NATIONAL EDUCATION POLICY

School Education

Agenda

- Vision and Key Principles
- Universal Access and Early Childhood Education
- How children will Learn - Curricular and Pedagogic structures
- Curriculum - Learning Outcomes - Competencies
- Schools - Complex - Accreditation
- Teachers - Education and Development
- NEP - New Features
- Key Focus Areas - Equity - Gender - Special Needs
- Goals and Implementation Plan

Vision of the National Education Policy 2020

1 An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all

2 Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world

3 Instils 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

Key Principles of NEP

- **Respect for Diversity & Local Context**
  In all curriculum, pedagogy, and policy.
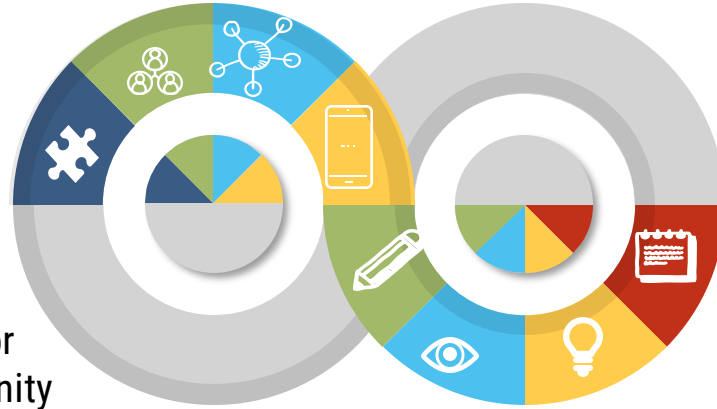
- **Equity & Inclusion**
  As the cornerstone of all educational decisions.

- **Community Participation**
  Encouragement and facilitation for philanthropic, private and community participation.

- **Use of Technology**
  In teaching and learning, removing language barriers, for Divyang students, and in educational planning and management.

- **Emphasize Conceptual Understanding**
  Rather than rote learning and learning-for-exams

- **Unique Capabilities**
  Recognizing, identifying them in each student.

- **Critical thinking and Creativity**
  To encourage logical decision-making and innovation

- **Continuous Review**
  Based on sustained research and regular assessment by educational experts.

Universal Access to Early Childhood Care & Education (ECCE)

Universal Access

For children of 3-6 years: access to free, safe, high quality ECCE at Anganwadis/Pre-school/Balvatika

Foundational Learning Curriculum

For age group of 3-8 divided in two parts: (i) From age 3-6 in ECCE and (ii) age 6 to 8 in class I and II in primary school

Multifaceted

Flexible, multi-level, play-based, activity-based, and inquiry-based learning

Preparatory Class

Prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is, before Class 1)

Implementation to be jointly carried out by Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs

Ensuring Universal Access to Education at all levels

Multiple Pathways
Multiple pathways to learning; involving both formal and non-formal education modes

Bring Back Drop-outs
To bring drop out children back to school

Build Schools
Promoting both governments and non-governmental philanthropic organizations to build schools

Alternative Centers
Alternative and innovative education centers

Learning Outcomes
Focus will be on achieving desired learning outcomes at all levels

Peer Tutoring
Suitable for all categories business and personal presentation

To ensure access and opportunity to *all* children

Expected Outcomes

- **Universalisation of Access** – from ECCE to Secondary
- Ensure **equity and inclusion**
- Bring back 2 crores **out-of-school children**
- Attain **SDG goals** of retaining all children in schools until completion of secondary education
- Improve Quality and achievement of learning outcomes – **Foundational Literacy & Numeracy (FLN)**
- Focus on **21st century skills** in teaching, learning and assessment
- Resource sharing- **School complexes**
- Effective **Governance** - separation of powers and common norms
- Overcoming the **language** barrier in learning
- **Common standards** for public and private school education

How children will learn ?

Transforming Curricular & Pedagogical Structure

Existing Academic Structure

2 Years
(Age 16-18)

10 Years
(Ages 6-16)

New Academic Structure
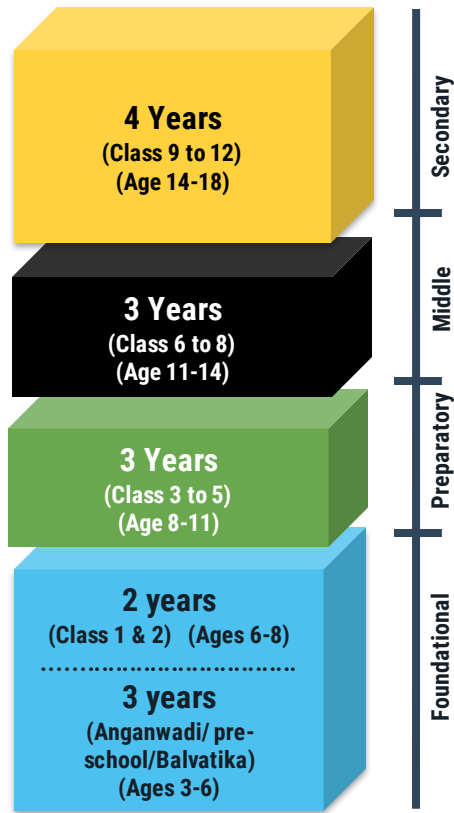
4 Years
(Class 9 to 12)
(Age 14-18)

3 Years
(Class 6 to 8)
(Age 11-14)

3 Years
(Class 3 to 5)
(Age 8-11)

2 years
(Class 1 & 2)   (Ages 6-8)

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

Secondary

Middle

Preparatory

Foundational
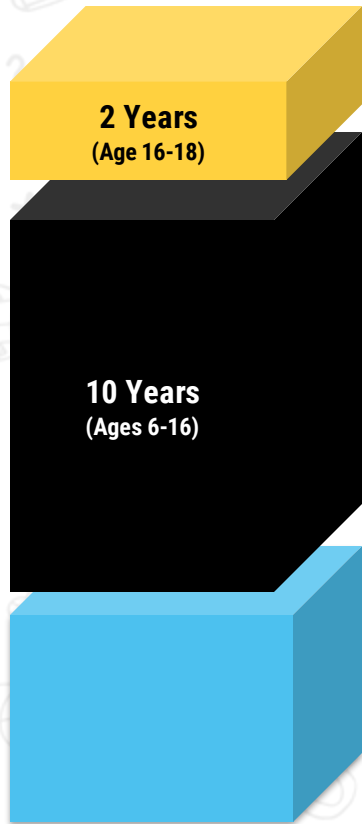
New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school

- **Secondary Stage(4)** multidisciplinary study, greater critical thinking, flexibility and student choice of subjects

- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities

- **Preparatory Stage (3)** play, discovery, and activity-based and interactive classroom learning

- **Foundational stage (5)** multilevel, play/activity-based learning

ECCE Framework

NCPFECE

National Curricular and Pedagogical Framework for Early Childhood Education (NCPFECE) will be drafted by NCERT

Multi-faceted Framework

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

Research and Best Practices

NCPFECE will be aligned with the latest research on ECCE, and national and international best practices

School Preparation Module

A 3-month play-based 'school preparation module' for all Grade 1 students to be developed by NCERT

Early Childhood Education: Learning in the Formative Years

- Developing curiosity
- Logical Thinking & Problem Solving
- Arts, crafts and Music
- Relationship with Nature
- Colours, Shapes, Alphabets & Numbers
- Teamwork & Collaboration
- Play-based & Discovery-based learning
- Ethics
- Self-Identity
- Etiquette, Behaviour and Emotional Development
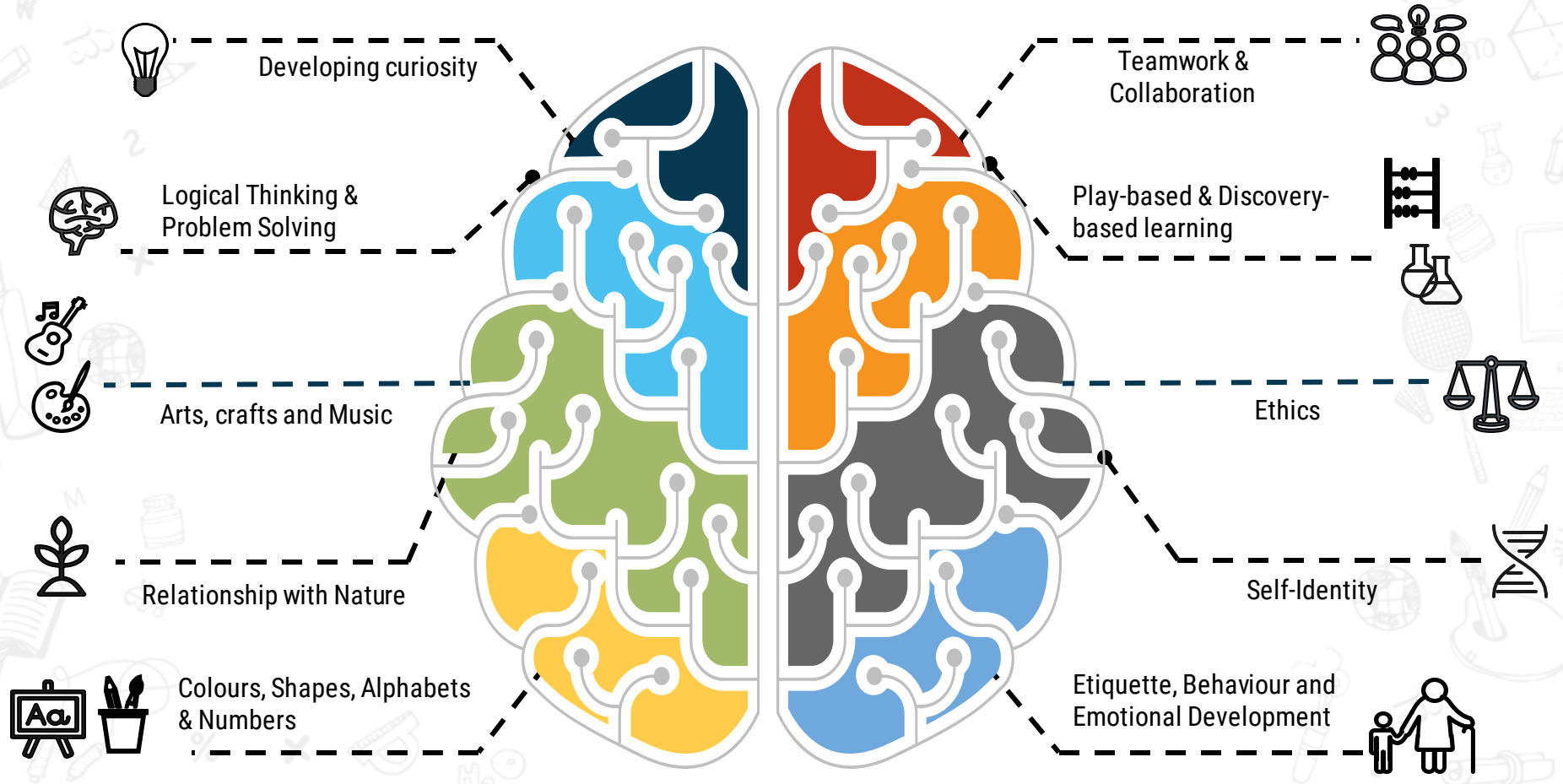
Attainment of Foundational Literacy And Numeracy by Grade 3 in Mission mode

