



IMPLEMENTATION PLAN

# National Education Policy

2020

MINISTRY OF EDUCATION

GOVERNMENT OF INDIA



## *Table of Contents*

S.No.	Chapters of NEP 2020	Page Number
1	<b>Introduction</b>	1
2	<b>Chapter 9:</b> Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System	1
3	<b>Chapter 10:</b> Institutional Restructuring and Consolidation	1-3
4	<b>Chapter 11:</b> Towards a More Holistic and Multidisciplinary Education	3-5
5	<b>Chapter 12:</b> Optimal Learning Environments and Support for Students	5-8
6	<b>Chapter 13:</b> Motivated, Energized, and Capable Faculty	9-10
7	<b>Chapter 14:</b> Equity and Inclusion in Higher Education	10-11
8	<b>Chapter 15:</b> Teacher Education	12-15
9	<b>Chapter 16:</b> Reimagining Vocational Education	15-17
10	<b>Chapter 17:</b> Catalysing Quality Academic Research in All Fields through a new National Research Foundation	18
11	<b>Chapter 18:</b> Transforming the Regulatory System of Higher Education	18-19
12	<b>Chapter 19:</b> Effective Governance and Leadership for Higher Education Institutions	20
13	<b>Chapter 20:</b> Professional Education	20-22
14	<b>Chapter 21:</b> Adult Education and Lifelong Learning	22-23
15	<b>Chapter 22:</b> Promotion of Indian Languages, Arts, and Culture	24-28
16	<b>Chapter 23:</b> Technology Use and Integration	29-33
17	<b>Chapter 24:</b> Online and Digital Education: Ensuring Equitable Use of Technology	33-34
18	<b>Chapter 25:</b> Strengthening the Central Advisory Board of Education	34
19	<b>Chapter 26:</b> Financing: Affordable and Quality Education for All	34
20	<b>Chapter 27:</b> Implementation	34-35

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>Introduction: NEP 2020</b>					
1.	P/3 NEP	The aim must be for India to have an education system by 2040 that is second to none,	1	P/3 NEP	The aim must be for India to have an education system by 2040 that is second to none,
2.	P/3 NEP	With equitable access to the highest-quality education for all learners regardless of social or economic background.	2	P/3 NEP	Equitable access to the highest quality education for all learners
<b>THEME/NEP 2020 - Chapter 9 :Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System</b>					
3.	Para 9.1.2	For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.	3	Para 9.1.2	For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.
<b>THEME/NEP 2020 - Chapter 10 : Institutional Restructuring And Consolidation</b>					
4.	Para 10.2	To end the fragmentation of higher education system by transforming HEIs into multidisciplinary universities.	4	Para 10.2	Mapping of HEIs
5.	Para 10.4	A stage wise mechanism for granting graded autonomy to colleges through a transparent system of graded accreditation	5	Para 10.4	A stage wise mechanism for granting graded autonomy to colleges through a transparent system of graded accreditation

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
6.	Para 10.8	Establishing/transforming at least one HEI into large multidisciplinary HEI in or near every district	6	Para 10.8	Mapping of HEIs
7.	Para 10.8	Capacity Creation	7	Para 10.8	Increasing number of seats in HEIs
8.	Para 10.8	Medium of instruction in local/Indian languages/bilingually	8	Para 10.8	Teaching learning material in local languages & recruitment of teachers in local language
9.	Para 10.9	A fair & transparent system of determining increased funding support for public HEIs	9	Para 10.9	Incentivizing performance-based funding mechanisms
10.	Para 10.10	Institutions accredited for ODL will be encouraged to develop high quality online courses	10	Para 10.10	Identification of accredited HEIs offering ODL courses and to encourage them to develop online courses
			11	Para 10.10	Integration of online courses into curricula of HEIs
11.	Para 10.12	Single stream HEIs will be phased out, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters	12	Para 10.12	Adding more Departments
12.	Para 10.12	A concerted national effort including suitable mentoring and governmental support	13	Para 10.12	Mentoring of colleges through affiliating universities to achieve accreditation benchmarks

