

National Education Policy (NEP 2020)

**Approved by Government
on
29th of August 2020**

by.....

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23rd Nov 2022

Aims of NEP-2020

Attention will be given :

- To employing local teachers or those with familiarity with local languages.
- A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school.
- Areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1.
- Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy

The Vision of the NEP-2020

- The National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, 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.

National Education Policy 2020

- Replaces the old National Policy on Education (NPE), 1986.
- Built on the **foundational pillars of Access, Equity, Quality, Affordability and Accountability.**
- This policy is aligned to the 2030 **Agenda for Sustainable Development.**
- Aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more **holistic, flexible, multidisciplinary**, suited to **21st century** needs and aimed at bringing out the unique capabilities of each student.

NEP 2020 Key Points for HEIs

- NEP 2020 aims to increase the **Gross Enrolment Ratio** in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- The policy envisages **broad based, multi-disciplinary, holistic Under Graduate education** with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- **Multidisciplinary Education and Research Universities (MERUs)**, at par with IITs, IIMs, to be set up.

Key Points of NEP 2020

- **Academic Bank of Credit** to be established.
- **The National Research Foundation** will be created as an apex body for fostering a strong research culture.
- **Higher Education Commission of India (HECI)** will be set up as a single overarching umbrella body for the entire higher education, *excluding medical and legal education*.
- **HECI to have four independent verticals** -
 - National Higher Education Regulatory Council (NHERC) *for regulation*,
 - General Education Council (GEC) *for standard setting*,
 - Higher Education Grants Council (HEGC) *for funding*, and
 - National Accreditation Council (NAC) *for accreditation*.

Key Points of NEP 2020

- **Common entrance exams** conducted by the National Testing Agency (NTA)
- **Rationalized Institutional Architecture** - The definition of university will allow a spectrum of institutions that range from:
 - a) **Research-intensive Universities to Teaching-intensive Universities** and
 - b) **Autonomous degree-granting Colleges.**
- **MPhil courses** to be discontinued.

Key Points of NEP 2020

- **Affiliation of colleges is to be phased out in 15 years** and a stage-wise mechanism is to be established for granting **graded autonomy** to colleges.
- **NEP makes recommendations** for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivizing excellence, movement into institutional leadership.
- **All professional education** will be an integral part of the higher education system.

Key Points of NEP 2020

- **Financial support for students** Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- **Open and Distance Learning** - It will be expanded to play a significant role in increasing **Gross Enrollment Ratio (GER)**.
- **Online Education and Digital Education** will be a major focus in NEP.
- **The National Educational Technology Forum (NETF)**, an *autonomous body*, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- **The Deemed-to-be-University** -Status will also be weeded out.
- **Internationalization** of education will be facilitated.

**More on
Academic Bank of Credit
(ABC) Framework.....**

The ABC framework

It is a part of National Education Policy (NEP) 2020, and will **allow HEIs** to maintain a **digital repository of credits** earned by students:

- 1) **Under ABC students** can choose to study one course **in a year** in one institution and switch to another one the **next year**.
- 2) **All recognized higher education institutions**, *irrespective of their accreditation or rankings*, under the ambit of the Academic Bank of Credit (ABC) , enabling students to switch between institutions and multiple entries and exits to and from the programme.
- 3) **The framework** also allows students to pursue courses online and earn credits. While mandatory under NEP 2020, institutions have the flexibility of adopting it at a time of their choice.

4. **UGC on July 28, 2021, notified ABC** and issued the Establishment and Operation of Academic Bank of Credits in **Higher Education Regulations- 2021**.
5. **The universities and autonomous colleges** will satisfying sub-regulation 2 of regulation 1 and the institutions of national importance as declared by the government of India and
6. **Specifically empowered** by an Act of Parliament to **confer or grant degrees**, should be able to participate and register in the academic bank of credits, irrespective of their NAAC or NIRF ranking,.

(amendments notified on 28 December, 2021).

The July 28, 2021, regulations, made it compulsory for higher education institutions that received 'A' grade from the National Assessment and Accreditation Council (NAAC) or fall in the top 100 National Institutions Ranking Framework (NIRF) rankings, to register for ABC.

- ❑ The UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) - Under First Amendment Regulations, 2021 is applied.
- ❑ Now any university or college, irrespective of ranking, can participate and register to come under the **ABC framework**. This will include both central and state universities, deemed-to-be universities and autonomous institutions.

Note: “All higher education institutions are once again requested to take appropriate steps for joining ABC Platform at the earliest. Further, you are requested to kindly make the students of your University/institution aware of the ABC facility and encourage them for opening Academic Bank Account.”

UGC decided that as many as 40 central universities have to adopt ABC.

- ABC gives liberty to students to choose the pace of their studies, tailor their degrees, and enable multiple entry-multiple exit for students to complete their degrees as per their time preferences.
- All higher education institutions be allowed to opt for it.
- ABC Regulations are aimed at reducing grants to public universities by cutting costs on teacher hiring and pushing students to online education in the name of “**choice**”.

