1. Importance of Education:
- Education is crucial for human potential, societal justice, and national development.
- Universal high-quality education is key to India's global leadership and economic growth.

2. Challenges and Opportunities:
- India faces challenges like technological shifts, climate change, and pandemics.
- Education needs to adapt, emphasizing critical thinking, multidisciplinary, and innovation.

3. National Education Policy 2020:
- Aims at holistic development, aligning with 21st-century goals and India's traditions.
- Emphasizes teacher empowerment, quality education for all, and bridging learning outcome gaps.

4. Principles of the Policy:
- Focus on unique capabilities of each student.
- Priority on Foundational Literacy and Numeracy by Grade 3.
- Flexibility, multidisciplinarity, and integration of arts and sciences.
- Emphasis on conceptual understanding, creativity, ethics, and Constitutional values.
- Use of technology, respect for diversity, and equity as foundational principles.

5. Vision of the Policy:
- Envisions an education system rooted in Indian ethos.
- Aims to transform India into an equitable and vibrant knowledge society.
- Focuses on instilling pride in being Indian and fostering global citizenship.

6. Previous Policies and Principles:
- Acknowledges the unfinished agenda of previous policies.
- Principles include recognizing unique capabilities, flexible learning paths, and emphasis on ethics.

In summary, the National Education Policy 2020 seeks to address contemporary challenges, prioritize holistic development, and instill a sense of pride and responsibility in Indian learners, aiming to make India a global knowledge superpower.

Part I. SCHOOL EDUCATION

1. Early Childhood Care and Education (ECCE)
Importance: 85% of a child's brain development occurs before age 6.
Goal: Universal access to quality ECCE by 2030.
Components: Play-based learning, social development, cultural/artistic skills.
Framework: National Curricular and Pedagogical Framework for ECCE (NCPFECCE).
Delivery: Strengthening Anganwadis, Preparatory Classes, and specialized training for teachers.

2. Foundational Literacy and Numeracy
Challenge: Learning crisis with over 5 crore students lacking basic literacy and numeracy.
Mission: National focus on foundational literacy and numeracy by 2025.
Strategies: Improve teacher recruitment, enhance curriculum, provide play-based school preparation module.
Technology: Digital resources on DIKSHA, piloting technological interventions for language support.

3. Curtailing Dropout Rates and Ensuring Universal Access
Enrollment Issues: Dropout rates post-Grade 5 and low attendance in Grades 9-12.
Goals: Achieve 100% Gross Enrolment Ratio by 2030.
Initiatives: Infrastructure enhancement, innovative education centers, tracking systems.
Quality Focus: Incentives for local language teachers, engaging curriculum, involving community and alumni.
Note: The education policy emphasizes early childhood education, foundational literacy, and numeracy, and addresses dropout rates through infrastructure improvements and community involvement, with an overall goal of achieving universal access and quality education.

4. Curriculum and Pedagogy Restructuring:
- The school curriculum and pedagogy will follow a 5+3+3+4 design.
- Stages include Foundational, Preparatory, Middle, and Secondary.
- Emphasis on holistic development and 21st-century skills.
- No need for parallel changes in physical infrastructure.

6. Essential Learning and Critical Thinking:
- Reduce curriculum content for deeper, inquiry-based learning.
- Focus on key concepts, problem-solving, and interactive teaching.
- Promote creative, collaborative, and exploratory activities in classrooms.

7. Experiential Learning:
- Adopt experiential learning across all stages.
- Includes hands-on, arts-integrated, and sports-integrated education.
- Shift towards competency-based learning and aligned assessments.

8. Student Empowerment:
- Provide flexibility in course choices, especially in secondary school.
- No hard separation between curricular, extracurricular, and co-curricular activities.
- Aim for a wide range of subjects and courses for holistic development.

9. Multilingualism and Language Power:
- Use home language/mother tongue as the medium of instruction until Grade 5.
- Emphasize early exposure to multiple languages, with a focus on the mother tongue.
- Three-language formula with flexibility and a joyful project on 'The Languages of India.'
- Promotion of classical languages, including Sanskrit, and options for learning foreign languages.

10. Inclusive Education:
- Standardize Indian Sign Language (ISL) nationwide for students with hearing impairment.
- Respect and teach local sign languages where possible and relevant.
- The education system aims to promote real understanding, learning how to learn, and holistic development while incorporating flexibility, experiential learning, and a rich linguistic and cultural experience.

Curricular Integration:
- All students will learn essential subjects, skills, and capacities for success in a changing world.
- Subjects include scientific thinking, creativity, communication, health, physical education, teamwork, digital literacy, ethical reasoning, and environmental awareness.
- Vocational exposure and skills, including a 10-day bagless period for hands-on experience, will be incorporated.