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
13.	Para 10.13	The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education	14	Para 10.13	The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education
14.	Para 10.14	Complex nomenclature of HEIs shall be simply replaced by 'university' on fulfilling the criteria as per norms	15	Para 10.14	Complex nomenclature of HEIs shall be simply replaced by 'university' on fulfilling the criteria as per norms
<b>THEME/NEP 2020 - Chapter 11: Towards A More Holistic and Multidisciplinary Education</b>					
15.	Para 11.5	Imaginative and flexible curricular structures will enable creative combinations of disciplines for study and would offer multiple entry and exit points.	16	Para 11.5	Opportunities for multidisciplinary work including in academia, government & industry
			17	Para 11.6	Increased faculty and institutional autonomy in setting curricula
			18	Para 11.9	The structure and length of the degree program shall be adjusted accordingly.
			19	Para 11.10	HEIs will have the flexibility to offer different designs of master's programmes.
			20	Para 11.10	Undertaking a PhD shall require either a Master's degree or a 4-year Bachelor's degree with Research. M.phil programme shall be discontinued.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
16.	Para 11.7	Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.	21	Para 11.7	Establishment and strengthening of these Departments in the HEIs.
			22	Para 11.7	Credits will be given for these subjects.
17.	Para 11.8	Innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education	23	Para 11.8	Credit- based courses and projects in community engagement and service, environmental education, and value-based education.
18.	Para 11.8	Students at all HEIs will be provided with opportunities for internship with local industry, business, artists, crafts persons, etc. as well as research internships with faculty and researchers.	24	Para 11.8	Students at all HEIs will be provided with opportunities for internship with local industry, business, artists, crafts persons, etc. as well as research internships with faculty and researchers.
19.	Para 11.9	An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.	25	Para 11.9	Setting up of an Academic Bank of Credit.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
20.	Para 11.11	Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education	26	Para 11.11	Setting up of MERUs to attain the highest global standards for multidisciplinary education across India.
21.	Para 11.12	HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and interdisciplinary research including humanities and social sciences research	27	Para 11.12	HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities.
<b>THEME/NEP 2020 - Chapter 12 : Optimal Learning Environment and Support for Students</b>					
22.	Para 12.2	Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.	28	Para 12.2	Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.
			29	Para 12.2	The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.
			30	Para 12.2	HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			31	Para 12.2	HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation
			32	Para 12.3	Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP)
			33	Para 12.4	High-quality support centres and professional academic and career counselling will be made available to all students, as well as counsellors to ensure physical, psychological and emotional well being.
23.	Para 12.5	All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.	34	Para 12.5	Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.
24.	Para 12.7	India will be promoted as a global study destination providing premium education at affordable costs	35	Para 12.7	Greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
			36	Para 12.8	An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and