Course Framework

When you are preparing a course, **5-elements** to be taken into account and should be focus driven curriculum i.e., Outcome Base such as: *Programme Outcome (PO) and Course Outcome (CO)*

Learning Outcome

- Governance
- Sustainability
- Technology
- Environment and
- Ethics

Teaching-Learning Pedagogical Frame work... 4E's

Experiential Learning

- Immersive and engaging module for each course
- Comprehensive understanding of the practical application of the course
- Concept mapping and abstraction of a new hypothesis

Experimental Approach

- Exposure to & problem solving in new situation / scenario / context
- Integrated thinking and disruptive thinking (Disruption for Development)

Teaching-Learning Pedagogical Frame work.... 4E'scontd.

Entrepreneurial Spirit

- Question of the status quo
- Optimistic...believe in better possibilities and better future
- Overcome the fear of failure
- High tolerance to ambiguities
- Insatiable curiosity-लालची प्रवृत्ति
- Self driven, doers and open for collaboration

Environmental Cautiousness

- Thoughtful impact of decision on environment in short and long term- paperless environment

Boom's Taxonomy

Introduction

Bloom's taxonomy is a series of **cognitive skills** and **learning objectives** arranged in a hierarchical model.

बौद्धिक ज्ञान- विचार, अनुभव और इंद्रियों के माध्यम से समझ और ज्ञान प्राप्त करने की मानसिक क्रिया-प्रक्रिया - **Cognitive**

Three Domains of Learning

01

Cognitive

mental skills
(Knowledge)

02

Affective

growth in feelings or
emotional areas
(Attitude)

03

Psychomotor

manual or
physical skills
(Skills)

Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. The cognitive domain encompasses of six categories which include knowledge; comprehension; application; analysis; synthesis; and evaluation.

Affective Domain

The affective domain includes the feelings, emotions and attitudes of the individual. The categories of affective domain include receiving phenomena; responding to phenomena; valuing; organization; and characterization (Anderson et al, 2011).

Psychomotor Domain

The Psychomotor Domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

The world of education has gradually adopted the strategy of '*Every child matters*' structure that requires that all learners with different needs are counted. A holistic lesson developed by a teacher requires the inclusion of all the three domains in constructing learning tasks for students.



Mr. Benjamin Bloom

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom.

Back in the 1940s, Bloom and his colleagues devised his taxonomy by categorizing a range of educational goals and arranging them into a hierarchy. Bloom believed that by classifying goals in this manner, it would make it easier for educators to more accurately assess student performance.

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being

- 1) changing the names in the six categories from noun to verb forms, and
- 2) slightly rearranging them.

Bloom's Revised Taxonomy

Original Domain

New Domain

- Evaluation

- Synthesis

- Analysis

- Application

- Comprehension

- Knowledge



- Creating

- Evaluating

- Analyzing

- Applying

- Understanding

- Remembering

Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

Remembering

The learner is able to recall, restate and remember learned information.

- Recognizing
- Listing
- Describing
- Identifying
- Retrieving
- Naming
- Locating
- Finding



Can you recall information?

Remembering cont'

- List
- Memorize
- Relate
- Show
- Locate
- Distinguish
- Give example
- Reproduce
- Quote
- Repeat
- Label
- Recall
- Know
- Group
- Read
- Write
- Outline

- Listen
- Group
- Choose
- Recite
- Review
- Quote
- Record
- Match
- Select
- Underline
- Cite
- Sort

Recall or
recognition
of specific
information

Products include :

- Quiz
- Definition
- Fact
- Worksheet
- Test
- Label
- List
- Workbook
- Reproduction
- Vocabulary

Classroom Roles for Remembering

Teacher roles

- Directs
- Tells
- Shows
- Examines
- Questions
- Evaluates

Student roles

- Responds
- Absorbs
- Remembers
- Recognizes
- Memorizes
- Defines
- Describes
- Retells
- Passive recipient

Understanding

The learner grasps the meaning of information by interpreting and translating what has been learned.

- Interpreting
- Exemplifying
- Summarizing
- Inferring
- Paraphrasing
- Classifying
- Comparing
- Explaining



Can you explain ideas or concepts?

Understanding cont'

- Restate
- Identify
- Discuss
- Retell
- Research
- Annotate
- Translate
- Give examples of
- Paraphrase
- Reorganize
- Associate

- Describe
- Report
- Recognize
- Review
- Observe
- Outline
- Account for
- Interpret
- Give main idea
- Estimate
- Define

Understanding
of given
information

- Example
- Quiz
- List
- Label
- Outline

Classroom Roles for Understanding

Teacher roles

- Demonstrates
- Listens
- Questions
- Compares
- Contrasts
- Examines

Student roles

- Explains
- Describes
- Outlines
- Restates
- Translates
- Demonstrates
- Interprets
- Active participant

Applying

The learner makes use of information in a context different from the one in which it was learned.