National Curriculum Framework (NCFSE):
A new NCFSE 2020-21 will be formulated by NCERT, aligning with the principles of the National Education Policy 2020.
It will be revised every 5-10 years based on curriculum needs and stakeholder discussions.

National Textbooks:
- Textbooks will focus on core national material with local nuances.
- Quality textbooks will be provided at low cost through public-philanthropic partnerships.
- Efforts to reduce the weight of school bags and promote flexibility in textbook choices.

Assessment Transformation:
- Assessment will shift from summative to formative, focusing on competency, higher-order skills, and continuous learning.
- Redesigned progress cards with holistic reports, self-assessment, and peer assessment.
- Board exams will be made 'easier,' allowing flexibility, and conducted twice a year.
- Introduction of a National Assessment Centre (PARAKH) for setting standards and promoting best practices.

Support for Gifted Students:
- Recognition and development of innate talents in students.
- Guidelines for gifted children's education, teacher education, and specialized B.Ed. programs.
- Encouragement of clubs, circles, and national summer programs for students with singular interests.

Teachers:
- Emphasis on restoring the respect and high status of the teaching profession.
- Improvement in teacher education, recruitment, deployment, and service conditions.
- Motivation and empowerment of teachers for the betterment of students and the nation.

Recruitment and Deployment:
- Merit-based scholarships for 4-year integrated B.Ed. programs
- Special scholarships for rural areas with preferential employment
- Incentives for teachers in rural areas, including local housing
- Halt to excessive teacher transfers with online transparency
- Strengthened Teacher Eligibility Tests (TETs) and local language proficiency
- Recruitment strategies for subjects like art, physical education, and languages
- Hiring local experts as 'master instructors' for diverse subjects
- Technology-based teacher-requirement planning by each state

Service Environment and Culture:
- Focus on creating effective and vibrant school communities
- Ensuring decent and pleasant service conditions, infrastructure, and resources
- Innovative school governance formats, like school complexes
- Involvement of teachers in governance through committees
- Reduction of non-teaching tasks for teachers
- Principal and teacher autonomy in pedagogy with emphasis on socio-emotional learning

Continuous Professional Development (CPD):
- Continuous opportunities for self-improvement for teachers
- Participation in at least 50 hours of CPD annually
- CPD covering foundational literacy, numeracy, and innovative pedagogies
- Similar CPD opportunities for school principals and complex leaders

Career Management and Progression (CMP):
- Merit-based structure for tenure, promotion, and salary
- Recognition and promotion for outstanding teachers
- Vertical mobility for outstanding teachers into leadership positions
- Regular assessment based on peer reviews, CPD, and community service

Professional Standards for Teachers:
- Development of National Professional Standards for Teachers (NPST) by 2022
- NPST to inform teacher career management, including tenure and promotions
- Periodic review and revision of NPST every ten years

Special Educators:
- Recognition of the urgent need for additional special educators
- Development of secondary specializations for subject teachers
- Certificate courses offered in pre-service and in-service modes

Approach to Teacher Education:
- Transition of teacher education to multidisciplinary colleges and universities by 2030
- Minimum qualification for teaching to be a 4-year integrated B.Ed. degree
- B.Ed. programs to include pedagogy, practicum training, and emphasis on constitutional values
- Shorter post-B.Ed. certification courses for specialized areas and leadership positions
- Formulation of National Curriculum Framework for Teacher Education (NCFTE) 2021
- Stringent action against substandard Teacher Education Institutions (TEIs)

Equitable and Inclusive Education: Learning for All

Importance of Education for Social Justice: Education is crucial for achieving social justice and equality. The policy emphasizes inclusive and equitable education to create a society where every citizen can thrive, irrespective of background.

Disparities and Challenges:

Enrolment Gaps: Despite progress, disparities persist, especially at the secondary level, affecting socio-economically disadvantaged groups.

SEDGs Categories: Socio-Economically Disadvantaged Groups (SEDGs) include gender identities, socio-cultural identities, geographical identities, disabilities, and socio-economic conditions.

Decline in Enrolment: Enrolment decline is steeper for Scheduled Tribes, differently-abled children, and female students within these categories.

Factors Affecting Access: Factors like lack of access to quality schools, poverty, social customs, and language contribute to enrolment gaps.

Targeted Measures for SEDGs:

ECCE and Foundational Literacy: Prioritize early childhood education, foundational literacy, and numeracy for underrepresented and disadvantaged groups.

