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Draft National Education Policy 2019

Summary



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Vision

The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all



Policy Overview - Key Points

I. School Education

- a. Early childhood education: The Policy emphasizes the criticality of the early years and aims to ensure quality early childhood care and education for all children between 3-6 years by 2025 with significantly increased investment and new initiatives.
- b. Foundational literacy and numeracy: There will be special attention paid to early language and mathematics in Grades 1-5. The Policy aims to ensure that every student in Grade 5 and beyond must achieve foundational literacy and numeracy by 2025.
- c. Curriculum and pedagogy: A new developmentally-appropriate curriculum and pedagogical structure for school education based on principles of brain development and learning has been developed based on a 5 + 3 + 3 + 4 design. There will be equal emphasis on all subjects - science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school.
- d. Universal access: The Policy aims to achieve 100% Gross Enrolment Ratio for all school education by 2030 through various measures.
- e. Equitable and inclusive education: The Policy has several concerted initiatives to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special education zones will also be set up to focus on this.
- f. Teachers: Teachers will be recruited through robust, transparent processes, promotions will be merit-based, multi-source periodic performance appraisals will happen and progression paths to become educational administrators or teacher educators will be available.
- g. School Governance: Schools will be organized into school complexes (cluster of 10-20 public schools) - this will be the basic unit of governance and administration that will ensure availability of all resources - infrastructure, academic (e.g. libraries) and people (e.g. art and music teachers) - along with a strong professional teacher community.
- h. Regulation of Schools: Regulation and operations of schools will be carried out by separate bodies to eliminate conflicts of interest. There will be clear, separate systems for policy making, regulation, operations and academic matters.

II. Higher Education

- a. **New architecture:** A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.
- b. **Liberal education:** A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be put in place. This would have imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.
- c. **Governance:** Institutional governance will be based on autonomy - academic, administrative and financial. Each higher education institution will be governed by an Independent Board.
- d. **Regulation:** Regulation will be 'light but tight' to ensure financial probity and public- spiritedness - standard setting, funding, accreditation, and regulation will be conducted by independent bodies to eliminate conflicts of interest.

III. Teacher Education

Teacher preparation programmes will be rigorous and will take place in vibrant, multidisciplinary higher education institutions. The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the predominant way of becoming a teacher. Substandard and dysfunctional teacher education institutes will be shut down.

IV. Professional Education

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will be discontinued.

V. Vocational education

This will be an integral part of all education - this Policy aims to provide access to vocational education to at least 50% of all learners by 2025.

VI. National Research Foundation

A new entity will be set up to catalyze and expand research and innovation across the country.

VII. Technology in education

This Policy aims at appropriately integrating technology into all levels of education to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

VIII. Adult Education

This Policy aims to achieve 100% youth and adult literacy by 2030.

IX. Promotion of Indian languages

The Policy will ensure the preservation, growth, and vibrancy of all Indian languages.

X. Financing Education

There will be substantial public investment to expand and vitalize public education.

XI. Rashtriya Shiksha Aayog

Rashtriya Shiksha Aayog or National Education Commission will be formed, headed by the Prime Minister - this will be the custodian of the vision of education in India.



Policy Details - Key Points



School Education

1. Strengthening Early Childhood Care and Education

Objective: Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025.

The Policy emphasizes the criticality of early childhood education and the persistence of its advantages throughout an individual's life.

- a. Significant **expansion and strengthening of facilities** for early childhood education will happen through a multi-pronged approach contingent on local needs, geography and existing infrastructure.
- b. Special attention and priority will be given to districts/locations that are particularly socio-economically disadvantaged. Processes for suitable monitoring of quality and outcomes will be set up.
- c. A curricular and pedagogical framework for early childhood education intended for both educators and parents, will be developed. The Framework will comprise guidelines for appropriate cognitive stimulation of 0-3 year olds and educational guidelines for 3-8 year olds.
- d. Design of learner-friendly environments and the professionalization of high-quality educators for early childhood education through stage-specific training, mentoring and opportunities for continuous professional development and career mapping will also be undertaken.
- e. All aspects of early childhood education will come under the purview of the **Ministry of Education** (as the current Ministry of Human Resource Development will be renamed), effectively linking early childhood education with the rest of school education - a transition plan will be finalized jointly by 2019 by the Ministries of Education, Women and Child Development, and Health and Family Welfare

- f. An effective **quality regulation or accreditation system** will be instituted to cover all pre-school education (private, public and philanthropic) to ensure compliance.
- g. **Demand** will be generated **from stakeholders** through large-scale advocacy and wide-scale dissemination of information to enable parents to actively support their children’s learning needs.
- h. **The Right to Education Act 2009** will be extended to assure availability of free and compulsory quality education for all 3–6 year olds.

2. Ensuring foundational literacy and numeracy among all children

Objective: By 2025, every student in Grade 5 and beyond has achieved foundational literacy and numeracy.

The Policy recognizes the severe learning crisis with respect to early language and mathematics and accords it the highest priority.