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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
					supporting students arriving from abroad.
			37	Para 12.8	Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated and relevant mutually benefitted MOUs with foreign countries will be signed.
			38	Para 12.8	High performing Indian universities will be encouraged to set up campuses in other countries
			39	Para 12.8	Similarly, selected universities e.g., those from among the top100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.
<b>Student Activity and participation</b>					
25.	Para 12.9	Vibrant campus life is essential for high quality teaching learning process.	40	Para 12.9	Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			41	Para 12.9	In every education institution, there shall be counselling systems for handling stress and emotional adjustments.
			42	Para 12.9	A systematized arrangement shall be created to provide the requisite support to students from rural backgrounds including increasing hostel facilities As needed. All HEIs will ensure quality medical facilities for all students in their institutions.
<b>Financial Support for Students</b>					
26.	Para 12.10	Financial assistance to students shall be made available through various measures.	43	Para 12.10	Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
			44	Para 12.10	The National Scholarship Portal will be expanded to support, foster and track the progress of students receiving scholarships.
			45	Para 12.10	Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 13 : Motivated, Energized, and Capable Faculty</b>					
27.	Para 13.2	Initiatives to achieve the best, motivated, and capable faculty in HEIs.	46	Para 13.2	As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses.
				47	Para 13.2
28.	Para 13.3	Teaching duties also will not be excessive, and student-teacher ratios not too high.	48	Para 13.3	Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.
29.	Para 13.4	Empowering the faculty to conduct innovative teaching, research, and service	49	Para 13.4	Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.
30.	Para 13.5	Incentivizing the excellence of faculty	50	Para 13.5	Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
					delivering on basic norms will be held accountable
31.	Para 13.6	A clearly defined, independent, and transparent processes and criteria for faculty recruitment	51	Para 13.6	Whereas the current recruitment process will be continued, a 'tenure-track' i.e., suitable probation period shall be put in place to further ensure excellence
32.	Para 13.6	There shall be a fast-track promotion system for recognizing high impact research and contribution	52	Para 13.6	Performance assessment parameters to be clearly enunciated in the Institutional Development Plans (IDPs) of HEIs
33.	Para 13.7	Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions.	53	Para 13.7	Leadership positions shall not remain vacant
<b>THEME/NEP 2020 - Chapter 14 :Equity and Inclusion in Higher Education</b>					
34.	Para 14.4	Ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.	54	Para 14.4.1	Earmark suitable Government funds for the education of SEDGs
			55	Para 14.4.1	Set clear targets for higher GER for SEDGs
			56	Paras 14.4.1 & 14.4.2	Enhance gender balance in admissions to HEIs
			57	Para 14.4.1	Establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger number of SEDGs

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			58	Para1 14.4.1	Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
			59	Paras 14.4.1 & 14.4.2	Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
			60	Paras 14.4.1 & 14.4.2	Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
			61	Paras 14.4.1 & 14.4.2	Develop and support technology tools for better participation and learning outcomes.
			62	Paras 14.4.2	Mitigate opportunity costs and fees for pursuing higher education
			63	Paras 14.4.1 & 14.4.2	Make admissions processes more inclusive
			64	Paras 14.4.1 & 14.4.2	Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly.
			65	Paras 14.4.1 & 14.4.2	Develop bridge courses for students that come from disadvantaged educational backgrounds
			66	Paras 14.4.1 & 14.4.2	Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
			67	Paras 14.4.1 & 14.4.2	Strictly enforce all no-discrimination and anti-harassment rules

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 15 :Teacher Education</b>					
35.	Paras 15.3	All multidisciplinary universities and colleges - will aim to establish, education partments, will also run B.Ed. programmes, in collaboration with other departments.	68	Paras 15.3& 15.4	Establishment of Education Department in HEIs.
			69	Para 15.4	All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
			70	Paras 15.2 &	Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs), after giving one year for remedy of the breaches.
36	Para 15.5	The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers.	71	Para 15.5	4year B.Ed degree as minimal qualification for school teachers
			72	Para 15.5	The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			73	Para 15.5	The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the Teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more.
			74	Para 15.6	Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities Such as community service, adult and vocational education, etc
37.	Para 15.7	Uniform standards for teacher education	75	Para 15.7	Admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
37.	Para 15.5	Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4- year, 2-year, and 1-year B.Ed. programmes.	76	Para 15.5	Scholarships for B.Ed Students
39	Para 15.8	Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued.	77	Para 15.8	Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics,sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.
40	Para 15.10	In-service continuous professional development for college and university teachers will be strengthened.	78	Para 15.10	The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged
			79	Para 15.11	Providing short and long-term mentoring/professional support to university/college teachers.



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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
41	Para 15.9	All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit- based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.	80	Para 15.9	Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/ communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.
<b>THEME/NEP 2020 - Chapter 16 :Reimagining Vocational Education</b>					
42	Para 16.4	This policy aims to overcome the social status hierarchy associated with vocational education	81	Para 16.4 & 16.5	Integration of vocational education programmes into mainstream education in all education institution.
			82	Para 16.5	at least 50% of learners through the school and higher education system shall have exposure to vocational education for which clear action plan with targets and timelines will be developed.
			83	Para 16.5	Vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			84	Para 16.5	The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade.
			85	Para 16.5	HEIs to allow to conduct short-term certificate courses in various skills including soft skills.
			86	Para 16.5	'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.
			87	Para 16.5	The possibility of offering vocational courses through ODL mode will also be explored.
			88	Para 16.5	Secondary schools to collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			89	Para 16.8	Dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit- based Framework will also facilitate mobility across 'general' and vocational education.
43.	Para 16.5	MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.	90	Para 16.5 & 16.6	MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.
44	Para 16.8	The National Skills Qualifications Framework will be detailed further.	91	Para 16.8	The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning

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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 17 : Catalysing Quality Academic Research in All Fields through a new National Research Foundation</b>					
45.	Para 17.8	Policy envisions a comprehensive approach to transforming the quality and quantity of research in India	92	Para 17.8	definitive shifts in school education to a more play and discovery- based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents.
			93		promoting research in universities,the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research.
46.	Para 17.9	Establishing National Research Foundation (NRF)	94	Para 17.9	Establishing National Research Foundation (NRF)
<b>THEME/NEP 2020 - Chapter 18 :Transforming the Regulatory System of Higher Education</b>					
47	Para 18.1	Transforming the Regulatory System of Higher Education	95	Para 18.2	Setting up Higher Education Commission of India (HECI)
			96	Para 18.3	Setting up National Higher Education regulatory council (NHERC)
			97	Para 18.4	Setting up National Accreditation Council (NAC)
			98	Para 18.5	Setting up Higher Education Grants council (HEGC)

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			99	Para 18.6	Setting up General Education Council(GEC)
			100	Para 18.7	Restructuring of ICAR, VCI, NCTE, CoA and NCVET as Professional Standard Setting Bodies (PSSBs)
48	Para 18.10	Extensive use of technology in regulation	101	Para 18.10	concept paper to enable adopting On-line Self Disclosure based Transparent System for granting approval to Institute(s) and colleges in the country.
49	Para 18.11	Setting up new quality HEIs will also be made far easier by the regulatory regime	102	Para 18.11	Setting up new quality HEIs will also be made far easier by the regulatory regime
50	Para 18.12	Curbing Commercialization of Education	103	Para 18.12	Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system.
			104	Para 18.14	Develop transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation. This will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.
51	Para 18.13	All HEIs - public and private - shall be treated on par within this regulatory regime	105	Para 18.13	Common minimal national guidelines for all Legislative Acts establishing Pvt. HEIs All HEIs - public and private - shall be treated on par within this regulatory regime.

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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 19 :Effective Governance and Leadership for Higher Education Institutions</b>					
52	Para 19.2	Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.	106	Para 19.2	Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence.
53	Para 19.5	Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding.	107	Para 19.5	Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding.
<b>THEME/NEP 2020 - Chapter 20 :Professional Education</b>					
54	Para 20.3	Agricultural education with allied disciplines will be revived	108	Para 20.3	Both capacity and quality of agriculture and allied disciplines must be improved to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices.

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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
55	Para 20.1	Professional education should not take place in the isolation of one's specialty	109	Para 20.1 20.2	Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve, into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.
56	Para 20.3	To set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies	110	Para 20.3	To set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies
57	Para 20.4	Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice.	111	Para 20.4	State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			112	Para 20.4	Legal education must be informed and illuminated with Constitutional values of Justice Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately.
58	Para 20.5	Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play.	113	Para 20.5	Healthcare education system to be integrative
			114	Para 20.5	There shall be a much emphasis on preventive healthcare and community medicine in all forms of healthcare education
<b>THEME/NEP 2020 - Chapter 21 :Adult Education and Lifelong Learning</b>					
59	Para 21.4	Strong and innovative government initiatives for adult education	115	Para 21.4	To facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all- important aim of achieving 100% literacy.



