

A Handbook On **NATIONAL EDUCATION POLICY** **2020** For School Education

Curtailling Dropout Rates & Ensuring Standard Setting and Accreditation for School Education
Adult Education and Life Long Learning
Foundational Literacy and Numeracy
Curriculum and Pedagogy in Schools
Teacher
Online and Digital Education
Efficient Resourcing and Effective
Teacher
Unioin
Early Childhood Care and Education
Unioin
Efficient Resourcing and Effective
Equitable and Early Inclusive Education
Childhood Care and Education
Technology Use and Integration
Professional Education
Promotion of Indian Languages, Arts and Culture



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024



A Handbook On **NATIONAL EDUCATION POLICY** **2020** For School Education



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IAS**



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MESSAGE

The educational contexts spelt by the NEP 2020 are not only related to infrastructural, administrative and educational issues, but also are capable of leaving a big impact on the mindset of common people and society in bringing back the ethos of our rich culture and knowledge heritage. One of the important ways forward in implementation of NEP 2020 is to bring awareness in all the stakeholders of education. This document will also clear the intentions and long-lasting effects of the mandate of NEP 2020 on the schools. This project of creating a handy and self-explanatory Media Hand book is visualized for these concerns of NEP 2020 and is planned to be disseminated to all the stakeholders in the state. The Informative, Educative and Communicative (IEC) material presented in this Handbook is very easy to comprehend and to visualize the intent of NEP 2020 to the stakeholders across the levels. The better understanding of the context of the NEP 2020 will enable its better and effective implementation across the school systems.

I hope that this Handbook will prove to be very helpful for all the stakeholders to understand the zest of NEP 2020 and will contribute significantly in implementing the recommendations of policy in the state of Delhi.

With best wishes

(Sh. H. Rajesh Prasad)
Pr. Secretary (Education)

Rajanish Singh
Director



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Date : 21/02/2022

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2021-22/384

Message

The National Education Policy 2020 comes at a crucial point in the development of India and promises us an opportunity to create wide-ranging and long-lasting impact on all citizens of our country. While the creation of the NEP 2020 was a major step forward in the further development of our education system, true change can only be created by the active engagement and involvement of all stakeholders towards its implementation.

The first step towards this goal is creating awareness among all stakeholders about the suggestions and vision presented in the NEP 2020. This Informative, Educative and Communicative (IEC) Handbook presents this grand vision and the strong suggestions in a simple and visual manner to ensure that all stakeholders are able to understand and engage with the policy.

I hope that this handbook will prove to be invaluable in enabling the awareness of all stakeholders towards the NEP. I also hope that we are able to utilize this awareness to actively participate in the implementation of the NEP 2020 and the achievement of its vision. This is the step towards the further development of our education system.

With best wishes

(Rajanish Singh)
Director

State Council of Educational Research & Training (SCERT)



Dr. Nahar Singh
Joint Director (Academic)

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MESSAGE

In the context of National Education Policy 2020 intent it is really important to master 21st century skills along with ethics, rationality, empathy and sensitivity. The National Education Policy 2020 will develop the creative abilities among all students keeping in view the goal of holistic education. To bridge the gap between policy and implementation the handbook has been created for teachers and other staff members with the combined efforts of State Council of Educational Research and Training, New Delhi and Samgra Shiksha.

This Informative, educative and communicative (IEC) material based Handbook is one of the initiatives in order to facilitate the implementation and dissemination of the objectives of the policy.

It was felt that a self explanatory handbook of policy must be presented in very simple language, in the form of self-comprehensible visuals, figures, concise bullet points and other forms of digital media resources.

I hope this IEC material will be very helpful for all the stakeholders to understand and make understand others the intentions and actions of NEP 2020.

With best wishes.

Dr. Nahar Singh
Joint Director (Academic)

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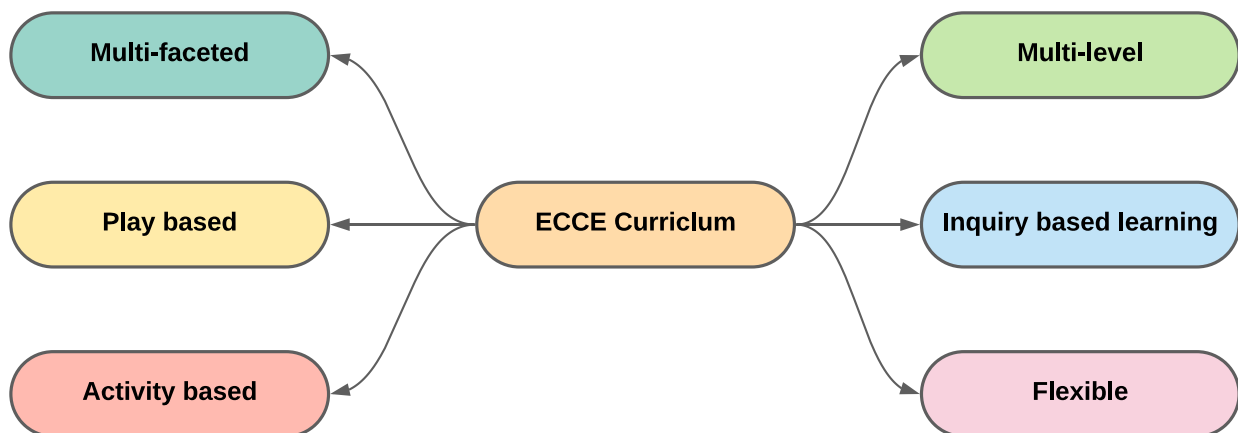
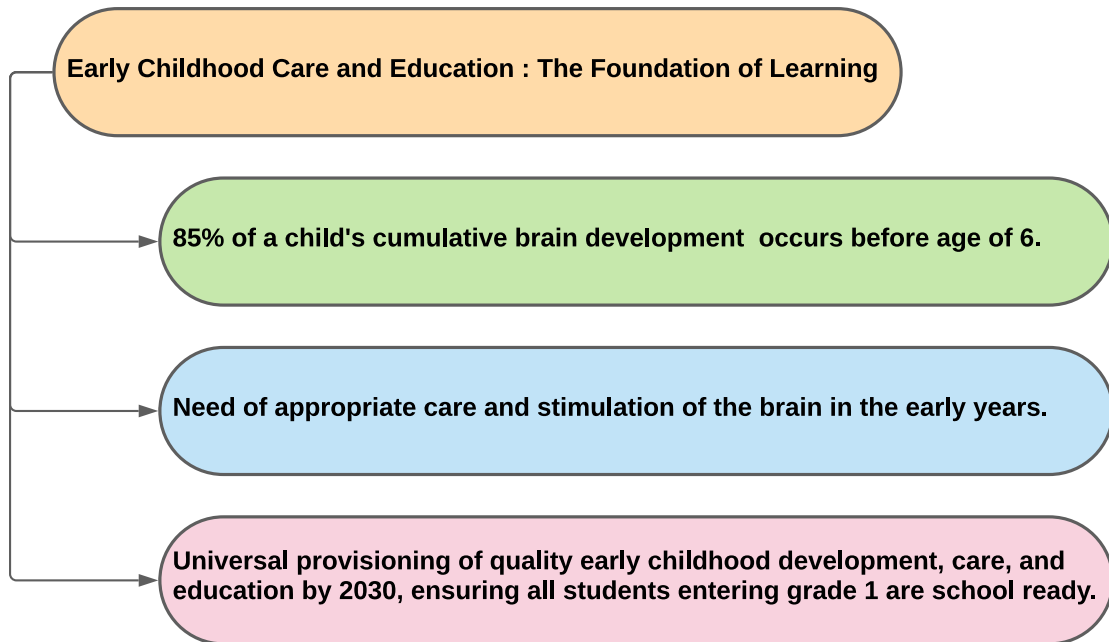
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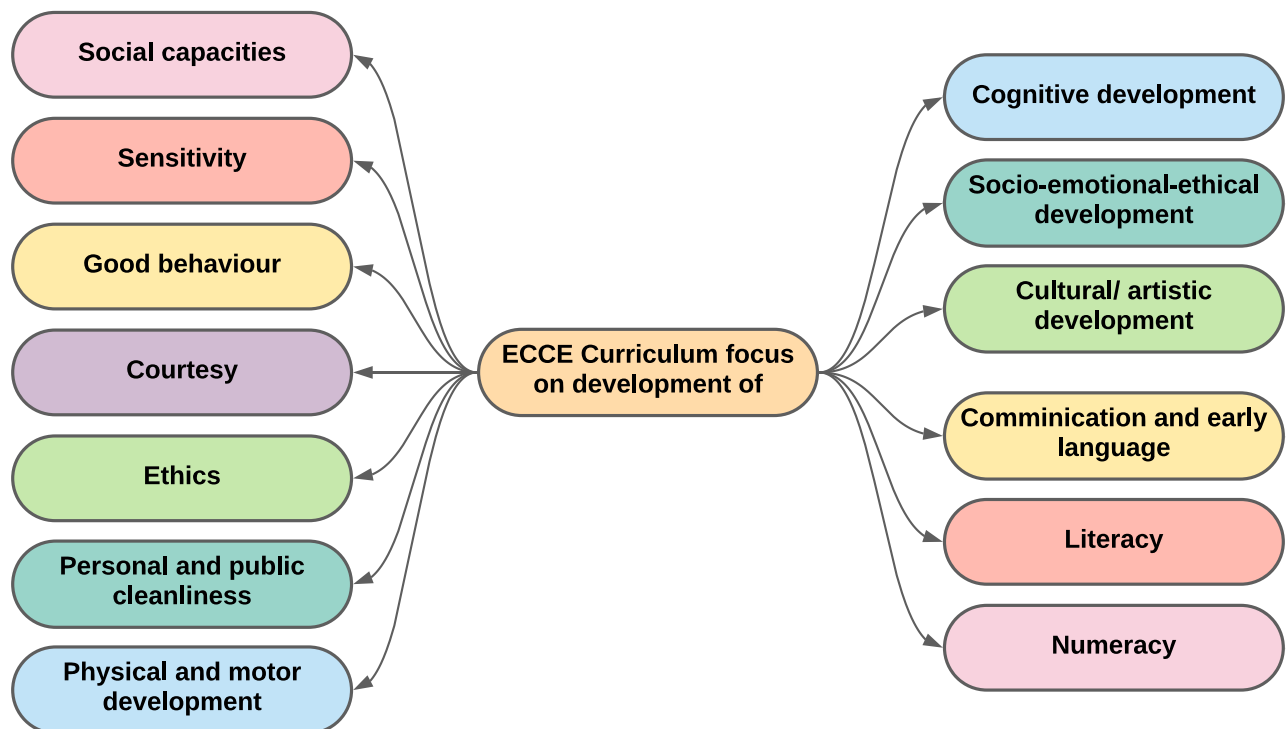
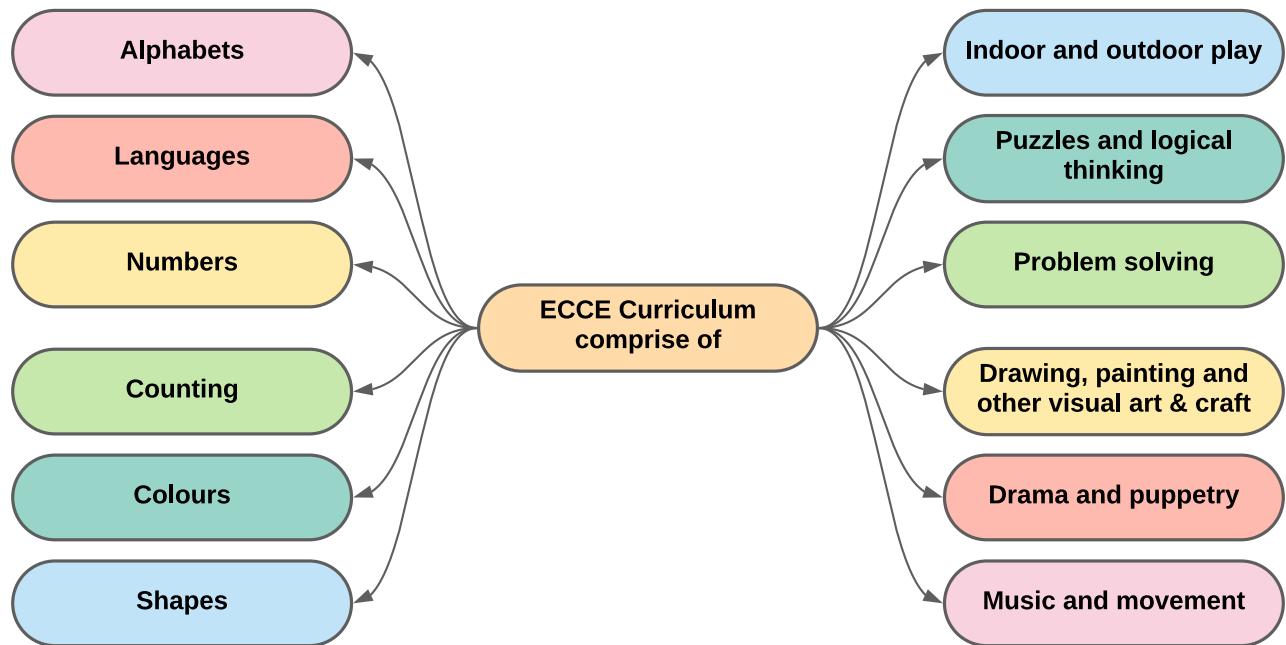
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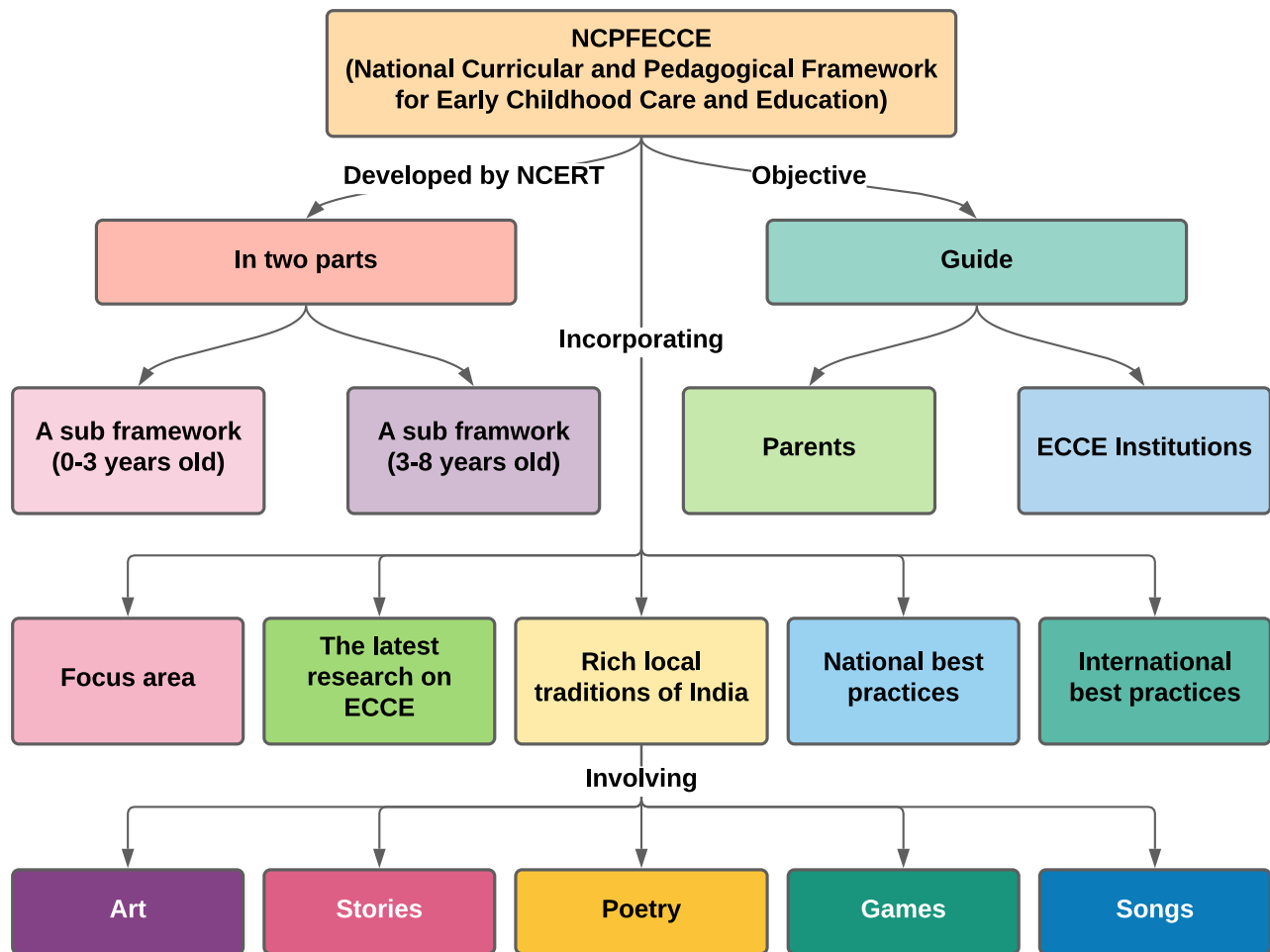
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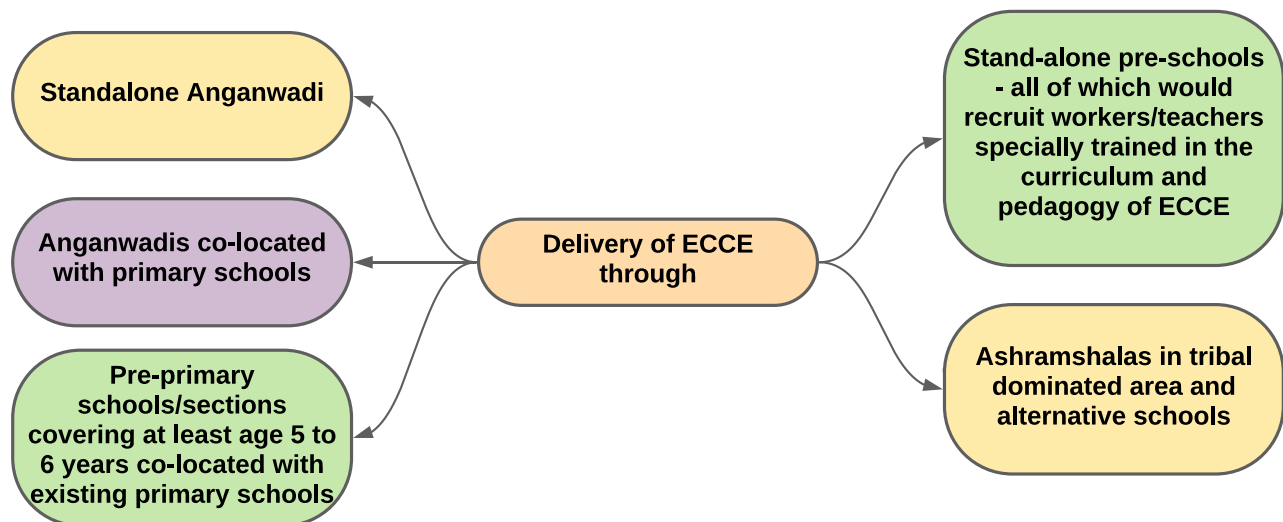
1. EARLY CHILDHOOD CARE AND EDUCATION: THE FOUNDATION OF LEARNING

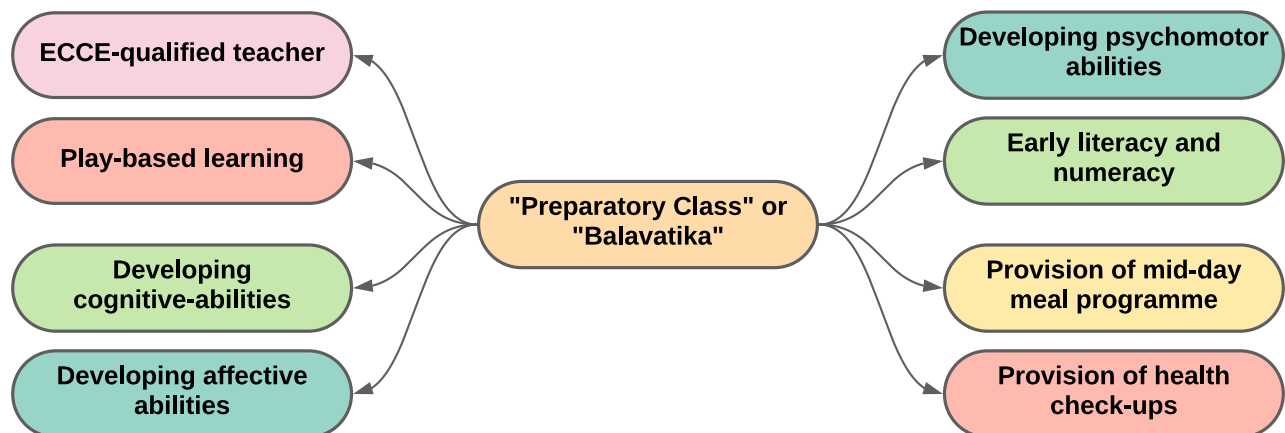
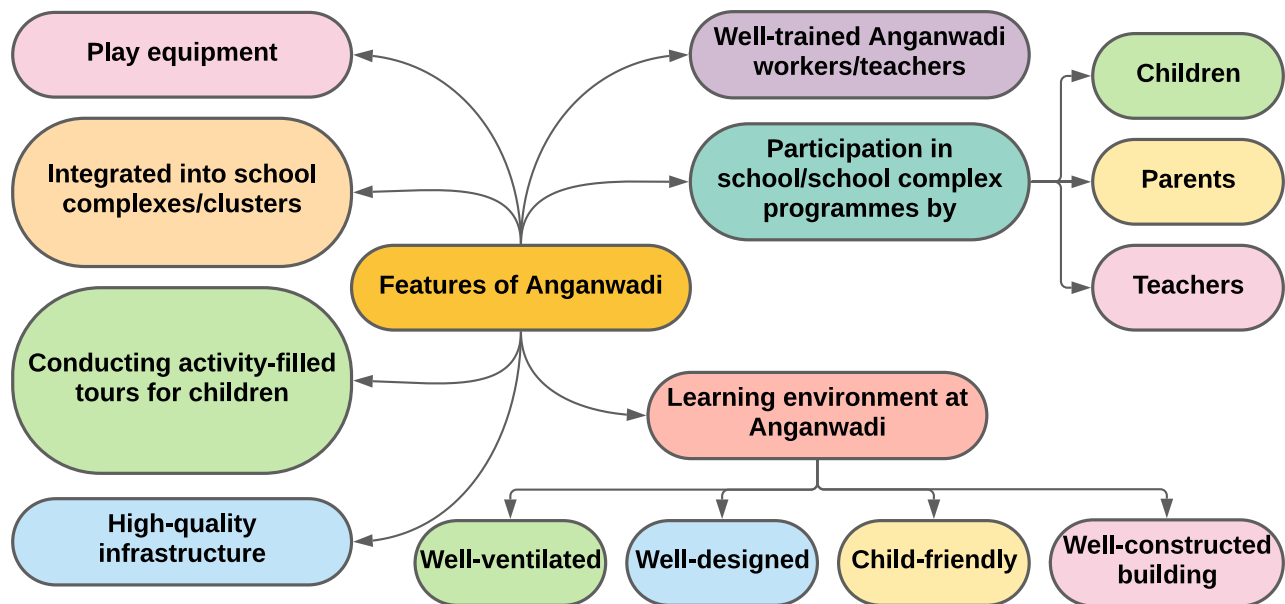


