GOVERNMENT DEGREE COLLEGE (CO-ED), NIRMAL

An Affiliated College of Kakatiya University

INTERNAL QUALITY ASSURANCE CELL

HAND BOOK ON NEP - 2020

For Higher Educational Institutions

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WORDS OF THE PRINCIPAL

The department of IQAC of our college deserves accolades for taking the initiative to bring out this edited master piece of the National Education Policy-2020, titled **"Handbook of NEP-2020 for HEIs".**

As we all aware that the NEP-2020 is the 1st education policy of the 21st century. This policy proposes the revision and revamping of all the spheres of the education in our country.

This handbook certainly enhances the level of understanding of all the stake holders about the paradigm shift in Higher Education Institutions by the NEP-2020. Though it is an edited version of the 66 pages NEP 2020 guidelines, I feel it is a comprehensive document regarding the place and position of the HEIs mentioned in the NEP-2020.

I wish, vision of the NEP-2020, **"To mould Indian student, a truly global citizen"** may be visualized.

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ABOUT THIS BOOK

This hand book enables the reader to get an overview of the National Educational policy especially for Higher Educational Institutions. The main content has been adapted fromthe 66 pages NEP 2020 guidelines. Sub headings have been provided to ease the understanding of the points mentioned. No extra content has been added to the NEP 2020 guidelines. The author doesn't take the credit of any of the points mentioned in this document.This handbook has been prepared for the private use of Govt. Degree College Nirmal faculty and students. Others (orHEIs) can refer it for knowledge purposes only. For more clarity on the National Education Policy-2020, please refer to the main document available on HRDC and UGC websites.

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What is National Education Policy (NEP) 2020?

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

V I S I O N

- This National Education Policy envisions 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 Policy envisages that the curriculum and pedagogy of our institutions must develop among the students 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.
- The vision of the Policy is to instill among the learners 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.

(Part II of NEP 2020)

HIGHER EDUCATION

1. QUALITY UNIVERSITIES AND COLLEGES

- Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.
- 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.
- Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

1.1 PROBLEMS

Some of the major problems currently faced by the higher education system in India include:

(a) a severely fragmented higher educational ecosystem;

(b) less emphasis on the development of cognitive skills and learning outcomes;

(c) a rigid separation of disciplines, with early specialization and streaming of Students intonarrow areas of study;

(d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages

(e) limited teacher and institutional autonomy;

(f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

(g) lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines;

(h) Sub-optimal governance and leadership of HEIs;

(i) an ineffective regulatory system; and

(j) large affiliating universities resulting in low standards of undergraduate education.

1.2 KEY CHANGES

The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities andcolleges, with at least one in or near every district, and with more HEIs across India that offer mediumof instruction or programmes in local/Indian languages;

(b) moving towards a more multidisciplinary undergraduate education;

(c) moving towards faculty and institutional autonomy;

(d) revamping curriculum, pedagogy, assessment, and student support for enhanced studentexperiences;

(e) reaffirming the integrity of faculty and institutional leadership positions through meritappointments and career progression based on teaching, research, and service;

(f) establishment of a National Research Foundation to fund outstanding peer-reviewed researchand to actively seed research in universities and colleges;

(g) governance of HEIs by high qualified independent boards having academic and administrativeautonomy;

(h) "light but tight" regulation by a single regulator for higher education.

(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

2. INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- ✓ The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or morestudents.
- ✓ Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education.
- ✓ A university will mean a multidisciplinary institution of higher learning that offers under-graduate 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-intensiveUniversities.

✓ Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teachingthough it would not be restricted to that and it need not be restricted to that and it would generally besmaller than a typical university.

✓ A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored,
supported, and incentivized to gradually attain the minimum benchmarks required for each level ofaccreditation.

✓ With appropriate accreditation, Autonomous degree-granting Colleges could evolve intoResearch-intensive or Teaching-intensive Universities, if they so aspire.

