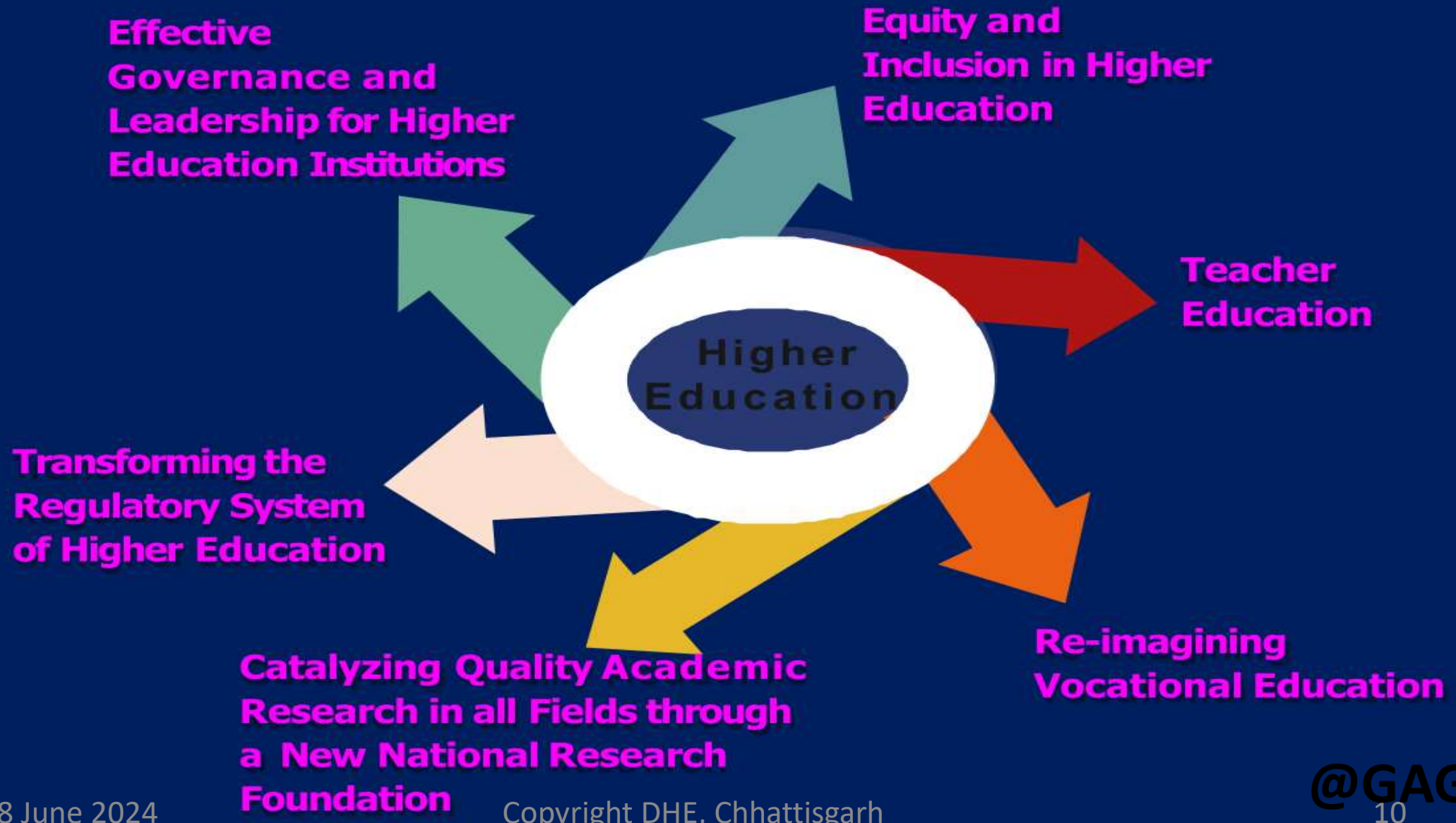
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Higher Education



Higher Education



NEP: Curriculum Framework

Innovative and responsive curriculum

Curriculum Framework talks about National Education (NE) , which is an important component of CCE. It aims to develop national cohesion, cultivate the instinct for survival as a nation and instil in our students, confidence in our nation's future.