- Implementing
- Carrying out
- Using
- Executing



Can you use the information in another familiar situation?

Applying cont'

- Translate
- Manipulate
- Exhibit
- Illustrate
- Calculate
- Interpret
- Make
- Practice
- Apply
- Operate
- Interview

- Paint
- Change
- Compute
- Sequence
- Show
- Solve
- Collect
- Demonstrate
- Dramatize
- Construct
- Use
- Adapt
- Draw

Using strategies, concepts, principles and theories in new situations

Products include :

- Photograph
- Illustration
- Simulation
- Sculpture
- Demonstration
- Presentation
- Interview
- Performance
- Diary
- Journal

Classroom Roles for Applying

Teacher roles

- Shows
- Facilitates
- Observes
- Evaluates
- Organizes
- Questions

Student roles

- Solves problems
- Demonstrates use of knowledge
- Calculates
- Compiles
- Completes
- Illustrates
- Constructs
- Active recipient

Analyzing

The learner breaks learned information into its parts to best understand that information.

- Comparing
- Organizing
- Deconstructing
- Attributing
- Outlining
- Finding
- Structuring
- Integrating



Can you break information into parts to explore understandings and relationships?

Analyzing cont'

- Distinguish
- Question
- Appraise
- Experiment
- Inspect
- Examine
- Probe
- Separate
- Inquire
- Arrange
- Investigate
- Sift
- Research
- Calculate
- Criticize

- Compare
- Contrast
- Survey
- Detect
- Group
- Order
- Sequence
- Test
- Debate
- Analyze
- Diagram
- Relate
- Dissect
- Categorize
- Discriminate

Breaking
information down
into its component
elements

Products include :

- Graph
- Spreadsheet
- Checklist
- Chart
- Outline
- Survey
- Database
- Mobile
- Abstract
- Report

Classroom Roles for Analyzing

Teacher roles

- Probes
- Guides
- Observes
- Evaluates
- Acts as a resource
- Questions
- Organizes
- Dissects

Student roles

- Discusses
- Uncovers
- Argues
- Debates
- Thinks deeply
- Tests
- Examines
- Questions
- Calculates
- Investigates
- Inquires
- Active participant

Evaluating

The learner makes decisions based on in-depth reflection, criticism and assessment.

- Checking
- Hypothesizing
- Critiquing
- Experimenting
- Judging
- Testing
- Detecting
- Monitoring



Can you justify a decision or course of action?

Evaluating cont'

- Judge
- Rate
- Validate
- Predict
- Assess
- Score
- Revise
- Infer
- Determine
- Prioritize
- Tell why
- Compare
- Evaluate
- Defend
- Select
- Measure

- Choose
- Conclude
- Deduce
- Debate
- Justify
- Recommend
- Discriminate
- Appraise
- Value
- Probe
- Argue
- Decide
- Criticize
- Rank
- Reject

Judging the value of ideas, materials and methods by developing and applying standards and criteria.

Products include :

- Debate
- Panel
- Report
- Evaluation
- Investigation
- Verdict
- Conclusion
- Persuasive speech

Classroom Roles for Evaluating

Teacher roles

- Clarifies
- Accepts
- Guides

Student roles

- Judges
- Disputes
- Compares
- Critiques
- Questions
- Argues
- Assesses
- Decides
- Selects
- Justifies
- Active participant

Creating

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making



Can you generate new products, ideas, or ways of viewing things?

Creating cont'

- Compose
- Assemble
- Organize
- Invent
- Compile
- Forecast
- Devise
- Propose
- Construct
- Plan
- Prepare
- Develop
- Originate
- Imagine
- Generate

- Formulate
- Improve
- Act
- Predict
- Produce
- Blend
- Set up
- Devise
- Concoct
- Compile

Putting together ideas or elements to develop a original idea or engage in creative thinking.

Products include :

- Film
- Story
- Project
- Plan
- New game
- Song
- Newspaper
- Media product
- Advertisement
- Painting

Classroom Roles for Creating

Teacher roles

- Facilitates
- Extends
- Reflects
- Analyzes
- Evaluates

Student roles

- Designs
- Formulates
- Plans
- Takes risks
- Modifies
- Creates
- Proposes
- Active participant

Overall Take Away

- The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards ***real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today.***
- The aim of education will not only be cognitive development, but also building ***character and creating holistic and well-rounded individuals equipped with the key 21st century skills.***
- Ultimately, ***knowledge is a deep-seated treasure and education helps in its manifestation as the perfection*** which is already within an individual.
- All aspects of ***curriculum and pedagogy will be reoriented and revamped to attain these critical goals.***

Overall Take Away

- ***Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.***
- Curriculum frameworks and transaction mechanisms will be developed for ***ensuring that these skills and values are imbibed through engaging processes of teaching and learning.***
- NCERT will identify these required skill sets and include ***mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.***

Thanks

for patient listening.....

Questions

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