

**GIST OF**  
**YOJANA**  
**MAGAZINE**

**Important Articles Simplified!**

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- 3. Quality Education for All**
- 4. NIPUN Bharat Mission**
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# 1. NEAT 3.0

## Relevance

### "GS 2: Education, Government Policies & Interventions"

## Introduction

- National Educational Alliance for Technology (NEAT) is an initiative to provide the use of best-developed technological solutions in the education sector to enhance the employability of the youth on a single platform for learners' convenience.
- These solutions use Artificial Intelligence for a personalized and customized learning experience for better learning outcomes and skill development in the niche areas.
- AICTE, MoE is acting as the facilitator in the process while ensuring that the solutions are freely available to a large number of socially and economically backward students.
- NEAT has 58 Education Technology Companies with 100 products that help to develop employable skills, capacity building, and bridge learning gaps.

## Key Points

- It is a single platform to provide the best-developed ed-tech solutions and courses to students of the country.
- It is an initiative to provide the use of best-developed technological solutions in the education sector to enhance the employability of the youth on a single platform for learners' convenience.
- Around 58 global and Indian startup ed-tech companies are onboard NEAT and are offering 100 courses & e-resources for bettering learning outcomes, developing employable skills, and overcoming learning loss.
- More than 12 lakh socially and economically disadvantaged students have received free ed-tech course coupons worth over 253 crores under NEAT 3.0.
- AICTE-prescribed technical books in regional languages as well.

## How does this scheme evolve?

- The initiative was taken after a Ministry of Education review noted that learning tools developed by edtech platforms that can supplement classroom teaching need to be made more accessible.
- Accordingly, it was proposed that a portal be created where edtech platforms can be roped in to display their products after a shortlisting process.

## What is the basic objective of the scheme?

- It aims to act as a bridge between edtech companies, academic institutions and students.
- The basic objective of the scheme is to make students from disadvantaged backgrounds aware of the availability of such opportunities that can help them learn new skills or polish existing ones.
- In that regard, the AICTE reached out to higher education institutes across the country, directing them to inform students about the portal and enroll them based on their needs and consent.
- The edtech platforms have been allowed to charge fees as per their policies.

## Key Benefits

- NEAT will be a game-changer in bridging the digital divide, especially among the economically disadvantaged students and also in fulfilling the knowledge-based requirement of India and the world.
- 58 global and Indian start-up ed-tech companies are onboard NEAT and are offering 100 courses & e-resources for bettering learning outcomes, developing employable skills and overcoming learning loss.
- The e-content & resources and Digital frameworks like NEAT are a step in the right direction in minimising learning loss.
- Integrating NEAT with Skill India, to tap the opportunities in emerging areas of skill, will boost employability and prepare our youth for the future.
- Our diverse languages are our strength and harnessing them is key to building an innovative society. Learning in regional languages will further develop the critical thinking capacity & enable our youth to become global citizens.



## 2. Reinventing Teacher Education

### Relevance

#### "GS 2: Education, Issues Relating to Development"

### Introduction

- National Education Policy's stated goal is to "reinstate" teachers as the "most respected members of our society."
- Empowerment of teachers remains a recurrent theme in the policy, and it is understood that this can be achieved by ensuring their "livelihood, respect, dignity and autonomy", while ensuring quality and accountability.

### The importance to teachers in NEP 2020

- There is **one common factor** that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is – **the Teacher**.
- The **Kothari Commission, 1966** said, 'Of all the different factors which influence the quality of education and its contribution to national development, the **quality, competence and character** of teachers are undoubtedly the most significant.
- The NEP 2020 too exhorts, 'Teachers truly shape the future of our children – and, therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

### What is the ground reality as per Justice JS Verma Committee Report, 2012?

- While this idea of an **empowered teacher** has the potential to move mountains, the ground realities are quite different.
- **Justice JS Verma Committee Report, 2012** said, 'a broken teacher education sector is putting over 370 million children at risk.
- It stressed upon the need to improve the quality of pre-service and in-service teacher education.
- Upon inspection scores of private **Teacher Education Institutes (TEI)** were found to have only a foundation stone in the name of infrastructure and 99% passing rate.'
- The report also revealed that on an average 85% teachers failed to qualify the post-qualification competency test – **Central Teacher Eligibility Test (C-TET)**.
- The challenges and issues post-employment range from exploitative employment conditions, characterised by adhocism and poor salaries on one hand to absentee-ism, outdated teacher knowledge & skills, lack of teacher professionalism and commitment on the other.

