Committed to
Transformative Reforms in Education

Quality Education Enhanced Skills

National Education Policy 2020

Shri Narendra Modi
Hon'ble Prime Minister of India

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The National Education Policy 2020 focuses on the education and skills needed for the youth of 21st century India. We have to equip our students with the skills of the 21st century. What will these 21st Century Skills be? These will be - Critical Thinking - Creativity - Collaboration - Curiosity and Communication.

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This Education Policy emphasizes on job creators rather than job seekers. While on one hand emphasis has been laid on giving a natural place to local folk arts and disciplines, classical art and knowledge, on the other hand Top Global Institutions are also invited to open campuses in India. With this, our youth will not only get world class exposure and opportunities in India but will also be more prepared for the global competition.

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So far, the focus of our education policy has been 'what to think', whereas, the New Education Policy lays stress on 'how to think'

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1. Need for a new National Education Policy

Under the visionary leadership of Prime Minister Shri Narendra Modi , the Government of India has taken several significant steps in the past years to improve the education sector.

These steps pertain to every aspect of both school and higher education and have already started showing transformational changes in the education system. The National Education Policy **2020** is central to these reforms in the education sector, through which the existing **34**-year-old policy has been revamped. Why these changes were required, how the policy has been formulated, and what would be the desired results are discussed in this booklet.

The National Education Policy **2020** fulfils a long felt need to revamp the education sector. The last education policy was formulated **34** years back in **1986**. Since then the world has changed drastically in every field including science, technology, communication, economics, etc. For the young generation of our country to be ready for this change, there was a dire need to bring transformative changes in our education system.

To keep pace with this change, we needed an education system that:

- Could prepare students to meet the demands of the **21**st century
- Could enable them to become job givers rather than job seekers
- Give them the ability and strength to work for the progress of their country and the whole world and to establish India once again as global knowledge superpower

The National Education Policy **2020** recommends such transformational reforms that can give a new direction to India's vast education system of **15.5** lakh schools, about **50,000** higher educational institutions, **28.53** crore students and **108** lakh teachers. It emphasizes on increasing the enrolment ratio, enhancing the quality of education through innovation and research, and to bring out the best of every student's individual potential.

Prime Minister Shri Narendra Modi's indelible mark on education reforms

- The National Policy on Education was announced after 34 years.

- The Drafting committee was constituted under the chairmanship of renowned space scientist Shri Kasturirangan, with eminent educationists of the country as well as those of Indian origin working abroad as members, facilitating high level discussions.

- During the formulation of the policy, **2.5** lakh Gram Panchayats, **6600** Blocks, **6000** Urban Local Bodies, **676** Districts were consulted and about **2** lakh suggestions were received.

- The policy has been made with a world-class and global outlook along with an emphasis on Indian knowledge tradition.

- Prime Minister Shri Narendra Modi ji has paid attention to every detail through repeated discussions and hours of deliberations. Some of the key takeaways are as follows:

- Concepts taught in the mother tongue are grasped faster by children, so wherever possible education should be imparted in the local / mother tongue.

- Children should be given an opportunity to work with local workers like gardeners, carpenters, potters, artists, etc. to gain knowledge of vocational courses. At the same time, a sense of respect should be developed among them towards the people associated with such activities.

- Children should have exposure to the local bodies to gain practical knowledge along with studies like how water is pumped from the machine to the water tank, how to book train tickets in railway ticket booking offices, etc.

- Multi-disciplinary research should be encouraged with the establishment of the **National Research Foundation. Virtual laboratories** should be established.

2. Public Participation and consultation in policy formulation

Although the **1986** education policy called for a review every five years, the policy was reviewed only once in **34** years, in **1992**.

Various stakeholders were consulted to prepare the National Education Policy 2020.

Work on formulation of the NEP 2020 started in 2015. Around 2 lakh suggestions were received from 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts.

Committee for Evolution of the New Education Policy constituted on **31.10.2015** under the chairmanship of late Shri T.S.R. Subramanian.

Thereafter, another 'Committee for the Draft National Education Policy' under the Chairmanship of eminent scientist Padma Vibhushan, Dr. K. Kasturirangan, was constituted in June **2017** to examine all inputs/suggestions and prepare a Draft Policy.

The Committee submitted its report to the Ministry on **31st May 2019**.

The Draft **NEP 2019** was uploaded on the Ministry of Education's website and also at **innovate.mygov.in** platform for seeking views/suggestions/comments of stakeholders, including public.

Further, consultations were held with States/UTs Governments, Ministries of Government of India and MPs of several States.

