Policies Dataset

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# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## PART I. SCHOOL EDUCATION

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Early Childhood Care and Education: The Foundation of Learning

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Foundational Literacy and Numeracy: An Urgent & Necessary

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Prerequisite to Learning

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Curtailing Dropout Rates and Ensuring Universal Access to Education at

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Curriculum and Pedagogy in Schools: Learning Should be Holistic,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Integrated, Enjoyable and Engaging

20

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Equitable and Inclusive Educa4tion: Learning for All 24

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Efficient Resourcing and Effective Governance through School

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Standard-setting and Accreditation for School Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## PART Il. HIGHER EDUCATION

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Quality Universities and Colleges: A New and Forward-looking Vision 33

for India’s Higher Education System  
  
15 Teacher Education 42  
16 Re-imagining Vocational Education 43

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Catalyzing Quality Academic Research in all Fields through a New

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Research Foundation

18 Transforming the Regulatory System of Higher Education 46  
  
a

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Nn

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# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Effective Governance and Leadership for Higher Education Institutions

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## PART HI. OTHER KEY AREAS OF FOCUS

24 Online and Digital Education: Ensuring Equitable Use of Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## PART IV. MAKING IT HAPPEN

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| | List of Abbreviations used

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education is fundamental for achieving full human potential, developing an equit

society, and promoting national development. Providing universal access to quality education is the  
key to India’s continued ascent, and leadership on the global stage in terms of economic growth,  
social justice and equality, scientific advancement, national integration, and cultural preservation.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Universal high-quality education is the best way forward for developing and maxi

country's rich talents and resources for the good of the individual, the society, the country, and the  
world. India will have the highest population of young people in the world over the next decade, and  
our ability to provide high-quality educational opportunities to them will determine the future of our  
country.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The global education development agenda reflected in the Goal 4 (SDG4) of the 20

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive a

education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require  
the entire education system to be reconfigured to support and foster learning, so that all of the critical  
targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The world is undergoing rapid changes in the knowledge landscape. With various d

and technological advances, such as the rise of big data, machine learning, and artificial intelligence,  
many unskilled jobs worldwide may be taken over by machines, while the need for a skilled  
workforce, particularly involving mathematics, computer science, and data science, in conjunction  
with multidisciplinary abilities across the sciences, social sciences, and humanities, will be  
increasingly in greater demand. With climate change, increasing pollution, and depleting natural  
resources, there will be a sizeable shift in how we meet the world’s energy, water, food, and  
sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry,  
physics, agriculture, climate science, and social science. The growing emergence of epidemics and  
pandemics will also call for collaborative research in infectious disease management and  
development of vaccines and the resultant social issues heightens the need for multidisciplinary  
learning. There will be a growing demand for humanities and art, as India moves towards becoming a  
developed country as well as among the three largest economies in the world.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indeed, with the quickly changing employment landscape and global ecosystem, it

increasingly critical that children not only learn, but more importantly learn how to learn. Education  
thus, must move towards less content, and more towards learning about how to think critically and  
solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new  
material in novel and changing fields. Pedagogy must evolve to make education more experiential,  
holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible,  
and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports  
and fitness, languages, literature, culture, and values, in addition to science and mathematics, to  
develop all aspects and capabilities of learners; and make education more well-rounded, useful, and  
fulfilling to the learner. Education must build character, enable learners to be ethical, rational,  
compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The gap between the current state of learning outcomes and what is required must

undertaking major reforms that bring the highest quality, equity, and integrity into the system, from  
early childhood care and education through higher education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The aim must be for India to have an education system by 2040 that is second to

access to the highest-quality education for all learners regardless of social or economic background.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This National Education Policy 2020 is the first education policy of the 21“ cen

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 21‘ century  
education, including SDG4, while building upon India’s traditions and value systems. The National  
  
3

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education Policy lays particular emphasis on the development of the creative pot

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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The rich heritage of ancient and eternal Indian knowledge and thought has been a

this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always  
considered in Indian thought and philosophy as the highest human goal. The aim of education in  
ancient India was not just the acquisition of knowledge as preparation for life in this world, or life  
beyond schooling, but for the complete realization and liberation of the self. World-class institutions  
of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of  
multidisciplinary teaching and research and hosted scholars and students from across backgrounds  
and countries. The Indian education system produced great scholars such as Charaka, Susruta,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and T

among numerous others, who made seminal contributions to world knowledge in diverse fields such  
as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture,  
shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had  
a strong influence on the world. These rich legacies to world heritage must not only be nurtured and  
preserved for posterity but also researched, enhanced, and put to new uses through our education  
system.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The teacher must be at the centre of the fundamental reforms in the education sy

education policy must help re-establish teachers, at all levels, as the most respected and essential  
members of our society, because they truly shape our next generation of citizens. It must do  
everything to empower teachers and help them to do their job as effectively as possible. The new  
education policy must help recruit the very best and brightest to enter the teaching profession at all  
levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system  
basic methods of quality control and accountability.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The new education policy must provide to all students, irrespective of their pla

quality education system, with particular focus on historically marginalized, disadvantaged, and  
underrepresented groups. Education is a great leveler and is the best tool for achieving economic and  
social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from  
such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel  
in the educational system.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## These elements must be incorporated taking into account the local and global nee

and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and  
its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge  
traditions, and its strong ethics in India’s young people is considered critical for purposes of national  
pride, self-confidence, self-knowledge, cooperation, and integration.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The implementation of previous policies on education has focused largely on issu

equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE  
1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of  
1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid  
down legal underpinnings for achieving universal elementary education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Principles of this Policy

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The purpose of the education system is to develop good human beings capable of r

and action, possessing compassion and empathy, courage and resilience, scientific temper and  
  
4

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

creative imagination, with sound ethical moorings and values. It aims at producing engaged,  
productive, and contributing citizens for building an equitable, inclusive, and plural society as  
envisaged by our Constitution.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## A good education institution is one in which every student feels welcomed and ca

safe and stimulating learning environment exists, where a wide range of learning experiences are  
offered, and where good physical infrastructure and appropriate resources conducive to learning are  
available to all students. Attaining these qualities must be the goal of every educational institution.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## However, at the same time, there must also be seamless integration and coordinat

institutions and across all stages of education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The fundamental principles that will guide both the education system at large, a

individual institutions within it are:  
  
e recognizing, identifying, and fostering the unique capabilities of each student, by  
sensitizing teachers as well as parents to promote each student’s holistic development in both  
academic and non-academic spheres;  
  
e according the highest priority to achieving Foundational Literacy and Numeracy by all  
students by Grade 3;  
  
e flexibility, so that learners have the ability to choose their learning trajectories and programmes,  
and thereby choose their own paths in life according to their talents and interests;  
  
e no hard separations between arts and sciences, between curricular and extra-curricular  
activities, between vocational and academic streams, etc. in order to eliminate harmful  
hierarchies among, and silos between different areas of learning;  
  
e multidisciplinarity and a holistic education across the sciences, social sciences, arts,  
humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity  
of all knowledge;  
  
e emphasis on conceptual understanding rather than rote learning and learning-for-exams;  
  
e creativity and critical thinking to encourage logical decision-making and innovation;  
  
e ethics and human & Constitutional values like empathy, respect for others, cleanliness,  
courtesy, democratic spirit, spirit of service, respect for public property, scientific temper,  
liberty, responsibility, pluralism, equality, and justice;  
  
e promoting multilingualism and the power of language in teaching and learning;  
  
e life skills such as communication, cooperation, teamwork, and resilience;  
  
e focus on regular formative assessment for learning rather than the summative assessment that  
encourages today’s ‘coaching culture’;  
  
e extensive use of technology in teaching and learning, removing language barriers, increasing  
access for Divyang students, and educational planning and management;  
  
e respect for diversity and respect for the local context in all curriculum, pedagogy, and policy,  
always keeping in mind that education is a concurrent subject;  
  
e full equity and inclusion as the cornerstone of all educational decisions to ensure that all  
students are able to thrive in the education system;  
  
e synergy in curriculum across all levels of education from early childhood care and  
education to school education to higher education;  
  
e teachers and faculty as the heart of the learning process — their recruitment, continuous  
professional development, positive working environments and service conditions;  
  
e a ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource  
efficiency of the educational system through audit and public disclosure while encouraging  
innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;  
  
e outstanding research as a corequisite for outstanding education and development;  
  
e continuous review of progress based on sustained research and regular assessment by  
educational experts;

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

e a rootedness and pride in India, and its rich, diverse, ancient and modern culture and  
knowledge systems and traditions;  
  
e education is a public service; access to quality education must be considered a basic right of  
every child;  
  
e substantial investment in a strong, vibrant public education system as well as the  
encouragement and facilitation of true philanthropic private and community participation.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The Vision of this Policy

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This National Education Policy envisions an education system rooted in Indian et

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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Constitutional values, bonding with one’s country, and a conscious awareness of

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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Part I. SCHOOL EDUCATION

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This policy envisages that the extant 10+2 structure in school education will be

pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the  
representative figure and elaborated in detail later under Chapter 4.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Previous academic structure New Pedagogical & Curricular Structure

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

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(Anganwadi/ pre-  
school/Balvatika)  
(Ages 3-6)

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Currently, children in the age group of 3-6 are not covered in the 10+2 structur

age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE)  
from age 3 is also included, which is aimed at promoting better overall learning, development, and  
well-being.  
  
1. Early Childhood Care and Education: The Foundation of Learning  
  
1.1. Over 85% of a child’s cumulative brain development occurs prior to the age of 6, indicating the  
critical importance of appropriate care and stimulation of the brain in the early years in order to  
ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of  
young children, particularly children from socio-economically disadvantaged backgrounds. Strong  
investment in ECCE has the potential to give all young children such access, enabling them to  
participate and flourish in the educational system throughout their lives. Universal provisioning of  
quality early childhood development, care, and education must thus be achieved as soon as possible,  
and no later than 2030, to ensure that all students entering Grade 1 are school ready.  
  
1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and  
inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes,  
indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other  
visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing  
social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness,  
teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the  
domains of: physical and motor development, cognitive development, socio-emotional-ethical  
development, cultural/artistic development, and the development of communication and early  
language, literacy, and numeracy.  
  
1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education  
(NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a  
sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above  
guidelines, the latest research on ECCE, and national and international best practices. In particular,  
the numerous rich local traditions of India developed over millennia in ECCE involving art, stories,  
poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a  
guide both for parents and for early childhood care and education institutions.  
  
1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country  
in a phased manner. Special attention and priority will be given to districts and locations that are  
particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly  
expanded and strengthened system of early-childhood education institutions consisting of (a) stand-  
alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary  
schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d)  
stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the  
curriculum and pedagogy of ECCE.  
  
1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality  
infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will  
have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched  
learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the  
teachers and students of their local primary schools, in order to make the transition from Anganwadi

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Centres to primary schools a smooth one. Anganwadis shall be fully integrated in

complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and  
participate in school/school complex programmes and vice versa.  
  
1.6. It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class”  
or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher. The learning  
in the Preparatory Class shall be based primarily on play-based learning with a focus on  
developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-  
  
7

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

day meal programme shall also be extended to the Preparatory Classes in primary schools. Health  
check-ups and growth monitoring that are available in the Anganwadi system shall also be made  
available to Preparatory Class students of Anganwadi as well as of primary schools.  
  
1.7. To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi  
workers/teachers will be trained through a systematic effort in accordance with the  
curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with  
qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those  
with lower educational qualifications shall be given a one-year diploma programme covering early  
literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through  
digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ECCE qualifications with minimal disruption to their current work. The ECCE trai

workers/teachers will be mentored by the Cluster Resource Centres of the School Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Department which shall hold at least one monthly contact class for continuous as

longer term, State Governments shall prepare cadres of professionally qualified educators for early  
childhood care and education, through stage-specific professional training, mentoring mechanisms,  
and career mapping. Necessary facilities will also be created for the initial professional preparation of  
these educators and their Continuous Professional Development (CPD).  
  
1.8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of  
alternative schooling in a phased manner. The process for integration and implementation of ECCE  
in Ashramshalas and alternative schooling will be similar to that detailed above.  
  
1.9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its  
continuity from pre-primary school through primary school, and to ensure due attention to the  
foundational aspects of education. The planning and implementation of early childhood care and  
education curriculum will be carried out jointly by the Ministries of HRD, Women and Child

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A specia

force will be constituted for continuous guidance of the smooth integration of early childhood care  
and education into school education.  
  
2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning  
  
2.1. The ability to read and write, and perform basic operations with numbers, is a necessary  
foundation and an indispensable prerequisite for all future schooling and lifelong learning. However,  
various governmental, as well as non-governmental surveys, indicate that we are currently in a  
learning crisis: a large proportion of students currently in elementary school - estimated to be over 5  
crore in number - have not attained foundational literacy and numeracy, 1.e., the ability to read and  
comprehend basic text and the ability to carry out basic addition and subtraction with Indian  
numerals.  
  
2.2. Attaining foundational literacy and numeracy for all children will thus become an urgent  
national mission, with immediate measures to be taken on many fronts and with clear goals that  
will be attained in the short term (including that every student will attain foundational literacy  
and numeracy by Grade 3). The highest priority of the education system will be to achieve  
universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy  
will become relevant for our students only if this most basic learning requirement (i.e., reading,  
writing, and arithmetic at the foundational level) is first achieved. To this end, a National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Mission on Foundational Literacy and Numeracy will be set up by the Ministry of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Resource Development (MHRD) on priority. Accordingly, all State/UT governments w

immediately prepare an implementation plan for attaining universal foundational literacy and  
numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and  
closely tracking and monitoring progress of the same.  
  
2.3. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in  
disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special  
  
8

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

attention will be given to employing local teachers or those with familiarity with local languages. A  
pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large  
numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers  
will be trained, encouraged, and supported - with continuous professional development - to impart  
foundational literacy and numeracy.  
  
2.4. On the curricular side, there will be an increased focus on foundational literacy and numeracy -  
and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking -  
throughout the preparatory and middle school curriculum, with a robust system of continuous  
formative/adaptive assessment to track and thereby individualize and ensure each student's learning.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Specific hours daily - and regular events over the year-on activities involving

dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will  
be redesigned to have a renewed emphasis on foundational literacy and numeracy.  
  
2.5. Currently, with the lack of universal access to ECCE, a large proportion of children already fall  
behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an  
interim 3-month play-based ‘school preparation module’ for all Grade 1 students, consisting of  
activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and  
numbers, and involving collaborations with peers and parents, will be developed by NCERT and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SCERTs.

2.6. A national repository of high-quality resources on foundational literacy and numeracy will be  
made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological  
interventions to serve as aids to teachers and to help bridge any language barriers that may exist  
between teachers and students, will be piloted and implemented  
  
2.7. Due to the scale of the current learning crisis, all viable methods will be explored to support  
teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the  
world show one-on-one peer tutoring to be extremely effective for learning not just for the learner,  
but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow  
students under the supervision of trained teachers and by taking due care of safety aspects.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Additionally, it will also be made far easier for trained volunteers - from both

and beyond - to participate in this large-scale mission. Every literate member of the community  
could commit to teaching one student/person how to read, it would change the country’s landscape  
very quickly. States may consider establishing innovative models to foster such peer-tutoring and  
volunteer activities, as well as launch other programmes to support learners, in this nationwide  
mission to promote foundational literacy and numeracy.  
  
2.8. Enjoyable and inspirational books for students at all levels will be developed, including through  
high-quality translation (technology assisted as needed) in all local and Indian languages, and will be  
made available extensively in both school and local public libraries. Public and school libraries will  
be significantly expanded to build a culture of reading across the country. Digital libraries will also  
be established. School libraries will be set up - particularly in villages - to serve the community  
during non-school hours, and book clubs may meet in public/school libraries to further facilitate and  
promote widespread reading. A National Book Promotion Policy will be formulated, and extensive  
initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books  
across geographies, languages, levels, and genres.  
  
2.9. Children are unable to learn optimally when they are undernourished or unwell. Hence, the  
nutrition and health (including mental health) of children will be addressed, through healthy meals  
and the introduction of well-trained social workers, counsellors, and community involvement into the  
schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can  
be particularly productive for the study of cognitively more demanding subjects and hence \_ these  
hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## In locations where hot meals are not possible, a simple but nutritious meal, e.g

mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular  
  
9

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

health check-ups especially for 100% immunization in schools and health cards will be issued to  
monitor the same.  
  