### What did NEP 2020 recommend?

- The **NEP 2020** holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation.
- **Recognising the 'power of teacher'** NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds.
- It proposes several reforms to empower teachers and '**restore the high respect and status**' to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession. **For Example:**

### **Pre-Service Teacher Education**

Based on the recommendations of NEP 2020 on teacher education and training, a **National Curriculum Framework for Teacher Education, NCFTE 2021** drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational & special education streams.

### **Teacher Recruitment & Employment**

For recruitment in private or government school the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of the local language(s).

### **Teaching Career & Professionalism**

The NEP 2020 talks of creating **performance standards** for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage.

### **Enculturation of Teacher Empowerment**

Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgement about what and how to teach. When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

### **How teacher's role has been changed?**

- There has been a slow paradigm shift in the system of teacher education in India, with the successful introduction of the National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, and Right to Education Act (RTE), 2009.
- Over time, the focus of the system has shifted away from disciplinarian, rote memorisation, to a collaborative construction of knowledge.
- Following the NCF 2005 and NCFTE, 2009, the teacher education strategy is aimed at imbuing the teachers with skills to become facilitators of knowledge rather than gatekeepers of information as well as to make teaching less textbook-oriented and to connect knowledge to life outside the school
- Teachers, today, need to keep abreast with not only the curriculum in the textbooks but also the ever-evolving technology, changing market trends as well as continuously updating themselves with the culture and beliefs that shape up the students of today.
- Teachers also need to play a more conscious role in supporting the parents, community, as well as school management in developing the child. As technology and blended learning becomes a part of our daily lives, and life skills like collaboration, creativity, etc.

### **Conclusion**

Dr APJ Abdul Kalam had said "Enlightened citizenship has three components: education with value system, religion transforming into spiritual force, and creating economic prosperity through development". We repose faith in our teachers to become torch-bearers for the young generation and shape India's development and sustained progress in the right direction.

## 3. Quality Education for All

### Relevance

#### "GS 2: Education, Issues Relating to Development"

### Introduction

- With the arrival of the National Education Policy (NEP)2020, the paradigm shift in the teaching-learning process from the traditional teacher-centred to learner-centric approach envisions to ensure the holistic development of students by accentuating their creative potential.
- The policy stresses on the core principle that education must develop not only the cognitive skills- both 'foundational skills' of literacy and numeracy, and 'higher-order' skills such as critical thinking and problem solving, but also social and emotional skills.

### What is Quality education?

- It is a comprehensive term that includes learners, teachers, learning environment, appropriate curriculum, engaging pedagogy, learning outcomes, continuous formative assessment, and adequate student support.
- Quality is not merely a measure of efficiency but also has a value dimension. Attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equity and inclusion.

### Steps Taken by Government

- As Education is in the concurrent list of the Constitution, the Government of India through the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher
- Education (TE) has been aiming to enhance access, promote equity through the inclusion of disadvantaged groups and weaker sections, and improve the quality of education for all.
- The Central RTE Rules 2010, were amended on 20 February 2017 to include a reference on class-wise, subject-wise learning outcomes at the elementary level.
- **Digital Initiatives:** Given the importance of leveraging technology for enhancing teaching-learning experiences as envisaged in NEP 2020, the Government accords high priority to the provision of ICT labs and smart classrooms in schools at the upper primary to senior secondary level, which are supported under Samagra Shiksha. Smart classrooms and ICT labs have also been set up in the Kendriya Vidyalayas and Navodaya Vidyalayas.
- **PM eVidya**
- It is a comprehensive initiative under Atmanirbhar Bharat Programme, which unifies all efforts related to digital/online/on-air education to enable coherent multi-mode access to education. It includes access to a variety of e-resources in 33 languages including Indian Sign Language over DIKSHA (One nation; One digital platform), Swayam Prabha DTH TV channels (One Class; one channel for class I to 12), Extensive use of Radio, Community radio, and Podcast- ShikshaVani.
- **PM Poshan Shakti Nirman**
- It is a right-based Centrally Sponsored Scheme under the National Food Security Act, 2013 and covers all children of Balvatika to Class VIII in Government and Government-Aided schools for the provision of supplementary nutrition at school.
- **VIDYA PRAVESH** module for quality pre-education.
- **SAFAL (Structured Assessment for Analysing Learning levels)**