** ***Over a period of time, it is envisaged that every college would develop into either an Autonomousdegree-granting College, or a constituent college of a university - in the latter case, it would be fullya part of the university.***

❖ HEIs will have the **autonomy and freedom** to move gradually from one category to another, based on their plans, actions, and effectiveness. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs.

❖ In addition to **teaching and research**, HEIs will have **other crucial responsibilities**, which they will discharge through appropriate resourcing, incentives, and structures. These include**supporting other HEIs** in their development, **community engagement** and **service**, contribution to various fields of **practice**, **faculty development** for the higher education system, and **support toschool education**.

◊ By **2040**, all higher education institutions (HEIs) shall aim to become **multidisciplinary institutions** and shall aim to have larger student enrollment. This can be planned phase wise, firstby 2030.

◊ By 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually.

◊ The aim will be to increase the **Gross Enrolment Ratio** in higher education including vocationaleducation 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. There will be a fair and transparent system which will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System.

"HEIs delivering education of the highest quality as laid down in this Policy will be incentivized inexpanding their capacity."

- Institutions will have the option to run **Open Distance Learning (ODL)** and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4).
- All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses.
- Top institutions **accredited for ODL** will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and **blended mode** will be preferred.
- **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**, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields.
- The autonomy of public institutions will be backed by adequate public financial support and stability.
- Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.
- All colleges currently **affiliated to a university** shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become **autonomous degree- granting** colleges.
- 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.

3. TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

- The notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.
- Assessments of educational approaches in undergraduate education that **integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM)** 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.

3.1 CURRICULAR STRUCTURE

- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning.
- Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
- 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. **Credits** will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through **ODL mode** when they are not offered in-class at the HEI.
- Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative 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.

- 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.
- As part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

a. STRUCTURE OF DEGREE PROGRAMME

- 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 since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- 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.
- HEIs will have the flexibility to offer different designs of Master's programmes:

(a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor 's programme;

(b) for students completing a 4-year Bachelor 's programme with Research, there could be a 1-year Master's programme; and

(c) there may be an integrated 5-year Bachelor's/Master's programme.

(d) Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

*****The M.Phil. programme shall be discontinued.**

b. MODEL PUBLIC UNIVERSITIES

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. They will also help set the highest standards for multidisciplinary education across India.

c. RESEARCH AND INNOVATION

- HEIs will focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities.

4. OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

4.1 QUALITY LEARNING

- Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes.
- High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge.
- The development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.
- 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, andenable all students to succeed.

4.2 EVALUATION

- Curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme.
- 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, making the system fairer and outcomes more comparable.
- HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

4.3 ACADEMIC PLAN

- Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP).
- Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outsideformal academic interactions in the classroom.
- Over time, such activities could be incorporated into the curriculum once appropriate faculty expertiseand campus student demand is developed.

"Faculty will have the capacity and training to be able to approach students not just asteachers, but also as mentors and guides."

4.4 STUDENT SUPPORT

- Universities and colleges will be required to set up high-quality support centers and will be givenadequate funds and academic resources to carry student support effectively.
- There will also be professional academic and career counselling available to all students, as well ascounselors to ensure physical, psychological and emotional well-being.

4.5 ON-LINE EDUCATION

- ODL and online education provide a natural path to increase access to quality highereducation.
- ODL programmes will aim to be equivalent to the highest quality in-class programmes available.

- 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 willbe developed.

***" Finally, all programmes, courses, curricula, and pedagogy across subjects, including those inclass, online, and in ODL modes as well as student support will aim to achieve global standards of quality*."**

4.6 INTERNATIONALIZATION

Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain the goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

→ India will be promoted as a global study destination providing premium education at affordable costs by setting up an International Students Office at each HEI hosting foreign students 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, and relevant mutually beneficial MoUs with foreign countries willbe signed.

→ High performing Indian universities will be encouraged to set up campuses in other countries, and 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 otherautonomous institutions of India.