3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels  
  
3.1. One of the primary goals of the schooling system must be to ensure that children are enrolled in  
and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Shiksha) and the Right to Education Act, India has made remarkable strides in re

attaining near-universal enrolment in elementary education. However, the data for later grades  
indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8  
was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating  
that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## As per the 75th round household survey by NSSO in 2017-18, the number of out of

the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into  
the educational fold as early as possible, and to prevent further students from dropping out, with a  
goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted  
national effort will be made to ensure universal access and afford opportunity to all children of the  
country to obtain quality holistic education—including vocational education - from pre-school to

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Grade 12.

3.2. There are two overall initiatives that will be undertaken to bring children who have dropped out  
back to school and to prevent further children from dropping out. The first is to provide effective and  
sufficient infrastructure so that all students have access to safe and engaging school education at all  
levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage,  
special care shall be taken to ensure that no school remains deficient on infrastructure support. The  
credibility of Government schools shall be re-established and this will be attained by upgrading and  
enlarging the schools that already exist, building additional quality schools in areas where they do not  
exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so  
that all children have the opportunity to attend a quality school and learn at the appropriate level.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Alternative and innovative education centres will be put in place in cooperation

ensure that children of migrant labourers, and other children who are dropping out of school due to  
various circumstances are brought back into mainstream education.  
  
3.3. The second is to achieve universal participation in school by carefully tracking students, as well  
as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b)  
have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped  
out. For providing equitable and quality education from the Foundational Stage through Grade 12 to  
all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well-  
trained social workers connected to schools/school complexes and teachers will continuously work  
with students and their parents and will travel through and engage with communities to ensure that all  
school-age children are attending and learning in school. Trained and qualified social workers from  
civil society organizations/departments of Social Justice and Empowerment and government  
functionaries dealing with empowerment of Persons with Disabilities at the State and district level,  
could be connected to schools, through various innovative mechanisms adopted by State/UT

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Governments, to help in carrying out this important work.

3.4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of  
students, so that they (particularly, girls and students from other socio-economically disadvantaged  
groups) do not lose interest in attending school. This will require a system of incentives for deploying  
teachers with knowledge of the local language to areas with high dropout rates, as well as  
overhauling the curriculum to make it more engaging and useful.  
  
3.5. To facilitate learning for all students, with special emphasis on Socio-Economically

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Disadvantaged Groups (SEDGs), the scope of school education will be broadened to

multiple pathways to learning involving both formal and non-formal education modes. Open and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Distance Learning (ODL) Programmes offered by the National Institute of Open Sch

10

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

and State Open Schools will be expanded and strengthened for meeting the learning needs of young  
people in India who are not able to attend a physical school. NIOS and State Open Schools will offer  
the following programmes in addition to the present programmes: A, B and C levels that are  
equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that  
are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and  
life-enrichment programmes. States will be encouraged to develop these offerings in regional  
languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).  
  
3.6. To make it easier for both governments as well as non-governmental philanthropic organizations  
to build schools, to encourage local variations on account of culture, geography, and demographics,  
and to allow alternative models of education, the requirements for schools will be made less  
restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential  
conceming desired learning outcomes. Regulations on inputs will be limited to certain areas as  
enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic  
partnerships.  
  
3.7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing  
learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-  
help sessions; teaching support and guidance for educators; career guidance and mentoring to  
students; etc. In this regard, the support of active and healthy senior citizens, school alumni and  
local community members will be suitably garnered. Databases of literate volunteers, retired  
scientists/government/semi government employees, alumni, and educators will be created for this  
  
purpose.  
  
4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Enjoyable, and Engaging

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

4.1. The curricular and pedagogical structure of school education will be reconfigured to make it  
responsive and relevant to the developmental needs and interests of learners at different stages of  
their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The curricular and pedagogical structure and the curricular framework for school

therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is,  
3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering  
ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering  
ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and  
12 in the second, covering ages 14-18).  
  
4.2. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based  
learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage  
will comprise three years of education building on the play, discovery, and activity-based  
pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some  
light text books as well as aspects of more formal but interactive classroom learning, in order to lay a  
solid groundwork across subjects, including reading, writing, speaking, physical education, art,  
languages, science, and mathematics. The Middle Stage will comprise three years of education,  
building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction  
of subject teachers for learning and discussion of the more abstract concepts in each subject that  
students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and  
humanities. Experiential learning within each subject, and explorations of relations among different  
subjects, will be encouraged and emphasized despite the introduction of more specialized subjects  
and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study,  
building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater  
depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student  
choice of subjects. In particular students would continue to have the option of exiting after Grade 10  
  
11

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-  
12, including at a more specialized school, if so desired.  
  
4.3. The above-described stages are purely curricular and pedagogical, designed to optimize learning  
for students based on the cognitive development of children; they will inform the development of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National and State curricula and teaching-learning strategies at each stage, but

physical infrastructure will not be required.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Holistic development of learners

4.4. The key overall thrust of curriculum and pedagogy reform across all stages will be to move the  
education system towards real understanding and towards learning how to learn - and away from the  
culture of rote learning as is largely present today. The aim of education will not only be cognitive  
development, but also building character and creating holistic and well-rounded individuals equipped  
with the key 21“ century skills. Ultimately, knowledge is a deep-seated treasure and education helps  
in its manifestation as the perfection which is already within an individual. All aspects of curriculum  
and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and  
values across domains will be identified for integration and incorporation at each stage of learning,  
from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be  
developed for ensuring that these skills and values are imbibed through engaging processes of  
teaching and learning. NCERT will identify these required skill sets and include mechanisms for their  
transaction in the National Curriculum Framework for early childhood and school education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Reduce curriculum content to enhance essential learning and critical thinking

4.5. Curriculum content will be reduced in each subject to its core essentials, to make space for  
critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-  
based learning. The mandated content will focus on key concepts, ideas, applications, and problem-  
solving. Teaching and learning will be conducted in a more interactive manner; questions will be  
encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and  
exploratory activities for students for deeper and more experiential learning.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Experiential learning

4.6. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated  
and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy  
within each subject, and with explorations of relations among different subjects. To close the gap in  
achievement of learning outcomes, classroom transactions will shift, towards competency-based  
learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning)  
will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each  
subject of a given class.  
  
4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms  
of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on  
experiential learning, art-integrated education will be embedded in classroom transactions not only  
for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art  
and culture in the teaching and learning process at every level. This art-integrated approach will  
strengthen the linkages between education and culture.  
  
4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical  
activities including indigenous sports, in pedagogical practices to help in developing skills such as  
collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sports-integrated learning will be undertaken in classroom transactions to help

as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged  
in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to  
  
12

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

foster holistic development by promoting physical and psychological well-being while also  
enhancing cognitive abilities.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Empower students through flexibility in course choices

4.9. Students will be given increased flexibility and choice of subjects to study, particularly in  
secondary school - including subjects in physical education, the arts and crafts, and vocational skills  
— so that they can design their own paths of study and life plans. Holistic development and a wide  
choice of subjects and courses year to year will be the new distinguishing feature of secondary school  
education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’,  
among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects  
such as physical education, the arts and crafts, and vocational skills, in addition to science,  
humanities, and mathematics, will be incorporated throughout the school curriculum, with a  
consideration for what is interesting and safe at each age.  
  
4.10. Each of the four stages of school education, in accordance with what may be possible in  
different regions, may consider moving towards a semester or any other system that allows the  
inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an  
exposure to more subjects and enable greater flexibility. States may look into innovative methods to  
achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects,  
including across the arts, sciences, humanities, languages, sports, and vocational subjects.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Multilingualism and the power of language

4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in  
their home language/mother tongue. Home language is usually the same language as the mother  
tongue or that which is spoken by local communities. However, at times in multi-lingual families,  
there can be a home language spoken by other family members which may sometimes be different  
from mother tongue or local language. Wherever possible, the medium of instruction until at least

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Grade 5, but preferably till Grade 8 and beyond, will be the home language/mothe

language/regional language. Thereafter, the home/local language shall continue to be taught as a  
language wherever possible. This will be followed by both public and private schools. High-quality  
textbooks, including in science, will be made available in home languages/mother tongue. All efforts  
will be made early on to ensure that any gaps that exist between the language spoken by the child and  
the medium of teaching are bridged. In cases where home language/mother tongue textbook material  
is not available, the language of transaction between teachers and students will still remain the home  
language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach,  
including bilingual teaching-learning materials, with those students whose home language may be  
different from the medium of instruction. All languages will be taught with high quality to all  
students; a language does not need to be the medium of instruction for it to be taught and learned  
well.  
  
4.12. As research clearly shows that children pick up languages extremely quickly between the ages  
of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be  
exposed to different languages early on (but with a particular emphasis on the mother tongue),  
starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and  
interactive style, with plenty of interactive conversation, and with early reading and subsequently  
writing in the mother tongue in the early years, and with skills developed for reading and writing in  
other languages in Grade 3 and beyond. There will be a major effort from both the Central and State  
governments to invest in large numbers of language teachers in all regional languages around the  
country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India. States, especially States from different regions of India, may enter into

hire teachers in large numbers from each other, to satisfy the three-language formula in their  
respective States, and also to encourage the study of Indian languages across the country. Extensive  
use of technology will be made for teaching and learning of different languages and to popularize  
language learning.  
13

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

4.13. The three-language formula will continue to be implemented while keeping in mind the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Constitutional provisions, aspirations of the people, regions, and the Union, an

multilingualism as well as promote national unity. However, there will be a greater flexibility in the  
three-language formula, and no language will be imposed on any State. The three languages learned  
by children will be the choices of States, regions, and of course the students themselves, so long as at  
least two of the three languages are native to India. In particular, students who wish to change one or  
more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to  
demonstrate basic proficiency in three languages (including one language of India at the literature  
level) by the end of secondary school.  
  
4.14. All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning  
materials for science and mathematics, so that students are enabled to think and speak about the two  
subjects both in their home language/mother tongue and in English.  
  
4.15. As so many developed countries around the world have amply demonstrated, being well  
educated in one’s language, culture, and traditions is not a detriment but indeed a huge benefit to  
educational, social, and technological advancement. India’s languages are among the richest, most  
scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as  
modern literature (both prose and poetry), film, and music written in these languages that help form

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India’s national identity and wealth. For purposes of cultural enrichment as wel

integration, all young Indians should be aware of the rich and vast array of languages of their country,  
and the treasures that they and their literatures contain.  
  
4.16. Thus, every student in the country will participate in a fun project/activity on “The Languages  
of India’, sometime in Grades 6-8, such as, under the ‘Ek Bharat Shrestha Bharat’ initiative. In this  
project/activity, students will learn about the remarkable unity of most of the major Indian languages,  
starting with their common phonetic and scientifically-arranged alphabets and scripts, their common  
grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical  
languages, as well as their rich inter-influences and differences. They will also learn what  
geographical areas speak which languages, get a sense of the nature and structure of tribal languages,  
and learn to say commonly spoken phrases and sentences in every major language of India and also  
learn a bit about the rich and uplifting literature of each (through suitable translations as necessary).

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Such an activity would give them both a sense of the unity and the beautiful cul

diversity of India and would be a wonderful icebreaker their whole lives as they meet people from  
other parts of India. This project/activity would be a joyful activity and would not involve any form  
of assessment.  
  
4.17. The importance, relevance, and beauty of the classical languages and literature of India also  
cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Schedule of the Constitution of India, possesses a classical literature that is

that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar,  
music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as  
‘Sanskrit Knowledge Systems’), written by people of various religions as well as non-religious  
people, and by people from all walks of life and a wide range of socio-economic backgrounds over  
thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an  
important, enriching option for students, including as an option in the three-language formula. It will  
be taught in ways that are interesting and experiential as well as contemporarily relevant, including  
through the use of Sanskrit Knowledge Systems, and in particular through phonetics and  
pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make

enjoyable.  
  
4.18. India also has an extremely rich literature in other classical languages, including classical

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical language

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Prakrit; and their works of literature too must be preserved for their richness

enrichment of posterity. As India becomes a fully developed country, the next generation will want to  
  
14

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

partake in and be enriched by India’s extensive and beautiful classical literature. In addition to

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sanskrit, other classical languages and literatures of India, including Tamil, T

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in sc

students, possibly as online modules, through experiential and innovative approaches, to ensure that  
these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian  
languages having rich oral and written literatures, cultural traditions, and knowledge.  
  
4.19. For the enrichment of the children, and for the preservation of these rich languages and their  
artistic treasures, all students in all schools, public or private, will have the option of learning at least  
two years of a classical language of India and its associated literature, through experiential and  
innovative approaches, including the integration of technology, in Grades 6-12, with the option to  
continue from the middle stage through the secondary stage and beyond.  
  
4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will a

the secondary level, for students to learn about the cultures of the world and to enrich their global  
knowledge and mobility according to their own interests and aspirations.  
  
4.21. The teaching of all languages will be enhanced through innovative and experiential methods,  
including through gamification and apps, by weaving in the cultural aspects of the languages - such  
as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant  
subjects and with real-life experiences. Thus, the teaching of languages will also be based on  
experiential-learning pedagogy.  
  
4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State  
curriculum materials developed, for use by students with hearing impairment. Local sign languages  
will be respected and taught as well, where possible and relevant.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Curricular Integration of Essential Subjects, Skills, and Capacities

4.23. While students must have a large amount of flexibility in choosing their individual curricula,  
certain subjects, skills, and capacities should be learned by all students to become good, successful,  
innovative, adaptable, and productive human beings in today’s rapidly changing world. In addition to  
proficiency in languages, these skills include: scientific temper and evidence-based thinking;  
creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and  
nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem  
solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and  
computational thinking; ethical and moral reasoning; knowledge and practice of human and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Constitutional values; gender sensitivity; Fundamental Duties; citizenship skill

knowledge of India; environmental awareness including water and resource conservation, sanitation  
and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the  
country, and the world.  
  
4.24. Concerted curricular and pedagogical initiatives, including the introduction of contemporary  
subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Environmental Education, Global Citizenship Education (GCED), etc. at relevant s

undertaken to develop these various important skills in students at all levels.  
  
4.25. It is recognized that mathematics and mathematical thinking will be very important for India’s  
future and India’s leadership role in the numerous upcoming fields and professions that will involve  
artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational  
thinking will be given increased emphasis throughout the school years, starting with the foundational  
stage, through a variety of innovative methods, including the regular use of puzzles and games that  
make mathematical thinking more enjoyable and engaging. Activities involving coding will be  
introduced in Middle Stage.  
  
15

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

4.26. Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on  
experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work,  
gardening, pottery making, etc., as decided by States and local communities and as mapped by local  
skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT  
while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime  
during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners,  
potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made  
available to students throughout Grades 6-12, including holiday periods. Vocational courses through  
online mode will also be made available. Bagless days will be encouraged throughout the year for  
various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children  
will be given periodic exposure to activities outside school through visits to places/monuments of  
historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher  
educational institutions in their village/Tehsil/District/State.  
  
4.27. “Knowledge of India” will include knowledge from ancient India and its contributions to  
modern India and its successes and challenges, and a clear sense of India’s future aspirations with  
regard to education, health, environment, etc. These elements will be incorporated in an accurate and  
scientific manner throughout the school curriculum wherever relevant; in particular, Indian

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Knowledge Systems, including tribal knowledge and indigenous and traditional way

be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine,  
agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity,  
conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional  
(organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indian Knowledge Systems will also be available to students in secondary school

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Competitions may be held in schools for learning various topics and subjects thr

indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in  
science and beyond, will be shown at appropriate points throughout the school curriculum. Students  
will be encouraged to visit different States as part of cultural exchange programmes.  
  
4.28. Students will be taught at a young age the importance of “doing what's right”, and will be given  
a logical framework for making ethical decisions. In later years, this would then be expanded along  
themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to  
enabling children to embrace moral/ethical values in conducting one's life, formulate a  
position/argument about an ethical issue from multiple perspectives, and use ethical practices in all  
work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human  
and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti,  
sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders,  
respect for all people and their inherent capabilities regardless of background, respect for  
environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism,  
democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be  
developed in all students. Children will have the opportunity to read and learn from the original  
stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indian tradition and learn about their influences on global literature. Excerpts

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Constitution will also be considered essential reading for all students. Basic t

including preventive health, mental health, good nutrition, personal and public hygiene, disaster  
response and first-aid will also be included in the curriculum, as well as scientific explanations of the  
detrimental and damaging effects of alcohol, tobacco, and other drugs.  
  