- **Vidyanjali 2.0**
- A volunteer management programme; it will help the community/volunteers to interact and connect directly with the Government and Government-aided schools of their choice and share their knowledge and skills and/or contribute in the form of assets/material/equipment to meet the requirement of these schools.
- **School Quality Assessment and Accreditation (SQAA)**

### **The major recommendations of National Education Policy 2020 for enhancing the quality of school education**

1. Transforming Curricular & Pedagogical Structure-It recommends a new pedagogical and curricular structure of school education (5+3+3+4)
2. Integration of Experiential Learning, Play-based, Sports-integrated, art-integrated, storytelling, toy-based pedagogies at all the stages of school education.
3. Integration of Pre-vocational education into the curriculum from upper primary level onwards.
4. Strengthening and universalisation of Early Childhood Care and Education (ECCE), and Foundational Literacy and Numeracy (FLN).
5. Development of National and State Curriculum Frameworks for ECCE, School Education, Teacher Education, and Adult Education, which will integrate key 21st-century skills, mathematical thinking, and scientific temper.
6. Reform in Assessment and Examination- Creating Holistic Progress Card.
7. Enhancing quality of pre-service and in-service training of teachers.
8. Tracking Student Progress for Achieving Learning Outcomes.
9. National Professional Standards for Teachers (NPST) and National Mission for Mentoring (NMM) for teachers.

### **What Should be Done?**

**Curricular Material-** The quality dimension needs to be examined from the point of view of the experience designed for the child in terms of knowledge and skills.

**Linkages across levels of school education:** Linkages between foundational, preparatory, middle and secondary levels in the processes of designing and preparing curricular material are vital.

**Synergy-** Setting up of structures that enable school teachers and subject experts drawn from institutions of higher learning to work together for revision of curriculum and development of learning material.

**Innovative pedagogy-** Every teacher needs to be given autonomy to choose the pedagogy relevant to her learners' needs to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and, of course, enjoyable. Moreover, learning outcomes need to be seen as an integral part of pedagogy.

**Assessment-** Assessment is vital to track children's progress in a continuous and comprehensive manner using multiple techniques. The shift is towards Competency-based learning i.e. children advance to the next level only upon mastering the current level of learning outcomes defined for each grade.

### **Conclusion**

In order to encourage holistic development and 21st-century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem-solving skills, ethics, social responsibility, and digital literacy- the curriculum, textbooks, pedagogy, and assessment need to be transformed.

## 4. NIPUN Bharat Mission

### Relevance

"GS 2: Education, Government Policies & Interventions"

### Introduction

- The **Department of School Education and Literacy** launched the **National Mission on Foundational Literacy and Numeracy** called **National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)** on **5th July 2021** under the aegis of Centrally Sponsored Scheme of **Samagra Shiksha**.
- The mission aims to achieve universal foundational literacy and numeracy in primary classes.
- The Mission Guidelines lays down priorities and actionable agendas for States and UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3.

### Areas of Assessment

As per the NIPUN Bharat implementation guidelines, assessment during the foundational learning can be broadly categorized into two major areas, namely:

1. **School-Based Assessment (SBA)** through qualitative observation based on performance of the child in a multitude of experiences and activities.
2. **Large-scale standardised assessment** for assessment of the processes and functioning of the educational systems (such as NAS, SAS, and Third-Party Assessments). The assessment tools commonly used in conducting large scale assessment studies are multiple choice questions (MCQ) and constructed responses are usually avoided to bring in objectivity in the process.