Early Learning

Focus on early reading, writing & mathematics

3-month Play based School

3-month play-based school preparation module' for all Grade 1 students

Book Promotion

National Book Promotion Policy will be formulated and public and school libraries will be expanded
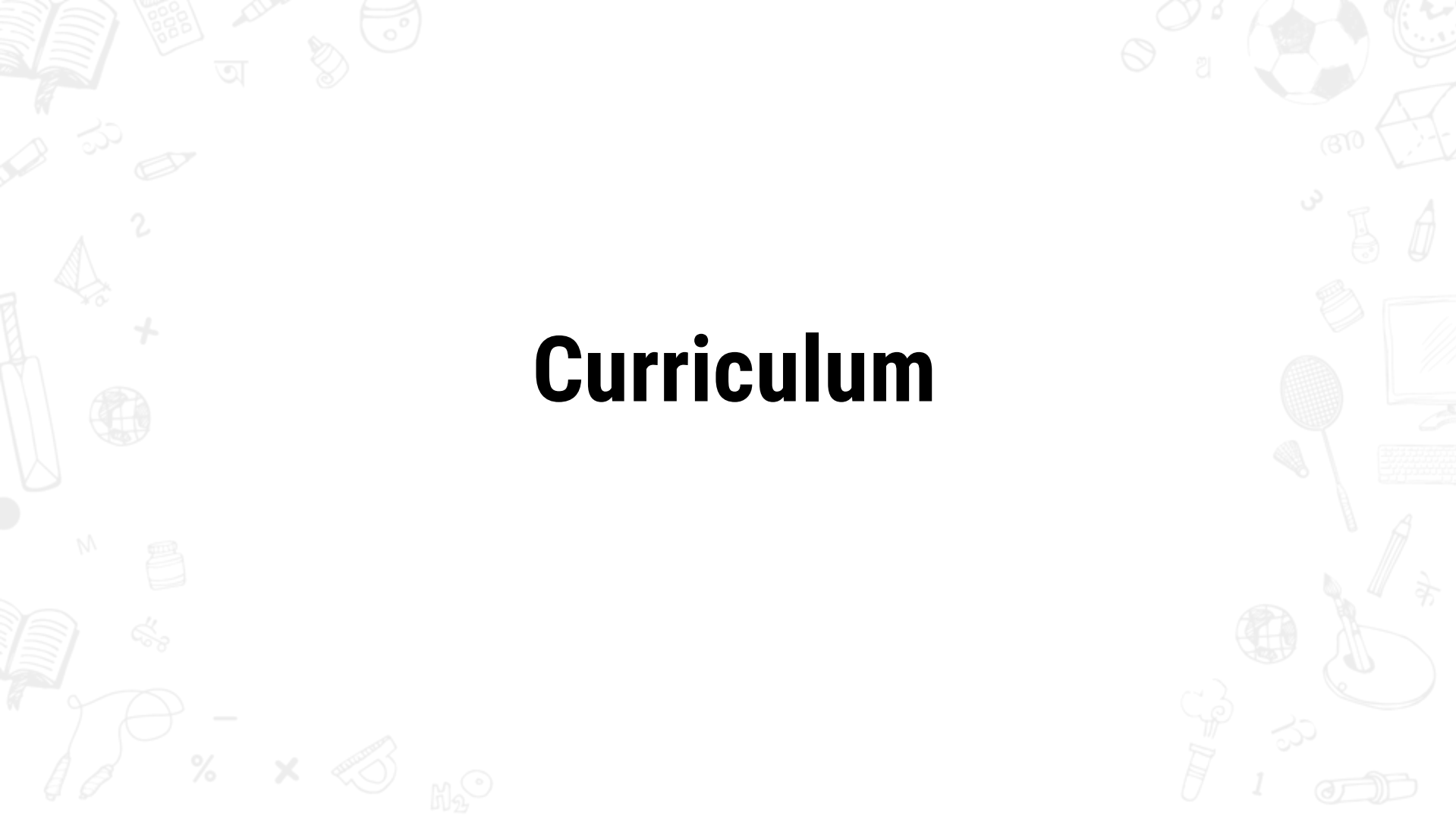
National Repository

National Repository -High Quality Teaching and Learning Resources on **DIKSHA**

National Mission

National Mission on Foundational Literacy and Numeracy

Foundational Skills

Universal acquisition of foundational learning skills

Libraries

School libraries, including digital libraries to be leveraged

FLN by Grade 3
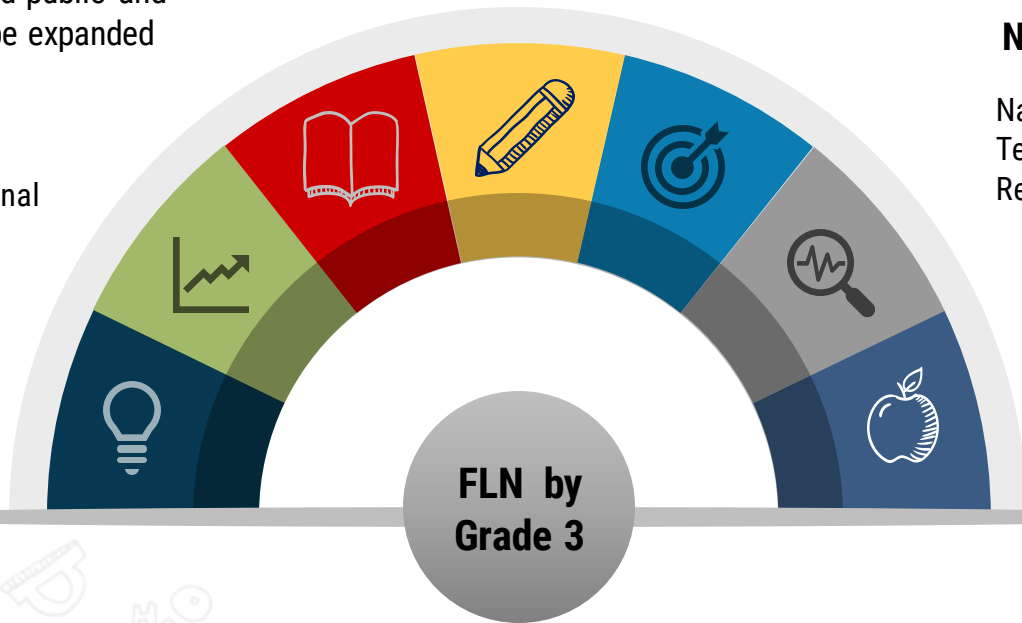
Curriculum

Reduction in Curriculum

Core Essentials

Curriculum in all subjects to be reduced to its core essentials

Critical Thinking

Focus on critical thinking, inquiry, discovery, discussion and analysis-based teaching and learning methods for holistic education

Interactive Classes

Interactive teaching with reduced dependency on textbook learning; Questions from students will be promoted

Experiential Learning

Fun, creative, collaborative, and exploratory activities in classroom for experiential learning and deeper student learning

- **Curriculum and pedagogy to be transformed by 2022 to promote skill based and minimize rote based learning**
- **Revision of NCF for school education and NCF for teacher education 2009 by 2021**

Focus on LOs, Competencies and subject - integration

Competency based education

Modules on preparing and implementing pedagogical plans based on competency and outcome-based education for school leaders

Integration of subjects

Through arts integrated, sports integrated, ICT integrated and storytelling based pedagogy among others as standard pedagogy

Development of scientific temper

Development of scientific temper and inculcation of knowledge and practice of human and constitutional values such as patriotism, sacrifice, non-violence, truth, honesty, peace etc.