Effective Policies: Strengthen successful policies like scholarships, cash transfers, and providing bicycles to enhance SEDG participation in education.

Tailored Strategies for SEDGs:

Gender-Specific Interventions: Recognize women as a part of all underrepresented groups; target policies and schemes specifically towards girls.

Inclusive Funds: Establish a 'Gender-Inclusion Fund' to support girls and transgender students; similar funds for other SEDGs to address access issues.

Infrastructure and Support:

Boarding Facilities: Build free boarding facilities, especially for socio-economically disadvantaged students and girls.

Special Education Zones: Designate regions with large SEDG populations as Special Education Zones (SEZs) for concentrated efforts.

Inclusion of Children with Disabilities:

Priority for Disabilities: Ensure full participation of children with disabilities from early childhood to higher education.

Resource Centers: Provide resources, special educators, and barrier-free access; develop modules for Indian Sign Language.

Teacher Training and School Culture:

Teacher Sensitization: Include awareness of teaching children with disabilities in teacher education programs.

Cultural Change: Promote an inclusive school culture through sensitization of teachers, administrators, and students.

Additional Measures:

Alternative Schools: Support alternative schools while integrating prescribed subjects to enhance representation in higher education.

NCC Wings: Encourage opening NCC wings in secondary schools for harnessing students' potential, especially in tribal areas.

Coordination of Scholarships: Centralize scholarship coordination through a single agency and website for simplified access.

Empowering Vulnerable Citizens:

Cultural Change: Foster a school culture that respects diversity, human rights, and inclusivity.

Teacher Recruitment: Recruit high-quality teachers from SEDGs to serve as role models.

Inclusive Curriculum: Integrate human values, diversity, and remove biases in the school curriculum.

Efficient Resourcing and Effective Governance through School Complexes/Clusters

Small Schools Challenge: The proliferation of small schools in India, despite increasing access, poses operational and economic challenges. Many schools have fewer than 30 students, making it difficult to provide quality education and resources.

Operational Complexity: Small school sizes lead to challenges in teacher deployment and resource provision. Teachers handle multiple grades and subjects, essential resources are lacking, and isolation negatively impacts education.

Isolation Issues: Small schools' isolation affects both teachers and students, presenting governance challenges. Geographic dispersion and increased school numbers make it difficult for administrative structures to equally reach all schools.

Consolidation Dilemma: Although consolidating schools is discussed, it must be approached carefully to avoid impacting access. Limited consolidation won't solve the overarching problems of numerous small schools.

Innovative Solutions by 2025: To address challenges, states will adopt innovative mechanisms, creating school complexes/clusters for resource efficiency, community building, and improved governance.

School Complex Proposal: The establishment of school complexes, a grouping structure suggested in the Education Commission (1964–66), is endorsed. The aim is to enhance resource efficiency, coordination, leadership, governance, and management.

Benefits of Complexes: School complexes bring various benefits, including improved support for children with disabilities, enhanced extracurricular activities, and better incorporation of various subjects. They energize the schooling system.

Improved Governance: School complexes enable improved governance by devolving authority, granting autonomy for innovation, and allowing the District Education Officer to focus on overall system effectiveness.

Planning Culture: School and School Complex Development Plans will be created, involving stakeholders in decision-making. Plans will align all stakeholders, providing a basis for oversight and resource allocation.

Public-Private School Pairing: To encourage cooperation, public and private schools will be twinned for mutual learning and resource sharing.

Bal Bhavans: States are encouraged to establish or strengthen "Bal Bhavans" as special daytime boarding schools for art, career, and play activities, possibly as part of school complexes/clusters.

School as Community Hub: Schools will be celebrated and honored as community hubs. Unused school infrastructure may be utilized for community activities, promoting social cohesion.

1. Regulatory System Overhaul

The current school education regulatory system aims to enhance educational outcomes without stifling innovation. The Department of School Education will focus on monitoring and policymaking, separate from school provision and regulation functions, to eliminate conflicts of interest.

2. Addressing Commercialization

The existing regulatory regime struggles to prevent commercialization in for-profit private schools. The policy emphasizes equal standards for public and private schools, encouraging philanthropic efforts and protecting parents from arbitrary fee increases.

3. Quality Standards and Accreditation

A State School Standards Authority (SSSA) will be established to enforce minimal quality standards for all schools. Accreditation will be based on parameters like safety, infrastructure, teacher numbers, financial probity, and governance processes, with transparent public disclosure ensuring accountability.

4. Academic Oversight and Change Management

The State Council of Educational Research and Training (SCERT) will lead academic matters and develop a School Quality Assessment and Accreditation Framework. Change management processes will transform key institutions to ensure excellence in education provision.