- a. Nutrition and learning are inextricably linked. The **midday meal** programme will be **expanded** - both a nutritious breakfast and a midday meal will be provided to pre-primary and primary school students. Expenditure on the programme will be linked to food costs and inflation to ensure the quality of the food served.
- b. There will be an **increased focus on foundational literacy and numeracy in Grades 1-5**, along with a robust system of adaptive assessment and availability of quality materials. A national repository of language and mathematics resources will be available on the National Teacher's Portal.
- c. Technological interventions to serve as aids to teachers will be piloted, and public and school libraries expanded to build a culture of reading and communication.
- d. All Grade 1 students will undergo a three-month long **school preparation module**.
- e. **Teacher education** will be **redesigned** to have a renewed emphasis on foundational literacy and numeracy.
- f. A **National Tutors Programme** (comprising peer tutors) and a **Remedial Instructional Aides Programme** (drawing instructors from the community) will be launched.
- g. A **pupil-teacher ratio** under 30:1 will be ensured at the level of each school.
- h. **Social workers and counsellors** will help ensure retention and mental health of all children, **parental** participation and mobilization of the **local community and**

volunteers will be leveraged to ensure the Policy goals related to foundational literacy and numeracy are met.

3. Ensuring universal access to and retention in education at all levels

Objective: Achieve access and participation in free and compulsory quality school education for all children in the age group of 3-18 years by 2030.

While noting the progress in enrollment, the Policy expresses concern at our inability to retain children in school.

- a. **100% Gross Enrolment Ratio** in pre-school through secondary school by 2030 is to be met through various measures.
- b. **Access gaps** will be met through increasing intake in existing schools, developing new facilities in under/unserved locations and school rationalization supported through transport and hostel facilities, while ensuring safety of all students, particularly girls.
- c. **Participation and learning of all children** will be ensured through tracking attendance and learning outcomes of enrolled children, tracking drop-outs and out-of-school children by teachers, social workers and counsellors, and programmes for long-term out-of-school adolescents. Multiple pathways to learning, involving formal and non-formal modes, will be available with strengthening of the open and distance schooling and technology platforms.
- d. In case of students being unable to attend school due to health issues, measures to **ensure they return to school as soon as possible** will include hiring health workers in schools, generating awareness among students, parents and the community-at-large, and connecting them to appropriate health services.
- e. The requirements of the **Right to Education Act** will be made substantially **less restrictive**, while ensuring safety (physical and psychological), access and inclusion, the non-profit nature of schools, and minimum standards for learning outcomes. This is to allow for local variations and alternative models, while making it easier for governmental and non-governmental organizations to start a school.
- f. The **Right to Education Act** will be **extended** to assure availability of free and compulsory education from pre-school through Grade 12.

4. New curricular and pedagogical structure for school education

Objective: Curriculum and pedagogy are transformed by 2022 in order to minimize rote learning and instead encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development.

- a. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a **5+3+3+4 design**:
 - Foundational Stage (age 3-8 years): Rapid brain development; learning based on play and active discovery
 - Preparatory Stage (8-11 years): Building on play and discovery; begin the transition to structured learning
 - Middle Stage (11-14 years): Learning concepts in subjects; begin navigating adolescence
 - Secondary Stage (14-18 years): Preparation for livelihood and higher education; transition into young adulthood
- b. The Secondary Stage will comprise four years of multidisciplinary study and will build subject depth, critical thinking, attention to life aspirations with flexibility for student choice.
- c. The content and process of school education will be reoriented to develop holistic learners. The **curriculum load** will be reduced to key concepts and essential ideas, thus enabling space for deeper and more experiential learning.
- d. All students will be encouraged to develop proficiency in languages, scientific temper, sense of aesthetics and art, communication, ethical reasoning, digital literacy, knowledge of India and knowledge of critical issues facing local communities, the country, and the world.

- e. A **flexible curriculum** - with no hard separation of curricular, co-curricular or extra-curricular areas; nor of arts and sciences, and 'vocational' and 'academic' streams - will enable student choice with the possibility of switching subject areas at the secondary school level.
- f. Education will be in the **local language/mother tongue** at least till Grade 5 but preferably till Grade 8, with a flexible (bilingual) language approach where necessary.
- g. High quality textbooks will be made available in local languages as needed and feasible, and materials will be developed for students with disability.
- h. The **three-language formula** will be implemented in spirit throughout the country; special measures will be taken to develop and recruit language teachers.
- i. **Vocational** exposure will begin early with all students taking a year-long survey course on vocational skills and crafts in Grades 6-8. In Grades 9-12, children will have access to vocational courses along with more traditional academic courses, with students having choice to 'mix and match'.
- j. The **National Curriculum Framework** will be revisited and revised by end-2020, and made available in all regional languages. New **textbooks** will be developed and high quality **translations** will be done.
- k. **Assessment** will be transformed to support student development. All examinations (including Board examinations) will test core concepts and skills, along with higher order capacities. By 2025, assessment at middle school level and above will be through adaptive computerized testing. From 2020/2021 onwards, the autonomous National Testing Agency will administer aptitude tests and tests in various subjects, which can be taken on multiple occasions during the year.
- l. **Singular talents and interests** will be identified and fostered through topic-centered and project-based clubs from school to district levels, residential summer programmes, and Olympiads and competitions.

5. Teachers – Torchbearers of change

Objective: Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well equipped teachers.

This Policy envisages teachers as the ‘most important members of our society and the torchbearers of change.’ The success of any effort to foster quality education is dependent upon the quality of the teacher.

