Draft
National
Education Policy
2019

The Policy Journey

Process

Composition of the Committee

K. Kasturirangan (Chairman)

Vasudha Kamat

Manjul Bhargava

Ram Shankar Kureel

T.V. Kattimani

Krishna Mohan Tripathy

Mazhar Asif

M.K. Sridhar

Shakila T. Shamsu (Secretary)

- Discussions with educators, researchers, policy makers,sector experts, industry, academies, community groups,engaged citizens and more

- Consultations with 70 organizations, institutions, associations and 216 eminent individuals (from July 2017 onwards)

- Peer Reviewers: Jayaprakash Narayan, P. Rama Rao, J.S. Rajput, Vijay Kelkar, Aniruddha Deshpande, Dinesh Singh, Mohandas Pai

Relevant work and knowledge base from the past

Policies of 1968, 1986 and 1992

- TSR Subramanian Committee Report
- MHRD's Inputs for Draft National Education
- Policy
- Feedback from ground level consultations since 2015

Vision

The National Education Policy 2019

*envisions an India-centred education system
that contributes directly to
transforming our nation sustainably
into an equitable and vibrant knowledge society,
by providing high quality education to all.*

Overview of the Policy

❖Quality early childhood education available for all children between 3-6 years by 2025

❖Every student in Grade 5 and beyond will achieve foundational literacy and numeracy by 2025

❖New 5+3+3+4 developmentally- appropriate curricular and pedagogical structure for school education

❖Integrated, flexible school curriculum

• No hierarchy of subjects; No hard separation of areas; Integration of vocational and academic streams

❖100% Gross Enrolment Ratio from pre-school to secondary levels by 2030

❖Effective governance through school complexes

☐ Rigorous teacher preparation, robust recruitment, well-defined career path

☐ New vision and architecture for higher education with large, well-resourced, multidisciplinary institutions

☐ Broad-based liberal arts undergraduate education

• Flexible curricular structures; Creative combinations of study; Multiple exit points

☐ Professional education as an integral part of higher education

☐ Empowered governance and autonomy for higher education institutions

☐ 'Light but tight' regulation - separation of functions to eliminate conflicts of interest

☐ National Research Foundation to catalyze research and innovation

☐ Rashtriya Shiksha Aayog - custodian of education in India

School Education

Strengthening Early Childhood Care & Education

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

- ☐ Quality early childhood care and education available for all children between 3-6 years by 2025

- ☐ Expansion and strengthening of facilities with multipronged approach based on local needs, geography and existing infrastructure

- ☐ Special attention / priority to socio-economically disadvantaged areas and communities

- ☐ Early childhood education under the purview of the Ministry of Education

- ☐ - ensure linkage with the rest of school education

Right to Education Act extended to all children between 3-6 years

Ensuring Foundational Literacy & Numeracy

The Policy recognizes the learning crisis in language and mathematics during the primary school years and its impact on attendance, retention and later learning.

- [ ] By 2025, every student in Grade 5 and beyond must achieve foundational literacy and numeracy

- [ ] **Measures to attain foundational literacy and numeracy**

  - Increased focus on early language and mathematics in Grades 1-5

  - Expansion of the mid-day meal programme to ensure adequate nutrition in these years

  - Availability of quality learning materials

  - Regular learning assessments

- [ ] Three-month school preparation module for all Grade 1 students from 2020

- [ ] Pupil-teacher ratio under 30:1 at every school

- [ ] **Launch of two new programmes**

  - National Tutors Programme - focusing on peer tutors

  - Remedial Instructional Aides Programme - instructors from the local community

- [ ] Social workers and counselors to help ensure positive mental health and retention of all children

Ensuring Universal Access & Retention

While deeply appreciating the progress in enrollment, the Policy expresses concern at our inability to retain all children in school till Grade 12.

☐ 100% Gross Enrolment Ratio from pre-school to secondary levels by 2030

☐ Increased intake in existing schools

☐ New facilities in underserved locations

☐ School rationalization supported by transport and hostel facilities while ensuring safety of all students, particularly girls

☐ Tracking attendance and learning outcomes of enrolled children

☐ Tracking drop-outs and out-of-school children by teachers, social workers and counsellors

☐ Programmes for long-term out-of-school adolescents

☐ Multiple pathways to learning - formal and non-formal modes, strengthening of open and distance schooling, technology platforms to enable this

☐ Right to Education Act extended up to Grade 12

New Curricular & Pedagogical Structure

The Policy envisages a new curricular and pedagogical structure for school education that is responsive and relevant to the needs and interests of learners at different stages of their development.