4.29. All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be  
strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage,  
customs, language, philosophy, geography, ancient and contemporary knowledge, societal and  
scientific needs, indigenous and traditional ways of learning etc. — in order to ensure that education is  
maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports,  
examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local  
geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus  
rooted.  
  
16

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Curriculum Framework for School Education (NCFSE)

4.30. The formulation of a new and comprehensive National Curricular Framework for School

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the princip

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020, frontline curriculum needs, and after discussion

stakeholders including State Governments, Ministries, relevant Departments of the Central

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Government, and other expert bodies, and will be made available in all regional

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCFSE document shall henceforth be revisited and updated once every 5-10 years,

account frontline curriculum.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Textbooks with Local Content and Flavour

4.31. The reduction in content and increased flexibility of school curriculum - and the renewed  
emphasis on constructive rather than rote learning - must be accompanied by parallel changes in  
school textbooks. All textbooks shall aim to contain the essential core material (together with  
discussion, analysis, examples, and applications) deemed important on a national level, but at the  
same time contain any desired nuances and supplementary material as per local contexts and needs.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Where possible, schools and teachers will also have choices in the textbooks the

among a set of textbooks that contain the requisite national and local material - so that they may teach  
in a manner that is best suited to their own pedagogical styles as well as to their students and  
communities’ needs.  
  
4.32. The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the  
cost of production/printing - in order to mitigate the burden of textbook prices on the students and on  
the educational system. This may be accomplished by using high-quality textbook materials  
developed by NCERT in conjunction with the SCERTs; additional textbook materials could be  
funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such  
high-quality textbooks at cost price. States will prepare their own curricula (which may be based on  
the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based  
on the NCERT textbook materials to the extent possible), incorporating State flavour and material as  
needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the  
nationally acceptable criterion. The availability of such textbooks in all regional languages will be a  
top priority so that all students have access to high-quality learning. All efforts will be made to ensure  
timely availability of textbooks in schools. Access to downloadable and printable versions of all  
textbooks will be provided by all States/UTs and NCERT to help conserve the environment and  
reduce the logistical burden.  
  
4.33. Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCERT, SCERTs, schools, and educators to significantly reduce the weight of scho

textbooks.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Transforming Assessment for Student Development

4.34. The aim of assessment in the culture of our schooling system will shift from one that is  
summative and primarily tests rote memorization skills to one that is more regular and formative, is  
more competency-based, promotes learning and development for our students, and tests higher-order  
skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment  
will indeed be for learning; it will help the teacher and student, and the entire schooling system,  
continuously revise teaching-learning processes to optimize learning and development for all  
students. This will be the underlying principle for assessment at all levels of education.  
  
4.35. The progress card of all students for school-based assessment, which is communicated by  
schools to parents, will be completely redesigned by States/UTs under guidance from the proposed

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Assessment Centre, NCERT, and SCERTs. The progress card will be a holis

multidimensional report that reflects in great detail the progress as well as the uniqueness of each  
  
17

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer  
assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays,  
group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an  
important link between home and school and will be accompanied by parent-teacher meetings in  
order to actively involve parents in their children’s holistic education and development. The progress  
card would also provide teachers and parents with valuable information on how to support each  
student in and out of the classroom. Al-based software could be developed and used by students to  
help track their growth through their school years based on learning data and \_ interactive  
questionnaires for parents, students, and teachers, in order to provide students with valuable  
information on their strengths, areas of interest, and needed areas of focus, and to thereby help them  
make optimal career choices.  
  
4.36. The current nature of secondary school exams, including Board exams and entrance exams -  
and the resulting coaching culture of today - are doing much harm, especially at the secondary school  
level, replacing valuable time for true learning with excessive exam coaching and preparation. These  
exams also force students to learn a very narrow band of material in a single stream, rather than  
allowing the flexibility and choice that will be so important in the education system of the future.  
  
4.37. While the Board exams for Grades 10 and 12 will be continued, the existing system of Board  
and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## To reverse these harmful effects of the current assessment system, Board exams w

encourage holistic development; students will be able to choose many of the subjects in which they  
take Board exams, depending on their individualized interests. Board exams will also be made  
‘easier’, in the sense that they will test primarily core capacities/competencies rather than months of  
coaching and memorization; any student who has been going to and making a basic effort in a school  
class will be able to pass and do well in the corresponding subject Board Exam without much  
additional effort. To further eliminate the ‘high stakes’ aspect of Board Exams, all students will be  
allowed to take Board Exams on up to two occasions during any given school year, one main  
examination and one for improvement, if desired.  
  
4.38. In addition to introducing greater flexibility, student choice, and best-of-two attempts,  
assessments that primarily test core capacities must be the immediate key reforms to all Board exams.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Boards may over time also develop further viable models of Board Exams that redu

the coaching culture. Some possibilities include: a system of annual/semester/modular Board Exams  
could be developed - that each test far less material, and are taken immediately after the  
corresponding course is taken in school - so that the pressure from exams is better distributed, less  
intense, and less high-stakes across the Secondary Stage; all subjects and corresponding assessments,  
beginning with mathematics, could be offered at two levels, with students doing some of their  
subjects at the standard level and some at a higher level; and Board exams in certain subjects could be  
redesigned to have two parts — one part of an objective type with multiple-choice questions and the  
other of a descriptive type.  
  
4.39. With regard to all of the above, guidelines will be prepared by NCERT, in consultation with  
major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Assessment Centre etc., and teachers prepared, for a transformation in the asses

2022-23 academic session, to align with the NCFSE 2020-21.  
  
4.40. To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for  
the benefit of students, parents, teachers, principals, and the entire schooling system in planning  
improvements to schools and teaching-learning processes - all students will take school examinations  
in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations  
would test achievement of basic learning outcomes, through assessment of core concepts and  
knowledge from the national and local curricula, along with relevant higher-order skills and  
application of knowledge in real-life situations, rather than rote memorization. The Grade 3  
examination, in particular, would test basic literacy, numeracy, and other foundational skills. The  
results of school examinations will be used only for developmental purposes of the school education  
  
18

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

system, including for public disclosure by schools of their overall (anonymized) student outcomes,  
and for continuous monitoring and improvement of the schooling system.  
  
4.41. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Review, and Analysis of Knowledge for Holistic Development), as a standard-setti

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MHRD that fulfils the basic objectives of setting norms, standards, and guidelin

assessment and evaluation for all recognized school boards of India, guiding the State Achievement

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring a

learning outcomes in the country, and encouraging and helping school boards to shift their  
assessment patterns towards meeting the skill requirements of the 21“ century in consonance with the  
stated objectives of this Policy. This Centre will also advise school boards regarding new assessment  
patterns and latest researches, promote collaborations between school boards. It will also become an  
instrument for the sharing of best practices among school boards, and for ensuring equivalence of  
academic standards among learners across all school boards.  
  
4.42. The principles for university entrance exams will be similar. The National Testing Agency  
(NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject  
exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## These exams shall test conceptual understanding and the ability to apply knowled

eliminate the need for taking coaching for these exams. Students will be able to choose the subjects  
for taking the test, and each university will be able to see each student’s individual subject portfolio  
and admit students into their programmes based on individual interests and talents. The NTA will  
serve aS a premier, expert, autonomous testing organization to conduct entrance examinations for  
undergraduate and graduate admissions and fellowships in higher education institutions. The high  
quality, range, and flexibility of the NTA testing services will enable most universities to use these  
common entrance exams - rather than having hundreds of universities each devising their own  
entrance exams - thereby drastically reducing the burden on students, universities and colleges, and  
the entire education system. It will be left up to individual universities and colleges to use NTA  
assessments for their admissions.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Support for Gifted Students/Students with Special Talents

4.43. There are innate talents in every student, which must be discovered, nurtured, fostered, and  
developed. These talents may express themselves in the form of varying interests, dispositions, and  
capacities. Those students that show particularly strong interests and capacities in a given realm must  
be encouraged to pursue that realm beyond the general school curriculum. Teacher education will  
include methods for the recognition and fostering of such student talents and interests. The NCERT  
and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also  
allow a specialization in the education of gifted children.  
  
4.44. Teachers will aim to encourage students with singular interests and/or talents in the classroom  
by giving them supplementary enrichment material and guidance and encouragement. Topic-centered  
and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school  
complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circ

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so

lines, high-quality national residential summer programmes for secondary school students in various  
subjects will also be encouraged, with a rigorous merit-based but equitable admission process to  
attract the very best students and teachers from across the country including from socio-economically  
disadvantaged groups.  
  
4.45. Olympiads and competitions in various subjects will be conducted across the country, with clear  
coordination and progression from school to local to state to national levels, to ensure that all students  
may participate at all levels for which they qualify. Efforts will be made to make these available in  
tural areas and in regional languages to ensure widespread participation. Public and private  
universities, including premier institutions like the IITs and NITs, would be encouraged to use merit-  
  
19

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

based results from National, and International Olympiads, and results from other relevant national  
programmes, as part of the criteria for admissions into their undergraduate programmes.  
  
4.46. Once internet-connected smart phones or tablets are available in all homes and/or schools,  
online apps with quizzes, competitions, assessments, enrichment materials, and online communities  
for shared interests will be developed, and will work to enhance all the aforementioned initiatives, as  
group activities for students with appropriate supervision of parents and teachers. Schools will  
develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the  
teaching-learning process with online resources and collaborations.  
  
5. Teachers  
  
5.1. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is  
because of this noblest role that the teacher in India was the most respected member of society. Only  
the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to  
pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education,  
recruitment, deployment, service conditions, and empowerment of teachers is not where it should be,  
and consequently the quality and motivation of teachers does not reach the desired standards. The  
high respect for teachers and the high status of the teaching profession must be restored so as to  
inspire the best to enter the teaching profession. The motivation and empowerment of teachers is  
required to ensure the best possible future for our children and our nation.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Recruitment and Deployment

5.2. To ensure that outstanding students enter the teaching profession - especially from rural areas - a  
large number of merit-based scholarships shall be instituted across the country for studying quality 4-  
year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established  
that also include preferential employment in their local areas upon successful completion of their  
B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially  
female students, so that these students serve as local-area role models and as highly qualified teachers  
who speak the local language. Incentives will be provided for teachers to take up teaching jobs in  
tural areas, especially in areas that are currently facing acute shortage of quality teachers. A key  
incentive for teaching in rural schools will be the provision of local housing near or on the school  
premises or increased housing allowances.  
  
5.3. The harmful practice of excessive teacher transfers will be halted, so that students have  
continuity in their role models and educational environments. Transfers will occur in very special  
circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore,  
transfers will be conducted through an online computerized system that ensures transparency.  
  
5.4. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in  
terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages  
(Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers,  
suitable TET or NTA test scores in the corresponding subjects will also be taken into account for  
recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview  
will become an integral part of teacher hiring at schools and school complexes. These interviews  
would also be used to assess comfort and proficiency in teaching in the local language, so that every  
school/school complex has at least some teachers who can converse with students in the local  
language and other prevalent home languages of students. Teachers in private schools also must have  
qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).  
  
5.5. To ensure an adequate number of teachers across subjects - particularly in subjects such as art,  
physical education, vocational education, and languages - teachers could be recruited to a school or  
school complex and the sharing of teachers across schools could be considered in accordance with the  
grouping-of-schools adopted by State/UT governments.  
  
20

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

5.6. Schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master  
instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship,  
agriculture, or any other subject where local expertise exists, to benefit students and help preserve  
and promote local knowledge and professions.  
  
5.7. A technology-based comprehensive teacher-requirement planning forecasting exercise will be  
conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The above described initiatives in recruitment and deployment will be scaled as

fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career  
management and progression as described below. Teacher education programmes and offerings will  
also align with the vacancies thus projected.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Service Environment and Culture

5.8. The primary goal of overhauling the service environment and culture of schools will be to  
maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of  
vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support  
staff, all of whom share a common goal: to ensure that our children are learning.  
  
5.9. The first requirement in this direction will be to ensure decent and pleasant service conditions at  
schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and  
attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational  
resources will be provided to all schools to ensure that teachers and students, including children of all  
genders and children with disabilities, receive a safe, inclusive, and effective learning environment  
and are comfortable and inspired to teach and learn in their schools. In-service training will have  
inputs on safety, health and environment at workplace in schools to ensure that all teachers are  
sensitized to these requirements.  
  
5.10. State/UT Governments may adopt innovative formats, such as school complex, rationalization  
of schools, without in any way reducing accessibility, for effective school governance, resource  
sharing, and community building. The creation of school complexes could go a long way towards  
building vibrant teacher communities. The hiring of teachers to school complexes could  
automatically create relationships among schools across the school complex; it would also help  
ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge  
base. Teachers at very small schools will not remain isolated any longer and may become part of and  
work with larger school complex communities, sharing best practices with each other and working  
collaboratively to ensure that all children are learning. School complexes could also share  
counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers  
and help create an effective learning environment.  
  
5.11. In collaboration with parents and other key local stakeholders, teachers will also be more  
involved in the governance of schools/school complexes, including as members of the School

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Management Committees/School Complex Management Committees.

5.12. To prevent the large amounts of time spent currently by teachers on non-teaching activities,  
teachers will not be engaged any longer in work that is not directly related to teaching; in particular,  
teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum  
time for mid-day meal related work, so that they may fully concentrate on their teaching-learning  
duties.  
  
5.13. To help ensure that schools have positive learning environments, the role expectations of  
principals and teachers will explicitly include developing a caring and inclusive culture at their  
  
schools, for effective learning and the benefit of all stakeholders.  
  
5.14. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach  
in the manner they find most effective for the students in their classrooms. Teachers will also focus  
  
21

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

on socio-emotional learning - a critical aspect of any student’s holistic development. Teachers will be  
recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Continuous Professional Development (CPD)

5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest  
innovations and advances in their professions. These will be offered in multiple modes, including in  
the form of local, regional, state, national, and international workshops as well as online teacher  
development modules. Platforms (especially online platforms) will be developed so that teachers may  
share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD  
opportunities every year for their own professional development, driven by their own interests. CPD  
opportunities will, in particular, systematically cover the latest pedagogies regarding foundational  
literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based  
learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and  
storytelling-based approaches, etc.  
  
5.16. School Principals and school complex leaders will have similar modular  
leadership/management workshops and online development opportunities and platforms to  
continuously improve their own leadership and management skills, and so that they too may share  
best practices with each other. Such leaders will also be expected to participate in 50 hours or more of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CPD modules per year, covering leadership and management, as well as content and

focus on preparing and implementing pedagogical plans based on competency-based education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Career Management and Progression (CMP)

5.17. Teachers doing outstanding work must be recognized and promoted, and given salary raises, to  
incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure,  
promotion, and salary structure will be developed, with multiple levels within each teacher stage, that  
incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper  
assessment of performance will be developed for the same by State/UT Governments that is based on  
peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and  
the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, ‘tenure’  
refers to confirmation for permanent employment, after due assessment of performance and  
contribution, while ‘tenure track’ refers to the period of probation preceding tenure.  
  
5.18. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases,  
etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Secondary), and that there is no career progression-related incentive to move fr

early stages to later stages or vice versa (though such career moves across stages will be allowed,  
provided the teacher has the desire and qualifications for such a move). This is to support the fact that  
all stages of school education will require the highest-quality teachers, and no stage will be  
considered more important than any other.  
  
5.19. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with  
demonstrated leadership and management skills would be trained over time to take on academic  
leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant  
government departments.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Professional Standards for Teachers

5.20. A common guiding set of National Professional Standards for Teachers (NPST) will be  
developed by 2022, by the National Council for Teacher Education in its restructured new form as a

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Professional Standard Setting Body (PSSB) under the General Education Council (G

consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in  
teacher preparation and development, expert bodies in vocational education, and higher education  
institutions. The standards would cover expectations of the role of the teacher at different levels of  
expertise/stage, and the competencies required for that stage. It will also comprise standards for  
  
22

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will  
also inform the design of pre-service teacher education programmes. This could be then adopted by

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## States and determine all aspects of teacher career management, including tenure,

development efforts, salary increases, promotions, and other recognitions. Promotions and salary  
increases will not occur based on the length of tenure or seniority, but only on the basis of such  
appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten  
years, on the basis of rigorous empirical analysis of the efficacy of the system.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Special educators

5.21. There is an urgent need for additional special educators for certain areas of school education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Some examples of such specialist requirements include subject teaching for child

disabilities/Divyang children at the Middle and Secondary school level, including teaching for  
specific learning disabilities. Such teachers would require not only subject-teaching knowledge and  
understanding of subject-related aims of education, but also the relevant skills for understanding of  
special requirements of children. Therefore, such areas could be developed as \_ secondary  
specializations for subject teachers or generalist teachers, during or after pre-service teacher  
preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode,  
either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or  
universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to  
ensure adequate availability of qualified special educators who can handle subject teaching as well.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Approach to Teacher Education

5.22. Recognizing that the teachers will require training in high-quality content as well as pedagogy,  
teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## As colleges and universities all move towards becoming multidisciplinary, they w

house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.  
  