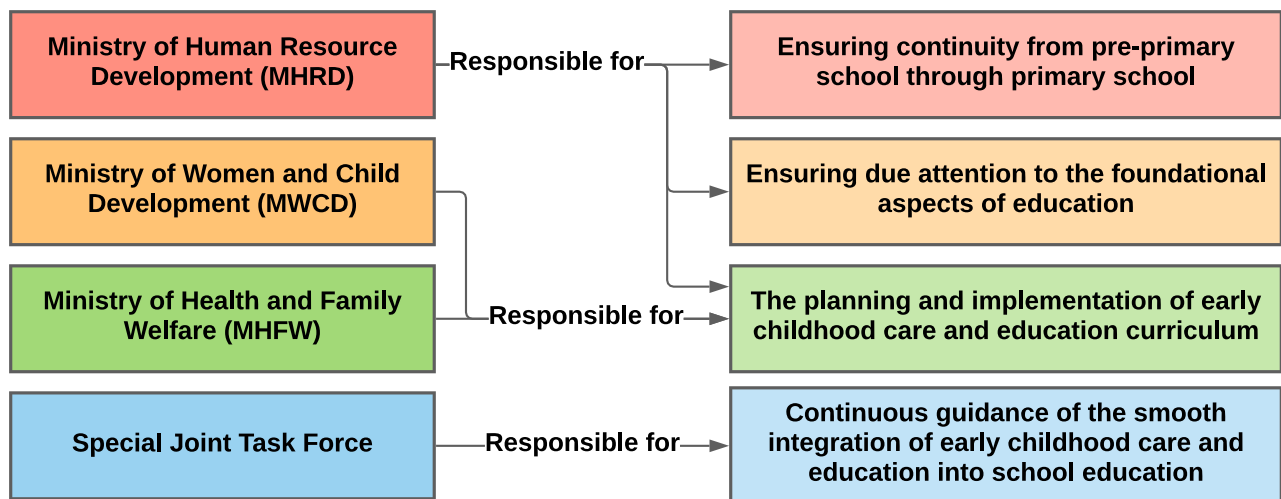
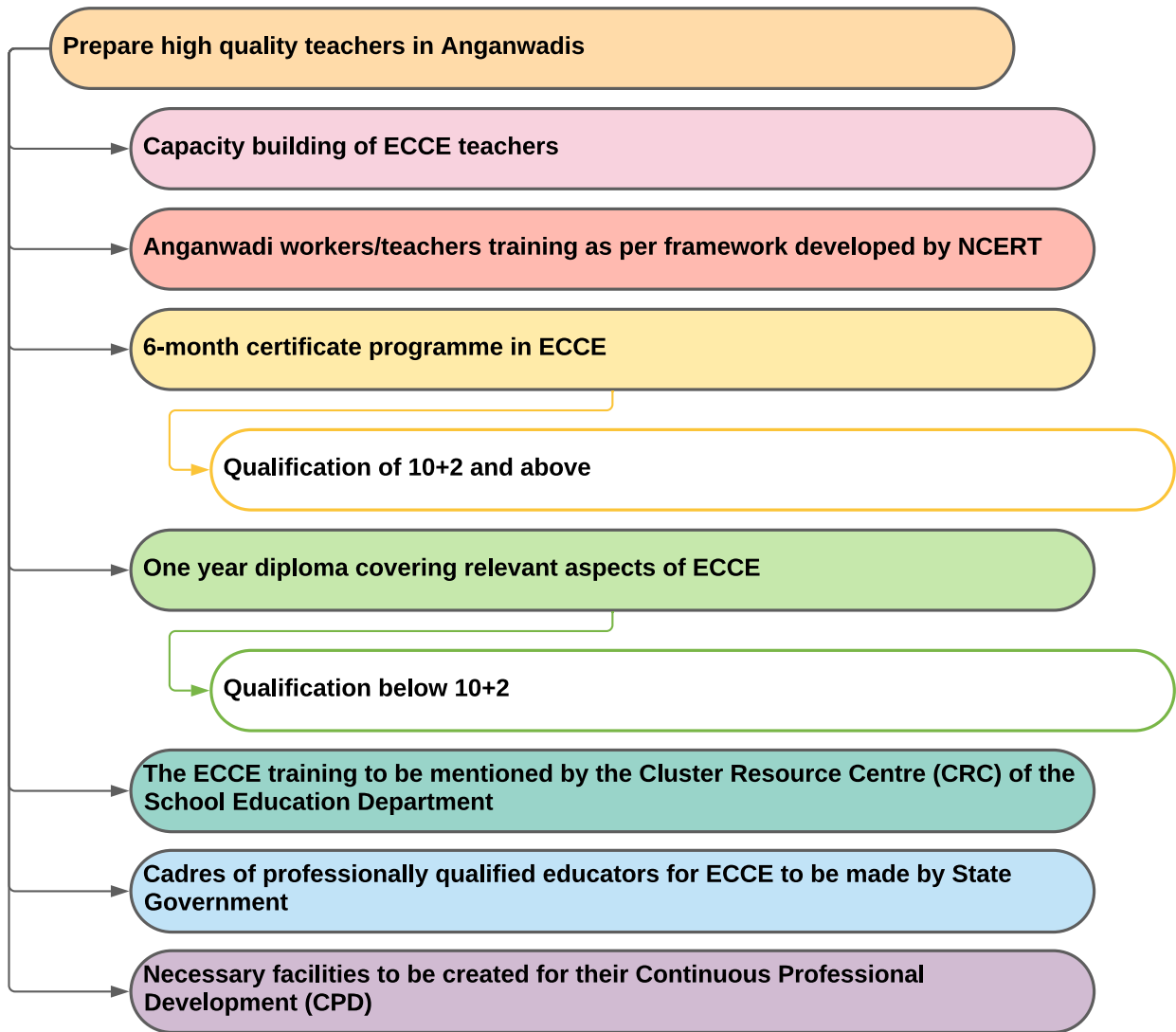




The overarching goal of ECCE to ensure universal access to high-quality ECCE across the country in phased manner especially for children from socio-economically disadvantaged backgrounds.







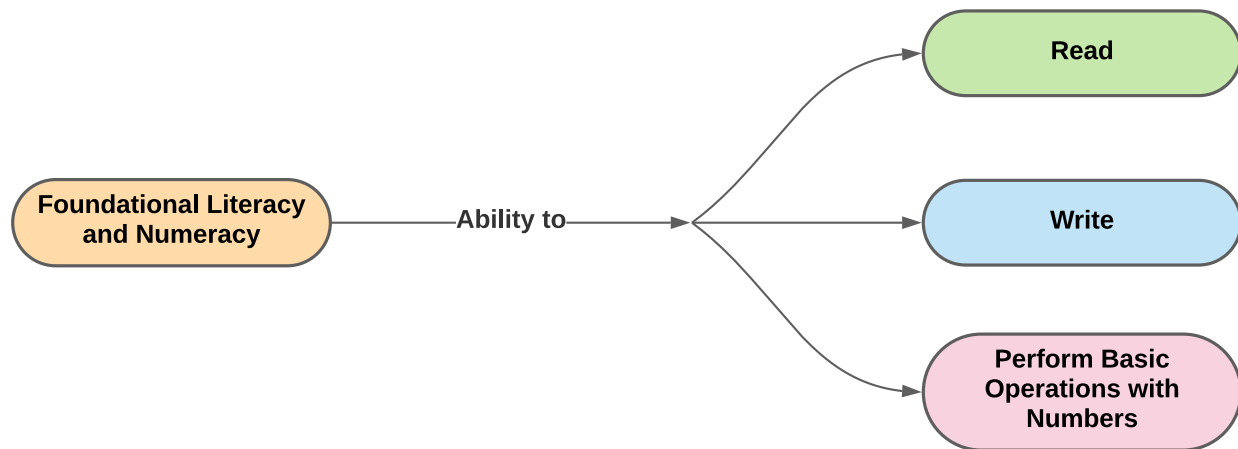


2. FOUNDATIONAL LITERACY AND NUMERACY: AN URGENT & NECESSARY PREREQUISITE TO LEARNING



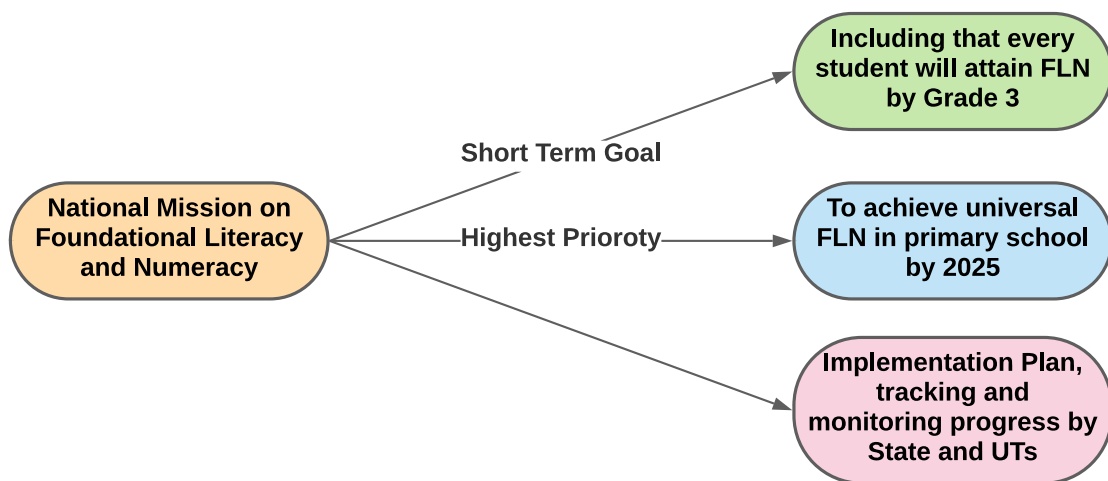


The Foundational Literacy and Numeracy:



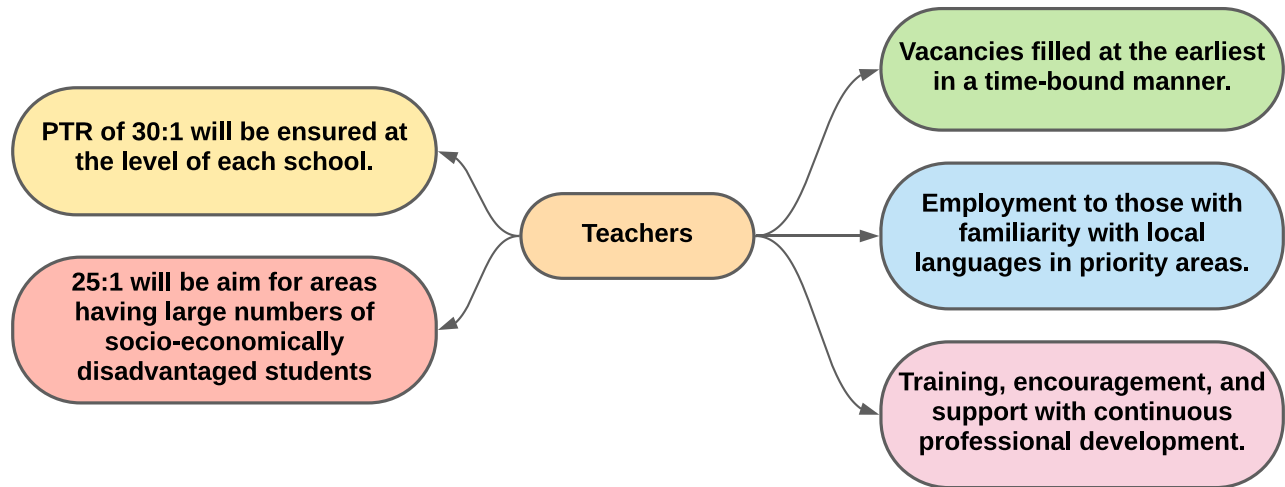
A learning crisis: surveys indicates that over 5 crore students in elementary schools have not attained foundational literacy and numeracy.

An urgent National Mission: Establishing National Mission on Foundational Literacy and Numeracy.

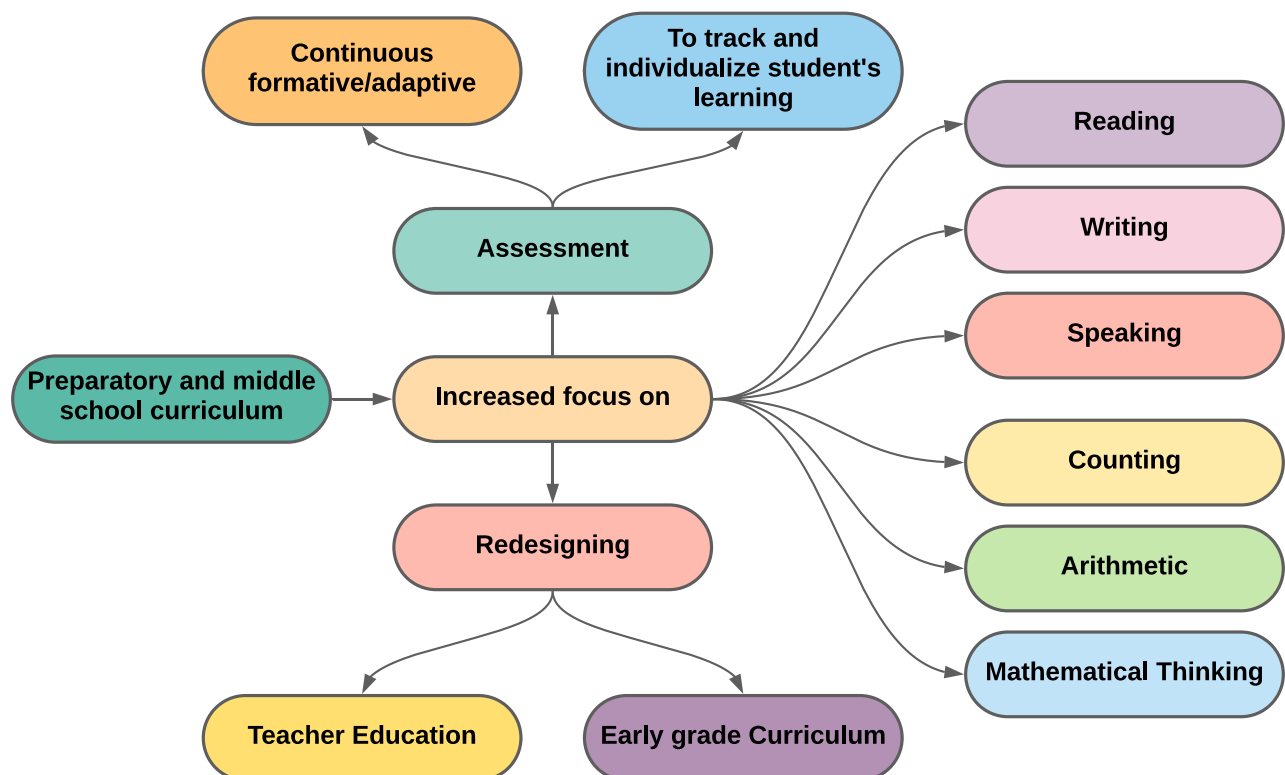




Teacher

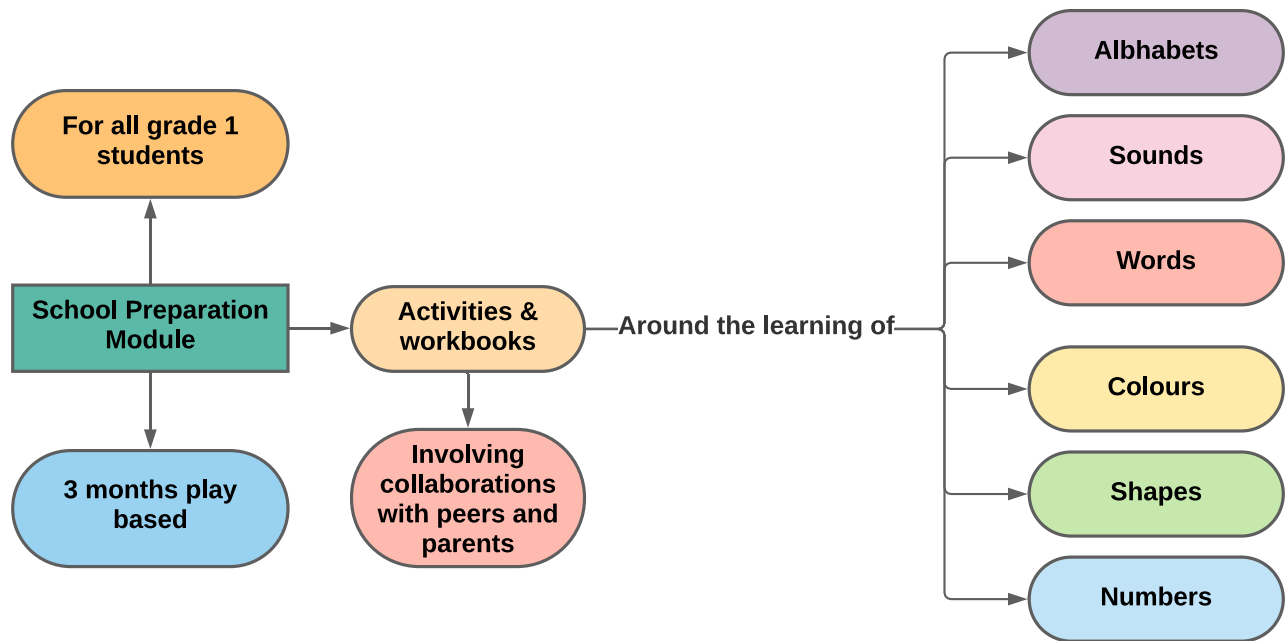


Preparatory and Middle School Curriculum



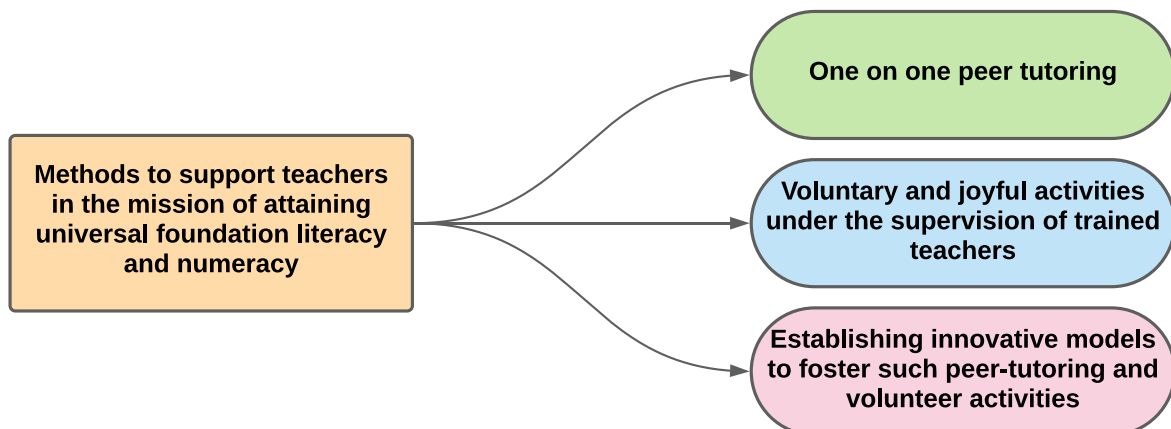


School Preparation Module



A national repository of high-quality resources on foundational literacy and numeracy will be made available on DIKSHA.

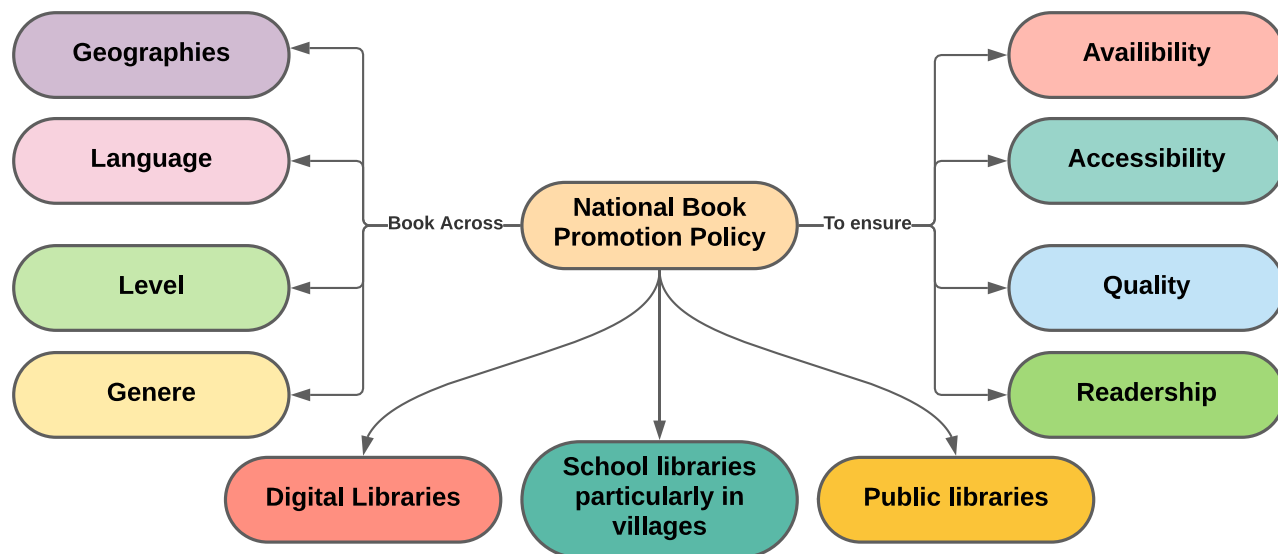
Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented.



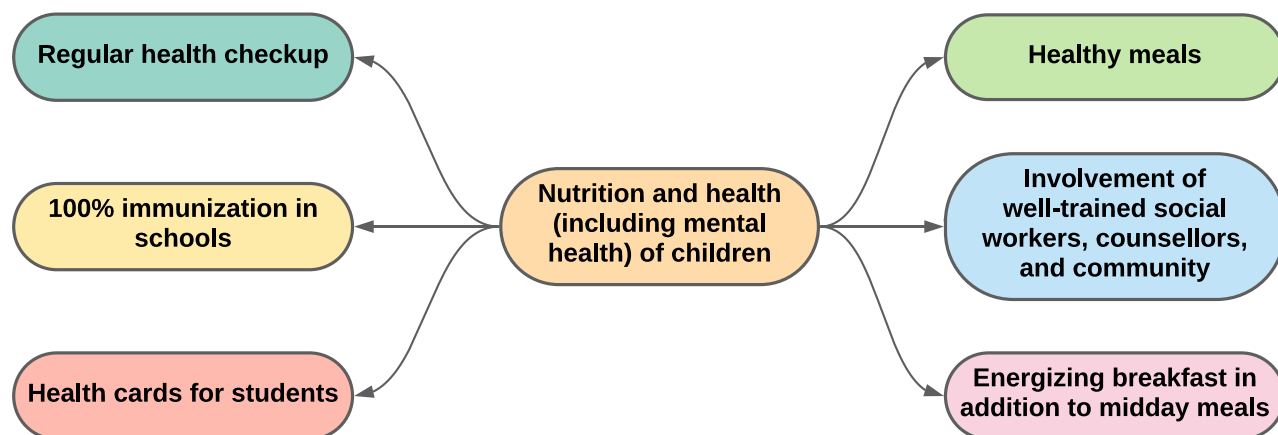


Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.

