

High lights of the New Education Policy-2019-Draft

**Dr.S.Venkataraman
Assistant Professor
Department of Education
Annamalai University**

For School Education....

- ❖ Merging Higher secondary with secondary and introduction of 9-12 standards in semester pattern with 8 semesters- as secondary.
- ❖ Schooling Starting from 3 years of age onwards.
- ❖ Merging Anganwadis with pre-schools, creating school complexes
- ❖ 4 Year Integrated BEd., common for all Teachers,
- ❖ B.Ed., will conducted by Multi disciplinary colleges and Universities only. All Stand alone colleges of B.Ed., will be immediately closed.
- ❖ Two year B.Ed., will be modified to single year for under graduates and will be conducted by those institutions conducting four year B.Ed.,
- ❖ Vocational Education will be included in school education commonly.
- ❖ Three language system will be implemented from standard 6 onwards. (Hindi for Non Hindi speaking states and any one of the scheduled languages for Hindi speaking states)
- ❖ Importance will be given to Home language and National language and less priority will be for English.

- ❖ TET will have a live class teaching demo also.

For Higher Education...

- ❖ UGC will be replaced.. by NHERA National Higher Education Regulatory Authority
- ❖ In higher Education, the system will be modified as Type I, Type II, Type III.
- ❖ Type I- Research Universities will include all
- ❖ Type II- Teaching Universities
- ❖ Type-III- Teaching Colleges
- ❖ Affiliation- structure will be closed- all will be individual intuitions of any one type. All colleges will be transferred to Type III.
- ❖ All Type I, II, III institutions will have B.Ed., four year programmes to link Higher Education with school Education.
- ❖ HRDCs will be merged with Universities. New HRDCs will be developed in Universities of Multi disciplinary.
- ❖ Establishment of a National Research Foundation: A National Research Foundation (NRF) will be established to grant competitive funding for outstanding research proposals across all disciplines,
- ❖ Private institutions also will get funding for projects.
- ❖ There will be a common examination for MBBS at the final stage of exit also as NEET.

- ❖ NHERA shall be the sole regulator for higher education, including professional education
- ❖ All bodies like AICTE, NCTE.etc will be transformed to Professional Standard Setting Bodies PSSBs.
- ❖ MOOC will be given special preference.
- ❖ Open and Distance Learning also will be covered under NAAC, only qualified institutions will be permitted to conduct ODLs.
- ❖ There will be Yes/ No- recognition by NAAC, instead of Grading.
- ❖ Levels will be introduced between Assistant, Associate and Professor cadres.
- ❖ Boards will be constituted with autonomy for colleges/ Type I, II, III institutions.
- ❖ DST, ICSSR ..etc like funding agencies also will also function.. in addition to NRF.

..... with more details....

Given below...

School Education

- ✓ Curricular and Pedagogical Framework for Early Childhood Education:
- ✓ Concentrating on children from birth to 3 years and then from 3 years to 6 years
- ✓ Co-locating Anganwadis- pre-schools with primary schools where ever possible.

- ✓ All aspects of early childhood education will come under the purview of the Ministry of Human Resource Development (MHRD)
- ✓ Extension of the RTE Act to include early childhood education (3-6 years)
- ✓ Expansion of midday meal programme to include breakfast
- ✓ Instructional Aides will be selected, they should have B.Ed., and they will be utilised to ensure local education, credits will be given for future employment.
- ✓ Encouragement of large-scale community and volunteer involvement.
- ✓ Ensuring proper teacher deployment and teacher conditions, and a Pupil Teacher Ratio under 30 : 1 at every school.
- ✓ A new developmentally appropriate curriculum and pedagogical structure for school education: 5 + 3 + 3 + 4 design.
- ✓ 5 years of the Foundational Stage: 3 years of pre-primary school and Grades 1, 2. • 3 years of the Preparatory (or Lower Primary) Stage: Grades 3, 4, 5. • 3 years of the Middle (or Upper Primary) Stage: Grades 6, 7, 8. • 4 years of the High (or Secondary) Stage: Grades 9, 10, 11, 12.
- ✓ The Secondary Stage will comprise four years of multidisciplinary study, and will build 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. Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters. Each student would take 5 to 6 subjects each semester.
- ✓ **The notions of “higher secondary” or “junior college” will be eliminated; Grades 11 and 12 will be considered an integral part of the secondary stage.**
- ✓ Home language/mother tongue as medium of instruction: When possible, the medium of instruction - at least until Grade 5 but preferably till at

least Grade 8 - will be the home language/mother tongue/local language. Thereafter, the home/local language shall continue to be taught as a language wherever possible.