5.23. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed.  
degree that teaches a range of knowledge content and pedagogy and includes strong practicum  
training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be  
offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be  
intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes,

offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Degrees or who have obtained a Master’s degree in a specialty and wish to become

in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher  
education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher  
education institutions offering the 4-year in-class integrated B.Ed. programme and having  
accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to  
students in remote or difficult-to-access locations and also to in-service teachers who are aiming to  
enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-  
training and student-teaching components of the programme.  
  
5.24. All B.Ed. programmes will include training in time-tested as well as the most recent techniques  
in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level  
teaching and evaluation, teaching children with disabilities, teaching children with special interests or  
talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed.  
programmes will include strong practicum training in the form of in-classroom teaching at local  
schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article  
51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject  
or performing any activity. It will also appropriately integrate environmental awareness and  
sensitivity towards its conservation and sustainable development, so that environment education  
becomes an integral part of school curricula.  
  
23

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

5.25. Special shorter local teacher education programmes will also be available at BITEs, DIETs, or  
at school complexes themselves for eminent local persons who can be hired to teach at schools or  
school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge,  
and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.  
  
5.26. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary  
colleges and universities, to teachers who may wish to move into more specialized areas of teaching,  
such as the teaching of students with disabilities, or into leadership and management positions in the  
schooling system, or to move from one stage to another between foundational, preparatory, middle,  
and secondary stages.  
  
5.27. It is recognized that there may be several pedagogical approaches internationally for teaching  
particular subjects; NCERT will study, research, document, and compile the varied international  
pedagogical approaches for teaching different subjects and make recommendations on what can be  
learnt and assimilated from these approaches into the pedagogies being practiced in India.  
  
5.28. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on

of this National Education Policy 2020. The framework will be developed after discussions with all  
stakeholders including State Governments, relevant Ministries/Departments of Central Government  
and various expert bodies, and will be made available in all regional languages. The NCFTE 2021  
will also factor in the requirements of teacher education curricula for vocational education. The

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCFTE will thereafter be revised once every 5-10 years by reflecting the changes

well as emerging needs in teacher education.  
  
5.29. Finally, in order to fully restore the integrity of the teacher education system, stringent action  
will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the  
country, including shutting them down, if required.  
  
6. Equitable and Inclusive Education: Learning for All  
  
6.1. Education is the single greatest tool for achieving social justice and equality. Inclusive and  
equitable education - while indeed an essential goal in its own right - is also critical to achieving an  
inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and  
contribute to the nation. The education system must aim to benefit India’s children so that no child  
loses any opportunity to learn and excel because of circumstances of birth or background. This Policy  
reaffirms that bridging the social category gaps in access, participation, and learning outcomes in  
school education will continue to be one of the major goals of all education sector development  
programmes. This Chapter may be read in conjunction with Chapter 14 which discusses analogous  
issues of Equity and Inclusion in Higher Education.  
  
6.2. While the Indian education system and successive government policies have made steady  
progress towards bridging gender and social category gaps in all levels of school education, large  
disparities still remain - especially at the secondary level - particularly for socio-economically  
disadvantaged groups that have been historically underrepresented in education. Socio-Economically

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identiti

female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Tribes, OBCs, and minorities), geographical identities (such as students from vi

and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions  
(such as migrant communities, low income households, children in vulnerable situations, victims of  
or children of victims of trafficking, orphans including child beggars in urban areas, and the urban  
poor). While overall enrolments in schools decline steadily from Grade | to Grade 12, this decline in  
enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for  
female students within each of these SEDGs and often even steeper in higher education. A brief  
status overview of the SEDGs that come within socio-cultural identities is given in following sub-  
sections.  
  
24

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the  
primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-  
offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children  
(1.1% to 0.25%), with even greater declines for female students within each of these categories. The  
decline in enrolment in higher education is even steeper.  
  
6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores &  
customs, and language have had a detrimental effect on rates of enrolment and retention among the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Scheduled Castes. Bridging these gaps in access, participation, and learning out

belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Classes (OBCs) which have been identified on the basis of historically being soc

educationally backward also need special focus.  
  
6.2.3. Tribal communities and children from Scheduled Tribes’ also face  
disadvantages at multiple levels due to various historical and geographical factors. Children from  
tribal communities often find their school education irrelevant and foreign to their lives, both  
culturally and academically. While several programmatic interventions to uplift children from tribal  
communities are currently in place, and will continue to be pursued, special mechanisms need to be  
made to ensure that children belonging to tribal communities  
receive the benefits of these interventions.  
  
6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy  
acknowledges the importance of interventions to promote education of children belonging to all  
minority communities, and particularly those communities that are educationally underrepresented.  
  
6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaini

education as any other child.  
  
6.2.6. Separate strategies will be formulated for focused attention on reducing the social category  
gaps in school education as outlined in the following sub-sections.  
  
6.3. The critical problems and recommendations regarding ECCE, foundational literacy and  
numeracy, access, enrolment and attendance discussed in Chapters 1-3, are particularly relevant and  
important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1—  
3 will be targeted in a concerted way for SEDGs.  
  
6.4. In addition, there have been various successful policies and schemes such as targeted  
scholarships, conditional cash transfers to incentivize parents to send their children to school,  
providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the  
schooling system in certain areas. These successful policies and schemes must be significantly  
strengthened across the country.  
  
6.5. It will also be essential to take into account research that ascertains which measures are  
particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and  
walking groups to provide access to school have been shown to be particularly powerful methods in  
increasing participation of female students - even at lesser distances - because of the safety benefits  
and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open  
schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be  
particularly effective for certain children with disabilities. Schools providing quality ECCE reap the  
greatest dividends for children who come from families that are economically disadvantaged.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Meanwhile, counsellors and/or well-trained social workers that work with and con

parents, schools, and teachers in order to improve attendance and learning outcomes have been found  
to be especially effective for children in urban poor areas.  
  
25

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

6.6. Data shows that certain geographical areas contain significantly larger proportions of SEDGs.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Also, there are geographical locations that have been identified as Aspirational

require special interventions for promoting their educational development. Hence, it is recommended  
that regions of the country with large populations from educationally-disadvantaged SEDGs should  
be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to  
the maximum through additional concerted efforts, in order to truly change their educational  
landscape.  
  
6.7. It must be noted that women cut across all underrepresented groups, making up about half of all

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplifi

in these SEDGs. The policy additionally recognizes the special and critical role that women play in  
society and in shaping social mores; therefore, providing a quality education to girls is the best way to  
increase the education levels for these SEDGs, not just in the present but also in future generations.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The policy thus recommends that the policies and schemes designed to include stu

should be especially targeted towards girls in these SEDGs.  
  
6.8. In addition, the Government of India will constitute a ‘Gender-Inclusion Fund’ to build the  
nation’s capacity to provide equitable quality education for all girls as well as transgender students.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The fund will be available to States to implement priorities determined by the C

critical for assisting female and transgender children in gaining access to education (such as the  
provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## States to support and scale effective community-based interventions that address

specific barriers to female and transgender children’s access to and participation in education. Similar  
‘Inclusion Fund’ schemes shall also be developed to address analogous access issues for other

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SEDGs. In essence, this Policy aims to eliminate any remaining disparity in acce

(including vocational education) for children from any gender or other socio-economically  
disadvantaged group.  
  
6.9. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas -  
in school locations where students may have to come from far, and particularly for students who from  
socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all  
children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to  
increase the participation in quality schools (up to Grade 12) of girls from socio-economically  
disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will  
be built around the country, especially in aspirational districts, Special Education Zones, and other  
disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering  
at least one year of early childhood care and education will be added to Kendriya Vidyalayas and  
other primary schools around the nation, particularly in disadvantaged areas.  
  
6.10. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the  
schooling system will also be accorded the highest priority. Children with disabilities will be enabled  
to fully participate in the regular schooling process from the Foundational Stage to higher education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive educat

education wherein students with and without disabilities learn together and the system of teaching  
and learning is suitably adapted to meet the learning needs of different types of students with  
disabilities’. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and  
endorses all its recommendations with regard to school education. While preparing the National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Curriculum Framework, NCERT will ensure that consultations are held with expert

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Institutes of DEPwD.

6.11. To this end, schools/school complexes will be provided resources for the integration of children  
with disabilities, recruitment of special educators with cross-disability training, and for the  
establishment of resource centres, wherever needed, especially for children with severe or multiple  
disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Different categories of children with disabilities have differing needs. Schools

will work and be supported for providing all children with disabilities accommodations and support  
  
26

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the  
classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate  
and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as  
large print and Braille) will be made available to help children with disabilities integrate more easily  
into classrooms and engage with teachers and their peers. This will apply to all school activities  
including arts, sports, and vocational education. NIOS will develop high-quality modules to teach

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indian Sign Language, and to teach other basic subjects using Indian Sign Langua

attention will be paid to the safety and security of children with disabilities.  
  
6.12. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of  
regular or special schooling. Resource centres in conjunction with special educators will support the  
rehabilitation and educational needs of learners with severe or multiple disabilities and will assist  
parents/guardians in achieving high-quality home schooling and skilling for such students as needed.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Home-based education will continue to be a choice available for children with se

disabilities who are unable to go to schools. The children under home-based education must be  
treated as equal to any other child in the general system. There shall be an audit of home-based  
education for its efficiency and effectiveness using the principle of equity and equality of  
opportunity. Guidelines and standards for home-based schooling shall be developed based on this  
audit in line with the RPWD Act 2016. While it is clear that the education of all children with  
disabilities is the responsibility of the State, technology-based solutions will be used for the  
orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable  
parents/caregivers to actively support their children’s learning needs will be accorded priority.  
  
6.13. Most classrooms have children with specific learning disabilities who need continuous support.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Research is clear that the earlier such support begins, the better the chances o

must be helped to identify such learning disabilities early and plan specifically for their mitigation.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Specific actions will include the use of appropriate technology allowing and ena

work at their own pace, with flexible curricula to leverage each child’s strengths, and creating an  
ecosystem for appropriate assessment and certification. Assessment and certification agencies,  
including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and  
recommend appropriate tools for conducting such assessment, from the foundational stage to higher  
education (including for entrance exams), in order to ensure equitable access and opportunities for all  
students with learning disabilities.  
  
6.14. The awareness and knowledge of how to teach children with specific disabilities (including  
learning disabilities) will be an integral part of all teacher education programmes, along with gender  
sensitization and sensitization towards all underrepresented groups in order to reverse their  
underrepresentation.  
  
6.15. Alternative forms of schools, will be encouraged to preserve their traditions or alternative  
pedagogical styles. At the same time, they will be supported to integrate the subject and learning  
areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the  
underrepresentation of children from these schools in higher education. In particular, financial  
assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State  
languages, or other relevant subjects in the curriculum, as may be desired by these schools. This  
would enable children studying in these schools to attain the learning outcomes defined for Grades 1—  
12. Furthermore, students in such schools would be encouraged to appear for State or other Board  
examinations and assessments by the NTA, and thereby enroll in higher education institutions.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Capacities of teachers in the teaching of science, mathematics, language, and so

developed including orientation to new pedagogical practices. Libraries and laboratories will be  
strengthened and adequate reading materials like books, journals, etc., and other teaching-learning  
materials will be made available.  
  
6.16. Within SEDGs, and with respect to all the above policy points, special attention will be given to  
reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As  
a part of the efforts to enhance participation in school education, special hostels in dedicated regions,  
bridge courses, and financial assistance through fee waivers and scholarships will be offered to  
  
27

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage  
of education, to facilitate their entry into higher education.  
  
6.17. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC  
wings in their secondary and higher secondary schools, including those located in tribal dominated  
areas. This will enable harnessing of the natural talent and unique potential of students, which in turn  
would help them to aspire to a successful career in the defence forces.  
  
6.18. All scholarships and other opportunities and schemes available to students from SEDGs will be  
coordinated and announced by a single agency and website to ensure that all students are aware of,  
and may apply in a simplified manner on such a ‘single window system’, as per eligibility.  
  
6.19. All the above policies and measures are absolutely critical to attaining full inclusion and equity  
for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All  
participants in the school education system, including teachers, principals, administrators,  
counsellors, and students, will be sensitized to the requirements of all students, the notions of  
inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture  
will provide the best pathway to help students become empowered individuals who, in turn, will  
enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion  
and equity will become a key aspect of teacher education (and training for all leadership,  
administrative, and other positions in schools); efforts will be made to recruit more high-quality  
teachers and leaders from SEDGs in order to bring in excellent role models for all students.  
  
6.20. Students will be sensitized through this new school culture, brought in by teachers, trained  
social workers and counsellors as well as through corresponding changes to bring in an inclusive  
school curriculum. The school curriculum will include, early on, material on human values such as  
respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global  
citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures,  
religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases  
and stereotypes in school curriculum will be removed, and more material will be included that is  
relevant and relatable to all communities.  
  
7. Efficient Resourcing and Effective Governance through School Complexes/Clusters  
  
7.1. While the establishment of primary schools in every habitation across the country-driven by the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and o

important efforts across the States - has helped to ensure near-universal access to primary schools, it  
has also led to the development of numerous very small schools. According to U-DISE 2016-17 data,  
nearly 28% of India’s public primary schools and 14.8% of India’s upper primary schools have less  
than 30 students. The average number of students per grade in the elementary schooling system  
(primary and upper primary, i.e., Grades 1-8) is about 14, with a notable proportion having below 6;  
during the year 2016-17, there were 1,08,017 single-teacher schools, the majority of them (85743 )  
being primary schools serving Grades 1-5.  
  
7.2. These small school sizes have rendered it economically suboptimal and operationally complex to  
run good schools, in terms of deployment of teachers as well as the provision of critical physical  
resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including  
subjects in which they may have no prior background; key areas such as music, arts, and sports are  
too often simply not taught; and physical resources, such as lab and sports equipment and library  
books, are simply not available across schools.  
  
7.3. The isolation of small schools also has a negative effect on education and the teaching-learning  
process. Teachers function best in communities and teams, and so do students. Small schools also  
present a systemic challenge for governance and management. The geographical dispersion,  
challenging access conditions, and the very large numbers of schools make it difficult to reach all  
schools equally. Administrative structures have not been aligned with the increases in the number of  
school or with the unified structure of the Samagra Shiksha Scheme.  
  
28

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

7.4. Although consolidation of schools is an option that is often discussed, it must be carried out very  
judiciously, and only when it is ensured that there is no impact on access. Such measures are  
nevertheless likely to result only in limited consolidation, and would not solve the overall structural  
problem and challenges presented by the large numbers of small schools.  
  
7.5. These challenges will, by 2025, be addressed by State/UT governments by adopting innovative  
mechanisms to group or rationalize schools. The objective behind this intervention would be to  
ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers  
(shared or otherwise) for teaching all subjects including art, music science, sports, languages,  
vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs,  
computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community  
is built to overcome the isolation of teachers, students, and schools, through joint professional  
development programmes, sharing of teaching-learning content, joint content development, holding  
joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d)  
cooperation and support across schools for the education of children with disabilities; and (e)  
improved governance of the schooling system by devolving all finer decisions, to Principals, teachers,  
and other stakeholders within each group of schools and treating such a group of schools, which  
range from the foundational stage through the secondary stage, as an integrated semi-autonomous  
unit.  
  
7.6. One possible mechanism for accomplishing the above would be the establishment of a grouping  
structure called the school complex, consisting of one secondary school together with all other  
schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten  
kilometers. This suggestion was first made by the Education Commission (1964-66) but was left  
unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever  
possible. The aim of the school complex/cluster will be greater resource efficiency and more effective  
functioning, coordination, leadership, governance, and management of schools in the cluster.  
  
7.7. The establishment of school complexes/clusters and the sharing of resources across complexes  
will have a number of other benefits as a consequence, such as improved support for children with  
disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes,  
better incorporation of art, music, language, vocational subjects, physical education, and other  
subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools  
to conduct virtual classes, better student support, enrolment, attendance, and performance through the  
sharing of social workers and counsellors, and School Complex Management Committees (rather  
than simply School Management Committees) for more robust and improved governance,  
monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger  
communities of schools, school leaders, teachers, students, supporting staff, parents, and local  
citizens would energize and empower the schooling system, and in a resource-efficient manner.  
  