National Book Promotion Policy

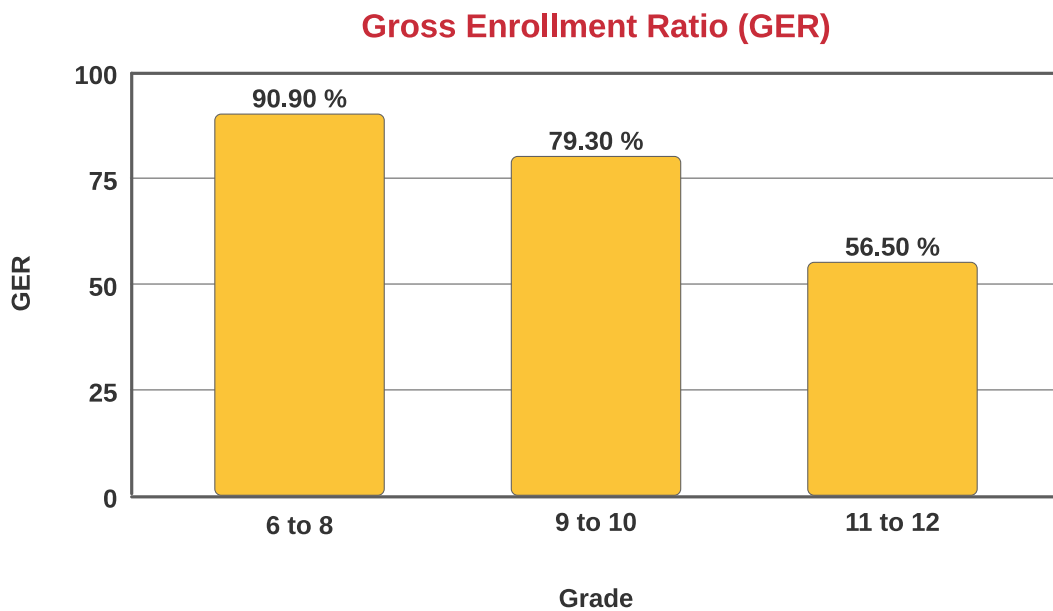
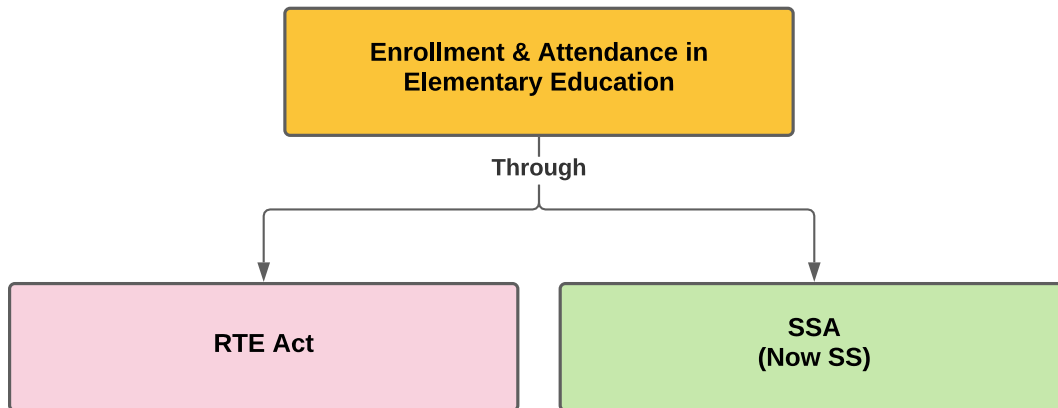


Nutrition and health (including mental health) of children

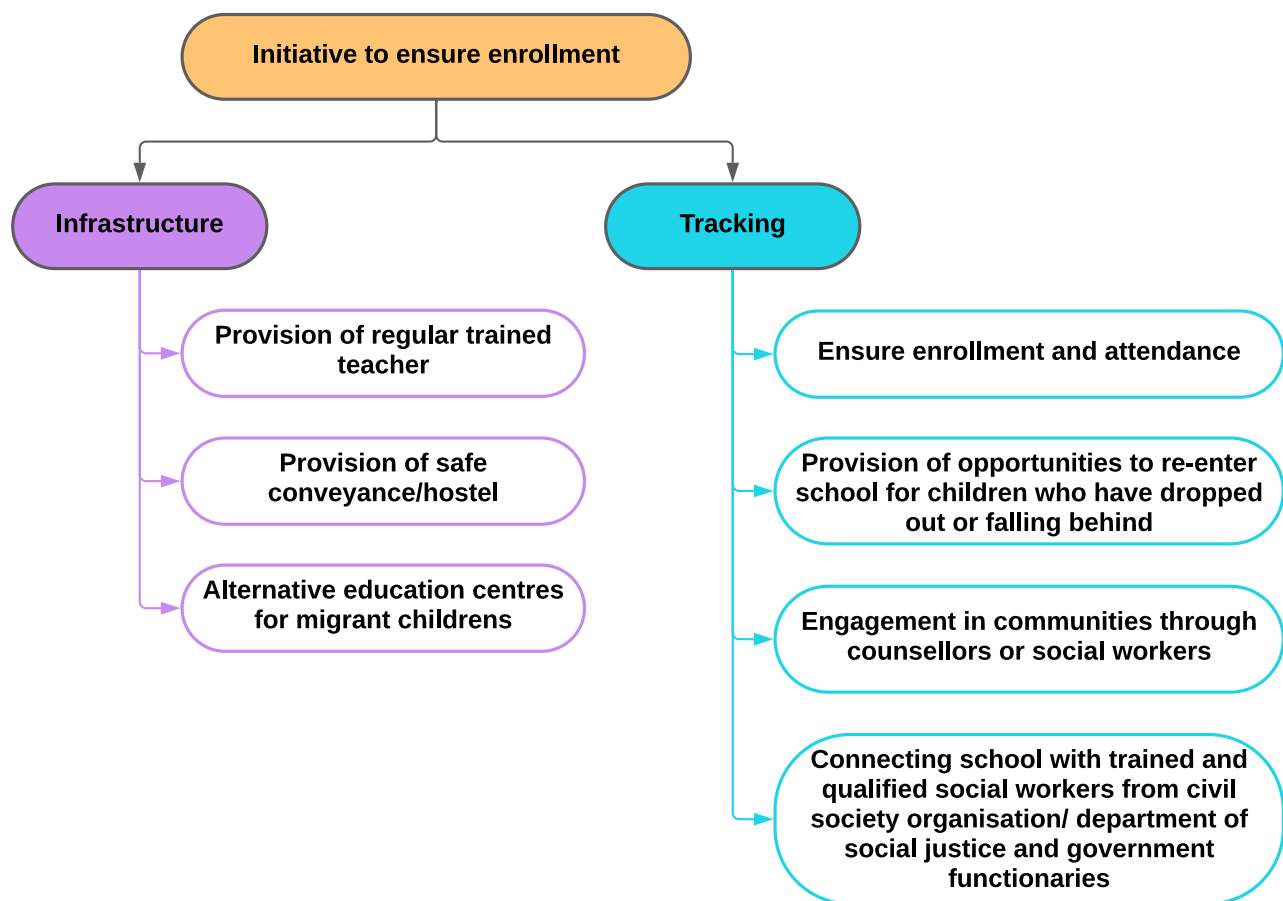
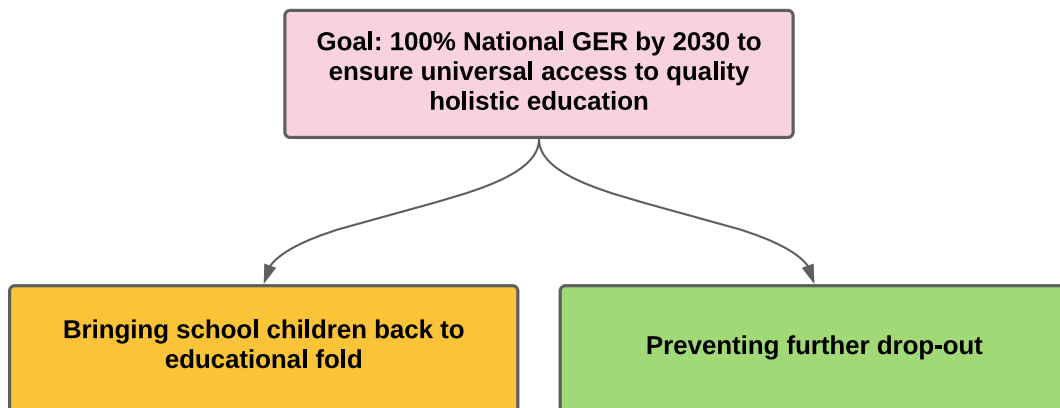


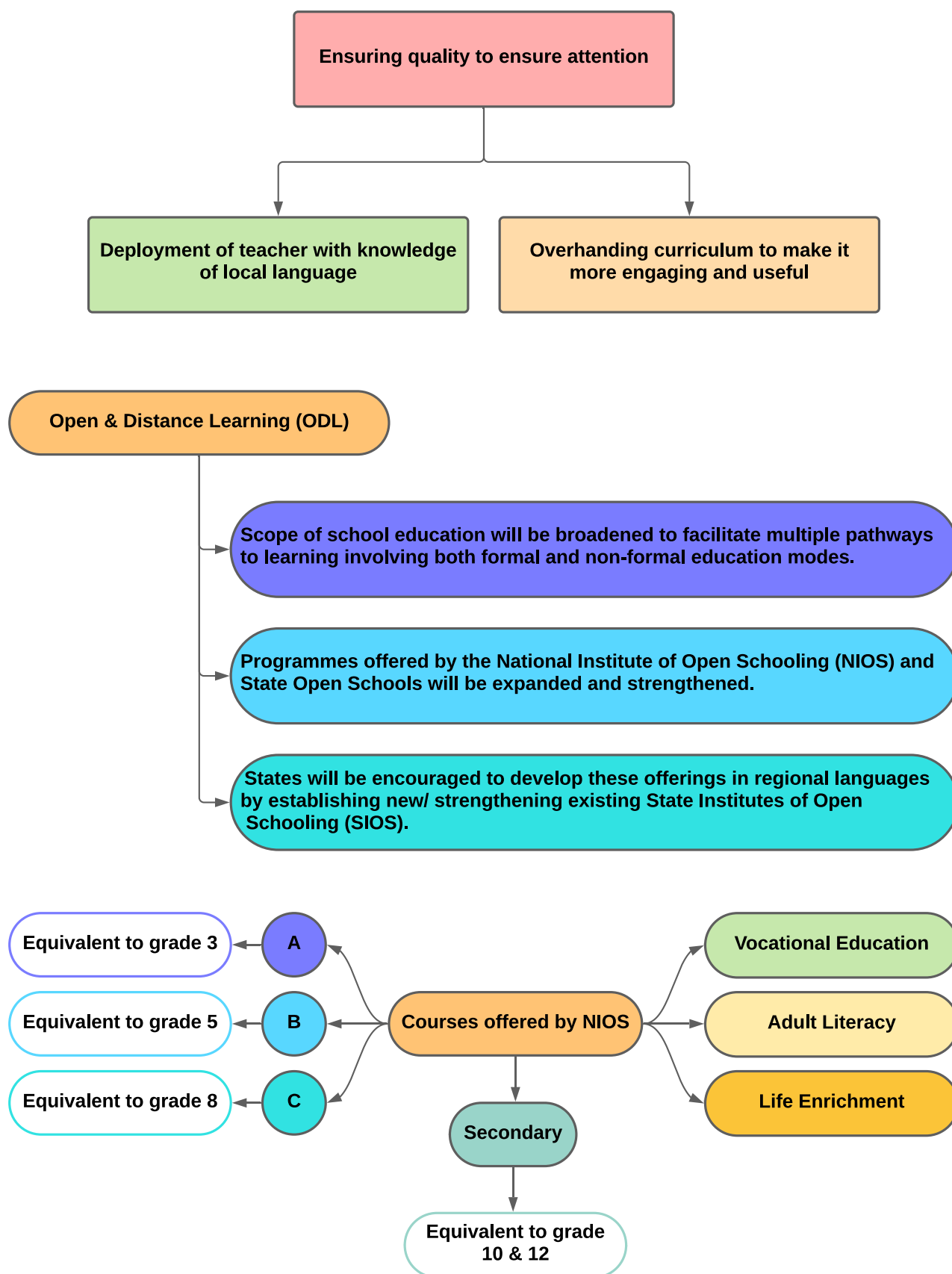


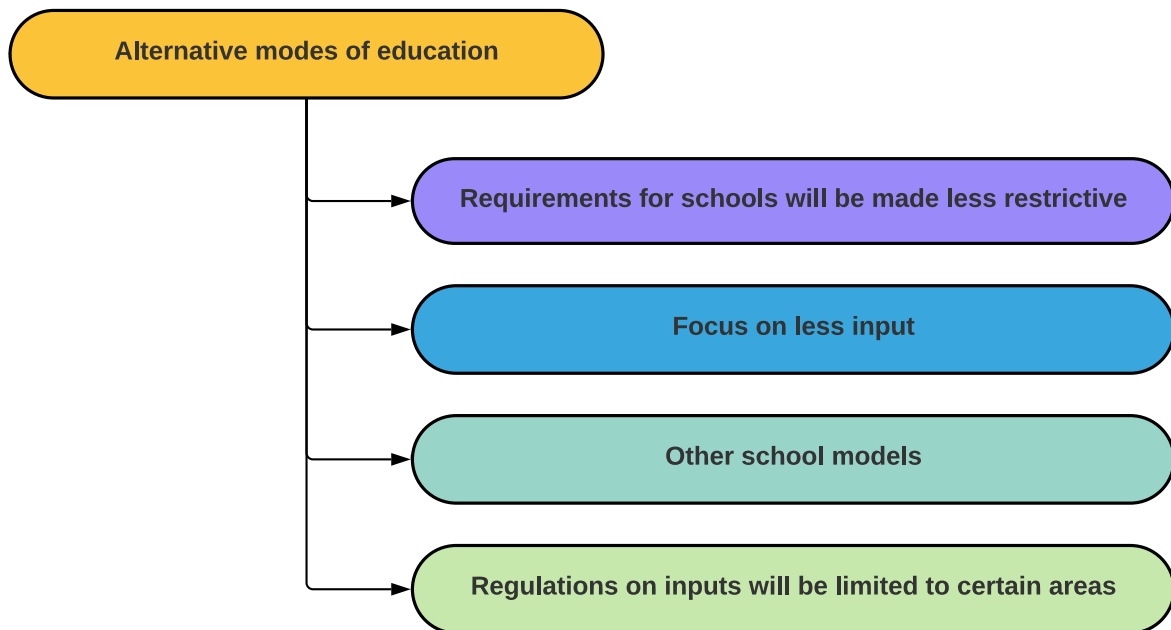
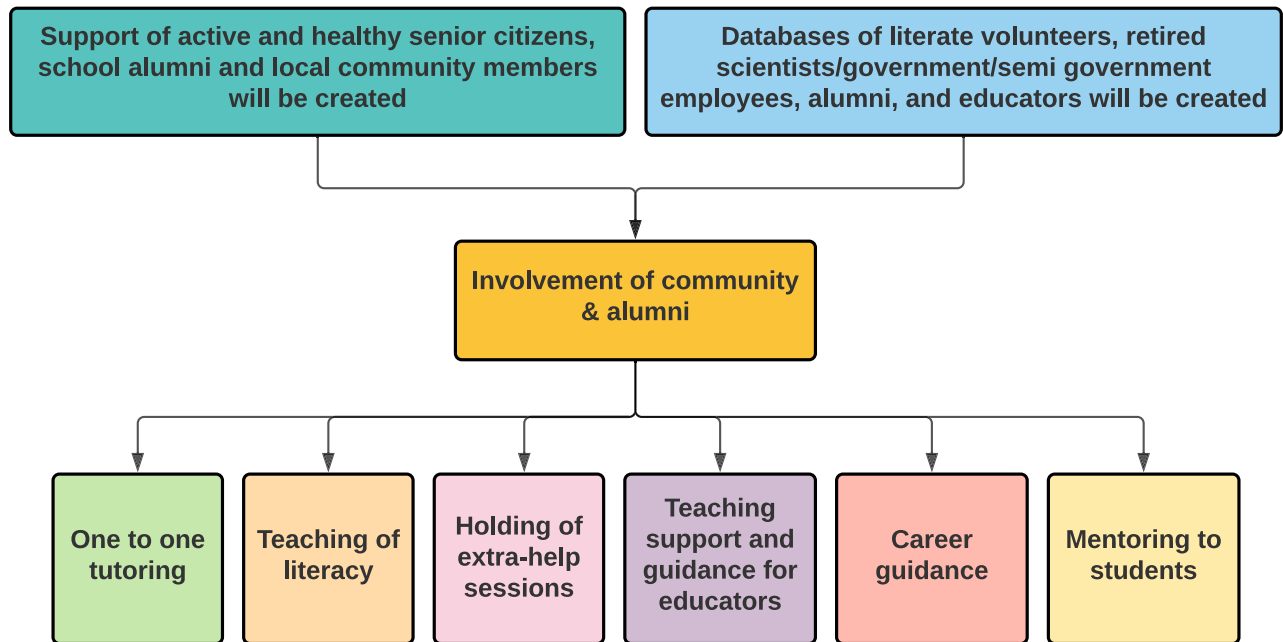
3. CURTAILING DROPOUT RATES AND ENSURING UNIVERSAL ACCESS TO EDUCATION AT ALL LEVELS



- Significant Dropout after grade 5, especially after grade 8.
- As per survey of NSSO (2017-18), the number of out of school children in the age group of 6 to 17 years is 3.22 crore



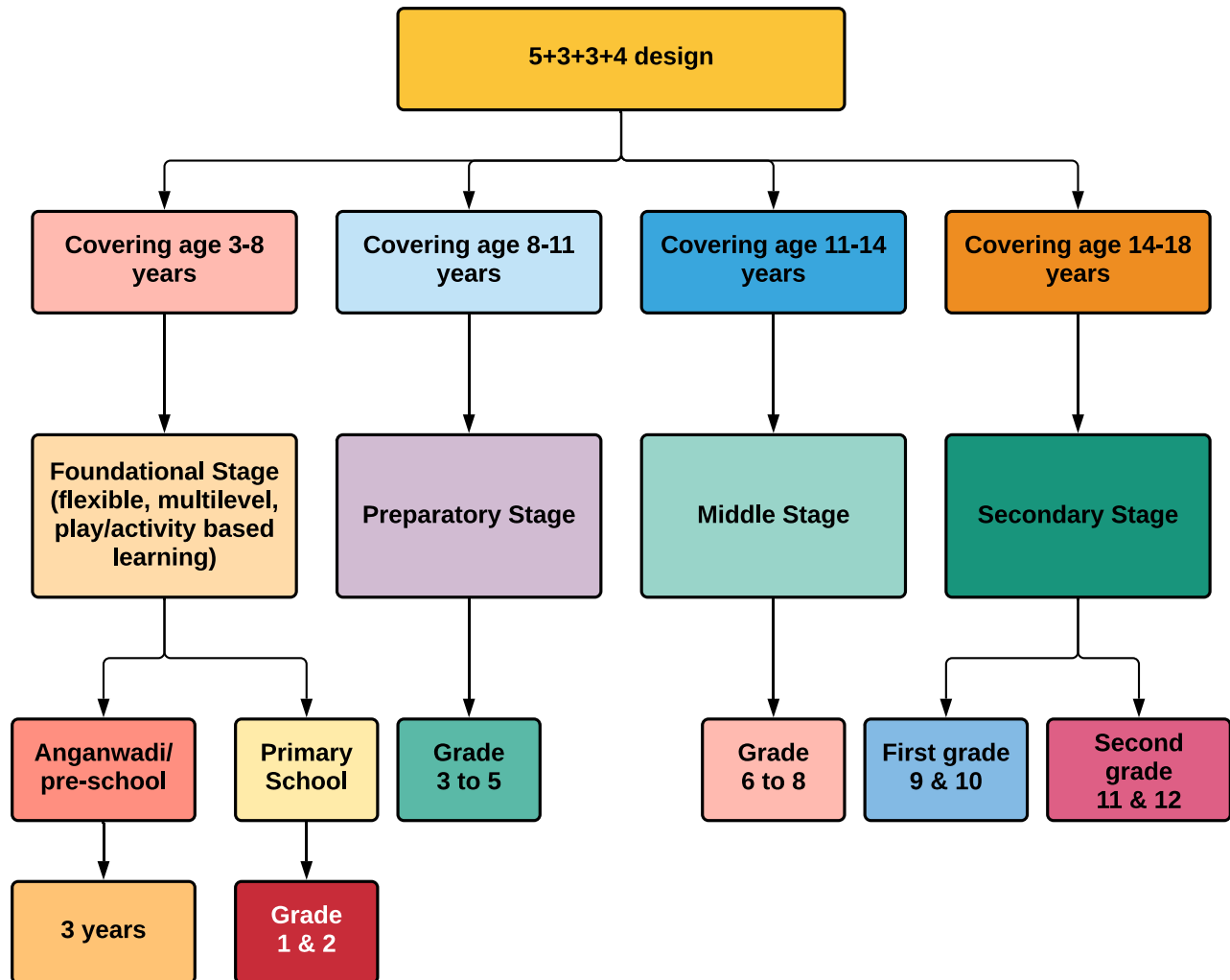






4. CURRICULUM AND PEDAGOGY IN SCHOOLS

Learning should be Holistic, Integrated, Enjoyable & Engaging.



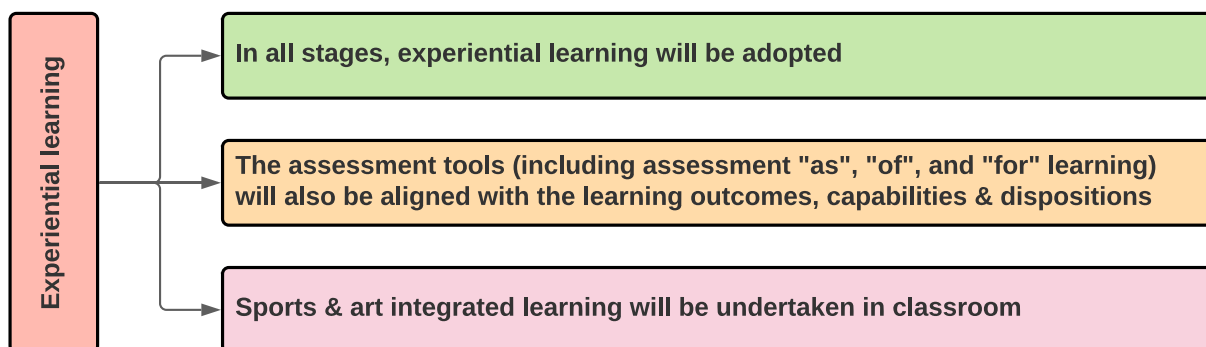
Holistic Development of Learners:

The aim of education will not be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.



Reduce curriculum content to enhance essential learning and critical thinking

- Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis based learning.

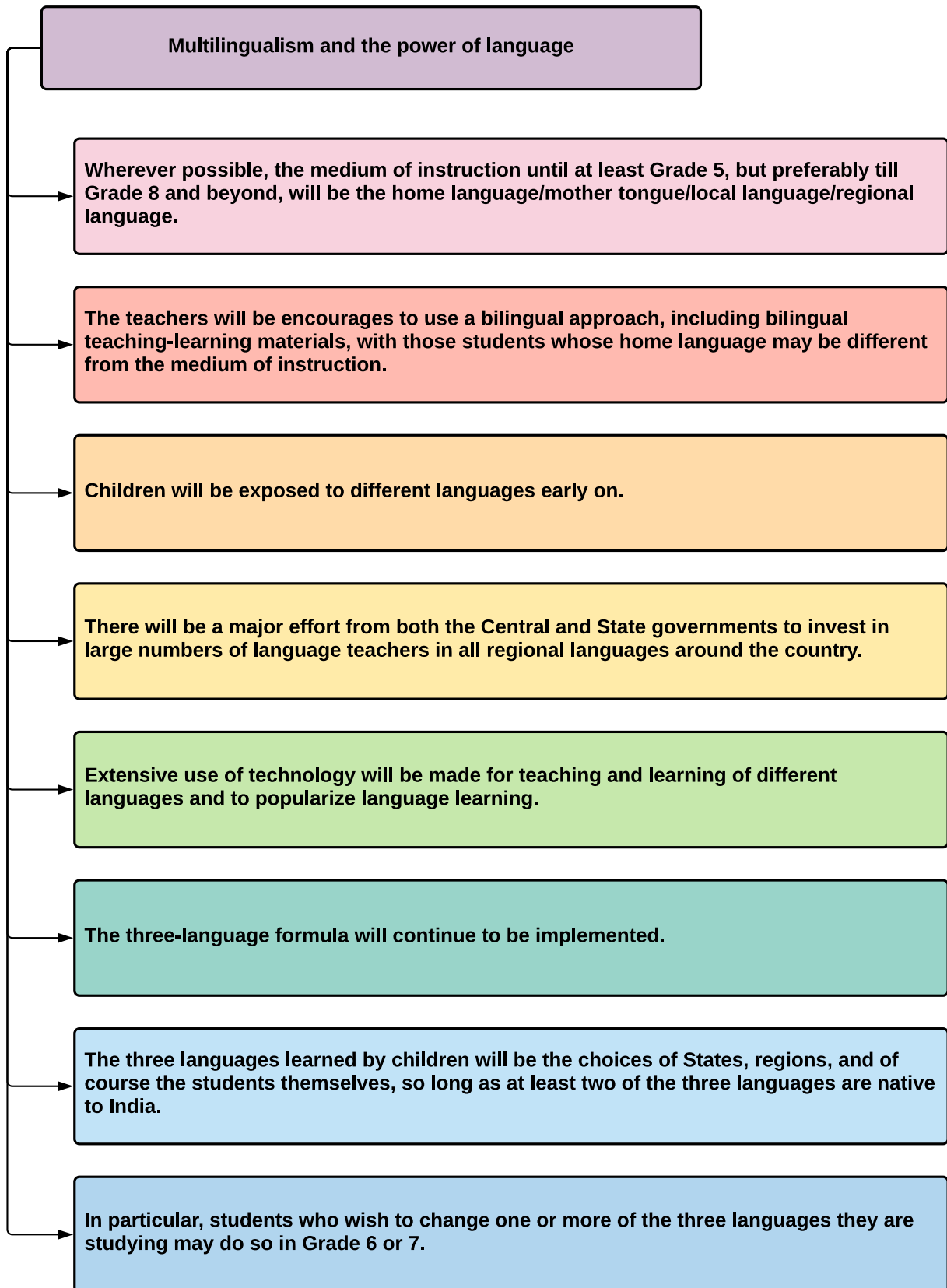


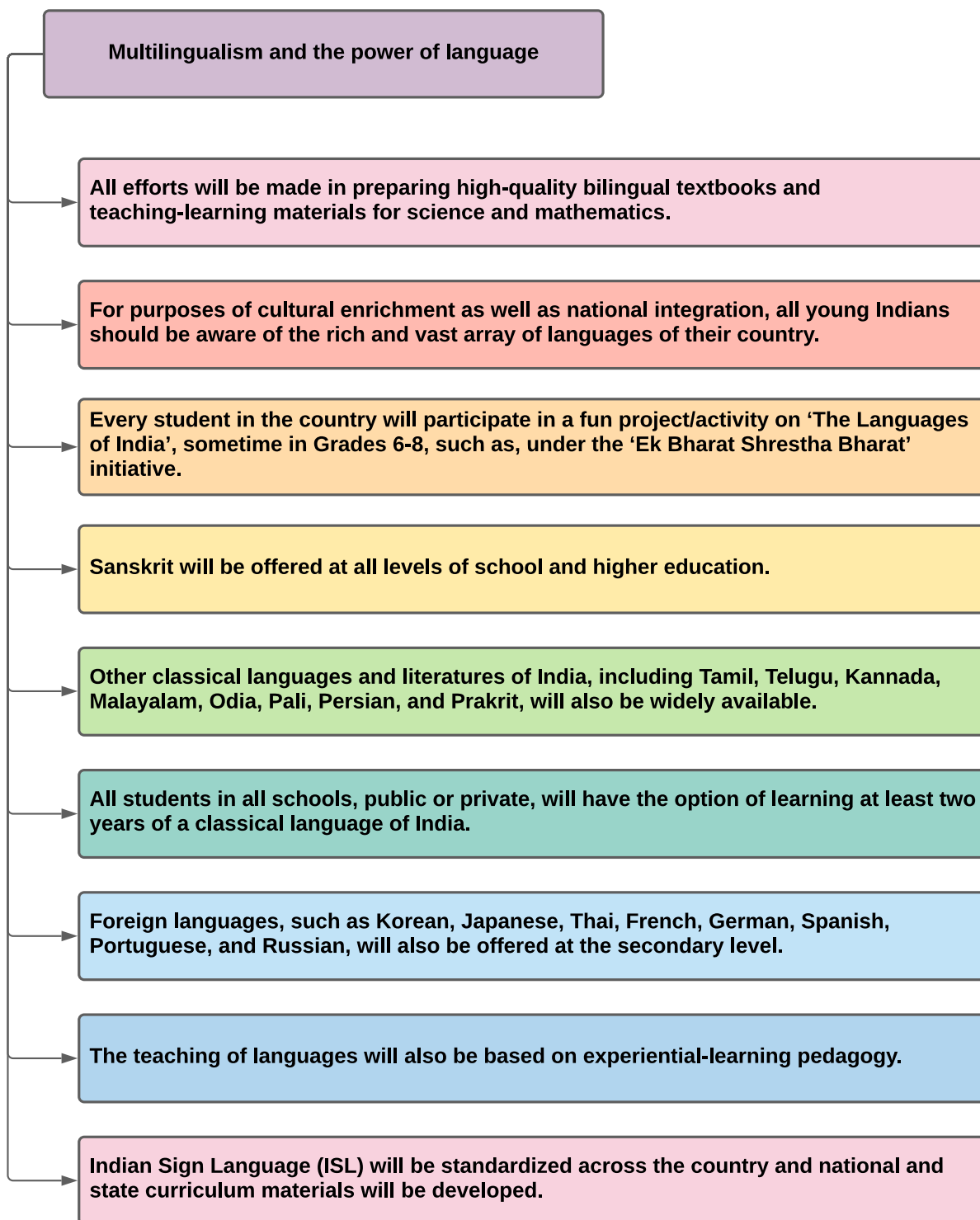
Empower students through flexibility in course choices

Students will be given increased flexibility and choice of subjects to study.

