# A School's Guide to

# NEP

## The National Education Policy 2020
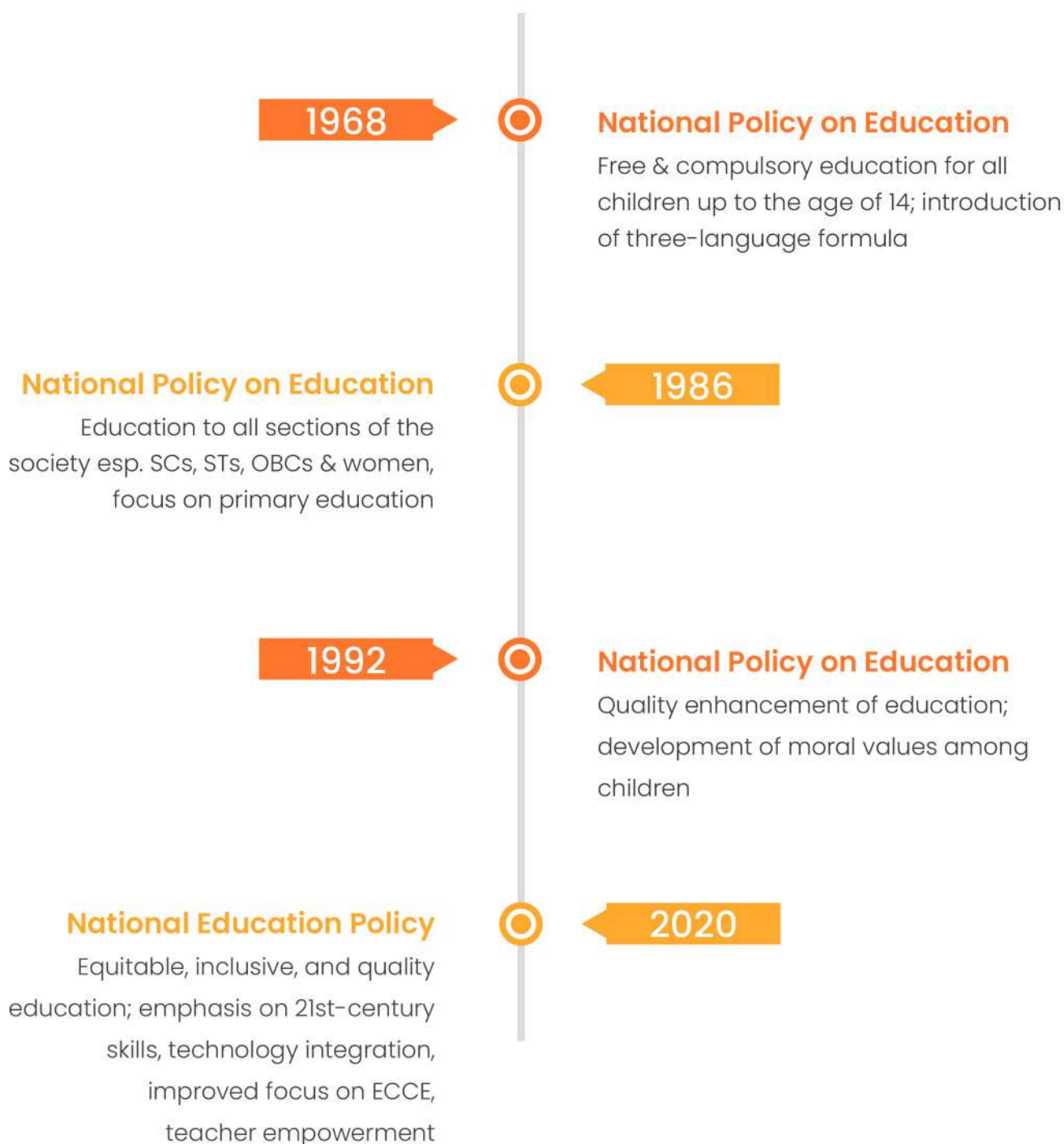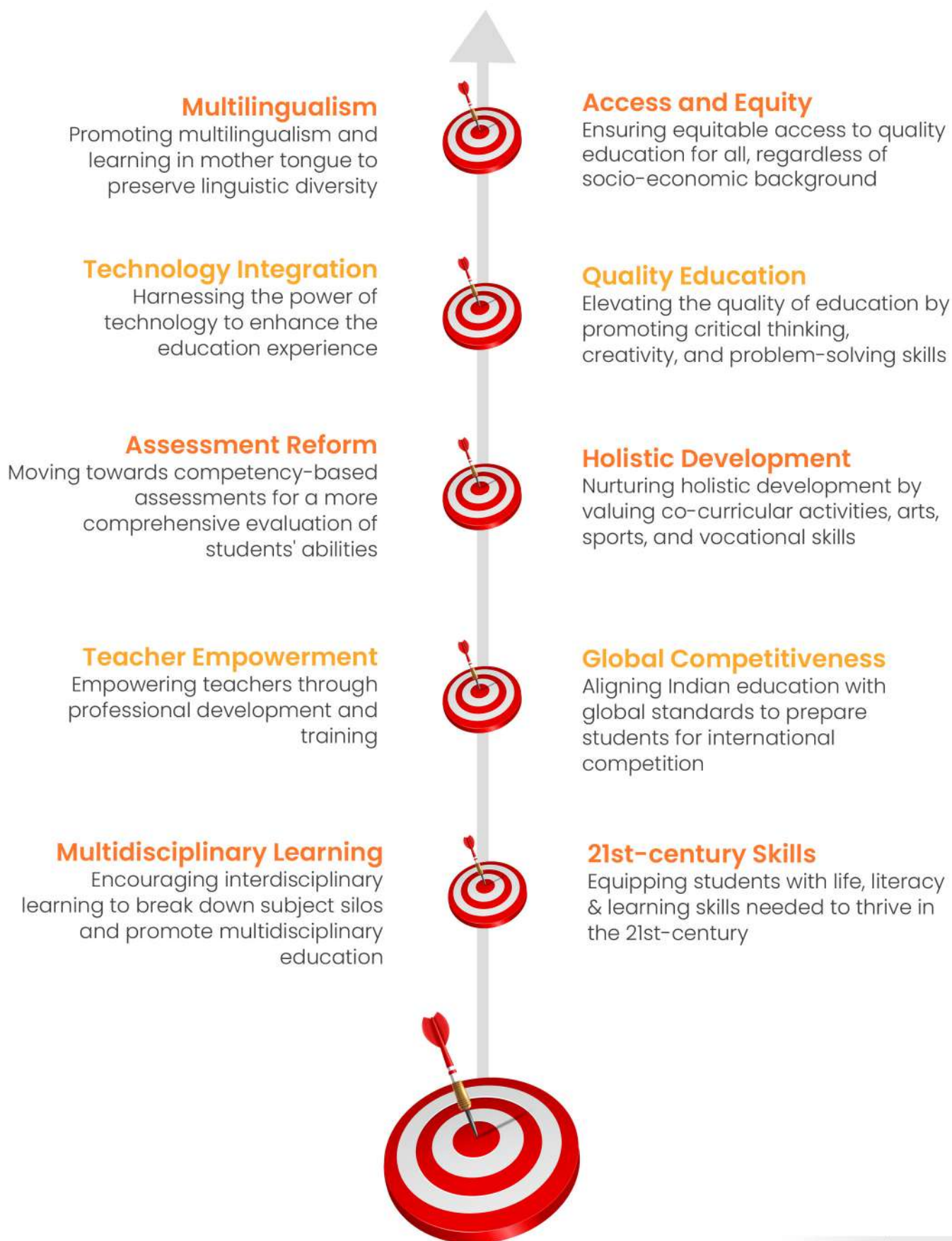
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# What is NEP 2020?