NO SILOS among subjects/learning

NO hard separation between:
- curricular/co-curricular/extra-curricular;
- academic/vocational;
- science/humanities;
- sports/art/academics
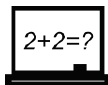
Emphasis on Digital literacy

Emphasis on digital literacy, coding and computational thinking, ethical and moral reasoning

Promotion of multi-lingual teaching

Promoting states to enter into bilateral agreements with nearby states to hire language teachers

Mental and physical health and well-being:

Mandatory for students to acquire skills in: health and nutrition; physical education, fitness, wellness, and sports

Health check ups
Annual health check up for all students

Reduce weight of school bags
Reduced weight of school bags and textbooks through suitable changes in curriculum and pedagogy

Mandatory skills : Health and Wellness
Mandatory skills to be imbibed by all students - health, nutrition, physical education, fitness, wellness, sports. In addition- Basic training in preventive health care, mental health, first aid, personal and public hygiene will be included in the curriculum

Hiring counsellors in school complexes
State governments will be encouraged to hire adequate number of counsellors and teachers (to be shared across school complex)

Focus on children with disability
Differentiated interventions and suitable infrastructure development at schools to make access easier for children with disability

Inclusive and caring culture at school
The role and expectations of principal and teachers will explicitly include developing a caring and inclusive culture at school

Innovative Pedagogy: Transforming teaching learning process

Experiential Learning

- Focus on experiential, inquiry and discovery based teaching learning methods

Integrated Pedagogy

- Arts, sports, and story-telling and ICT-integrated pedagogy

Promotion of peer tutoring

- Promoting peer tutoring as voluntary and joyful activity under the supervision of teachers

Equal Weightage

- No hard separation between curricular, co-curricular and extra curricular area.
- Freedom of choosing a variety of subject combination to be provided

Bagless Days

- Bagless days to be scheduled in academic calendar

Use and integration of technology

- Integration of technology enabled pedagogy in classes 6-12

Textbook with local content and flavour

All textbooks to contain only essential core material while capturing any desired nuances and supplementary material as per local contexts and needs

States to prepare their own curricula and textbooks based on NCERT curriculum and textbooks, incorporating **State flavour** and material as needed

Affordable, high-quality and energised textbooks to be provided along with **free digital version on DIKSHA Platform**

Concerted efforts, through suitable changes in curriculum and pedagogy to significantly **reduce the weight of school bags and textbooks**
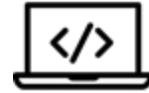
India's future and India's leadership role in upcoming fields

Computational thinking

Increased emphasis on mathematics and computational thinking throughout the school years

Computational thinking

Activities involving coding will be introduced in Middle Stage

Mathematical thinking and problem solving

Inculcate mathematical thinking and problem solving through a variety of innovative methods, including the regular use of puzzles and games
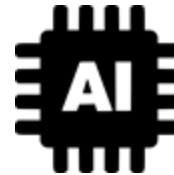
Including contemporary subjects in schools

Teaching of contemporary subjects at middle and secondary stages: Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED)

Knowledge of India

Video documentaries on inspirational luminaries of India, in science and beyond.

Students will be given a logical framework for making ethical decisions at a young age.

In later years, expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy.

Traditional Indian values and all basic human and Constitutional values will be developed in all students.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

Basic training in health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included.

Will be incorporated in an **accurate and scientific manner** wherever relevant.

Indian Knowledge Systems, including **tribal knowledge** and **indigenous and traditional ways of learning,** will be covered.

Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.

Curriculum to include knowledge from ancient India to modern India as well as future aspirations.

Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs will be part of curriculum.

Examinations in grades 1 to 8

Key stage assessments

Census assessments at key stage in classes 3, 5 and 8 to track achievement

Moving away from rote learning

Assessment of core concepts and knowledge, higher-order skills and its application in real-life situations. Moving away from rote learning.

Achievement of critical LOs

Testing to focus on achievement of essential learning outcomes

Results of school examinations

The results of school examinations will be used only for developmental purposes and for continuous monitoring and improvement of the schooling system

Reforming examinations in grades 9 to 12 including board exams

Board exams will be made 'easier', as they will test primarily core capacities/competencies

Viable models to be explored: annual/semester/modular Exams; two parts exams - objective type and descriptive type.

Guidelines will be prepared by NCERT, in consultation with SCERTs, Boards of Assessment (BoAs), and PARAKH
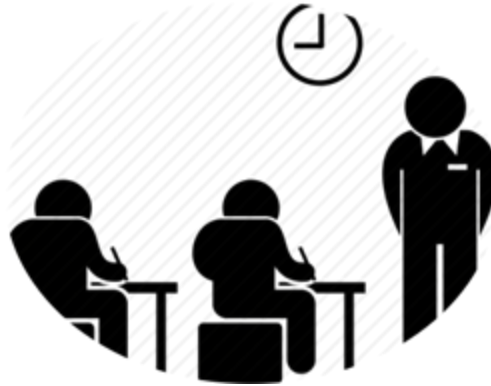
Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session

Each School Board shall ensure equivalence of academic standards in learner's attainments

Standards, norms and guidelines for School Boards through PARAKH National Center

Beginning with Mathematics, all subjects could be offered at two levels

Transforming the culture of assessment

Continuous tracking of learning outcomes of each child

Board exams to be more flexible, with assessment of essential skills

Assessment to focus on core concepts, higher order and foundational skills

AI-based software to help track the progress of the Students to enable them to make optimal career choices.
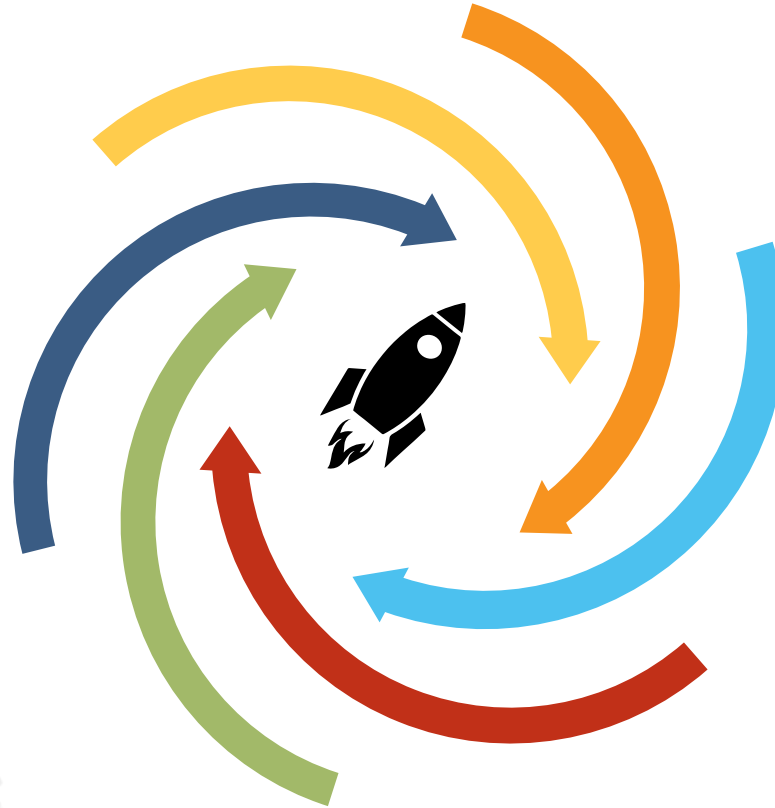
National Assessment Centre will help in bringing greater synergy in board exams conducted by various Boards of Assessments

Self Assessment and Peer Assessment

The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, to eliminate the need for taking coaching for these exams

Holistic Progress Card

States/UTs to redesign Progress Cards in schools to make them holistic, 360-degree, multidimensional report

Progress card will include self-assessment, peer assessment, and teacher assessment

Cards to reflect the progress and uniqueness of learner in the cognitive, affective, socio-emotional, and psychomotor domains

Progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., to be included in report cards

The holistic progress card will actively involve parents in their children's education and development.

AI-based software to be developed to help track growth through school years and to help students make optimal career choices.

Multilingualism and the Power of Language Learning

- **Medium of instruction** uptil grade 5, and preferably till Grade 8 and beyond, will be **home language/ mother-tongue/ local language**

- '**The Languages of India**' a fun project/ activity on to be taken by every student

- **Three languages** to be taught will be decided by state/UT

- **All classical languages** will be widely available in schools as options

Schools

School Complexes/Clusters

Sharing Resources
Enable sharing of human & infrastructural resources

Governance
Effective governance of schools

Efficiency
Efficient expedition and resourcing for schools through building school complexes