5. Stakeholder Accountability

A comprehensive accountability system will assess the performance of all stakeholders, emphasizing integrity, commitment, and work ethic. Feedback mechanisms and objective assessments will guide promotions and recognitions, fostering a culture of responsibility.

6. Uniform Assessment for Public and Private Schools

Public and private schools will undergo assessment and accreditation based on the same criteria, promoting transparency through online and offline disclosure. Efforts will be made to encourage public-spirited private schools and safeguard against arbitrary fee increases.

7. Continuous Improvement

The regulatory framework will undergo regular reviews to incorporate learnings and experiences. The emphasis will shift from rigid input specifications to responsive requirements, considering local needs. Educational outcomes and financial transparency will be prioritized for continual improvement.

8. Focus on Educational Quality

The primary goal of the public-school education system is to provide high-quality education, making it an attractive option for parents from all backgrounds.

9. National and State Assessment Surveys

A National Achievement Survey (NAS) and State Assessment Surveys (SAS) will be conducted for a periodic 'health check-up' of the education system, focusing on student learning levels and encouraging continuous improvement.

10. Child Safety and Rights

Attention will be given to the safety and rights of children and adolescents, addressing issues like substance abuse and discrimination. Effective mechanisms for reporting and due process will be prioritized.

In essence, the policy aims to create a dynamic, accountable, and quality-centric education system, emphasizing equal standards for public and private schools while prioritizing the well-being of students.

Title: Transforming Higher Education in India

Vision of Quality Higher Education:
- Higher education crucial for societal well-being and India's development.
- Aims to create well-rounded individuals with deep knowledge and ethical values.
- Focus on diverse disciplines and 21st-century skills for personal accomplishment and societal contribution.

Current Challenges in Higher Education:
- Fragmented system, limited access, and rigid discipline separation.
- Issues include inadequate autonomy, research emphasis, and governance.
- Large affiliating universities result in low undergraduate education standards.

Proposed Changes and Vision:
- Overhaul for high-quality, equitable higher education.
- Key changes: multidisciplinary universities in every district, local language instruction, multidisciplinary undergraduate education, faculty autonomy, curriculum revamp, National Research Foundation, independent governance boards, single regulator, increased access and inclusion.

In summary, the policy envisions a comprehensive transformation of India's higher education system, addressing current challenges and fostering quality, multidisciplinary education accessible to all.

Vision for Higher Education:
The policy aims to transform higher education by creating large, multidisciplinary universities, colleges, and HEI clusters to foster vibrant communities of scholars, break down silos, and promote well-rounded education across disciplines.

Inspiration from Ancient Universities:
Drawing inspiration from ancient Indian universities like Takshashila and Nalanda, the policy highlights the success of large multidisciplinary environments and emphasizes the need to revive this tradition for innovation and holistic education.

Redefining Higher Education Institutions (HEIs):
The policy proposes a new definition of universities and colleges, allowing for a spectrum of institutions based on their emphasis on teaching and research. It introduces Autonomous degree-granting Colleges (AC) and envisions a stage-wise mechanism for granting autonomy.

Graded Autonomy and Accreditation:
Colleges will be encouraged to achieve graded autonomy through transparent accreditation systems, evolving into Research-intensive or Teaching-intensive Universities. Institutions can transition along this continuum based on their goals and effectiveness.

Flexibility and Autonomy:
The three types of institutions are not rigid categories; HEIs have the autonomy to transition between them. Expectations for high-quality education remain consistent across all institutions.

Expanded Responsibilities:
HEIs are tasked with supporting each other's development, engaging with communities, contributing to various fields, facilitating faculty development, and supporting school education.

Multidisciplinary Focus by 2040:
All HEIs aim to become multidisciplinary by 2030, gradually increasing student enrolments to create vibrant communities. New institutions will be established in underserved regions for equity, aiming for a higher Gross Enrolment Ratio by 2035.

Growth in Public and Private Institutions:
Emphasis on developing outstanding public institutions with a transparent system for increased public funding. Institutions delivering high-quality education will be incentivized to expand.

Open Distance Learning (ODL) and Online Programs:
HEIs can run accredited ODL and online programs to enhance offerings, improve access, and support lifelong learning. Quality online courses will be integrated into curricula.

Phasing Out Single-Stream HEIs:
Single-stream HEIs will transition to multidisciplinary institutions, adding departments across fields. Autonomy for public institutions will be financially supported, and private institutions committed to quality education will be encouraged.