The National Education Policy 2020, often referred to as NEP 2020, is a blueprint for reforming India's education system. Approved by the Government of India in July 2020, NEP 2020 marks a significant shift in how we approach education focusing on making it more inclusive, high-quality, and adaptable to change.

# Timeline of Educational Policies in India

**1968** ◉ **National Policy on Education**
Free & compulsory education for all children up to the age of 14; introduction of three-language formula

**National Policy on Education**
Education to all sections of the society esp. SCs, STs, OBCs & women, focus on primary education
◉ **1986**

**1992** ◉ **National Policy on Education**
Quality enhancement of education; development of moral values among children

**National Education Policy**
Equitable, inclusive, and quality education; emphasis on 21st-century skills, technology integration, improved focus on ECCE, teacher empowerment
◉ **2020**

# Fundamental Principles of
## NEP 2020

### Multilingualism
Promoting multilingualism and learning in mother tongue to preserve linguistic diversity

### Access and Equity
Ensuring equitable access to quality education for all, regardless of socio-economic background

### Technology Integration
Harnessing the power of technology to enhance the education experience

### Quality Education
Elevating the quality of education by promoting critical thinking, creativity, and problem-solving skills

### Assessment Reform
Moving towards competency-based assessments for a more comprehensive evaluation of students' abilities

### Holistic Development
Nurturing holistic development by valuing co-curricular activities, arts, sports, and vocational skills

### Teacher Empowerment
Empowering teachers through professional development and training

### Global Competitiveness
Aligning Indian education with global standards to prepare students for international competition

### Multidisciplinary Learning
Encouraging interdisciplinary learning to break down subject silos and promote multidisciplinary education

### 21st-century Skills
Equipping students with life, literacy & learning skills needed to thrive in the 21st-century

# Key Changes

NEP 2020 introduces several significant changes

## Early Childhood Education

A renewed emphasis on early childhood care and education (ECCE) to ensure a strong foundation for young learners.

## Curricular Reforms

A flexible and multidisciplinary curriculum that empowers students to choose subjects of interest and relevance.
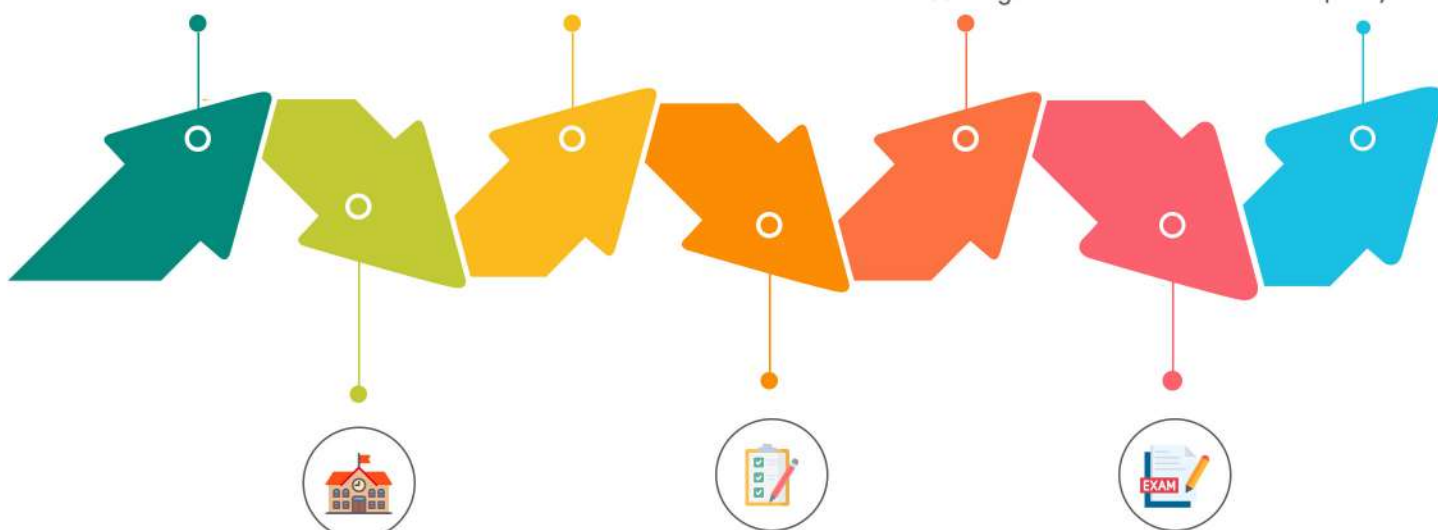
## Assessment Overhaul

A shift from summative to formative assessment, reducing the pressure of exams and fostering holistic learning.