Draft National Education Policy **2019** received around **2** lakh suggestions in the form of comprehensive and positive feedback from various stakeholders.

3. Vision of the Policy

Transform India into a vibrant knowledge society and global knowledge superpower through **broad based, flexible, multidisciplinary** education suited to 21st century needs

Bringing out the unique capabilities of each student.

Promote critical thinking rather than rote learning, focus on learning instead of studying, encouragement to scientific temperament

Policy for 21st Century India/ Atmanirbhar Bharat

Integration of Global with Local

Instilling among learners a deep-rooted pride in being Indian, as well as developing knowledge, skills and values, that make them truly global citizens.

➤ **Samagra Shiksha scheme completely aligned to the vision of NEP 2020 and extended upto 2025-26 with an outlay of Rs 2.94 lakh crore.**

➤ **Universal Reach of school education by 2030 with 100% GER**

o **GIS mapping** conducted to find out the requirement of Secondary/ Sr. Secondary schools in a scientific and realistic manner.

o For opening and upgradation of schools from pre-school to senior secondary level provision has been incorporated under Samagra Shiksha to fill gaps in unserved areas, identified through GIS.

o All Kasturba Gandhi Balika Vidyalayas (KGBV) will be upgraded by 2025-26 under Samagra Shiksha.

o Funding for barrier free access; separate toilets for Boys,Girls & CwSN; classrooms; labs; libraries, etc., provided under Samagra Shiksha.

o Transport/Escort allowance provided up to the Secondary level under Samagra Shiksha.

o Under Samagra Shiksha, support for special training of out of school children and child tracking is also provided, child wise data is being captured at PRABANDH portal.

o **Guidelines** for continued education of Children of Migrant Laborers and for identifying and mainstreaming out of school children have been developed and issued.

o **Bridge course** for OoSC from Preschool to Class VIII to provide support and to mainstream the OoSC has been developed by NCERT.

o **Identification and Mainstreaming** of OoSC at secondary level through open schooling included in Samagra Shiksha.

o A comprehensive **guideline** on **'School Safety and Security'**, issued for fixing accountability of the School Management in the matter of safety of children studying in schools, through wide and intensive consultative process with States and UTs, Autonomous bodies and Other Ministries/Departments.

Emphasis on Early Childhood Care and Education.

o Provision of quality ECCE in pre-schools including training of ECCE teachers, teaching learning material for every child, training of master trainers to further train Anganwadi workers, child friendly furniture, Bala features etc. has been included in Samagra Shiksha.

o Data Capture Format (DCF) is being developed with MoWCD.

o **Expert Committee** for development of indigenous and unique toy-based pedagogy has been set up and an international webinar conducted in January 2022.

o Inter-ministerial Joint Task Force set up and discussions have been initiated to prepare parameters for mental and physical health and well-being for pre-school to grade 12.

o Work for National Curriculum Framework (NCF) for Early Childhood Care and Education (ECCE) has been initiated by NCF Steering Committee.

New curricular structure 5+3+3+4 instead of 10+2.

o The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, has been undertaken by NCERT - based on the principles of National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, The National Curriculum Framework (NCF) is being framed by incorporating and integrating the local and indigenous flavour from across the country through wider consultations.

o The entire process of developing the NCFs and SCFs is paperless and conducted using the Tech platform developed by NIC, MoE in close collaboration with NCERT.

National Mission on Foundational Literacy and Numeracy to achieve early literacy and numeracy.

o **Guidelines** for National Mission on Foundational Literacy and Numeracy (NIPUN BHARAT) have been prepared and mission has been launched on 5th July 2021. Codification of Development Goals, competencies and Learning Outcomes has been done for the foundational stage.

o NCERT has developed a 3 Months Play Based **'School Preparation Module'** named **'Vidya Pravesh'** which was launched on 29th July, 2021. This can be adapted or adopted by States and UTs as per their need. The module is essentially around 12 weeks of developmentally appropriate instruction for the children entering of Grade I to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills.

o Under DIKSHA, **a separate vertical for FLN resources** has been developed to assist and mentor States/UTs and teachers. This vertical has infographics and videos on learning outcomes and assessment tools for teachers to facilitate them. Till now 740 items, 982 LO based content and 595 TV content (Classes 1 to 3) has been made available.

o **NISHTHA 3.0** on Foundational Literacy and Numeracy with 12 modules covering around 25 lakhs Primary level teachers was launched on 7th September 2021.

o Foundational learning study conducted for children in grade 3 on foundational literacy and numeracy skills in March-April 2022, in order to establish benchmarks for oral reading fluency in Indian languages and also establish a baseline for the NIPUN Bharat Mission.

