HARYANA STATE HIGHER EDUCATION COUNCIL

No.:- 12/5-2020 Adv./HSHEC   Date: 21.11.2022

To

The Vice Chancellor
State Funded University

Subject: Implementation of NEP 2020

*****

Respected Sir/Madam,

Namaskar

Greetings from Haryana State Higher Education Council

Hon'ble CM Haryana while launching the implementation of NEP 2020 in Haryana announced that Haryana Government is committed to implement NEP 2020 in letter and spirit. He also announced that most of the parameters will be implemented by 2025 as against national target of 2030.

The event was organized by Haryana State Higher education Council on 31.07.2021 where the Departments of Women and Child Development, School Education, Higher and Technical Education Departments made their presentations and deliverables. For further facilitation, the Council has come out with NEP 2020 Ready Reckoner, Checklists which are enclosed for your kind perusal. These have also been shared with the respective Departments, and Govt. & Govt. Aided Colleges. They have also been requested to group/sub-group these parameters under captions (i) Institutional Restructuring and Consolidation (ii) Towards a more Holistic and Multidisciplinary Institutions (iii) Use of Technology and its Integration (iv) Effective Governance, Academic Leadership, Capacity Building (v) Re-imagining Vocational Education (vi) Promotion of Indian Languages, Arts and Culture, Ethical Values etc.

Council is sure that your University might have already initiated the process to realize the intent and objectives of National Education Policy 2020. Therefore, the documents under reference may further facilitate in realization of goals set by the State/Central Government.

Suggestions for further polishing, additions, modifications if required for better understanding and implementation are also requested for.