7.8. The governance of schools will also improve and become far more efficient with school  
complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will  
act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Officers (BEO) will interact primarily with each school complex/cluster as a sin

its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the  
individual schools within it. The school complex/cluster will be given significant autonomy by the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DSE to innovate towards providing integrated education and to experiment with pe

curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Framework (SCF). Under this organization, schools will gain in strength, will be

greater freedom, and will contribute towards making the complex more innovative and responsive.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Meanwhile, the DSE will be able to focus on the aggregate level goals that need

improving overall system effectiveness.  
  
7.9. The culture of working to a plan, both short-term and long-term ones, will be developed through  
such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SMCs. These plans will then become the basis for the creation of School Complex/

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Development Plans (SCDPs). The SCDP will also involve the plans of all other ins

29

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

associated with the school complex, such as vocational education institutions, and will be created by  
the principals and teachers of the school complex with the involvement of the SCMC and will be  
made available publicly. The plans will include human resources, learning resources, physical  
resources and infrastructure, improvement initiatives, financial resources, school culture initiatives,  
teacher development plans, and educational outcomes. It will detail the efforts to leverage the  
teachers and students across the school complex to develop vibrant learning communities. The SDP  
and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and

the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g.,  
the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the  
resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year)  
and long-term (3-5 years). It will also provide all other relevant support to the school complexes to  
achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g.,  
financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools,  
which may be revised periodically.  
  
7.10. To further enhance cooperation and positive synergy among schools, including between public  
and private schools, the twinning/pairing of one public school with one private school will be adopted  
across the country, so that such paired schools may meet/interact with each other, learn from each  
other, and also share resources, if possible. Best practices of private schools will be documented,  
shared, and institutionalized in public schools, and vice versa, where possible.  
  
7.11. Every State will be encouraged to strengthen existing or establish “Bal Bhavans” where  
children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime  
boarding school, to partake in art-related, career-related, and play-related activities. Such Bal

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Bhavans may be incorporated as a part of school complexes/clusters if possible.

7.12. The school should be a point of celebration and honour for the whole community. The dignity  
of the school as an institution should be restored and important dates, such as the foundation day of  
the school, will be celebrated along with the community and the list of important alumni may be  
displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used  
to promote social, intellectual, and volunteer activities for the community and to promote social  
cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”.  
  
8. Standard-setting and Accreditation for School Education  
  
8.1. The goal of the school education regulatory system must be to continually improve educational  
outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals,  
and students. All in all, regulation must aim to empower schools and teachers with trust, enabling  
them to strive for excellence and perform at their very best, while ensuring the integrity of the system  
through the enforcement of complete transparency and full public disclosure of all finances,  
procedures, and educational outcomes.  
  
8.2. At present, all main functions of governance and regulation of the school education system -  
namely, the provision of public education, the regulation of education institutions, and policymaking  
- are handled by a single body, i.e., the Department of School Education or its arms. This leads to  
conflict of interests and excessive centralized concentration of power; it also leads to ineffective  
management of the school system, as efforts towards quality educational provision are often diluted  
by the focus on the other roles, particularly regulation, that the Departments of School Education also  
perform.  
  
8.3. The current regulatory regime also has not been able to curb the commercialization and economic  
exploitation of parents by many for-profit private schools, yet at the same time it has all too often  
inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much  
asymmetry between the regulatory approaches to public and private schools, even though the goals of  
both types of schools should be the same: to provide quality education.  
  
30

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

8.4. The public education system is the foundation of a vibrant democratic society, and the way it is  
run must be transformed and invigorated in order to achieve the highest levels of educational  
outcomes for the nation. At the same time, the private/philanthropic school sector must also be  
encouraged and enabled to play a significant and beneficial role.  
  
8.5. The key principles and recommendations of this Policy regarding the State school education  
system, the independent responsibilities within that system, and the approach to its regulation are as  
follows:  
  
(a) The Department of School Education, which is the apex state-level body in school education,  
will be responsible for overall monitoring and policymaking for continual improvement of  
the public education system; it will not be involved with the provision and operation of  
schools or with the regulation of schools, in order to ensure due focus on the improvement of  
public schools and to eliminate conflict of interests.  
  
(b) The educational operations and service provision for the public schooling system of the  
whole State will be handled by the Directorate of School Education (including the offices of  
the DEO and BEO, etc.); it will work independently to implement policies regarding  
educational operations and provision.  
  
(c) An effective quality self-regulation or accreditation system will be instituted for all stages of  
education including pre-school education - private, public, and philanthropic - to ensure  
compliance with essential quality standards. To ensure that all schools follow certain minimal  
professional and quality standards, States/UTs will set up an independent, State-wide, body  
called the State School Standards Authority (SSSA). The SSSA will establish a minimal set  
of standards based on basic parameters (namely, safety, security, basic infrastructure, number  
of teachers across subjects and grades, financial probity, and sound processes of governance),  
which shall be followed by all schools. The framework for these parameters will be created  
by the SCERT in consultation with various stakeholders, especially teachers and schools.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Transparent public self-disclosure of all the basic regulatory information, as l

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SSSA, will be used extensively for public oversight and accountability. The dime

which information has to be self-disclosed, and the format of disclosure will be decided by  
the SSSA in accordance with global best practices for standard-setting for schools. This  
information will have to be made available and kept updated and accurate by all schools, on  
the aforementioned public website maintained by the SSSA and on the schools’ websites.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Any complaints or grievances from stakeholders or others arising out of the info

placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly  
selected students will be solicited online to ensure valuable input at regular intervals.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Technology will be employed suitably to ensure efficiency and transparency in al

the SSSA. This will bring down significantly the heavy load of regulatory mandates currently  
borne by schools.  
  
(d) Academic matters, including academic standards and curricula in the State will be led by the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SCERT (with close consultation and collaboration with the NCERT), which will be

reinvigorated as an institution. The SCERT will develop a School Quality Assessment and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Accreditation Framework (SQAAF) through wide consultations with all stakeholders

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SCERT will also lead a “change management process” for the reinvigoration of CRC

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BRCs, and DIETs which must change the capacity and work culture of these institu

years, developing them into vibrant institutions of excellence. Meanwhile, certification of  
competencies of students at the school-leaving stage will be handled by the Boards of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Assessment/Examination in each State.

8.6. The culture, structures, and systems that empower and provide adequate resources to schools,  
institutions, teachers, officials, communities, and other stakeholders, will also build concomitant  
accountability. Each stakeholder and participant of the education system will be accountable to  
perform their role with the highest level of integrity, full commitment, and exemplary work ethic.  
  
31

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Each role of the system will have explicitly articulated role expectations and r

their performance vis-a-vis these expectations. The assessment system will be objective and  
developmentally oriented, while ensuring accountability. It will have multiple sources of feedback  
and assessment, to ensure a full view of the performance (and will not just be linked simplistically,  
e.g., to ‘marks’ of students). The assessment will recognize that outcomes such as educational  
attainment of students have multiple intervening variables and extraneous influences. It will also  
recognize that education requires teamwork, particularly at the level of the school. Promotion,  
recognition, and accountability of all individuals will be based on such performance assessment. All  
functionaries will be responsible to ensure that this development, performance, and accountability  
system is run with high integrity, and systematically, within their span of control.  
  
8.7. Public and private schools (except the schools that are managed/aided/controlled by the Central  
government) will be assessed and accredited on the same criteria, benchmarks, and processes,  
emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited  
private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality  
education will be encouraged - thereby affirming the public-good nature of education - while  
protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the  
school website and on the SSSA website - for both public and private schools - would include (at the  
very least) information on the numbers of classrooms, students, and teachers, subjects taught, any  
fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For  
schools controlled/managed/aided by the Central government, the CBSE in consultation with the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MHRD shall prepare a framework. All the education institutions will be held to s

audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational  
sector.  
  
8.8. The standard-setting/regulatory framework and the facilitating systems for school regulation,  
accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings  
and experiences gained in the last decade. This review will aim to ensure that all students, particularly  
students from underprivileged and disadvantaged sections, shall have universal, free and compulsory  
access to high-quality and equitable schooling from early childhood care and education (age 3  
onwards) through higher secondary education (i.e., until Grade 12). The overemphasis on inputs, and  
the mechanistic nature of their specifications — physical and infrastructural — will be changed and  
requirements made more responsive to realities on the ground, e.g., regarding land areas and room  
sizes, practicalities of playgrounds in urban areas, etc. These mandates will be adjusted and loosened,  
leaving suitable flexibility for each school to make its own decisions based on local needs and  
constraints, while ensuring safety, security, and a pleasant and productive learning space. Educational  
outcomes and the transparent disclosure of all financial, academic, and operational matters will be  
given due importance and will be incorporated suitably in the assessment of schools. This will further  
improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring  
free, equitable, and quality primary and secondary education for all children.  
  
8.9. The aim of the public-school education system will be to impart the highest quality education so  
that it becomes the most attractive option for parents from all walks of life for educating their  
children.  
  
8.10. For a periodic ‘health check-up’ of the overall system, a sample-based National Achievement

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Survey (NAS) of student learning levels will be carried out by the proposed new

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Assessment Centre, PARAKH with suitable cooperation with other governmental bodi

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCERT- that may assist in assessment procedures as well as data analysis. The as

students across government as well as private schools. States will also be encouraged to conduct their  
own census-based State Assessment Survey (SAS), the results of which will be used only for  
developmental purposes, public disclosure by schools of their overall and anonymized student  
outcomes, and for continuous improvement of the school education system. Until the establishment  
of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out  
NAS.  
  
32

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

8.11. Finally, the children and adolescents enrolled in schools must not be forgotten in this whole  
process; after all, the school system is designed for them. Careful attention must be paid to their  
safety and rights- particularly girl children - and the various difficult issues faced by adolescents,  
such as substance or drug abuse and forms of discrimination and harassment including violence, with  
clear, safe, and efficient mechanisms for reporting and for due process on any infractions against  
children’s/adolescents’ rights or safety. The development of such mechanisms that are effective,  
timely, and well-known to all students will be accorded high priority.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Part I. HIGHER EDUCATION

9. Quality Universities and Colleges: A New and Forward-looking Vision for India’s

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Higher Education System

9.1. Higher education plays an extremely important role in promoting human as well as societal well-  
being 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Higher education significantly contributes towards sustainable livelihoods and e

development of the nation. As India moves towards becoming a knowledge economy and society,  
more and more young Indians are likely to aspire for higher education.  
  
9.1.1. Given the 21“ century requirements, quality higher education must aim to develop good,  
thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more  
specialized areas of interest at a deep level, and also develop character, ethical and Constitutional  
values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21“ century  
capabilities across a range of disciplines including sciences, social sciences, arts, humanities,  
languages, as well as professional, technical, and vocational subjects. A quality higher education  
must enable personal accomplishment and enlightenment, constructive public engagement, and  
productive contribution to the society. It must prepare students for more meaningful and satisfying  
lives and work roles and enable economic independence.  
  
9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills  
and values will be incorporated at each stage of learning, from pre-school to higher education.  
  
9.1.3. At the societal level, higher education must enable the development of an enlightened, socially  
conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own  
problems. 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.  
  
9.2. Some of the major problems currently faced by the higher education system in India include:  
  
(a) aseverely fragmented higher educational ecosystem;  
  
(b) less emphasis on the development of cognitive skills and learning outcomes;  
  
(c) a rigid separation of disciplines, with early specialisation and streaming of students into  
narrow 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) suboptimal governance and leadership of HEIs;  
  
(i) an ineffective regulatory system; and  
  
Q) large affiliating universities resulting in low standards of undergraduate education.  
  
33

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

9.3. This policy envisions a complete overhaul and re-energising of the higher education system to  
overcome these challenges and thereby deliver high-quality higher education, with equity and  
inclusion. The policy’s vision includes the following key changes to the current system:  
  
(a) moving towards a higher educational system consisting of large, miultidisciplinary  
universities and colleges, with at least one in or near every district, and with more HEIs  
across India that offer medium of 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 student  
experiences;  
  
(e) reaffirming the integrity of faculty and institutional leadership positions through merit-  
appointments and career progression based on teaching, research, and service;  
  
(f) establishment of a National Research Foundation to fund outstanding peer-reviewed research  
and to actively seed research in universities and colleges;  
  
(g) governance of HEIs by high qualified independent boards having academic and  
administrative autonomy;  
  
(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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Distance Learning (ODL); and all infrastructure and learning materials accessibl

available to learners with disabilities.  
  
10. Institutional Restructuring and Consolidation  
  
10.1. 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 more students.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This would help build vibrant communities of scholars and peers, break down harm

students to become well-rounded across disciplines including artistic, creative, and analytic subjects  
as well as sports, develop active research communities across disciplines including cross-disciplinary  
research, and increase resource efficiency, both material and human, across higher education.  
  
10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest  
recommendation of this policy regarding the structure of higher education. The ancient Indian  
universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India and the world studying in vibrant multidisciplinary environments, amply de

of great success that large multidisciplinary research and teaching universities could bring. India  
urgently needs to bring back this great Indian tradition to create well-rounded and innovative  
individuals, and which is already transforming other countries educationally and economically.  
  
10.3. This vision of higher education will require, in particular, a new conceptual  
perception/understanding for what constitutes a higher education institution (HED), i.e., a university or  
a college. A university will mean a multidisciplinary institution of higher learning that offers  
undergraduate and graduate programmes, with high quality teaching, research, and community  
engagement. The definition of university will thus allow a spectrum of institutions that range from  
those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those  
that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer t

multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily  
focused on undergraduate teaching though it would not be restricted to that and it need not be  
restricted to that and it would generally be smaller than a typical university.  
  
10.4. 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 of  
  
34

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

accreditation. Over a period of time, it is envisaged that every college would develop into either an

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Autonomous degree-granting College, or a constituent college of a university - i

would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Colleges could evolve into Research-intensive or Teaching-intensive Universities

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a  
rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and  
freedom to move gradually from one category to another, based on their plans, actions, and  
effectiveness. The most salient marker for these categories of institutions will be the focus of their  
goals and work. The Accreditation System will develop and use appropriately different and relevant  
norms across this range of HEIs. However, the expectations of high quality of education, and of  
teaching-learning, across all HEIs will be the same.  
  
10.6. 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 to school education.  
  
10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary  
institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal  
use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Since this process will take time, all HEIs will firstly plan to become multidis

then gradually increase student strength to the desired levels.  
  
10.8. More HEIs shall be established and developed in underserved regions to ensure full access,  
equity, and inclusion. There shall, 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 vocational education  
from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain  
these goals, a large part of the capacity creation will be achieved by consolidating, substantially  
expanding, and also improving existing HEIs.  
  
10.9. 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 for  
determining increased levels of public funding support for public HEIs. This system 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 in  
expanding their capacity.  
  
10.10. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ODL will be encouraged and supported to develop high-quality online courses. Suc

courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.  
  
10.11. 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Single-stream HEIs will, in particular, add departments across different fields

the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs  
will gradually move towards full autonomy - academic and administrative - in order to enable this  
vibrant culture. The autonomy of public institutions will be backed by adequate public financial  
  
35

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

support and stability. Private institutions with a public-spirited commitment to high-quality equitable  
education will be encouraged.  
  
10.12. The new regulatory system envisioned by this Policy will foster this overall culture of  
empowerment and autonomy to innovate, including by gradually phasing out the system of ‘affiliated  
colleges’ over a period of fifteen years through a system of graded autonomy, and to be carried out in  
a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated  
colleges so that they can develop their capabilities and achieve minimum benchmarks in academic  
and curricular matters; teaching and assessment; governance reforms; financial robustness; and  
administrative efficiency. 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. This will be achieved through a concerted national effort  
including suitable mentoring and governmental support for the same.  
  
10.13. The overall higher education sector will aim to be an integrated higher education system,  
including professional and vocational education. This Policy and its approach will be equally  
applicable to all HEIs across all current streams, which would eventually merge into one coherent  
ecosystem of higher education.  
  
10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers  
undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The present complex nomenclature of HEIs in the country such as ‘deemed to be un

‘affiliating university’, ‘affiliating technical university', ‘unitary university’ shall be replaced simply  
by 'university' on fulfilling the criteria as per norms.  
  