New Regulatory System:
The policy envisions a regulatory system promoting autonomy, innovation, and phasing out affiliated colleges over fifteen years through graded autonomy. Existing affiliating universities will mentor colleges for accreditation.

Integrated Higher Education System:
The policy aims for an integrated higher education system, including professional and vocational education. All HEIs, regardless of current streams, will merge into one coherent ecosystem.

Simplified Nomenclature:
The complex nomenclature of HEIs will be replaced with a simple classification as 'university' based on fulfilling criteria and norms.

In conclusion, the policy advocates for a transformative and integrated higher education system, promoting autonomy, flexibility, and a multidisciplinary approach to prepare students for the future.

1. Holistic Tradition in Indian Education:
India's rich history includes a tradition of holistic and multidisciplinary learning, evident in ancient universities like Takshashila and Nalanda. This approach encompassed diverse fields, blending arts, sciences, vocational skills, and soft skills.

2. Positive Outcomes of Integrating Disciplines:
Experiences in undergraduate education merging humanities, arts, and STEM disciplines consistently show positive results. Such integration fosters creativity, critical thinking, problem-solving, teamwork, and moral awareness, enhancing overall engagement and enjoyment of learning.

3. Developing Well-Rounded Individuals:
A holistic education aims to develop intellectual, aesthetic, social, physical, emotional, and moral capacities. It prepares individuals with 21st-century skills across various disciplines, fostering social engagement, communication, and rigorous specialization.

4. Transformation of Educational Institutions:
Even engineering institutions like IITs are transitioning toward holistic education, incorporating more arts and humanities. Flexible curricula, multidisciplinary approaches, and increased faculty autonomy are encouraged to create well-rounded educational environments.

5. Flexible Curricular Structures:
Imaginative and flexible curricular structures allow creative combinations of disciplines, providing multiple entry and exit points. This approach supports lifelong learning and opens new possibilities for graduate-level and doctoral education.

6. Strengthening Departments and Subjects:
To support multidisciplinary education, departments in various subjects will be established and strengthened. Credits will be given for subjects done through open and distance learning. Emphasis will be on languages, literature, arts, sciences, social sciences, and vocational fields.

7. Inclusion of Value-Based and Global Citizenship Education:
Curricula will include credit-based courses in community engagement, environmental education, and value-based education. This includes global citizenship education to address contemporary global challenges and instill universal human values.

8. Internships and Practical Learning:
Students will have opportunities for internships with industries, businesses, and research institutions to actively engage with practical aspects of learning, enhancing employability.

9. Flexible Degree Programmes:
Degree programs will have adjusted structures and lengths, offering 3 or 4-year options with multiple exit points and appropriate certifications. A digital Academic Bank of Credit will store earned credits for degree validation.

10. Flexible Master's Programmes:
Master's programs will offer flexibility with options for 2-year, 1-year, or integrated 5-year programs, depending on the student's previous academic achievements. M.Phil. programs will be discontinued.

11. Establishment of MERUs:
Model public universities called MERUs will be established, focusing on achieving global standards in holistic and multidisciplinary education, comparable to IITs and IIMs.

12. Emphasis on Research and Innovation:
Higher education institutions will prioritize research and innovation by establishing incubation and technology development centers, fostering industry-academic linkages, and conducting interdisciplinary research, particularly in response to epidemics and pandemics. The National Research Foundation (NRF) will support these endeavors.

1. Optimal Learning Environments and Support for Students:
- Effective learning requires a holistic approach with engaging curriculum, pedagogy, continuous assessment, and student support.
- Institutions must provide suitable resources and infrastructure for engaging and supportive learning environments.

2. Autonomy and Innovation in Teaching Methods:
- Institutions and faculty will have autonomy to innovate in curriculum, pedagogy, and assessment within a broad framework.
- Emphasis on continuous and comprehensive evaluation, moving away from high-stakes exams.

3. Institutional Development for Holistic Student Growth:
- Institutions will integrate academic plans into Institutional Development Plans (IDP) for holistic student development.
- Faculty will serve as mentors and guides, fostering diverse student activities and clubs.

4. Support for Socio-Economically Disadvantaged Students:
- Special support centers and funds will be established to help students from socio-economically disadvantaged backgrounds.
- Professional academic and career counseling, as well as physical and emotional well-being support, will be provided.

5. Enhancement of Open and Distance Learning (ODL):
- ODL and online education will be expanded with a focus on quality and adherence to standards.
- Programs will aim to be equivalent to in-class programs, with clear norms and guidelines for development, regulation, and accreditation.

6. Internationalization:

- Initiatives will attract international students to India and facilitate mobility for Indian students abroad.
- India will be promoted as a global study destination, with collaborations, exchanges, and campuses between Indian and foreign institutions.