Improvement in the curriculum for school education and pedagogy for promoting creative thinking and 21st century skills among learners.

o   Art-Integrated Education is being implemented in CBSE schools and Guidelines have been released by CBSE.

o   Art-Integrated Project on Ek Bharat Shreshtha Bharat has been made mandatory for grades 1-10: Introduced as part of Subject-Enrichment Activities for Internal Assessment by CBSE.

o   KALASETU portal has been launched for reporting on implementation of Art-Integrated Learning and Projects by CBSE Schools. So far, 25814698 students have participated and till date 5516000 students have submitted their report.

o   Art-Integrated Exemplar Online Competition for teachers has been organized in 2020 and 2021.

o   Mapping of Skills and concepts with variety of toys completed and disseminated during Toy fair and Toycathon.

o   Teacher training on toy-based pedagogy launched and NISHTHA Modules on Toy-based pedagogy for foundational and secondary levels has been launched. So far 7.22 lakh teachers at secondary and 5.07 lakh teachers at Foundational and Preparatory level have been certified.

o   Special focus on art and sport integrated learning as well as story-telling pedagogy to be included in 25 Position Papers of NCF at all the stages of school education.

o   All elementary school teachers trained through NISHTHA in the wake of pandemic on ICT based pedagogy:

- o   Samagra Shiksha under innovation provides supports for bagless days, internship with local artisans, exposure of vocational education at upper primary, school complexes, twinning of schools etc.

- o   Guidelines for library grant and promoting reading in schools have been developed to ensure that age appropriate books are available in the libraries and provision for library grant included under Samagra Shiksha.

- o   'Padhe Bharat' a 100 days reading campaign for children studying in Balvatika to Class VIII was launched on 1st January 2022 under Samagra Shiksha. Detailed **guideline** with weekly calendar of activities also shared on 9th December 2021.

➤ **Beginning of vocational education from class 6th which will include an internship.**

- o   Provision of Bagless days, internships has been incorporated in Samagra Shiksha.

- o   Vocational exposure in grades 6-8 has been incorporated in Samagra Shiksha.

- o   Vocational exposure has been introduced in CBSE schools. 11 areas introduced for grades 6-8 from 21-22 session. CBSE also runs 17 skill subjects at secondary stage and 38 at senior secondary stage.

- o   Hub and spoke model for expansion of vocational education incorporated under Samagra Shiksha.

➤ **NCERT will develop a new and comprehensive National Curriculum Framework.**

- o   National Steering Committee for developing NCF has been formed. National Steering Committee meetings held on 9.12.2021 and 27.1.2022.

- o   Draft guidelines for 25 Focus Groups in NCF circulated to States on 27.01.2022.

- o   Integration of the local and indigenous flavor from across the country through wider consultations.

- o States/UTs have nominated SCERT (wherever it is available) as the nodal agency for developing SCF.

- o State Focus Groups being set up by States, for developing State position papers.

- o Initiated consultations at district level for taking inputs on the survey questionnaires developed at the National level.

▶ Recommendation for Multilingualism and Three Language Formula.

- o The DIKSHA platform offers learning material in 33 languages : Awadhi, Bhojpuri, Bangla, Bhutia, Bodo, Brij, Bundelkhandi, Chhattisgarhi, English, Gondi-Dantewada, Gondi-Kanker, Gujarati, Halbi, Hindi, Kannada, Kashmiri Khaasi, Konkani, Kudukh, Lepcha, Malayalam, Manipuri, Marathi, Mizo, Mythili, Odia, Punjabi, Sanskrit, Sargujia, Tamil, Telugu, Urdu and Indian Sign Language.

- o 100 sentences in 22 languages were prepared and launched on DIKSHA in written, audio and ISL format as part of Bhasha Sangam initiative in November 2021. Bhasha Sangam App also launched in Jan 2022 enabling a learner to learn communicative language skills and get certificate.

- o Mapping of languages spoken by student and teachers has been initiated as a part of NIPUN Bharat in all states/UTs.

▶ 360 degree holistic report card for an improved evaluation.

- o Expert committee has been set up for Holistic Progress Card (HPC) and pilot testing for foundational years initiated by CBSE

- o Provision for HPC included in Samagra Shiksha and will be introduced in a phased manner at 5+3+3+4 levels.

▶ Specific emphasis on assessment of Learning Outcomes.

o Structured Assessments for Analyzing Learning (SAFAL) a large-scale assessment framework for classes 3, 5, and 8 that would act as a system-level check on the schooling system at a regional, state, and national level has been developed by CBSE.

o National Achievement Survey (NAS) 2021 conducted on 12.11.2021 in 1.2 lakh schools of 717 districts; approx 34 lakh students appeared in sampled schools across the country for tracking grade level proficiency.