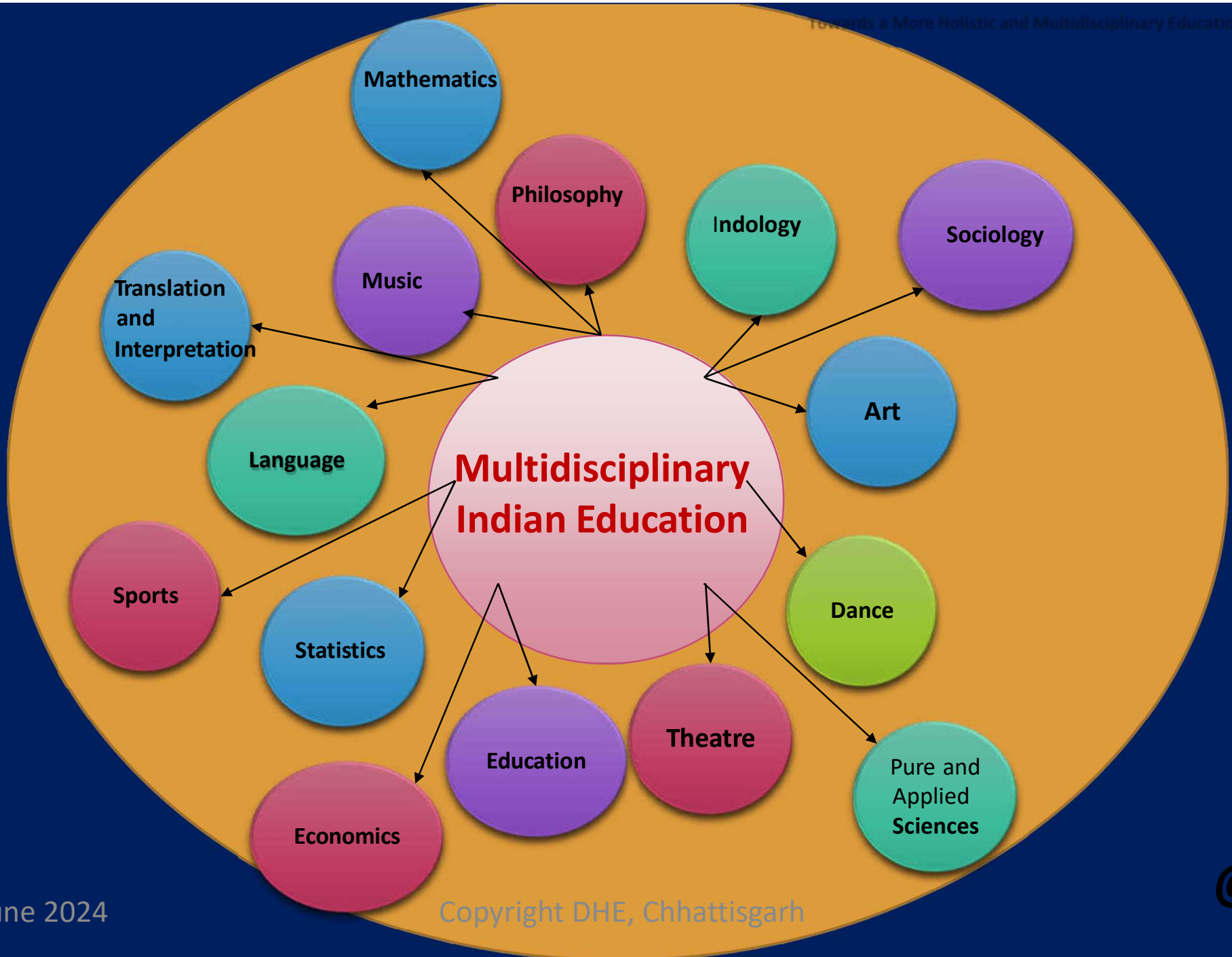
NEP: Curriculum Framework



Four Pillars of NEP

NEP: Curriculum Framework

Curriculum provide directions for Industrial Revolution 4.0 and hence is a way of describing the blurring of boundaries between the different discipline/ programmes under Engineering, Technology, Humanities, Social Science, General Sciences, Management, Pharmacy, Vocational Education, General Education etc. under the umbrella of HE to promote multi disciplinary education and universities

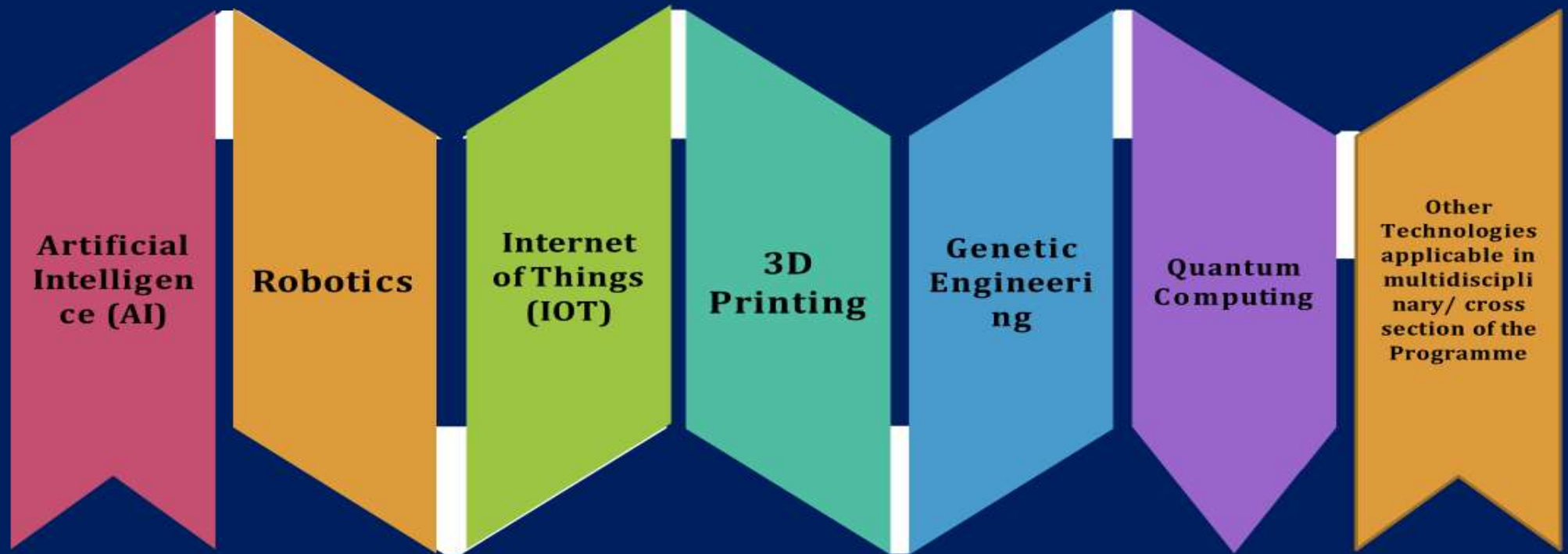


NEP: Curriculum Framework

- **Multidisciplinary and a holistic education .**
- **Thin boundaries of separation of discipline.**
- **Multidisciplinary teaching and research.**
Focus on integration of all schools/discipline of learning like Humanities, General Sciences, Social Sciences, Engineering, Technology, Management, Pharmacy, Liberal Arts amongst themselves as per the requirement of Multi Tasking jobs and individuals interest areas.

NEP: Curriculum Framework

Integration of Emerging Technology Courses



NEP: Curriculum Framework

Emphasis of development of learning outcomes for cognitive, psychomotor and affective domain.

Embedding entrepreneurship development for orienting and enhancing self employment awareness, which ultimately will enable them economic independent.

NEP: Curriculum Framework

Holistic development or continuous and comprehensive development of all individuals.

Study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

NEP: Curriculum Framework

Embedding soft skills like leadership creativity analytical abilities, communication skills, values, attitudes for preparing students to develop social skills to contribute effectively and efficiently at home, society and also towards his/her profession.

Focus on use of developing learning material in regional languages. Promoting multilingualism and the power of language in teaching and learning;

NEP: Curriculum Framework

Flexible Curricular Structure : Imaginative and flexible curricular structures with combination of disciplines with multiple entry and exit system and creating new possibilities for life-long learning.

Research Specialization : Rigorous research-based specialization for multidisciplinary work in academia, government, and industry.

Internships/Industrial Training : Practical experiences with local industry, businesses, artists, crafts persons

NEP: Curriculum Framework

Credit-based courses and projects : Areas related to community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

Value-based education : Development of humanistic, ethical, Constitutional, and universal human will be considered an integral part of a holistic education.

NEP: Curriculum Framework

Emphasis on self employment and start ups by inclusion of courses (entrepreneurship, project management , etc.), industrial visits, expert lectures, workshops and Higher order labs in the curriculum.

Use of various innovative instructional and implementation strategies like PBL, Case based learning methods & promoting use of online recourses for developing (higher level of cognitive, psychomotor and affective domain abilities) analytical, creative and critical abilities.

NEP: Curriculum Framework

Implementation of some of the courses through Online/MOOC courses to enhance self learning and life long learning abilities.

Focus on development of advanced knowledge & specific skills required for IR4.0 through proposed Centre of Excellence (COE), industry supported labs and professional core and elective courses.

Inbuilt mechanism for regular upgradation of curriculum by involving all stake holders and education auditors.



Many of the advances in the sciences that we consider today to have been made in Europe were in fact made in India centuries ago.



GRANT DUFF
BRITISH HISTORIAN



After the conversations about Indian philosophy, some of the ideas of Quantum Physics that had seemed crazy suddenly made much more sense.