There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams

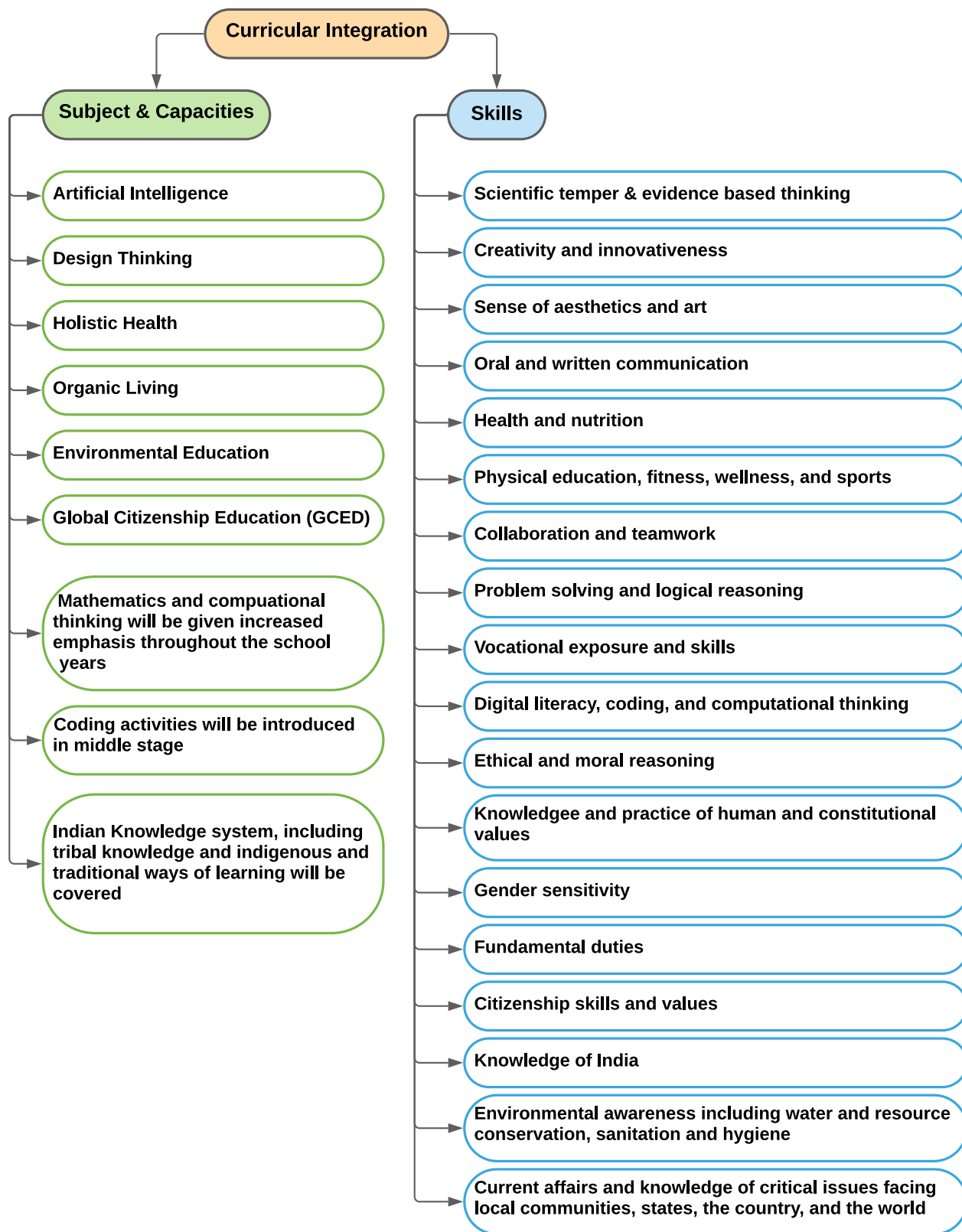
Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules.







Curricular Integration of Essential Subjects, Skills and Capacities





Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts.

A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21.

All students will participate in a 10-day bagless period sometime during Grades 6-8, where they intern with with local vocational experts such as carpenters, gardeners, potters, artists, etc.

Vocational courses through online mode will also be made available.

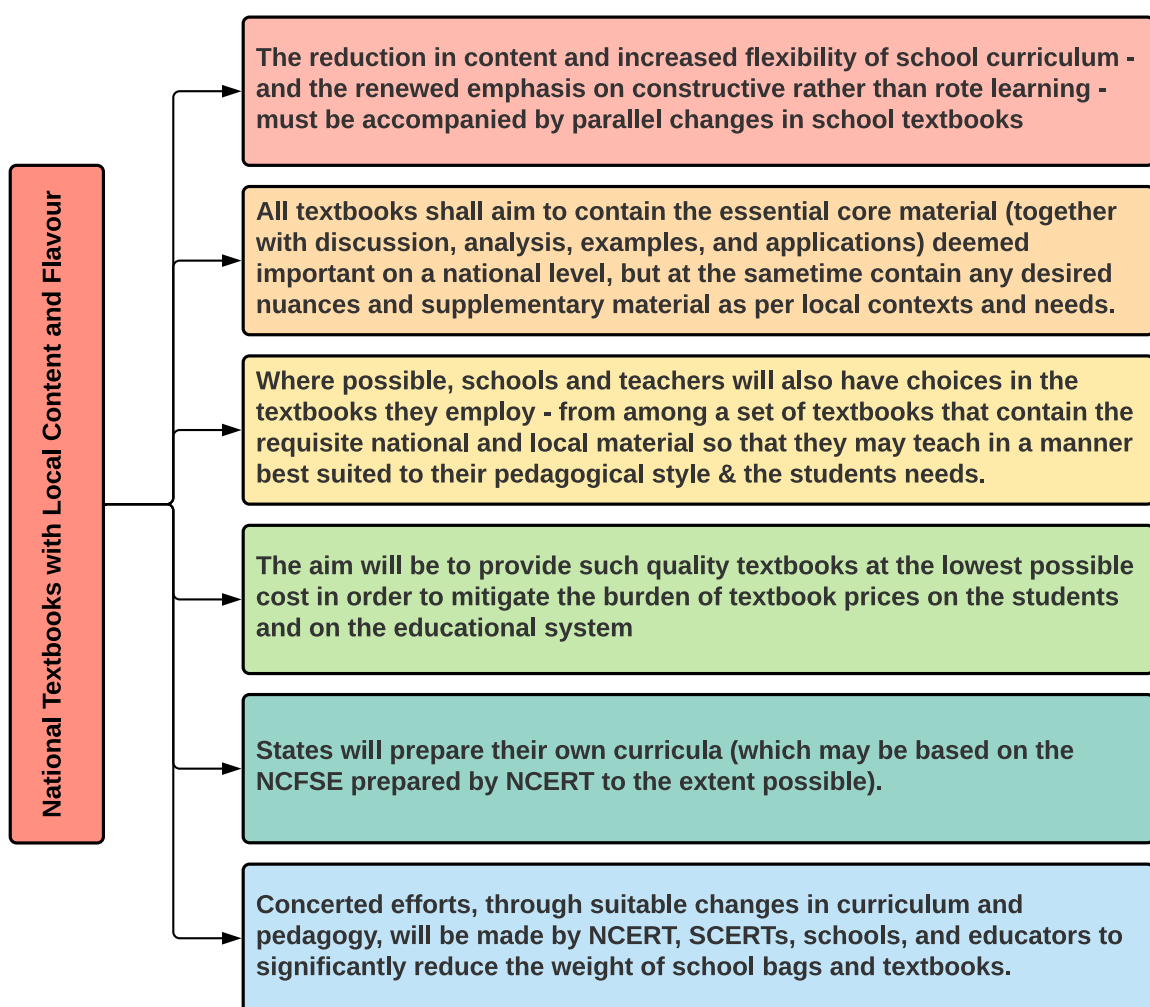
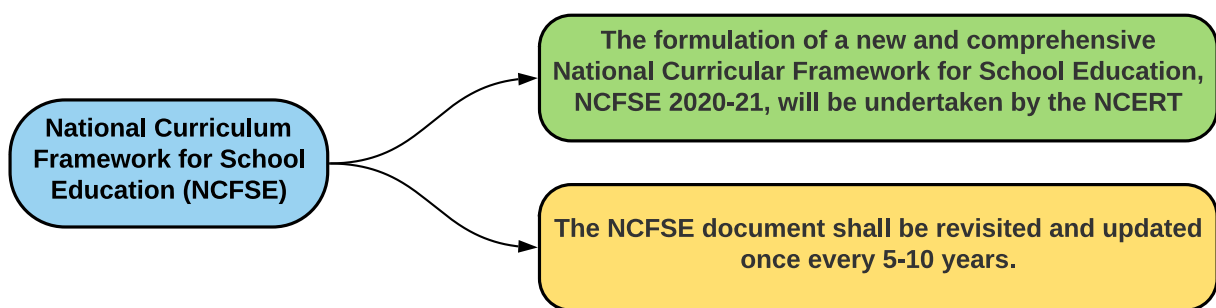
Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts.

Students will be encouraged to visit different States as part of cultural exchange programmes

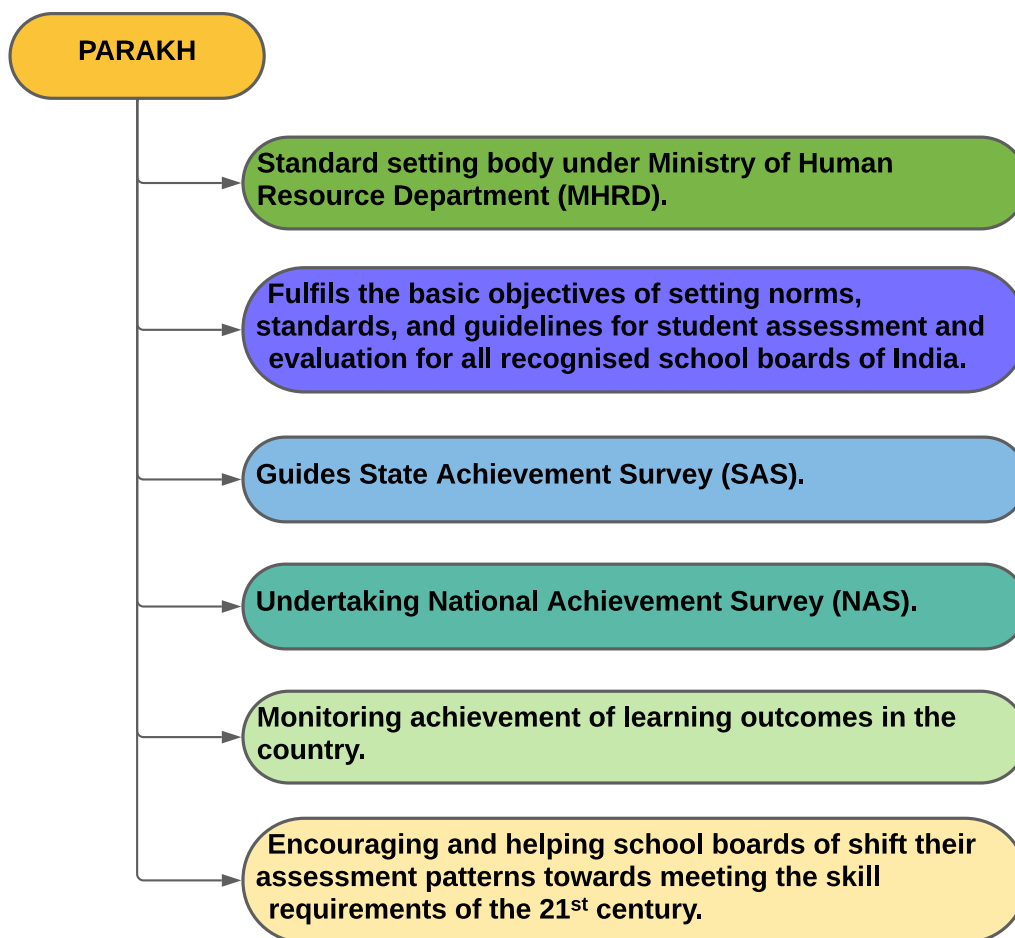
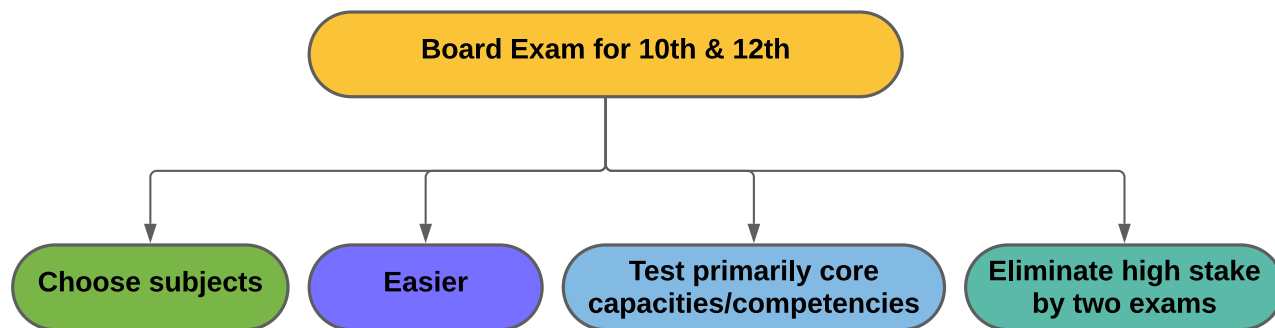
Students will be taught at a young age the importance of “doing what's right”. In later years this would be expanded with a view to enable children to embrace moral ethcal values in conducting their life.

In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life,.

Helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.









Support for Gifted Students/Students with Special Talents

→ The NCERT and NCTE will develop guidelines for the education of gifted children.

→ B.Ed. programmes may also allow a specialization in the education of gifted children.

→ Olympiads and competitions in various subjects will be conducted across the country.

→ Public and private universities would be encouraged to use merit based results from National, and International Olympiads.

→ Schools will develop smart classrooms, in a phased manner, for using digital pedagogy.

→ Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond.

→ High-quality national residential summer programmes for secondary school students in various subjects will also be encouraged.



5. TEACHERS

The high respect for teachers and the high status of the teaching profession must be restored.

Recruitment and Development

To ensure that outstanding students enter the teaching profession, large number of merit based scholarships shall be instituted for quality 4-year integrated B.Ed. programmes.

In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes.

Local job opportunities to local students, especially female students. These students will:

- serve as local area role models.
- serve as qualified teachers who speak the local language.

Incentives will be provided for teachers to take up teaching jobs in rural areas.

Provision of Local housing or increased housing allowances for teachers in rural areas.

Excessive teacher transfers will be halted.

The Teacher Eligibility Tests will also be extended and strengthened to cover teachers across all stages (Foundation, Preparatory, Middle, Secondary) of school education.

For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment.

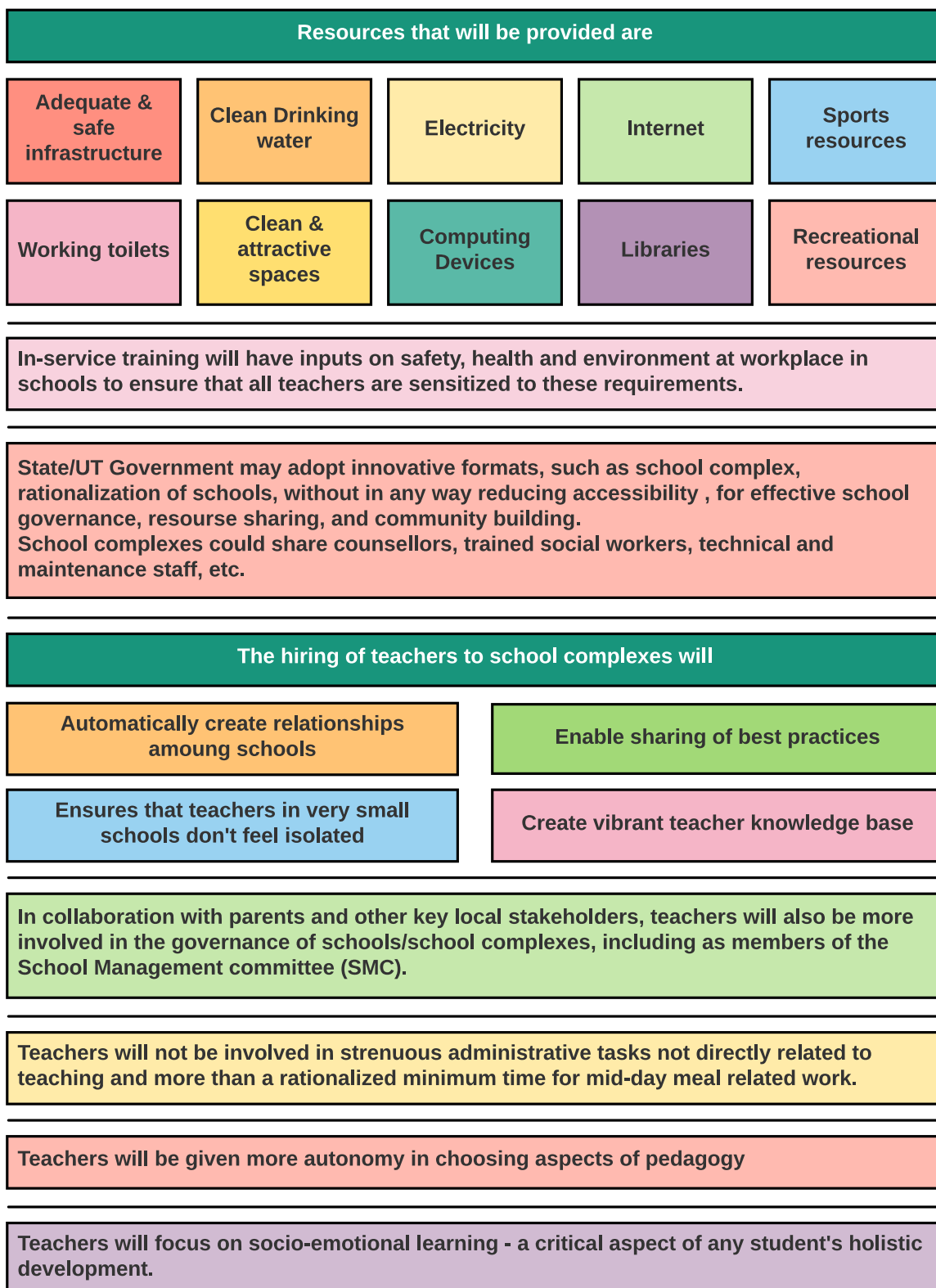
Teachers could be recruited to a school or school complex and sharing of teachers across schools should be considered.

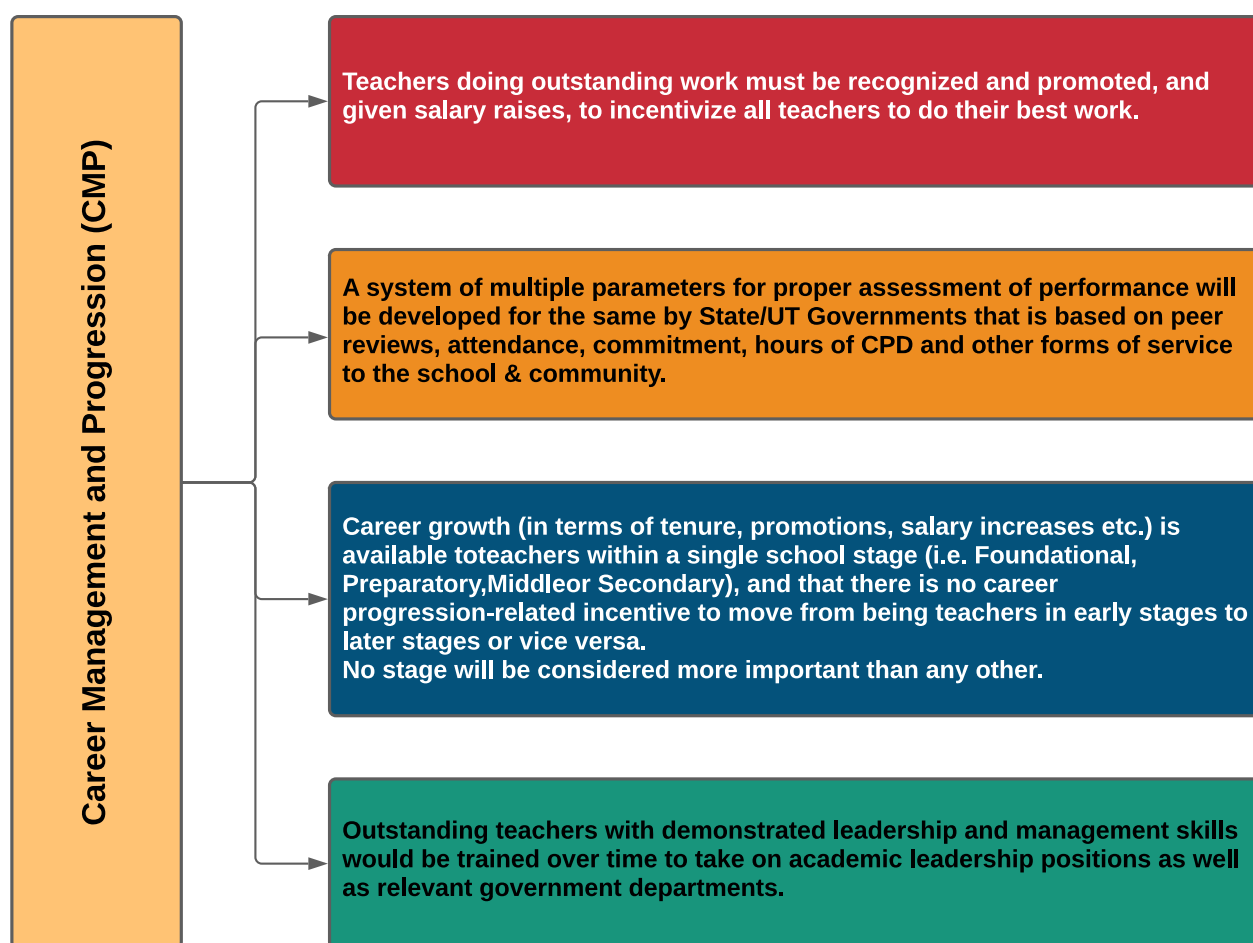
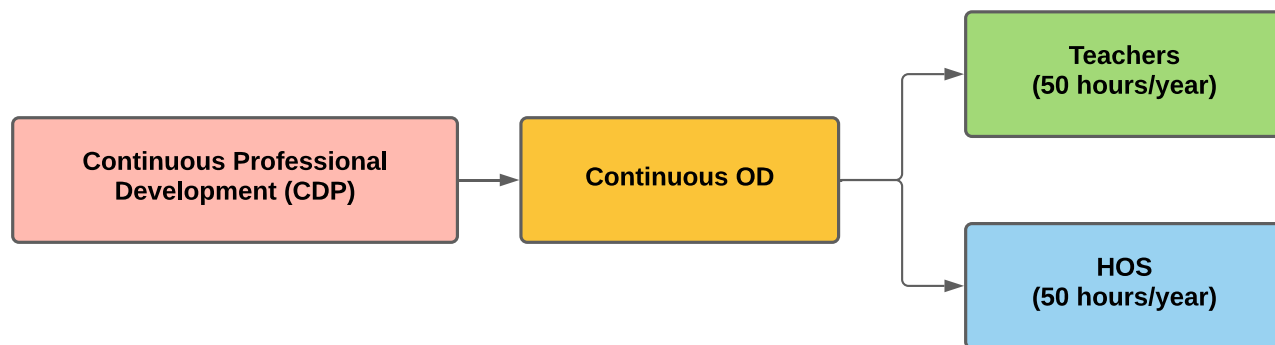
Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects.

