

Cabinet Approves National Education Policy 2020, paving way for transformational reforms in school and higher education systems in the country

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- **New Policy aims for Universalization of Education from pre-school to secondary level with 100 % GER in school education by 2030**
- **NEP 2020 will bring 2 crore out of school children back into the main stream**
- **New 5+3+3+4 school curriculum with 12 years of schooling and 3 years of Anganwadi/ Pre-schooling**
- **Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools ; Vocational Education to start from Class 6 with Internships**
- **Teaching upto at least Grade 5 to be in mother tongue/ regional language**
- **Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes**
- **GER in higher education to be raised to 50 % by 2035 ; 3.5 crore seats to be added in higher education**
- **Higher Education curriculum to have Flexibility of Subjects**
- **Multiple Entry / Exit to be allowed with appropriate certification**
- **Academic Bank of Credits to be established to facilitate Transfer of Credits**
- **National Research Foundation to be established to foster a strong research culture**

- **Light but Tight Regulation of Higher Education, single regulator with four separate verticals for different functions**
- **Affiliation System to be phased out in 15 years with graded autonomy to colleges**
- **NEP 2020 advocates increased use of technology with equity; National Educational Technology Forum to be created**
- **NEP 2020 emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups**
- **New Policy promotes Multilingualism in both schools and HEs; National Institute for Pali, Persian and Prakrit , Indian Institute of Translation and Interpretation to be set up**

The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the National Education Policy 2020 today, making way for large scale, transformational reforms in both school and higher education sectors. This 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.

Important Highlights

School Education

Ensuring Universal Access at all levels of school education

NEP 2020 emphasizes on ensuring universal access to school education at all levels- pre school to secondary. Infrastructure support, innovative education centres to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.

Early Childhood Care & Education with new Curricular and Pedagogical Structure

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum,

which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** for children up to the age of 8 . ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

Attaining Foundational Literacy and Numeracy

Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a **National Mission on Foundational Literacy and Numeracy** by MHRD. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. A **National Book Promotion Policy** is to be formulated.

Reforms in school curricula and pedagogy

The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive **National Curricular Framework for School Education**, NCFSE 2020-21, will be developed by the NCERT.

Multilingualism and the power of language

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the '*Ek Bharat Shrestha Bharat*' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

Assessment Reforms

NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new **National Assessment**

Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body .

Equitable and Inclusive Education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of **Gender Inclusion Fund** and also **Special Education Zones** for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centres, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish “**Bal Bhavans**” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as **Samajik Chetna Kendras**

Robust Teacher Recruitment and Career Path

Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators. A common **National Professional Standards for Teachers (NPST)** will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.

School Governance

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

Standard-setting and Accreditation for School Education

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent **State School Standards Authority (SSSA)**. Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a **School Quality Assessment and Accreditation Framework (SQAAF)** through consultations with all stakeholders.

Higher Education

Increase GER to 50 % by 2035

NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

Holistic Multidisciplinary Education

The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with **flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification**. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.

An **Academic Bank of Credit** is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.

Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

Regulation

Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council(NAC) for accreditation. HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

Rationalised Institutional Architecture

Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from **Research-intensive Universities** to **Teaching-intensive Universities** and **Autonomous degree-granting Colleges**.

Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting **graded autonomy** to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

Motivated, Energized, and Capable Faculty

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable

Teacher Education

A new and comprehensive **National Curriculum Framework for Teacher Education, NCFTE 2021**, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Mentoring Mission

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Financial support for students

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Open and Distance Learning

This will be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, 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.

Online Education and Digital Education:

A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

Technology in education

An autonomous body, the **National Educational Technology Forum (NETF)**, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management

Promotion of Indian languages

To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an **Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit**, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked Universities to open campuses in our country.

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 etc will aim to become multi-disciplinary institutions.

Adult Education

Policy aims to achieve 100% youth and adult literacy.