W. HEISENBERG

GERMAN PHYSICIST

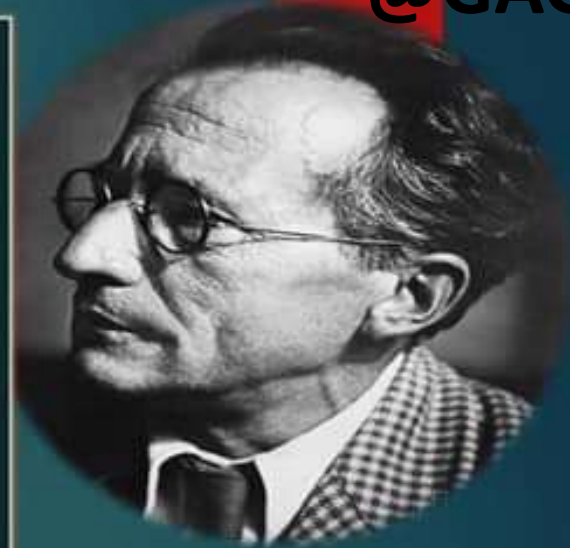
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Vedanta teaches that
consciousness is singular,
all happenings are played
out in one
universal consciousness
and there is no
multiplicity of selves.

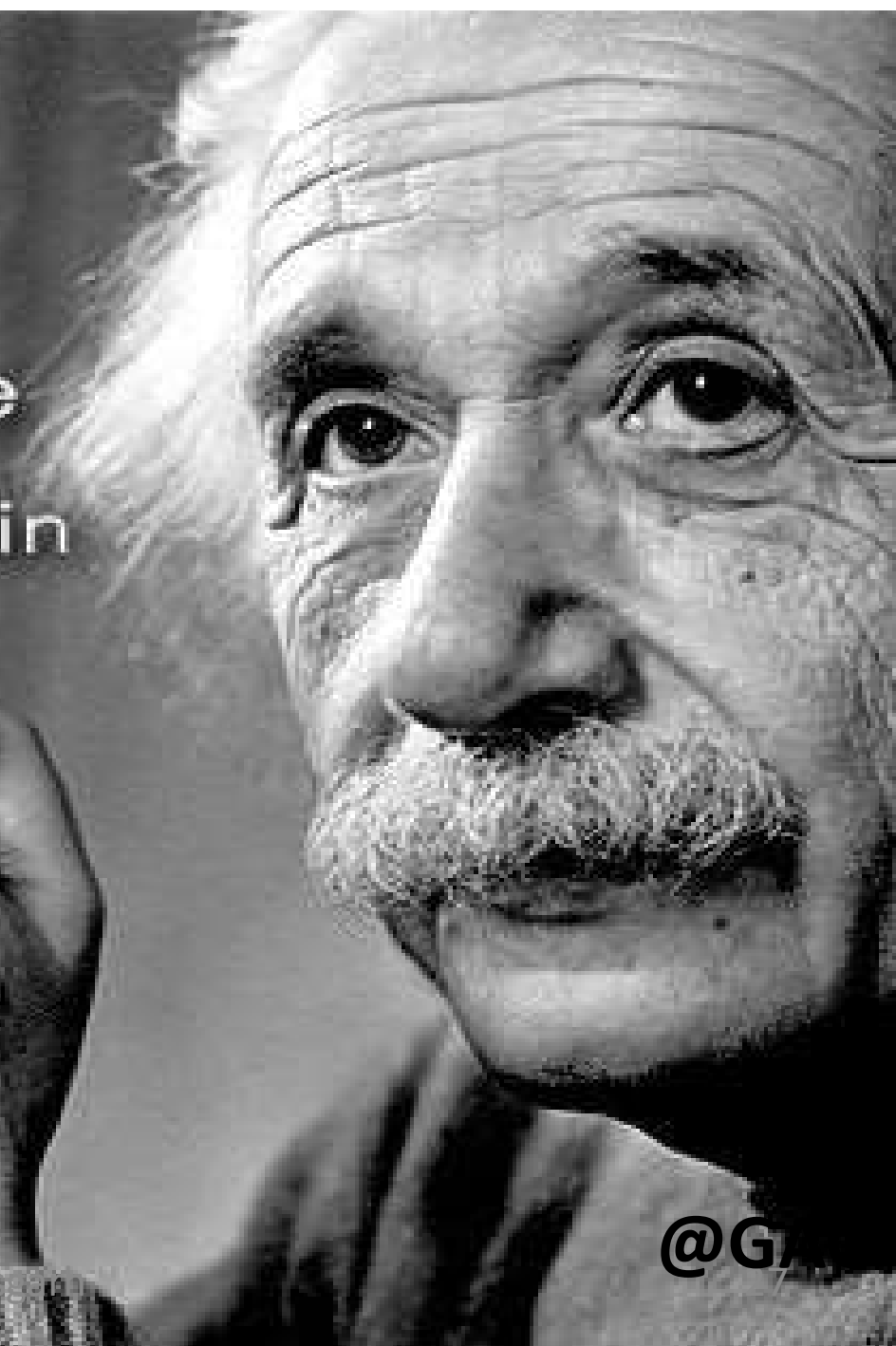


Erwin Schrödinger

One of the greatest
physicists of the
twentieth century;
awarded the
Nobel Prize
for his invention of
Wave Mechanics,
his '*Schrödinger
Equation*' has been
regarded as one of the most important
achievements of the twentieth century.



We owe a lot to the Indians,
who taught us how to count,
without which no worthwhile
scientific discovery could have
been made. -Albert Einstein



Till date, we've been focusing on
'What to Think' in our education
policy. In the NEP, we're focusing on
'How to Think'

- Narendra Modi

NEP2020

ENRICH THE MIND

KNOWLEDGE

WARM THE HEART

FEELINGS

AWAKEN THE SPIRIT

CONSCIOUSNESS @GAG

Concept of Curriculum

- **Curriculum is a *tool* in the hands of an *artist* (teacher) to *mould* his *material* (pupil) according to his *ideal* (objectives) in the *studio* (School/College)--- Cunningham**

Working Together to Achieve Personal, C, R, E, A, lness

Enrich, Inspire,
Empower

"Pedagogy"

National Education Policy 2020 states, "Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable."

Aspirations in National Education Policy 2020

Education is fundamental for achieving

- **full human potential,**
- **developing an equitable and just society,**
- **promoting national development**

The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self.