- ✓ Three languages from Standard 6 onwards.
- ✓ Reducing the importance to English, concentrating on Indian Languages. For Hindi speaking states one among the scheduled languages will be the choice, for others Hindi.
- ✓ 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.
- ✓ Board Examinations for secondary 8 semesters with flexibility in selecting subject , he can write at any semester.
- ✓ **Recruitment and deployment: To ensure that truly excellent students enter the teaching profession - especially from and in rural areas - a large number of merit-based scholarships will be instituted across the country for studies at outstanding four-year integrated Bachelor of Education (B.Ed.) programmes**
- ✓ prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be allowed any longer to conduct government work that is not directly related to teaching (except for rare events that do not interfere with their class work); in particular, teachers will not be involved in electioneering, cooking of midday meals, and other strenuous administrative tasks, so that they may fully concentrate on their teaching-learning duties.
- ✓ Each teacher may be expected to participate in, say, 50 hours of CPD opportunities every year for their own professional development.
- ✓ Approach to teacher education: Recognising that the best teachers will require training in a range of content as well as pedagogy, teacher education will gradually be moved into multidisciplinary colleges and universities. As colleges and universities all move towards becoming

multidisciplinary (see P10.4), they will also aim to house outstanding education departments that offer B.Ed. and M.Ed. degrees.

- ✓ By 2030, the minimum degree qualification for teaching will be a four-year liberal 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 two-year B.Ed./D.El.Ed. (now to be referred to only as B.Ed.) programmes will also be offered, by the same multidisciplinary institutions offering the four-year integrated B.Ed.; the two-year B.Ed. will be intended only for those who have already obtained Bachelor's Degrees in other specialised subjects. These B.Ed. programmes may also be replaced by suitably adapted to one-year B.Ed. programmes for those who have completed the equivalent of four-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. Again, all such B.Ed. degrees would be offered only by accredited multidisciplinary higher educational institutions offering four-year integrated B.Ed. programmes.

- ✓ **Finally, in order to fully restore the integrity of the teacher education system, the thousands of substandard standalone Teacher Education Institutions (TEIs) across the country will be shut down as soon as possible**

- ✓ a short 5-7 minute teaching demonstration Along with TET mandatory for all teacher recruitments.

- ✓ National Education Policy 2019128Flexible and modular approach to continuous professional development for teachers: Teachers must have access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas,

even leading to professional degrees (including an M.A. in Education or M.Ed. degrees). Such courses must be offered in a range of formats including part time, evening, blended, and online in addition to full time programmes either by Departments of Education at Universities or at Centres of Professional Development that are accredited. Teachers must also have opportunities for research, access to professional communities through which they develop and share their professional knowledge. Teachers who are in service need to be seen as an important student clientele by Departments of Education at universities, so that programmes that meet their requirements for research and further study are developed and offered.

- ✓ Moving teacher education into the university system; the four-year integrated B.Ed. programme: Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training. The four-year integrated B.Ed. programme of pre-service teacher preparation for different tracks will be offered at the university level as a dual-degree (in education together with any desired specialised subject) undergraduate programme of study, and will thus include both disciplinary as well as teacher preparation courses
- ✓ The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master's degree programme in either the disciplinary stream or the pedagogic stream.
- ✓ The two-year B.Ed. programme for lateral entry into teaching: The two-year B.Ed. degree will be offered to Bachelor's degree holders in various

disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and Secondary education, and will again include a strong practical training component in schools. Offering a two-year B.Ed. programme, in addition to the four-year integrated B.Ed., will enable entry into the profession of teaching for people who are at later stages in their careers, and will help to attract diverse talent into the profession. The two-year programme will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), and other locations till such time as the four-year degree is seeded at universities, and begins graduating an adequate number of teachers. Beyond that, the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. programme. For those students who have obtained a four-year liberal Bachelor's degree, or for persons with other outstanding specialised qualifications to become a subject teacher (such as a Master's degree in the specialised subject), the two-year B.Ed. programme could be replaced by a suitably structured special B.Ed. programme of slightly shorter duration, as determined by the same multidisciplinary institutions offering the four-year integrated and two-year B.Ed. programmes.