7. Student Activity and Participation:

- Vibrant campus life with sports, arts, eco-clubs, and community projects is crucial for high-quality teaching-learning processes.
- Counselling systems and support will be provided for stress and emotional adjustments, with special attention to students from rural backgrounds.

8. Financial Support for Students:

- Various measures will provide financial assistance, incentivizing merit for students from marginalized groups.
- The National Scholarship Portal will be expanded, and private institutions encouraged to offer scholarships and free ships.

Motivated Faculty:

- The success of higher education relies on engaged faculty. Despite improvements, faculty motivation in teaching, research, and service is below the desired level. To address this, the policy suggests:
- Equipping HEIs with basic infrastructure.
- Maintaining reasonable teaching duties and student-teacher ratios.
- Granting faculty autonomy in designing curricula.
- Incentivizing excellence through rewards and promotions.
- Establishing transparent faculty recruitment processes.
- Developing leaders to cultivate excellence.

Equity in Higher Education:

- Quality higher education can uplift individuals and communities. The policy aims for equitable access, especially for Socially and Economically Disadvantaged Groups (SEDGs). Specific actions include:
- Governments earmarking funds for SEDG education.
- Setting higher Gross Enrollment Ratio targets for SEDGs.
- Enhancing gender balance in admissions.
- Establishing high-quality HEIs in SEDG-dense areas.
- Providing financial assistance and scholarships.
- Conducting outreach programs on opportunities.
- HEIs mitigating costs, enhancing inclusivity, and offering support.
- Developing courses in local languages and ensuring accessibility.
- Enforcing no-discrimination rules and developing inclusive plans in Institutional Development Plans.

Teacher Education

Ensuring teachers are well-prepared is crucial for shaping the future. Current teacher training faces issues—many institutions just sell degrees without quality education. To fix this, a radical change is needed. By 2030, only top-notch, multidisciplinary teacher programs will be allowed. Stand-alone institutions must transform into multidisciplinary ones. A 4-year integrated B.Ed. will become the minimum qualification for school teachers. This program includes diverse subjects, from pedagogy to sociology. Universities will collaborate with schools, offering a range of courses. Strict admission tests will ensure quality, and a National Mission for Mentoring will support teachers.

Reimagining Vocational Education

Vocational education in India needs a boost. Only a small percentage of young people receive formal vocational training compared to other countries. To fix this, the system must change. Vocational education will be integrated into mainstream education from an early age. By 2025, at least 50% of learners will have vocational exposure. This aligns with a global education goal. Secondary schools will partner with industry and skill labs will be set up. Higher education institutions will offer vocational courses, promoting hands-on learning. A National Committee for the Integration of Vocational Education will oversee this transformation, ensuring innovation and sharing of successful models. The National Skills Qualifications Framework will recognize practical experience, allowing dropouts to reintegrate based on their skills.

Catalysing Quality Academic Research in All Fields through a new National Research Foundation

The policy emphasizes the crucial role of research in advancing a nation's economic, societal, and intellectual progress. Despite its importance, India's research and innovation investment are low compared to other countries. To address this, the policy proposes a comprehensive transformation, focusing on research-oriented education, career counseling, and governance changes. The establishment of a National Research Foundation (NRF) is a key initiative to foster a research culture in universities. The NRF will provide equitable funding, recognize outstanding research, and collaborate with government branches and industries. The goal is to enhance interdisciplinary research, aligning with societal needs and fostering India's identity and creativity. The NRF's activities include funding diverse research proposals, nurturing research in academic institutions, serving as a bridge between researchers and policymakers/industries, and acknowledging exceptional research achievements. Overall, the policy envisions a vibrant research ecosystem that contributes significantly to India's position as a leading knowledge society and a major global economy.

