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# NATIONAL EDUCATION POLICY

*universalization of education from pre-school to secondary level with 100 percent Gross Enrollment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 percent by 2025.*

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## NATIONAL EDUCATION POLICY 2020

### HOPE ON NEP

The National Education Policy (NEP), 2020 focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories.

### IMPLEMENTATION

The scheme include opening of schools in the neighbourhood to make access easier for girls, free uniform and text-books to girls up to class VIII, additional teachers and residential quarters for teachers in remote/hilly areas, appointment of additional teachers including women teachers, stipend to CWSN girls from class I to class XII, separate toilets for girls, teachers' sensitization programmes to promote girls participation, gender-sensitive teaching-learning materials including text books etc. In addition, to reduce gender gaps at all levels of school education, Kasturba Gandhi Balika Vidyalayas (KGBVs), which are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL), are sanctioned in Educationally Backward Blocks.

### EXPECTATIONS

- \*Teacher Skilling
- \*Raise education standards and increase access to education
- \*Financial support from the private sector to complement government funds.
- \*To maintain quality and standards of education
- \*Improve the human and physical resources available in primary schools.

### OUTCOME

The NPE developed the system of non-formal education and expanded it to urban slums and other areas beyond the initial ten states. It also revised the system, involved voluntary organizations and offered training to local men and women to become instructors.