- ✓ Again one year B.Ed, for graduates along with integrated B.Ed.
- ✓ Schools will be converted to school complexes.
- ✓ Board of Assessment will be set up
- ✓ **Private schools will not use the word 'public' in their names. 'Public' schools will only be those that are funded publicly, i.e., government schools and government-aided schools.**

- ✓ **Private schools may be free to set their fees, but they shall not increase school fees arbitrarily. Reasonable increases that can stand public scrutiny can be made.**
- ✓ *********

Higher Education

- ✓ Establishment of a National Research Foundation: A National Research Foundation (NRF) will be established to grant competitive funding for outstanding research proposals across all disciplines, as determined by peer review and success of proposals. Most importantly, it will aim to seed, grow, and facilitate research at academic institutions where research is currently in a nascent stage, through systems of mentoring by active research scholars, who may have retired or be near retirement at top research institutions.

- ✓ **It is the vision of this Policy that all HEIs evolve into one of these three types of institutions, which we will refer to as Types 1, 2, and 3: research universities, teaching universities, and colleges.**
- ✓ Type 1: Research universities. These will focus equally on research and teaching: they will dedicate themselves to cutting-edge research for new knowledge creation while at the same time offering the highest quality teaching across undergraduate, masters, Ph.D., professional, and vocational programmes. Many graduate and research institutions do not currently offer undergraduate education, which is essential for ensuring that knowledge from the best institutions gets passed on, on a wide scale, to the next generation. These institutions will be encouraged to introduce undergraduate programmes as well. It is expected that, over a period of two decades, a couple of hundred institutions, say 150–300, will belong

to the Type 1 category, and each will aim for on-campus enrolments between 5000 to 25000 or more students. They will aim to become world-class research universities and compete with global institutions.

b. Type 2: Teaching universities. These will focus primarily on high quality teaching across disciplines and programmes, including undergraduate, masters and doctoral, professional, vocational, certificate and diploma programmes, while also significantly contributing to cutting-edge research. Such institutions will target enrolments between 5,000 and 25,000 or more on their campuses. It is expected that there will be several hundred such universities, say, between 1000 to 2000, created over a period of two decades. As they begin to achieve higher quality in research and the range of programmes offered, some of them may aim to join the ranks of Type 1 institutions.

c. Type 3: Colleges. These will focus almost exclusively on the goal of high quality teaching. These institutions will largely run undergraduate programmes, in addition to diploma and certificate programmes, across disciplines and fields, including vocational and professional. A large number of such autonomous colleges, say 5,000–10,000, will provide high quality liberal undergraduate education, with a target of on-campus enrolments of 2,000–5,000 or higher. These colleges will also be expected to offer certificate, diploma, and degree courses in vocational education, and in some fields of professional education. Given that teaching is strengthened through research and vice-versa, faculty at these colleges will be encouraged to apply for research funding and conduct, and be able to give senior undergraduate students a flavour of research. Over time, such autonomous colleges can begin to conduct quality research across disciplines and introduce graduate programmes, and may thereby aim towards becoming either Type 2 or Type 1 institutions.

- ✓ **The private HEIs will have equal access to NRF funding for research support as public institutions.**

- ✓ **The present complex nomenclature of HEIs in the country as ‘deemed to be university’, ‘affiliating university’, ‘unitary university’, and so on will be phased out. Universities will be characterised only as public, private, or private-aided; and as multidisciplinary research universities (Type 1) or comprehensive teaching universities (Type 2).**

- ✓ By 2032, all higher educational qualifications – including all degrees and diplomas – shall be granted only by accredited (see Section 18.2) Type 1, 2, or 3 institutions.
- ✓ All affiliating universities will transition to a Type 1 or 2 institution, with one or more campuses. Universities will have no affiliated colleges.
- ✓ All (currently) affiliated colleges, must develop into autonomous degree granting colleges (Type 3) by 2032, or merge completely with the university that they are affiliated to, or develop into a university themselves (Type 1 or 2). These transitions will be a part of State level plans for developing the new higher education institutional architecture
- ✓ The four-year programme, the BLA or BLE in the chosen major and minors, will provide students the opportunity to experience the full range of liberal arts education. The three-year programme will lead to a Bachelors degree. Both programmes may lead to a degree “with Research”, if the student completes a rigorous research project as specified by the HEI. HEIs may choose to call their three-year undergraduate degree a Bachelor of Arts, or Science, or Vocation, or the appropriate professional field. Certain professional streams (e.g. teacher

education, engineering, medicine, law) may only have programmes of a four-year duration (or more) for the undergraduate degree.

- ✓ Undertaking a PhD shall require either a Master's degree or a four-year Bachelor's degree with Research.