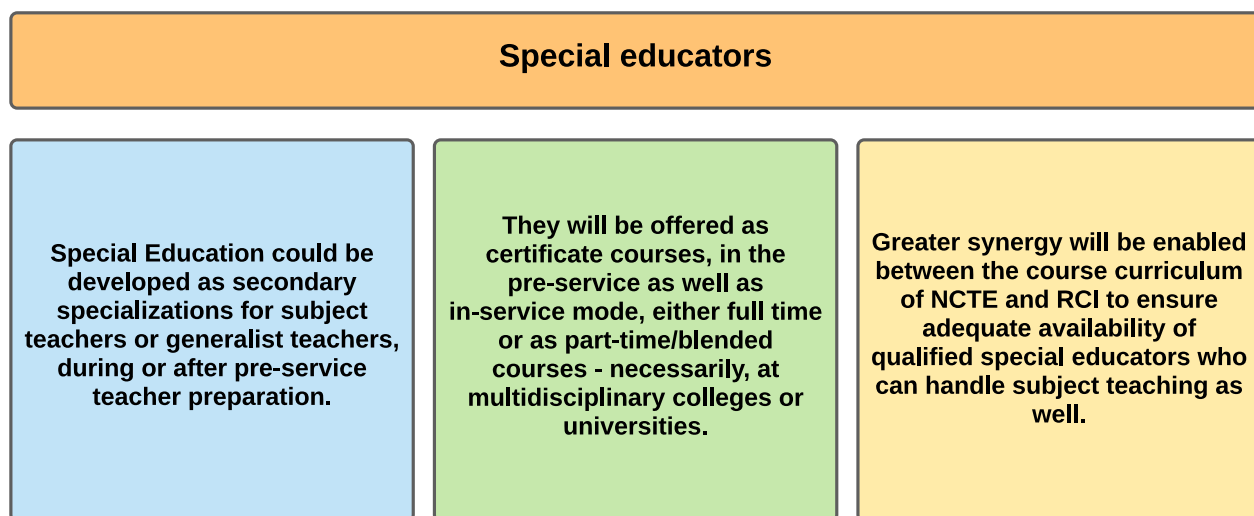
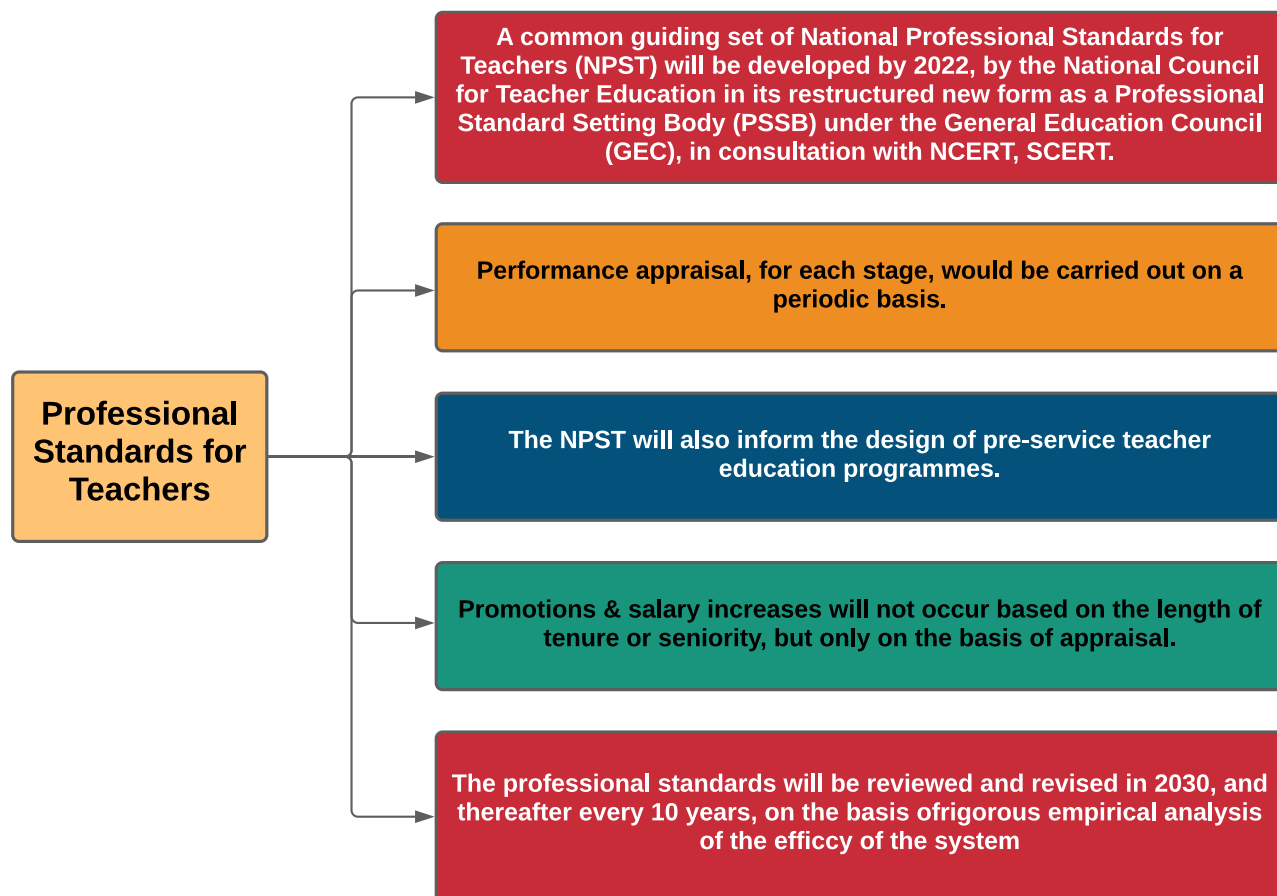
A technology-based comprehensive teacher-requirement planning exercise state-led to assess expected subject-wise teacher vacancies over the next two decades.



Service Environment and Culture

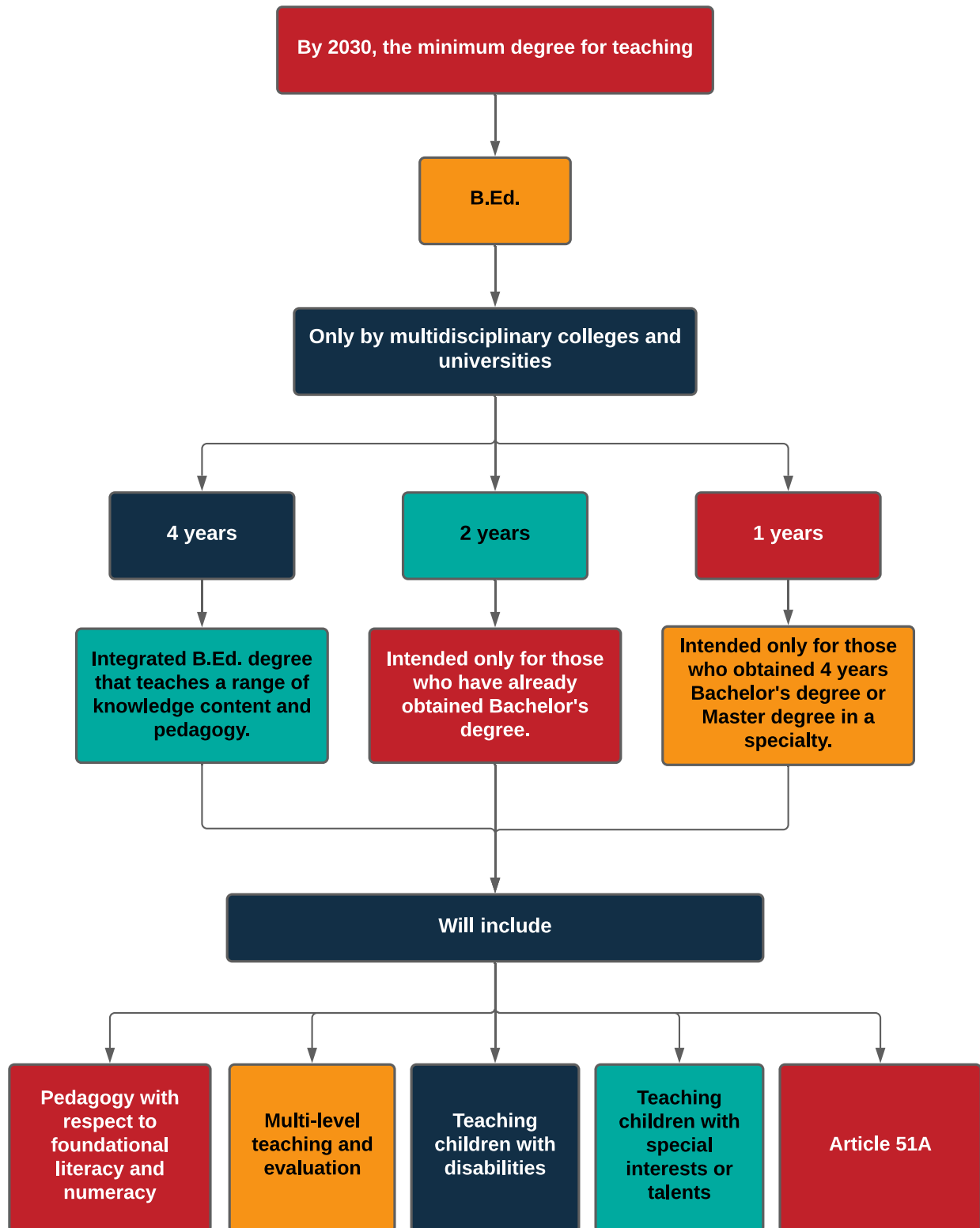








Approach to teacher education





Short term

Shorter post B.Ed certification course

Special shorter local teacher educational programmes

Will be made available at multidisciplinary colleges and universities to teachers who may wish to move into more specialized areas of teaching

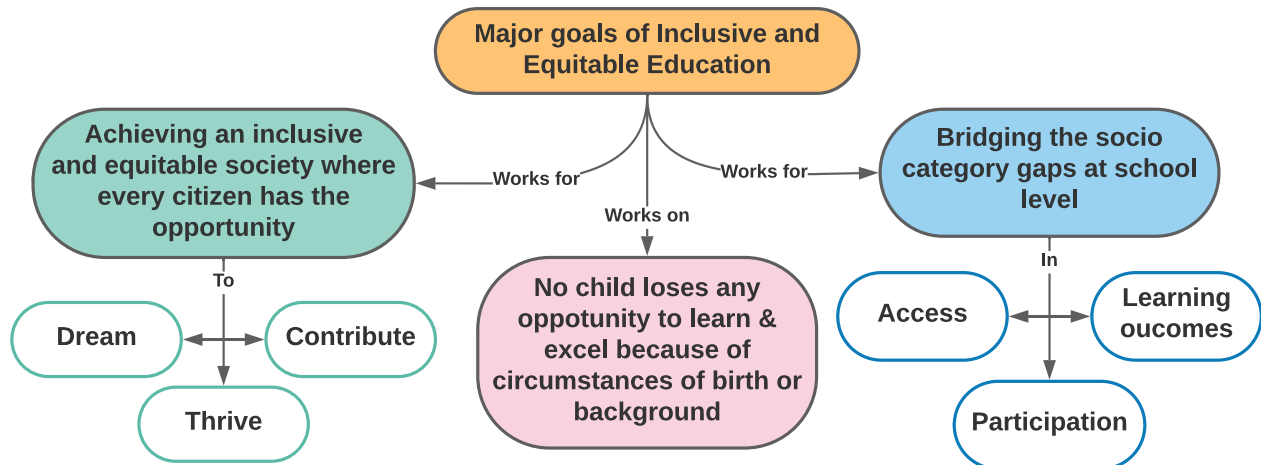
Will be available at BITEs, DIETs or at school complexes themselves for eminent local persons

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020.

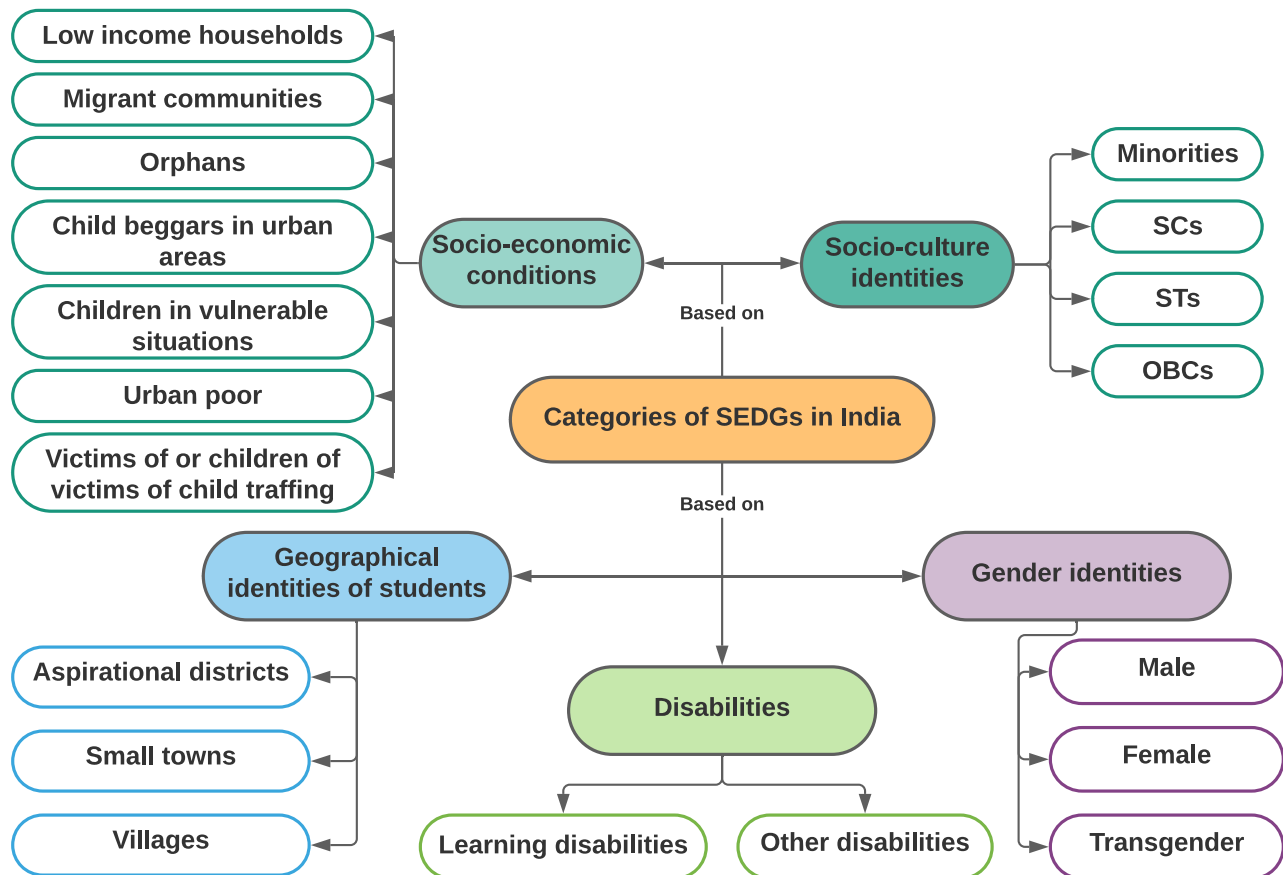
The NCFTE will thereafter be revised once every 5-10 years.

6. EQUITABLE AND INCLUSIVE EDUCATION : LEARNING FOR ALL

Major goals of Inclusive and Equitable Education.

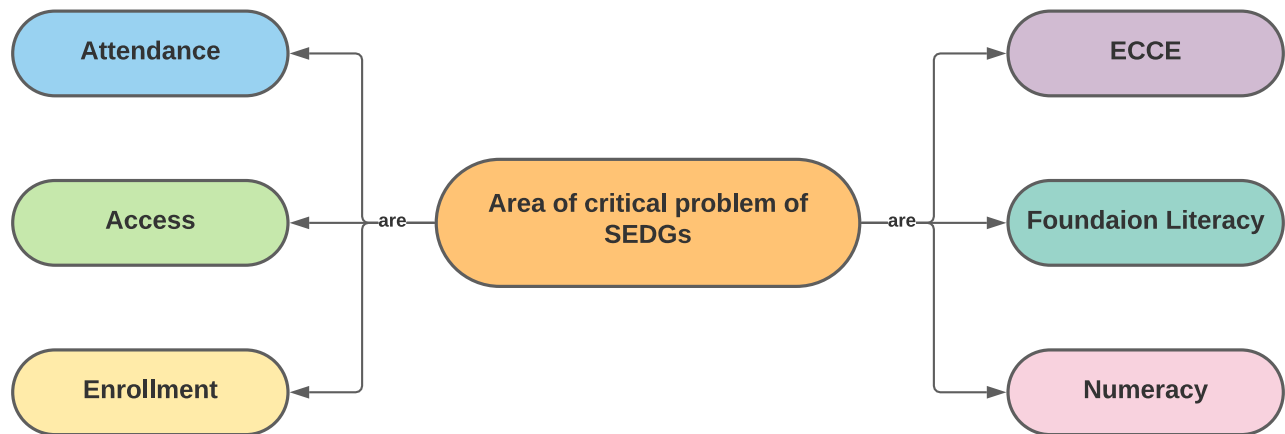


Status overview of Socio-Economically Disadvantaged Groups (SEDGs) in India.

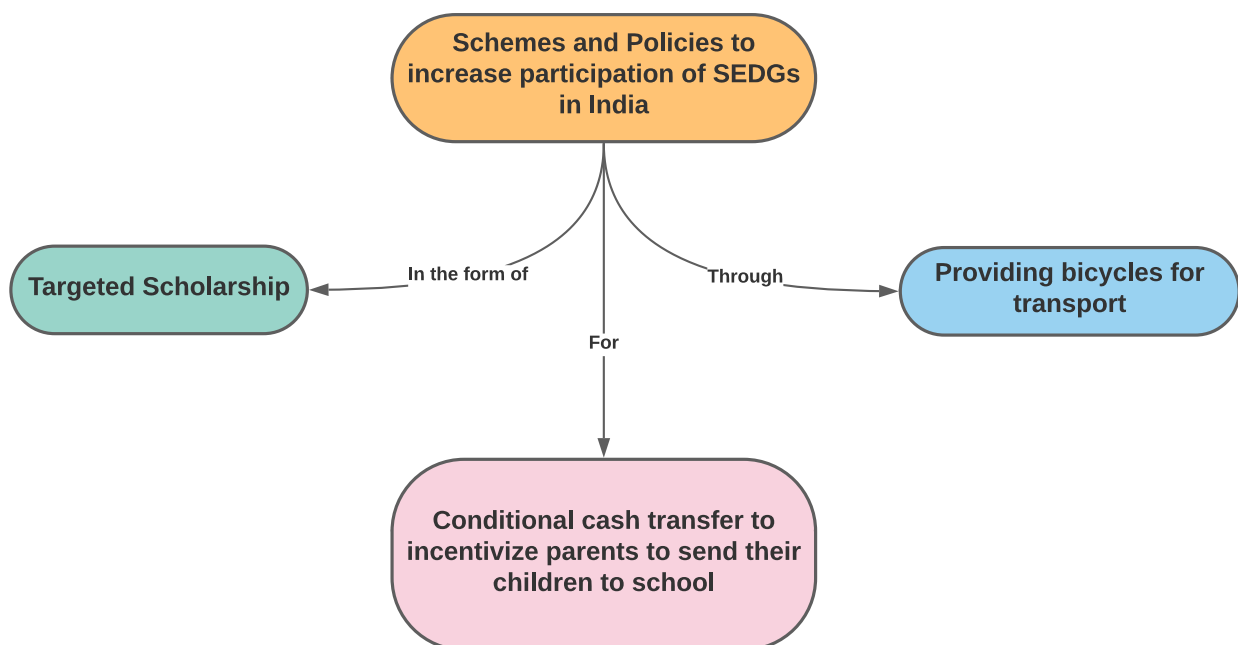




Critical Problems of Socio-Economically Disadvantaged Groups (SEDGs) in India.

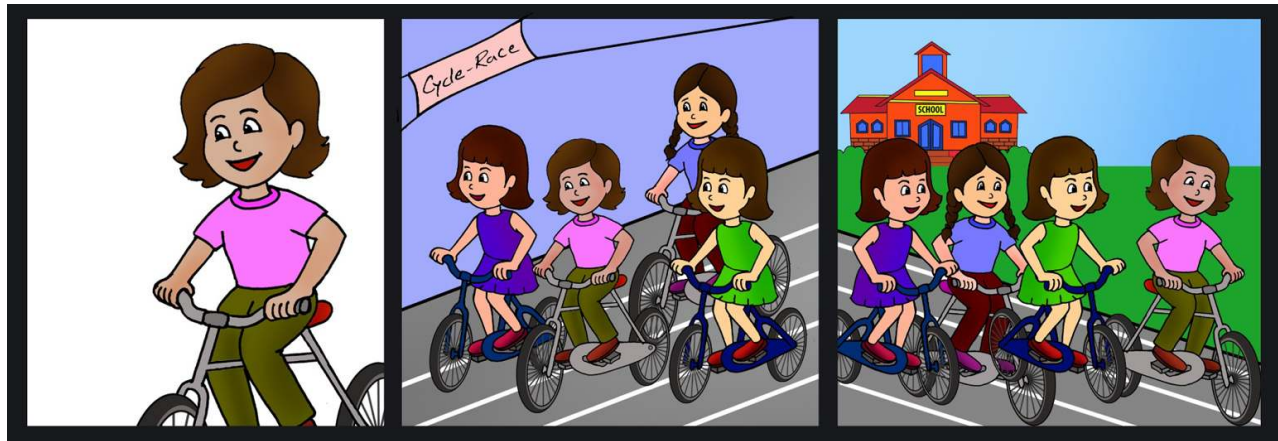


Schemes and Policies for Socio-Economically Disadvantaged Groups (SEDGs) in India.