- ☐ Structure based on cognitive and socio-emotional developmental stages
- ☐ Stages correspond to the age ranges of 3–8, 8–11, 11–14, and 14–18 years, respectively
- ☐ Curricular framework and classroom pedagogy to be based on this structure

5+3+3+4 design

- o Foundational Stage (Pre-Primary & Grades 1-2)
  - ☐ Rapid brain development
  - ☐ Play and active discovery
- o Preparatory Stage (Grades 3-5)
  - ☐ Build on play and discovery
  - ☐ Transition to structured learning

Middle Stage (Grades 6-8)
- o ☐ Concepts in subjects
  - ☐ Begin navigating adolescence

Secondary Stage (Grades 9-12)
- o ☐ Preparation for livelihood and higher education
  - ☐ Transition into young adulthood

Transformation of Curriculum & Pedagogy

The Policy aims to transform curriculum & pedagogy by 2022 to encourage holistic development with minimal rote learning.

- ☐ Curriculum to develop language proficiency, scientific temper, sense of aesthetics, ethical reasoning, digital literacy, knowledge of India, current affairs

- ☐ National Curriculum Framework revised by end-2020 - made available in all languages

- ☐ High quality new textbooks developed in Indian languages

☐ **Integrated curriculum**
- Equal emphasis all subjects - no hierarchy of subjects
- No hard separation of curricular, co-curricular or extra-curricular areas - equal status for all
- Integration of vocational and academic streams

☐ **Flexible curriculum**
- Choices for students
- Reduced curriculum load, emphasis on key concepts, essential ideas
- Space for experiential learning, allow for analysis and reflection

☐ **Assessment**
- Test core concepts and skills along with higher order capacities

Equitable & Inclusive Education for Every Child in the Country

This Policy aims to shape an education system that benefits all of India's children.

- Special Education Zones in disadvantaged regions across the country to act upon all that is stated in this Policy for inclusion of under-represented groups

- National Fund for providing scholarships, developing resources and facilities for students from under-represented groups

- Targeted funding and support to identified districts / institutions for inclusion and access

- Alternate pathways for recruitment of teachers from under-represented groups, sensitizing teachers

- 25:1 pupil-teacher ratio in schools with high proportion of students from under-represented groups

- Creation of inclusive school environments, inclusive curriculum

- Focus on urban poor in addition to other under-represented groups

Language

Since children learn languages most quickly between 2-8 years, and multilingualism has great cognitive benefits for students, children will be immersed in three languages early on, from the Foundational Stage.

- **Home language/mother tongue as medium of instruction**
- **Exposure to three or more languages to** students from pre-school and Grade 1 will be given
- The three language formula will be continued with flexibility in choice of languages.
- 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 all Schedule 8 languages.
- **Flexibility in the three-language formula such that** students who wish to change one or more of the three languages they are studying may do so in Grade 6 or Grade 7, so long as they are able to still demonstrate proficiency in three languages (one language at the literature level) in their modular Board Examinations some time during secondary school
- A choice of foreign language(s) would be as elective(s) during secondary school
- Sanskrit will be offered at all levels of school and higher education as one of the optional languages on par with all Schedule 8 languages
- In addition to Sanskrit, the teaching of other classical languages and literatures, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools

Teachers: The Torchbearers of Change

This Policy reiterates the centrality of teachers - the success of any effort to foster quality education is dependent upon the quality of the teacher

- [ ] Adequate physical infrastructure, learning resources, pupil-teacher ratio

  to facilitate teachers' work

- [ ] **Robust recruitment process**
  - Redesigned Teacher Eligibility Test, followed by interview and teaching demonstration

  - Teachers recruited to district and appointed to school complex

- [ ] Practice of 'para-teachers' (unqualified, contract teachers) stopped by 2022

- [ ] **Teacher career development**
  - Move into educational administration or teacher education after a minimum number of teaching years

- [ ] **Continuous teacher professional development**
  - Flexible and modular approach where teachers choose what and how they want to learn
  - No centralized determination of curriculum, no cascade-model training, no rigid norms
  - High-quality material for teachers and teacher educators in Indian languages
  - Rejuvenated academic support institutions - SCERT, DIET, BITE, BRC, CRC, CTE, IASE

Teacher Education

This Policy aims to ensure rigorous teacher preparation in vibrant multidisciplinary institutions.