▶ Provision for equal and inclusive education.

o **Guidelines for development of e-content for Divyang students for School and Teacher Education have been published .**

o Content for visually impaired children has been published and specific textbooks have also been uploaded on DIKSHA - Barkha series.

o DAISY Audio Books for visually impaired have been developed and made available on DIKSHA.

o Talking books (in Daisy format) for learners with Visual Impairment: 13 subjects at secondary level and 23 subjects at senior secondary level covered. 1936 audio books are recorded and uploaded on DIKSHA.

o Indian Sign language Dictionary has been developed including 10,000 dictionary words on DIKSHA in text, audio and video format.

o ISL videos available on Swayam Prabha have been uploaded on DIKSHA platform also and telecast regularly on PM eVIDYA & DTH TV channels.

o   Live sessions of 'Teaching Learning Interventions for Inclusive Classrooms - Ask the Expert' have been transmitted live on PM eVidya.

o   Under Samagra Shiksha assistance for Student oriented component, separate stipend for girls, identification camps at blocks for CWSN, resource centres at block level and deployment and training of special educators is provided.

o   Content on DIKSHA in 33 Indian languages, including Indian Sign Language has been made available.

o   To convert textbooks and educational material into India Sign Language, MoU has been signed between India Sign Language Research & Training Centre (ISLRTC) and NCERT.

o   NIOS has introduced ISL as a language subject at the Secondary Level.

o   General and Specific Provisions for each of the 21 disabilities notified by CBSE and NIOS for Board Examinations.

o   Core committee has been formed for preparing guidelines & standards for Home Based Education.

o   Draft guidelines on Gifted Children are under finalisation after consultations with PSA, UGC, AICTE, and Jnana Probodhini in Pune.

o   The department has launched an initiative called 'Manodarpan' for mental health and wellbeing of students. It aimed to provide emotional support and needful counseling to the students under distress due to the unprecedented times they were facing. Issuance of advisory guidelines from time to time, creation of web page and national toll-free numbers, interactive online chat options and, national-level database and directory of counselors are part of this initiative.

▶ Provision for the recruitment and professional growth of teachers

o "MyNEP2020" platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs on National Professional Standards for Teachers (NPST) for sustainable and positive change in the Teacher Education Sector. 2559 suggestions were received, draft document has been prepared for final approval.

o "MyNEP2020" platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs/membership on National Mission for Mentoring (NMM) for sustainable and positive change in the Teacher Education Sector. 1839 suggestions were received, draft Blue Book has been prepared.

o National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) for capacity building of teachers under Samagra Shiksha:

    a) NISHTHA 1.0 completed: 18 modules, covered around 40 lakh teachers for elementary education.

    b) NISHTHA 2.0 launched: 68 modules, covering 10 lakh Secondary/ Senior Secondary teachers.

    c) NISHTHA 3.0 launched: 12 modules, covering 25 lakh teachers of Foundational level.

o Orientation programmes have been conducted for school teachers on Digital tools, FOSS, OER initiatives through 361 episodes (one hour each) of webinar through PM eVIDYA DTH TV, YouTube and Jio TV App.

o A committee of experts has been constituted to evolve guidelines/ structure/ roadmap for revamping & extension of Teacher Eligibility Test (TET) to all levels (5+3+3+4) aligned with NEP 2020.

5. Higher Education and NEP 2020- Key Features

➤ Gross Enrolment Ratio in higher education (including vocational education) to be increased to 50 % by 2035.

➤ 3.5 crore new seats will be added to Higher Education Institutions.

➤ Broad based, multi-disciplinary, holistic higher education.

- **Guidelines for introduction** of general stream programmes in technical institutions and vice versa have been initiated. In this regard AICTE has revised curriculum with multidisciplinary approach with a sprinkling of choices beyond the engineering subjects ranging from Humanities and Social Sciences, Liberal Arts, Music, Drama, Sports etc.

- **Guidelines** for promotion of Physical Fitness, Sports, Psychosocial Well-being and Mental Health have been initiated.

- **Guidelines** for introduction of courses on agriculture, health and law for holistic and multidisciplinary education have been initiated

- **Guidelines** for inclusion of basics of legal and health studies in professional education have been initiated.

➤ Emphasis on Flexible Curriculum with creative combinations of subjects. (Eg: mathemetics with music, history with art etc.)

➤ Vocational Education to be integrated with mainstream education.

- **Constitution** of a National Committee for the integration of vocational education has been completed

- Multiple entry and exit will be allowed with appropriate certification.