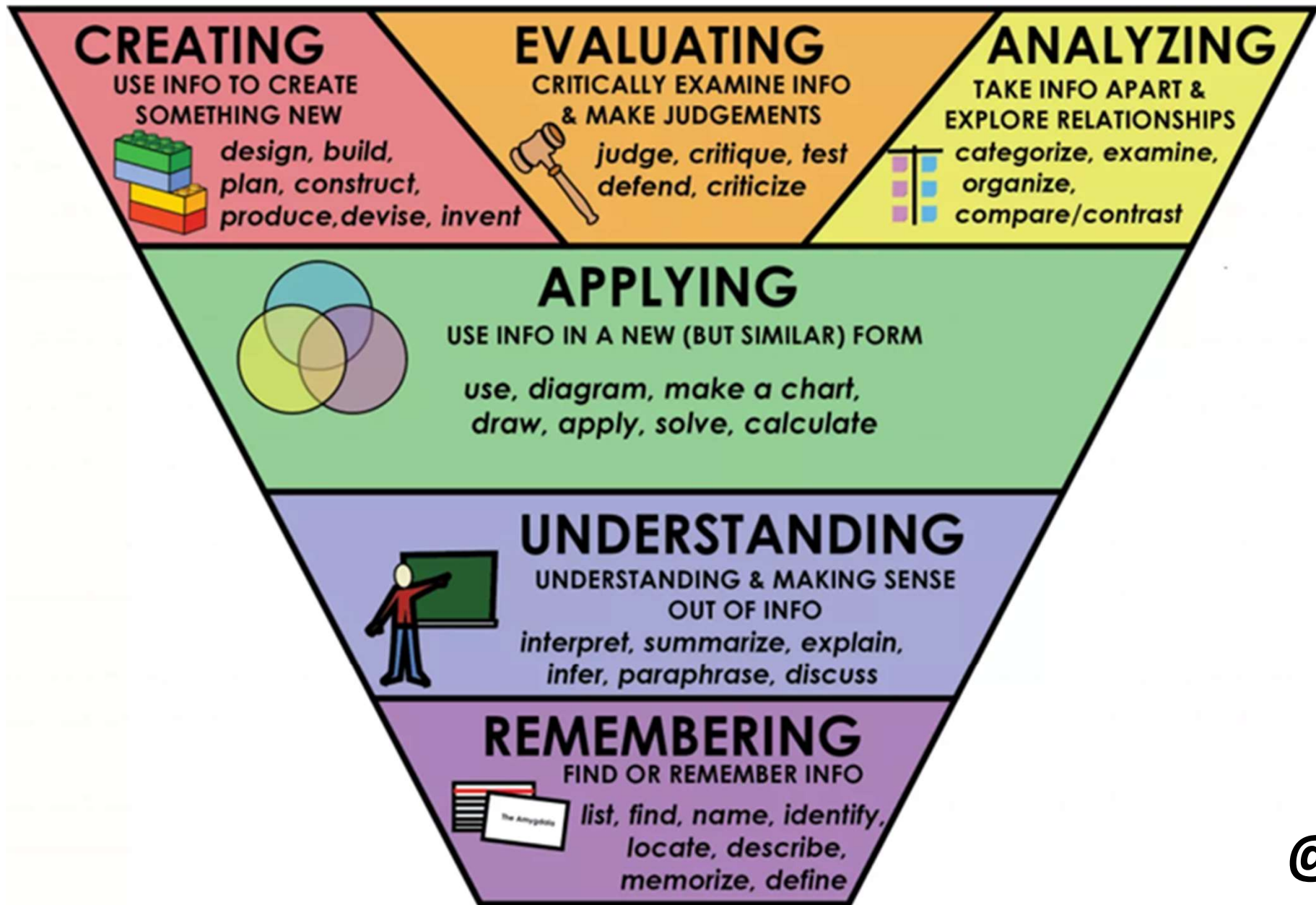
National Education Policy-2020

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"Learner"

Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

LOTS TO HOTS BLOOM'S TAXONOMY



राष्ट्रीय शिक्षा नीति 2020 क्यों ???

- राष्ट्रीय शिक्षा नीति 2020 स्नातक स्तर पर विद्यार्थियों के सर्वांगीण विकास का भाव लिए गुणवत्ता पूर्ण शिक्षा, विषय संबंधित ज्ञान के साथ कौशल विकास, मूल्यपरक तथा रोजगारोन्मुखी शिक्षा की ओर उन्मुख करती है।
- इस नीति में सतत मूल्यांकन का प्रावधान है जिससे विद्यार्थियों के मानसिक उर्जा के साथ बौद्धिक क्षमता में भी वृद्धि होगी।
- सेमेस्टर आधारित पाठ्यक्रम होने के कारण विद्यार्थियों को परीक्षा का तनाव नहीं होगा।
- बहु-विषयक प्रणाली पर आधारित यह नीति विद्यार्थियों को उनकी इच्छानुसार दूसरे संकाय के विषयों का अध्ययन करने की स्वतंत्रता देती है।
- पाठ्यचर्या में भारतीय ज्ञान पद्धति के समावेश के साथ पाठ्येत्तर गतिविधियों को भी पाठ्यक्रम में शामिल किया गया है।
- प्रौद्योगिकी के अनुकूलतम उपयोग पर बल दिया गया है।

राष्ट्रीय शिक्षा नीति 2020: विशेषताएं/प्रावधान

- 03/04 वर्षीय बहु-संकायी स्नातक पाठ्यक्रम
- समस्त पाठ्यक्रम क्रेडिट पर आधारित होने के साथ ही चॉइस बेस्ड क्रेडिट सिस्टम के अंतर्गत होंगे।
- 03/04 वर्षीय स्नातक पाठ्यक्रम को विद्यार्थी अधिकतम 07 वर्षों में पूर्ण कर सकता है।
- पाठ्यक्रम अवधि में विद्यार्थी “बहु-प्रवेश बहु-निकास” प्रावधान के अंतर्गत प्रथम वर्ष पूर्ण कर किसी कारणवश पढ़ाई छोड़ देता है तो उसे उस संकाय के अंतर्गत ‘सर्टिफिकेट’ दो वर्ष पूर्ण कर छोड़ने पर ‘डिप्लोमा’ की उपाधि दी जाएगी एवं तृतीय वर्ष पूर्ण करने पर ‘स्नातक’ की उपाधि प्राप्त कर पाठ्यक्रम को छोड़ सकता है।
- जिन विद्यार्थियों को विषय विशेष में विशेषज्ञता प्राप्त करने या शोध करने की इच्छा हो वे पाठ्यक्रम को निरंतर चौथे वर्ष में जारी रख सकते हैं एवं ‘आनर्स/आनर्स विथ रिसर्च’ की उपाधि चौथे वर्ष में प्राप्त कर सकते हैं। इस नीति के अंतर्गत बहु-विषयक शिक्षा, वैचारिक समझ एवं आलोचनात्मक सोच, नैतिक मूल्यों के साथ कौशल विकास को भी पाठ्यक्रम का हिस्सा बनाया गया है।
- सतत आंतरिक मूल्यांकन में 30% अंक एवं अंत सेमेस्टर परीक्षा में 70% अंकों का प्रावधान रखा गया है। विद्यार्थी को उत्तीर्ण होने हेतु इन दोनों (आंतरिक एवं अंत सेमेस्टर परीक्षा) में कुल 40% प्राप्त करना अनिवार्य होगा।
- जेनेरिक एलेक्टिव के अंतर्गत कला/विज्ञान/वाणिज्य संकाय का विद्यार्थी अपने संकाय के अतिरिक्त अन्य संकाय के किसी एक विषय को अपनी इच्छानुसार ले सकता है।
- विद्यार्थी शिक्षा के ऑनलाइन प्लेटफार्म यथा SWAYAM/MOOC में उपलब्ध पाठ्यक्रमों से भी विषय से संबंधित पाठ्यक्रम की पढ़ाई कर सकता है।
- स्वाध्यायी छात्रों का समयबद्ध नामांकन और सतत मूल्यांकन द्वारा गुणवत्तापूर्ण शिक्षा प्रदान करना ।