## Teacher Development

Enhanced teacher training programmes and continuous professional development to improve teaching quality.

## New School Structure

The 10+2 structure is replaced with a more flexible 5+3+3+4 system, designed to cater to the developmental stages of children.

## Skill Development

Integrated vocational education and skill development training from Class 6 onwards to prepare students for diverse career opportunities.

## Flexible Board Exams

Offering board exams twice a year and allowing students to retain their best scores to reduce stress and encourage holistic learning.

# New Academic Structure

NEP 2020 marks a transformative departure from the conventional 10+2 structure to a dynamic 5+3+3+4 framework. It introduces play-based learning for early years, grants more subject choices during middle years, and emphasizes personalized education. This structure caters to the developmental needs of the students, ensuring holistic growth and lifelong learning.

| Stage | Age Group | Grades | Focus |
|---|---|---|---|
| Foundational Stage | 3-8 years | Anganwadi/ Pre-school (3 years) <br><br> Grades 1-2 (2 years) | Develop social, emotional, cognitive development through play-based learning. <br> Develop foundational literacy and numeracy skills in the child's mother tongue or a language of their choice |
| Preparatory Stage | 8-11 years | Grades 3-5 | Develop critical thinking, creativity, and problem-solving skills. <br> Curriculum designed to be more flexible and multidisciplinary, with a focus on experiential learning and hands-on activities |
| Middle Stage | 11-14 years | Grades 6-8 | Develop an understanding of the world around them. <br> Curriculum designed to be more interdisciplinary and integrated, with a focus on real-world applications |
| Secondary Stage | 14-18 years | Grades 9-12 | Curriculum designed to be more individualised and flexible, with a focus on student choice and career exploration |

In tune with NEP 2020, new curriculum frameworks are introduced to cater to the already existing challenges.

**Foundational Stage** - National Curriculum Framework for Foundational Stage (NCF-FS) 2022

**Preparatory, Middle & Secondary Stages** - National Curriculum Framework for School Education (NCFSE) 2023

**Adult Education** - National Curriculum Framework for Adult Education (NCFAE)

**Teachers** - National Curriculum Framework for Teacher Education (NCFTE)
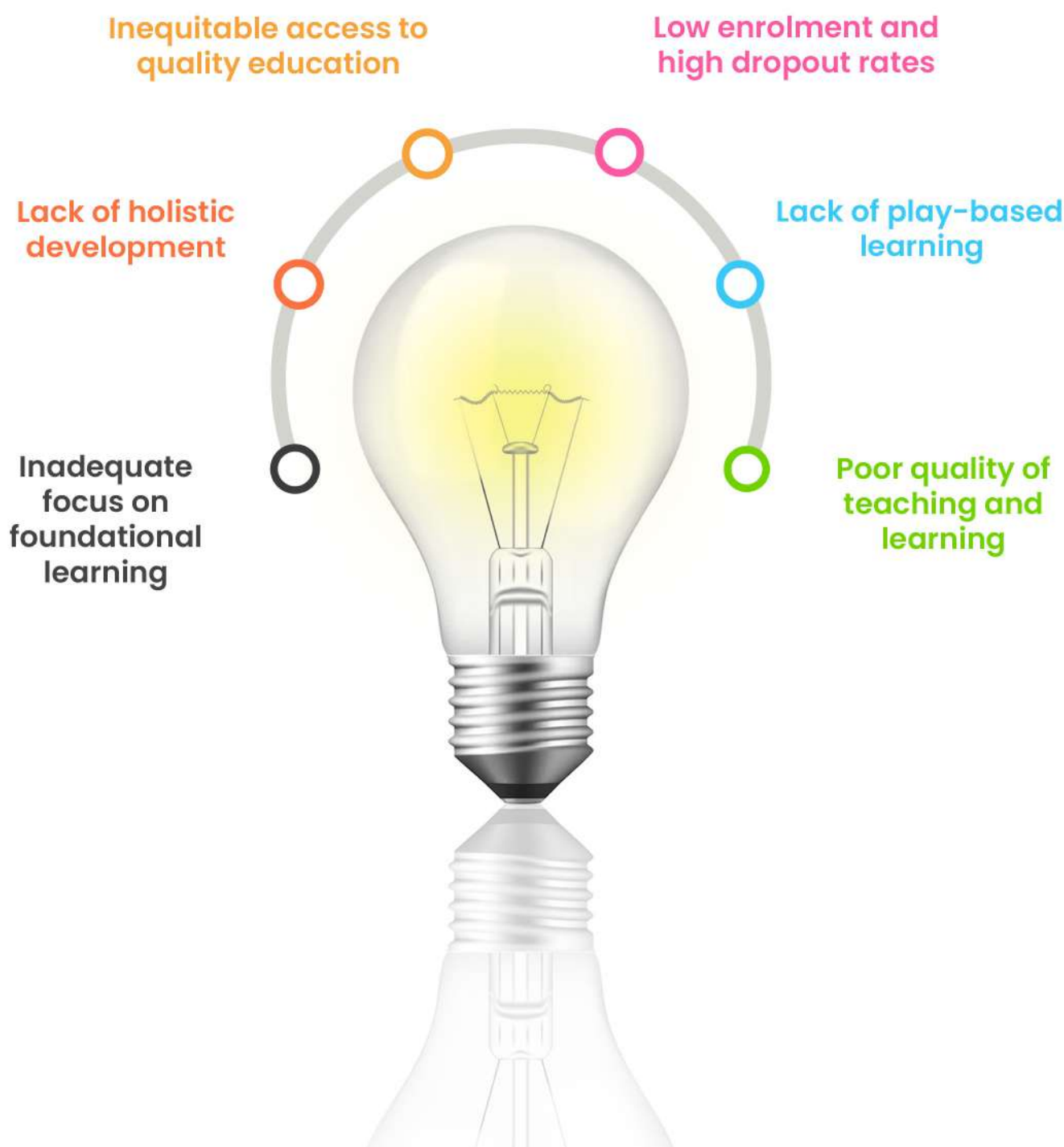
# Foundational Stage