### What is National Achievement Survey (NAS)?

- **National Achievement Survey (NAS)** is a nationally representative large-scale survey of students' learning undertaken by the Ministry of Education, Government of India.
- NAS gives a system-level reflection on the effectiveness of school education. Findings help compare the performance across the spectrum and across the population in order to find the desirable direction for improvements.
- These assessments are a mechanism to gauge how well learning is happening in their state, districts, and blocks.
- In this regard, the **National Achievement Survey (NAS) 2021** has been carried out for assessing learning outcome of children in Grade III.

### What is NISHTHA 3.0?

- It is a specialized National Initiative for School Heads' and Teachers' **Holistic Advancement (NISHTHA 3.0)**.
- It is for the foundational literacy and numeracy covering about 25 lakh teachers at the primary level across all states and UTs.
- It has been launched in **September 2021**.

### How NEP 2020 sets Target for NIPUN Bharat

- One of the major recommendations of NEP 2020 is the emphasis on the universal acquisition of foundational skills by all children at the end of Grade III.
- The policy clearly states that until we take urgent steps for improving foundational learning, the whole policy will become irrelevant.
- In order to address the above challenges and achieve the goal of attaining foundational literacy as envisaged by NEP, the Department of School Education and Literacy has launched a National mission namely 'NIPUN Bharat' on 5 July 2021.
- The vision of the NIPUN Bharat Mission is to create an enabling environment to ensure the universal acquisition of Foundational Literacy and Numeracy (FLN) so that every child achieves the desired learning competencies in reading, writing, and numeracy at the end of Grade III in the next five years.

### Grades Covered by NIPUN Bharat

- The mission covers the learning needs of children in the age group of 3 to 9 years.
- It will create a strong linkage and smooth transition between the pre-school stage and Grade I.
- National Curriculum framework for ECCE being developed by NCERT will be followed by both Anganwadis and Pre-primary schools to ensure a smooth transition to Grade I.
- The **NIPUN Bharat Mission** will be executed across the nation through a five-tier implementation mechanism including the National State-District-Block-School level.

### Emphasis on Holistic Development of Learners

- NIPUN Bharat Mission has been envisioned to make learning Holistic, Integrated, Inclusive, Enjoyable, and Engaging.
- Play and Activity based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama, puppetry, music, and movement are going to be an integral part of innovative pedagogies being adopted for NIPUN Bharat Mission.
- The Mission keeps in mind the underlying theme of NEP 2020 and focuses on the holistic development of learners.
- Three developmental goals:
  - **Developmental Goal 1:** Children maintain good health and well-being
  - **Developmental Goal 2:** Children become effective communicators
  - **Developmental Goal 3:** Children become involved learners and connect with their immediate environment.

### Conclusion

The time is now ripe for every citizen to understand the importance of foundational learning and participate wholeheartedly in the endeavours to make NIPUN Bharat Mission a grand and sustainable success.

## 5. The Importance of Music

### GS 1: Indian Music, GS 2: Education, Issues Relating to Development

#### Introduction

- According to **NEP 2020**, initiatives must begin at the pre-primary and continue through higher education for exposing the students to **Indian music, arts, crafts and languages**.
- As this cultural and natural wealth truly make India, "**Incredible India!**"

#### Why Indian Music is Important as an Academic Discipline?

- Every child in our country has the right to get exposed to **classical music and other art forms**.
- Early exposure to classical music during their school years becomes helpful when a child is receptive and their sensitivities are developing.
- Many researchers and music practitioners from the western world are also in awe of our music.
- The music slows down the conflicts and disputes.
- Expressing through music enables children to develop **emotional stability and harmony**.
- If music becomes a discipline the child can pursue higher studies, which can prove to be beneficial for them as music learning at this stage can be linked with college education.
- Improvisation in music offers unlimited capacity and opportunities for improvement which can encourage the students to constantly push the limits and do better, thus helping in the **development of the brain, sensitivities, and formation of human connections**.