- ✓ **The MPhil programme shall be discontinued.**
- ✓ Private HEIs will offer scholarships ranging from 100% to 50% for at least half of their students

- ✓ Both traditional and open and distance learning modes to be offered by institutions: All Type 1 and Type 2 institutions will be encouraged to offer innovative ODL programmes with the help of the very best teachers at their institutions. Existing programmes of high quality may be used to develop ODL programmes with similar learning goals. These institutions may also offer programmes exclusively in the ODL mode – again when equivalence to standards of the highest quality in-class programmes at the institution can be ensured. Type 3 institutions may also offer ODL, based on receiving appropriate accreditation for the same.
- ✓ Recognition and accumulation of credits earned by MOOCs. A mechanism for the recognition and accumulation of credits earned through MOOCs will be put in place by the GEC as part of the NHEQF. MOOCs offered by universities anywhere in the world will be suitably recognised, after ascertaining the alignment of their contents with the NHEQF, and appropriate checks on their delivery methods, modes of interaction with students, and assessment procedures. HEIs may allow their students to take part of their total requirement in a particular semester (especially for subjects not yet represented at the HEI) through recognised MOOCs, as per their choice. The details will be left to individual HEIs to specify as per their needs.

- ✓ **Appointments will be made to individual institutions; faculty will not be transferable across institutions.**
- ✓ **The HRDCs will be integrated into the Universities presently hosting them, instead of remaining external entities.**
- ✓ **MHRD will provide for the expenditure of HRDCs in two separate parts: funding for (i) the centre and the staff as part of the university budgets, and (ii) professional development programmes.**
- ✓ **HRDCs will be allowed to train teachers of private HEIs, and charge for the same.**
- ✓ **The number of HRDCs will be expanded by funding new ones within the multidisciplinary universities.**
- ✓ The evaluation of research will ensure that the quality of work is assessed rigorously, and will not be driven by mere number of publications, being especially careful about the credibility and reputation of the publication platforms (journals, etc), ensuring that no credence is given to low quality (some being 'fake') journals.
- ✓ Academic staff would have three levels - Assistant Professor, Associate Professor and Professor - across which promotions may happen depending on evaluation of individual faculty members as mentioned earlier. Within each of these levels there would be a wide compensation range, with some overlap across the levels. The HEI may decide the overall structure and levels of staffing.

- ✓ **Establishment of a National Research Foundation:** A new NRF will be set up through an Act of Parliament, as an autonomous body of the Government of India, to fund, mentor, incentivise, and build capacity for quality research across the country in all disciplines, primarily at universities and colleges, both public and private. Appropriate infrastructure and a trained staff will be provided to enable it to fulfil its mission.
- ✓ **Funding for the National Research Foundation:** The NRF will be given an annual grant of ₹ 20,000 crores .
- ✓ **Eligibility for receiving National Research Foundation funding:** Researchers from all educational institutions, universities, colleges and schools, both public and private, as well as from research institutions, will be eligible to compete for funding from the NRF.
- ✓ **Other funding agencies:** Institutions that currently fund research at some level, such as DST, DAE, DBT, ICAR, ICMR, UGC, as well as various private and philanthropic organisations, will continue to independently fund research according to their priorities and needs.
- ✓ **The National Research Foundation will fund competitive peer - reviewed grant proposals of all types, across all disciplines.**Types of proposals: Proposals of various types will be allowed, including: a. Research projects to be conducted by a single principal investigator (PI); b. Collaborative grants for inter- and intra-institutional projects; c. Initial capacity building by a mentor researcher and mentee institution; d. Capacity building to push institutions that are already conducting research into a higher orbit; e. Well-envisioned consortia and conferences

that are likely to move forward research in the country; f. Research facilities of national and international importance;

- ✓ Research proposals would generally be for projects of three-years duration; however, for truly outstanding proposals of high impact, proposals of five years or even longer in exceptional cases would be considered.
- ✓ Projects will be provided a mentor- (retired persons of any age, no age limit), they will get salary in addition to their pension..
- ✓ In addition to project work they have to teach at least one subject.
- ✓ Donations from industry: It is suggested that all public and private sector enterprises will contribute a small percentage, say at least 0.1%, of their annual profits to research (such as donations for research to the NRF). This could be done within or outside CSR funds, and such contributions would come with suitable tax incentives.
- ✓ Recognition of truly outstanding research through awards and national seminars: The NRF will institute a system of awards for truly successful research taking place in the nation, and in particular for research funded by the NRF. The awards will be given across divisions and subjects, and in a number of categories, e.g. for postdoctoral fellows and young untenured faculty, and for institutions (and the people involved) for successful efforts in seeding and growing research where it was previously limited. The NRF will also organise national seminars and public lectures on outstanding research to encourage the award-winning researchers as well as other scholars and members of the public to get involved in the important issues that the research addresses.
- ✓ Closure of substandard and dysfunctional teacher education institutions: Substandard and dysfunctional TEIs that do not meet basic educational criteria will be closed. This effort will be launched in a mission mode by