पूर्व की शिक्षा नीति एवं राष्ट्रीय शिक्षा नीति 2020 में अंतर

शिक्षा नीति 1986

- 03 वर्षीय स्नातक पाठ्यक्रम
- वार्षिक प्रणाली
- क्रेडिट आधारित पाठ्यक्रम नहीं था
- आंतरिक मूल्यांकन की व्यवस्था नहीं थी
- आनर्स पाठ्यक्रम नहीं था
- इंटरशिप एवं एंट्रेप्रेन्यूरशिप की व्यवस्था नहीं थी
- स्नातक पाठ्यक्रम के मध्य में पढ़ाई छोड़ने पर कोई भी उपाधि नहीं मिलती थी

राष्ट्रीय शिक्षा नीति 2020

- 03/04 वर्षीय स्नातक पाठ्यक्रम
- सेमेस्टर प्रणाली
- क्रेडिट एवं अन्य संकाय के विषय चुनने की स्वतंत्रता
- आंतरिक मूल्यांकन में 30% एवं अंत सेमेस्टर में 70% अंकों का प्रावधान
- आनर्स/आनर्स विथ रिसर्च पाठ्यक्रम चौथे वर्ष के विद्यार्थियों के लिए उपलब्ध होगा
- इंटरशिप एवं एंट्रेप्रेन्यूरशिप को पाठ्यक्रम में शामिल किया गया है
- प्रथम वर्ष/द्वितीय वर्ष के पश्चात पढ़ाई छोड़ने पर क्रमशः सर्टिफिकेट/डिप्लोमा की उपाधि प्राप्त होगी

राष्ट्रीय शिक्षा नीति 2020 को प्रदेश में लागू करने की कार्य योजना

प्रथम चरण: (2024-25)

- सत्र 2024-25 से स्नातक स्तर पर बी.ए., बीएस.सी., बीएस.सी.(गृह विज्ञान) बी.कॉम., बी.सी.ए. एवं बी.बी.ए. में राष्ट्रीय शिक्षा नीति लागू की गयी है।
- राष्ट्रीय शिक्षा नीति 2020 के क्रियान्वयन हेतु समस्त विश्वविद्यालयों में एक समान अध्यादेश को लागू किया जाना।
- स्नातक स्तर के पाठ्यक्रमों को क्रेडिट प्रणाली में परिवर्तित करना।
- विद्यार्थियों हेतु विषयों का समूह/विषय संयोजन प्रदान करना
- जेनेरिक इलेक्टिव, स्किल एनहांसमेंट, वैल्यू एडिशन कोर्सेज का निर्माण कराना।
- स्वाध्यायी विद्यार्थियों का नियमित विद्यार्थियों के रूप में नामांकन करने पर प्रदेश के सकल नामांकन अनुपात में वृद्धि होगी।

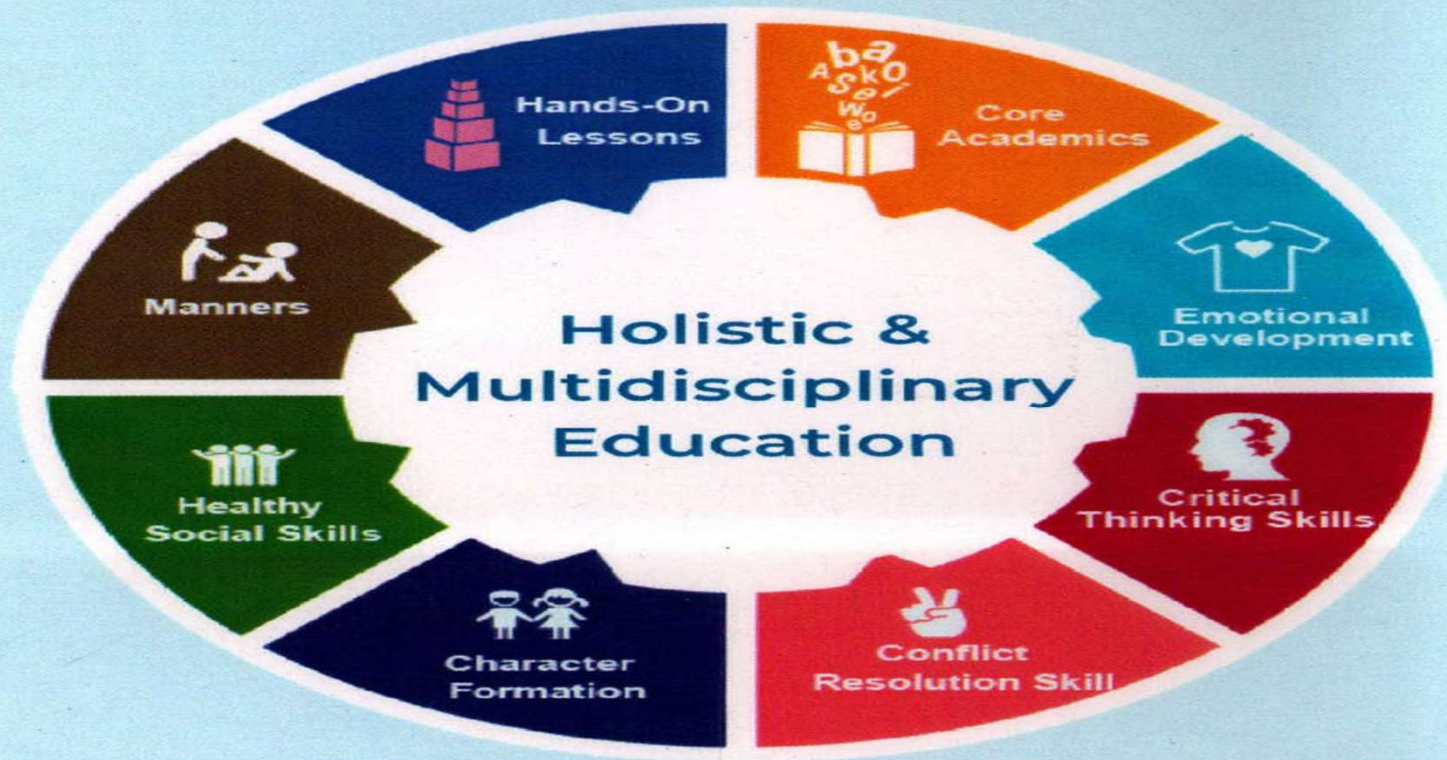
द्वितीय चरण:(2025-26)