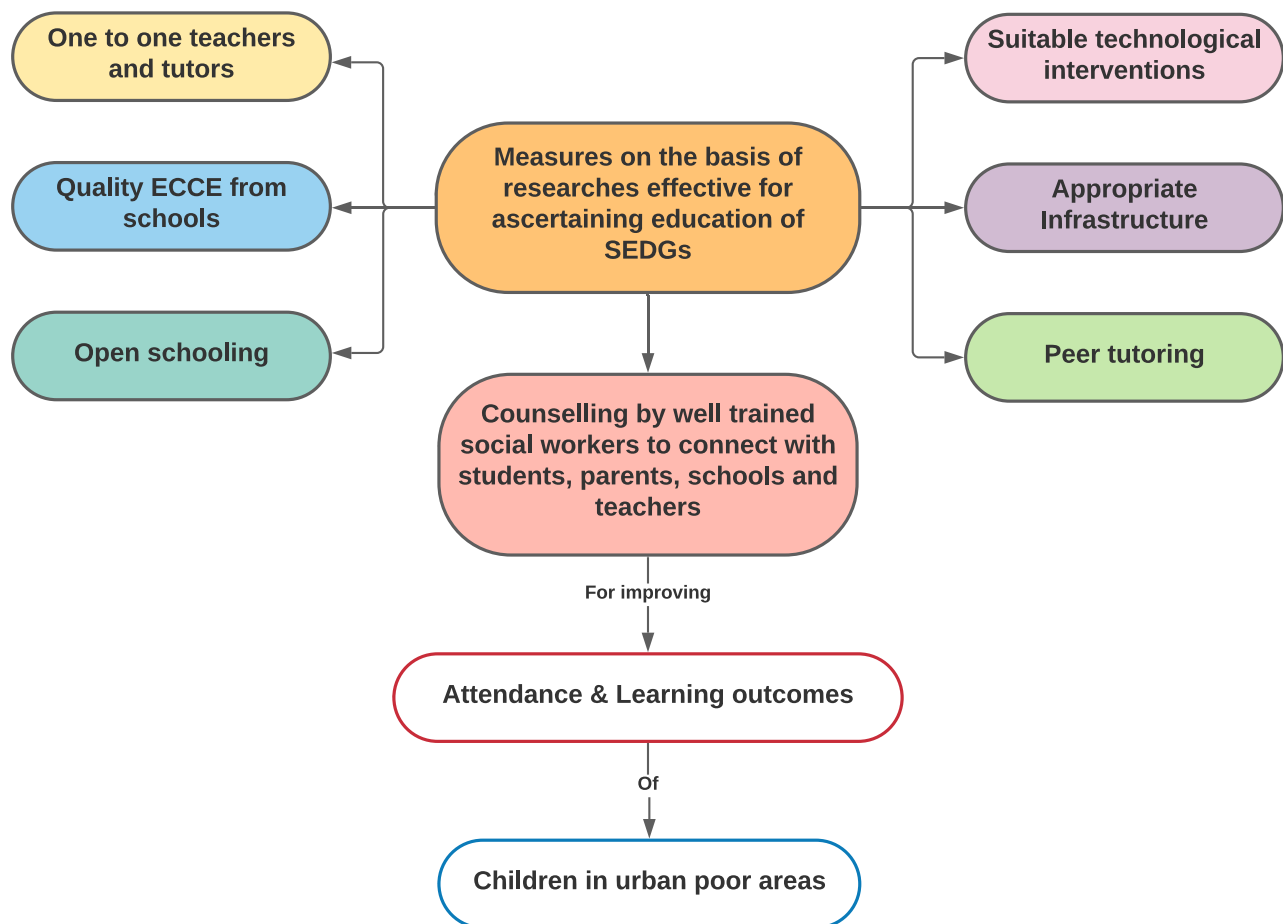




Researches and effective measures to deal with issues relate to Socio-Economically Disadvantaged Groups (SEDGs) in India.

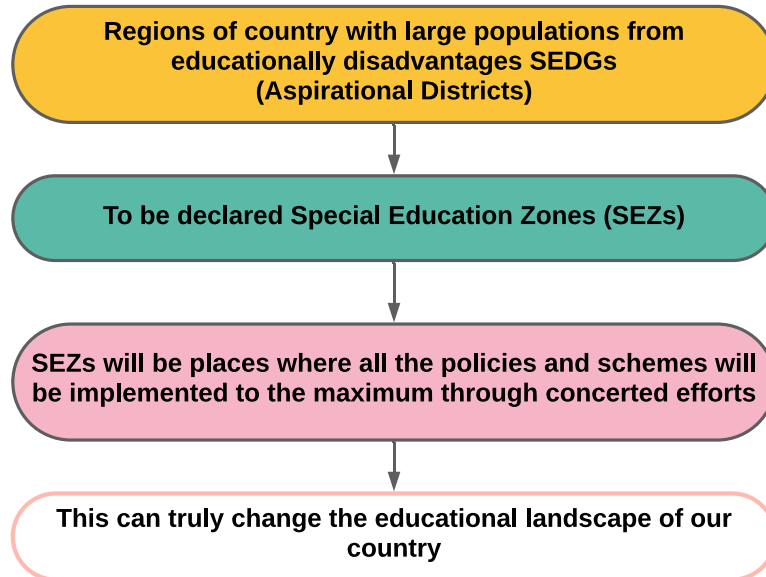


By providing bicycle to a girl child, we can give safety benefit to her and encourage her participation





Special provisions for Socio-Economically Disadvantaged Groups (SEDGS) in India.

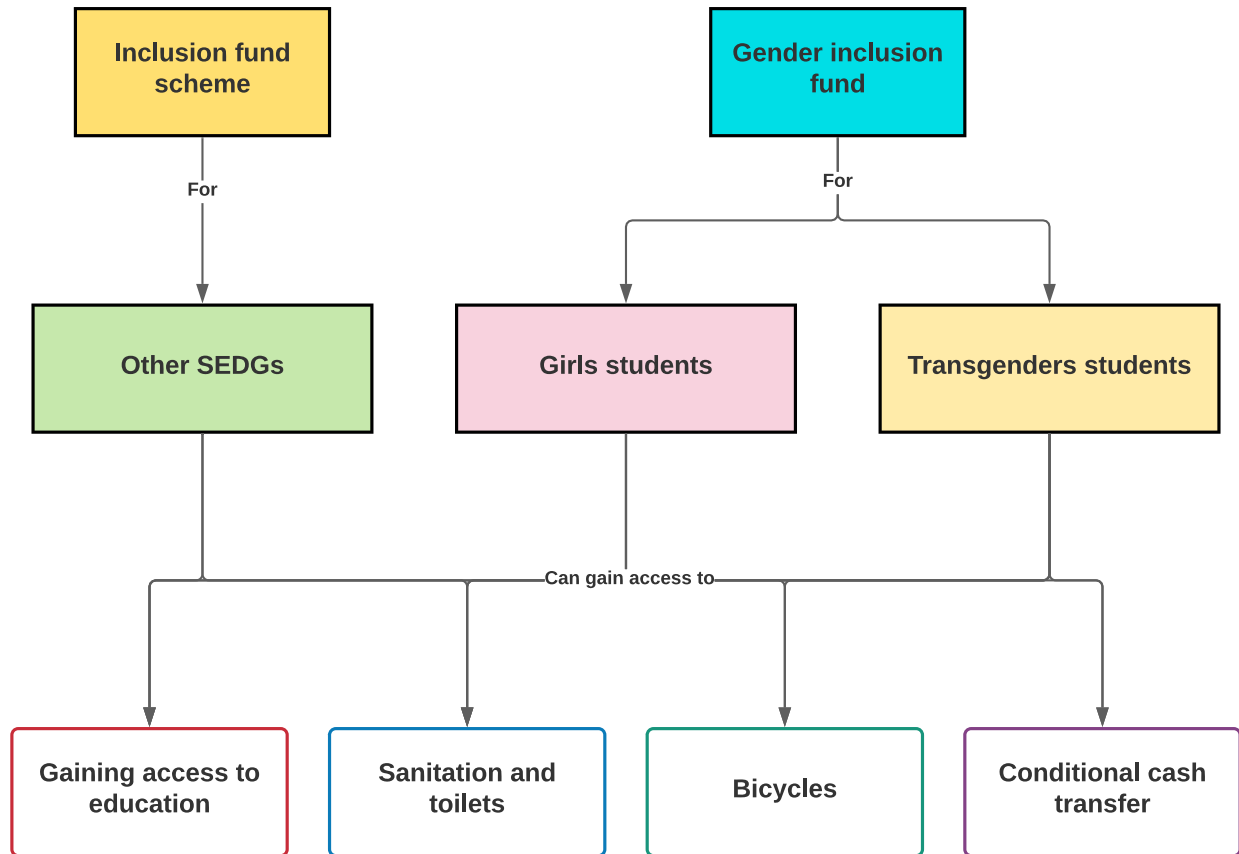


Special provisions for girls from Socio-Economically Disadvantaged Groups (SEDGS) in India.





Funding of projects related to girls from Socio-Economically Disadvantaged Groups (SEDGs) in India.

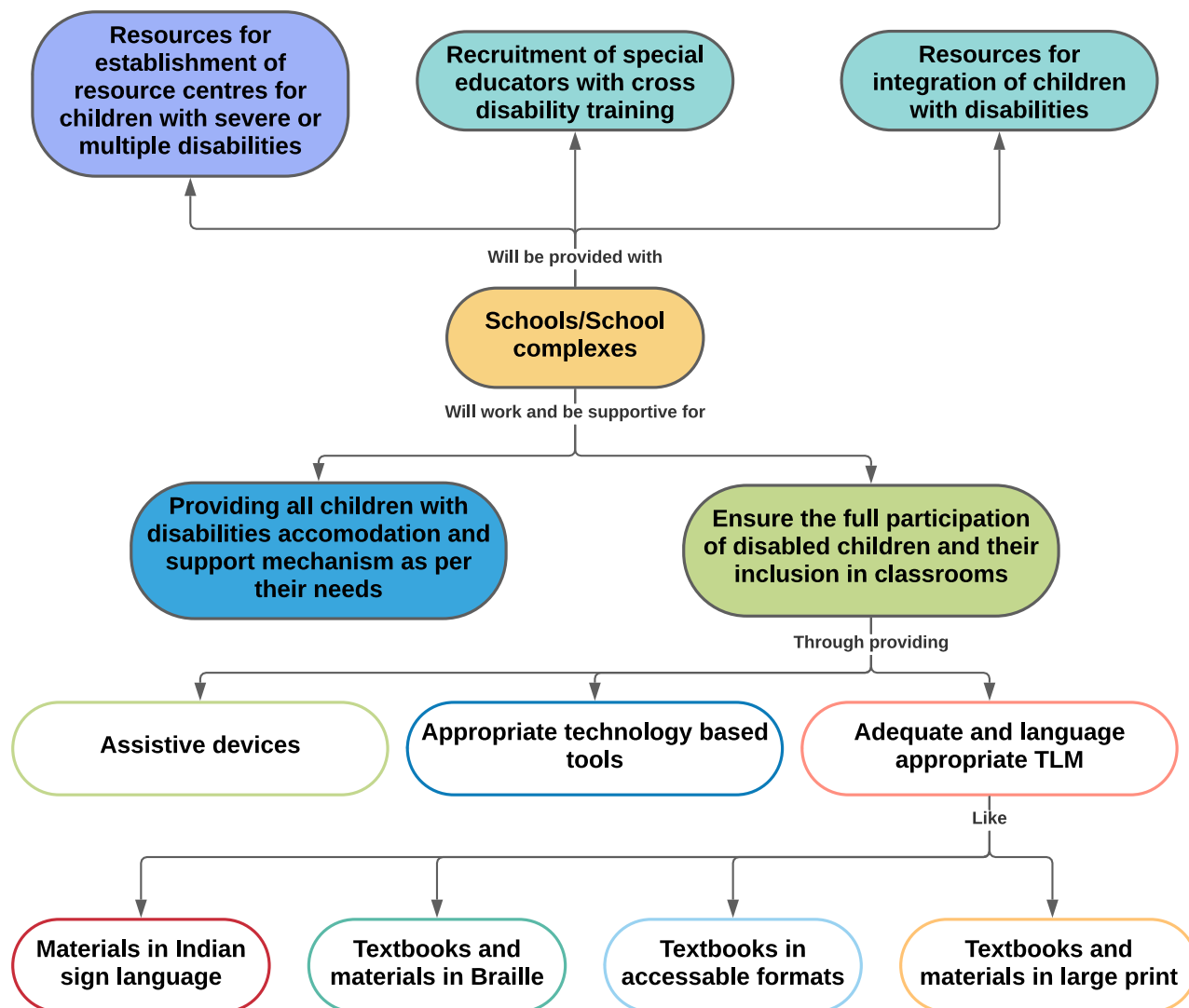


Residential educational facilities for girls from Socio-Economically Disadvantaged Groups (SEDGs) in India.

Ensuring the inclusion and equal participation of Children with Disabilities.



Barrier free access for all children with disabilities in schools.



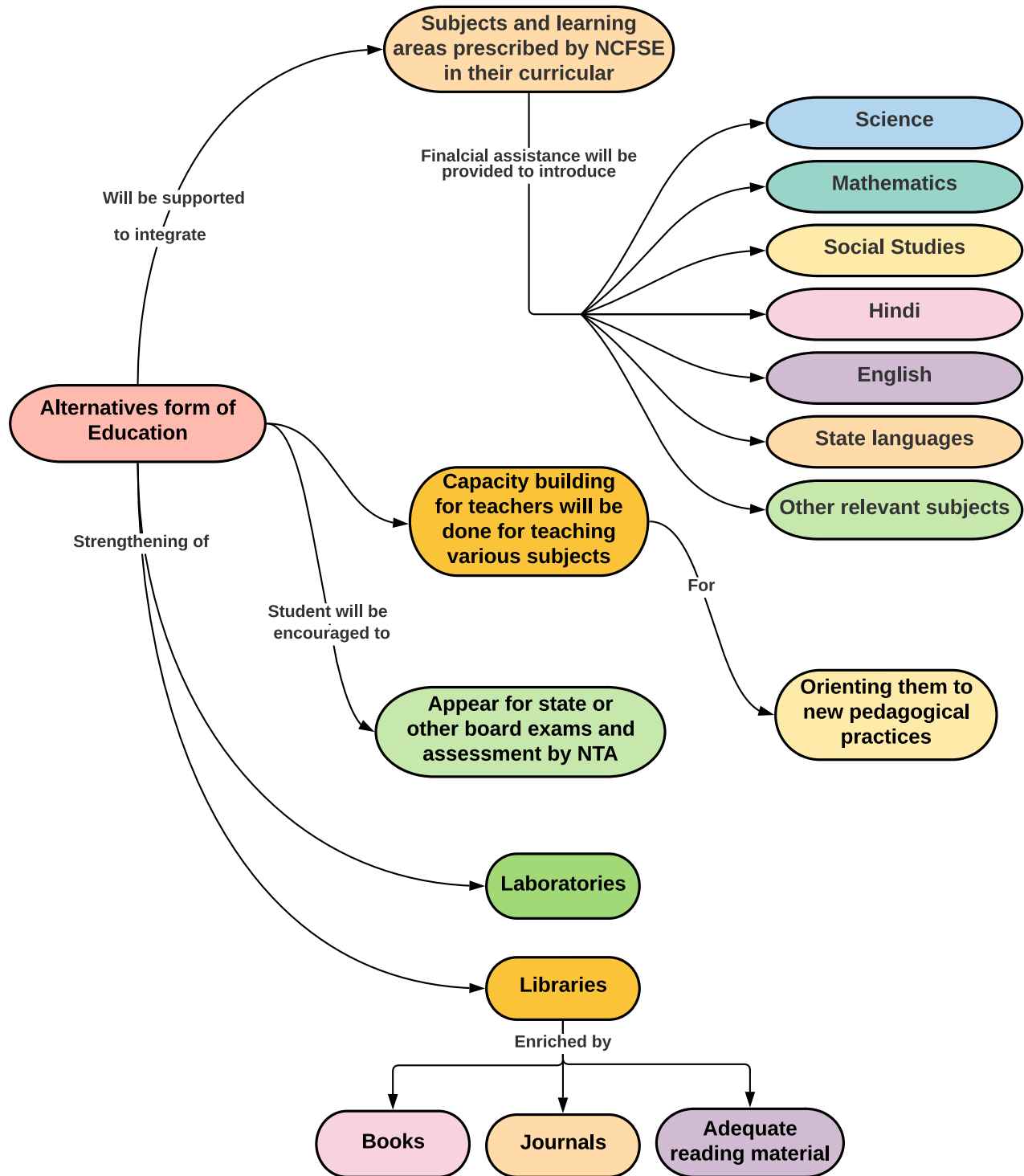
Acceptance towards home-based education of children with severe and profound disabilities.

Proposed National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting assessment of children with disabilities too.

Awareness will be spread towards teaching of children with disabilities.

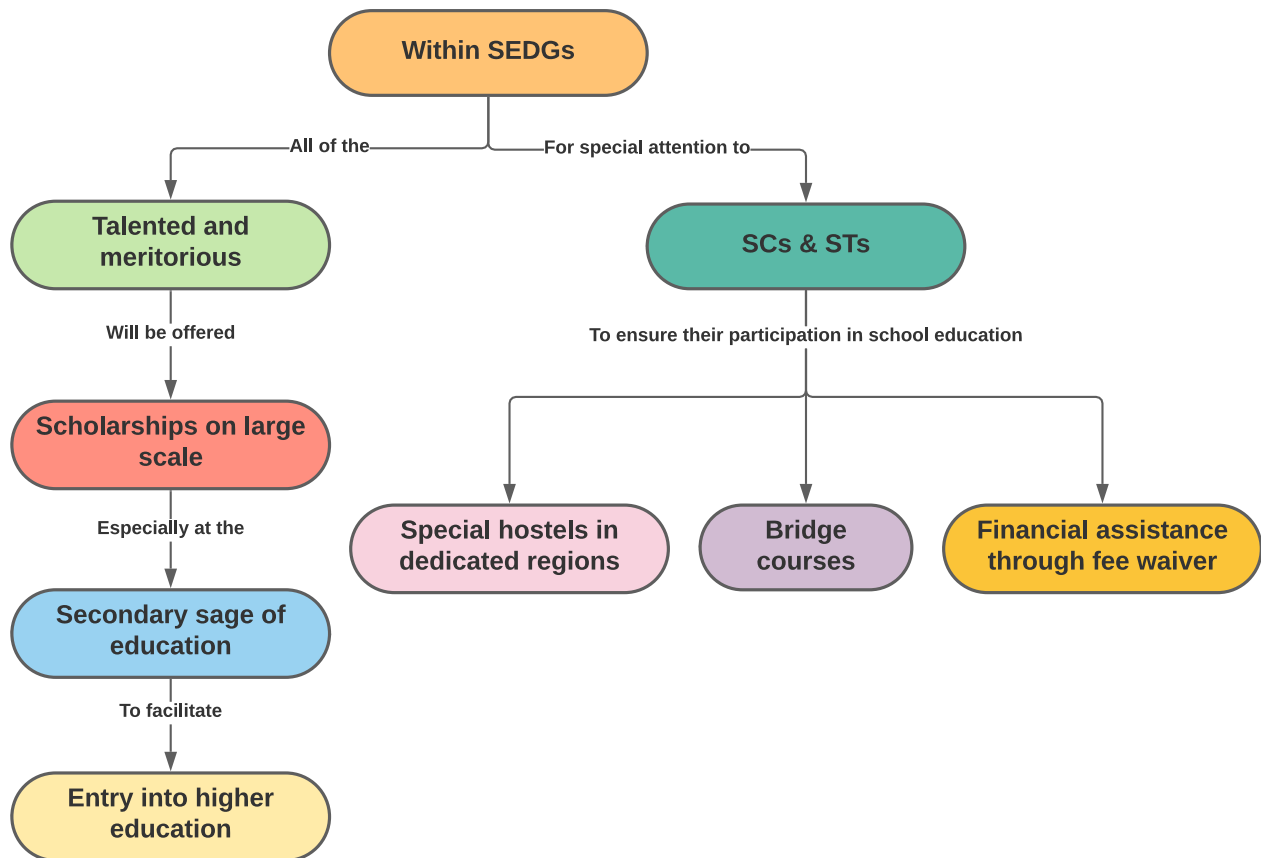


Alternative forms of schools will be encouraged to preserve their traditions or alternative pedagogical styles





Researches and effective measures to deal with issues relate to Socio-Economically Disadvantaged Groups (SEDGs) in India.

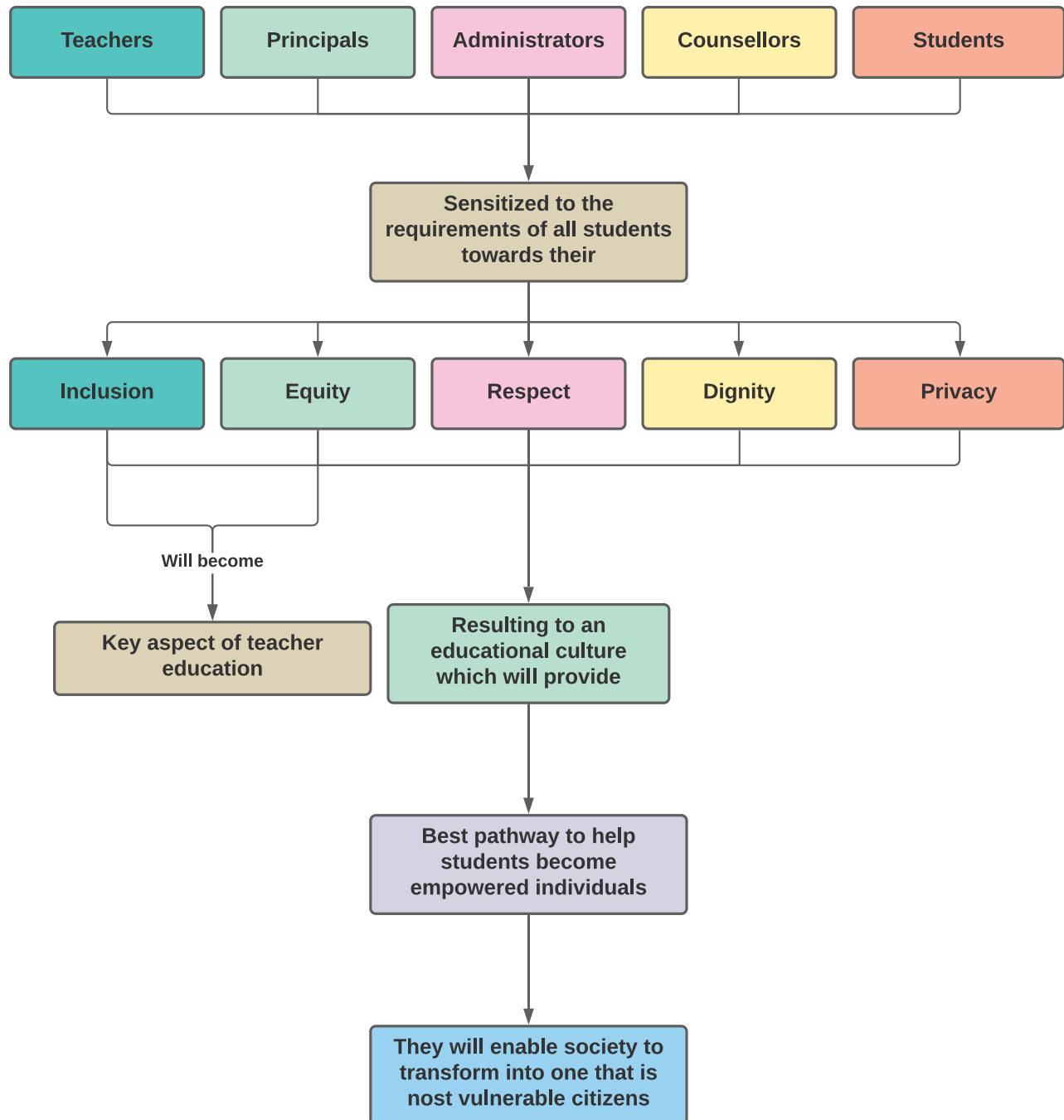


Opening of NCC wings in the secondary and higher secondary schools, including those located in tribal dominated areas to inspire the students to a successful career in defense forces.

Single window system of scholarships and other opportunities for Socio-Economically Disadvantaged Groups (SEDGs) in India.

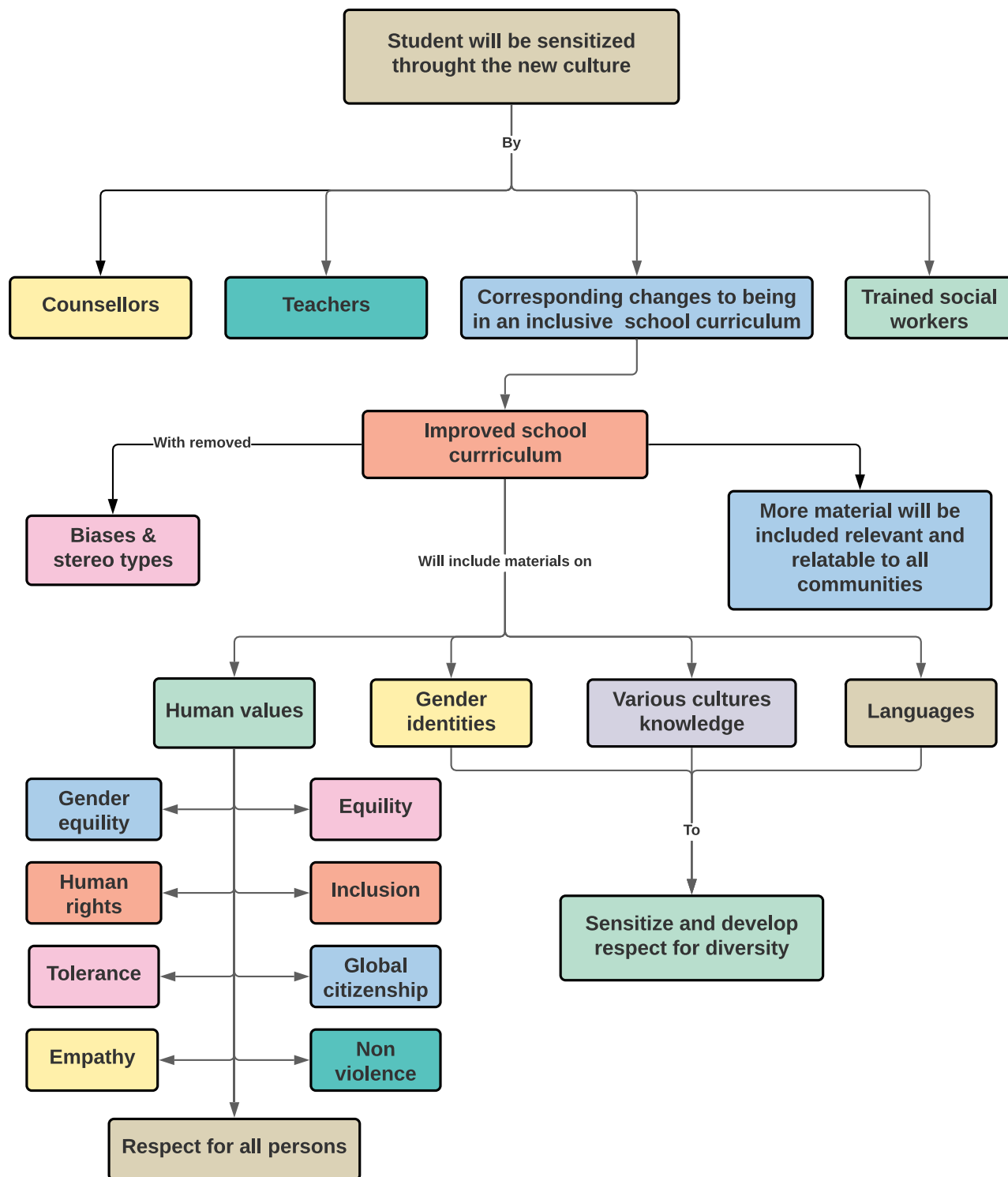


Change in school culture towards the Socio-Economically Disadvantaged Groups (SEDGs) in India.