MHRD with strong political will, positive administrative intent, and an effective implementation strategy. All TEIs will be held accountable for adherence to the basic criteria of approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied. There must be a sound legal approach developed to make sure this enforcement is carried out effectively. By 2023, India should have only educationally sound teacher preparation programmes in operation, developing professionally competent teachers - all others must be shut down.

- ✓ **Moving all teacher preparation programmes into multidisciplinary higher education institutions; building education departments and connections between HEIs and schools / school complexes: As described in P5.5.1, the four-year integrated B.Ed. will, by 2030, become the minimal degree qualification for school teachers. All pre-service teacher education programmes will henceforth be offered only in multidisciplinary higher educational institutions to satisfy the modern requirements of the teaching profession, and to give teachers the multidisciplinary exposure and education necessary to become outstanding teachers. To this end, multidisciplinary higher educational institutions will work towards establishing high quality education departments and teacher education programmes, and will be supported by governments as necessary to achieve this goal. Such HEIs will ensure the availability of a range of experts in education and related disciplines as well as specialised subjects. Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs and school complexes, such as community**

service, adult and vocational education, etc.). Such HEIs will develop holistic teacher education programmes based on their academic subject strengths related to education as well as in specialised subjects. Beyond the teaching of cutting-edge pedagogy, the curriculum will include grounding in sociology, history, science, philosophy, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. By 2030, every HEI offering a teacher education programme will be multidisciplinary and offer the four-year integrated B.Ed. programme. The four-year integrated B.Ed. will be a dual-major liberal Bachelor's degree, in education as well as a specialised subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc.). All HEIs currently offering the two-year programmes, including the Diploma programmes, will be able to transition into multidisciplinary institutions offering the four-year integrated B.Ed. programme. Each HEI offering the four-year integrated B.Ed. may also design a two-year B.Ed. on its campus, as described in P5.5.2, for outstanding students who have already received a Bachelor's degree and wish to pursue teaching. Subsequent to such a development, other special and more individualised B.Ed. programmes for unusually highly qualified individuals, with demonstrated experience and disposition towards teaching, to become teachers may be developed by such HEIs.

- ✓ Online education: Departments of Education must also be able to offer programmes that are blended and part time, to enable practicing teachers to continue their higher education studies and aspire for professional mobility. They must develop courses and activities for inservice teachers as well as mentoring programmes for beginning teachers. All courses

offerings must be available in a range of formats including part time, evening, blended and online, in addition to full time programmes. Working professional teachers need to be seen as an important student clientele of education departments, and programmes that meet their research and higher education interests should be developed and offered in the online as well as face-to-face modes.

- ✓ Faculty profile: The faculty profile in Departments of Education will necessarily have to be diverse. Not everyone would be required to have a PhD, but teaching experience and 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/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. It is desirable to have faculty who have researched/worked with children and teachers, and to ensure that a minimum of at least 50% of faculty come with such experience. It is also desirable for faculty to have at least one degree in Education (M.Ed. or a Master's degree or Doctorate in Education) but this will not be mandatory for faculty. The focus of the Departments of Education will be on creating a well-rounded faculty with a diversity of expertise and experience.

- ✓ Exposure to pedagogy during PhD programmes: All fresh PhD entrants, irrespective of discipline, will be required to have taken 8-credit courses in teaching/ education/ pedagogy related to their chosen PhD subject, during their doctoral training period. Exposure to pedagogic practices,

designing curriculum, credible evaluation systems and so on, is desirable since many research scholars will go on to become faculty. They must also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country must be reoriented for this purpose. Opportunities for PhD students to assist faculty as teaching assistants must be created as part of all PhD programmes.

- ✓ Professional development of faculty: The Departments of Education at the respective universities must also offer continuing education programmes for the professional development of faculty. Research will not be mandatory for all teachers in the shorter run, and emphasis will be shifted towards teaching methodology, classroom innovations and student motivation in evaluating teachers. Writing of textbooks, and translation of literature between different languages also needs support and encouragement.