11. Towards a More Holistic and Multidisciplinary Education  
  
11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Takshashila and Nalanda, to the extensive literatures of India combining subject

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Ancient Indian literary works such as Banabhatta’s Kadambari described a good ed

knowledge of the 64 Kalaas or arts; and among these 64 ‘arts’ were not only subjects, such as  
singing and painting, but also ‘scientific ’fields, such as chemistry and mathematics, ‘vocational ’  
fields such as carpentry and clothes-making, ‘professional ’fields, such as medicine and engineering,  
as well as ‘soft skills’ such as communication, discussion, and debate. The very idea that all  
branches of creative human endeavour, including mathematics, science, vocational subjects,  
professional subjects, and soft skills should be considered ‘arts’, has distinctly Indian origins. This  
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 21\* century.  
  
11.2. Assessments of educational approaches in undergraduate education that integrate the humanities  
and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed  
positive learning outcomes, including increased creativity and innovation, critical thinking and  
higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-  
depth learning and mastery of curricula across fields, increases in social and moral awareness, etc.,  
besides general engagement and enjoyment of learning. Research is also improved and enhanced  
through a holistic and multidisciplinary education approach.  
  
11.3. A holistic and multidisciplinary education would aim to develop all capacities of human beings  
-intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an  
education will help develop well-rounded individuals that possess critical 21st century capacities in  
fields across the arts, humanities, languages, sciences, social sciences, and professional, technical,  
and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion  
and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be,  
in the long term, the approach of all undergraduate programmes, including those in professional,  
technical, and vocational disciplines.  
  
36

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

11.4. A holistic and multidisciplinary education, as described so beautifully in India’s past, is indeed  
what is needed for the education of India to lead the country into the 21st century and the fourth  
industrial revolution. 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.  
  
11.5. 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. Graduate-level, master’s and doctoral  
education in large multidisciplinary universities, while providing rigorous research-based  
specialization, would also provide opportunities for multidisciplinary work, including in academia,  
government, and industry.  
  
11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality  
holistic and multidisciplinary education. 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.  
  
11.7. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Econom

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Translation and Interpretation, and other such subjects needed for a multidiscip

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indian education and environment will be established and strengthened at all HEI

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.  
  
11.8. 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Environment education will include areas such as climate change, pollution, wast

sanitation, conservation of biological diversity, management of biological resources and biodiversity,  
forest and wildlife conservation, and sustainable development and living. Value-based education will  
include the development of humanistic, ethical, Constitutional, and universal human values of truth  
(satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific  
temper, citizenship values, and also life-skills; lessons in seva/service and participation in community  
service programmes will be considered an integral part of a holistic education. As the world is  
becoming increasingly interconnected, Global Citizenship Education (GCED), a response to  
contemporary global challenges, will be provided to empower learners to become aware of and  
understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure,  
and sustainable societies. Finally, 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.  
  
11.9. The structure and lengths of degree programmes shall be adjusted accordingly. 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 | 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  
  
37

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Research’ if the student completes a rigorous research project in their major ar

specified by the HEI.  
  
11.10. 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. Undertaking a Ph.D. shall require either a

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Master’s degree or a 4-year Bachelor’s degree with Research. The M.Phil. program

discontinued.  
  
11.11. 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.  
  
11.12. HEIs will focus on research and innovation by setting up start-up incubation centres;  
technology development centres; centres in frontier areas of research; greater industry-academic  
linkages; and interdisciplinary research including humanities and social sciences research. 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. The NRF will function to help enable and support  
such a vibrant research and innovation culture across HEIs, research labs, and other research  
organizations.  
  
12. Optimal Learning Environments and Support for Students  
  
12.1. 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. Last but not least, 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Thus, curriculum, pedagogy, continuous assessment, and student support are the c

quality learning. Along with providing suitable resources and infrastructure, such as quality libraries,  
classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a  
number of initiatives will be required to ensure that learning environments are engaging and  
supportive, and enable all students to succeed.  
  
12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate  
on matters of curriculum, pedagogy, and assessment within a broad framework of higher education  
qualifications that ensures consistency across institutions and programmes and across the ODL,  
online, and traditional ‘in-class’ modes. Accordingly, 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## All assessment systems shall also be decided by the HEI, including those that le

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.  
  
38

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

12.3. Second, 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  
outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms  
and opportunities for funding of topic-centred clubs and activities organized by students with the help  
of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics,  
poetry, language, literature, debate, music, sports, etc. Over time, such activities could be  
incorporated into the curriculum once appropriate faculty expertise and campus student demand is  
developed. Faculty will have the capacity and training to be able to approach students not just as  
teachers, but also as mentors and guides.  
  
12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement  
and support to make a successful transition to higher education. Universities and colleges will thus be  
required to set up high-quality support centres and will be given adequate funds and academic  
resources to carry this out effectively. There will also be professional academic and career  
counselling available to all students, as well as counsellors to ensure physical, psychological and  
emotional well-being.  
  
12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher  
education. In order to leverage its potential completely, ODL will be renewed through concerted,  
evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of  
quality. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HEIs will be developed.

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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international  
students studying in India, and provide greater mobility to students in India who may wish to visit,  
study at, transfer credits to, or carry out research at institutions abroad, and vice versa. 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 this goal of global quality standards,  
attract greater numbers of international students, and achieve the goal of ‘internationalization at  
home’.  
  
12.8. India will be promoted as a global study destination providing premium education at affordable  
costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HEI hosting foreign students will be set up to coordinate all matters relating t

supporting students arriving from abroad. Research/teaching collaborations and faculty/student  
exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MOUs with foreign countries will be signed. High performing Indian universities

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 other autonomous institutions of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India. Furthermore, research collaboration and student exchanges between Indian

global institutions will be promoted through special efforts. Credits acquired in foreign universities  
will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award  
of a degree.  
  
39

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for  
high-quality teaching-learning processes. Towards this end, students 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 and emotional 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Financial support for students

12.10. 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 Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Scholarship Portal will be expanded to support, foster, and track the p

receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and  
scholarships to their students.  
  
13. Motivated, Energized, and Capable Faculty  
  
13.1. The most important factor in the success of higher education institutions is the quality and  
engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher  
education, various initiatives have been introduced in the past several years to systematize  
recruitment and career progression, and to ensure equitable representation from various groups in the  
hiring of faculty. Compensation levels of permanent faculty in public institutions have also been  
increased substantially. Various initiatives have also been taken towards providing faculty with  
professional development opportunities. However, despite these various improvements in the status  
of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs  
remains far lower than the 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. To this end, the policy  
recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.  
  
13.2. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities,  
including clean drinking water, clean working toilets, blackboards, offices, teaching supplies,  
libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the  
latest educational technology that enables better learning experiences.  
  
13.3. 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. 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 institution and community.  
  
13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches  
within the approved framework, including textbook and reading material selections, assignments, and  
assessments. Empowering the faculty to conduct innovative teaching, research, and service as they  
see best will be a key motivator and enabler for them to do truly outstanding, creative work.  
  
13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions,  
and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be  
held accountable.  
  
13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will  
have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Whereas the current recruitment process will be continued, a ‘tenure-track’ 1.e.

period shall be put in place to further ensure excellence. There shall be a fast-track promotion system  
  
40

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

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, recognitions, 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).  
  
13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and  
innovation is the need of the hour. Outstanding and effective institutional leadership is extremely  
important for the success of an institution and of its faculty. 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 from faculty members and all HEI leaders.  
  
14. Equity and Inclusion in Higher Education  
  
14.1. Entry into quality higher education can open a vast array of possibilities that can lift both  
individuals as well as communities out of the cycles of disadvantage. For this reason, making quality  
higher education opportunities available to all individuals must be among the highest priorities. This

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Policy envisions ensuring equitable access to quality education to all students,

emphasis on SEDGs.  
  
14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system  
are common across school and higher education sectors. Therefore, the approach to equity and  
inclusion must be common across school and higher education. Furthermore, there must be continuity  
across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals  
of equity and inclusion in higher education must be read in conjunction with those for school  
education.  
  
14.3. There are certain facets of exclusion, that are particular to or substantially more intense in  
higher education. These 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.  
  
14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Governments and HEIs:

14.4.1. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education Zones 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SEDGs

(h) Develop and support technology tools for better participation and learning outcomes.  
  
14.4.2. Steps to be taken by all HEIs  
  
41

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

(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  
  
Gj) Provide socio-emotional and academic support and mentoring for all such students through  
suitable counselling and mentoring programmes  
  
(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its  
inclusion in all aspects of the HEI, including curricula  
  
(1) Strictly enforce all no-discrimination and anti-harassment rules  
  
(m) Develop Institutional Development Plans that contain specific plans for action on increasing  
participation from SEDGs, including but not limited to the above items.  
  
15. Teacher Education  
  
15.1. 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. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions  
including tribal traditions, while also being well-versed in the latest advances in education and  
  
pedagogy.  
  
15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a  
majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher  
education but are essentially selling degrees for a price. Regulatory efforts so far have neither been  
able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have  
had the negative effect of curbing the growth of excellence and innovation in the sector. The sector  
and its regulatory system are, therefore, in urgent need of revitalization through radical action, in  
order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher  
education system.  
  
15.3. In order to improve and reach the levels of integrity and credibility required to restore the  
prestige of the teaching profession, the Regulatory System shall be empowered to take stringent  
action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet  
basic educational criteria, after giving one year for remedy of the breaches. By 2030, only  
educationally sound, multidisciplinary, and integrated teacher education programmes shall be in  
force.  
  
15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as  
well as pedagogy, all teacher education programmes must be conducted within composite  
multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to  
establish, education departments which, besides carrying out cutting-edge research in various aspects  
of education, 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. Moreover, 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.  
  
15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the  
minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major  
  
holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history,  
music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond  
  
42

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology,  
history, science, psychology, early childhood care and education, foundational literacy and numeracy,  
knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year  
integrated B.Ed. may also run a 2-year B.Ed., for students who have already 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 outstanding candidates to the 4-year, 2-year, and 1-year  
B.Ed. programmes.  
  
15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in  
education and related disciplines as well as specialized subjects. 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.  
  
15.7. In order to maintain uniform standards for teacher education, the admission to pre-service  
teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Testing Agency, and shall be standardized keeping in view the linguisti

diversity of the country.  
  
15.8. 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 e.g., psychology, child development,  
linguistics, sociology, philosophy, economics, and political science as well as from science education,  
mathematics education, social science education, and language education programmes will be  
attracted and retained in teacher education institutions, to strengthen multidisciplinary education of  
teachers and provide rigour in conceptual development.  
  
15.9. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based 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 since many research scholars will go on to  
become faculty or public representatives/communicators of their chosen disciplines. Ph.D students  
will also have a minimum number of hours of actual teaching experience gathered through teaching  
assistantships and other means. Ph.D. programmes at universities around the country will be re-  
oriented for this purpose.  
  
15.10. In-service continuous professional development for college and university teachers will  
continue through the existing institutional arrangements and ongoing initiatives; these will be  
strengthened and substantially expanded to meet the needs of enriched teaching-learning processes  
for quality education. 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.  
  
15.11. 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.  
  
16. Reimagining Vocational Education  
  
16.1. The 12" Five-Year Plan (2012-2017) estimated that only a very small percentage of the Indian  
workforce in the age group of 19—24 (less than 5%) received formal vocational education Whereas in  
countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as  
96%. These numbers only underline the urgency of the need to hasten the spread of vocational  
education in India.  
  
43

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

16.2. One of the primary reasons for the small numbers of students receiving vocational education is  
the fact that vocational education has in the past focused largely on Grades 11—12 and on dropouts in

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Grade 8 and upwards. Moreover, students passing out from Grades 11—12 with vocat

often did not have well-defined pathways to continue with their chosen vocations in higher education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The admission criteria for general higher education were also not designed to pr

students who had vocational education qualifications, leaving them at a disadvantage relative to their  
compatriots from ‘mainstream’ or ‘academic’ education. This led to a complete lack of vertical  
mobility for students from the vocational education stream, an issue that has only been addressed  
recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.  
  
16.3. Vocational education is perceived to be inferior to mainstream education and meant largely for  
students who are unable to cope with the latter. This is a perception that affects the choices students  
make. It is a serious concern that can only be dealt with by a complete re-imagination of how  
vocational education is offered to students in the future.  
  
16.4. This policy aims to overcome the social status hierarchy associated with vocational education  
and requires integration of vocational education programmes into mainstream education in all  
education 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This would lead to emphasizing the dignity of labour and importance of various v

/Indian arts and artisanship.  
  
16.5. By 2025, at least 50% of learners through the school and higher education system shall have  
exposure to vocational education, for which a clear action plan with targets and timelines will be  
developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the  
full potential of India’s demographic dividend. 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. Vocational education will be  
integrated in the educational offerings of all secondary schools in a phased manner over the next  
decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry,  
etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will  
allow other schools to use the facility. Higher education institutions will offer vocational education  
either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013  
will continue to exist, but vocational courses will also be available to students enrolled in all other

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Bachelor’s degree programmes, including the 4-year multidisciplinary Bachelor’s

will also be allowed to conduct short-term certificate courses in various skills including soft skills.  
‘Lok Vidya’, i.e., important vocational knowledge developed in India, will be made accessible to  
students through integration into vocational education courses. The possibility of offering vocational  
courses through ODL mode will also be explored.  
  
16.6. Vocational education will be integrated into all school and higher education institutions in a  
phased manner over the next decade. Focus areas for vocational education will be chosen based on  
skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee  
for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education  
and representatives from across Ministries, in collaboration with industry, to oversee this effort.  
  
16.7. 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 to help  
extend the reach of vocational education. Different models of vocational education, and  
apprenticeships, will also be experimented by higher education institutions. Incubation centres will be  
set up in higher education institutions in partnership with industries.  
  
16.8. The National Skills Qualifications Framework will be detailed further for each discipline  
vocation and profession. Further, Indian standards will be aligned with the International Standard

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Classification of Occupations maintained by the International Labour Organizatio

will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal  
  
44

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

system will be reintegrated by aligning their practical experience with the relevant level of the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Framework. The credit-based Framework will also facilitate mobility across ‘gene

education.  
  
17. Catalysing Quality Academic Research in All Fields through a new National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Research Foundation

17.1. Knowledge creation and research are critical in growing and sustaining a large and vibrant  
economy, uplifting society, and continuously inspiring a nation to achieve even greater heights.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, E

to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are  
strong knowledge societies that attained intellectual and material wealth in large part through  
celebrated and fundamental contributions to new knowledge in the realm of science as well as art,  
language, and culture that enhanced and uplifted not only their own civilizations but others around  
the globe.  
  
17.2. A robust ecosystem of research is perhaps more important than ever with the rapid changes  
occurring in the world today, e.g., in the realm of climate change, population dynamics and  
management, biotechnology, an expanding digital marketplace, and the rise of machine learning and  
artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the  
potential of its vast talent pool to again become a leading knowledge society in the coming years and  
decades, the nation will require a significant expansion of its research capabilities and output across  
disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual,  
societal, environmental, and technological health and progress of a nation.  
  
17.3. Despite this critical importance of research, the research and innovation investment in India is,  
at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3%  
in Israel and 4.2% in South Korea.  
  
17.4. The societal challenges that India needs to address today, such as access for all its citizens to  
clean drinking water and sanitation, quality education and healthcare, improved transportation, air  
quality, energy, and infrastructure, will require the implementation of approaches and solutions that  
are not only informed by top-notch science and technology but are also rooted in a deep  
understanding of the social sciences and humanities and the various socio-cultural and environmental  
dimensions of the nation. Facing and addressing these 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 research also enables a country to much more easily import and adapt  
relevant research from abroad.  
  
17.5. Furthermore, in addition to their value in solutions to societal problems, any country's identity,  
upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its  
history, art, language, and culture. 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.  
  
17.6. Research and innovation at education institutions in India, particularly those that are engaged in  
higher education, is critical. Evidence from the world's best universities throughout history shows  
that the best teaching and learning processes at the higher education level occur in environments  
where there is also a strong culture of research and knowledge creation; conversely, much of the very  
best research in the world has occurred in multidisciplinary university settings.  
  
17.7. India has a long historical tradition of research and knowledge creation, in disciplines ranging  
from science and mathematics to art and literature to phonetics and languages to medicine and  
agriculture. This needs to be further strengthened to make India lead research and innovation in the  
  
45

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

21\* century, as a strong and enlightened knowledge society and one of the three largest economies in  
the world.  
  
17.8. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity  
of research in India. This includes definitive shifts in school education to a more play and discovery-  
based style of learning with emphasis on the scientific method and critical thinking. 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. All of these aspects are extremely critical for  
developing a research mindset in the country.  
  