Historically, early childhood care and education (ECCE) in India received limited attention and resources. Over 85% brain development happens by age 6. Quality ECCE is not accessible to many children, especially those from disadvantaged backgrounds. A lack of structured programmes often leads to a weak foundation for young learners, affecting their future academic journeys.

# Current Challenges

Despite the growing recognition of its importance, early childhood education in India continues to face significant challenges that hinder children's holistic development and preparedness for future learning. Here are some of the key challenges that demanded attention:
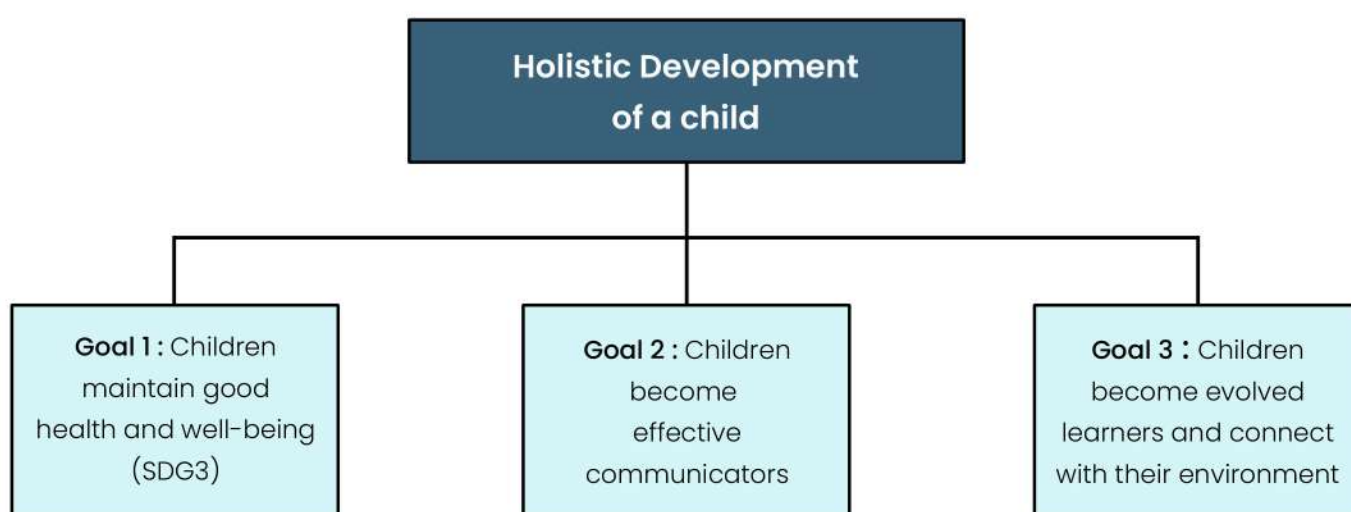
**Inequitable access to quality education**

**Low enrolment and high dropout rates**

**Lack of holistic development**

**Lack of play-based learning**

**Inadequate focus on foundational learning**

**Poor quality of teaching and learning**

# Strategies to Overcome the Challenges

**1** Child-centredness

**2** Holistic Development

**3** Play-based Learning

**4** Foundational Literacy and Numeracy

**5** Inclusive Education

**6** Experiential Learning

**7** Active Learning

**8** Language-rich Environment

**9** Collaborative Learning

The National Curriculum Framework for Early Childhood Care and Education (NCFECCE) 2022 provides a comprehensive framework for early childhood care and education (ECCE) in India.

# Objectives

- ## Holistic Development

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          ┌─────────────────────────┐
          │  Holistic Development   │
          │      of a child         │
          └─────────────────────────┘
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| Goal 1 : Children maintain good health and well-being (SDG3) | Goal 2 : Children become effective communicators | Goal 3 : Children become evolved learners and connect with their environment |

- ## Foundational Learning: Urgent & Necessary Prerequisite to Learning

NEP 2020 and NCFECCE 2022 both place a strong emphasis on foundational literacy and numeracy (FLN) as essential skills for all children. A large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text.

Grade 3 is the inflection point by which children are expected to "learn to read" so that they can "read to learn" after that.

# NCFECCE-Aligned Pedagogical Practices



Hands-on Activities and Manipulatives

Outdoor Play and Physical Activity

Singing and Music

Nature Exploration

Dramatic Play Corner

Storytelling and Reading Aloud

Technology Integration

Art and Creative Expression

Circle Time

# Preparatory Stage

The Preparatory Stage, spanning Grades 3 to 5 under the National Education Policy (NEP) 2020, marks a crucial phase in a child's educational journey. This stage builds upon the foundational skills acquired in the earlier years, developing a deeper understanding of concepts and nurturing a love for learning.

While the Preparatory Stage holds immense promise for holistic child development, it also presents several challenges that demand thoughtful consideration and proactive measures.