Financing Education

The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Unprecedented Consultations

NEP 2020 has been formulated after an unprecedented process of consultation that involved nearly over 2 lakh suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts. The MHRD initiated an unprecedented collaborative, inclusive, and highly participatory consultation process from January 2015. In May 2016, '*Committee for Evolution of the New Education Policy*' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared '*Some Inputs for the Draft National Education Policy, 2016*'. In June 2017 a '*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 Draft National Education Policy 2019 was uploaded on MHRD's website and at 'MyGov Innovate' portal eliciting views/suggestions/comments of stakeholders, including public.

SALIENT FEATURES OF NEP 2020: HIGHER EDUCATION

1. 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.
- **according the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3.;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **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.
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams.;
- **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;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **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;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a '**light but tight**' **regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **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.
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

2. THE VISION OF THIS 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.

3. QUALITY UNIVERSITIES AND COLLEGES: A NEW AND FORWARD-LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM

- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.
- It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.
- Some of the major problems currently faced by the higher education system in India include:
 - a severely fragmented higher educational ecosystem;
 - less emphasis on the development of cognitive skills and learning outcomes;
 - a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
 - limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
 - limited teacher and institutional autonomy;
 - inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
 - lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
 - suboptimal governance and leadership of HEIs;
 - an ineffective regulatory system; and
 - large affiliating universities resulting in low standards of undergraduate education.
- This policy envisions the following key changes to the current system:
 - moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages;
 - moving towards a more multidisciplinary undergraduate education;
 - moving towards faculty and institutional autonomy;
 - revamping curriculum, pedagogy, assessment, and student support
 - reaffirming the integrity of faculty and institutional leadership positions
 - establishment of a National Research Foundation
 - governance of HEIs by independent boards having academic and administrative autonomy;
 - "light but tight" regulation by a single regulator for higher education;
 - increased access, equity, and inclusion
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4. INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students.
- There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.
- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.
- The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities.
- Autonomous degree-granting College (AC) will refer to a large multidisciplinary that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that.
- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.
- These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.
- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so.
- Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters.
- The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education.
- The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

5. TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.
- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.
- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.
- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.
- The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education.
- HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and interdisciplinary research including humanities and social sciences research.

6. OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

- Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications
- All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.
- HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme
- HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

- Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP)
- High-quality support centres and professional academic and career counselling will be made available to all students.
- Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.
- All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

7. INTERNATIONALIZATION

- Larger numbers of international students studying in India, and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
- India will be promoted as a global study destination providing premium education at affordable costs
- An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad.
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated
- High performing Indian universities will be encouraged to set up campuses in other countries
- Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

8. STUDENT ACTIVITY AND PARTICIPATION

- Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.
- In every education institution, there shall be counselling systems for handling stress and emotional adjustments.
- Increasing hostel facilities as needed.
- All HEIs will ensure quality medical facilities for all students in their institutions.

9. FINANCIAL SUPPORT FOR STUDENTS

- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

10. MOTIVATED, ENERGIZED, AND CAPABLE FACULTY

- All HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses.
- Every classroom shall have access to the latest educational technology that enables better learning experiences.
- Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework.
- HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

11. EQUITY AND INCLUSION IN HIGHER EDUCATION

- Actions that are specific to higher education shall be adopted by all Governments and HEIs.
- Steps to be taken by Governments
 - (a) Earmark suitable Government funds for the education of SEDGs
 - (b) Set clear targets for higher GER for SEDGs
 - (c) Enhance gender balance in admissions to HEIs
 - (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones
 - (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
 - (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
 - (g) Conduct outreach programs on higher education opportunities and scholarships among SEDGs
 - (h) Develop and support technology tools for better participation and learning outcomes.
- Steps to be taken by all HEIs
 - (a) Mitigate opportunity costs and fees for pursuing higher education
 - (b) Provide more financial assistance and scholarships
 - (c) Conduct outreach on higher education opportunities and scholarships
 - (d) Make admissions processes more inclusive
 - (e) Make curriculum more inclusive
 - (f) Increase employability potential of higher education programmes
 - (g) Develop more degree courses taught in Indian languages and bilingually
 - (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
 - (i) Develop bridge courses for students that come from disadvantaged educational backgrounds
 - (j) Provide socio-emotional and academic support and mentoring
 - (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
 - (l) Strictly enforce all no-discrimination and anti-harassment rules
 - (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