Regards

K.K Agnihotri
Advisor, HSHEC

HARYANA STATE HIGHER EDUCATION COUNCIL

No.:- 12/5-2020 Adv./HSHEC

Date: 21.11.2022

To

The Principal
Government College

Subject: Implementation of NEP 2020

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Advisor, HSHEC

HARYANA STATE HIGHER EDUCATION COUNCIL

No.:- 12/5-2020 Adv./HSHEC   Date: 21.11.2022

To

The Principal
Government Aided College

Subject: Implementation of NEP 2020

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Advisor, HSHEC

HARYANA STATE HIGHER EDUCATION COUNCIL

No.:- 12/5-2020 Adv./HSHEC   **Date: 21.11.2022**

To

The Vice Chancellor
Private University

Subject: Implementation of NEP 2020

*****

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Namaskar

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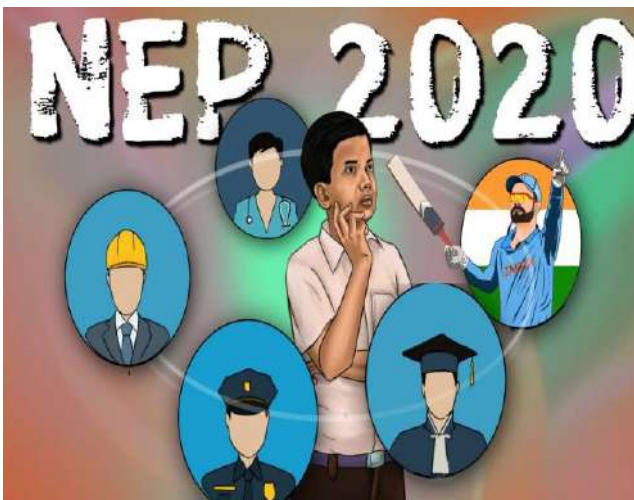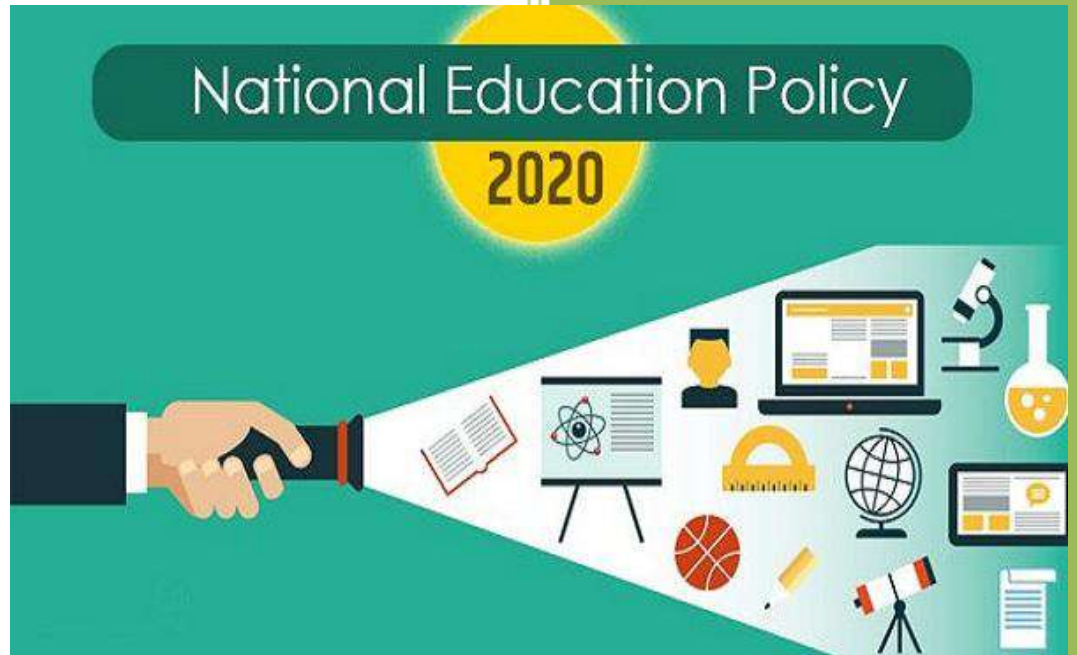
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K.K Agnihotri
Advisor, HSHEC

National Education Policy 2020: READY RECKONER

Prepared By:-

HARYANA STATE HIGHER EDUCATION COUNCIL

Preface

With great pleasure and enthusiasm, Haryana State Higher Education Council presents Ready Reckoner on National Education Policy- 2020 to our readers. A lot of thought and thinking has gone into preparing the ready reckoner and it will act as a quick guide at a glance of National Education Policy 2020 for our readers.

The vision of Chairperson, Haryana State Higher Education Council is the inspiration behind the preparation of this ready reckoner. He was always keen and eager for its preparation which will eventually act as a guide and a reference source for various stakeholders in the field of education.

It provides recommendations which will not only help the government to prioritize, but also tackle one of India's most urgent priorities—helping the future generation realize their full potential.

Introduction

National Education Policy 2020 is the first education policy of the 21st century and the ready reckoner is the glimpse of what this policy constitutes. Before studying the National Education Policy 2020 in detail, the ready reckoner will act like a 'reference on the go'.

This Policy proposes the revision and revamping of all aspects of the educational structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. It envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The ready reckoner has been prepared in the tabular form for quick and easy understanding of various aspects of National Education Policy 2020 for the stakeholders in education field such as State government, government departments, local government, faculty, universities, colleges, schools etc. There is a complete separation of all the topics of NEP 2020 in the sense that which topic relates to whom and who is responsible to implement it.

Ultimately, the ready reckoner will prove helpful and is a step forward in implementing the National Education Policy 2020 in the state of Haryana.