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Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
60	Para 21.5	Adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education	116	Para 21.5	Adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education
61	Para 21.6	Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning.	117	Para 21.6	Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning.
62	Para 21.7	Training of instructors/educators of adult education	118	Para 21.7 21.8	instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs and volunteer will be welcomed, as adult literacy instructors, or to serve as one-on-one volunteer tutors.
63	Para 21.8	Opportunities for adult education will be widely publicized	119	Para 21.8	Advertisements and Announcements and through events and initiatives of NGOs and other local organizations
64	Para 21.9	Improving the availability and accessibility of books	120	Para 21.9	catering to the needs and interests of all students, including persons with disabilities; accessible and affordable to all across the country.
			121		to make available adequate library staff and also devise appropriate career pathways and CPD for them

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 22 :Promotion of Indian Languages, Arts and Culture</b>					
65.	Para 22.6	Languages of India to remain relevant and vibrant	122	Para 22.6	There must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc.
			123	Para 22.6	Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts
			124	Para 22.19	All languages in India, and their associated arts and culture will be documented through a web- based platform/portal/wi ki, in order to preserve endangered and all Indian languages and their associated rich local arts and Culture
66	Para 22.7	Skilled language teachers in India	125	Para 22.7 22.9	Excellent team of teachers and faculty will have to be developed
67	Para 22.7	Language-teaching to be improved	126	Para 22.7	Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching- learning.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			127	Para 22.9	Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country
			128	Para 22.9	Degrees including 4-year B.Ed. dual degrees will be developed in these subjects
			129	Para 22.10	More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages.
			130	Para 22.10	Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes.
68	Para 22.8	Hiring of outstanding local artists, writers, craftsperson and other experts as master instructors in various subjects of local expertise	131	Para 22.8 22.9	Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country
69	Para 22.9	Quality research in the field of Indian language. Art and culture	132	Para 22.9 22.16 22.19	NRF will fund quality research in the area of language, art, music etc.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
70	Para 22.11	High-quality programmes and degrees in Translation and Interpretation	133	Para 22.11	Creation of High- quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, GraphicDesign, and Web Design within the higher education
			134	Para 22.11	In order to preserve and promote its art and culture, develop high- quality materials invarious Indian languages and to conserve artefacts
			135	Para 22.14	India will also urgently expand its translation and interpretation efforts in order to make high- quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages.
71	Para 22.12	The knowledge of the rich diversity of India should be imbibed first hand by learners	136	Para 22.11 22.12	develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.
			137	Para 22.12	touring by students to different parts of the country
72	Para 22.15	Sanskrit will be mainstreamed.	138	Para 22.15	Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			139	Para 22.15	Sanskrit Universities will move towards becoming large multidisciplinary institutioes of higer learning Departmentof Sanskrit to be established / strengthened.
			140	Para 22.15	Sanskrit teachers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. Dual degrees in education and Sanskrit.
73.	Para 22.16	Institutes of Classical languages	141	Para 22.16	Expanding institutes and universities studying all classical languages and literature.
			142	Para 22.16	Classical language institutes will aim to be merged with universities, while maintaining their autonomy
			143	Para 22.16	Sanskrit and Indian language institutes and departments across the country will be significantly strenthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects
			144	Para 22.16	Universities dedicated to languages will become multidisciplinary - where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			145	Para 22.16	Establishment of new institution for Languages, National Institute (or Institutes) for Pali, Persian and Prakrit within a university campus. Similar initiatives for institutes and universities studying Indian arts, art history, and Indology
74	Para 22.18	Academies for languages mentioned in the Eighth Schedule of the Constitution of India	146	Para 22.18	Establishment of Academies for languages mentioned in the Eighth Schedule of the Constitution of India to determine vocabulary and release dictionaries. Similar Academies for other highly spoken India languages
75.	Para 22.20	Scholarships and incentives to study Indian Languages, Arts, and Culture	147	Para 22.20	Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education
			148	Para 22.20	Establishing prizes for outstanding poetry and prose in Indian languages across categories,
			149	Para 22.20	Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
<b>THEME/NEP 2020 - Chapter 23 :Technology Use and Integration</b>					
76.	Para 23.3	Use and integration of technology to improve multiple aspects of education	150	Para 23.3	An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices.
			151	Para 23.4	Maintain a regular inflow of authentic data from multiple sources including educational technology innovators