  - **Guidelines** for Multiple Entry and Multiple Exit for flexibility and lifelong learning have been prepared.

- Setting up of Academic Bank of Credit for digitally storing academic credits so that these can be counted and transferred towards final degree earned.

  - **Regulations** for Academic Bank of Credit; Specification of Degrees; and Structure of Degree Programmes have been prepared. The Revised Regulations issued to enable students of all HEIs to open Academic Credit Bank Accounts. 187 HEIs Registered. ABC portal has also been launched on Digilocker platform.

- Higher education institutions to transform into large, well resourced, vibrant multidisciplinary institutions.

  - **Guidelines** for developing large Multidisciplinary higher education institutions and HEI clusters for integrating Humanities, Social Science, Teacher Education, Languages and Arts with Science, Technology, Engineering and Mathematics (STEM) have been initiated.

- Affiliation of colleges to be phased out in 15 years.

- Stage-wise mechanism for granting graded autonomy-to colleges.

- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity in higher education.

➤ Multidisciplinary Education & Research Universities (MERUs), at par with IITs, IIMs, to be set up.

➤ A National Mission for Mentoring to be set up.

➤ Open and distance education, online and digital education to be promoted.

- UGC has notified ODL and Online Programmes **Regulations**

- 59 HEIs offering 351 full-fledged Online programmes

- 85 HEIs are offering ODL programmes.

- IGNOU: Total Enrolment 13.1 Lakh during 2021 (Jan+July)

- UGC (Credit Framework for online Course through SWAYAM) **Regulation** 2021 has been completed

- Credit limit increased from 20% to 40% through regulations issued on 25th March, 2021 - More than 153 Universities adopted SWAYAM Course. Courses offered under SWAYAM increased to about 800 in a semester from about 100 earlier.

- 1052 courses are available in more than one language under SWAYAM Massive Online Open Courses (MOOCs), thereby promoting Regional Languages.

➤ Provision for professional growth of faculties.

➤ NEP recommends setting up an Indian Institute of Translation and Interpretation (IITI), National Institute for Pali, Persian and Prakrit languages, strengthening of Sanskrit and all language departments in the higher education institutions.

- **Regulations** for introduction of Four-Year Integrated B.Ed. (Dual Major) program including Language Education have been completed.

➤ Focus on internationalization of education.

- **Guidelines** for Internationalisation of Higher Education have been completed.

➤ **Guidelines** for HEI to offer Apprenticeship/Internship embedded Degree programme have been prepared. National Apprenticeship Training Scheme (NATS) approved with an allocation of Rs. 3054 crore to cover 9 lakh youth.

➤ **Single unified national online platform** for internship. 5881 HEIs, 69.1 lakhs students registered on Internship Portal, Internships Posted: 11.85 lakh, MoUs with Industries-30751, 8022 Industries registered & posted internships

➤ **Creation** of network of institutions offering skill courses through hub and spoke model has been initiated. 5000 Skill Hub Centre across School, IT IS and HEIs. 2000 Institutions in Higher Education to start as Hub out of which, 700 have been registered on common portal of Skill Ministry.

▶ **Provisions** for more financial assistance and slots in scholarships and fellowships for SEDGs have been initiated. 12 lakh free coupons worth Rs. 254 crore distributed in Jan 2022 among SC, ST, OBC, EWS students to access courses by EdTech companies.

▶ Roadmap for Promotion of Indian Knowledge.

- AICTE has given approval to 19 Engineering Colleges (26 courses) to impart Engineering courses in 6 Indian Languages for Engineering programmes across 10 states from the Academic Year 2021-22.

- Provision of additional 30/60 supernumerary seats in regional languages and upto 50% of sanctioned intake in regional languages by AICTE.

- Technical Book Writing being undertaken in Hindi, Marathi, Bengali, Tamil, Telugu and Kannada. 216 **Books** have been launched.

- AICTE has developed an AI-based translation App and study material is being translated into Indian languages.

▶ **Guidelines** for the following have been initiated:

- **Start-up/Incubation** Centre/Technology Development Centres/ Centres in frontier areas of research strengthening greater industry academy linkages

- **Institute Innovation Council** at HEIs

▶ 2,774 Institution's Innovation Councils in HEIs in 28 States and 6 UTs have been established.

Education before reform

- No emphasis on Early Childhood Care and Education.

- Promoted rote-memorisation.

- Emphasis on marks obtained in examination rather than on learning, lower standards of Learning Outcomes.

- Not much emphasis was given to vocational courses.