Sr. No.	Issue	Related To	Timeline set by Institution/University/ State/Central Govt. whichever is earlier	Responsibility*
1.1	Universal provision of achieving quality ECCE	Pre- School Education		
1.2	Content for ECCE	Pre- School Education		
1.3	Pedagogical framework for 0-3 and 3-8 years old	Pre- School Education		
1.4	Structure of Institutions of ECCE	Pre- School Education		
1.5	Strengthening of Anganwadi Centers	Pre- School Education		
1.6	Structure of Balvatika	Pre- School Education		
1.7	Preparation of teachers:- Qualifications and training	Pre- School Education		
1.8	ECCE in tribal dominated areasand its implementation	Pre- School Education		
1.9	Constitution of joint taskforce for planning and implementation of ECCE	Pre- School Education		
2.1	Providing foundational literacy and numeracy	School Education		
2.2	Attaining foundational literacy and numeracy	School Education		
2.3	Blending of teachers	School Education		
2.4	Redesigning of curriculum of teacher education and preparatory and middle school	School Education		
2.5	Content for school preparation module	School Education		
2.6	Availability of resources to teachers	School Education		
2.7	Peer tutoring by Community	School Education		
2.8	Strategies for widespread reading	School Education		
2.9	Enhancing children's nutrition and health	School Education		
3.1	Education for all till grade 12	School Education		
3.2	Infrastructure and up gradation of schools	School Education		
3.3	Ensuring student participation in school	School Education		

3.4	System for girls, SEDGs and areas with high dropout rates	School Education		
3.5	Expansion of ODL Programs offered by NIOS	School Education		
3.6	New models for schools-innovative and less restrictive	School Education		
3.7	Voluntary involvement of community, alumni etc.	School Education		
4.1	Design for school education	School Education		
4.2	Composition of stages for school education	School Education		
4.3	Nature of 5+3+3+4 structure	School Education		
4.4	Strategies required for all rounder student	School Education		
4.5	Content of curriculum	School Education		
4.6	Experimental learning, competency based learning and re-aligning assessment tools	School Education		
4.7	Art and culture integration	School Education		
4.8	Integrated sports-education	School Education		
4.9	Flexible curricula	School Education		
4.10	Methods to achieve flexibility in curricula	School Education		
4.11	Emphasis on home/local Language	School Education		
4.12	Enhancing language learning	School Education		
4.13	Flexibility in language learning	School Education		
4.14	Bilingual textbooks for Science and Mathematics	School Education		
4.15	Awareness for Indian Culture and Literature	School Education		
4.16	Learning Indian and classical languages and cultural heritage of India	School Education		
4.17	Integration and importance of Sanskrit language	School Education and Higher Education		
4.18	Promotion of Indian Classical languages and literature	School Education		

4.19	Approach for preservation of classical languages	School Education		
4.20	Foreign languages to be offered	School Education		
4.21	Methods to enhance multilingualism	School Education		
4.22	Standardization of ISL	School Education		
4.23	Skills and capacities to be learnt	School Education		
4.24	Introduction of contemporary subjects	School Education		
4.25	Incorporation of mathematics and computational thinking	School Education		
4.26	Ways to revamp vocational leaning	School Education		
4.27	Courses and methods for incorporating 'Knowledge of India'	School Education		
4.28	Framework for ethical learning and Basic training in health	School Education		
4.29	Re-designing curriculum in Indian and local context	Foundational Stage		
4.30	Formulation of NCFSE	School Education		
4.31	Flexibility in textbooks material	School Education		
4.32	Cost, language, content and availability of quality textbooks	School Education		
4.33	Aim to significantly reduce the weight of school bags	School Education		
4.34	Aim and purpose of regular and formative assessment	School Education		
4.35	Framework for Progress card	School Education		
4.36	Limitations of current secondary school exams	School Education		
4.37	Redesigning class 10 and 12 board exams	School Education		
4.38	Reforms in and different models of board exams	School Education		
4.39	Preparing guidelines for transformation in assessment system	School Education		
4.40	Examinations for grade 3,5 and 8- skills to be tested and purpose of examination	School Education		
4.41	Proposal for setting PARAKH	School Education		
4.42	Features and responsibility of NTA	School Education		