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			152	Para 23.5	improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc
			153	Para 23.6	A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and Divyang students.
77.	Para 23.6	Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e- contents into teaching- learning practices.	154	Para 23.6	Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e- contents into teaching- learning practices.
78.	Para 23.6	Better integration of Technology-based education platforms, such as DIKSHA/SWAYAM, across school and higher education	155	Para 23.6	Better integration of Technology-based education platforms, such as DIKSHA/SWAYAM, across school and higher education



## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
79.	Para 23.7	Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system	156	Para 23.7 23.8	One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.
80.	Para 23.9	Initiating and expanding research efforts in new disruptive technology	157	Para 23.9	In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology.
			158	Para 23.10	conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education.
			159	Para 23.10	scale these teaching and skilling efforts, which will include targeted training for job readiness.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
81.	Para 23.11 Universities will aim to offer Ph.D. and Masters programmes in core areas.		160	Para 23.11	Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields “AI + X” and professional areas like health care, agriculture, and law. They may also develop and disseminate courses in these areas via platforms, such as SWAYAM. For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmes. HEIs may also offer targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription.
			161	Para 23.11	HEIs may also offer targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription.
			162	Para 23.11	Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India’s diverse languages.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
82.	Para 23.12	Awareness on disruptive technologies	163	Para 23.12	As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace's awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies.
			164	Para 23.12	Appropriate instructional and discussion materials will also be prepared for continuing education.
<b>THEME/NEP 2020 - Chapter 24 : Online and Digital Education: Ensuring Equitable Use of Technology</b>					
83	Para 24.4	Ensuring the use of technology for online and digital education by adequately addressing the concerns of equity.	165	Para 24.4(a)	Pilot studies for online education
			166	Para 24.4(b)	Digital infrastructure
			167	Para 24.4(c)	Online teaching platform and tools
			168	Para 24.4(d)	Content creation, digital repository, and dissemination
			169	Para 24.4(e)	Content creation, digital repository, and dissemination
			170	Para 24.4(f)	Content creation, digital repository, and dissemination
			171	Para 24.4(g)	Training and incentives for teachers
			172	Para 24.4(h)	Online assessment and examinations

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
			173	Para 24.4(i)	Blended models of learning
			174	Para 24.4(j)	Laying down standards
			175	Para 24.4(k)	Setting up of dedicated unit for purpose of orchestrating building of digital infrastructure, digital content and capacity building.
84.	Para 24.5	Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity	176	Para 24.5	Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity
<b>THEME/NEP 2020 - Chapter 25 :Strengthening the Central Advisory Board of Education</b>					
85.	Para 25.1	Strengthening and empowering CABE with much greater mandate.	177	Para 25.1	Strengthening and empowering CABE with much greater mandate.
86.	Para 25.2	MHRD redesignated as MOE	178	Para 25.2	MHRD redesignated as MOE
<b>THEME/NEP 2020 - Chapter 26 :Financing: Affordable and Quality Education for All</b>					
87	Para 26.2	Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest	179	Para 26.2	Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest
<b>THEME/NEP 2020 - Chapter 27 :Implementation</b>					
88	Para 27.3	Subject-wise implementation Committee of experts in cooperation and consultation with other ministries at the Center and State levels.	180	Para 27.3	Subject-wise implementation Committee of experts in cooperation and consultation with other ministries at the Center and State levels.

## NEP 2020: Implementation Plan

Actionable Points			Activities		
S.NO	NEP Para No	Particulars	S.NO	NEP Para No	Particulars
89	Para 27.3	Yearly joint reviews of the progress of implementation by designated teams constituted by MHRD and States and sharing review with CABE	181	Para 27.3	Yearly joint reviews of the progress of implementation by designated teams constituted by MHRD and States and sharing review with CABE
<p><b>IMPORTANT: The Implementation Plan will be translated into action while adhering to the vision and fundamental principles underlying the New Education Policy 2020.</b></p>					