- a. **Merit-based scholarships** will be instituted to enable outstanding students from underprivileged, rural or tribal areas to undertake the four-year integrated B.Ed. programme. In certain cases, employment will be guaranteed in their local areas. Female students will be targeted in particular.
- b. **Recruitment of teachers** will be done through a robust process based on comprehensive teacher requirement planning at all schools, with preference given to local teachers and those fluent in the local language, while ensuring diversity. The first step would be a redesigned Teacher Eligibility Test, followed by an interview and teaching demonstration. Teachers will be recruited to the district, as is done now in many States, and appointed to a school complex, and must ideally have a fixed tenure and rule-based transfers through a transparent technology-based system. They will be incentivized to teach in rural areas.
- c. The practice of ‘**para-teachers**’ (unqualified, contract teachers) will be **stopped** across the country by 2022.
- d. **Continuous teacher professional development** will be based upon a flexible and modular approach, with teachers choosing what they want to learn and how they want to learn it. Attention will be paid to induction of beginning teachers, and processes of mentoring put in place. States should adopt a technology-based system for enabling choice-based professional development and to track the professional trajectory of each

teacher. There will be no centralized determination of the curriculum, no cascade-model training and no rigid norms. The resource people for delivering these programmes will be carefully selected, effectively trained and will have tenure in the role.

- e. Adequate physical infrastructure, facilities and learning resources, along with desired pupil-teacher ratio will be ensured to **facilitate teachers' work**. Remedial programmes will be established at all levels to help teachers ensure that all students learn.
- f. All teachers must be able to **teach with no interruptions** in the form of non-teaching activities during school hours (e.g. cooking midday meals, procuring school supplies, etc.). In turn, teachers will be held accountable for being absent from school without cause or without being on approved leave.
- g. Each **head teacher and/or school principal** will be **responsible for building strong in-school development processes and a supportive school culture**. The School Management Committee will be sensitized, and officials of the Directorate of School Education will reorient their functioning to support such a culture.
- h. **High-quality material** for teachers and teacher educators in Indian languages will be accorded priority in order to ensure the inclusion of all students.
- i. **Rejuvenating academic support institutions** with a careful plan to strengthen all existing academic support institutions will be accorded priority.
- j. All teachers will be able to **move into either educational administration or teacher education** after a minimum number of years of teaching experience. In the long term, all educational administrative positions will be reserved for outstanding teachers who are interested in administration.

6. Equitable and inclusive education for every child in the country

This policy aims to shape an education system that benefits all of India's children so that no child loses any opportunity to learn and excel because of the circumstances of birth or background.

Objective: Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030.

- a. Policy actions related to early childhood education, foundational literacy and numeracy, school access, enrolment and attendance will receive **targeted attention and support for students from under-represented groups**.
- b. **Special Education Zones** will be set up in disadvantaged regions across the country. States will be encouraged to declare these Zones based on clear social development and socio-economic indicators and the Central government will provide financial support in the ratio of 2:1 for every rupee spent by the State. The key idea will be to have these Zones act upon all that is stated in this Policy for inclusion of under-represented groups in a concerted manner, with close joint monitoring by the Centre and States.
- c. Some **key initiatives** are capacity development of **teachers** by continuously sensitising them, creating alternate pathways for recruitment of teachers from educationally under-represented groups, restricting the **pupil-teacher ratio** in schools with a high proportion of learners from educationally under-represented groups to not more than 25:1, creation of **inclusive school environments** through establishment of mechanisms which address harassments, intimidations and gender-based violence and eliminate exclusionary practices, revising **curriculum** to make it inclusive.
- d. Up to date information for each student will be maintained in the National Repository of Educational Data, with **data analysis** undertaken by the Central Educational Statistics Division.
- e. The Policy provides for **financial support to individual students** through a National Fund created specifically for providing scholarships, developing resources and facilities for

students from under-represented groups and targeted funding and support for inclusion and access to districts and institutions as well. Alternative means of support include recruitment into the National Tutors Programme and the Remedial Instruction Aides Programme, breakfast in addition to the midday meal, and special internship opportunities. Funding will also be provided for **research on inclusive education**.

- f. Women's participation and education of girls to address the **gender imbalance** among school teachers and girls students, education of **tribal, caste and religion-based groups** to ensure that children of these communities receive all the benefits earmarked for them, education of children of **urban poor** families in order to help students to navigate life in urban poor areas and education of children with **special needs** as well as **transgender children** with continued and renewed focus to mainstream children in neighbourhood schools from foundational stage to Grade 12 are other illustrative interventions in this Policy.

7. Governance in school education through school complexes

Objective: Schools are grouped into school complexes to facilitate the sharing of resources and render school governance more local, effective, and efficient.

The establishment of school complexes will aid in mitigating many resource crunch problems that public schools, particularly small schools, currently face. As multiple public schools will be brought together into a single organizational and administrative unit, without requiring physical relocation of schools, it will aid in creating effective administrative units without compromising access barriers to students.

- a. State governments will **group schools into complexes** according to population distribution, connectivity and other local considerations by 2023. The grouping exercise will also include review and consolidation of schools with very low enrolment (e.g. <20 students). At the same time, access will not be impacted in the process through measures such as provision of transport. This will also be an opportunity for States to assess the status of existing schools.
- b. School complexes will break the isolation of small schools, **and create a community of teachers and principals** who can work together and support each other - academically and administratively. The school complex will be the primary administrative unit of the public school system.
- c. A school complex will comprise a cluster of approximately 10-20 public schools offering education from the initial Foundational stage through Grade 12 within a connected/contiguous geographic region. The Principal of the secondary school will be the head of the school complex.
- d. Each school complex will be a **semi-autonomous unit** that will offer education from the Foundational stage till Grade 12 consisting of one secondary school (Grade 9-12) and all the public schools imparting basic/preparatory and middle school education in its neighbourhood.