Integration
Better integration of education across all levels through connected schools and shared teachers and resources
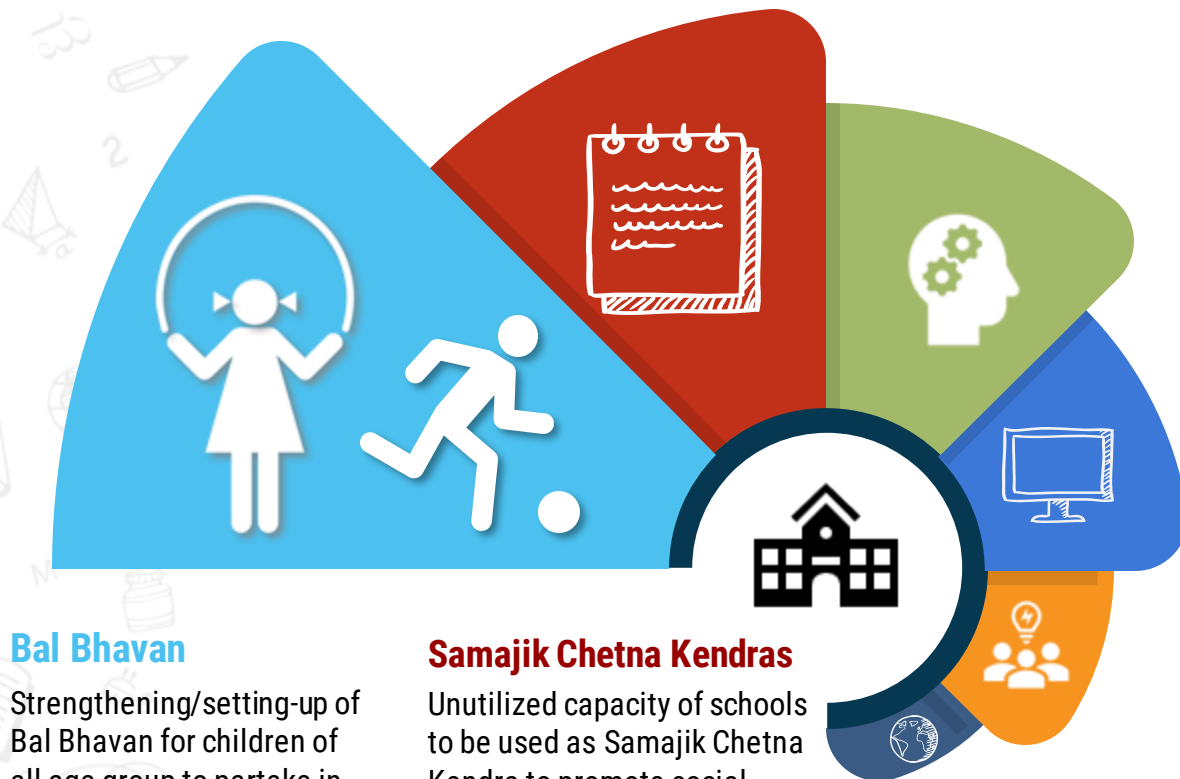
Bal Bhavan
Strengthening/setting-up of Bal Bhavan for children of all age group to partake in art-related, career-related, and play-related activities

Samajik Chetna Kendras
Unutilized capacity of schools to be used as Samajik Chetna Kendra to promote social, intellectual, and voluntary activities

Planning
Development of short-term and long-term plans (SDPs)

Pairing Schools
Twinning/pairing of one government school with one private school across the country

Standard-setting and Accreditation

1

✔ Setting up State School Standards Authority(**SSSA**)

✔ **Self-disclosure of all the basic regulatory information** of all schools at SSSA and School website

2

✔ To ensure all schools follow **certain minimal professional and quality standards**

3

✔ Development of **School Quality Assessment and Accreditation Framework (SQAAF)** by SCERT & NCERT

✔ **Periodic 'health check-up'** of the overall system through a sample-based National Achievement Survey (NAS)

4

✔ Public and private schools (except the Central Government schools) will be **assessed and accredited** on common minimum criteria

✔ Private/philanthropic schools to be encouraged and enabled to play a **beneficial role.**

Teachers

Teacher Education

4 year Integrated B.Ed

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

2 year B.Ed

For applicants with an existing Bachelor's Degrees in other specialized subjects

1 year B.Ed

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities

Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme to also provide blended and or ODL mode of teaching to students in remote areas.

Teacher Education

4 year Integrated B.Ed

2 year B.Ed

1 year B.Ed

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

For applicants with an existing Bachelor's Degrees in other specialized subjects

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

All B.Ed. programmes will include training in time-tested techniques in pedagogy, 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

Teacher Education

4 year Integrated B.Ed

Minimum degree qualification for teaching that includes student-teaching at local schools, by 2030

2 year B.Ed

For applicants with an existing Bachelor's Degrees in other specialized subjects

1 year B.Ed

For those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or have obtained a Master's degree in a specialty

Shorter local teacher education programmes to be available at BITEs, DIETs, or at school complexes for eminent local persons who can be hired to teach at schools as 'master instructors', for promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts

Improving Teacher Education

All teacher education programmes to be conducted within composite multidisciplinary institutions.

Stringent action against substandard stand-alone Teacher Education Institutions (TEIs).

New and comprehensive National Curriculum Framework for Teacher Education (by 2021)

NTA testing for admission to B.Ed.

National Higher Education Regulatory Council (NHERC), to function as single point regulator for higher education sector including teacher education

Only educationally-sound, multidisciplinary, and integrated teacher education programmes to be made available

Merit based scholarships for 4 year B.Ed. Integrated

Setting-up of National Mission for Mentoring with a large pool of outstanding senior/retired faculty

Teacher Eligibility Tests (TETs) at all stages will be strengthened
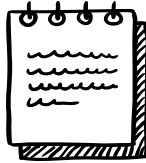
Teacher recruitment and deployment

Strengthening TETs

Teacher Eligibility Tests (TETs) for all teachers across Foundational, Preparatory, Middle and Secondary stage in both public and private schools

Tech based planning for teacher recruitment

Technology-based planning and forecasting of teacher-requirement to assess expected subject-wise teacher vacancies over next two decades

Certificate Courses

Developing specialization for subject or generalist teachers, teaching children with disabilities / Divyang children, during pre-service teacher preparation with synergy between NCTE and RCI

01

02

03

04

05

06

Transparent transfer system

Online computerized system for teacher transfers to ensure transparency

Test score and demonstration - part of recruitment

Subject score from TET or NTA tests and classroom demonstration to be taken into account for recruitment of subject teachers

Restructuring of NCTE

NCTE to be restructured as a Professional Standard Setting Body (PSSB) under General Education Council (GEC)

Empowering Teachers

A **technology-based** comprehensive teacher-requirement planning forecasting exercise to be conducted by each State.

Teachers to have more **autonomy** in choosing aspects of pedagogy in classroom teaching

Career growth to be available for teachers within a single school stage i.e., Foundational, Preparatory, Middle, or Secondary

Academic leadership positions to be made available for teachers.

National Professional Standards for Teachers **(NPST)** by 2022

Teacher Professional Development
- Merit based tenure track system
- Min. 50 hours of Continuous Professional Development (CPD)

Improving **Service Environment** through better infrastructure at school

School Leadership

Necessary facilities for the initial professional preparation of these educators and their Continuous Professional Development (CPD)

CPD opportunities will, in particular, systematically cover the latest pedagogies

At least 50 hours of CPD for teachers based on their own interest and professional areas

Ample opportunity to get upskilled on latest pedagogy related to foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, individualised and competency-based learning and related pedagogies
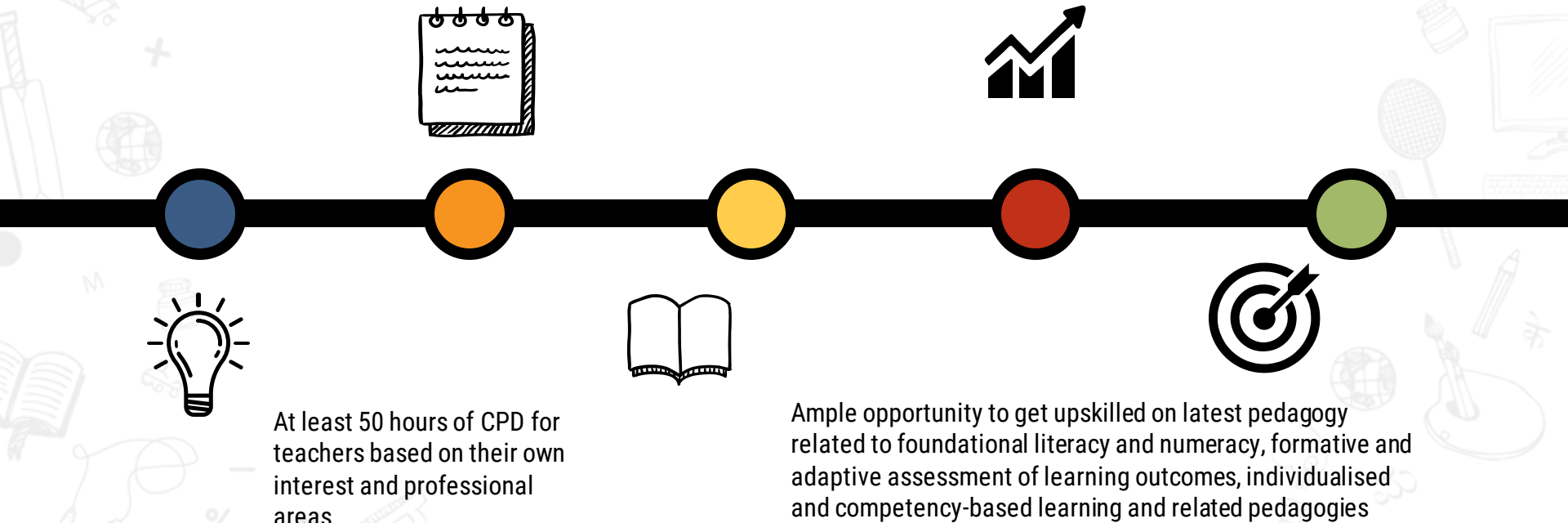
Key Focus Areas

Focus on Socio-Economically Disadvantaged Groups (SEDGs)

SEDGs can be broadly categorized based on:

- **Gender identities** (particularly female and transgender individuals),

- **Socio-cultural identities** (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities),

- **Geographical identities** (such as students from villages, small towns, 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).