☐ **4-year integrated Bachelor of Education at multidisciplinary institutions**

- Undergraduate programme of study, including both disciplinary and teacher preparation courses

- Stage-specific, subject-specific programme to prepare teachers from Foundational to Secondary stage

- All subjects including arts, sports, vocational education, special education

- Par with other undergraduate degrees - graduates eligible for Masters programme

☐ Current two-year B.Ed. program to continue till 2030

- After 2030, only those institutions offering a 4-year teacher education programme can offer the 2-year programme

☐ No other kind of pre-service teacher preparation programmes will be offered after 2030

☐ Substandard and dysfunctional teacher education institutes shut down

School Complexes:
Effective Administration & Management of Schools

The Policy aims to render school governance more local, effective and efficient while facilitating the sharing of resources through school complexes.

- ☐ School complex as the minimum viable unit of school governance

- ☐ **What is a School Complex**

  - Cluster of around 30 public schools from Foundational to Secondary stage within a contiguous geography

  - Comprises one Secondary school and all other neighbourhood public schools

☐ **Why School Complexes**

- Effective administrative unit without compromising access - will not require physical relocation of schools

- Enable sharing of learning resources e.g. laboratories, libraries, sports equipment & fields

- Enable sharing of subject teachers, sports, music and art teachers, counsellors and social workers

- Create community of teachers to work together, support each other

- Create coherent set of educational institutions in each geography

☐ School Management Committees and School Complex Management Committees to take ownership

Regulation of School Education

This Policy believes that regulation must become an engine of educational improvement and energize India's school education system.

- [ ] Regulation and operation of schools (service provision) carried out by separate bodies to eliminate conflicts of interest

- [ ] New State School Regulatory Authority - independent State-wide regulatory body created for each State

- [ ] Directorate of School Education - handle operations of the public school system

- [ ] SCERT - lead all academic matters for all school education

- [ ] Boards of Certification / Examination - certification of school completion - no role in determining curricula or textbooks

- [ ] Each SCERT to develop a School Quality Assessment and Accreditation Framework - will be used as the accreditation framework by the State School Regulatory Authority for regulation

- [ ] Sample-based National Achievement Survey of student learning levels to continue - States may continue to conduct a census-based State Assessment Survey

- [ ] Public and private schools regulated on the same criteria, benchmarks and processes

Additional Key Focus Areas

Education Technology

This Policy aims at appropriately integrating technology into all levels of education.

☐ Technology in education to be used to

- Improve teaching, learning and evaluation

- Support teacher preparation and continuous teacher professional development

- Enhance educational access to disadvantaged groups

- Streamline education planning, administration and management

☐ New National Educational Technology Forum

- Autonomous body - platform for free exchange of ideas on the use of technology to improve learning, assessment, planning, administration

- Facilitate decision-making on induction, deployment, use of technology

☐ National Repository of Educational Data - will maintain all records related to institutions, teachers and students in digital form

Integration of Vocational Education

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

- ☐ Vocational education as an integral part of the larger vision of liberal education

- ☐ Vocational education integrated into all education institutions in a phased manner over the next decade

- ☐ Focus areas chosen based on skills gap analysis, mapping of local opportunities

- ☐ Capacity and quality of teacher preparation will be addressed

- ☐ National Committee for the Integration of Vocational Education to oversee the effort

- ☐ National Skills Qualifications Framework detailed further for each of the disciplines / vocations / professions

- ☐ 'Lok Vidya', knowledge developed in India, made accessible to students through integration into vocational education courses

Adult Education

This Policy aims to achieve 100% youth and adult literacy by 2030, and significantly expand adult and continuing education programmes.