#### Music as an Established Subject

- Music should be encouraged and included in schools and colleges as a mainstream subject.
- **'Music' and 'Culture'** have an inherent quality of engaging.
- Indian classical music and our age-old art forms offer benefits to children way beyond entertainment which often go unnoticed.
- Students who engage themselves in music and devote more time to learning and practicing it indulge less in non-productive activities such as watching screen for longer hours.
- The advantages of music are extensive and far-reaching and do not lead up to any child's race, ethnicity, or social background.

#### What do Data say?

- Music education from a young age has proved to be a well-founded predictor of success in higher education and professional life as well.
- According to the records, the first-rate engineers and technical designers in **Silicon Valley in the US** along with a large number of students studying at the **IITs, IIMs, IISERs, IISc**, and many other top colleges and universities in India are practising musicians.
- Let us not fail to remember that **Albert Einstein**, the greatest physicist of the late **19th\_20th century** was a highly skilled musician. Einstein used music as a doorway and means to dwell upon and create his significant inventions.
- **Dr APJ Abdul Kalam**, the former President of India had learnt to play the veena during 1985-95 when he was with the Defence Research and Development Organisation (DRDO).

## Conclusion

The great violin teacher Shinichi Suzuki once said *"The purpose of music education is to train children, not to necessarily be professional musicians but to be fine musicians and to show high ability in any other field they enter."* The benefits that music education offers are way beyond academic excellence and consist of no language barrier. Its applications in today's fast-moving world are truly inspiring and liberating. Hence, music education should not only be retained in schools and colleges but should be made mandatory and not kept optional anymore.



## 6. NEP 2020: Vision & Pathways

### RELEVANCE

#### *"GS 2: Education, Issues Relating to Development"*

### INTRODUCTION

- NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year 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 and 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.
- The policy has been formulated after a very detailed consultative process, unprecedented in depth and scale.
- Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr K. Kasturirangan, which submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister on 31st May, 2019.

### THE VISION OF THE POLICY

- 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 curriculum and pedagogy of our institutions must develop 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.
- To instill 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.

### THE FUNDAMENTAL PRINCIPLES OF THE POLICY

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- 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;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- multidisciplinary 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;
- creativity and critical thinking to encourage logical decision-making and innovation;

- 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;
- focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- outstanding research as a corequisite for outstanding education and development;
- continuous review of progress based on sustained research and regular assessment by educational experts;
- a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.

### CONCLUSION

The policy is both global and local in its outlook and intent. It makes a significant headway from earlier policies by putting quality education as the topmost agenda of educational reforms, strengthening the foundations of education, catering to the educational needs of the most disadvantaged, and making India a global leader in education.



## 7. Skilling Youth For Future

### Relevance

*"GS 2: Education, Issues Relating to Development"*

### Introduction

- According to National Education Policy 2020, '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.
- Though skill education in schools is one of the means towards this aim, NEP also mentions various challenges faced in its manifestation like perceived social status hierarchy associated with vocational education, lack of vertical mobility pathways, etc.
- NEP has also set a goal that by 2025, at least 50% of learners through the school and higher education system

### What is CSS of Vocationalisation of Secondary Education?

- Centrally Sponsored Scheme (CSS) of Vocationalisation of Secondary Education(1988); the scheme was revised in 2011 & 2014.
- Currently, the scheme is being implemented as part of the Centrally Sponsored Scheme ' Samagra Shiksha ' and has been aligned with the National Skills Qualification Framework (NSQF).
- The vocational subjects are introduced as an additional subject at the Secondary level and as a compulsory elective subject at the Senior Secondary level.
- The scheme covers Government schools and Government aided schools.

### Efforts to further the goals set by National Education Policy 2020

#### At all the levels

- Vocational education at each level of the school (Primary, Secondary and Higher Secondary).
- At the Secondary and Sr. Secondary levels, NSQF compliant vocational courses are offered to the students along with other academic subjects.

#### Adaptability

- A unified credit accumulation and transfer framework is being devised for the integration of academics and Vocational Education.