4.43	Emphasis of teacher education and B.Ed. programs on gifted children and Guidelines for them	School Education		
4.44	Encouraging (i) Topic-centered and project based clung and circles (ii) National residential summer programs	School Education		
4.45	Strengthening Olympiads and competitions in various subjects and their impact on universities for admissions process	School Education		
4.46	Use of technology for teaching-learning process	School Education		
5.1	Motivating and empowering of teachers	School Education		
5.2	Strategies for promoting teaching profession in rural areas	School Education		
5.3	Impact and structure of teacher transfer	School Education		
5.4	Revamping tests and interviews for teacher Recruitment	School Education		
5.5	Sharing of teachers, Grouping of schools	School Education		
5.6	Promotion and preservation of local knowledge and professions	School Education		
5.7	Monitoring recruitment of teachers	School Education		
5.8	Service environment for teachers	School Education		
5.9	Ways to ensure Sensitization of teachers	School Education		
5.10	Strategies for effective school governance, resource sharing andcommunity building	School Education		
5.11	Involvement of teachers in school governance	School Education		
5.12	Non-engagement of teachers in strenuous administrative tasks	School Education		
5.13	Role of teachers in making effective learning environment	School Education		
5.14	Teachers to choose most effective approach for the students	School Education		
5.15	Participation and content for CPD opportunities	School Education		

5.16	Principals participation in CPD workshops and platforms	School Education		
5.17	Recognition of Outstanding performance of teachers	School Education		
5.18	Equal importance to all stages of school education	School Education		
5.19	Merit-based vertical mobility of teachers and training outstanding teaching	School Education		
5.20	Development of NPST	School Education		
5.21	Need for special educators	School Education		
5.22	Movement of teacher education into multi-disciplinary colleges and universities and new education departments	School Education		
5.23	4-year integrated B.Ed. degree-minimum qualification for teaching, Different types of B.Ed. programs that would be offered	School Education		
5.24	Revamping/Restructuring B.Ed. programs	School Education		
5.25	Engaging local teacher for promoting local professions, knowledge and skills	School Education		
5.26	Accessibility of post B.Ed. certification courses	School Education		
5.27	International pedagogical approach in teaching	School Education		
5.28	NCFTE- formulation, development, requirements and revision	School Education		
5.29	Strict action against sub-standard educational institutions	School Education		
6.1	Education for all irrespective of their social category	School Education		
6.2	Framing policy for bridging gender and social category gaps	School Education		
6.2.1	Low enrollment of SC, ST students, females and differently-abled children	School Education		
6.2.2	Solving enrolment and retention issues of SCs and special focus for disadvantaged OBCs	School Education		

6.2.3	Special mechanism for tribal communities and children for STs	School Education		
6.2.4	Promoting education of children belonging to minority communities	School Education		
6.2.5	Ensuring similar opportunities of quality education for CWSN	School Education		
6.2.6	Formulation of strategies for reducing social category gaps	School Education		
6.3	Target on measures in chapter1-3 in a concerted for SEDGs	School Education		
6.4	Strengthening of support system for parents	School Education		
6.5	Measures for improving participation of SEDGs, females and children with disabilities and attendance of students	School Education		
6.6	SEZs for SEDGs	School Education		
6.7	Focus on girl education in SEDGs	School Education		
6.8	Constitution and salient features of Gender Inclusion Fund	School Education		
6.9	Strategies for increasing participation of SEDGs especially girls in quality school (up to grade 12)	School Education		
6.10	Inclusion and equal participation of children with disabilities in compatibly to RPWD Act 2016	School Education		
6.11	Reforms in school and school complexes for providing support to children with disabilities	School Education		
6.12	Parameters for home based schooling of children with benchmark disabilities, Technological support for parents of differently-abled child	School Education		
6.13	Guidelines for assessment for students with learning disabilities	School Education		
6.14	Teaching children with specific disabilities, gender and underrepresented groups sensitization- to be	School Education		