17.9. 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 Research

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Foundation (NRF). The overarching goal of the NRF will be to enable a culture of

permeate through our universities. In particular, the NRF will provide a reliable base of merit-based  
but equitable peer-reviewed research funding, helping to develop a culture of research in the country  
through suitable incentives for and recognition of outstanding research, 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Successful research will be recognized, and where relevant, implemented through

governmental agencies as well as with industry and private/philanthropic organizations.  
  
17.10. Institutions that currently fund research at some level, such as the Department of Science and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technolog

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Indian Council of Agriculture Research (ICAR), Indian Council of Medical Researc

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Council of Historical Research (ICHR), and University Grants Commission (UGC), a

various private and philanthropic organizations, will continue to independently fund research  
according to their priorities and needs. 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.  
  
17.11. 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 asa liaison between researchers and relevant branches of government as well as industry,  
so that research scholars are constantly made aware of the most urgent national research  
issues, and so that policymakers are constantly made aware of the latest research  
breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or  
implementation; and  
  
(d) recognise outstanding research and progress  
  
18. Transforming the Regulatory System of Higher Education  
  
18.1. Regulation of higher education has been too heavy-handed for decades; too much has been  
attempted to be regulated with too little effect. The mechanistic and disempowering nature of the  
regulatory system has been rife with very basic problems, such as heavy concentrations of power  
within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The regulatory system is in need of a complete overhaul in order to re-energize

sector and enable it to thrive.  
  
46

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

18.2. To address the above-mentioned issues, 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. To ensure that the four institutional structures carrying out these four essential functions work  
independently yet at the same time and work in synergy towards common goals. These four  
structures will be set up as four independent verticals within one umbrella institution, the Higher

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education Commission of India (HECI).

18.3. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC).

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## It will function as the common, single point regulator for the higher education

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. It  
will require a relook and repealing of existing Acts and restructuring of various existing regulatory  
bodies to enable this single point regulation. 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## This information will have to be made available and kept updated and accurate by

education institutions on a public website maintained by NHERC and on the institutions’ websites.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Any complaints or grievances from stakeholders and others arising out of the inf

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.  
  
18.4. The primary mechanism to enable such regulation will be accreditation. The second vertical of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HECI will, therefore, be a ‘meta-accrediting body’, called the National Accredit

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Accreditation of institutions will be based primarily on basic norms, public sel

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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Institutional Development Plans (IDPs), to attain the highest level of accredita

years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## In the long run, accreditation will become a binary process, as per the extant g

18.5. 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.  
  
18.6. 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 ease  
the integration of vocational education into higher education. Higher education qualifications leading  
to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## In addition, the GEC shall set up facilitative norms for issues, such as credit

etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must  
acquire during their academic programmes, with the aim of preparing well-rounded learners with 21\*  
century skills.  
  
18.7. The professional councils, such as the Indian Council for Agricultural Research (ICAR),

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Veterinary Council of India (VCI), National Council for Teacher Education (NCTE)

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Architecture (CoA), National Council for Vocational Education and Training (NCVE

47

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education  
system and will be invited to be members of 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. As members of the GEC,  
they would help in specifying the curriculum framework, within which HEIs may prepare their own  
curricula. 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.  
  
18.8. Such a system architecture will ensure the principle of functional separation by eliminating  
conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that  
the few key essential matters are given due attention. Responsibility and accountability shall devolve  
to the HEIs concomitantly. No distinction in such expectations shall be made between public and  
private HEIs.  
  
18.9. Such a transformation will require existing structures and institutions to reinvent themselves  
and undergo an evolution of sorts. The separation of functions would mean that each vertical within

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HECI would take on a new, single role which is relevant, meaningful, and importa

regulatory scheme.  
  
18.10. The functioning of all the independent verticals for Regulation (NHERC), Accreditation  
(NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous  
umbrella body (HECI) itself will be based on transparent public disclosure, and use technology  
extensively to reduce human interface to ensure efficiency and transparency in their work. The  
underlying principle will be that of a faceless and transparent regulatory intervention using  
technology. Strict compliance measures with stringent action, including penalties for false disclosure  
of mandated information, will be ensured so that Higher Education Institutions are conforming to the  
basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Each vertical in HECI will be an independent body consisting of persons having h

relevant areas along with integrity, commitment, and a demonstrated track record of public service.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HECTI itself will be a small, independent body of eminent public-spirited expert

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.  
  
18.11. Setting up new quality HEIs will also be made far easier by the regulatory regime, while  
ensuring with great effectiveness that these are set up with the spirit of public service and with due  
financial backing for long-term stability. HEIs performing exceptionally well will be helped by

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Central and State governments to expand their institutions, and thereby attain l

students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models  
for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Curbing Commercialization of Education

18.12. Multiple mechanisms with checks and balances will combat and stop the commercialization of  
higher education. This will be a key priority of the regulatory system. All education institutions will  
be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will  
be reinvested in the educational sector. There will be transparent public disclosure of all these  
financial matters with recourse to grievance-handling mechanisms to the general public. The  
accreditation system developed by NAC will provide a complementary check on this system, and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NHERC will consider this as one of the key dimensions of its regulatory objectiv

18.13. All HEIs - public and private - shall be treated on par within this regulatory regime. The  
regulatory regime shall encourage private philanthropic efforts in education. 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 enabling common standards for  
  
48

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

private and public HEIs. These common guidelines will cover Good Governance, Financial Stability  
& Security, Educational Outcomes, and Transparency of Disclosures.  
  
18.14. Private HEIs having a philanthropic and public-spirited intent will be encouraged through a  
progressive regime of fees determination. 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 adversely affected. This will empower private HEIs to set fees for their  
programmes independently, though within the laid-out norms and the broad applicable regulatory  
mechanism. Private HEIs will be encouraged to offer freeships and scholarships in significant  
numbers to their students. All fees and charges set by private HEIs will be transparently and fully  
disclosed, and there shall be no arbitrary increases in these fees/charges during the period of  
enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost  
while ensuring that HEIs discharge their social obligations.  
  
19. Effective Governance and Leadership for Higher Education Institutions  
  
19.1. It is effective governance and leadership that enables the creation of a culture of excellence and  
innovation in higher education institutions. The common feature of all world-class institutions  
globally including India has indeed been the existence of strong self-governance and outstanding  
merit-based appointments of institutional leaders.  
  
19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased  
manner over a period of 15 years, all HEIs in India will aim to become independent self-governing  
institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure  
leadership of the highest quality and promote an institutional culture of excellence. Upon receiving  
the appropriate graded accreditations that deem the institution ready for such a move, a Board of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Governors (BoG) shall be established consisting of a group of highly qualified,

dedicated individuals having proven capabilities and a strong sense of commitment to the institution.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The BoG of an institution will be empowered to govern the institution free of an

interference, make all appointments including that of head of the institution, and take all decisions  
regarding 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Board shall be identified by an expert committee appointed by the Board; and the

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.  
  
19.3. 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).  
  
19.4. 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 to  
manage 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## While stability of tenure is important to ensure the development of a suitable c

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 of leadership positions.  
  
19.5. While being provided with adequate funding, legislative enablement, and autonomy in a phased  
manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their  
  
49

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Part III. OTHER KEY AREAS OF FOCUS

20. Professional Education  
  
20.1. Preparation of professionals must involve an education in the ethic and importance of public  
purpose, an education in the discipline, and an education for practice. It must centrally involve critical  
and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved,  
professional education should not take place in the isolation of one's specialty.  
  
20.2. Professional education thus becomes an integral part of the overall higher education system.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Stand-alone agricultural universities, legal universities, health science univer

universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary  
institutions offering holistic and multidisciplinary education. All institutions offering either  
professional or general education will aim to organically evolve into institutions/clusters offering  
both seamlessly, and in an integrated manner by 2030.  
  
20.3. Agricultural education with allied disciplines will be revived. Although Agricultural

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Universities comprise approximately 9% of all universities in the country, enrol

and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of  
agriculture and allied disciplines must be improved in order to increase agricultural productivity  
through better skilled graduates and technicians, innovative research, and market-based extension  
linked to technologies and practices. 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 and  
dissemination and promote sustainable methodologies.  
  
20.4. Legal education needs to be competitive globally, adopting best practices and embracing new  
technologies for wider access to and timely delivery of justice. At the same time, it must be informed  
and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed  
towards national reconstruction through instrumentation of democracy, rule of law, and human rights.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The curricula for legal studies must reflect socio-cultural contexts along with,

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 future lawyers and judges - in English and in the language of the

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State in which the institution is situated.

20.5. 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 for working in primary  
care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our  
healthcare education system must be integrative meaning thereby that all students of allopathic  
medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much great

preventive healthcare and community medicine in all forms of healthcare education.  
  
50

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

20.6. 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. Furthermore, influence  
of technology on human endeavours is expected to erode the silos between technical education and  
other disciplines too. Technical education will, thus, 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.  
  
21. Adult Education and Lifelong Learning  
  
21.1. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood  
must be viewed as basic rights of every citizen. Literacy and basic education open up whole new  
worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable  
them to progress personally and professionally. At the level of society and the nation, literacy and  
basic education are powerful force multipliers which greatly enhance the success of all other  
developmental efforts. Worldwide data on nations indicate extremely high correlations between  
literacy rates and per capita GDP.  
  
21.2. Meanwhile, being a non-literate member of a community, has innumerable disadvantages,  
including the inability to: carry out basic financial transactions; compare the quality/quantity of goods  
purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend  
public circulars and articles in the news media; use conventional and electronic mail to communicate  
and conduct business; make use of the internet and other technology to improve one’s life and  
profession; comprehend directions and safety directives on the street, on medicines, etc.; help  
children with their education; be aware of one’s basic rights and responsibilities as a citizen of India;  
appreciate works of literature; and pursue employment in medium or high-productivity sectors that  
require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through  
adoption of innovative measures for Adult Education.  
  
21.3. Extensive field studies and analyses, both in India and across the world, clearly demonstrate  
that volunteerism and community involvement and mobilization are key success factors of adult  
literacy programmes, in conjunction with political will, organizational structure, proper planning,  
adequate financial support, and high-quality capacity building of educators and volunteers.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Successful literacy programmes result not only in the growth of literacy among a

in increased demand for education for all children in the community, as well as greater community  
contribution to positive social change. The National Literacy Mission, when it was launched in 1988,  
was largely based on the voluntary involvement and support of the people, and resulted in significant  
increases in national literacy during the period of 1991-2011, including among women, and also  
initiated dialogue and discussions on pertinent social issues of the day.  
  
21.4. 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 as  
soon as possible to expedite this all-important aim of achieving 100% literacy.  
  
21.5. 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 and awareness, child care and education, and family welfare);  
  
51

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

(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.  
  
21.6. 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.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## For these reasons, Adult Education Centres (AECs) could also be included within

institutions such as HEIs, vocational training centres, etc.  
  
21.7. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Framework. These instructors will be trained by the National, State, and distric

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.  
  
21.8. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Adult Education Centres (AECs). Opportunities for adult education will also be w

through advertisements and announcements and through events and initiatives of NGOs and other  
local organizations.  
  
21.9. 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  
interests of all students, including persons with disabilities and other differently-abled persons. The

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Central and State governments will take steps to ensure that books are made acce

to all across the country including socio-economically disadvantaged areas as well as those living in  
rural and remote areas. Both public and private sector agencies/institutions will devise strategies to  
improve the quality and attractiveness of books published in all Indian languages. 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, establishing social book clubs across India and across  
subjects, and fostering greater collaborations between education institutions and libraries.  
  
21.10. Finally, technology will be leveraged to strengthen and even undertake the above initiatives.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Quality technology-based options for adult learning such as apps, online courses

based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will  
  
52

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

be developed, through government and philanthropic initiatives as well as through crowd sourcing  
and competitions. In many cases, quality adult education could thereby be conducted in an online or  
blended mode.  
  
22. Promotion of Indian Languages, Arts, and Culture  
  
22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the  
form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites,  
and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural  
wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India’s handicrafts and handmade textiles, reading the classical literature of I

and meditation, being inspired by Indian philosophy, participating in India’s unique festivals,  
appreciating India’s diverse music and art, and watching Indian films, amongst many other aspects. It  
is this cultural and natural wealth that truly makes India, “Incredible !ndia”, as per India’s tourism  
slogan. The preservation and promotion of India’s cultural wealth must be considered a high priority  
for the country, as it is truly important for the nation’s identity as well as for its economy.  
  
22.2. The promotion of Indian arts and culture is important not only for the nation but also for the  
individual. Cultural awareness and expression are among the major competencies considered  
important to develop in children, in order to provide them with a sense of identity, belonging, as well  
as an appreciation of other cultures and identities. 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.  
  
22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural  
identity, awareness, and uplifting societies - are well known to enhance cognitive and creative  
abilities in individuals and increase individual happiness. 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 with early childhood care and  
education.  
  
22.4. Language, of course, is inextricably linked to art and culture. Different languages ‘see’ the  
world differently, and the structure of a language, therefore, determines a native speaker’s perception  
of experience. In particular, languages influence the way people of a given culture speak with others,  
including with family members, authority figures, peers, and strangers, and influence the tone of  
conversation. The tone, perception of experience, and familiarity/‘apnapan’ inherent in  
conversations among speakers of a common language are a reflection and record of a culture. Culture  
is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be  
fully appreciated without language. In order to preserve and promote culture, one must preserve and  
promote a culture’s languages.  
  
22.5. Unfortunately, Indian languages have not received their due attention and care, with the country  
losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as  
‘endangered’. Various unscripted languages are particularly in danger of becoming extinct. When  
senior member(s) of a tribe or community that speak such languages pass away, these languages often  
perish with them; too often, no concerted actions or measures are taken to preserve or record these  
rich languages/expressions of culture.  
  
22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as  
the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on  
many fronts. 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. Enabling such learning materials, print materials, and  
  
53

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

translations of important materials from world languages, and constantly updating vocabularies, are  
carried out by countries around the world for languages such as English, French, German, Hebrew,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Korean, and Japanese. However, India has remained quite slow in producing such l

materials and dictionaries to help keep its languages optimally vibrant and current with integrity.  
  
22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite  
various measures being taken. Language-teaching too must be improved to be more experiential and  
to focus on the ability to converse and interact in the language and not just on the literature,  
vocabulary, and grammar of the language. Languages must be used more extensively for  
conversation and for teaching-learning.  
  
22.8. A number of initiatives to foster languages, arts, and culture in school children have been  
discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all  
levels of school; early implementation of the three-language formula to promote multilingualism;  
teaching in the home/local language wherever possible; conducting more experiential language  
learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master  
instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge  
including tribal and other local knowledge throughout into the curriculum, across humanities,  
sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum,  
especially in secondary schools and in higher education, so that students can choose the ideal balance  
among courses for themselves to develop their own creative, artistic, cultural, and academic paths.  
  
22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the  
higher education level and beyond. First, to develop and teach many of the courses of the type  
mentioned above, an excellent team of teachers and faculty will have to be developed. 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-quality language teachers - as well as teachers of  
art, music, philosophy and writing - who will be needed around the country to carry out this Policy.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The NRF will fund quality research in all these areas. Outstanding local artists

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.  
  
22.10. 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 of instruction 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 the country.  
  
22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Desi

higher 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 and heritage or tourist sites, thereby also vastly  
strengthening the tourism industry.  
  
22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first  
hand by learners. This would mean including simple activities, like touring by students to different  
parts of the country, which will not only give a boost to tourism but will also lead to an understanding  
and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards  
this direction 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  
  
54

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of  
augmenting their knowledge about these areas.  
  
22.13. Creating such programmes and degrees in higher education, across the arts, languages, and  
humanities, will also come with expanded high-quality opportunities for employment that can make  
effective use of these qualifications. There are already hundreds of Academies, museums, art  
galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As  
positions are filled with suitably qualified candidates, and further artefacts are procured and  
conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites  
may contribute to the conservation of our heritage as well as to India’s tourism industry.  
  
22.14. India will also urgently expand its translation and interpretation efforts in order to make high-  
quality learning materials and other important written and spoken material available to the public in  
various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation  
(ITI) will be established. Such an institute 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, which will help to promote all Indian languages. The ITI shall also make extensive  
use of technology to aid in its translation and interpretation efforts. The ITI 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 number of qualified candidates grows.  
  
22.15. Due to its vast and significant contributions and literature across genres and subjects, its  
cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings

as one of the language options 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. Thus, in consonance with the rest of this policy, Sanskrit Universities too will  
move towards becoming large multidisciplinary institutions of higher learning. Departments of

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sanskrit that conduct teaching and outstanding interdisciplinary research on San

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Knowledge Systems will be established/strengthened across the new multidisciplin

education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education  
if a student so chooses. 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.  
  