☐ National Curriculum Framework for Adult Education

☐ Textbooks and learning materials, criteria for assessment and certification aligned to this Framework

☐ Cadre of Adult Education Centre managers and instructors created through the National Adult Education Tutors Programme

☐ Existing mechanisms leveraged to identify participants, community volunteers encouraged - each literate member of the community to teach at least one person to read

☐ Large scale public awareness generated

☐ Special emphasis on women's literacy

Promotion of Indian languages

It is critical to preserve the truly rich languages and literatures of India - the Policy will ensure the preservation, growth, and vibrancy of all Indian languages

- [ ] Focus on language, literature, scientific vocabulary in Indian languages

- [ ] Strong Indian language and literature programmes across the country, recruitment of language teachers and faculty, focused research

- [ ] Existing national institutes for promotion of classical languages and literature strengthened

- [ ] National Institute for Pali, Persian and Prakrit set up

- [ ] Mandate of the Commission for Scientific and Technical Terminology renewed and expanded to include all disciplines and fields, not just the physical sciences

  - An Indian Institute of Translation and Interpretation (IITI) will be established, to carry out high quality translations of materials of importance between various Indian languages as well between foreign languages and Indian languages.

Higher Education

Institutional Restructuring & Consolidation

A new vision and architecture for higher education has been envisaged in the Policy with large, well-resourced, vibrant multidisciplinary institutions.

☐ Consolidation of current 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant multidisciplinary institutions

☐ All higher education institutions to be consolidated into three types of institutions:

- Research Universities - equal focus on research and teaching
- Teaching Universities - primary focus on teaching with significant focus on research
- Autonomous degree-granting colleges - almost exclusive focus on teaching

☐ Significantly expand reach and capacity while building strong educational communities

☐ All higher education institutions to become multidisciplinary institutions, with teaching programmes across disciplines and fields

☐ Mission Nalanda and Mission Takshashila launched to catalyze new architecture

☐ High quality institutions in disadvantaged geographies a priority

☐ Substantial public investment

Towards High Quality Liberal Education

The Policy envisages an imaginative and broad-based liberal undergraduate education with rigorous specialization in chosen disciplines and fields.

☐ **Liberal education with broad multidisciplinary exposure**

- Imaginative and flexible curricular structures
- Creative combinations of disciplines of study
- Multiple exit and entry points
- Masters and doctoral education provide research-based specializations

☐ **3-4 year undergraduate degree with multiple exit options**

- 4-year programme - Bachelors of Liberal Arts/Education in chosen major and minors
- 3-year programme - Bachelors' degree
- Both 3 & 4 year programmes - lead to a degree with honours with research work
- Exit with a 2 year advanced diploma or a 1 year certificate

☐ **Flexible Masters degree programmes**

- 2 years for those with 3 year undergraduate degree
- 1 year for those with 4 year undergraduate degree with honours
- Integrated 5 year programme

Optimal Learning Environments & Student Support

The Policy envisions a joyful, rigorous and responsive curriculum, engaging and effective pedagogy, and caring support to optimize learning and the overall development of students.

☐ National Higher Education Qualifications Framework to articulate learning outcomes

☐ National Skills Qualifications Framework aligned with the above to ensure equivalence and mobility

☐ Choice Based Credit System to be revised and improved to allow for flexibility and innovation

☐ Stimulating learning experiences offered through effective pedagogical practices

☐ Students assessed not only on academic aspects but also on broad capacities and dispositions

☐ Academic, financial and emotional support available for students to help attain better outcomes

☐ Open and distance learning expanded

☐ Internationalization of education facilitated

☐ Inter-University Centre for International Education set up within selected Indian universities

Energised, Engaged & Capable Faculty

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

☐ Adequate faculty in every institution

☐ Prevalent approach of ad-hoc, contractual appointments stopped

☐ Faculty recruitment based on academic expertise, teaching capacities, dispositions for public service

☐ Appropriately designed permanent employment (tenure) track system in all institutions by 2030

☐ Continuous professional development plan for all faculty

☐ Faculty recruitment and development, career progression, compensation management to be part of every Institutional Development Plan

☐ Faculty empowered to make curricular choices for their courses; pursue research with academic freedom

Empowered Governance & Autonomy in Higher Education Governance

This Policy sees independent, self-governed higher education institutions with capable and ethical leadership as a driver of educational change.