Separate strategies will be formulated for focused attention for reducing each of the category-wise gaps in school education.

Ensuring Equity

Interventions

The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance will be targeted in a concerted way for Socio=Economically Disadvantaged groups - SEDGs.

Special Mechanisms

Special mechanisms for children belonging to tribal groups to receive quality education

Learning Outcomes

Focus on attainment of learning outcomes of children belonging to SC/ST/OBC

SEZs

Large populations from SEDGs to be declared Special Education Zones (SEZs)

Fee Waivers

Fee waivers and scholarships will be offered to meritorious students from all SEDGs on a larger scale

Counsellors

Recruitment of counsellors in schools

Additional Schools

Setting-up of additional JNVs and KVS in aspirational districts/SEZs

EQUITY

Gender

Gender Inclusion Fund

Gender-Inclusion Fund for female and transgender students
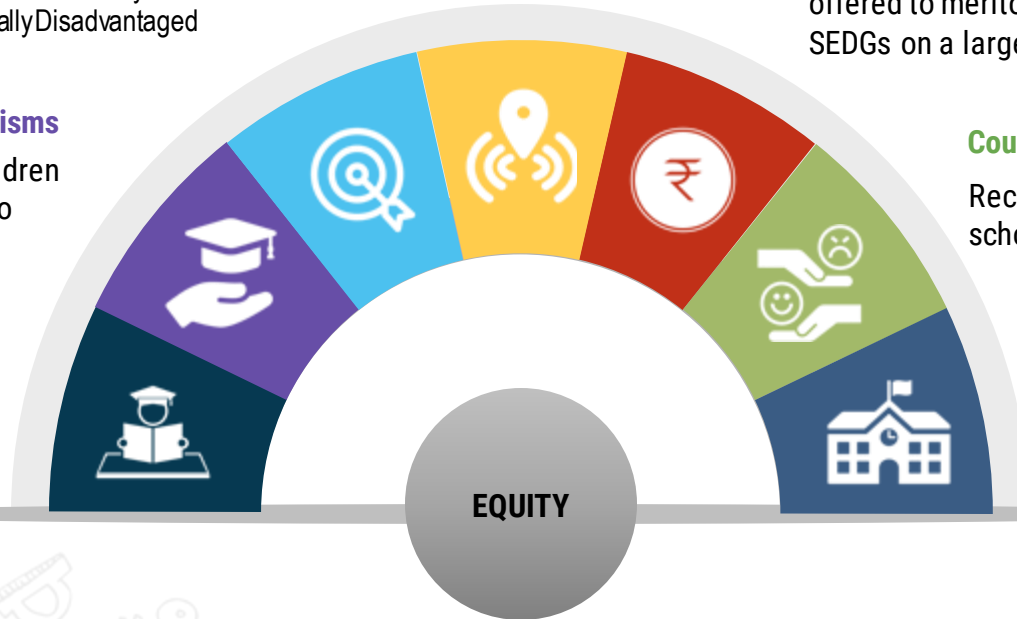
Safety and Rights

Careful attention to safety and rights of all children particularly girls to retain them in school

Bridging Gender Gap

Focus on bridging the Gender Gap and provide equal opportunities to all.

KGBVs

Strengthening and extension of KGBVs up to grade 12

Policies targeted for Girls

Thrust on designing policies and schemes targeted towards female students in the SEDGs

Gender Sensitivity

'Gender Sensitivity' to be an integral part of curriculum

Supporting Children with Special Needs (CWSN)

Enabling Mechanisms

01

Enabling mechanisms for CWSN or Divyang to receive quality education

Regular Schooling

02

Children with special needs will be integrated in the regular schooling process from elementary to higher education levels

Assistive Devices and Orientation to Parents

03

Technology enabled assistive devices/tool for CWSN and orientation of the tools/devices for parents/caregivers

Modules

04

NIOS will develop high-quality modules to teach Indian Sign Language

Alternative Schools

05

Alternative forms of schools will be encouraged to preserve the alternative pedagogical styles

Certificate Courses

06

Certificate courses for pre-service and in-service teachers to become special educators

Integrating Vocational Education at All Levels

Practice Based Curriculum

A practice-based curriculum for Grades 6-8 to be appropriately designed

01

02

LokVidya

'LokVidya', knowledge developed in India, will be made accessible to students

Skill Gap Analysis

Focus areas based on skills gap analysis and mapping of local opportunities

03

Skills Framework

National Skills Qualifications Framework will be detailed further for each discipline vocation / profession

04

Open Distance Learning Mode

Courses to be offered through Open and Distance Learning (ODL) mode.

05

Vocational Crafts

All students of grades 6-8 will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. to develop a vocational craft

Exposure to vocational education

By 2025, at least 50% of learners shall have exposure to vocational education

06

Setting up of PARAKH

PARAKH

Setting-up of National Center for Performance Assessment, Review and Analysis of Knowledge for Holistic development (PARAKH)

Assessments

Shift towards competency based assessments

21st Century Skills

Promoting critical and creative thinking aligned to the 21st century in classrooms

Objectives of **PARAKH**

- Setting norms, standards and guidelines for assessment and evaluation

- Guiding the State Achievement Survey (SAS)

- Conducting the National Achievement Survey (NAS)

- Monitoring achievement of Learning Outcomes in the country

Support For Gifted Students / Students With Special Talents

Encourage gifted/talented students
Pursue realm beyond the general school curriculum

Project-based clubs to be encouraged and supported and supported at all levels in schools

Olympiads and competitions in various subjects to be conducted across the country

Efforts for interventions in **rural areas and in regional languages** to ensure widespread participation

Extensive use of technology to encourage talented/gifted children

NCERT and NCTE will develop guidelines for the education of gifted children

B.Ed. Programmes to allow specialisation in education of gifted children

Online and Digital Education

Inclusion and Access

Enhance Educational Access To Disadvantaged Groups including Divyang students

Blended Learning

Emphasis on effective models of blended learning

Content Creation

Content creation, digital repository, and dissemination. Technology Integration In Teaching, Learning & Assessment

Digital Platforms

Digital platforms and ongoing ICT-based educational initiatives to be optimized and expanded

Pilot Studies

A series of pilot studies to be conducted

Expansion of Platforms

Expansion of existing e-learning platforms - DIKSHA, SWAYAM, etc.
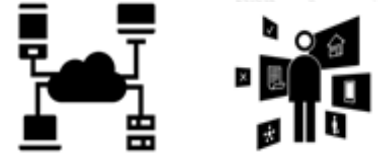
Adult Education and Lifelong Learning

Innovative Initiatives

Innovative initiatives for adults with the help of community participation and technology integration

Integration with HEIs

Integration of Adult Education Centres (AECs) with HEIs and other public institutions

Technology Based Options

Technology-based high quality options for adult learning such as apps, online courses/modules, satellite-based TV channels

Online Books

Online books, ICT-equipped libraries, Adult Education Centres, etc. to be developed through government and philanthropic initiatives

The Adult Education Curriculum To Include Following Five Types Of Programme:

A. Foundational   Literacy   And Numeracy

B. Critical Life Skills

C. Vocational Skills Development

D. Basic Education

E. Continuing Education

Goals & Timelines
for the implementation

Timeline for Implementation of ECE and new Assessment pattern

Timelines for Implementation in NEP 2020

Formulation National Curricular Framework for School Education (NCFSE)

Attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3

Universal provisioning of quality early childhood development, care

Policy is fully operational following this a comprehensive review will be undertaken

2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2040

National Curriculum Framework for Teacher Education

A common guiding set of National Professional Standards for Teachers (NPST)

State/UT governments to optimize resources through mechanisms to group or rationalize schools, such as, school complexes

Teacher education will gradually be moved into multidisciplinary colleges and universities, with minimum deg. qualification 4-year B.Ed.

Teachers prepared for a transformation in the assessment system

At least 50% of learners exposed to vocational education in the school and higher education system

Only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force and all TEIs will be converted into multi-disciplinary institutes

New Features of the Policy

New Features (1/3)

1

Preparation for Schooling and Elementary Schooling Level
- ECCE for all by 2030: National Curriculum Framework for ECCE
- Achieve 100% Gross Enrolment Ratio in school education by 2030
- Preparatory class/**Balvatika** for 5-6 year old children in Anganwadis/pre-schools
- School Preparation module for all class 1 entrants
- **National Foundational Literacy and Numeracy Mission**
- Setup of Bal Bhavans

2

School Infrastructure and Resources
- Special Education Zones (SEZ)
- Utilize unused capacity of schools as Samajik Chetna Kendras
- School complex/clusters for resource sharing

3

Holistic Development of the Student
- No hard separation of curricular, extra and co-curricular, arts and science, sports and vocational crafts. Curriculum to integrate Indian culture and ethos
- **Innovative pedagogies** to be explored such as experiential teaching/learning methods
- Book promotion policy and digital libraries
- **Holistic Report card** – use AI for identifying specific aptitude of child
- **Vocational education** integration from primary grades and a ten days (no bag days) internship with local trades/craftsperson for Grades 6-8
- *Lok Vidya – local artists as master instructors in schools*

New Features (2/3)

Inclusivity

4

- **Gender Inclusion Fund**; KGBVs upto class 12
- Special provisions for **Gifted children**
- **Adult Education (AE)** to focus upon technology based solutions; NCF for AE to be developed
- NIOS to expand to include vocational courses and courses for grades 3, 5 and 8
- Medium of instruction will be in the mother tongue/local language till Grade 5 (atleast)