- Hard separation among the streams of science, humanities and commerce. Because of this learners were not able to choose subjects of their choice. As a result they had to study those subjects which were not of their choice and were difficult for them. This caused unnecessary stress for them.

- No provision for multiple entry and exit- if a learner had to leave studies before completion of course due to some compulsions, there was no credit for the studies he had done.

- No focus on the personal / individual creative and holistic development of the learners; lack of in-depth thinking, creativity and self-confidence.

Education after reform

- Emphasis on Early Childhood Care and Education for proper cognitive development of the children.

- Improvement in School Curriculum for emphasis on creative thinking and promoting 21st century skills.

- Emphasis on learning, 360 degree holistic report card and National Mission on Foundational Literacy and Numeracy for promoting early literacy and numeracy skills.

- Vocational courses with appended internship programme will be implemented from class 6th itself.

- No hard separation among science/humanities/ commerce streams. Learners can select a group of subjects of their choice.

- Under-graduate education will be multidisciplinary. Establishment of multidisciplinary centers on large scale will provide flexibility in learning.

- Permission for multiple entry and exit for learners-they will be able to continue their studies as per their convenience, and will be provided the certificate accordingly.

- Paucity of educational institutes for imparting education in regional languages-along with acute paucity of institutes in socio-economic disadvantaged areas- as a result low enrollment of learners in these areas, limited opportunities of career advancement for faculty – less motivation and limited possibilities and resources for research-low standards of teaching and learning processes and lack of innovative practices.

- Unsatisfactory international image of Indian institutions- very few Indian institutions in international rankings-very few Indian institutions having international campuses.

- Bad administration and mismanagement of institutions of higher education – negative impact on the quality of education.

- Transfer of academic credits through the Academic Bank of Credit – academic credits earned in an educational institution can be utilized in another institution and these will be accounted for.

- Improvement in curriculum Pedagogy and evaluation for holistic development. Promotion of in-depth thinking, and a self-confident personality.

- Model Multidisciplinary Education and Research University (MERU) – Improvement in accessibility to higher education, increase in GER.

- Special education zones for disadvantaged areas- increase in inclusion, and GER.

- Establishment of National Research Foundation-improvement in Research ecosystem.

- Making India a global hub of Education-International campuses of Indian Institutions, opening of foreign institutes in India, and more educational cooperation.

- For higher education- common parameters for providing affiliation, graded autonomy for bringing improvement in administration – better management, autonomy and enhancement of quality education.

- Integration of professional, teacher and vocational education.

- Focus on the professional career growth of the faculty.

- Optimum use of online education for quality education to optimum number of learners.

- National Educational Technology Forum- education system to become more effective through integration of technology.

Student

▶ Appropriate care and cognitive development from early childhood.

▶ Development of foundational literacy and numeracy skills.

▶ They can study the subjects of their choice.

▶ They can study according to their convenience.

▶ New avenues for holistic development.

▶ Prepared for the needs of the 21st century.

▶ Maximum global opportunities, better pathways for research.

Teacher

▶ Better professional career progress.

▶ More global opportunities.

▶ New areas for research.

▶ More autonomy.

Educational Institutions

- Quality of institutions will be enhanced due to the development of multidisciplinary centres.

- Professional management, Enhancement in autonomy.

- Simple but strict regulations.

- More global cooperation.

- More dimensions for research.

- Opportunities for Better rankings

Country

- India will emerge as a big knowledge-power in the world.

- People will take pride in being Indian.

- Empowering youth for 21st century.

- A confident country of job-givers rather than job-seekers.

- Encouragement to economy.

" NEP provides an integrated yet flexible approach towards education and emphasis is given in the policy to the aspect of holistic, multi-disciplinary education as a foundational component at all levels of education. "

-Dr. Kasturirangan
Chairman of the NEP Drafting Committee

" NEP 2020 is precisely what India needs to dominate in the future decades of growth, and drive the education requirements of our young population. "

-T.V. Mohandas Pai
Padma Shri Awardee and present Chairman of Manipal Global Education, Aarin Capital Partners

" The new education policy is attached to the roots, at the same time talks about modernity and inspires for excellence! "

-Shri Jagmohan Singh Rajput
Former Director, NCERT and Academician, Representative of India on the Executive Board of UNESCO.

"NEP 2020 will bring Proactive Thinking and Problem Solving Culture in the country"

-Narayana Murthy, President, Infosys Science Foundation

"NEP would be truly transformative for Indian Education. NEP responds almost completely to the policy wishlist that almost everyone in education, including the entire range of organisations and institutions we have dealt with, would have had."

-Azim Premji, Founder Chairman of Wipro

"By calling it the greatest equaliser, and laying out clear learning targets, the National Education Policy does the right thing. Build on it."