☐ All higher education institutions to become autonomous self-governing entities

☐ Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy

☐ Formation and appointment of the Board, the Chair and the Vice Chancellor to ensure elimination of external interference - enable engagement of high-capacity people with institutional commitment

☐ All institutions free to start and run programmes, decide curricula, student capacity and resource requirements, develop internal systems for governance and people management

☐ Affiliation to stop - affiliated colleges will develop into autonomous degree granting colleges; affiliating universities will develop into vibrant multidisciplinary institutions

Higher Education Governance & Regulation

This Policy aims to set up effective, enabling and responsive regulation to encourage excellence and public-spiritedness in higher education.

- ☐ Standard setting, funding, accreditation and regulation separated - conducted by independent bodies, eliminating concentration of power and conflicts of interest

- ☐ National Higher Education Regulatory Authority - only regulator for all higher education including professional education

- ☐ University Grants Commission - transform into Higher Education Grants Council

- ☐ New General Education Council - develop National Higher Education Qualifications Framework

- ☐ Accreditation as basis for regulation - National Assessment and Accreditation Council - oversee and develop an ecosystem of Accreditation Institutions

- ☐ State Departments of Higher Education - involved at a policy level

- ☐ State Councils of Higher Education - facilitate peer support and best practice sharing

- ☐ Common regulatory regime for public and private institutions

- ☐ Private philanthropic initiatives encouraged

Integrating Professional Education into Higher Education

This Policy aims to build a holistic approach to the preparation of professionals, by ensuring broad-based competencies, an understanding of the social-human context, a strong ethical compass, in addition to the highest-quality professional capacities.

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

☐ Professional education is an integral part of the higher education system

☐ Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will be discontinued

☐ All institutions offering either professional or general education must organically evolve into institutions offering both by 2030

National Research Foundation

National Research Foundation

This Policy has a strong emphasis on catalyzing and energizing research and innovation across the country in all academic disciplines.

- ☐ National Research Foundation will significantly expand research and innovation in the country

- ☐ Autonomous body, set up through an Act of Parliament

- ☐ Annual grant of Rs. 20,000 crores - increased progressively over the next decade

- ☐ Scope of work of the Foundation will include

  - Funding research in all disciplines through a competitive, peer-review based process

  - Building research capacity at academic institutions across the country

  - Creating beneficial linkages between researchers, government and industry

  - Recognising outstanding research through special prizes and seminars

- ☐ The Foundation will have four major divisions to start with - Sciences, Technology, Social Sciences, Arts and Humanities

Rashtriya Shiksha Aayog

Rashtriya Shiksha Aayog

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

☐ Rashtriya Shiksha Aayog or the National Education Commission - apex body to be constituted, chaired by the Prime Minister

☐ Union Minister of Education shall be the Vice Chairman with direct responsibilities related to day-to-day matters

☐ Aayog will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields

☐ All members of the Aayog will be people with high expertise, record of public contribution in their fields, unimpeachable integrity and independence

☐ Aayog will work closely with every State to ensure coordination and synergy

☐ States may set up Rajya Shiksha Aayog or State Education Commission

☐ The Aayog will be the custodian of education in India

Financing Education

Financing Education

This Policy is committed to raising educational investment - there is no better investment towards a society's future.

- ☐ Increase in public investment by Central and State Governments to 20% of overall public expenditure over a 10 year period

- ☐ Key thrust areas
  - Expansion and improvement of early childhood education
  - Ensuring foundational literacy and numeracy
  - Adequate and appropriate resourcing of school complexes
  - Food and nutrition (breakfast and midday meal)
  - Teacher education and continuing professional development of teachers
  - Revamping colleges and universities
  - Research

- ☐ Rejuvenation, active promotion and support for private philanthropic activity in education

- ☐ Smooth, timely, appropriate flow of funds, usage with probity

- ☐ Clamp down on commercialization of education - 'light but tight' regulation, substantial investment in public education, mechanisms of good governance
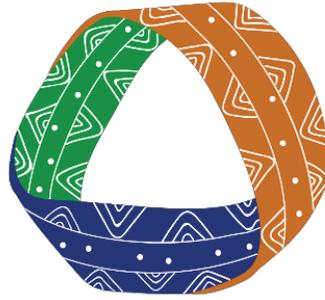
In every epoch of humankind, knowledge represents the sum of what is created by all previous generations, to which the present generation adds its own.

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

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