- e. The grouping of schools into school complexes will **enable sharing of resources across schools** including subject teachers, sports, music and art teachers, counsellors and social workers. It will also entail a well-organized sharing of physical resources such as laboratories, libraries, ICT equipment, musical instruments, sports equipment, sports fields, etc. leading to optimum utilization of public resources facilities.
- f. The aim is to create a **coherent set of educational facilities**, including schools offering initial three years of foundational education, institutions offering vocational education and adult education, teacher support institutions and support for children with special needs that are located within a well-connected geographical area and can support each other in their work. The higher education institute in the district will also provide support (e.g. supporting teacher professional development).
- g. A comprehensive **Teacher Development Plan** will be drawn up for each complex, and peer learning communities will be consciously developed and sustained through processes such as weekly meetings, teacher learning centres. In addition, other modes of continuing professional development will be provided, such as seminars, in-class mentoring, exposure visits, etc. The academic and teacher support system, including the District Institutes of Education and Training, and the Block and Cluster Resource Centres, will be aligned to the school complex system.
- h. Each school complex will have a **School Complex Management Committee** comprising representatives from all the schools in the complex, as well as other institutions attached to the complex, including the adult education centre, cluster resource centre, and so on. The Committee will be empowered to have a voice to intervene on behalf of the school with the State and its bodies. It will also play a central role in the performance management of teachers.
- i. Individual schools will develop their plans, which will be used to evolve the **plan of the school complex**, which in turn will be endorsed by the Department of School Education. Each district will also have a **District Education Council/Zilla Shiksha Parishad** for both the oversight of the school system and to enable their functioning and empowerment.

8. Regulation of school education

Objective: India's school education system is invigorated through effective regulation and accreditation mechanisms that ensure integrity and transparency, and foster quality and innovation for continually improving educational outcomes.

Regulation must become an engine of educational improvement and energize India's school education system.

- a. Regulation and operations of schools (service provision) will be carried out by separate bodies to eliminate conflicts of interest. There will be **clear, separate systems for policymaking, regulation, operations and academic matters**.
- b. An independent State-wide regulatory body called the **State School Regulatory Authority**, with a quasi-judicial status, will be created for each State, while the operations of the public schooling system of the whole State will be handled by the Directorate of School Education.
- c. **Regulation will be based on a system of accreditation** informed by a School Quality Assessment and Accreditation Framework. The Framework will address only basic parameters, and in turn will inform the License to Start a School. While schools will self-accredit, a mechanism of audit will be set up. This process will apply to both public and private schools.
- d. Enforcement of regulation will not be driven by the current inspectorial approach; instead, **parents will become de facto regulators** by virtue of all relevant information related to schools being in the public domain.
- e. Academic matters including standards setting and curricula in the State, will be led by the State Council of Educational Research and Training. Certification of competencies of students at the school leaving stage will be handled by the Boards of Certification/Examination in the State, which will conduct meaningful examinations for this purpose; however, they will have no role in determining the curricula (including the text books).

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- f. **Private philanthropic schools** must be encouraged and freed of regulatory overload; at the same time private operators who try to run schools as commercial enterprises will be stopped.
 - g. **Public and private schools will be regulated on the same** criteria, benchmarks and processes, ensuring that public spirited private schools are encouraged along with private philanthropic initiatives.
 - h. The State Council of Educational Research and Training will develop a **School Quality Assessment and Accreditation Framework** for each State. This will be used by the State School Regulatory Authority for its regulation of schools based on a system of accreditation.
 - i. Schools and school systems will have the flexibility to choose curricula, which must be aligned with the National/State Curriculum Framework(s).
 - j. All bodies and institutions will develop annual as well as mid-term (3-5 years) plans. A systematic review process by the corresponding apex governance body will be put in place.
 - k. The sample-based **National Achievement Survey** of student learning levels will continue to be carried out by the National Council of Educational Research and Training. States may also continue to conduct a census-based State Assessment Survey.
 - l. Since the **Right to Education** is the statutory lynchpin for school regulation and governance, it will be **reviewed**, and **appropriate modifications** made to enable this Policy, as also to incorporate improvements based on the learnings since it was enacted.



Higher Education

1. New institutional architecture

Objective: Revamp the higher education system, create world class institutions across the country – increase Gross Enrolment Ratio to at least 50% by 2035.

A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.

- a. This new higher education architecture shall create **large, well-resourced, vibrant and autonomous multidisciplinary** institutions for teaching and research, significantly expanding reach and capacity while building strong educational communities. All higher education institutions will become multidisciplinary institutions, with teaching programmes across disciplines and fields.
- b. There will be **three types of institutions** based on a difference in focus - all will be of high quality
 - Type 1 which focus on world-class research and high quality teaching across all disciplines
 - Type 2 which focus on high quality teaching across disciplines with significant contribution to research
 - Type 3 which focus on high quality teaching across disciplines focused on undergraduate education
- c. This re-structuring will be done systematically and thoughtfully, by consolidating and restructuring existing institutions and building new ones. **Mission Nalanda and Mission Takshashila** will be launched for catalyzing this new institutional architecture. A few pace-setting institutions, the Indian Institutes of Liberal Arts/ Multidisciplinary Education and Research Universities, may be set up as part of these Missions.
- d. All institutions will be either **universities** or **degree-granting autonomous colleges**.