Transforming Higher Education Regulation
- The existing higher education regulatory system is too rigid and needs a complete overhaul for the sector to thrive.
- The Higher Education Commission of India (HECI) will have four independent verticals to handle regulation, accreditation, funding, and academic standard setting, ensuring checks and balances.
- The National Higher Education Regulatory Council (NHERC) within HECI will regulate the sector with a focus on financial probity and good governance, ensuring public disclosure and accountability.
- Accreditation, a primary regulatory tool, will be overseen by the National Accreditation Council (NAC), promoting basic norms, self-disclosure, and quality benchmarks for institutions.
- The Higher Education Grants Council (HEGC) will handle funding transparently, considering Institutional Development Plans (IDPs) and supporting new focus areas at institutions.
- The General Education Council (GEC) will define learning outcomes and frame a National Higher Education Qualification Framework (NHEQF) for degrees, aligning with the National Skills Qualifications Framework (NSQF).
- Professional councils will act as Professional Standard Setting Bodies (PSSBs), contributing to the GEC's work without regulatory roles.
- This separation of functions aims to empower higher education institutions (HEIs) and ensure transparency, with no distinction between public and private HEIs.
- Existing structures must evolve to align with the new system.
- Transparent public disclosure and technology will be key to HECI's functioning, ensuring efficiency and accountability.
- Strict compliance measures and penalties will be in place to uphold minimum norms and standards, with HECI resolving disputes among its verticals.
- The regulatory system prioritizes curbing the commercialization of education, ensuring transparency, and reinvestment of surpluses for educational purposes.
- Public and private HEIs will be treated equally, encouraging private philanthropy, and common national guidelines will cover legislative Acts for private HEIs.
- Private HEIs with a philanthropic intent will be encouraged through a progressive fee determination regime, promoting transparency and social responsibility.

Effective Governance and Leadership for Higher Education Institutions
- Effective governance and leadership are crucial for fostering excellence and innovation in higher education.
- The policy envisions a transition to self-governing institutions with strong leadership by 2035.
- Boards of Governors (BoG) will be empowered to govern institutions independently, ensuring merit-based appointments.
- The BoG will be accountable to stakeholders and responsible for meeting regulatory guidelines.
- Leadership positions will require high academic qualifications, administrative skills, and a commitment to constitutional values.
- Institutions will receive phased autonomy, funding, and legislative support while committing to excellence, community engagement, and financial accountability.
- Institutional Development Plans (IDP) will be crucial, developed with input from stakeholders.

Other Key Areas of Focus

Professional Education
- Professional education must integrate public purpose, discipline-specific education, and practical training.
- Stand-alone institutions will transition to multidisciplinary setups offering holistic education.
- Agricultural education will be revitalized, focusing on local knowledge and sustainable practices.
- Legal education will embrace global best practices while upholding constitutional values.
- Healthcare education will be redesigned, emphasizing preventive healthcare and integrative learning.
- Technical education will collaborate with industries, offering multidisciplinary programs and focusing on emerging fields like AI, biotechnology, and nanotechnology.

Catalysing Quality Academic Research in All Fields through a new National Research Foundation:
The policy emphasizes the importance of research for economic, societal, and technological progress. Despite the critical role of research, India's current research and innovation investment is low. The policy envisions the establishment of a National Research Foundation (NRF) to enhance research capabilities, fund competitive research proposals, and promote interdisciplinary research across disciplines.

Adult Education and Lifelong Learning:
The policy recognizes literacy and basic education as fundamental rights, essential for personal, civic, and economic development. Volunteerism, community involvement, and technology integration are crucial for successful adult literacy programs. The policy outlines the development of an adult education curriculum, infrastructure improvement for adult education, training for educators, community participation, and the use of technology to expedite the goal of achieving 100% literacy.

Promotion of Indian Languages, Arts, and Culture:

The policy highlights the significance of India's cultural wealth and the need to preserve and promote it for national identity and economic benefits. It stresses the importance of Indian languages, arts, and culture in education for individual and societal well-being. Initiatives include strengthening language education, promoting multilingualism, and fostering cultural awareness. The policy emphasizes the mainstreaming of Sanskrit, expanding institutes for classical languages and literature, and preserving endangered languages through technology and public participation. The NRF will support research in these areas, and scholarships will be established to encourage the study of Indian languages, arts, and culture.

Technology Use and Integration

India, a tech leader, emphasizes technology in education. The Digital India Campaign transforms the nation into a digitally empowered society. The bi-directional relationship between technology and education is crucial. Anticipating technological advancements, the policy aims to impact education positively. The National Educational Technology Forum (NETF) will facilitate technology use, providing evidence-based advice, building capacities, and envisioning strategic areas. Technological interventions aim to enhance teaching, support teacher development, improve access, and streamline administration. Educational software in major languages will be accessible to diverse users. The policy anticipates disruptive technologies, focusing on Artificial Intelligence (AI). NETF will categorize emerging technologies, guiding responses. HEIs will actively engage in research and offer programs in core and multidisciplinary areas, integrating online and traditional teaching. Awareness on disruptive technologies, ethical considerations, and data privacy will be integrated into education. Disruptive technologies related to clean energy and environmental preservation will receive prioritized attention.

The National Education Policy 2020 recognizes the need for innovative education approaches, especially in times of epidemics and pandemics, where traditional in-person education may not always be possible. The policy emphasizes the importance of using technology for education while being mindful of potential risks.