- ✓ **Centralised exit examination for MBBS education: Just as the NEET has been introduced as a common entrance examination for the MBBS, a common exit examination for the MBBS will be introduced.**
- ✓ **There will be Board of governors for each higher education institution with autonomy for governance.**

- ✓ Separation of functions: The functions of regulation, provision of education, funding, accreditation and standard setting will be separated, and will not be performed by the same institution or institutional hierarchy. These will all be dealt with by independent and empowered bodies.

- ✓ The National Higher Education Regulatory Authority will be the only regulator for all higher education including professional education.

- ✓ **The regulatory architecture: NHERA shall be the sole regulator for higher education, including professional education (see P18.1.4). The NAAC shall develop an ecosystem of multiple AIs and oversee the accreditation processes. The HEGC shall be responsible for disbursing developmental grants and fellowships across the entire higher education sector including professional education - the current UGC shall transform to the HEGC.**

- ✓ For the next 10 years, the graded accreditation (GA) of HEIs with concomitant graded autonomy, as per the system already in place, will continue. This will be reviewed for improvement by 2020. After 10 years (by 2030) there shall only be a “Yes or No” accreditation - Binary Accreditation (BA). It is this step that shall fully empower HEIs and give them autonomy. The BA system should be introduced at the earliest, certainly by 2022. Till 2030, HEIs would be free to choose between the GA or BA regime.

- ✓ The institutional accreditation norms shall pay specific attention to the matter of ODL, which in the past has been marred by inadvertent and advertent misuse, and questionable quality. Accreditation of the HEI shall include an assessment of the capacity of the HEI to offer high quality ODL, which may lead to accreditation without ODL.

- ✓ All the other current regulatory authorities such as NCTE, AICTE, MCI, BCI, etc. shall transfer their regulatory function to NHERA which shall become the sole regulator for higher education. These bodies may transform themselves into PSSBs. the PSSBs may devise a curricular framework which shall facilitate this process in the HEIs.

- ✓ **Categories for new higher education institutions: All new colleges started from 2020 onwards must only be autonomous colleges (Type**

3). No new affiliated colleges shall be started after 2020. After 2030 there shall be no affiliated colleges in existence - all colleges must develop to become autonomous degree granting colleges or a university.

- ✓ **The MHRD will be re-designated as the Ministry of Education (MoE). [2019]**
- ✓ The entire higher education regulatory system will be transformed with a single regulatory body, and the existing multiple regulatory bodies will evolve into playing new roles. The National Higher Education Regulatory Authority (NHERA) will be set up as the single regulatory body for the entire HE sector. The UGC and existing regulatory bodies will be transformed into the Higher Education Grants Council (HEGC) and Professional Standard Setting Bodies (PSSBs), respectively. The General Education Council (GEC) will be constituted as an academic leadership institution. [2020]

- ✓ The National Research Foundation (NRF) will be established with the intent to strengthen research capacities and catalyze vibrant research primarily focusing on the higher education system. [2020 }
- ✓ An autonomous National Educational Technology Forum (NETF) will be set up to facilitate review of initiatives related to the use of technology in education along with sharing of best practices. [2020]
- ✓ School curriculum and pedagogy will be restructured in the following stages, with internal coherence and integrity, appropriate to the relevant age groups:
 - 5 years of the Foundational Stage: 3 years of pre-primary school and Grades 1-2.
 - 3 years of the Preparatory (or Latter Primary) Stage: Grades 3-5
 - 3 years of the Middle (or Upper Primary) Stage: Grades 6-8
 - 4 years of the High (or Secondary) Stage: Grades 9-12The secondary stage will comprise four years of study from Grade 9 to Grade

12, where each year is divided into 2 semesters, for a total of 8 semesters.
[2022]

- ✓ The new institutional architecture for higher education will comprise three Types of institutions: Type 1 institutions focusing equally on research and teaching, Type 2 focusing primarily on teaching but conducting significant research as well, and Type 3 focusing only on teaching. Plans will be developed for this transformation into three Types of HEIs based on a careful evaluation of current status. These plans will inform RSA-MoE.6. [2020]
- ✓ The teacher education system will be overhauled completely. Teacher preparation for all school stages will be offered only in multidisciplinary universities through a four year programme, with the curricula and processes being revamped to address current issues with teacher preparation. Institutions currently offering the two year programme will either transition to this mode or be phased out; no new two year programmes will be given recognition. MoE and State Departments of Education will coordinate with NHERA and NCTE as PSSBs to fulfil this responsibility. [2030]