- e. There will be **substantial public investment** to expand and vitalize public higher education through a fair and transparent system.
- f. Developing high quality institutions in **disadvantaged geographical areas** will be a priority.
- g. This new institutional architecture will encompass all fields, including professional fields.

2. Focus on high quality liberal education

Objective: Move towards a more imaginative and broad-based liberal education as a foundation for holistic development of all students, with rigorous specialization in chosen disciplines and fields.

All undergraduate programmes will be characterized by a liberal education approach as the foundation for holistic development through imaginative and flexible curricular structures, creative combinations of disciplines of study, and multiple exit and entry points within integrated programmes, offering rigorous specialization in chosen disciplines and fields.

- a. **Liberal education** with broad multi-disciplinary exposure, intended to develop Constitutional values, will be the basis of higher education. This will develop important life capacities, rigorous disciplinary understanding and an ethic of social-moral engagement. This will be the approach at the undergraduate level across all disciplines, programmes and fields, including professional and vocational fields.
- b. The Centre will set up ten Indian Institutes of Liberal Arts/ Multidisciplinary Education and Research Universities on the model and standards of the Indian Institutes of Technology.
- c. **Imaginative and flexible curricular structures** will enable creative combinations of disciplines of study, and offer multiple useful exit and entry points for students, thus demolishing currently prevalent rigid boundaries and creating possibilities for life-long learning. Graduate (masters and doctoral) level education will provide rigorous research-based specialization.
- d. The undergraduate degree may be of 3 or 4 years duration. Institutions may offer **multiple exit options** within this period, with appropriate certification, an advanced diploma in a discipline or field (including vocational and professional areas) after completing 2 years of study or a certificate after completing 1 year.
- e. The 4-year programme will provide students the opportunity to experience the full range of liberal education. This will be called the **Bachelor of Liberal Arts** in the chosen

major and minors. The 3-year programme will lead to a Bachelors' degree. Both programmes may lead to a degree 'with honours,' if the students does research work.

- f. Certain professional streams (e.g. teacher education, engineering, medicine, law) may only have a 4-year duration (or more) for the undergraduate degree.
- g. Institutions will have the flexibility to offer different designs of Master's programmes, e.g., there may be 2-year programme with the second year devoted entirely to research, for those who have completed the 3-year undergraduate programme; there may be an integrated 5-year Master's programme; and for students completing a 4-year undergraduate degree with honours, there could be a 1-year Master's programme.
- h. Undertaking a PhD shall require either a Master's degree or a 4-year undergraduate degree with honours. The M.Phil. programme shall be discontinued.

3. Creating a conducive learning environment

Objective: Ensure a joyful, rigorous and responsive curriculum, engaging and effective pedagogy, and caring support to optimize learning and the overall development of students.

Curriculum and pedagogy in higher education will move away from rote learning of facts and mechanical procedures to help enable young people to contribute both as active citizens of a democracy and as successful professionals in any field.

- a. The development of vibrant and rigorous curricula will be guided by the **National Higher Education Qualifications Framework**, which will outline the learning outcomes associated with the degree/diploma/certification offered in various fields and disciplines. This Framework will be aligned with the National Skills Qualifications Framework to ensure equivalence and mobility across academic and professional/vocational fields.
- b. The **Choice Based Credit System** will be revised and improved to allow for flexibility and innovation.
- c. Stimulating learning experiences will be offered through effective pedagogical practices; all students will also be offered meaningful opportunities for social engagement. Students will be assessed not only on academic aspects but also on broad capacities and dispositions.
- d. **Academic, financial and emotional support** will be available for students to help them attain better outcomes.
- e. **Open and distance learning** will be expanded, thus playing a significant role in increasing the Gross Enrolment Ratio to 50%. Measures such as online digital repository, funding for research, improved student services, credit-based recognition of MOOCs, etc. will be taken to ensure it is at par with the highest quality in-class programmes.
- f. **Internationalization** of education will be facilitated through both institutional collaborations, and student and faculty mobility. An Inter-University Centre for International Education will be set up within selected Indian universities.

4. Energized, engaged and capable faculty

Objective: Empowered faculty with high competence and deep commitment, energized for excellence in teaching and research.

The most important factor for the success of higher education institutions is the quality and engagement of its faculty. This Policy puts faculty back into the heart of higher education.

- a. Every institution will have adequate faculty, ensuring that all programme, subject and field needs are met, a desirable student-teacher ratio (not more than 30:1) is maintained and diversity is ensured.
- b. The prevalent approach of ad hoc, contractual appointments will be immediately stopped.
- c. Faculty recruitment will be based on academic expertise, teaching capacities and dispositions for public service.
- d. An appropriately designed permanent employment (tenure) track system for faculty will be introduced - this will be fully functional in all institutions, including private institutions, by 2030.
- e. Faculty will be empowered to make curricular choices for their courses and pursue research with academic freedom
- f. All institutions will develop a continuous professional development plan for faculty and determine the process for its implementation. The plan should include capacity development in the field/discipline, pedagogical capacities, research and contribution to practice.
- g. Faculty recruitment and development, career progression, compensation management to be part of the Institutional Development Plan of every institution.

5. Empowered governance and autonomy

Objective: Independent, self-governed higher education institutions with capable and ethical leadership.