Credits acquired in foreign universities will be permitted, where appropriate as per the requirements ofeach HEI, to be counted for the award of a degree.

4.7 STUDENT ACTIVITY AND PARTICIPATION

- **Students are the prime stakeholders** in the **education system** and hence they will be given 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 andemotional adjustments. Furthermore, a systematized arrangement shall be created to
- provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

4.8 FINANCIAL SUPPORT FOR STUDENTS

Financial assistance to students shall be made available through various measures. 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. PrivateHEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

5 MOTIVATED, ENERGIZED AND CAPABLE FACULTY

5.1 INCENTIVIZING FACULTY

➢ The most important factor in the success of higher education institutions is the quality and engagement of its faculty. However, despite the various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower thanthe desired level.

➢ The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession.

The NEP recommends the following initiatives to achieve the **best, motivated, and capable faculty** inHEIs:

i. 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.

ii. Every classroom shall have access to the latest educational technology that enables better learningexperiences.

iii. Teaching duties also will not be excessive, and **student-teacher ratios not too high**, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities.

iv. Faculty will be appointed to individual institutions and generally **not be transferable** across institutions so that they may feel truly invested in, connected to, and **committed** to their institutionand community.

➢ Faculty will be given the freedom to design their **own curricular and pedagogical** approacheswithin the approved framework, including textbook and reading material selections, assignments, and assessments.

➢ Excellence will be further incentivized through appropriate rewards, promotions,recognition, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

5.2 PROMOTIONS

- HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a '**tenure-track**' i.e., **suitable probation period** shall be put in place to further ensure **excellence**.
- There shall be a fast-track promotion system for recognizing high impact research and contribution.
- A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognition, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it 's Institutional Development Plan (IDP).

5.3 ACADEMIC LEADERSHIP

- The presence of outstanding and enthusiastic **institutional leaders** that cultivate excellence andinnovation is the need of the hour.
- Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions.
- Leadership positions shall **not remain vacant**, but rather an **overlapping time period** during **transitions in leadership** shall be the norm to ensure the smooth running of institutions.
- Institutional leaders will aim to create a **culture of excellence** that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and

community outreach fromfaculty members and all HEI leaders.

6. EQUITY AND INCLUSION IN HIGHER EDUCATION

6.1 CONJUNTION WITH SCHOOL EDUCATION

- ❖ Making quality higher education opportunities available to all individuals must be amongthe highest priorities.
- ❖ This Policy envisions ensuring equitable access to quality education to all students, with aspecial emphasis on SEDGs.
- ❖ The dynamics and also many of the reasons for exclusion of SEDGs from the educationsystem are common across school and higher education sectors.
- ❖ The approach to equity and inclusion must be common across school and higher education.There must be continuity across the stages to ensure sustainable reform.
- ❖ The policy initiatives required to meet the goals of equity and inclusion in higher educationmust be read in conjunction with those for school education.

6.2 HEI SPECTIFIC ACTIONS

- There are certain facets of exclusion, that must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.
- For this purpose, additional actions that are specific to higher education shall be adopted by allGovernments and HEIs:

6.2.1 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 EducationZones containing larger numbers of SEDGs

(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 programmes on higher education opportunities and scholarships among SEDGs

(h) Develop and support technology tools for better participation and learning outcomes.

6.2.2. Steps to be taken by all HEIs

(a) Mitigate opportunity costs and fees for pursuing higher education

(b) Provide more financial assistance and scholarships to socio-economically disadvantaged students

(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 for all such students through suitablecounselling and mentoring programmes

(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion inall 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 increasingparticipation from SEDGs, including but not limited to the above items.

7. TEACHER EDUCATION

- Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors.

- By 2030, only educationally sound, multidisciplinary, and **integrated teacher education programmes** shall be in force.

- All teacher education programmes must be conducted within composite multidisciplinary institutions. Hence, universities and colleges will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.