**01** Ensuring Quality and Equitable Access to Preparatory Education

**02** Balancing Activity-based Learning and Foundational Skills

**03** Fostering Collaborative Learning and Inclusion

**04** Pedagogical Flexibility, Continuous Review and Refinement

**05** Promoting Inclusive Education Practices

**06** Enhancing Teacher Training and Professional Development

# AASOKA & Experiential Learning

We understand the different learning needs of students. Our books and lesson plans include **VAK.**

# V

## Visual Resources

Colours

Graphs

Charts

Maps & Plans

# A

## Auditory Resources

Discussions

Stories

Chat

Recording

# K

## Kinaesthetic Resources

Senses

Practical Exercises

Role Playing

Hands-on Activities

# Middle Stage

The Middle Stage of education, encompassing Grades 6 to 8, plays a crucial role in bridging the gap between the foundational skills developed in the Preparatory Stage and the more specialized subjects introduced in the Secondary Stage.

- **Introducing Abstract Concepts:** Abstract concepts across various subjects, such as mathematics, science, social science, arts, and humanities, are introduced in a child-centred and age-appropriate manner.

- **Experiential Learning:** Experiential learning is emphasized, encouraging students to engage in hands-on activities, projects, and field trips to enhance their understanding and engagement with various subjects.

- **Integrated and Multidisciplinary Approaches:** Integrated and cross-curricular approaches are encouraged, allowing students to make connections between different subjects and see the interconnectedness of knowledge.

- **Interdisciplinary Projects:** Interdisciplinary projects are encouraged to foster a holistic understanding of real-world issues and promote critical thinking, problem-solving, and collaboration.

- **Technology Integration:** Age-appropriate technology integration is encouraged to enhance learning experiences, providing access to digital resources, interactive tools, and simulation environments.

- **Flexible Assessments:** Flexible assessments are encouraged, including formative and summative assessments, to provide students with regular feedback and track their progress.

# Secondary Stage

The Secondary Stage of education, encompassing Grades 9 to 12, plays a crucial role in preparing students for higher education, vocational training, and the demands of the 21st-century workforce.

- **Deepening Conceptual Understanding:** The Secondary Stage curriculum builds upon the conceptual understanding developed in the Middle Stage, providing opportunities for further exploration and analysis of complex concepts across various subjects.

- **Specialization and Multidisciplinarity:** The Secondary Stage offers opportunities for specialization in chosen fields of study while also fostering multidisciplinarity, encouraging students to connect knowledge across different subjects.

- **Flexible Curriculum Choices:** Students are given greater flexibility in choosing subjects based on their interests, aptitudes, and career aspirations, promoting personalized learning pathways that enhance their understanding and engagement with various subjects.

- **Holistic Development:** The Secondary Stage curriculum extends beyond academic subjects, incorporating physical education, arts, and vocational skills to promote holistic development.

- **21st-Century Skills:** The Secondary Stage emphasizes the development of 21st-century skills, including critical thinking, problem-solving, creativity, collaboration, communication, digital literacy, and global citizenship.

# Goals of Secondary Stage Curriculum and Pedagogy

NEP 2020 envisions a transformative secondary education system. At its core, it aims to mould individuals into responsible global citizens, equipped not only with knowledge but also with the skills and perspectives needed to thrive in an interconnected world. To achieve these ambitious goals, the NEP outlines a holistic approach to curriculum and pedagogy that emphasizes research-based and experiential learning, critical thinking, creativity, and collaboration.

**Deep Conceptual Mastery**

**21st-century Competencies**

**College and Career Readiness**

**Lifelong Learning**

**Responsible Global Citizens**

# Common Goals for Preparatory, Middle and Secondary Stages

## Subject Integration and Pedagogy

Competency and outcome-based education

Sports-integrated, arts-integrated, ICT-integrated and storytelling-based pedagogy

Development of scientific temper

No separation between curricular/co-curricular/ extra-curricular, academic/vocational, science/humanities, sports/arts/academics

Focus on digital literacy, coding and computational thinking

# Mental and Physical Health

Annual health check-ups for all students (SDG 3)

Reduced weight of bags through curriculum reduction, 10 bagless days in a year

Basic health and wellness, skill development (nutrition, fitness, sports, first aid, mental health etc.) (SDG 3)
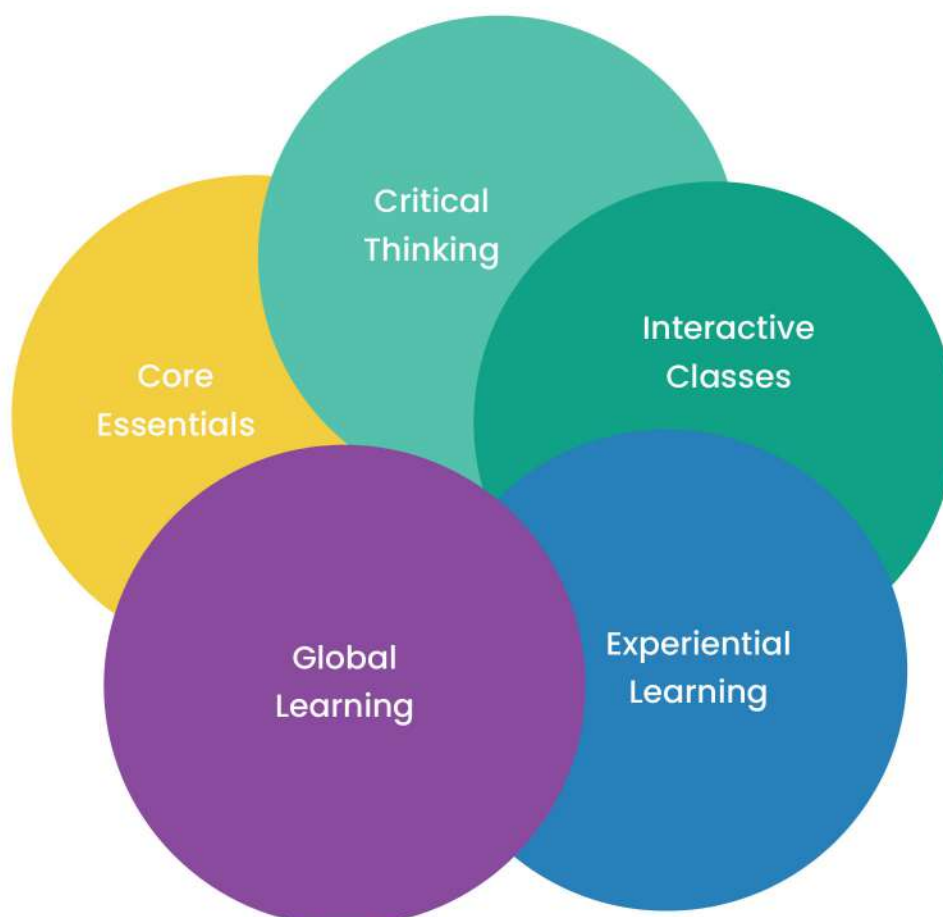
School counsellors to be available for students