- सत्र 2025-26 एवं अग्रगामी सत्रों के लिए विषय संयोजन करना
- विश्वविद्यालयों एवं महाविद्यालयों में कौशल केंद्र की स्थापना करना
- शोध-संवर्धन के लिए अनुदान/सीड मनी प्रदान करना

तृतीय चरण: (2026-27)

- राष्ट्रीय शिक्षा नीति 2020 के समस्त प्रावधानों को पूर्णतः लागू करना।
- विभिन्न विषयों की ऑनलाइन कक्षाओं का राज्य स्तर पर संचालन
- एकल संकायी महाविद्यालयों को बहु-संकायी महाविद्यालयों में परिवर्तित कराना
- चार वर्षीय स्नातक पाठ्यक्रम हेतु आधारभूत सुविधा प्रदान करना

Holistic & Multidisciplinary Education



A Holistic and Multidisciplinary Education would aim to develop desired qualities in human beings that possess critical 21st century capabilities in the fields across the arts, humanities, languages, sciences, social sciences, soft skills including professional, technical, and vocational fields.

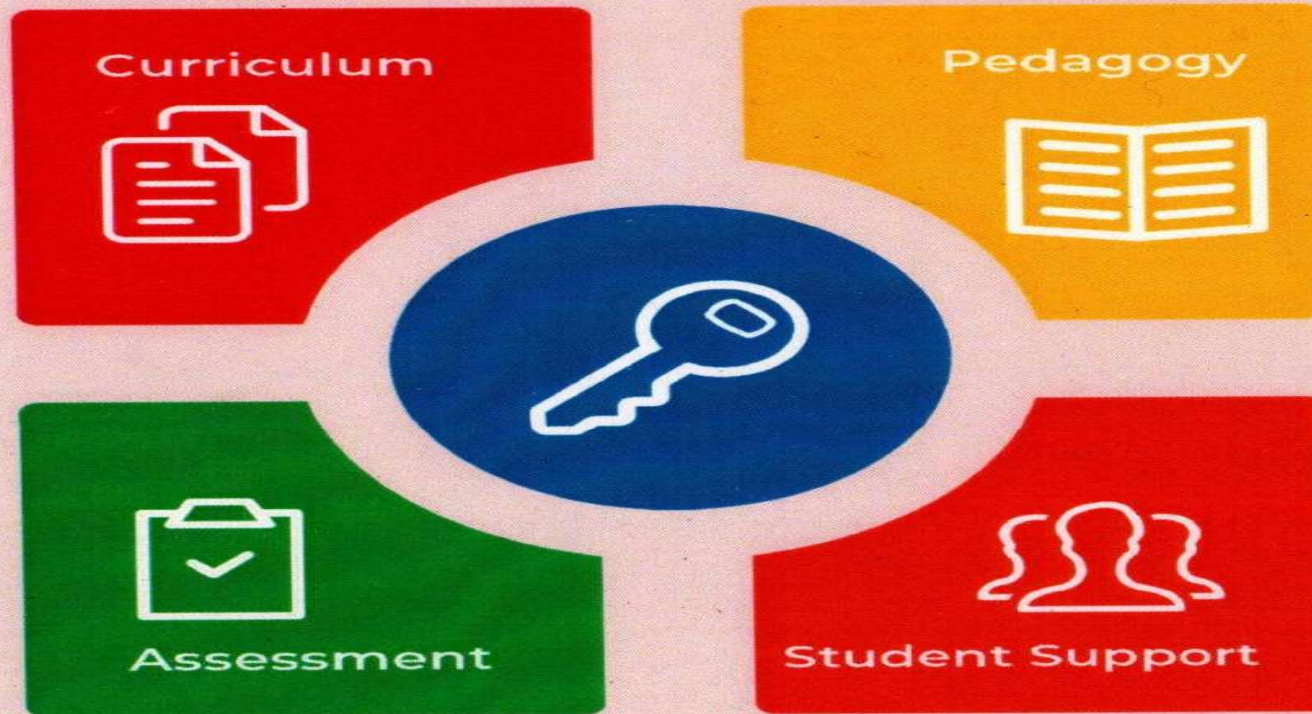
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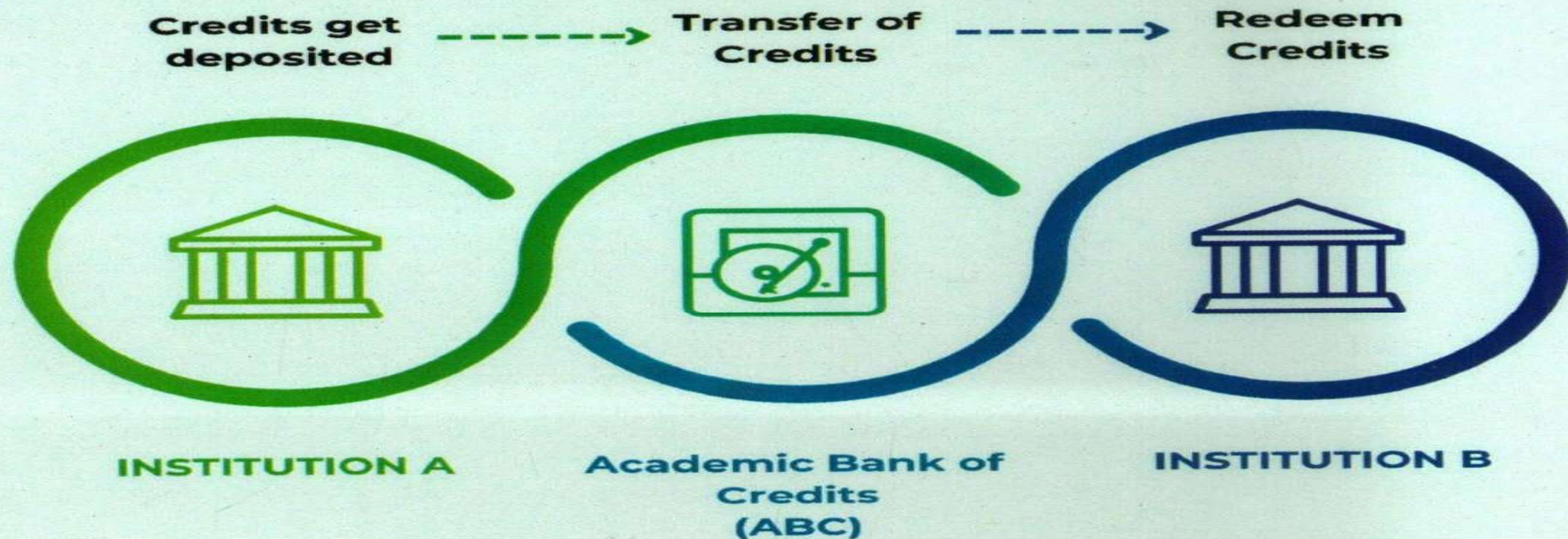
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Revamping Curriculum, Pedagogy, Assessment, and Student Support



NEP advocates outcome-based curriculum and criterion-based grading system for assessment, with appropriate student centric pedagogical approaches. It also emphasizes to design curriculum based on community connect, 21st century skills etc. including providing adequate student support system.