- All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the **4-year integrated** teacher preparation programme.

"The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030,

***becomethe minimal degree qualification for school teachers*.”**

➢ The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who havealready received a Bachelor’s degree in a specialized subject.

➢ A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.

➢ Scholarships for meritorious students will be established for the purpose of attracting outstandingcandidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

➢ Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

➢ The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

➢ The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education programmes will be attracted and retained in teacher education institutions.

7.1 TRAINING PhD STUDENTS

- All **fresh Ph.D. entrants**, **irrespective of discipline**, will be required to take credit-base courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their **doctoral**training period.
- Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured
- Ph.D students will also have a minimum number of hours of actual teaching experience gatheredthrough teaching assistantship and other means.

“Ph.D. programmes at universities around the country will be reoriented for this purpose.

7.2 FOR FACULTY

⇒ In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.

⇒ The use of technology platforms such as SWAYAM/DIKSHA for online training of

teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

"*A National Mission for Mentoring shall 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.*"

8. REIMAGINING VOCATIONAL EDUCATION

This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in alleducation institutions in a phased manner.

⇒ Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.

⇒ It will ensure that every child learns at least one vocation and is exposed to several more.

⇒ This would lead to emphasizing the dignity of labour and importance of various vocations involving/Indian arts and artisanship.

⇒ 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 bedeveloped.

⇒ The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of'academic' or other capacities.

⇒ Higher education institutions will offer vocational education either on their own or in partnershipwith 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.

⇒ HEIs will also be allowed to conduct short-term certificate courses in various skills including softskills.

⇒ The possibility of offering vocational courses through ODL mode will also be explored.

⇒ Vocational education will be integrated into all school and higher education institutions in aphased manner over the next decade.

8.1 PARTNERSHIP

- Individual institutions that are early adopters must innovate to find models and practices

that work and then share these with other institutions through mechanisms set up by NCIVE, so as tohelp extend the reach of vocational education.

- Different models of vocational education, and apprenticeships, will also be experimented byhigher education institutions.
- Incubation centers will be set up in higher education institutions in partnership with industries.

*"**The credit-based Framework will also facilitate mobility across 'general' and vocational education."***

9. CATALYSING QUALITY ACADEMIC RESEARCH THROUGH A NEW NATIONAL RESEARCH FOUNDATION

Facing and addressing the societal challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one 's own researchalso enables a country to much more easily import and adapt relevant research from abroad. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

- Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical.
- Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity ofresearch in India.
- This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation.

To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National ResearchFoundation (NRF).

- The overarching goal of the NRF will be to enable a culture of research to permeate through our universities.
- In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited.

- The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agenciesas well as with industry and private/philanthropic organizations.

9.1 RESEARCH FUNDING

- Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities andneeds.
- However, NRF will carefully coordinate with other funding agencies and will work with science,engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts.
- 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.

9.2 ACTIVITIES OF NRF

The primary activities of the NRF will be to:

(a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
(b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
(c) 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
(d) recognise outstanding research and progress

10. TRANSFORMING THE REGULATORY SYSTEM OF HIGHER EDUCATION

The 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. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power.

- The first vertical of Higher Education Commission of India (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, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time.
- NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated.
- This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites.
- Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC.
- Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

10.1 ACCREDITATION

The primary mechanism to enable above mentioned regulation will be accreditation. The second vertical of HECI will, therefore, 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 task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC.
- ✓ In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy.
- ✓ In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as **self-governing degree-granting institutions/clusters**.

10.2. FINANCING HEIs

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, including the

IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

10.3 GENERAL EDUCATION COUNCIL

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 and it shall be in sync with the National Skills Qualifications Framework (NSQF) to easethe integration of vocational education into higher education.
- Higher education qualifications leading to a degree/diploma/certificate shall be described by theNHEQF in terms of such learning outcomes.
- The GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc.,through the NHEQF.
- The GEC will be mandated to identify specific skills that students must acquire during theiracademic programmes.