Improved infrastructure and various interventions for children with disabilities

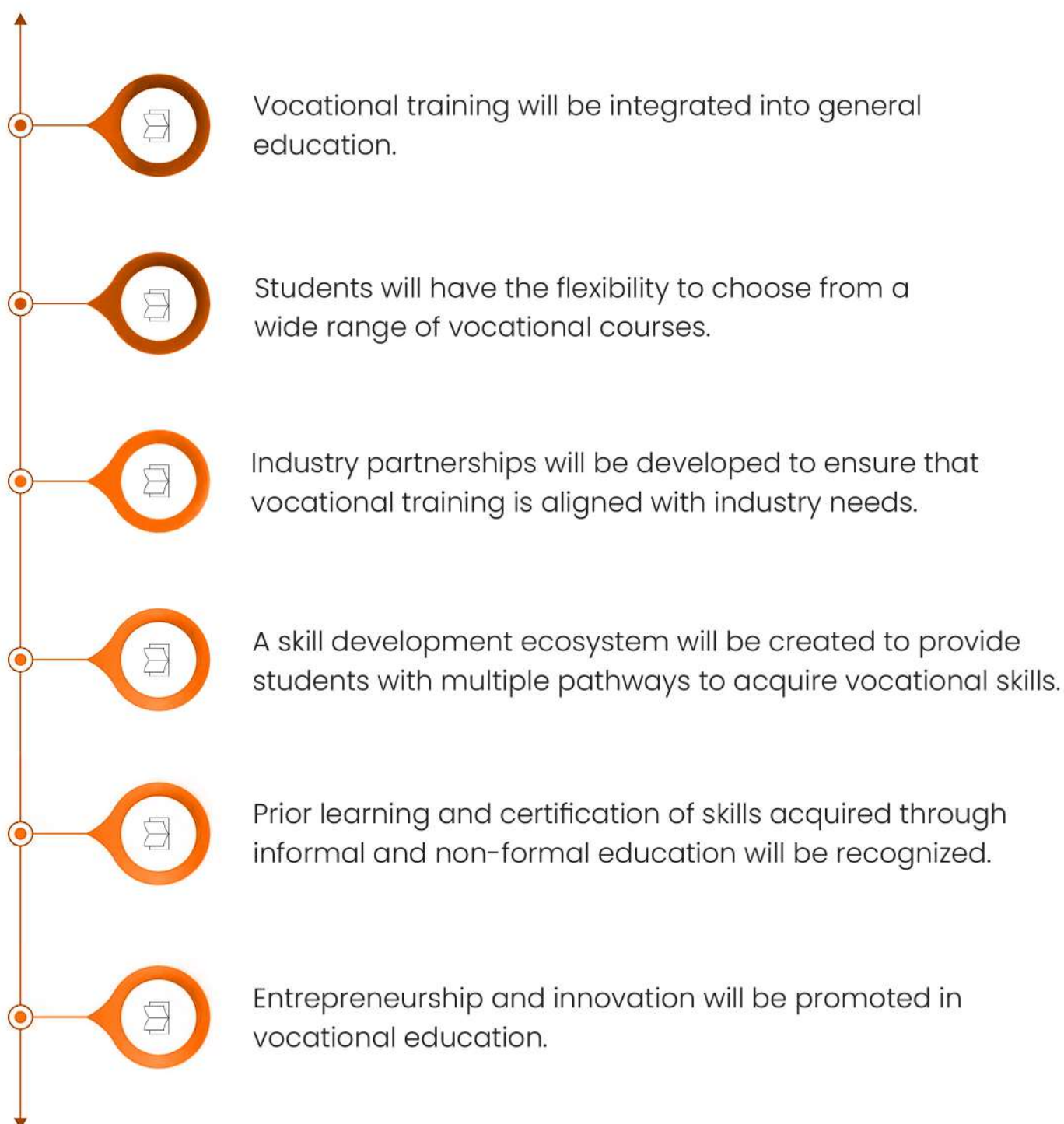Safe inclusive environment for students at school

# Reduction in Curriculum



# Multilingual Education

◆ Use of home language/mother tongue/local language till grade 5

◆ Project on 'The Languages of India'