Sensitization of students for the change in school culture towards the Socio-Economically Disadvantaged Groups (SEDGs) in India.





7. EFFICIENT RESOURCING AND EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES/ CLUSTERS

School Complex/ Cluster: Here refers to grouping of one secondary School (public or private) with other schools (offering lower grade including anganwadi) within the radius of 5 to 10 km.

Why school complex?

- Sharing of human & other resources
- Academic and co-curricular support with in cluster/complex
- Leadership
- Support children with special needs
- ICT related support
- Improvement in school governance

(SCMC) School Complex Management Committee

School Complex as integrated semi-autonomous unit.

DSE: Directorate of School Education

Directorate of School Education (DSE)

Devolve authority to function as semi-autonomous unit

School Complex (SC)

Interact with school complex as single unit

District Education Officer (DEO)/ Block Education Officer (BEO)

[Look at aggregate level goals & improving overall system effectiveness]

School complex development plans

School 1 & School Management Committee (SMC)

School 2 & School Management Committee (SMC)

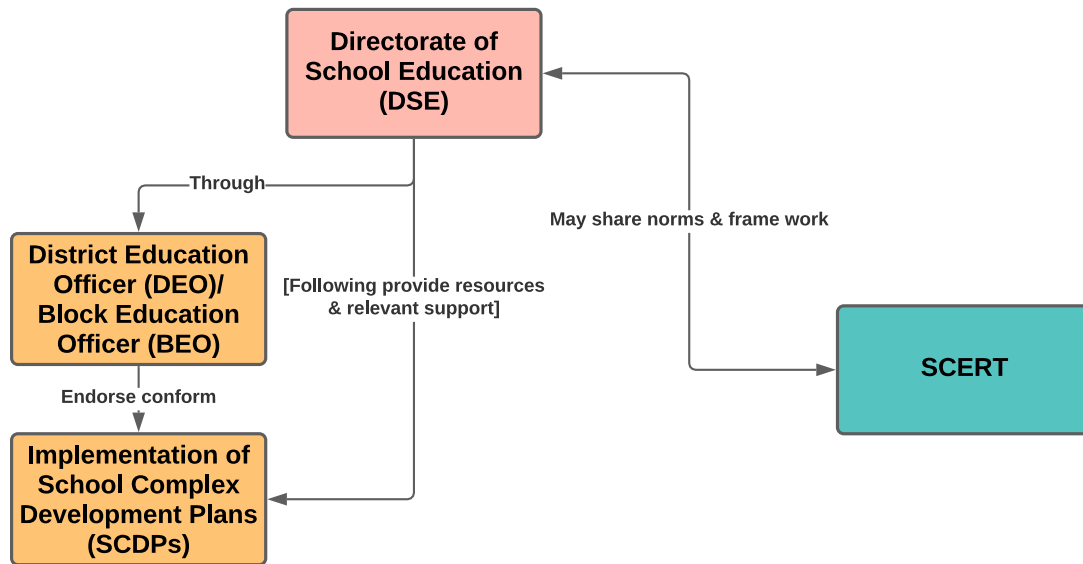
Development of School Development Plan (SDP) by each school

School Complex Development Plan (SCDPs)

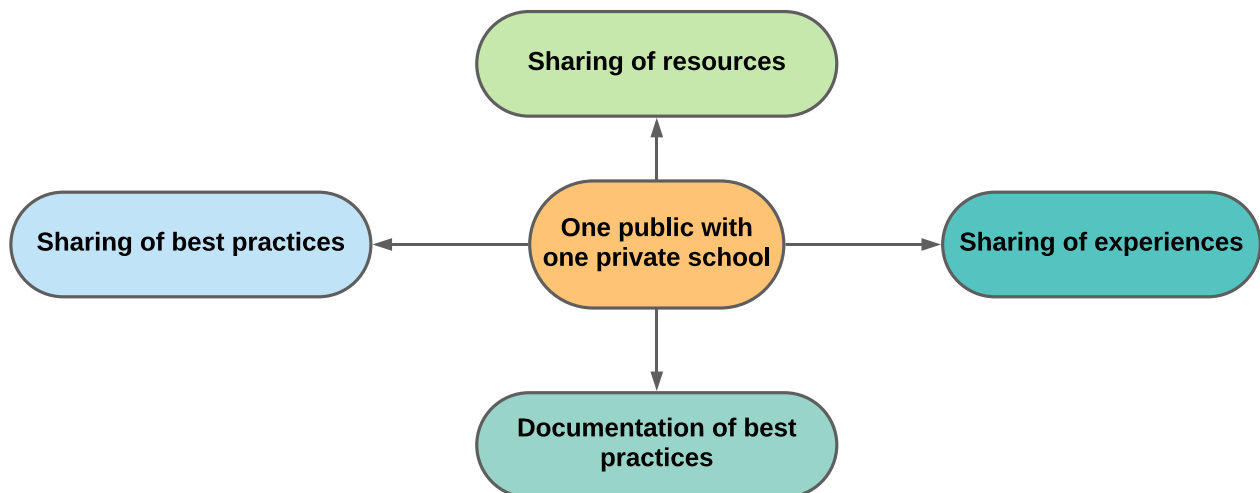


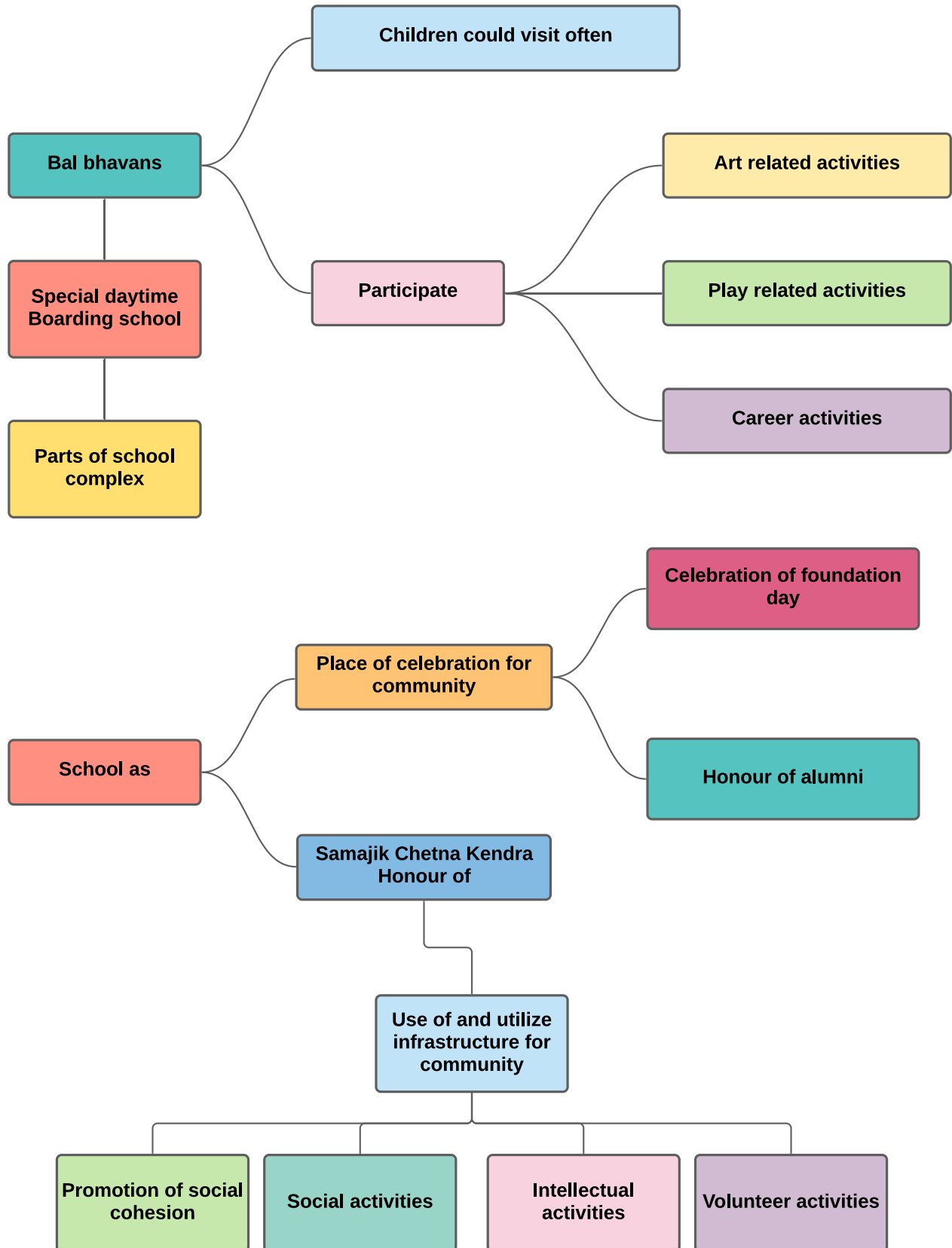
Focus points of plans of school complex

- HR (Human Resource)
- Improvement & school culture initiatives
- Learning resources
- Infrastructure
- Financial resources
- Teacher development plans
- Educational outcomes



Pairing with private school







8. STANDARD SETTING AND ACCREDITATIONS FOR SCHOOL EDUCATION

India's school education system is invigorated through effective regulation and accreditation mechanism that ensure integrity and transparency and faster quality and innovation for continually improving educational outcomes.

The school education regulatory system.

- Empowering Schools and Teachers.
- Completely Transparent.

Need of decentralization of power of the school education regulating body.

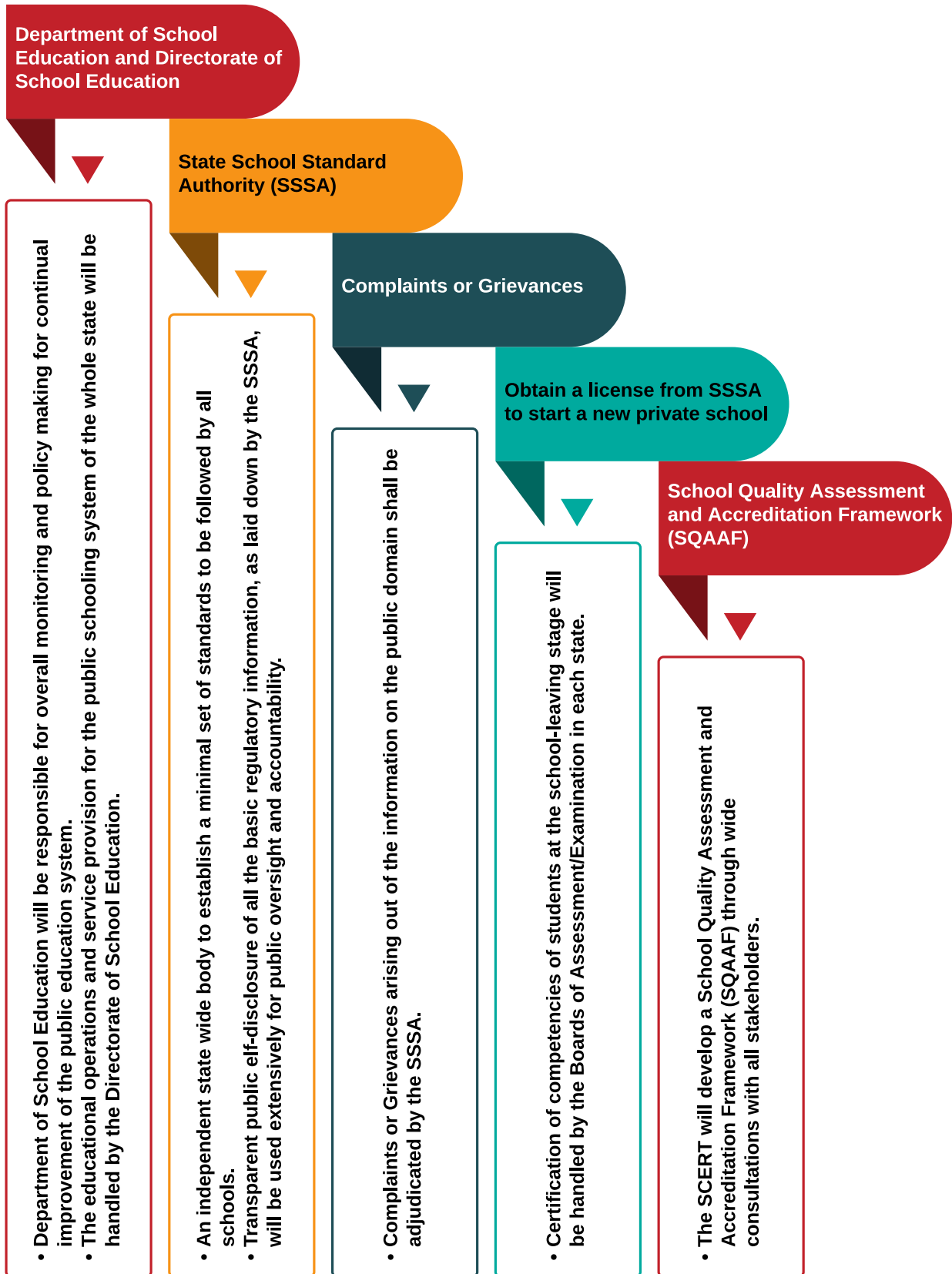
- Lead to an effective management of the school system and imparting quality education.

Asymmetry exists between the regulatory approaches to private and public schools.

- Current educational regulatory system must be transformed and invigorated with new innovative frameworks.

Distinct roles of governance and regulation need to be transformed.

- To ensure due and quality focus on holistic development of the educational system





STOPPING COMMERCIALIZATION OF EDUCATION

Public and private schools will be assessed and accredited on the same criteria, benchmarks and processes

- Ensure and encourage public-spirited private schools.

Physical and Infrastructural input

- Requirement be more responsive to realities on the ground.
- Educational outcomes based on safety, security, and a pleasant and productive learning space.

Ensure Safety and Rights of Children

- Through efficient processes for reporting and due process on any infractions against children's wellbeing.

Private philanthropic efforts for quality education will be encouraged.

To ensure that all students shall have free and compulsory access to qualitative and equitable schooling.

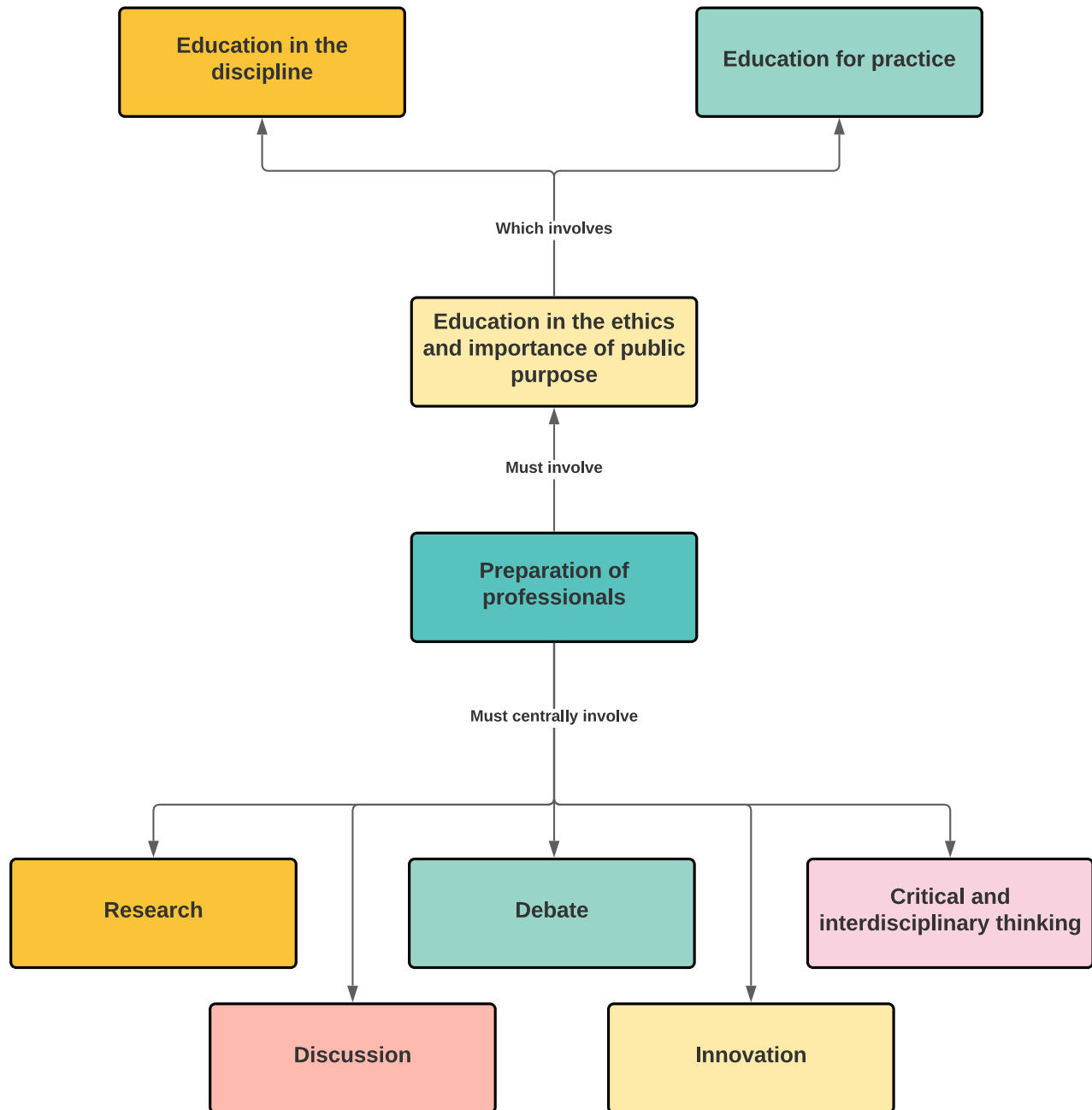
National Achievement Survey (NAS)

- Carried out by the National Assessment Centre for School Education (NACSE) and other Government bodies like NCERT.



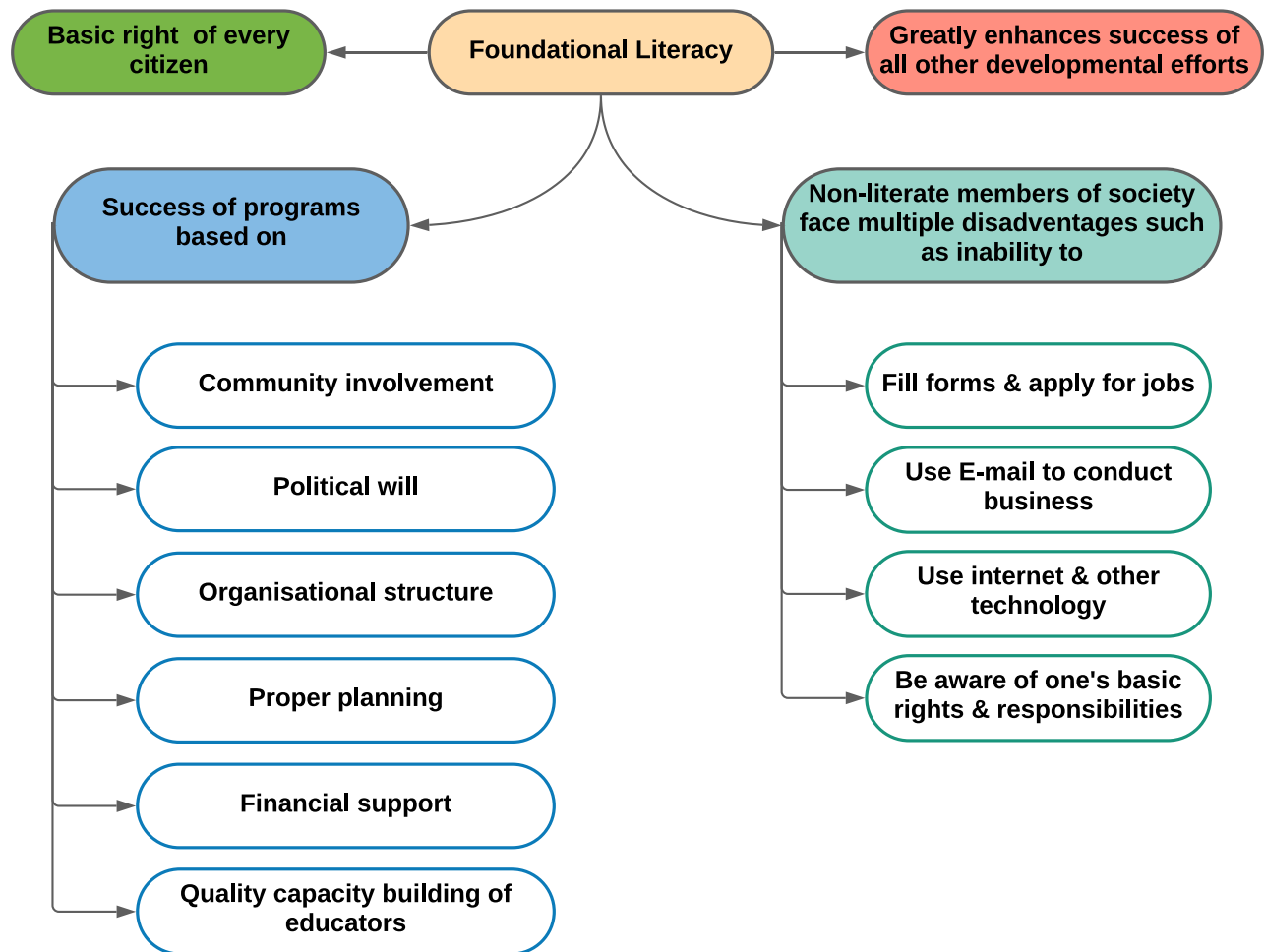
9. PROFESSIONAL EDUCATION

Preparation of professionals in the ethic and importance of public purpose.