10.4 PROFESSIONAL STANDARD SETTING BODIES (PSSBs)

- 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., willact as Professional Standard Setting Bodies (PSSBs).
- They will play a key role in the higher education system and will be invited to be membersof the GEC.
- These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC.
- Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role.
- All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

"Responsibility and accountability shall devolve to the HEIs concomitantly. No

distinction in suchexpectations shall be made between public and private HEIs"

- HECI itself will be resolving disputes among the four verticals.
- Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service.

- HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI.
- Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

10.5 CURBING COMMERCIALIZATION OF EDUCATION

- Multiple mechanisms with checks and balances will combat and stop the commercialization ofhigher education.
- All education institutions will be held to similar standards of audit and disclosure as a 'not for profit'entity.
- 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 HEIs - public and private - shall be treated on par within this regulatory regime.
- There will be common national guidelines for all legislative Acts that will form private HEIs.
- These common minimal guidelines will enable all such Acts to establish private HEIs, thus enablingcommon standards for private and public HEIs.
- These common guidelines will cover Good Governance, Financial Stability & Security, EducationalOutcomes, and Transparency of Disclosures.
- Transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adverselyaffected.
- This will empower private HEIs to set fees for their programmes independently, though within thelaid-out norms and the broad applicable regulatory mechanism.
- Private HEIs will be encouraged to offer freeships and scholarships in significant numbers to theirstudents.
- All fees and charges set by private HEIs will be transparently and fully disclosed, and there

shall beno 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 HEIsdischarge their social obligations.

11. EFFECTIVE GOVERNANACE AND LEADERSHIP FOR HEIs

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-governinginstitutions pursuing innovation and excellence.

- Upon receiving the appropriate graded accreditation that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution.
- The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisionsregarding governance.
- There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG.
- New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members.
- 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)

11.1. SELECTION OF ADMINISTRATORS

→ All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities tomanage complex situations.

→ Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook.

→ The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG.

→ While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions.

→ Outstanding leaders will be identified and developed early, working their way through a ladder ofleadership positions.

11.2. INSTITUTIONAL DEVELOPMENT PLAN

- All HEIs, in turn, will display commitment to institutional excellence, engagement with their local communities, and the highest standards of financial probity and accountability.
- Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein,which could then become the basis for further public funding.
- The IDP shall be prepared with the joint participation of Board members, institutional leaders,faculty, students, and staff

Part III. OTHER KEY AREAS OF FOCUS

12. PROFESSIONAL EDUCATION

Professional education becomes an integral part of the overall higher education system.

12.1 AGRICULTURAL EDUCATION

- Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinaryinstitutions 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.

Agricultural education with allied disciplines will be revived.

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.

- The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply.

- The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as 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 anddissemination and promote sustainable methodologies.

12.2 LEGAL EDUCATION

- Legal education needs to be competitive globally.
- 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, the practice of jurisprudence,and other related content appropriately and adequately.
- State institutions offering law education must consider offering bilingual education for futurelawyers and judges - in English and in the language of the State in which the institution is situated.

12.3 HEALTHCARE EDUCATION

- 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.
- Students will be assessed at regular intervals on well-defined parameters primarily required forworking in primary care and in secondary hospitals.
- 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 medicinein all forms of healthcare education.

12.4. TECHNICAL EDUCATION

- ◊ Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc.,which are critical to India 's overall development.
- ◊ There will not only be a greater demand for well qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields.
- ◊ 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 the employability of the youth.

13. ADULT EDUCATION AND LIFELONG LEARNING

Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected assoon as possible to expedite this all-important aim of achieving 100% literacy.

13.1. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond.