#### Coverage and Convergence

- Several initiatives for achieving the goal of up to 50%.
- Under Samagra Shiksha new schools are being approved every year.
- The Hub and Spoke model is being implemented where schools with requisite infrastructure will act as hubs and provide skill education to the children from surrounding spoke schools.

#### States' Capacities

- Vocational Education is being supported by national agencies/institutions viz. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), National Skill Development Corporation, Sector Skill Councils, etc.
- Similarly, Capacities of State level institutions like the State Council for Vocational Education and Training (SCVET), State Council of Educational Research and Training (SCERT) and its subordinate bodies (DIETs) can be developed.

### Way Forward

- Emerging trends, such as the Internet of Things (IoT), machine learning, Artificial Intelligence (AI), and robotic process automation need to be explored.
- Digital skilling should become the core programme of all the skill development activities.
- We also need to work on Future Skills like Cloud Computing, Coding, Gamification, Telematics, Data analysis, Drone Technology, Augmented Reality & Virtual Reality (AR-VR).
- CBSE has already introduced courses like Data Science, Coding, and AI.

### Conclusion

With ever-changing socio-economic conditions, Skill Education also needs to keep up the pace and keep it relevant for students, industry, as well as communities. Skill courses, methodology, and assessments should remain effective for students' holistic growth as envisaged in NEP.



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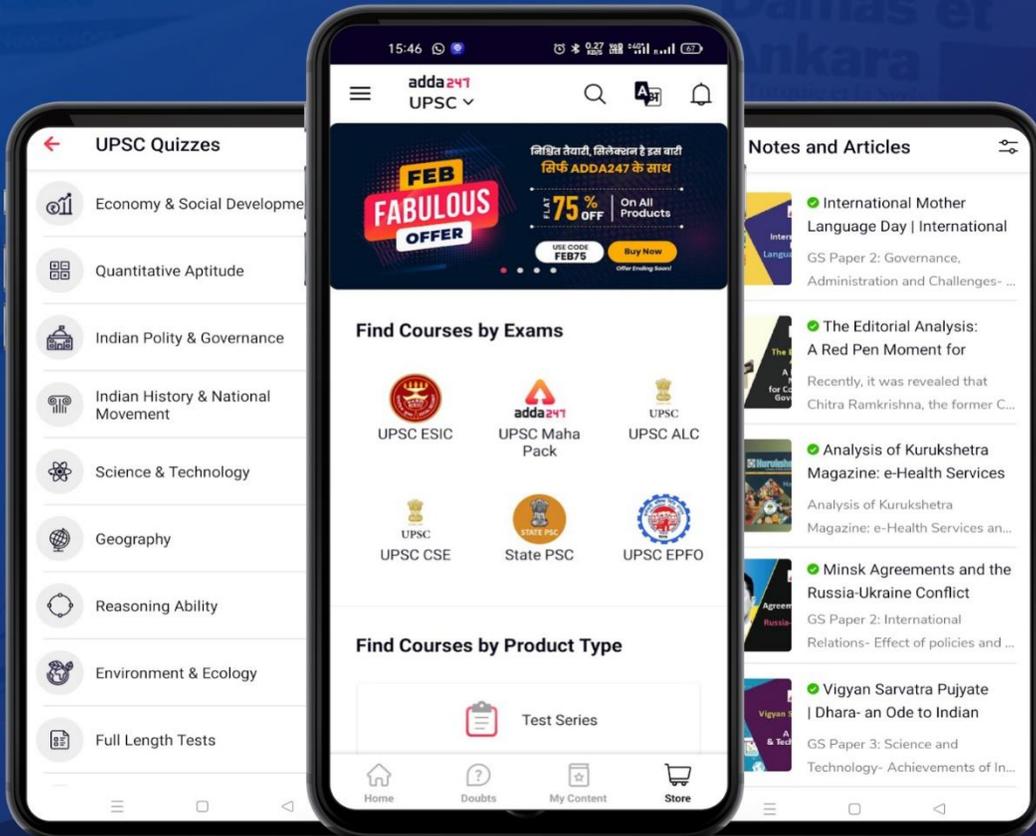
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