-Rukmini Banerjee, CEO, Pratham Education Foundation

National Education Policy 2020 in Media

CBSE has successfully conducted 4,265 training programs for 2,50,439 teachers

No. of Teachers Trained | Year
- 2015-16: 11,086
- 2016-17: 42,462
- 2017-18: 50,993
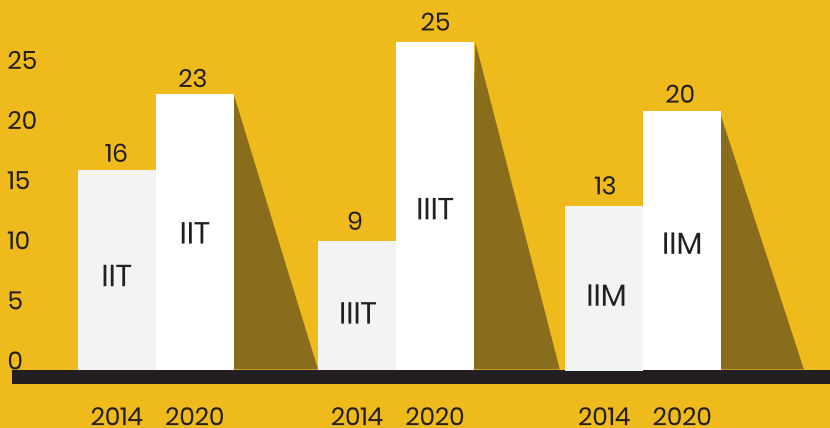- 2018-19: 120,330
- 2019-20: 250,439
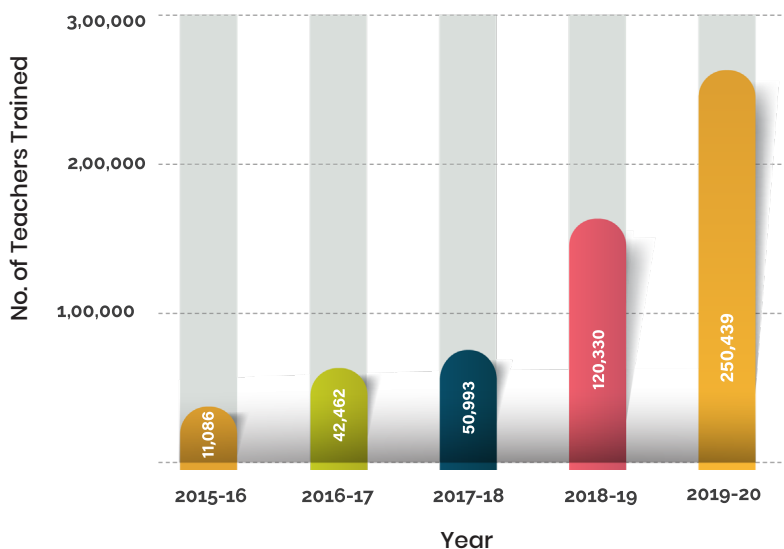
More than 3.6 lakh faculty of 95 Universities/Institutions have been trained.

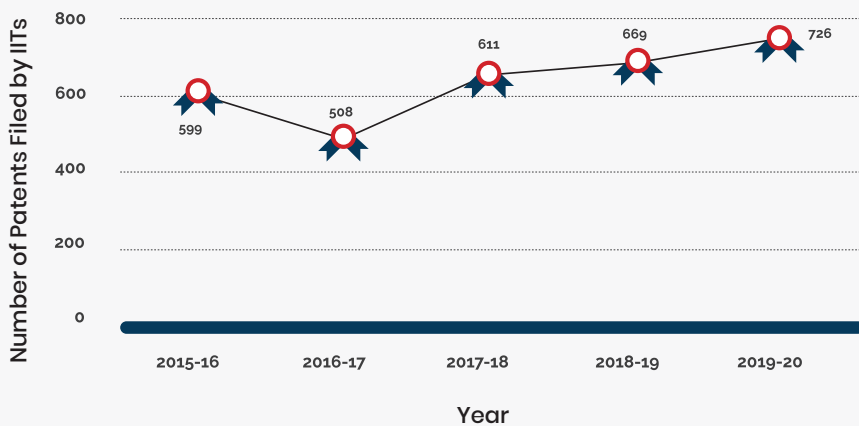**(Including beneficiaries during the lockdown due to COVID –19)**