Assessments

5

- National Assessment Center for Performance Assessment, Review and Analysis of Knowledge for Holistic development – **PARAKH**
- Exams in Grades 3, 5 and 8 , in addition to Board exams in Grades 10 and 12
- Board exams: Modular, low stakes, based on conceptual knowledge and its application

Curriculum and Pedagogical Framework

6

- **New curricular and pedagogical framework** of 5+3+3+4
- Reduction in curriculum to core concepts
- Identification of life skills to be attained in each grade as a part of NCF
- Alternative model of schools to be encouraged to adopt NCF
- **ICT integration** in teaching and learning methodologies
- Tracking students as well as their learning levels; universalisation of secondary education

New Features (3/3)

7

Teacher Recruitments/ Teacher Education

- Minimum qualification degree for teaching will be a 4-year integrated B.Ed. degree by 2030
- Teacher recruitment based on TET, NTA test and teaching demonstration; TET mandatory for teaching
- Minimum 50 hours of in-service training per teacher/year
- National Professional Standards for Teachers (NPST) by 2022
- IT and data based predictive planning for requirement of students in TEIs; TEIs to move to multidisciplinary colleges and universities by 2030
- Stringent action on non-performing TEIs
- Mandatory for every PhD student to do a module on teacher education

8

Role of Government Departments/Bodies/Institutions

- **State Department** to look after policy making; **Directorate of Education** to look after operations, **SCERT** to look after academics and **State School Standards Authority** to set minimum common standards for online self-disclosure by all public and private schools
- Random sampling of students for continuous online feedback on self-disclosure by schools
- Engagement of social workers, alumni, retired teachers and volunteers with schools
- Strengthening the **Central Advisory Board of Education (CABE)** for developing, articulating, evaluating and revising the vision of education on a continuous basis in collaboration with MHRD and corresponding apex bodies of States
- Its desirable that **Ministry of Human Resource Development MHRD)** be re-designated as Ministry of Education (MoE) to bring the focus back on education and learning

Thank you.

What Next ?

After 10 th class

Intermediate (2 years)

- Science
  - MPC
  - BiPC
  - Library Science
- Commerce
  - CEC
- Arts
  - MEC
  - HEC

Others

Beauty & Cosmetology
Jewelry Designing
Fashion Designing
Photography

Polytechnic (3 years)

- Mechanical
- Computer Science
- Civil
- EEE
- IT
- Automobile
- Electronics & Communication
- Bio- Technology
- Electrical
- Chemical
- Aeronautical
- Agriculture
- Architecture
- Bio-Medical
- Marine technology
- Mining technology
- Leather technology
- Textile technology
- Petroleum technology
- Plastic technology
- Rubber technology

ITI (2 years)

IIIT

- Fitter
- Computer
- Civil(Draughtman)
- Mechanical
  - Radio & TV
  - Motor vehicle
  - Diesel
  - Marine
- Electrician &
- Plumber
- Surveyor
- Electrical
- Machine tools
- Welder
- Firemen
- Cookery
- Paint Technology

Paramedical (3 years)

- DLMT
- DHFM
- DOA
- DOT
- Health Inspector
- Sanitary Inspector

Short term courses (6 months/ 1year)

- DTP
- PGDCA
- Tally
- Internet
- Graphics
- Animation
- Web designing
- Cyber Security

Examinations

Exam	Website
APRJC	www.aprs.cgg.gov.in
Polytechnic Entrance	www.appolitechnic.nic

Govt. Jobs

VRA
Military
AW (Female)
Driving Posts

What Next ?
After Intermediate

Engineering
(4 Years)
BE / B. Tech

Eligible
MPC

Entrance Tests
EAMCET,
IIT, AIEEE,
BITSAT ..etc

- CSE
- IT
- ECE
- EEE
- Civil Eng
- Mechanical Eng
- Chemical Eng
- Aeronautical Eng
- Aerospace Eng
- Agricultural Eng
- Automobile Eng
- Bio-medical Eng
- Bio-technology Eng
- Ceramic Eng
- Industrial Eng
- Environmental Eng
- Marine Eng
- Mining Eng
- Silk & Textile Eng

Medical

Eligible
Bi.P.C

Medicine
(5 Years)

Entrance Tests
EAMCET,
NEET

- MBBS-Allopathic
- BUMS-Unani
- BHMS-Homeopathy
- BAMS-Ayurveda
- BNYS-Naturopathy
- Ag.BSc-Agricultural
- BDS-Dental
- BVSc-Veterinary
- BPT-Physiotherapy

Allied Health Sciences
(2/3Years)
- B.Pharma
- BSc. Nursing
- BOT-Occupational therapy
- BSc-Anesthesia Tec
- BSc-Cardiac Tec
- BSc-Medical Lab Tec
- BSc-Radio Therapy Tec
- BSc-Clinical Optometry
- BSc-Nuclear Medicine
- BSc-Operation Theatre
- BSc-Physician assistant
- BSc-Respiratory care
- BMLT-Medical Lab Technology

Paramedical
- Dialysis Technician
- ECG Technician
- X- Ray Technician
- Operation Theatre Technician

Degree
(3 Years)

NDA
- Army
- Navy
- Air force

Teaching

- D. Ed
(2 Years, D.Ed entrance,
Primary School Teacher)
- UDPED
(2 Years, UDPED entrance,
PET Teacher)
- ECCED
(Early Childhood care Education)

Others

Diploma Courses

- Foreign Languages
- Fire Safety
- Journalism
- Home Science
- Tourism
- Hotel management
- Rural development
- **Designing**
  - Fashion
  - Interior
  - Jewelry
- **Film making**
  - Direction
  - Screen Writing
  - Cinematography
  - Sound designee
  - Editing
  - Action
- **Management**
  - Finance management
  - event management
  - Hotel management

Degree
(3 Years)

BA	B.Sc	B.Com	Other Degrees
BA –HEP	B.Sc- MPC	B.Com-Regular	LLB
BA-HTP	B.Sc- MEC	B.Com-Computers	BBA(Bach.in Busi. Admin)
BA-Linguistics	B.Sc-Appli. Math	B.Com-Bank Mana.	BCA(Bach.in Com. Appli)
BA-Economocs	B.Sc- BZC/CBZ	B.Com-Tax Proce.	BBM(Bach.in Busi. Mane)
BA- Psychology	B.Sc-CPZ		BAF(Bach.in Accou&Fin)
BA-Fin arts	B.Sc-Horticulture	B.Sc-Micro bio.	BFM(Bach.in Fin. Mane)
BA- Political Sci.	B.Sc- Computer Sci.	B.Sc-Bio-Tec..	BMS(Bach.in Manag, Stu.)
BA-Sociology	B.Sc-Home Science	B.Sc-AnthroP.	
BA- Library Sci.	B.Sc-Bio-chemistry	B.Sc-Dairy sci…etc	

Dual-Degree
(4 Years)
- BA + Bed
- BSc + Bed
- BA + LLB
- BCom + LLB
- BBM + LLB
- BBA + LLB

Professional Courses

ICWA   CS   CA

CPT

ATC   IPCC
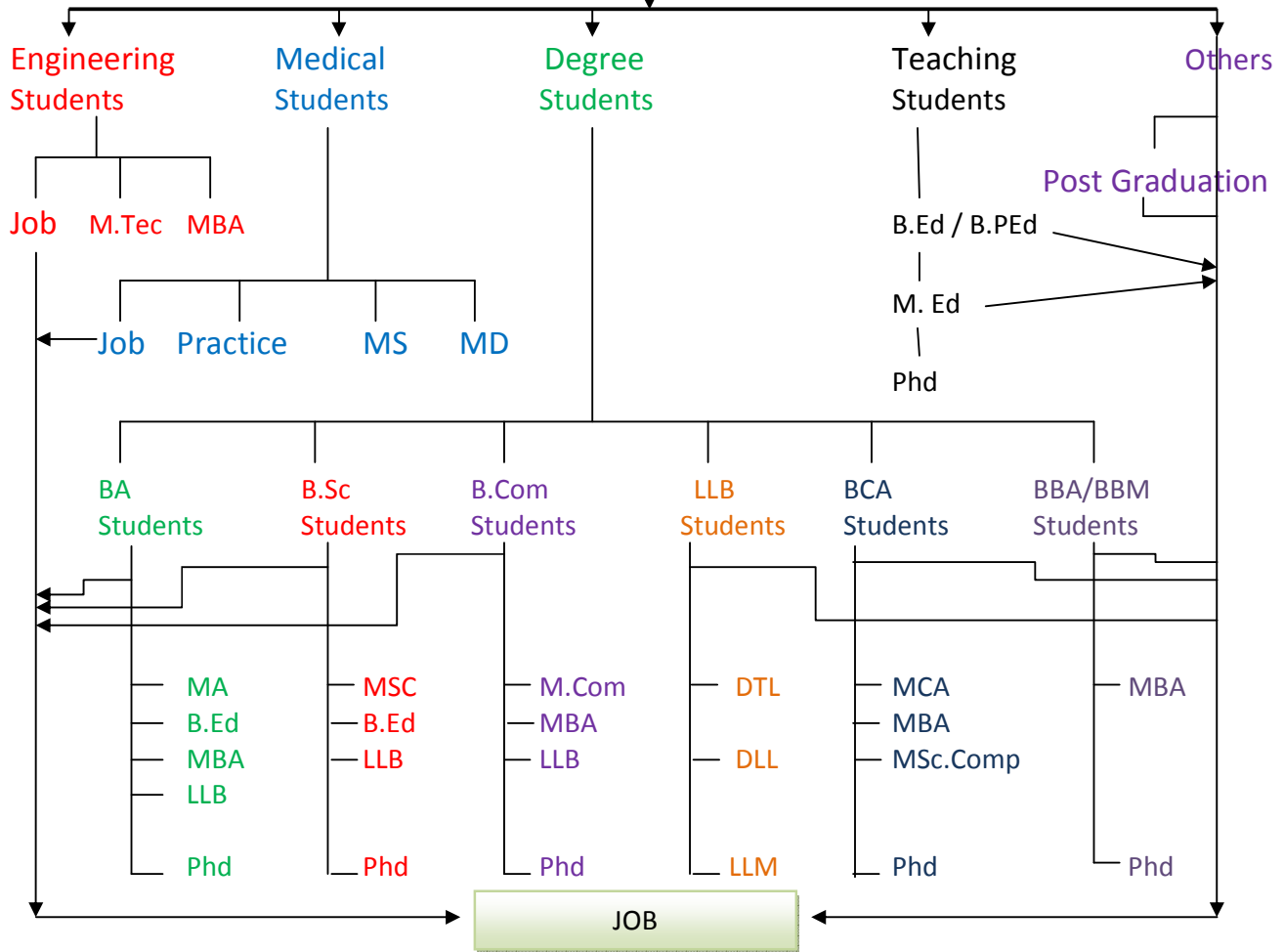(9months)