22.16. India will similarly expand its institutes and universities studying all classical languages and  
literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of  
manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes  
and departments across the country will be significantly strengthened, 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 multidisciplinary 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. Further, it is also proposed that a new institution for Languages will be established.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Institute (or Institutes) for Pali, Persian and Prakrit will also be se

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.  
  
22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered  
languages will be taken on with new vigour. Technology and crowdsourcing, with extensive  
participation of the people, will play a crucial role in these efforts.  
  
22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Academies will be established consisting of some of the greatest scholars and na

55

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

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).

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## The Academies would also consult with each other, and in some cases take the bes

the public, in order to construct these dictionaries attempting to adopt common words whenever  
possible. These dictionaries would be widely disseminated, for use in education, journalism, writing,  
speechmaking, and beyond, and would be available on the web as well as in book form. These

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Academies for Eighth Schedule languages will be established by the Central Gover

consultation or collaboration with State Governments. Academies for other highly spoken Indian  
languages may also be similarly established by the Centre and/or States.  
  
22.19. 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 relevant material onto these platforms/portals/wikis. Universities  
and their research teams will work with each other and with communities across the country 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.  
  
22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local  
masters and/or within the higher education system will be established. The promotion of Indian  
languages is possible only if they are used regularly and if they are used for teaching and learning.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Incentives, such as prizes for outstanding poetry and prose in Indian languages

be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other  
works in all Indian languages. Proficiency in Indian languages will be included as part of  
qualification parameters for employment opportunities.  
  
23. Technology Use and Integration  
  
23.1. India is a global leader in information and communication technology and in other cutting-edge  
domains, such as space. The Digital India Campaign is helping to transform the entire nation into a  
digitally empowered society and knowledge economy. While education will play a critical role in this  
transformation, technology itself will play an important role in the improvement of educational  
processes and outcomes; thus, the relationship between technology and education at all levels is bi-  
directional.  
  
23.2. Given the explosive pace of technological development allied with the sheer creativity of tech-  
savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will  
impact education in multiple ways, only some of which can be foreseen at the present time. 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 educational fronts.  
  
23.3. Use and integration of technology to improve multiple aspects of education will be supported  
and adopted, provided these interventions are rigorously and transparently evaluated in relevant  
contexts before they are scaled up. An autonomous body, the National Educational Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Forum (NETF), will be created to provide a platform for the free exchange of ide

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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Central governments, and other stakeholders, the latest knowledge and research a

opportunity to consult and share best practices. The NETF will have the following functions:  
  
56

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

a) provide independent evidence-based advice to Central and State Government agencies on  
technology-based interventions;  
  
b) build intellectual and institutional capacities in educational technology;  
  
c) envision strategic thrust areas in this domain; and  
  
d) articulate new directions for research and innovation.  
  
23.4. To remain relevant in the fast-changing field of educational technology, 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.  
  
23.5. The thrust of technological interventions will be for the purposes of improving teaching-  
learning and evaluation processes, supporting teacher preparation and professional development,  
enhancing educational access, and streamlining educational planning, management, and  
administration including processes related to admissions, attendance, assessments, etc.  
  
23.6. A rich variety of educational software, for all the above purposes, will be developed and made  
available for students and teachers at all levels. All such software will be available in all major Indian  
languages and will be accessible to a wide range of users including students in remote areas and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Divyang students. Teaching-learning e-content will continue to be developed by a

regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and  
will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher’s

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Professional Development through e-content. CIET will be strengthened to promote

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DIKSHA as well as other education technology initiatives. Suitable equipment wil

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.  
  
23.7. Particular attention will need to be paid to emerging disruptive technologies that will  
necessarily transform the education system. When the 1986/1992 National Policy on Education was  
formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our  
present education system's inability to cope with these rapid and disruptive changes places us  
individually and nationally at a perilous disadvantage in an increasingly competitive world. For  
example, while computers have largely surpassed humans in leveraging factual and procedural  
knowledge, our education at all levels excessively burdens students with such knowledge at the  
expense of developing their higher-order competencies.  
  
23.8. This policy has been formulated at a time when an unquestionably disruptive technology -

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**Domain:** Education  
**Country:** India  
**Year:** 2021

## Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. As the cost of

falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled  
professionals such as doctors in certain predictive tasks. Al's disruptive potential in the workplace is  
clear, and the education system must be poised to respond quickly. One of the permanent tasks of the

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**Domain:** Education  
**Country:** India  
**Year:** 2021

## NETF will be to categorize emergent technologies based on their potential and es

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.  
  
23.9. In response to MHRD's formal recognition of a new disruptive technology, the National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Research Foundation will initiate or expand research efforts in the technology.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NRF may consider a three-pronged approach: (a) advancing core AI research, (b) d

deploying application-based research, and (c) advancing international research efforts to address  
global challenges in areas such as healthcare, agriculture, and climate change using AI.  
  
57

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

23.10. HEIs will play an active role not only in conducting research on disruptive technologies but  
also in creating initial versions of instructional materials and courses including online courses in  
cutting-edge domains and assessing their impact on specific areas such as professional education.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Once the technology has attained a level of maturity, HEIs with thousands of stu

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.  
  
23.11. Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Learning as well as multidisciplinary fields “AI + X” and professional areas lik

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 undergraduate and vocational programmes. HEIs may also offer targeted training in low-  
expertise tasks for supporting the AI value chain such as data annotation, image classification, and  
speech transcription. Efforts to teach languages to school students will be dovetailed with efforts to  
enhance Natural Language Processing for India’s diverse languages.  
  
23.12. As disruptive technologies emerge, schooling and continuing education will assist in raising  
the general populace’s awareness of their potential disruptive effects and will also address related  
issues. This awareness is necessary to have informed public consent on matters related to these  
technologies. In school, the study of current affairs and ethical issues will include a discussion on  
disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and  
discussion materials will also be prepared for continuing education.  
  
23.13. Data is a key fuel for Al-based technologies, and it is critical to raise awareness on issues of  
privacy, laws, and standards associated with data handling and data protection, etc. It is also  
necessary to highlight ethical issues surrounding the development and deployment of AlI-based  
technologies. Education will play a key role in these awareness raising efforts. 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.  
  
24. Online and Digital Education: Ensuring Equitable Use of Technology  
  
24.1. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education Policy 2020 recognizes the importance of leveraging the advantages of

acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled  
pilot studies to determine how the benefits of online/digital education can be reaped while addressing  
or mitigating the downsides. In the meantime, 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.  
  
24.2. However, the benefits of online/digital education cannot be leveraged unless the digital divide is  
eliminated through concerted efforts, such as the Digital India campaign and the availability of  
affordable computing devices. It is important that the use of technology for online and digital  
education adequately addresses concerns of equity.  
  
24.3. Teachers require suitable training and development to be effective online educators. It cannot be  
  
assumed that a good teacher in a traditional classroom will automatically be a good teacher in an  
online classroom. Aside from changes required in pedagogy, online assessments also require a  
  
58

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

different approach. There are numerous challenges to conducting online examinations at scale,  
including limitations on the types of questions that can be asked in an online environment, handling  
network and power disruptions, and preventing unethical practices. Certain types of courses/subjects,  
such as performing arts and science practical have limitations in the online/digital education space,  
which can be overcome to a partial extent with innovative measures. Further, unless online education  
is blended with experiential and activity-based learning, it will tend to become a screen-based  
education with limited focus on the social, affective and psychomotor dimensions of learning.  
  
24.4. 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 the following key initiatives:  
  
(a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies,

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. This will  
ensure that the technology-based solutions do not become outdated with the rapid advances in  
technology.  
  
(c) Online teaching platform and tools: Appropriate existing e-learning platforms such as

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-fri

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 as the present pandemic has  
shown.  
  
(d) Content creation, digital repository, and dissemination: A digital repository of content  
including creation of coursework, Learning Games & Simulations, Augmented Reality and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Virtual Reality will be developed, with a clear public system for ratings by use

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.  
  
(ec) 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 will be 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 need to 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## SWAYAMPRABHA will also be leveraged for creating virtual labs so that all studen

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, will be 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 engagement with the content and with each other.  
  
59

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

(h) Online assessment and examinations: Appropriate bodies, such as the proposed National

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies wil

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 21“ century skills.  
  
(1) 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 learning will be identified for appropriate replication for different subjects.  
  
Gj) Laying down standards: As research on online/digital education emerges, NETF and other  
appropriate bodies 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,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Boards, schools and school complexes, HEIs, etc.

24.5 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure,

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Educational Digital Content and Capacity

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Technology in education is a journey and not a destination and capacity will be

the various ecosystem players to implement policy objectives. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## India’s challenges of scale, diversity, equity, but also evolve in keeping with

changes in technology, whose half-life reduces with each passing year. This centre will,  
therefore, consist of experts drawn from the field of administration, education, educational  
technology, digital pedagogy and assessment, e-governance, etc.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Part IV. MAKING IT HAPPEN

25. Strengthening the Central Advisory Board of Education  
  
25.1. 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.  
  
25.2. To bring the focus back on education and learning, it is desirable that the Ministry of Human

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Resource Development (MHRD) be re-designated as the Ministry of Education (MoE).

26. Financing: Affordable and Quality Education for All  
  
26.1. The Policy commits to significantly raising educational investment, as there is no better  
investment towards a society’s future than the high-quality education of our young people.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Unfortunately, public expenditure on education in India has not come close to th

of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was  
further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## States) expenditure on education in India has been around 4.43% of GDP (Analysis

60

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Expenditure 2017-18) and only around 10% of the total Government spending toward

(Economic Survey 2017-18). These numbers are far smaller than most developed and developing  
countries.  
  
26.2. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Governments. The Centre and the States will work together to increase the public

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Education sector to reach 6% of GDP at the earliest. This is considered extremel

achieving the high-quality and equitable public education system that is truly needed for India's future  
economic, social, cultural, intellectual, and technological progress and growth.  
  
26.3. In particular, financial support will be provided to various critical elements and components of  
education, such as ensuring universal access, learning resources, nutritional support, matters of  
student safety and well-being, adequate numbers of teachers and staff, teacher development, and  
support for all key initiatives towards equitable high-quality education for underprivileged and socio-  
economically disadvantaged groups.  
  
26.4. In addition to one-time expenditures, primarily related to infrastructure and resources, this

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Policy identifies the following key long-term thrust areas for financing to cult

system: (a) universal provisioning of quality early childhood care education; (b) ensuring  
foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school  
complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in  
teacher education and continuing professional development of teachers; (f) revamping colleges and  
universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and  
online education.  
  
26.5. Even the low level of funding on education in India, is frequently not spent in a timely manner  
at the District/institution level, hampering the achievement of the intended targets of those funds.

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Hence, the need is to increase efficiency in use of available budget by suitable

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Financial governance and management will focus on the smooth, timely, and approp

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 flow of funds.  
  
26.6. The Policy also calls for the rejuvenation, active promotion, and support for private  
philanthropic activity in the education sector. In particular, over and above the public budgetary  
support which would have been otherwise provided to them, any public institution can take initiatives  
towards raising private philanthropic funds to enhance educational experiences.  
  
26.7. The matter of commercialization of education has been dealt with by the Policy through  
multiple relevant fronts, including: the ‘light but tight’ regulatory approach that mandates full public  
self-disclosure of finances, procedures, course and programme offerings, and educational outcomes;  
the substantial investment in public education; and mechanisms for good governance of all  
institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the  
needy or deserving sections will also be explored.  
  
27. Implementation  
  
27.1. Any policy’s effectiveness depends on its implementation. Such implementation will require  
multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and  
  
61

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Departments of Education, Boards, NTA, the regulatory bodies of school and highe

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in

that the policy is implemented in its spirit and intent, through coherence in planning and synergy  
across all these bodies involved in education.  
  
27.2. 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Policy is interconnected and holistic, only a full-fledged implementation, and n

will ensure that the desired objectives 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

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Central and State levels will be crucial for the satisfactory execution of the P

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 and education  
infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all  
subsequent programmes and actions.  
  
27.3. Subject-wise implementation committees of experts in cooperation and consultation with other  
relevant Ministries will be set up at both the Central and State levels to develop detailed  
implementation plans for each aspect of this Policy in accordance with the above principles to  
achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of  
implementation of the policy, in accordance with the targets set for each action, will be conducted by  
designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the  
decade of 2030-40, the entire policy will be in an operational mode, following which another  
comprehensive review will be undertaken.  
  
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62

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ABC Academic Bank of Credit

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Al Artificial Intelligence

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## AC Autonomous degree-granting College

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## AEC Adult Education Centre

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## API Application Programming Interface

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## AYUSH Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy

B.Ed. Bachelor of Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BEO Block Education Officer

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BITE Block Institute of Teacher Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BoA Board of Assessment

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BoG Board of Governors

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## BRC Block Resource Centre

B.Voc Bachelor of Vocational Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CABE Central Advisory Board of Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CBCS Choice Based Credit System

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CBSE Central Board of Secondary Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CIET Central Institute of Educational Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CMP Career Management and Progression

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CoA Council of Architecture

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CPD Continuous Professional Development

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CRC Cluster Resource Centre

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## CWSN Children With Special Needs

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DAE Department of Atomic Energy

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DBT Department of Biotechnology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DEO District Education Officer

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DIET District Institute of Education and Training

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DIKSHA Digital Infrastructure for Knowledge Sharing

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DSE Directorate of School Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## DST Department of Science and Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ECCE Early Childhood Care and Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## EEC Eminent Expert Committee

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## GCED Global Citizenship Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## GDP Gross Domestic Product

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## GEC General Education Council

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## GER Gross Enrolment Ratio

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## GFR General Financial Rule

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HECI Higher Education Commission of India

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HEGC Higher Education Grants Council

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## HEI Higher Education Institutions

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ICAR Indian Council of Agricultural Research

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ICHR Indian Council of Historical Research

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ICMR Indian Council of Medical Research

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ICT Information and Communication Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## IDP Institutional Development Plan

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## IGNOU Indira Gandhi National Open University

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## IIM Indian Institute of Management

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## IIT Indian Institute of Technology

IIT! Indian Institute of Translation and Interpretation

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ISL Indian Sign Language

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## ITI Industrial Training Institute

M.Ed. Master of Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MBBS Bachelor of Medicine and Bachelor of Surgery

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MERU Multidisciplinary Education and Research Universities

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## MHFW Ministry of Health and Family Welfare

63

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

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# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

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# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Ministry of Human Resource Development

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Ministry of Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Massive Open Online Course

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Memorandum of Understanding

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Ministry of Women and Child Development

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Accreditation Council

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Achievement Survey

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Council of Educational Research and Training

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Curriculum Framework

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Curriculum Framework for School Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Curriculum Framework for Teacher Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Committee for the Integration of Vocational Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Curricular and Pedagogical Framework for Early Childhood Care and Educa

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Council for Teacher Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Council for Vocational Education and Training

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Educational Technology Forum

Non-Governmental Organization

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Higher Education Qualifications Framework

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Higher Education Regulatory Council

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Institute of Open Schooling

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Institute of Technology

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Institution for Transforming India

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Policy on Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Professional Standards for Teachers

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Research Foundation

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Skills Qualifications Framework

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Sample Survey Office

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Testing Agency

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Other Backward Classes

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Open and Distance Learning

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Performance Assessment, Review and Analysis of Knowledge for Holistic developmen

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Pharmacy Council of India

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Public Financial Management System

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Professional Standard Setting Body

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Research and Innovation

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Rehabilitation Council of India

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Rights of Persons with Disabilities

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State Achievement Survey

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## School Complex/Cluster Development Plans

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State Council of Educational Research and Training

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State Curricular Framework

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## School Complex Management Committee

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sustainable Development Goal

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## School Development Plan

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Socio-Economically Disadvantaged Group

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Special Education Zone

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State Institutes of Open Schooling

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## School Management Committee

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## School Quality Assessment and Accreditation Framework

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sarva Shiksha Abhiyan

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Simple Standard Sanskrit

64

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## National Education Policy 2020

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## State School Standards Authority

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Science, Technology, Engineering, and Mathematics

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Sanskrit Through Sanskrit

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Study Webs of Active Learning for Young Aspiring Minds

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Teacher Education Institution

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Teacher Eligibility Test

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Unified District Information System for Education

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## University Grants Commission

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## United Nations Educational, Scientific and Cultural Organization

# National Education Policy (India, 2021)

**Domain:** Education  
**Country:** India  
**Year:** 2021

## Veterinary Council of India

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