	an intrinsic part of teacher education program			
6.15	Action plan for imparting education to children with specific disabilities	School Education		
6.16	Reducing the disparities in educational development of SC and ST students	School Education		
6.17	Opening NCC wings in schools including those in tribal dominated areas	School Education		
6.18	Coordination, announcement and ensuring schemes for SEDGs through a 'single window system'	School Education		
6.19	Changes in school culture for full inclusion and equity for SEDGs	School Education		
6.20	Pre-requisites for developing an inclusive school curriculum	School Education		
7.1	SSA and student enrollment Survey	School Education		
7.2	Rendering of small schools and their impact on Teaching	School Education		
7.3	Small school, administrative structures:- their problem	School Education		
7.4	Consolidation of schools and their impact on access	School Education		
7.5	Objectives for rationalizing Schools	School Education		
7.6	Establishment and aim of school complexes	School Education		
7.7	Benefits of establishing school complexes	School Education		
7.8	Governance, authorization and facilitation of school complexes	School Education		
7.9	Various types of plans for overall development of Schools	School Education		
7.10	Paring of one public school with one private school	School Education		
7.11	Strengthening of Bal Bhavans and their Incorporation	School Education		
7.12	Dignity and restoration of schools as Samajik Chetna Kendra	School Education		
8.1	Aim and goal of education regulatory system	School Education		
8.2	Problems with present	School		

	school regulation system	Education		
8.3	Removing disparities between Public and Private Schools	School Education		
8.4	Transforming public education system and encouraging private school sector	School Education		
8.5	Key principles and recommendations of the policy	School Education		
8.6	Role of stakeholders Importance of Assessment System	School Education		
8.7	Framework for accreditation andassessment of Private and Public Schools	School Education		
8.8	Reviewing standard setting/regulatory framework- aim, emphasis	School Education		
8.9	Attracting parents for education their child	School Education		
8.10	Periodic Health Check Up- Encouraging States for SAS	School Education		
8.11	Ensuring safety rights of children especially girl children	School Education		
9.1	Role of higher education	Higher Education		
9.1.1	Aims of quality higher education	Higher Education		
9.1.2	Incorporation of skills and value at each stage of learning	Pre- School, School and Higher Education		
9.1.3	Aim of higher education and society level	Higher Education		
9.2	Various problems faced by the higher education system	Higher Education		
9.3	Vision of higher education through this policy	Higher Education		
10.1	Converting HEIs into multi-disciplinary institutes	Higher Education		
10.2	Well rounded and innovative individuals	Higher Education		
10.3	Research-Intensive & Teaching-Intensive Universities and Autonomous College	Higher Education		
10.4	Converting from one category to another	Higher Education		

10.5	Flexibility in conversion	Higher Education		
10.6	Additional responsibilities of an HEI	Higher Education		
10.7	Conversion of HEI into multi-disciplinary having large student enrolments, Conversion of HEI into multi-disciplinary HEI	Higher Education		
10.8	One multi-disciplinary HEI in each district; Medium of instruction; Increase GER to 50%	Higher Education		
10.9	Transparent Public Funding Support	Higher Education		
10.10	Instruction for ODL and Online programs in HEIs	Higher Education		
10.11	Instruction for Single-stream HEIs,Autonomy of Institutions	Higher Education		
10.12	Phasing out, accreditation and conversion of affiliated colleges	Higher Education		
10.13	One coherent higher education system	Higher Education		
10.14	Complex nomenclature of HEIs	Higher Education		
11.1	Liberal arts education for21st century	Higher Education		
11.2	Merits of integrating humanities and arts with STEM	Higher Education		
11.3	Kind of graduates to be trained	Higher Education		
11.4	Vocational and multidisciplinary streams in engineering, arts & humanities institutes	Higher Education		
11.5	Ways to promote multidisciplinary education	Higher Education		
11.6	Action points for large multidisciplinary universities and colleges	Higher Education		
11.7	Establishment of various multidisciplinary departments at all HEIs	Higher Education		
11.8	Credit based holistic curricula and internship	Higher Education		
11.9	Structure and durations of under-graduate degree programs & establishment of ABC	Higher Education		