ITT
(100 hours)

Article ship(Work under a CA)

Clear Final Exam(Become a CA)

What Next ?
After Graduation

Engineering Students | **Medical Students** | **Degree Students** | **Teaching Students** | **Others**

Post Graduation

Engineering Students
- Job
- M.Tec
- MBA

Medical Students
- Job
- Practice
- MS
- MD

Teaching Students
- B.Ed / B.PEd
- M. Ed
- Phd

Degree Students:

BA Students	B.Sc Students	B.Com Students	LLB Students	BCA Students	BBA/BBM Students
MA	MSC	M.Com	DTL	MCA	MBA
B.Ed	B.Ed	MBA		MBA	
MBA	LLB	LLB	DLL	MSc.Comp	
LLB					
Phd	Phd	Phd	LLM	Phd	Phd

JOB

Post Graduation Course	Eligibility
MA Telugu	Any degree with one subject Telugu
MA English	Any degree with one subject English
MA Hindi	Any degree with one subject Hindi
MA Economics	BA with Economics one of the sub.
MA History	BA with History one of the sub.
MA Sociology	BA
MA Political Sci.	BA
MA Public Adm.	BA.
MS. Public rel.	BA
M.Sc Computers	B.Sc Comp / B.Com Comp / BA Comp / BCA
M.Com	B.Com/ BA with Commerce one of the subject.
MCA	BA/B.Sc with Maths.
MBA	Any degree
MA Archaeolog	BA

Post Graduation Course	Eligibility
M.Sc Maths	B.Sc / BA with one subject Maths
M.Sc Chemistry	B.Sc with Chemistry
M.Sc Botany	B.Sc with Botany
M.Sc Zoology	B.Sc with Zoology
M.Sc Physics	B.Sc with Physics
M.Sc Home Sci.	B.Sc with Botany + Zoology
M.Sc Anthrop	B.Sc with Zoology / BA
M.Sc Psychology	Any degree
M.Sc Bio-Chemis	B.Sc with one subject Chemi
M.Sc Bio-Tecno	B.Sc with one subject Bio-Tecnology
M.Sc Micro biolo	B.Sc with Zoology
MSc Virology	B.Sc with Zoology
MLIC	BLIC
LLM	BL / LLB

EXAMS (cets)- after Intermediate - at A Glance

Sl No	Name of The Examination	Conducted By	Application Invited For	Notification Month	Mode of Selection	Website
1	APEAMCET	Andhra Pradesh Govt.	APEAMCET Board	March	Through State level Entrance Exam	http://www..ap.gov.in/eamcet
2	JEE (Main)				Through National Entrance Exam	http://jeemain.nic.in
3	JEE (Advance)				Through National Entrance Exam	http://jeeadv.iitd.ac.in
4	VITEEE					www.vit.ac.in
5	COMED-K					www.comedk.org
6	AIIMS	All India Institute of Medical Sciences	MBBS	Feb / March	Through National Entrance Exam	www.aiimsexams.org
7	NEET	CBSE	MBBS - BDS	Feb / March	Through National Entrance Exam	www.cbseneet.nic.in
8	CMC-Velore					www.cmch-vellore.edu
9	JIPMER					www.jipmer.edu.in
10	BITSAT	BITS Pilani	Integrated Degree Programmes	Feb / March	Through National Entrance Exam	www.bitsadmission.com
11	CLAT	Chanakya Law University	Undergraduate Law Programmes	Feb / March	Through National Entrance Exam	www.clat.ac.in
12	AIEEE	Indian Council of Agricultural Research	Undergraduate Programmes In Agriculture	Feb / March	Through National Entrance Exam	http://www.icar.org
13	IIST	Indian Institute of Science & Technology	4 Year B.Tech & 5 Year Dual Degree	May / June	Based on JEE Advanced	https://www.iist.ac
14	IISc	Indian Institute of Science, Bangalore	tegrated Degree Programmes	April	*KVPY Score / *IIT-JEEAdvanced / *NEET Exam	www.iisc.ernet.in
15	KEAM	Commissioner of Entrance Examinations, Govt. of Kerala	Medical, Agriculture, Forestry, Veterinary, Fisheries, Engineering & Architecture Courses	Feb / March	*Commom Entrance Exam (For Engg.) * Based on NEET Score(For Medical)	www.cee.kerala.gov.in
16	CET	Indian Maritime University(IMU) under Govt. of India	Under Graduate Course Marine Science & Technology	June	Common Entrance Test	http://www.imu.edu.in
17	NDA	Union Public Service Commission	NDA & National Naval Academy	February	Through National Level Entrance Exam	www.upsconline.nic.in
18	NEST	Department of Atomic Energy under Govt. of India	Integrated M.Sc Programmes	March	Through National Level Entrance Exam	www.nestexam.in
19	NATA	Council of Architecture	5 Year B.Arch Degree Courses	February	Through National Level Entrance Exam	www.nata.nic.in

Engineering

Joint Entrance Examination (JEE) Main
Purpose - For Admission in B. E./B. Tech., B. Arch., B. Planning
Eligibility - Class 12 pass (PCM)
Application mode - Online
Source: http://jeemain.nic.in

JEE Advanced
Purpose- Admission in UG programmes in IITs and ISM Dhanbad
Eligibility - Class 12 Pass (PCM)
Application mode -Online
Source: http://jeeadv.iitd.ac.in/

BITSAT
Purpose - Admission in Integrated First Degree programmes in BITS Pilani, Goa & Hyderabad campuses.
Eligibility - Class 12 pass (PCM)
Application mode - Online
Source: www.bitsadmission.com/

VIT University Engineering Entrance Exam (VITEEE)
Purpose - Admission in B Tech Courses
Eligibility - Class 12
Application mode - Online, By Post
Source : www.vit.ac.in

National Level Engineering Entrance Exams

S. No.	Exam Name	Website URL
1	BITSAT	http://www.bitsadmission.com
2	COMED-K	https://www.comedk.org/
3	IPU-CET (B. Tech)	www.ipu.ac.in
4	Manipal (B. Tech)	www.admissions.manipal.edu
5	VITEEE	www.vit.ac.in
6	AMU (B. Tech)	http://www.amucontrollerexams.com/
7	NDA Entrance with PCM (MPC)	http://careerairforce.nic.in
8	All India Engineering Entrance Exam with PCM (MPC)	http://www.jeemain.nic.in
9	State Level Engineering Entrance Exams(APEAMCET)	http://www..ap.gov.in/eamcet

Medical

National Eligibility Cum Entrance Test (NEET)
Purpose-Admission to MBBS / BDS
Eligibility-Class 12 (PCB)
Application mode - Online
Source: http://aipmt.nic.in/aipmt/Welcome.aspx

National Level Medical Entrance Exams

S. No.	Exam Name	Website URL
1	AIIMS	http://aiimsexams.org/
2	CMC-Vellore	http://admissions.cmcvellore.ac.in/
3	CMC-Ludhiana	http://cmcludhiana.in/
4	COMED-K	https://www.comedk.org/
5	JIPMER	http://jipmer.edu.in/
6	Manipal (MBBS)	www.admissions.manipal.edu

Marine, Navy, Defence

Indian Maritime University Common Entrance Test
Purpose - Admission in Diploma in Nautical Science (DNS) leading to BSc. (Nautical Science)
Eligibility - Class 12 (PCM)
Application mode - By post
Source: www.imu.edu.in/index.php

Indian Navy B.Tech Entry Scheme
Purpose - Admission in Indian Navy B.Tech course
Eligibility - Class 12 passed
Application mode - Online
Source: www.nausena-bharti.nic.in/index.php

Indian Navy Sailors Recruitment
Purpose - Admission in 24 weeks Basic training at INS Chilka followed by Professional training
Eligibility - Class 12 (Maths and Physics/Chem./Bio/Computer Sc.)
Application mode - Online, By Post
Source: www.nausena-bharti.nic.in/index.php

Defence Indian Army Technical Entry Scheme (TES)
Purpose-Technical Entry to Army
Eligibility-Class 12 PCM
Apply-Online
Source: www.joinindianarmy.nic.in/