12. REIMAGINING VOCATIONAL EDUCATION

- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade.
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
- Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.
- The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
- 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.
- The possibility of offering vocational courses through ODL mode will also be explored.
- MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.
- Incubation centres will be set up in higher education institutions in partnership with industries.
- Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization.
- The credit-based Framework will also facilitate mobility across 'general' and vocational education.

13. CATALYSING QUALITY ACADEMIC RESEARCH IN ALL FIELDS THROUGH A NEW NATIONAL RESEARCH FOUNDATION

- Establishment of a National Research Foundation (NRF).
- The overarching goal of the NRF will be to enable a culture of research to permeate through our universities.
- The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.
- The primary activities of the NRF will be to:
 - fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
 - seed, grow, and facilitate research at academic institutions
 - act as a liaison between researchers and relevant branches of government as well as industry; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
 - recognise outstanding research and progress

14. TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION

- Regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies.
- These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

- The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education.
- The second vertical of HECI will, be a ‘meta-accrediting body’, called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC.
- The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria.
- The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as ‘graduate attributes’. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC.
- The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.
- The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act as Professional Standard Setting Bodies (PSSBs).
- The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

15. CURBING COMMERCIALIZATION OF EDUCATION

- All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will be reinvested in the educational sector.
- There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public.
- The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.
- All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

16. EFFECTIVE GOVERNANCE AND LEADERSHIP FOR HIGHER EDUCATION INSTITUTIONS

- Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.
- Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established. Equity considerations will also be taken care of while selecting the members.
- The BoG of an institution will be empowered to govern the institution free of any external interference. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

- The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

17. PROFESSIONAL EDUCATION

- Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education.
- All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.
- 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.
- 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 and promote sustainable methodologies.
- Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice.
- Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play.
- Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby 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 forms of healthcare education.
- Technical education will also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines.
- India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing employability of the youth.

18. PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE

- The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities.
- Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

- Teaching and learning of Indian languages need to be integrated with school and higher education at every level.
- For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc.
- Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages.
- A number of initiatives to foster languages, arts, and culture in school children: greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports etc.
- Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects.
- Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.
- More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually.
- High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created.
- Touring by HEI students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India.
- Indian Institute of Translation and Interpretation (IITI) will be established. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts.
- Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning.
- India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention.
- Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened

- Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes.
- Universities dedicated to languages will become multidisciplinary
- National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus.
- For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.
- All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture.
- Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established.

SALIENT FEATURES NEP 2020: COMMON FOR SCHOOL AND HIGHER EDUCATION

1. 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.
- **according the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3.;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **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.
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams.;
- **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;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **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;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a '**light but tight**' **regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **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.
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

2. THE VISION OF THIS 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.

3. TECHNOLOGY USE AND INTEGRATION

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. **(Para 23.3)**
- The NETF will have the following functions: **(Para 23.3)**
 - a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
 - b) build intellectual and institutional capacities in educational technology;
 - c) envision strategic thrust areas in this domain; and
 - d) articulate new directions for research and innovation.
- The thrust of technological interventions will be for: **(Para 23.5)**
 - improving teaching-learning and evaluation processes,
 - supporting teacher preparation and professional development,
 - enhancing educational access, and
 - streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.
- A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and *Divyang* students. **(Para 23.6)**
- This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system. **(Para 23.8)**
- HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. **(Para 23.10)**

- Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields “AI + X” and professional areas like health care, agriculture, and law. **(Para 23.11)**
- HEIs may also offer targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription. **(Para 23.11)**
- Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India’s diverse languages. **(Para 23.11)**
- For school education, teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. **(Para 23.6)**
- CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. **(Para 23.6)**
- Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. **(Para 23.6)**

4. ONLINE AND DIGITAL EDUCATION: ENSURING EQUITABLE USE OF TECHNOLOGY (Para 24.4)

- **Pilot studies for online education:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct pilot studies, to evaluate the benefits of integrating education with online education.
- **Digital infrastructure:** Need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector to solve for India’s scale, diversity, complexity and device penetration.
- **Online teaching platform and tools:** Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners.
- **Content creation, digital repository, and dissemination:** A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed.
- **Addressing the digital divide:** The existing mass media, such as television, radio, and community radio will be extensively used for 24/7 telecast and broadcasts in different languages.
- **Virtual Labs:** Existing e-learning platforms to be leveraged for creating virtual labs.
- **Training and incentives for teachers:** Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves.
- **Online assessment and examinations:** designing and implementation of online assessment frameworks encompassing competencies, portfolio, rubrics, standardized assessments, and assessment analytics.
- **Blended models of learning:** Different effective models of blended learning will be identified for appropriate replication for different subjects.

- **Laying down standards:** NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning.
- **Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity:** A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. **(Para 24.5)**

5. STRENGTHENING THE CENTRAL ADVISORY BOARD OF EDUCATION

- Strengthening and empowering the Central Advisory Board of Education (CABE) for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the corresponding apex bodies of States. **(Para 25.1)**
- To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE). **(Para 25.3)**

6. FINANCING: AFFORDABLE AND QUALITY EDUCATION FOR ALL

- Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. **(Para 26.2)**
- In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups. **(Para 26.3)**
- In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education. **(Para 26.4)**

7. IMPLEMENTATION

- The implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review **(Para 27.1)**
- Implementation will be guided by the following principles: **(Para 27.2)**
 - Implementation of the spirit and intent of the Policy will be the most critical matter.
 - It is important to implement the policy initiatives in a phased manner

- Prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base.
 - Comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved.
 - Since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy.
 - Careful analysis and review of the linkages including early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative for ensuring a strong base and a smooth progression for all subsequent programmes and actions.
- Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy **(Para 27.3)**
 - Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CAGE. **(Para 27.3)**
 - In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken. **(Para 27.3)**

FOCUS ON SPORTS, PHYSICAL HEALTH AND WELL-BEING

- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge; **(In Introduction under Principles of this policy)**
- In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject. **(para 4.6)**
- States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects. **(para 4.10)**
- Certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. These skills include: health and nutrition; physical education, fitness, wellness, and sports **(para 4.23)**
- Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. **(para 4.26)**
- Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. **(para 4.44)**

- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. **(para 11.7)**
- **In HEIs** along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed. **(para 12.1)**
- all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. **(para 12.3)**
- students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. **(para 12.9)**

FOCUS ON SKILL DEVELOPMENT

- Scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. **(Para 3.5)**
- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills **(Para 4.9)**
- There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. **(Para 4.9)**
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum. **(Para 4.9)**
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education **(Para 16.5)**
- Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. **(Para 16.4)**
- Every child to learn at least one vocation and exposed to several more. **(Para 16.4)**
- Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities during Grades 6-8. **(Para 4.26)**
- A 10-day bagless period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. **.(Para 4.26)**
- Similar internship opportunities to learn vocational subjects to students throughout Grades 6-12, including holiday periods. **.(Para 4.26)**

- Vocational courses through online mode will also be made available. **(Para 16.6)**
- Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up **(Para 16.5)**
- Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. **(Para 16.5)**
- Vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. **(Para 16.5)**
- HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. **(Para 16.5)**
- MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. **(Para 16.5)**
- The National Skills Qualifications Framework will be detailed further for each discipline, vocation and profession. **(Para 16.8)**
- Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. **(Para 16.8)**
- This 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 of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education. **(Para 16.8)**