11.10	Structure and durations of Master's degree programs, Discontinuation of M.Phil	Higher Education		
11.11	Establishment of MERUs	Higher Education		
11.12	Functions of HEIs to promote research and innovation	Higher Education		
12.1	Optimal learning environment for students	Higher Education		
12.2	Autonomy in designing curriculum, pedagogy & assessments systems; Amendment in CBCS	Higher Education		
12.3	Institutes plan for holistic development	Higher Education		
12.4	Support system for SEDGs	Higher Education		
12.5	Revamping ODL and online education framework	Higher Education		
12.6	Aim of global standards of quality in education	Higher Education		
12.7	Internationalization in Higher Education	Higher Education		
12.8	Action points for making India a global study destination	Higher Education		
12.9	Student activity, participation and support	Higher Education		
12.10	Financial assistance for students especially for SEDGs	Higher Education		
13.1	Need for motivated & capable faculty	Higher Education		
13.2	Infrastructure facilities & latest technology for faculty	Higher Education		
13.3	Lesser teaching duties, student-teacher ratio & fewer transfers	Higher Education		
13.4	Action points for empowering faculty	Higher Education		
13.5	Incentives for faculty	Higher Education		
13.6	Recruitment process and performance assessment of faculty	Higher Education		
13.7	Identification, training and placement of faculty	Higher Education		
14.1	Equitable access especially for SEDGs	Higher Education		
14.2	Common approach of equity and inclusion across school and higher education	Higher Education		

14.3	Factors responsible for exclusion in higher education	Higher Education		
14.4	Additional actions for both Governments and HEIs	Higher Education		
14.4.1	Steps to be taken by Governments	Higher Education		
14.4.2	Steps to be taken by all HEIs	Higher Education		
15.1	Teacher education and values in teachers	Higher Education		
15.2	Present condition of TEIs and teacher regulatory system	Higher Education		
15.3	Action against dysfunctional TEIs;Creating multidisciplinary teacher education programs	Higher Education		
15.4	Education department in all multidisciplinary HEIs; TEIs conversion into multidisciplinary institutions	Higher Education		
15.5	Minimal degree qualification-4year B.Ed for school teachers; Various B.Ed programs that would be offered	Higher Education		
15.6	Expertise for teacher education & close association with schools	Higher Education		
15.7	Admission tests for teacher preparation programs	Higher Education		
15.8	Type of faculty for TEIs	Higher Education		
15.9	Action plan for re-orienting Ph.D programs	Higher Education		
15.10	Professional development and online training of teachers	Higher Education		
15.11	National Mission for Mentoring for teachers in HEIs	Higher Education		
16.1	Spread of Vocational education- Comparing India with different countries	Higher Education		
16.2	Reasons for less students receiving vocational education	Higher Education		
16.3	Changing perception about vocational education			
16.4	Integrating, ensuring exposure and emphasizing importance of vocational education	Higher Education		

16.5	Exposure of 50% learners to vocational education; Plan for increasing exposure to vocational education	School and Higher education		
16.6	Integrating vocational education into schools & HEIs; Constitution of NCIVE	Higher education		
16.7	Innovations and experiments in vocational education	Higher education		
16.8	Role of NSQF and Aligning Indian Standards with ISCO	Higher education		
17.1	Importance of knowledge creation and research	Higher education		
17.2	Expand research capabilities and output for nation's progress	Higher education		
17.3	Current Investment in Research and Innovation - Comparing India with different countries	Higher education		
17.4	Interdisciplinary and indigenous research –Solution to India's societal challenges	Higher education		
17.5	Research in arts and humanities & innovation in sciences and social sciences	Higher education		
17.6	Culture of research and innovation in HEIs	Higher education		
17.7	Strengthening India's tradition of research and knowledge creation	Higher education		
17.8	Strategies for improving quality and quantity of research in India	School and Higher education		
17.9	NRF and its goals	Higher education		
17.10	Independence of institutions that currently fund research, Coordination of other funding agencies by NRF, Governance of NRF	Higher education		
17.11	Primary duties of NRF	Higher education		
18.1	Problems with present regulatory system of higher education	Higher education		
18.2	HECI – one umbrella regulatory institution consisting of four independent verticals	Higher education		