❖ The curriculum framework for adult education will include at least five types of programmes,each with clearly defined outcomes:

(a) foundational literacy and numeracy;

(b) critical life skills (including financial literacy, digital literacy, commercial skills, health care andawareness, child care and education, and family welfare);

(c) vocational skills development (with a view towards obtaining local employment);

(d) basic education (including preparatory, middle, and secondary stage equivalency); and

(e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life

skills).

- ❖ The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

13.2. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

13.3. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

13.4. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local **Adult Education Centres (AECs).** Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

13.5. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of

books that cater to the needs and interestsof all students, including persons with disabilities and other differently-abled persons. Steps will be taken to enhance online accessibility of library books and further broad basing of **digital libraries**. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries.

13.6. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite based TV channels, online books, and **ICT-equipped libraries** and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. Inmany cases, quality adult education could thereby be conducted in an online or blended mode.

14. PROMOTION OF INDIAN LANGUATES, ARTS AND CULTURE

- It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.
- The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting withearly childhood care and education.
- Culture is encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot befully appreciated without language.
- In order to preserve and promote culture, one must preserve and promote a culture's languages.
- 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.
- Languages must be used more extensively for conversation and for teaching-learning.

14.1 STRATEGIES

- ✓ 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.
- ✓ These departments and programmes will, in particular help to develop a large cadre of high-qualitylanguage teachers - as well as teachers of art, music, philosophy and writing - who will be neededaround the country to carry out this Policy.
- ✓ The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study.
- ✓ 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, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages.
- ✓ Private HEIs too will be encouraged and incentivized to use Indian languages as medium ofinstruction and/or offer bilingual programmes.
- ✓ Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across thecountry.

14.2 THROUGH PROGRAMMES

- High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within thehigher education system will also be created.
- In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums andheritage or tourist sites, thereby also vastly strengthening the tourism industry.
- Under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part

of augmenting their knowledge about these areas.

14.3. THE IITI

- India will also urgently expand its translation and interpretation efforts in order to make highquality
- learning materials and other important written and spoken material available to the public invarious Indian and foreign languages.
- For this, an **Indian Institute of Translation and Interpretation (IITI)** will be established.

- IITI would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, whichwill help to promote all Indian languages.
- The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the numberof qualified candidates grows.

14.4. PROMOTING SANSKRIT

- Sanskrit will be mainstreamed with strong offerings in school – including as one of the languageoptions in the three-language formula - as well as in higher education.
- It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc.

  Sanskrit Universities too will move towards becoming large multidisciplinary institutions ofhigher learning.
- Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the newmultidisciplinary higher

  education system.

  Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student sochooses.
- Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

14.5. CLASSICAL LANGUAGE INSTITUTES

→ India will 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, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects.

→ 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 multi-disciplinary programmes.

→ Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language.

→ A new institution for Languages will be established.

→ National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus.

→ Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology.

→ Research for outstanding work in all these areas will be supported by the NRF.

→ 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 to determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world).

→ Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

14.6. PRESERVATION AND PROMOTION

- 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.
- The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk

songs and dances,and more.

- People from across the country will be invited to contribute to these efforts by adding relevantmaterial onto these platforms/portals/wikis.
- Universities and their research teams will work with each other and with communities across thecountry towards enriching such platforms.
- These preservation efforts, and the associated research projects, e.g., in history, archaeology,linguistics, etc., will be funded by the NRF.
- Scholarships for people of all ages to study Indian Languages, Arts, and Culture with localmasters and/or within the higher education system will be established.
- Proficiency in Indian languages will be included as part of qualification parameters for employmentopportunities.

15. TECHNOLOGY USE AND INTEGRATION

New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educationalfronts.

15.1. THE NETF

- 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.
- The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices.
- The NETF will have the following functions:

  a) provide independent evidence-based advice to Central and State Government agencies ontechnology-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 NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data.