No. of Teachers Trained | Year
- 2015-16: 5,410
- 2016-17: 9,090
- 2017-18: 11,780
- 2018-19: 1,06,805
- 2019-20: 1,75,301
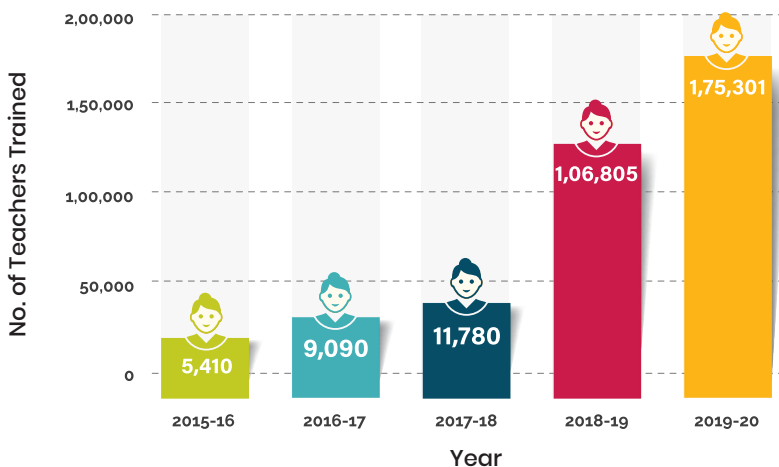
Number of students taking vocational education (in lakhs)

Number of students (in lakhs)

| 14.0 |
| 12.0 |
| 10.0 |
| 8.0 |
| 6.0 |
| 4.0 |
| 2.0 |
| 0.0 |

1.8

4.2

7.1

10.3

12.0

2015-16   2016-17   2017-18   2018-19   2019-20

Year
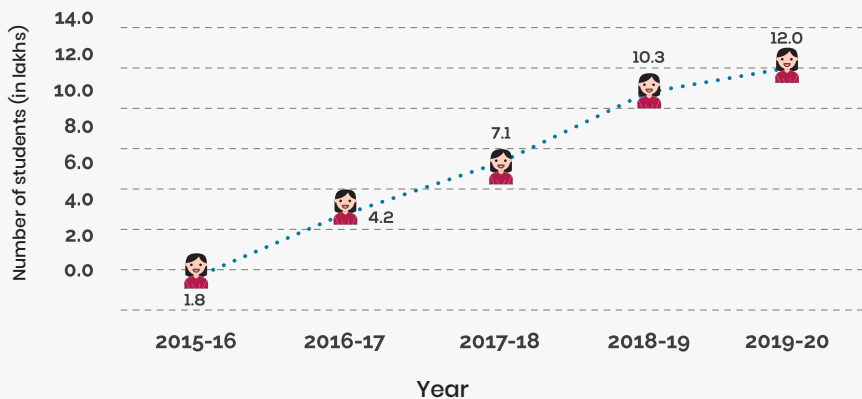
Number of IITs, IIITs, and IIMs in the country from 2014 till date

25
20
15
10
5
0

16   IIT

23   IIT

9   IIIT

25   IIIT

13   IIM

20   IIM

2014   2020   2014   2020   2014   2020

Number of Patents Filed by IITs

Number of Patents Filed by IITs (y-axis), Year (x-axis)

- 2015-16: 599
- 2016-17: 508
- 2017-18: 611
- 2018-19: 669
- 2019-20: 726

Number of PhDs by Women

Number of PhDs by Women (y-axis), Year (x-axis)

- 2015-16: 3,283
- 2016-17: 3,596
- 2017-18: 3,804
- 2018-19: 4,151
- 2019-20: 4,597

NATIONAL EDUCATION POLICY (NEP) 2020
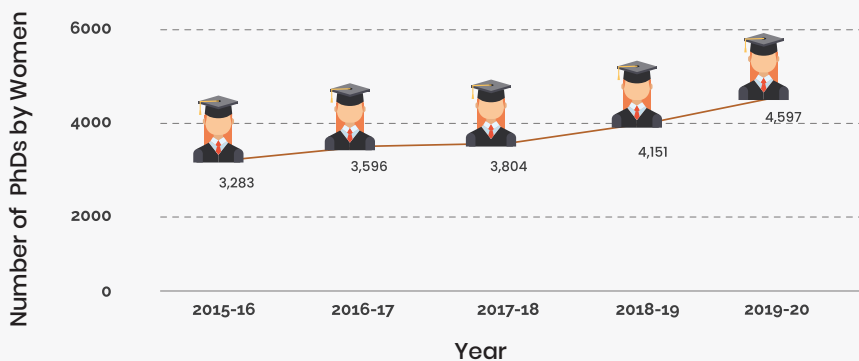
Ministry of Education
Government of India