ETHICS and VALUES

- 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. **(Vision)**
- 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. **(Vision)**
- 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. **(Para 4.4)**
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. **(Para 4.4)**
- Certain subjects, skills, and capacities will be emphasized in school: such as, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports;

collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.(**Para 4.23**)

- Students will be given a logical framework for making ethical decisions at a young age. (**Para 4.28**)
- In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life (**Para 4.28**)
- Traditional Indian values and all basic human and Constitutional values will be developed in all students. (**Para 4.28**)
- Excerpts from the Indian Constitution will also be considered essential reading for all students. (**Para 4.28**)
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs. (**Para 4.28**)
- All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.(**Para 5.24**)
- The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. (**para 6.20**)
- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. (**Para 9.1.1**)
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. (**Para 9.1.1**)
- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. (**Para 11.3**)
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. (**Para 11.8**)

ENVIRONMENT EDUCATION

- Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living,

Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. **(Para 4.24)**

- “Knowledge of India” will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant. **(Para 4.27)**
- Constitutional values (such as *seva*, *ahimsa*, *swachchhata*, *satya*, *nishkam karma*, *shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. **(Para 4.28)**
- Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden. **(Para 4.32)**
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. **(Para 11.8)**
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. **(Para 11.8)**
- Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education. **(Para 23.13)**
- All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. **(Para 5.24)**

National Education Policy 2020

Major Transformational Reforms in Education Sector

Evolution of Education Policy

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Education Commission (1964-66) under Dr. D.S. Kothari
- National Policy on Education, 1968
- 42nd Constitutional Amendment, 1976-Education in Concurrent List
- National Policy on Education (NPE), 1986
- NPE 1986 Modified in 1992 (Program of Action, 1992)
- T.S.R. Subramaniam Committee Report (27 May, 2016)
- Dr. K. Kasturirangan Committee Report (31 May, 2019)

NEP 2020 : Consultation Process

- Online : www.MyGov.in (26.01.2015 – 31.10.2015)
- Nearly 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts (May-Oct. 2015)
- Draft NEP, 2019 Summary in 22 languages/Audio Book
- Education Dialogue with MPs (AP, Kerala, Telangana, TN, Puducherry, Karnataka & Odisha)
- Special Meeting of CABE (21.09.2019)
- Parliamentary Standing Committee on HRD on 07.11.2019

Major Reforms : Higher Education

- 50 % Gross Enrolment Ratio by 2035
- Holistic and Multidisciplinary Education -Flexibility of Subjects
 - Multiple Entry / Exit
 - UG Program - 3 or 4 year
 - PG Program – 1 or 2 year
 - Integrated 5 year Bachelor's / Master's
 - M Phil to be discontinued
- Credit Transfer and Academic Bank of Credits
- HEIs : Research Intensive/Teaching Intensive Universities and Autonomous Degree Granting Colleges
- Model Multidisciplinary Education and Research University (MERU)

(in or near every District)

Major Reforms : Higher Education

- **Graded Autonomy** : Academic, Administrative & Financial
- **Phasing out Affiliation System** in 15 years
- National Mission on Mentoring
- Independent Board of Governors (BoG)
- **Single Regulator** for Higher Education (excluding Legal and Medical)
- **On-line Self Disclosure based Transparent System for Approvals** in place of 'Inspections'
- **Common Norms** for Public and Private HEIs
 - Private Philanthropic Partnership
 - Fee fixation within Broad Regulatory Framework
- **Public Investment in Education Sector to reach 6% of GDP at the earliest**

Major Reforms : Higher Education

- National Research Foundation (NRF)
- Internationalisation of Education
- Integration of Vocational, Teacher and Professional Education
- Setting up of New Quality HEIs has been made Easier
- Standalone HEIs and Professional Education Institutions will evolve into Multidisciplinary
- Special Education Zone for Disadvantaged Regions
- National Institute for Pali, Persian and Prakrit
- National Educational Technology Forum (NETF)
- MHRD to be renamed as M/o Education