High quality education and research requires intellectual ferment in a nurturing culture - the governance of higher education institutions determines this culture.

- a. Higher education institutions will be governed by **Independent Boards**, with complete academic and administrative autonomy. The formation and appointment of the Board, the Chair and the Vice Chancellor/Director (Chief Executive) will ensure elimination of external interference, including from the government, and will enable the engagement of high-capacity people with commitment to the institution.
- b. All higher education institutions will become **autonomous self-governing entities** and the practice of 'affiliation' will be stopped. 'Affiliated colleges' will be supported to develop into autonomous degree granting colleges and 'affiliating universities' will develop into vibrant multidisciplinary institutions.
- c. **Private and public institutions** will be treated **at par** by the regulatory regime. Commercialization of education will be stopped, and philanthropic efforts encouraged.
- d. **Autonomy will be ingrained in the system** - its culture, structure and mechanisms. Faculty will have academic freedom and curricular empowerment, including on pedagogical approaches, student assessment and research. Institutions will have administrative and academic autonomy. This will include the freedom to start and run programmes, decide curricula, decide student capacity, decide resource requirements and develop their internal systems, including governance and people management systems. Higher education institutions will be developed truly into autonomous, independent and self-governing entities.

6. Transformation of the Regulatory System

Objective: Effective, enabling and responsive regulation to encourage excellence and public-spiritedness in higher education.

Regulation will be responsive and minimalistic to ensure public spiritedness, equity, excellence, financial stability and probity, along with good governance.

- a. The functions of **standard setting, funding, accreditation and regulation** will be separated and **conducted by independent bodies**, eliminating concentration of power and conflicts of interest.
- b. The **National Higher Education Regulatory Authority** will be the only regulator for all higher education, including professional education. All current regulatory bodies will transform into Professional Standard Setting Bodies.
- c. The current University Grants Commission will transform to the Higher Education Grants Council.
- d. The General Education Council will be set up, and will develop the National Higher Education Qualifications Framework to define ‘graduate attributes’, that is, ‘expected learning outcomes’ for higher education.
- e. **Accreditation on basic parameters will form the basis for regulation.** The National Assessment and Accreditation Council will develop an ecosystem of Accreditation Institutions and oversee the process.
- f. There will be a **common regulatory regime for public and private higher education institutions.** **Private philanthropic initiative** will be encouraged.
- g. State Departments of Higher Education will be involved at a policy level; State Councils of Higher Education will facilitate peer support and best practice sharing.



Teacher Education

1. Rigorous teacher preparation

Objective: Ensure that teachers are given the highest quality training in content, pedagogy and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers

Teaching is an ethically and intellectually demanding profession. New teachers need rigorous preparation and practicing teachers need continuous professional development and academic and professional support.

- a. The **4-year integrated Bachelor of Education programme** for teacher preparation will be offered at multi-disciplinary institutions as an undergraduate programme of study, including both disciplinary and teacher preparation courses. This will be a stage-specific, subject-specific programme that will prepare teachers from pre-school to the secondary stage (Class 12) for all subjects including the arts and sports and those with a vocational education or a special education focus.
- b. The 4-year B.Ed. degree will be on par with other undergraduate degrees and students with a 4-year B.Ed. will be eligible to take up a Master's' degree programme.
- c. The current two-year B.Ed. programme will continue till 2030. After 2030, only those institutions which offer a 4-year teacher education programme will run the 2-year programme as well. These programmes will be offered to those with a graduate degree.
- d. No other kind of pre-service teacher preparation programmes will be offered after 2030.
- e. Teacher education will be offered by **multi-disciplinary institutions** only. Good pre-service teacher preparation needs expertise across disciplines for rigorous theoretical understanding of educational perspectives, subject and pedagogy along with a strong theory-practice connect - this demands the availability of a range of experts in core areas of education and all other school subjects along with a network of schools.
- f. Substandard and **dysfunctional** teacher education institutes will be **shut down**.

Professional Education



1. Reintegrating professional education into higher education, Revitalizing professional education

Objective: Build a holistic approach to the preparation of professionals, by ensuring broad-based competencies and 21st century skills, an understanding of the social-human context, and a strong ethical compass, in addition to the highest-quality professional capacities.

Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice - for this to happen, professional education must not happen in the isolation of specialty.

- a. Professional education will be an **integral part of the overall higher education system**. The practice of setting up stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will be discontinued. All institutions offering either professional or general education must organically evolve into institutions offering both seamlessly by 2030.
- b. **Agricultural education** with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research and market-based extension linked to technologies and practices. **Capacity** to prepare professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The entire design of agricultural education shall be changed to develop professionals with the ability to understand and use local knowledge, traditional knowledge and emerging technologies while being cognizant of critical issues like declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must **benefit the local community** directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination.

- c. **Legal education** programmes will be restructured. Professional education in law must be globally competitive, adopting best practices and embracing new technologies for wider access to justice and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law and human rights. The **curricula for legal studies** must reflect socio- cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, practice of jurisprudence and other related content appropriately and adequately.

State institutions offering law education must consider offering **bilingual education** for future lawyers and judges - in English and in the language of the State in which the law programme is situated. This is to alleviate delay in legal outcomes consequent to need for translation.