National Credit Framework and Academic Bank of Credits (ABC)



“ An Academic Bank of Credits (ABC) has been established which would digitally store the credits so that the degrees can be awarded by various recognized HEIs considering the credits earned. Credits awarded to a student for one program from an institution may be transferred by another institution upon student's consent, which is the key to the student's mobility.

Inclusion of Liberal Arts in the Higher Education Curriculum



“ The curriculum of HEIs include basic Arts, Crafts, Humanities, Games, Sports and Fitness, Languages, Literature, Culture, and Values, in addition to Science and Mathematics, to develop all aspects of learners’ brains and make education more well-rounded, useful, and fulfilling to the learner.

Education in Regional Languages



Multilingualism and the power of language has been a focus of NEP 2020. The use of mother-tongue as medium of instruction as much as possible has been emphasised because numerous cognitive science experiments have shown that students make great strides in education if they do not face an alien medium in the initial years

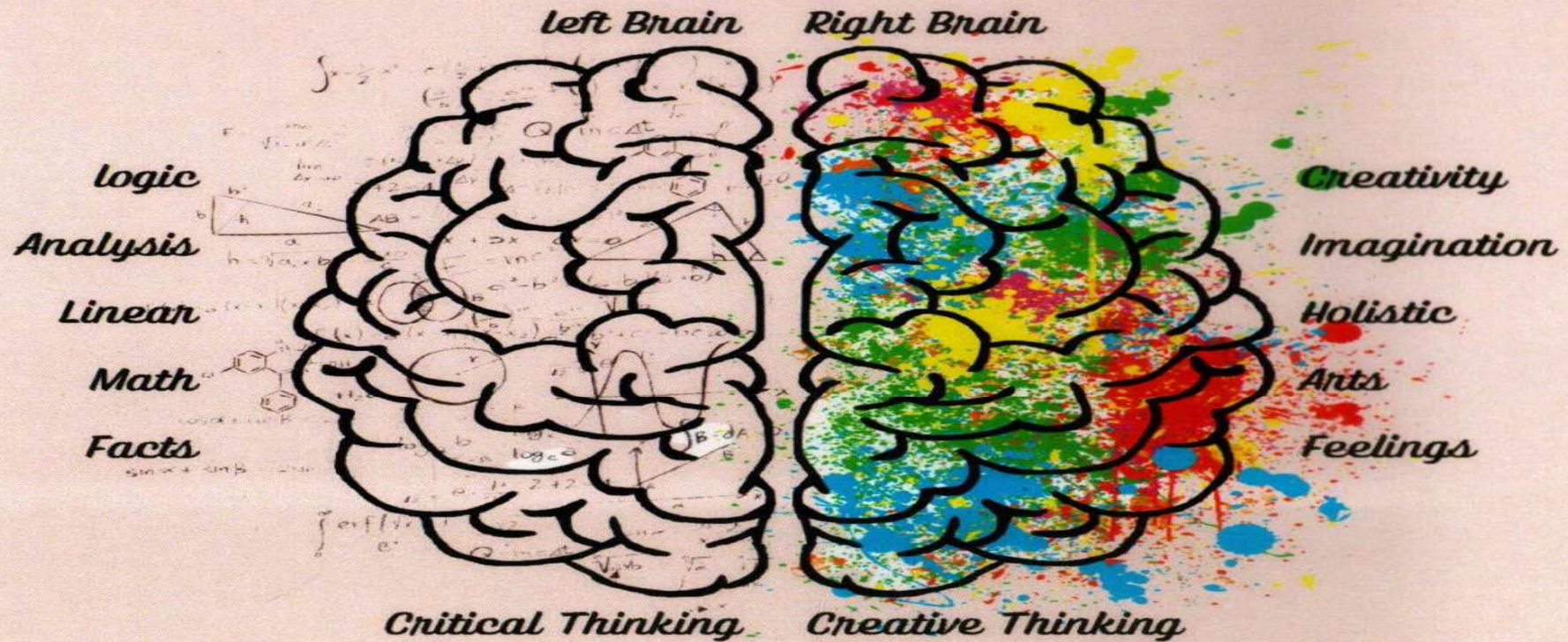
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Critical and Creative Thinking



NEP aims to develop good, well-rounded, and creative individuals. It proposes to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time build intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across the range of disciplines.

Ethics, Human and Constitutional Values



NEP proposes to build character, ethical and constitutional values, (e.g., empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty, responsibility, pluralism, equality and justice), and life skills (e.g., cooperation, teamwork, communication, resilience).

Promoting Digital Education and Use of Technology



“NEP along with Digital India Campaign aims to transform the entire nation into a digitally empowered society and knowledge economy. Given the explosive pace of technological development, it is certain that new technology will impact education in multiple ways as well as its outreach to the society for their upliftment.

Full Equity to ensure that all Students are able to thrive



“ **One of the principles on which NEP is based is full equity and inclusion as the cornerstone of all educational decisions, to ensure all students are able to thrive in the education system.** ”