To ensure equitable access to online and digital education, efforts are directed towards bridging the digital divide. This involves initiatives like the Digital India campaign and making affordable computing devices available to all. Teachers play a crucial role in effective online education, requiring specific training for online teaching methods.

The policy recommends various key initiatives:

1. Pilot Studies: Organizations like NETF, CIET, NIOS, and academic institutions will conduct pilot studies to understand the benefits and challenges of online education. Results from these studies will guide continuous improvement.

2. Digital Infrastructure: Investment in open, interoperable, and evolvable digital infrastructure is proposed. This ensures that technological solutions remain relevant amid rapid advancements.

3. Online Teaching Platforms: Existing platforms like SWAYAM and DIKSHA will be enhanced to provide teachers with user-friendly tools for monitoring student progress. Two-way video and audio interfaces for online classes will be emphasized.

4. Content Creation and Dissemination: A digital repository for coursework, learning games, simulations, augmented reality, and virtual reality will be developed. Content will be rated for effectiveness, and backup mechanisms for content dissemination will be established.

5. Addressing the Digital Divide: Mass media like television and radio will be extensively used for broadcasting educational programs, available 24/7 in different languages. Special emphasis on content in all Indian languages is highlighted.

6. Virtual Labs: Platforms like DIKSHA and SWAYAMPRABHA will create virtual labs, ensuring equal access to practical and hands-on learning experiences. Consideration will be given to providing digital devices to students and teachers.

7. Teacher Training: Teachers will undergo rigorous training in learner-centric pedagogy and content creation for online platforms, emphasizing active student engagement.

8. Online Assessment and Examinations: Bodies like the proposed National Assessment Centre will design frameworks for online assessments, exploring innovative ways to assess 21st-century skills.

9. Blended Models of Learning: Recognizing the importance of in-person learning, effective models of blended learning will be identified and replicated for different subjects.

10. Standards: Standards for content, technology, and pedagogy in online education will be set by organizations like NETF, guiding e-learning guidelines for various educational entities.

In summary, the policy strives to ensure quality and equitable online and digital education by addressing infrastructure, teacher training, content creation, and accessibility, promoting a blended learning approach.

The National Education Policy 2020 recognizes the need for adapting to new challenges, particularly in the context of epidemics and pandemics, emphasizing the importance of technology in education. The policy aims to ensure equitable use of technology in education, addressing the digital divide and enhancing online and digital learning experiences.

Online and Digital Education: Ensuring Equitable Use of Technology

The policy acknowledges the role of technology in education, especially during times when traditional in-person learning is not possible due to situations like pandemics. It stresses the importance of addressing the digital divide and ensuring that technology benefits all students. The policy highlights the need for training teachers to be effective online educators, considering the unique challenges of online assessments and the limitations of certain subjects in the online space. Key initiatives include pilot studies, digital infrastructure creation, online teaching platforms, content creation, and addressing the digital divide through mass media and virtual labs.

Creating a Dedicated Unit for Building World-Class Digital Infrastructure

Recognizing that technology in education is an ongoing journey, the policy proposes the establishment of a dedicated unit within the Ministry to oversee the development of digital infrastructure, educational content, and capacity building. This unit will

comprise experts from various fields to ensure the continuous evolution of e-learning solutions in response to technological advancements.

Strengthening the Central Advisory Board of Education

To facilitate successful policy implementation, the Central Advisory Board of Education (CABE) will be strengthened and empowered. The remodeled CABE will play a pivotal role in developing, evaluating, and revising the vision of education in the country in collaboration with the Ministry of Education (MoE). The MoE itself will be re-designated from the Ministry of Human Resource Development.

Financing: Affordable and Quality Education for All

Acknowledging the need for increased investment in education, the policy commits to raising educational investment to 6% of GDP. The emphasis is on ensuring public investment in critical elements such as early childhood education, foundational literacy, teacher education, and the use of technology. The policy also encourages private philanthropy in the education sector.

Implementation

The effectiveness of the policy relies on coordinated implementation involving multiple bodies at national, state, and institutional levels. Principles guiding implementation include prioritization, phased execution, comprehensiveness, and collaboration between the central and state governments. Detailed implementation plans will be developed by subject-wise committees, with yearly joint reviews to track progress. The policy envisions full operationalization by the decade of 2030-40, followed by a comprehensive review.

In summary, the National Education Policy 2020 aims to transform education through technology, equitable access, dedicated units, strengthened advisory boards, increased financing, and a systematic approach to implementation.

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
B.Voc	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
SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VCI	Veterinary Council of India