National Defence Academy and Naval Academy Examination (I)
Purpose - Admission to Army and Air Force wings of NDA and 4 years B. Tech course for the Indian Naval Academy Course (INAC)
Eligibility- Class 12, 12 Passed
Application mode - Online
Source: www.upsc.gov.in/

Law

Common Law Admission Test
Purpose-Admission in B.A. LL.B (Hons), B.Com. (Hons), BBA LL.B (Hons)
Eligibility- Class 12, 12+
Application mode -Online, By Post
Source: http://clat.ac.in/

Law School Admission Test LSAT India
Purpose-Admission in B.A. LL.B (Hons), B.Com. (Hons), BBA LL.B (Hons)
Eligibility- Class 12, Graduates
Application mode -Online
Source: www.pearsonvueindia.com/lsatindia/

All India Law Entrance Test (AILET)
Purpose-Admission in B.A., LL.B. (Hons.), LLM, PhD
Eligibility-Class 12, 12+, LLB, LLM
Apply-Online, By Post
Source: www.nludelhi.ac.in/

Lloyd Entrance Test (LET)
Purpose-Admission in B.A.,LL.B- 5-year integrated course
Eligibility-Class 12, 12+
Application mode -Online, By Post
Source: www.lloydlawcollege.com

Agriculture & Hotel Management:

Indian Council of Agricultural Research ICAR AIEEA-UG-PG
Purpose-Admission in Bachelor, Master Degree Program, SRF (PGS) to Pursuing Ph.D in Agriculture and Allied Sciences at Agricultural Universities
Eligibility-Class 12, UG, PG
Application mode -Online
Source: www.icar.org.in/

All India Hotel management Entrance Exam NCHMCT JEE
Purpose-Admission in B.Sc. Hospitality & Hotel Administration
Eligibility-Class 12
Application mode -Online
Source: www.nchmct.org/

Fashion Design

All India Entrance Examination for Design (AIEED)

Purpose-Admission in 4 years UG level programmes in Design
Eligibility-Class 11, 12
Apply- Online
Activity- Series 1: November to February,
Series 2: April, May
Source: www.aieed.com

Design Schools and Exams:

1	Srishti School	http://srishti.ac.in/
2	School of Fashion Technology	www.softpune.com/
3	Pearl Academy	http://pearlacademy.com
4	Symbiosis Institute of Design	http://sid.edu.in/
5	Footwear Design and Development Institute	www.fddiindia.com/
6	Maeer's MIT Institute of Design	www.mitid.edu.in/
7	National Institute of Design	www.nid.edu/
8	National Institute of Fashion Design	www.nift.ac.in/
9	National Aptitude Test in Architecture	www.nata.in
10	Center for Environmental Planning and Technology (CEPT)	www.cept.ac.in/

Talent tests – at a Glance
(from school level to Intermediate)

S.No	Name of the Exam	Eligible Students	Syllabus	website
1	NDSE (National Talent Search Exam)	10 th class students	Science, Maths , Social , Mental ablility	www.ncert.nic.in
2	KYPY (Kishor Vygnanika Proshaah Yogena)	Inter (MPC /BiPC)	Inter syllabus	www.kypy.iisc.ernet.in
3	HBBVS (Dr. Homi Baba bala vidyanic spertha)	6 to 9 th class students	CBSE/ICSE Syllabus	www.instrs.in
4	NSO (National Science Olympiad)	1 to 12 th class students	CBSE/ICSE Syllabus	www.sofworld.org
5	NCO (National Cyber Olympiad)	1 to 12 th class students	CBSE/ICSE Syllabus	www.sofworld.org
6	UCO (Unified Cyber Olympiad)	8 to 12 th class students	Mental ability, Reasoning, Computer Skills	www.unifiedcouncil.com
7	NDSE (National Science Talent search Exam)	1 to 12 th class students	CBSE/ICSE Syllabus	www.unifiedcouncil.com
8	MTSE (Maths Talent Search Exam)	3to 9 th class students	Mental ability, Reasoning, Maths	www.ganithasastraparishad.org
9	IMO (International Mathematics Olympiad)	1 to 12 th class students	CBSE/ICSE Syllabus	www.imo_official.in
10	NLSTSE (National Level Science Talent Search Exam)	1 to 12 th class students	CBSE/ICSE Syllabus	www.unifiedcouncil.com
11	NSEJS (National Standard Exam in Junior l Science)	1 to 10 th class students	CBSE/ICSE Syllabus	www.iapt.org.in
12	SSTSE (State Level Science Talent Search Exam)	4 to 10 th class students	SCERT Syllabus	www.unifiedcouncil.com
13	IAIS (International Assessment for Indian Schools)	3 to 12 th class students	CBSE/ICSE / SCERT Syllabus	www.macmillaneducation.in/iais
14	IOS (International Olympiad in Science)	1 to 12 th class students	CBSE/ICSE Syllabus	www.sofworld.org
15	RMO (Regional Mathematics Olympiad)	Intermediate	CBSE Syllabus	www.isical.ac.in
16	IOEL (International Olympiad of English Language)	1 to 12 th class students	CBSE/ICSE Syllabus	http://schools.aglasari.com
17	NSIB (National Standard Exam in Biology)	Senior Inter Students	CBSE Syllabus	http://iapt.org.in
18	NSEC (National Standard Exam in Chemistry)	Senior Inter Students	CBSE Syllabus	http://iapt.org.in
19	NSEA (National Standard Exam in Astronomy)	Senior Inter Students	CBSE Syllabus	http://iapt.org.in
20	NSEP (National Standard Exam in Physics)	Senior Inter Students	CBSE Syllabus	http://iapt.org.in
21	ZIO (Zonal Information Olympiad)	8 to 12 th class students	CBSE Syllabus	www.iarcs.org.in
22	IIO (International Information Olympiad)	1 to 8 th class students	CBSE/ICSE / SCERT Syllabus	www.iarcs.org.in
23	NIMO (National Interactive Mathematics Olympiad)	5 to 12th class students	Maths, Science, Mental Ability	www.eduhealfoundation.org
24	NBTO (National Bio-Technology Olympiad)	5 to 12th class students	CBSE/ICSE / SCERT Syllabus	www.eduhealfoundation.org
25	IGO (Indian Geography Olympiad)	2 nd to 12th class students	CBSE Syllabus	www.geogeniusindia.com
26	KO (Knowledge Olimpiade)	2 nd to 12th class students	CBSE/ICSE / SCERT Syllabus	http://aisect.org

Undergraduate Courses
- Bachelor Hotel Management and Catering Technology(B.H.M.C.T)
- Bachelor of Architecture (B.Arch)
- Bachelor of Arts (B.A)
- Bachelor of Ayurvedic Medicine and Surgery(B.A.M.S)
- Bachelor of Business Administration (B.B.A)
- Bachelor of Business Management (BBM)
- Bachelor of Business Studies(B.B.S)
- Bachelor of Commerce (B.Com)
- Bachelor of Computer Applications (B.C.A)
- Bachelor of Dental Surgery (B.D.S)
- Bachelor of Design(B.Des)
- Bachelor of Education (B.Ed)
- Bachelor of Elementary Education(B.EL.Ed)
- Bachelor of Engineering (B.E) / Bachelors of Technology (B.Tech)
- Bachelor of Fashion Technology (B.F.Tech)
- Bachelor of Fine Arts(B.F.A)
- Bachelor of Homeopathic Medicine & Surgery (B.H.M.S)
- Bachelor of Hospitality and Tourism Management(B.H.T.M)
- Bachelor of Hotel Management(B.H.M)
- Bachelor of Law (LL.B)
- Bachelor of Medicine Bachelor of Surgery (M.B.B.S)
- Bachelor of Optometry and Vision Science(B.Optom)
- Bachelor of Pharmacy (B.Pharma)
- Bachelor of Physical Education (B.P.Ed)
- Bachelor of Physiotherapy(B.P.T)
- Bachelor of Science Education(B.S.E)
- Bachelor of Science in Education(B.Sc.Ed)
- Bachelor of Science (B.S / B.Sc)
- Bachelor of Siddha Medical Sciences(B.S.M.S)
- Bachelor of Socio Legal Sciences Bachelor of Laws(B.S.L.LL.B)
- Bachelor of Tourism Administration(B.T.A)
- Bachelor of Unani Medicine & Surgery(B.U.M.S)
- Bachelor of Veterinary Science (B.V.Sc)

Integrated Courses
- Bachelor of Arts Bachelor of Education (B.A B.Ed)
- Bachelor of Arts Bachelor of Law (B.A LLB)
- Bachelor of Business Administration Bachelor of Law (BBA LLB)
- Bachelor of Science Bachelor of Education (B.Sc B.Ed)
- Bachelor of Science Degree in Nursing (B.Sc Nursing)

Postgraduate Courses
- Masters of Architecture (M.Arch)
- Masters of Arts (M.A)
- Masters of Business Administration (MBA)
- Master of Commerce (M.Com)
- Masters of Computer Application (MCA)
- Masters of Education (M.Ed)
- Masters of Law (LLM)
- Master of Philosophy (M.Phil)
- Masters of Science (M.Sc)
- Masters of Technology (M.Tech)
- Post Graduate Diploma in Management (PGDM)
- PG Medical (MD / MS / DM / MCh)
- PG Dental (MDS)

More
- Doctor of Philosophy (Ph.D)
- Integrated / Dual Degree
- Diploma
- PG Diploma