◆ The three languages to be taught will be decided by the state/UT

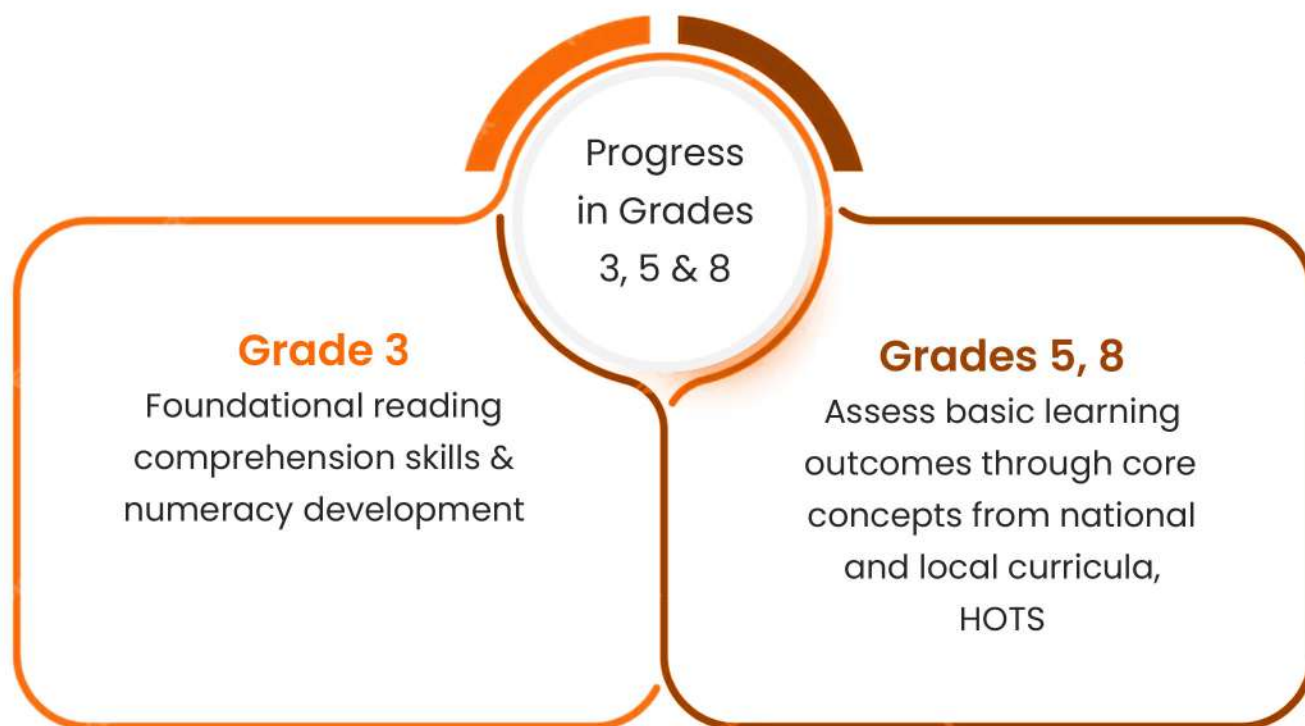◆ All classical languages will be available in schools as options

# Skill Development and Vocational Training

NEP 2020 focuses on providing vocational training to students to prepare them for the job market.

Vocational training will be integrated into general education.

Students will have the flexibility to choose from a wide range of vocational courses.

Industry partnerships will be developed to ensure that vocational training is aligned with industry needs.

A skill development ecosystem will be created to provide students with multiple pathways to acquire vocational skills.

Prior learning and certification of skills acquired through informal and non-formal education will be recognized.

Entrepreneurship and innovation will be promoted in vocational education.

# Assessments

## Forms of Assessment

**Progress in Grades 3, 5 & 8**

### Grade 3
Foundational reading comprehension skills & numeracy development

### Grades 5, 8
Assess basic learning outcomes through core concepts from national and local curricula, HOTS

All students will take these assessments throughout their school journey and not just in classes 10 & 12

# 360-Degree Holistic Report Cards

## Link between Home and School

Project-based and inquiry-based

Quizzes, role plays, group work, portfolio etc.

Progress in cognitive, affective and psychomotor domains

Questionnaires for parents, teachers, and students

Self and peer assessments

# AASOKA's 360–Degree Holistic Report Card

## 360-DEGREE HOLISTIC PROGRESS CARD

### NUMBER OPERATIONS CHAPTERS 4–7

| LEARNING OUTCOMES | SELF-REVIEW | | PEER REVIEW | | TEACHER REVIEW | |
|---|---|---|---|---|---|---|
| | Achieved | Developing | Achieved | Developing | Achieved | Developing |
| Find the sum of 2- and 3-digit numerals (with and without regrouping) | | | | | | |
| Understand the properties of addition and identify the properties of '0' and '1' | | | | | | |
| Comprehend and solve story sums | | | | | | |
| Find the difference of 2- and 3-digit numerals | | | | | | |
| Identify the relation between addition and subtraction | | | | | | |
| Comprehend and solve story sums | | | | | | |
| Imbibe the concept of multiplication using repeated addition | | | | | | |
| Revise tables and dodging | | | | | | |
| Find the product using a number line | | | | | | |
| Inculcate the properties of multiplication | | | | | | |
| Find the quotient by grouping and repeated subtraction | | | | | | |
| Divide using a number line and understand the properties of division | | | | | | |
| Develop division facts | | | | | | |
| Evaluate story sums based on division | | | | | | |

**Teacher's Remark** _____

## 21st CENTURY SKILLS

| PERFORMANCE PARAMETERS | SELF-REVIEW | | PEER REVIEW | | TEACHER REVIEW | |
|---|---|---|---|---|---|---|
| | Achieved | Developing | Achieved | Developing | Achieved | Developing |
| **LEARNING SKILLS (4Cs)** | | | | | | |
| Able to think critically and logically | | | | | | |
| Shows creativity and innovation | | | | | | |
| Works in collaboration with peers/parents/teachers | | | | | | |
| Able to communicate effectively | | | | | | |
| **LITERACY SKILLS (IMT)** | | | | | | |
| Able to access traditional and digital information effectively | | | | | | |
| Able to access media and technology and use them effectively | | | | | | |
| **LIFE SKILLS (FLIPS)** | | | | | | |
| Is flexible and adaptive to different situations | | | | | | |
| Shows leadership qualities and is aware of social and national responsibilities | | | | | | |
| Takes initiative to begin a task and self-directs it towards completion | | | | | | |
| Achieves productivity and remains accountable for the task done | | | | | | |
| Works collaboratively and effectively in diverse social and cross-cultural environments | | | | | | |