Indian Knowledge Systems, Languages, Culture and Values

- Focus on Literature & Scientific Vocabulary of Indian Languages
- Language Faculty
- Research on Languages
- Strengthening National Institutes for promotion of Classical Languages & Literature
- Indian Institute of Translation and Interpretation (IITI)
- Cultural Awareness of our Indian Knowledge Systems
- Promoting Traditional Arts / Lok Vidya
- HEI / School or School Complex to have Artist(s)-in-Residence

Use of Technology

- Use of Technology in
 - Education Planning
 - Teaching, Learning & Assessment
 - Administration & Management
 - Regulation - Self Disclosure & Minimum Human Interface
- Increasing Access for Disadvantaged Groups
- Divyang Friendly Education Software
- e-Content in Regional Languages
- Virtual Labs
- National Educational Technology Forum (NETF)
- Digitally Equipping Schools, Teachers and Students

Major Reforms: School Education

- Universalization of Early Childhood Care Education (ECCE)
- National Mission on Foundational Literacy and Numeracy
- 5+3+3+4 Curricular and Pedagogical Structure
- Curriculum to integrate 21st Century Skills, Mathematical Thinking and Scientific temper
- No Rigid Separation between Arts & Sciences, between Curricular and extra-Curricular activities, between Vocational and Academic streams
- Education of Gifted Children
- Gender Inclusion Fund
- KGBVs upto Grade 12
- Reduction in Curriculum to Core Concepts
- Vocational integration from class 6 onwards

Major Reforms : School Education

- New National Curriculum Framework for ECE, School, Teachers and Adult Education
- Board Examination will be Low Stakes, Based on Knowledge Application
- Medium of Instruction till at least Grade 5, and preferably till Grade 8 and beyond in Home Language / Mother tongue/ Regional Language
- 360 degree Holistic Progress Card of Child
- Tracking Student Progress for Achieving Learning Outcomes
- National assessment center - PARAKH
- NTA to offer Common Entrance Exam for Admission to HEIs
- National Professional Standards for Teachers (NPST)
- Book Promotion Policy and Digital Libraries
- Transparent online self disclosure for public oversight and accountability

Outcomes of NEP 2020

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG4
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Teachers to be prepared for assessment reforms by 2023
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge
- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools

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આભાર શુક્રિય ધન્યવાદ તુહાડા યંનવાદ નુનંનુરિઢન્યવાદાલુ ઢન્યવાદનનુ
ધન્યવાદ આભાર શુક્રિય ધન્યવાદ તુહાડા યંનવાદ નુનંનુરિ ઢન્યવાદાલુ
ઢન્યવાદ નનુઆભાર શુક્રિય ધન્યવાદ તુહાડા યંનવાદ
નુનંનુરિઢન્યવાદાલુ ધન્યવાદ ઢન્યવાદનનુઆભાર શુક્રિય ધન્યવાદ
તુહાડા યંનવાદ નુનંનુરિઢન્યવાદાલુ ઢન્યવાદનનુ આભાર શુક્રિય
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ઢન્યવાદનનુ આભાર શુક્રિય ધન્યવાદ તુહાડા યંનવાદ નુનંનુરિઢન્યવાદાલુ
ઢન્યવાદનનુ ધન્યવાદ ઢન્યવાદનનુ આભાર શુક્રિય ધન્યવાદ તુહાડા
યંનવાદ નુનંનુરિઢન્યવાદાલુ ઢન્યવાદનનુ આભાર ધન્યવાદ તુહાડા
યંનવાદ નુનંનુરિઢન્યવાદાલુ ધન્યવાદ તુહાડા યંનવાદ નુનંનુરિઢન્યવાદાલુ

ધન્યવાદ
Thank you