Integration of Vocational Education in Higher Education



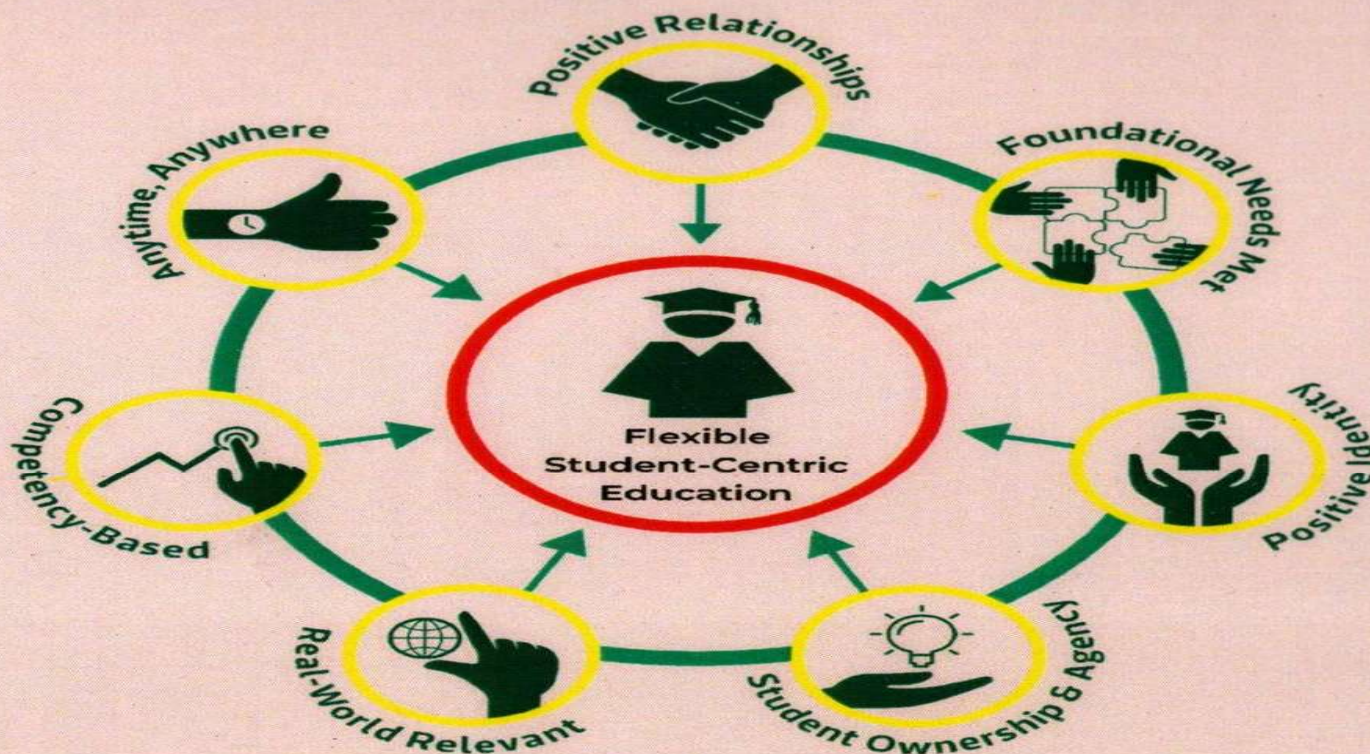
“ NEP-2020 sets a goal of achieving skill development among at least 50% of learners through the school and higher education system by 2025. NEP advocates to integrate vocational education into all school and higher education institutions.

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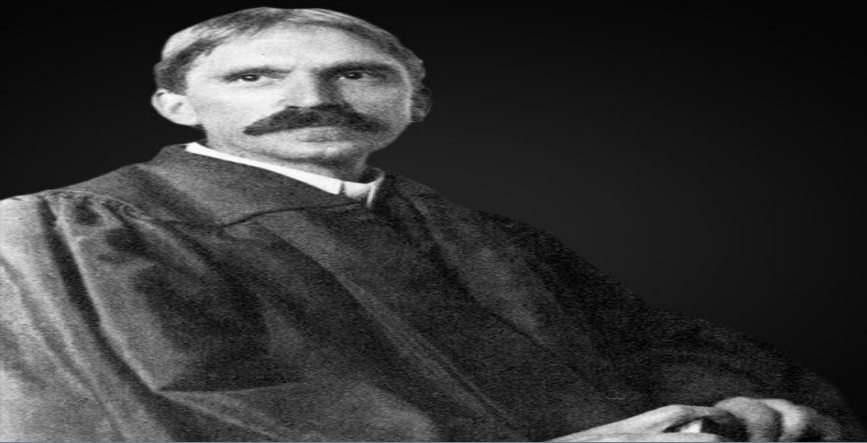
Flexible Student-Centric Education



One of the principles on which NEP is based is flexibility for the students to choose their learning trajectories and programmes, and thereby choose their paths in life according to their own talent's and interests to ensure the integrity and unity of knowledge and eliminate harmful hierarchies among, and silos between, different areas of learning.

“

The success of NEP lies in its implementation, and it can only be possible if the institutions prioritize digital transformation.



**Give the pupils something to do,
not something to learn;
and the doing is of such a nature
as to demand thinking;
learning naturally results.**

— *John Dewey*

“

**Education is a social
process. Education is
growth. Education is, not
a preparation for life;
education is life itself.**

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The Need of the hour is to
introduce
GURUKULUM PRACTICE
IN THE
MODERN CURRICULUM

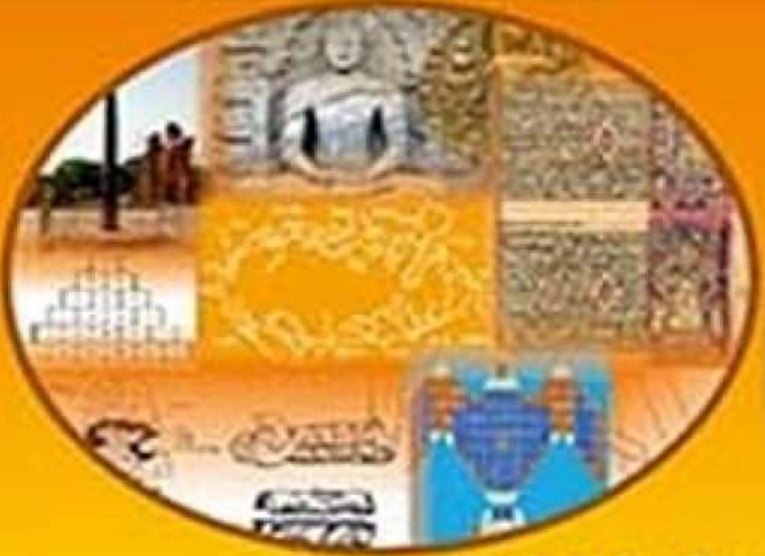
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Eastern Economy Edition

Introduction to **INDIAN KNOWLEDGE SYSTEM**

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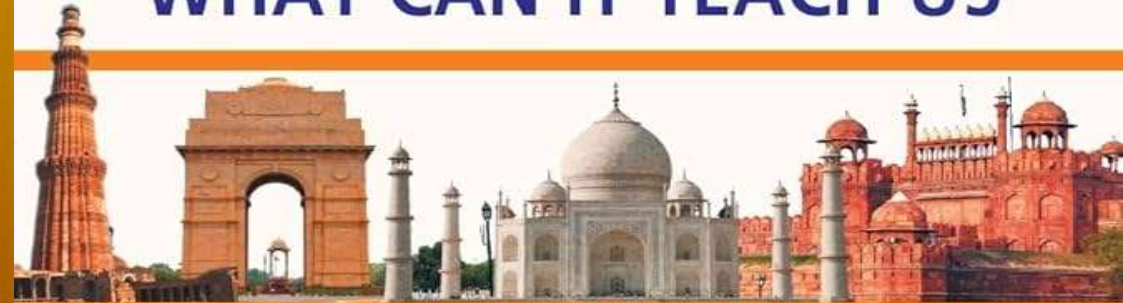


**B. Mahadevan
Vinayak Rajat Bhat
Nagendra Pavana R.N.**



INDIA

WHAT CAN IT TEACH US



 PRABHAT

F. Max Muller

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NEP 2020

THE MUCH-NEEDED CHANGE



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पूर्णस्य पूर्णमादाय पूर्णमेवावशिष्यते ॥

Thank you very much
(धन्यवाद)

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