# Board Exams

**Twice a year**

To reduce the high stakes nature of the exam. One main exam and one improvement exam, if needed.
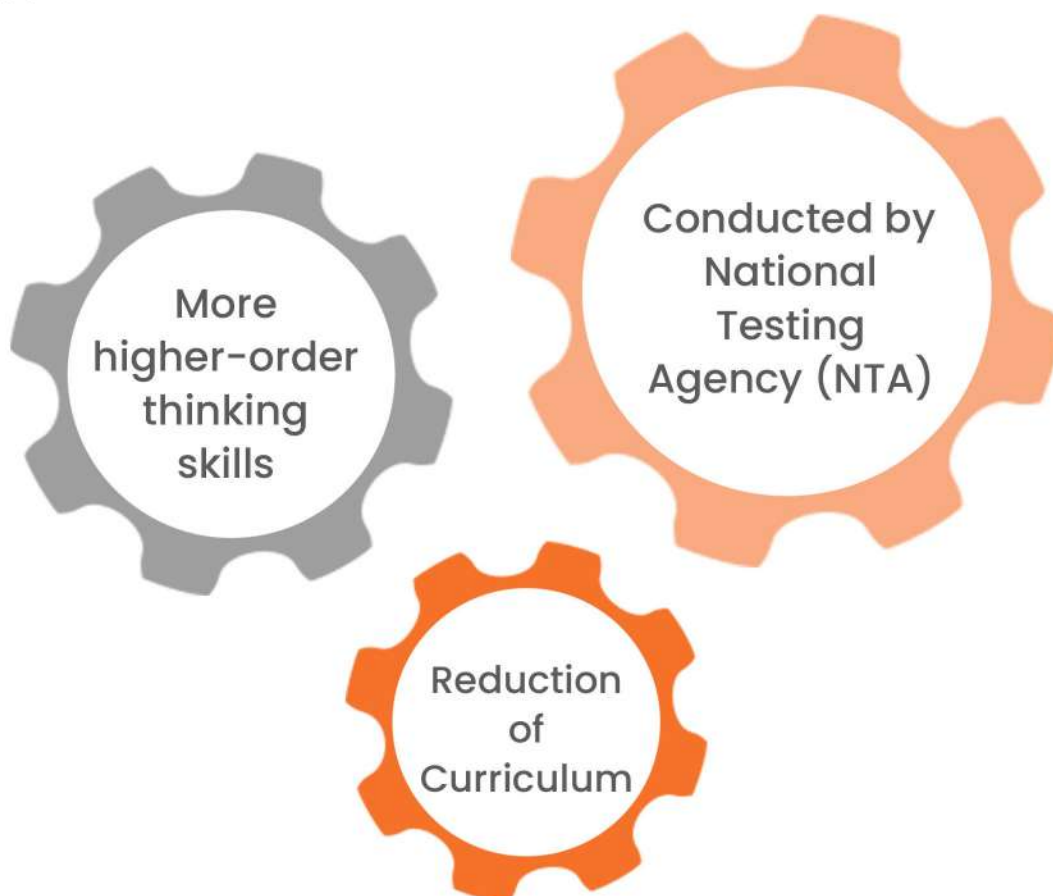
Different systems to be developed – Semester/Annual/Modular Board exams

**Subjects at 2 levels**

Students can choose between standard level and higher level

**Subject choices**

Flexibility to choose subjects they want to study and take board exams in

More higher-order thinking skills

Conducted by National Testing Agency (NTA)

Reduction of Curriculum

Help students move away from rote learning

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# Teachers

## Special Initiatives

Creating **National Professional Standards for Teachers (NPST)** to ensure that all teachers meet high standards of teaching and learning

A new and comprehensive **National Curriculum Framework for Teacher Education**, **NCFTE** 2021, to be formulated by the NCTE in consultation with NCERT

# Professional Development

The NEP 2020 mandates continuing professional development (CPD) for all teachers, to ensure that they are equipped with the latest knowledge and skills. The policy recommends that teachers complete at least 50 hours of CPD per year. It will be **merit-based.**

## CPD activities can include a variety of activities, such as

**1** Taking online courses or workshops

**2** Attending conferences or seminars

**3** Participating in mentor -mentee programmes

**4** Conducting research

**5** Publishing articles or books

After performance peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community developed by State/UT or based on the National Professional Standards for Teachers (NPST) developed by NCTE.

# SEDGs

Socio-Economically Disadvantaged Groups (SEDGs) are diverse people who face barriers to education due to their social, economic, or cultural backgrounds. The National Education Policy 2020 (NEP 2020) recognizes the importance of inclusive education and has proposed several critical changes and initiatives to support SEDGs.

## Who are included in SEDGs?

The NEP 2020 broadly categorizes SEDGs based on the following identities:

- **Gender identities :** Female and transgender individuals
- **Socio-cultural identities :** Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBCs), and minorities
- **Geographical identities :** Students from villages, small towns, and aspirational districts
- **Disabilities :** Physical and learning disabilities
- **Socio-economic conditions :** Migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans (child beggars in urban areas and the urban poor)

# Provisions by NEP

Gender-inclusive holistic education

Gender Inclusion Fund Schemes for girls and transgender individuals

Building free standard boarding facilities in schools

Providing financial assistance to meritorious students from all SEDGs

# Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. The Sustainable Development Goals (SDGs) are as follows:

- **GOAL 1 :**   No Poverty
- **GOAL 2 :**   Zero Hunger
- **GOAL 3 :**   Good Health and Well-being
- **GOAL 4 :**   Quality Education
- **GOAL 5 :**   Gender Equality
- **GOAL 6 :**   Clean Water and Sanitation
- **GOAL 7 :**   Affordable and Clean Energy
- **GOAL 8 :**   Decent Work and Economic Growth
- **GOAL 9 :**   Industry, Innovation and Infrastructure
- **GOAL 10 :**   Reduced Inequality
- **GOAL 11 :**   Sustainable Cities and Communities
- **GOAL 12 :**   Responsible Consumption and Production
- **GOAL 13 :**   Climate Action
- **GOAL 14 :**   Life Below Water
- **GOAL 15 :**   Life on Land
- **GOAL 16 :**   Peace and Justice Strong Institutions
- **GOAL 17 :**   Partnerships to Achieve the Goal

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