- d. **Healthcare education** shall be re-envisioned such that the duration, structure and design of the educational programmes is as much as is required for the roles that people play. For example, every healthcare process/intervention (e.g. taking/reading an ECG) does not necessarily need a fully qualified doctor. All **MBBS graduates must possess**: (i) Medical skills (ii) Diagnostic skills (iii) Surgical skills and (iv) Emergency skills. Students will be assessed at regular intervals on well-defined parameters primarily for the skills required for working in primary care and in secondary hospitals. The **first year or two** of the MBBS course will be designed as a **common period for all science graduates** after which they can take up MBBS, BDS, Nursing or other specialisations. Graduates from other medical disciplines such as nursing, dental, etc., will also be allowed lateral entry into the MBBS course: a medical education qualification framework will facilitate this. **Quality of nursing education** will be improved; a national accreditation body for nursing and other sub-streams will be created. Given that our people exercise **pluralistic choices in healthcare**, our healthcare education system must be integrative - this would mean, illustratively, that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on **preventive healthcare and community medicine** in all of healthcare education.

e. **Technical education** faces specific challenges as these disciplines are neither entirely knowledge based nor are they entirely skill based. Further, as the influence of technology on all human endeavour grows, the silos between technical education and other disciplines are expected to erode. Going ahead, not only will these sectors continue to demand well-qualified individuals for several decades, but there will be greater need for closer collaboration between industry and institutions to drive innovation and research. Engineering and technology **programmes will be revised** to prepare professionals who are well prepared for both current and future practices, and are able to exploit emerging science and technology while being responsive to changing socio-economic and environmental contexts. **Curriculum will be renewed** to develop among students the ability to apply their knowledge and skills in different, often unknown, settings, and inculcating professional dispositions and ethics. There will be a **strategic thrust on new and emerging disciplines**, e.g. artificial intelligence, big data analysis, etc.

Accreditation/ranking of institutions will **incentivize** collaboration with industry, faculty with industry experience, enhanced internship opportunities, etc.



National Research Foundation

1. Catalyzing Quality Academic Research

Objective: Catalyze and energize research and innovation across the country in all academic disciplines, with a special focus on seeding and growing research at universities and colleges – create a conducive ecosystem for research through competitive peer-reviewed funding, mentoring and facilitation.

Research and innovation are central to growing and sustaining a large and vibrant economy, uplifting society, and inspiring a nation to achieve greater heights. The rapid changes occurring in the world today - climate, technology, population dynamics and so on - make a robust research system more important than ever.

- a. The National Research Foundation will be set up through an Act of Parliament, as an autonomous body of the Government of India. It will be given an annual grant of Rs. 20,000 crores (~ 0.1% of GDP); this will be increased progressively over the next decade as the country's capacity for quality research is developed.
- b. The primary scope of work of the Foundation will include:
 - Funding research in all disciplines across the academic landscape through a competitive, peer-review based process
 - Building research capacity at academic institutions across the country
 - Creating beneficial linkages between researchers, government and industry to ensure that the most urgent national issues are researched and the latest research breakthroughs are implemented for the public good
 - Recognizing outstanding research through special prizes and seminars
- c. The Foundation will have four major divisions to start with - Sciences, Technology, Social Sciences and Arts and Humanities.



Additional Key Focus Areas

1. Education Technology

Objective: Appropriate integration of technology into all levels of education - to support teacher preparation and development; improve teaching, learning and evaluation processes; enhance educational access to disadvantaged groups; and streamline educational planning, administration and management.

This Policy aims to see that technology is appropriately integrated into all levels of education for: i) improving teaching, learning, and evaluation processes; ii) supporting the preparation of teachers and their continuous professional development; iii) enhancing educational access to disadvantaged groups and iv) streamlining education planning, administration and management.

- a. The **National Educational Technology Forum**, an autonomous body will be set up to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of educational institutions, state and central governments, and other stakeholders the latest knowledge and research as well as the opportunity to consult and share best practices with each other.
- b. Technology integration into educational processes (e.g. support translation, act as a pedagogical aid, facilitate continuing professional development, online courses, etc.) will be optimized through digital repositories, teacher preparation to use technology, qualified support and research. Centres of Excellence in Educational Technology will be set up to undertake research and support use of technology.
- c. The National Repository of Educational Data will maintain all records related to institutions, teachers and students in digital form.

2. Vocational Education

Objective: Integrate vocational education into all educational institutions - schools, colleges and universities. Provide access to vocational education to at least 50% of all learners by 2025.

This Policy sets a goal of achieving skill development among at least 50% of learners through the school and higher education system by 2025, in order to realize the full potential of India's demographic dividend.

- a. Vocational education will be **integrated into all education institutions** in a phased manner over the next decade. Focus areas will be chosen based on skills gap analysis and mapping of local opportunities, and technical and vocational education will be part of the larger vision of liberal education. The National Committee for the Integration of Vocational Education will oversee the effort.
- b. This transition will be facilitated through **collaboration** between educational institutions and technical institutions and industry, through a separate fund for integration.
- c. The **National Skills Qualifications Framework** will be detailed further for each of the disciplines/vocations/professions. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. The Framework will provide the basis for **Recognition of Prior Learning**. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level on the Framework. The Framework will also facilitate mobility across general and vocational education.
- d. Vocational education at the **undergraduate level** will be scaled up to a capacity of 50% **of enrolment by 2030-35**. Higher education institutions can offer vocational education either on their own or in partnership with industry.
- e. **Models** of offering vocational education, and apprenticeship, can also be experimented with by higher education institutions. Incubation centres will be set up in higher education institutes in partnership with industries.
- f. **'Lok Vidya'**, knowledge developed in India, will be made accessible to students through integration into vocational education courses.

