

FUNDAMENTAL PRINCIPLES

Recognizing, identifying, and fostering the **unique capabilities** of each student, to promote each student's holistic development in both academic and non-academic spheres

1

● LEARNER CENTREDNESS

FOUNDATIONAL LITERACY

2

According the highest priority to achieving **Foundational Literacy and Numeracy** by all students by Grade 3

Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests

3

● FLEXIBLE AND HOLISTIC EDUCATION

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4

No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. to eliminate silos

Multidisciplinarity and a **Holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge

5

● FLEXIBLE AND HOLISTIC EDUCATION

LEARNING OUTCOMES

6

Emphasis on conceptual understanding rather than rote learning and learning-for-exams

Creativity and critical thinking to encourage logical decision-making and innovation

7

● LEARNING OUTCOMES

CURRICULAR AREAS

8

Ethics and Human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice

Promoting multilingualism and the power of language in teaching and learning

9

● CURRICULAR AREAS

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10

Life skills such as communication, cooperation, teamwork, and resilience

A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions

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● CURRICULAR AREAS

CURRICULAR AREAS

12

Respect for diversity and **respect for the local context** in all curriculum, pedagogy, and policy

NEP-2020

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Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education

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● CURRICULUM, PEDAGOGY & ASSESSMENT

CURRICULUM, ● PEDAGOGY & ASSESSMENT

14

Focus on regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture

Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management

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● CURRICULUM, PEDAGOGY & ASSESSMENT

RESEARCH AND ● INNOVATION

16

Outstanding research as a corequisite for outstanding education and development

Teachers and Faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions

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● TEACHER EMPOWERMENT

REGULATION ● AND REVIEW

18

A '**light but tight**' regulatory framework to ensure **integrity, transparency, and resource efficiency** through audit and public disclosure, encouraging through **autonomy, good governance, and empowerment**

Continuous review of progress based on sustained research and regular assessment by educational experts

19

● REGULATION AND REVIEW

ACCESS, EQUITY ● AND AFFORDABILITY

20

Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system

Education is a public service; access to quality education must be considered a basic right of every child;

21

● ACCESS, EQUITY AND AFFORDABILITY

ACCESS, EQUITY ● AND AFFORDABILITY

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Substantial investment in a strong, vibrant public education system, the encouragement and facilitation of true philanthropic private and community participation