- To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

15.2 TEACHING-LEARNING

- 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 Indianlanguages and will be accessible to a wide range of users including students in remote areas and Divyang students.
- 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 ontothe DIKSHA platform. This platform may also be utilized for Teacher ’s Professional Development through e-content.
- CIET will be strengthened to promote and expand **DIKSHA** as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices.
- Technology-based education platforms, such as **DIKSHA/SWAYAM**, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

15.3 DISRUPTIVE TECHNOLOGIES

- Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system
- One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated time-frame 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.
- In the context of **AI**, NRF may consider a three-pronged approach:

  (a) advancing core AI research,

  (b) developing and deploying application-based research, and

  (c) advancing international research efforts to address global challenges in areas such ashealthcare, agriculture, and climate change using AI.
- HEIs will play an active role not only in conducting research on disruptive technologies but also increating 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.

- Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness.
- Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment.
- Institutions **will have autonomy** to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.
- 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.
- They may also develop and disseminate courses in these areas via platforms, such as SWAYAM.
- For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduateand vocational programmes.
- HEIs may also offer targeted training in low expertise tasks for supporting the AI value chain suchas data annotation, image classification, and speech transcription.
- Efforts to teach languages to school students will be dovetailed with efforts to enhance NaturalLanguage Processing for India's diverse languages.

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.

16. ONLINE AND DIGITAL EDUCATION: ENSURING EQUITABLE USE OF TECHNOLOGY

New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. The existing digital platforms and ongoing **ICT-based** educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends thefollowing key initiatives:

(a) **Pilot studies for online education:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) **Digital infrastructure:** There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration.

(c) **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. Tools, such as, two-way video and two way- audio interface for holding online classes are a real necessity.

(d) **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, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e- content to students will be provided.

(e) **Addressing the digital divide:** Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes willbe made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will needto reach the teachers and students in their medium of instruction as far as possible.

(f) **Virtual Labs:** Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, willbe considered and developed.

(g) **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 using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagementwith the content and with each other.

(h) **Online assessment and examinations:** Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) **Blended models of learning:** While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learningwill be identified for appropriate replication for different subjects.

(j) **Laying down standards:** As research on online/digital education emerges, NETF and other appropriatebodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

16.1. DEDICATED UNIT FOR DIGITAL EDUCATION

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. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn fromthe field of administration, education, educational technology, digital pedagogy and assessment, e- governance, etc.

Part IV. MAKING IT HAPPEN

17. STRENGTHENING THE CENTRAL ADVISORY BOARD OF EDUCATION

Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional,and individual levels. In this context, the Policy recommends strengthening and empowering the Central **Advisory Board of Education (CABE)** which will have a much greater mandate and not only a forum for widespread consultation and examination of issues

relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible 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. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

"To bring the focus back on education and learning, it is desirable that the Ministry of HumanResource Development (MHRD) be re-designated as the Ministry of Education

18. FINANCING: AFFORDABLE AND QUALITY EDUCATION FOR ALL

- In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this 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 reach6% of GDP at the earliest.
- 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 socioeconomicallydisadvantaged groups.
- This Policy identifies the following key long-term thrust areas for financing to cultivate an educationsystem:

  (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.
- The need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR,PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of

funds.

- Mechanism of performance based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and **autonomy to institutions**, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flowof funds.
- Opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

19. IMPLEMENTATION

Implementation of this policy will require multiple initiatives and actions, which will have to be taken bymultiple bodies in a synchronized and systematic manner. Therefore, 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, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

19.1 PRINCIPLES

Implementation will be guided by the following principles.

→ First, implementation of the spirit and intent of the Policy will be the most critical matter.

→ Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully.

→ Third, 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.

→ Fourth, 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 desiredobjectives are achieved.

→ Fifth, 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 Centraland State levels will be crucial for the satisfactory execution of the Policy.

→ Finally, careful analysis and review of the linkages between multiple parallel

implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care andeducation infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

"In the decade of 2030-40, the entire policy will be in an operational mode, following which anothercomprehensive review will be undertaken"

ABBREVIATIONS

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
BVocE	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management

IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System
Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit

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