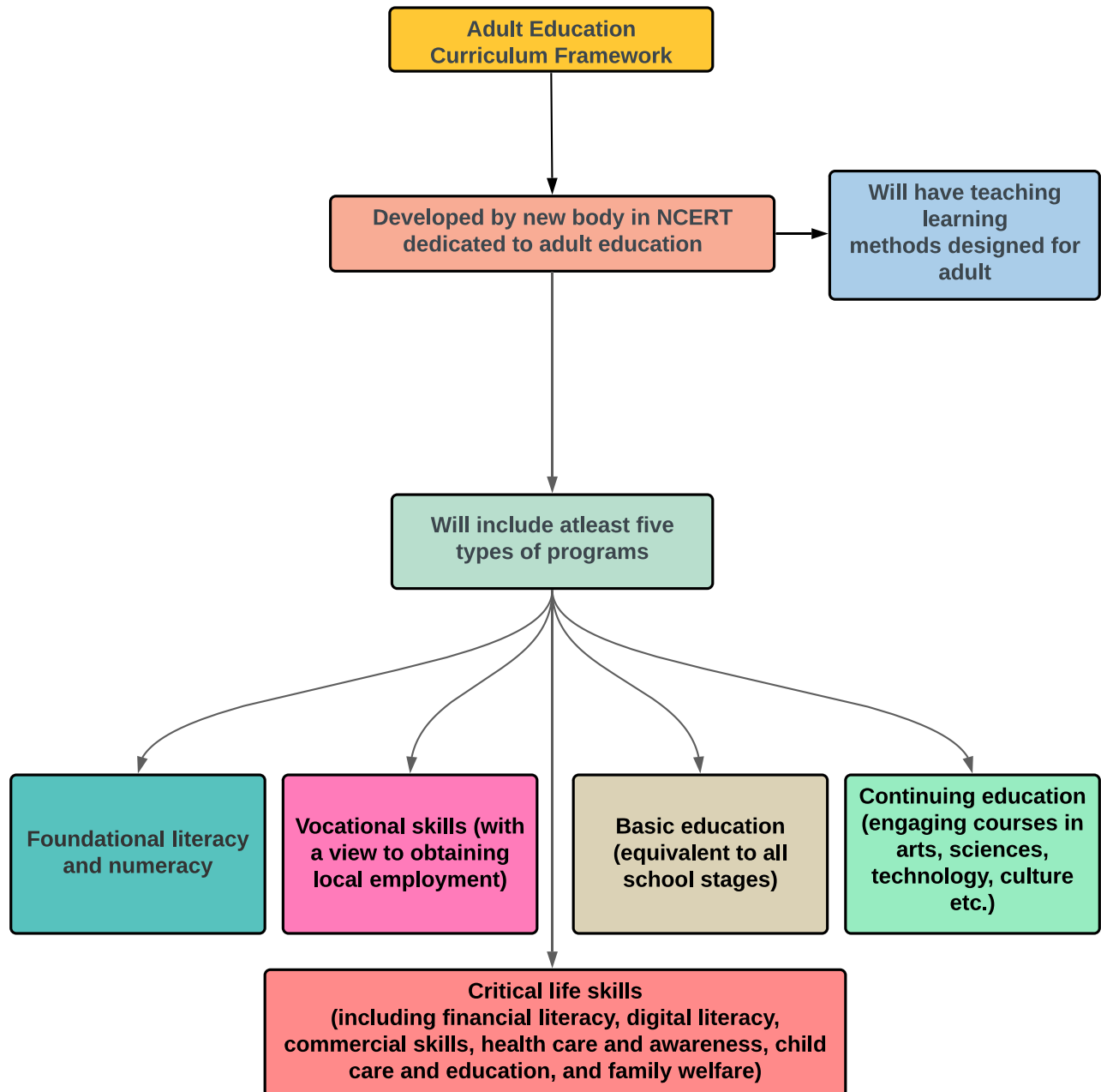
10. ADULT EDUCATION AND LIFELONG LEARNING

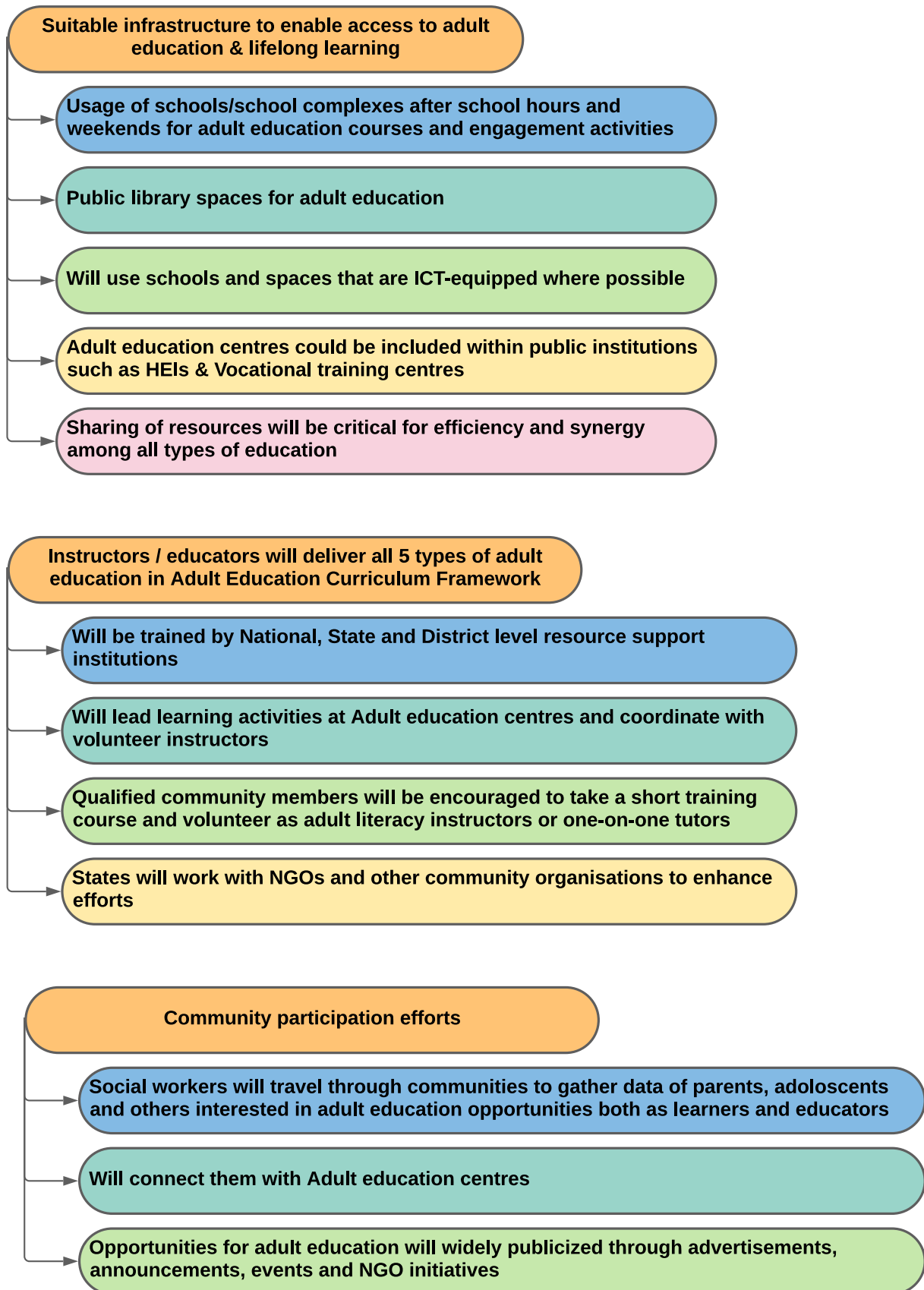


Strong and innovative government initiatives for adult education will be affected to achieve 100% literacy.



Initiatives







Inculcating the habit of reading within our communities and educational institutions

→ **Improving the availability and accessibility of books.**

→ **All communities and educational institutions will be strengthened and modernized to ensure an adequate supply of books of all students, including persons with disabilities and other differently-abled persons.**

→ **Ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged, rural, and remote areas.**

→ **Devise strategies to improve the quality and attractiveness of books published in all Indian languages.**

→ **Enhance online accessibility of library books and further broad basing of digital libraries.**

→ **Make available adequate library staff and also devise appropriate career pathways and CPD for them.**

→ **Strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions.**

→ **Opening children's libraries and mobile libraries.**

→ **Establishing social book clubs across India and across subjects.**

→ **Fostering greater collaborations between education institutions and libraries.**

Technology will be leveraged and strengthened

→ **Quality technology based options will be developed through government & philanthropic as well as through crowd sourcing or competitions.**

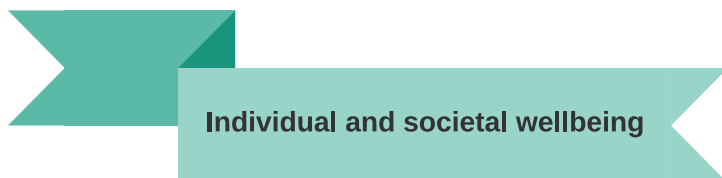
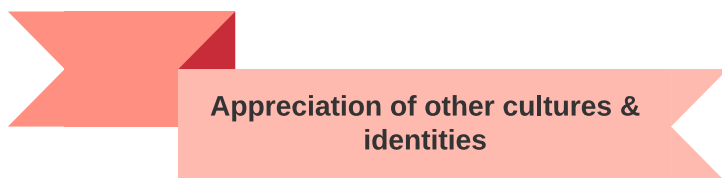
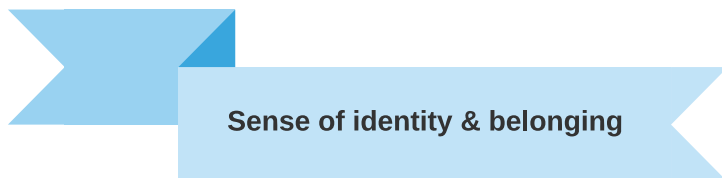
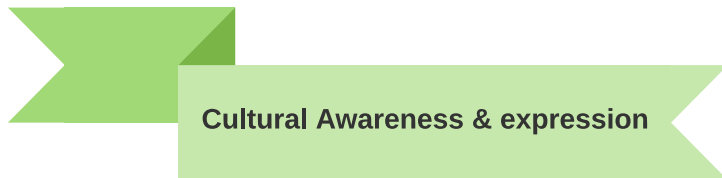
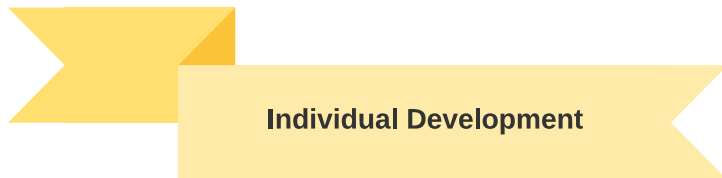
→ **These may include apps, online courses, satellite based TV channels, online books & ICT-equipped Adult Education Centres.**

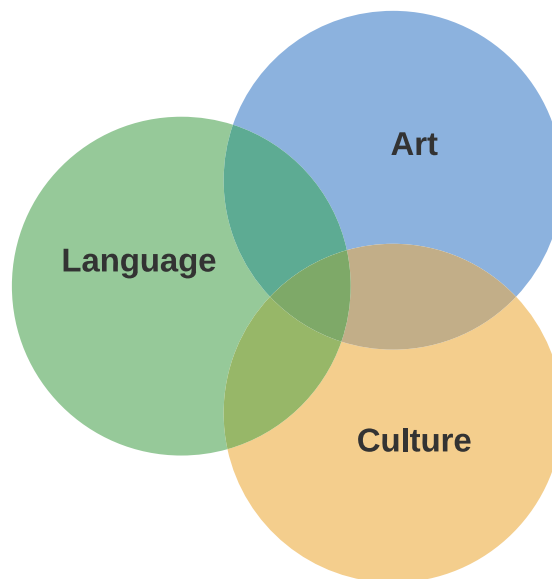
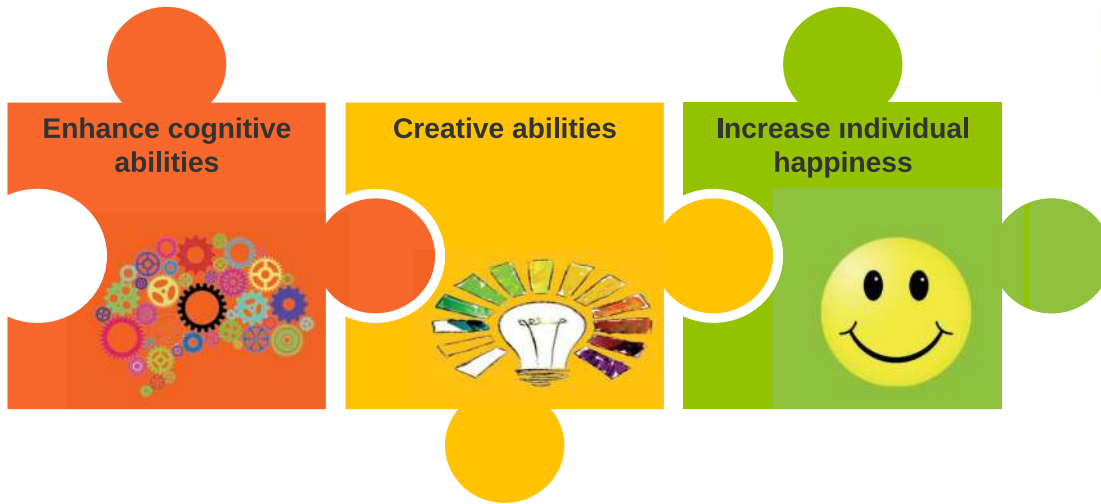
→ **Quality adult education could be conducted in an online/blended mode.**



11. PROMOTION OF INDIAN LANGUAGES, ART AND CULTURE

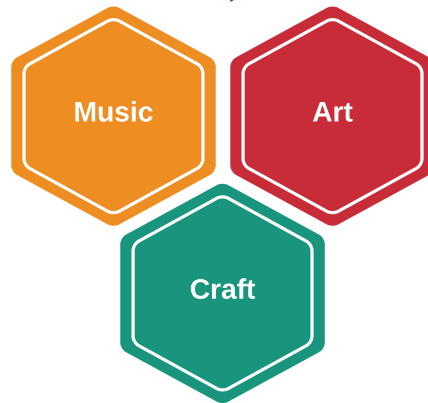
Treasure trove of culture, developed over thousands of year will be presented and promoted with high priority.







To Foster Language Art & Culure



1. Emphasis on music, arts and craft at all levels of school

3 language formula

Teaching in home/ local language

Hiring local subject expertise

Inclusion of traditional knowledge in curriculum

2. Efforts to preserve & promote all Indian language

Classical

Tribal

Engangered

3. Main streaming of Sanskrit in school education

One of the language option in 3 language formula

Expansion of classical language and literature

Large numbers of Sanskrit teachers professionalized

4. Exploring destinations

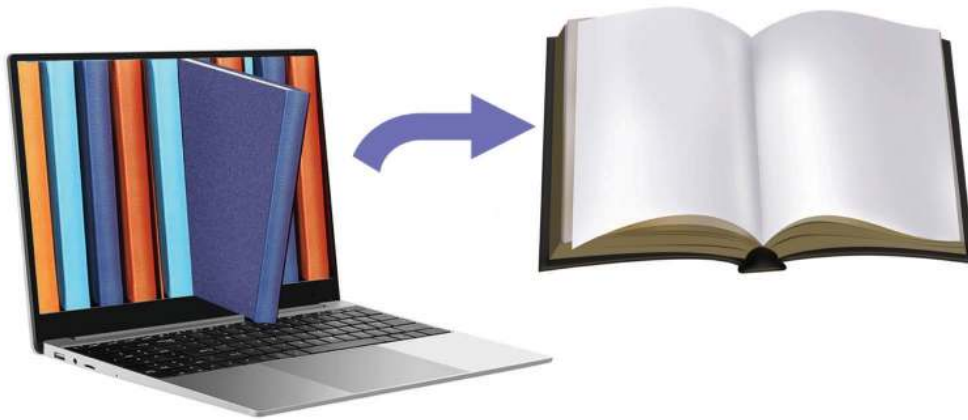
Under "Ek Bharat Shreasth Bharat" 100 tourist destination will be identified, where Students will study these destinations and their history , scientific contribution, traditions, literature etc.

5. Inclusion of traditional Indian knowledge (tribal & local) in secondary curriculum across various streams.

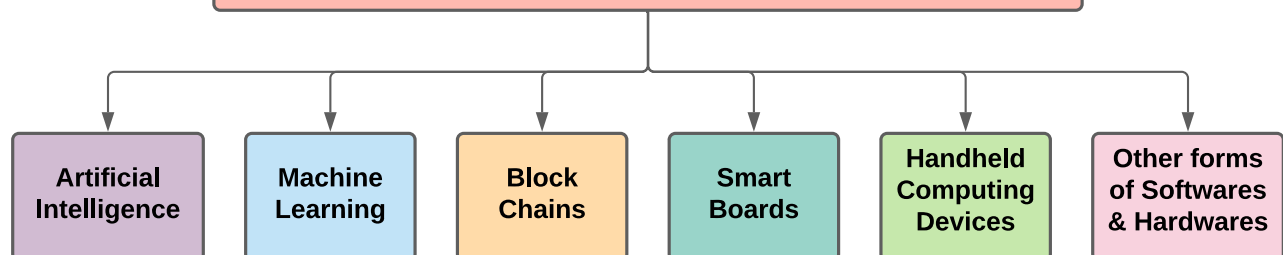
12. TECHNOLOGY USE & INTEGRATION



Transforming the entire nation into a digitally empowered society a knowledge economy.



New technologies will transform learning in classroom & beyond





FOCUS ON EMERGING DISRUPTIVE TECHNOLOGIES

Emerging Disruptive Technologies

such as Artificial
Intelligence (AI) –
transforming the
current education
system

To develop and
disseminating
higher degree
program in
multidisciplinary
fields

Use of platforms
like SWAYAM and
DIKSHA

NRF three level approach to promote AI

- 1.Core AI research
- 2.Application based research
- 3.International research efforts

Awareness of
Emerging
Disruptive
Technologies
to common
people

Through schooling
and continuing
education

Teacher learning & CPD content

To be developed by
all states in all
regions, languages
and uploaded onto
DIKSHA

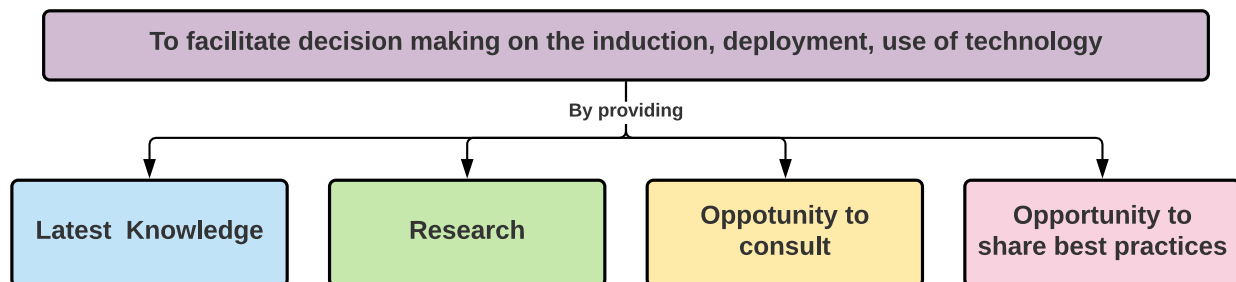
Data privacy,
handling &
protection

Raise awareness
on laws, issues &
standards

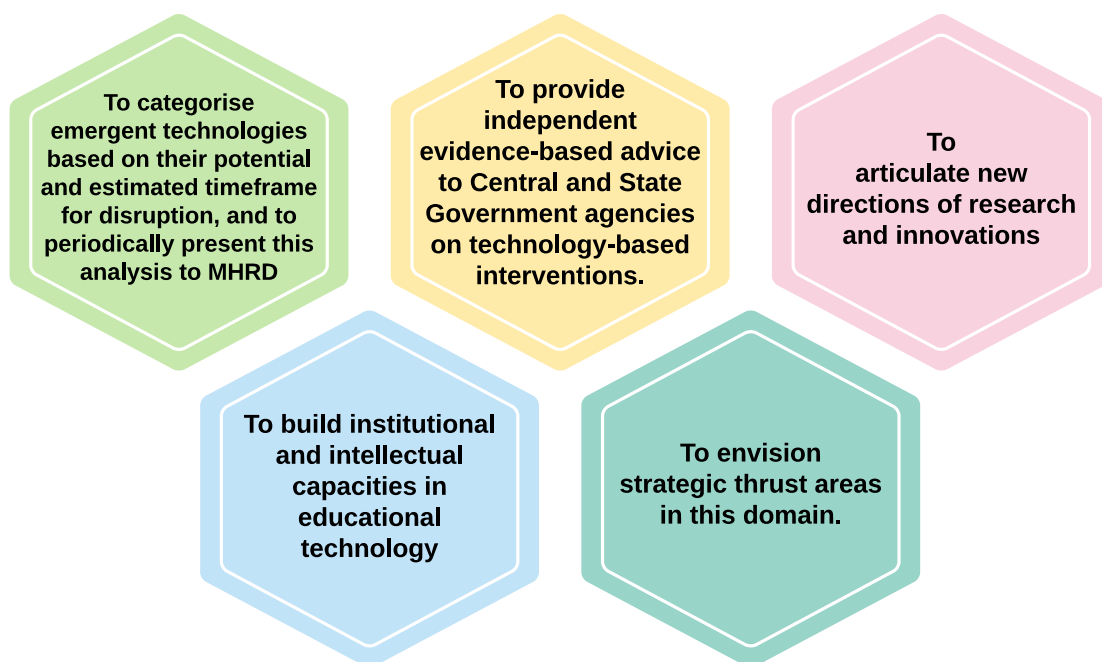


CREATION OF NATIONAL EDUCATIONAL TECHNOLOGY FORUM (NETF)

Aim of NETF



The functions of NETF



NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data.



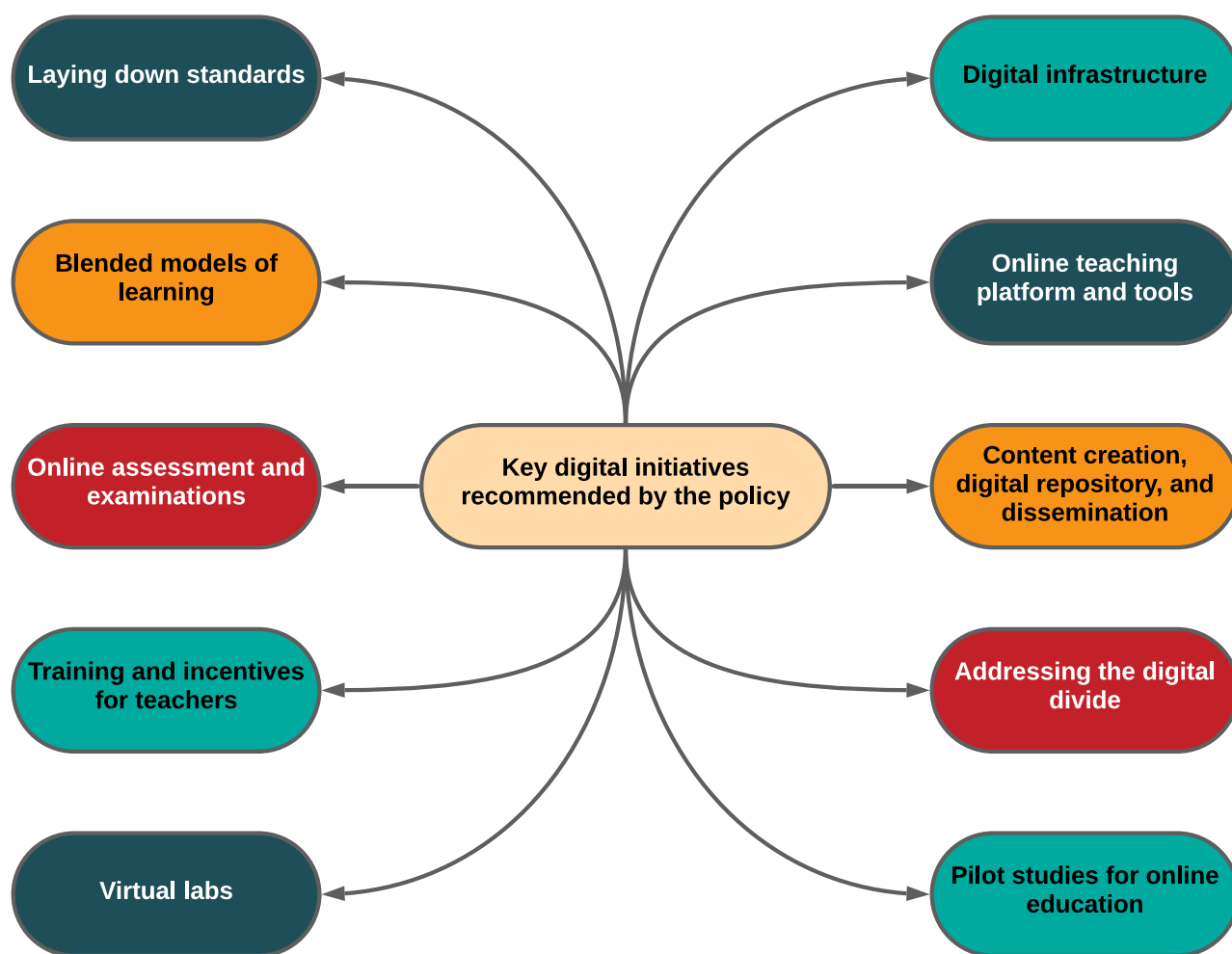
13. ONLINE AND DIGITAL EDUCATION: ENSURING EQUITABLE USE OF TECHNOLOGY

Leveraging the advantages of technology while acknowledging its potential risks and dangers are recognized. Existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

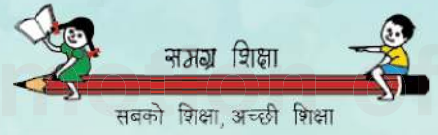
The digital divide should be eliminated through concerted efforts. The use of technology for online and digital education should adequately address concerns of equity.

Online education should be blended with experiential and activity-based learning.

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, the Policy recommends some key initiatives: Pilot studies for online education, Digital infrastructure, Online teaching platform and tools, Content creation, digital repository, and dissemination, Addressing the digital divide, Virtual Labs, Training and incentives for teachers, Online assessment and examinations, Blended models of learning, and Laying down standards.



Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity.



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024