

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION**

**LOK SABHA
UNSTARRED QUESTION NO. 1690
ANSWERED ON 13.02.2023**

National Education Policy, 2020

1690. SHRI KRIPANATH MALLAH:

Will the Minister of EDUCATION be pleased to state:

- (a) the salient features of the National Education Policy, 2020;
- (b) whether the Government has launched any mission under NEP 2020 within the country;
- (c) if so, the details thereof; and
- (d) the details of the target set and the achievements made so far along with its response?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(DR. SUBHAS SARKAR)

(a): Salient features of National Education Policy 2020 are annexed.

(b) to (d): In pursuance of the goals and objectives of the NEP 2020, several initiatives have been started in School Education viz. National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) for ensuring foundational literacy and numeracy by the end of Grade 3, Vidya-Pravesh – Guidelines for Three-month Play-based School Preparation Module; Indian Sign Language as a Subject at secondary level by National Institute of Open Schooling; NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) 1.0, 2.0 and 3.0 Integrated Teacher Training Programme for different stages of school education for Teachers, Head Teachers/Principals and other stakeholders in Educational Management; SAFAL (Structured Assessment for Analysing Learning Levels) for competency-based assessment in CBSE schools for grades 3, 5 and 8, etc.

Similarly, in Higher Education, various initiatives / reforms have been carried out such as Academic Bank of Credit (ABC); Multiple Entry/Exit in Academic Programmes; Transforming Higher Education Institutions into Multidisciplinary Institutions; Common Universities Entrance Test; Online and ODL Education; First Year Engineering Programmes in Regional Languages; Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes; Pursuing two Academic Programmes simultaneously; Establishment of Research and Development Cells in HEIs; Professor of Practice; Curriculum and Credit Framework for Undergraduate Programme, etc.

The National Education Policy 2020 (NEP 2020) provides different timelines as well as principles and methodology for its implementation. As per NEP 2020, implementation of the Policy requires multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. NEP also provides for careful planning, joint monitoring and collaborative implementation by Central and States for execution of this policy. Accordingly, Ministry of Education, State Governments, education-related Ministries, the regulatory and implementing bodies of school and higher education such as University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, National Council of Educational Research and Training, Central Board of Secondary Education, Universities/Colleges/Schools etc. have started taking initiatives for implementation of NEP 2020.

Annexure referred to in Part (a) of the reply to Lok Sabha Unstarred Question No. 1690 answered on 13.02.2023 asked by Shri Kripanath Mallah, Hon'ble Member of Parliament regarding "National Education Policy, 2020"

Salient features of National Education Policy 2020

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);
- (iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- (vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- (xi) Robust and transparent processes for recruitment of teachers and merit based performance;
- (xii) Ensuring availability of all resources through school complexes and clusters;
- (xiii) Setting up of State School Standards Authority (SSSA);
- (xiv) Exposure of vocational education in school and higher education system;
- (xv) Increasing GER in higher education to 50%;
- (xvi) Holistic and Multidisciplinary Education with multiple entry/exit options;
- (xvii) NTA to offer Common Entrance Exam for Admission to HEIs;
- (xviii) Establishment of Academic Bank of Credit;
- (xix) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (xx) Setting up of National Research Foundation (NRF);
- (xxi) 'Light but Tight' regulation;
- (xxii) Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- (xxiii) Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
- (xxiv) Internationalization of Education
- (xxv) Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

- (xxvi) Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
- (xxvii) Establishing a National Mission for Mentoring.
- (xxviii) Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- (xxix) Achieving 100% youth and adult literacy.
- (xxx) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- (xxxi) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
- (xxxii) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- (xxxiii) Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