3. Adult Education

Objective: Achieve 100% youth and adult literacy rates by 2030, and significantly expand adult and continuing education programmes.

Literacy and basic education enable participation in personal, civic, economic and life-long learning opportunities - it is the right of each citizen. However, an unacceptable proportion of our youth and adult population still remains non-literate.

- a. A National Curriculum Framework for Adult Education will be developed to cover five broad areas - foundational literacy and numeracy, critical life skills, vocational skills, basic education and continuing education. Textbooks and learning materials, along with criteria for assessment and certification will be developed aligned to this Framework.
- b. A **cadre** of Adult Education Centre managers and instructors, as well as a large team of one-on-one tutors created through the National Adult Education Tutors Programme will be capacitated to deliver adult education.
- c. **Existing approaches and programmes** will be leveraged to identify participants, community volunteers will be encouraged - each literate member of the community to teach at least one person to read will be a key strategy. **Large scale public awareness** will be generated. There will be special emphasis on **women's literacy**.

4. Promotion of Indian Languages

Objective: Ensure the preservation, growth, and vibrancy of all Indian languages.

True inclusion and preservation of culture and traditions of each region, and true understanding by all students in schools, can be achieved only when suitable respect is given to all Indian languages, including tribal languages. It is thus absolutely critical to preserve the truly rich languages and literatures of India.

- a. Focus on language, literature, scientific vocabulary in Indian languages will be enabled through strong Indian language and literature programmes across the country, recruitment of teachers and faculty, focused research, and promotion of classical languages.
- b. Existing national institutes for promotion of classical languages and literature will be strengthened. A National Institute for Pali, Persian and Prakrit will also be set up.
- c. The mandate of the Commission for Scientific and Technical Terminology, namely to develop a vocabulary for uniform use across the country, will be renewed and vastly expanded to include all disciplines and fields, and not just the physical sciences.



Rashtriya Shiksha Aayog

1. Transforming Education: Rashtriya Shiksha Aayog

Objective: Synergistic functioning of India's education system, to deliver equity and excellence at all levels, from vision to implementation, led by a new Rashtriya Shiksha Aayog.

The Indian education system needs inspiring leadership which will also ensure excellence of execution.

- a. The Rashtriya Shiksha Aayog or the National Education Commission will be constituted as an apex body chaired by the Prime Minister.
- b. The Union Minister of Education shall be the Vice Chairman with direct responsibilities related to day-to-day matters
- c. The **Aayog will comprise** eminent educationists, researchers, Union Ministers, a representation of Chief Ministers of States and eminent professionals from various fields. All members of the Aayog will be people with high expertise and record of public contribution in their fields, and will be people with unimpeachable integrity and independence.
- d. The Aayog will be the **custodian of education in India**. It will champion an integrated national vision of education while nurturing the diversity of our society. It will facilitate effective and synchronized vision and action from all concerned actors and leaders across national, State, and institutional levels.
- e. The Aayog will **work closely with every State** to ensure coordination and synergy. States may set up apex State level bodies for education which may be called the Rajya Shiksha Aayog or the State Education Commission.



Financing Education

1. Financing Education

- i. This Policy commits to raising educational investment as it believes that there is no better investment towards a society's future as the benefits of education accrue to society as a whole.
- j. The Policy, therefore, envisions an **increase in public investment on education, by both the Central government and all State Governments, to 20%, over a 10 year period.**
- k. Financial support will not be compromised for important components such as learning resources, matters of student safety and well-being, nutritional support, adequate staffing, teacher development and support for all initiatives to ensure equitable high quality education for underprivileged and underrepresented groups.
- l. The Policy calls for the rejuvenation, active promotion and support for private philanthropic activity in the education sector. All public-spirited funding on a not-for-profit basis for any educational endeavor will be channelized towards critical needs of existing institutions.
- m. In addition to one-time expenditure, primarily related to infrastructure and resources, this Policy identifies the following **key thrust areas**: (i) expansion and improvement of early childhood education, (ii) ensuring foundational literacy and numeracy, (iii) adequate and appropriate resourcing of school complexes, (iv) food and nutrition (breakfast and midday meal), (v) teacher education and continuing professional development of teachers, (vi) revamping colleges and universities, and (vii) research.
- n. Governance and management will focus on the smooth, timely and appropriate flow of funds, and their usage with probity. This will be enabled by clear separation of roles, empowerment and autonomy to institutions, appointment of people to leadership roles, and enlightened oversight.
- o. The matter of **commercialization of education** has been dealt by the Policy through multiple relevant fronts, including the 'light but tight' regulatory approach, the substantial investment in public education, and by mechanisms for good governance including transparent public disclosure.

2. Way Forward

The Policy outlines key actions led by various bodies, along with timelines and a plan for review, to ensure that the Policy is implemented in its spirit and intent, through coherence in planning and synergy across all bodies involved in education.

In every epoch of humankind, knowledge represents the sum of what is created by all previous generations, to which the present generation adds its own.

The motif of the Mobius strip symbolizes the perpetual, developing and live nature of knowledge - that which has no beginning and that which has no end.

This Policy envisages creation, transmission, use and dissemination of knowledge as a part of this continuum.