18.3	Functions of NHERC - first vertical of HECI	Higher education		
18.4	Functions of NAC - second vertical of HECI	Higher education		
18.5	Functions of HEGC – third vertical of HECI	Higher education		
18.6	Functions of GEC – fourth vertical of HECI	Higher education		
18.7	Restructuring of professional councils as PSSBs and Role of PSSBs	Higher education		
18.8	Benefits of such regulatory system	Higher education		
18.9	Changes required for new regulatory system	Higher education		
18.10	Working of HECI and its principles	Higher education		
18.11	Easier rules for setting up new HEIs, Expansion of outstanding HEIs and PPP models for HEIs	Higher education		
18.12	Strategies for curbing commercialization of Education	Higher education		
18.13	Common guidelines for both public and private HEIs	Higher education		
18.14	Transparent fee fixation mechanism for private HEIs	Higher education		
19.1	Effective governance and leadership- feature of world class institutions	Higher education		
19.2	Governance of all HEIs by BoG, Mandate of BoG and Appointment to BoG	Higher education		
19.3	Accountability of BoG	Higher education		
19.4	Qualities required for leadership positions, selection, succession,placement, identification and development ofleadership positions	Higher education		
19.5	Qualities HEIs must display and IDP preparation for assessment and further improvement	Higher education		
20.1	How to prepare professionals	Higher Education		
20.2	Evolution of professional or general education HEIs into holistic and multidisciplinary institutions	Higher Education		
20.3	Improving design, enrolments andquality of Agriculture Education	Higher Education		

20.4	Reforms in Legal Education	Higher Education		
20.5	Reforms for an Integrative Healthcare Education system	Higher Education		
20.6	Changes required in Technical Education	Higher Education		
21.1	Importance of attaining literacy and basic education	Adult Education		
21.2	List of outcomes to be achieved by adopting innovative steps	Adult Education		
21.3	Success factors and benefits of successful adult literacy programs	Adult Education		
21.4	Government initiatives for achieving 100% literacy	Adult Education		
21.5	First initiative- New Adult Education Curriculum Framework and its features	Adult Education		
21.6	Second initiative-Infrastructure facilities for adult learning	Adult Education		
21.7	Third initiative- Availability and training of instructors/educators, Engaging qualified community members from HEIs and volunteer instructors	Adult Education		
21.8	Fourth initiative- Community participation and publicizing adult education	Adult Education		
21.9	Fifth initiative- Improving availability and accessibility of books across the country	Adult Education		
21.10	Sixth initiative- Extensive use of modern technology	Adult Education		
22.1	Preserving and promoting Indian culture and arts			
22.2	Cultural awareness and expression for both individual and societal development	General		
22.3	Imparting knowledge of Indian arts at all levels of education	General		
22.4	Importance of languages and preserving and promoting languages of every culture	General		
22.5	Perishing Indian languages	General		
22.6	Strategies to keep languages relevant and vibrant	School and Higher Education		
22.7	Improve language-teaching and using language for teaching-learning	General		

22.8	Strategies to foster languages, arts and culture in children	School and Higher Education		
22.9	Great faculty, new departments and new courses for promoting teaching of languages, arts and culture	School and Higher Education		
22.10	Medium of instruction in HEIs-mother tongue/local language and bilingual	Higher Education		
22.11	Creating high-quality programs, degrees and materials related to languages, arts and culture and strengthening tourism	Higher Education		
22.12	Plan for imparting knowledge about India's diversity	General		
22.13	Opportunities for employment in area of languages, arts and culture	Higher Education		
22.14	IITI and its role	Higher Education		
22.15	Action plan for encouraging learning of Sanskrit subject	School and Higher Education		
22.16	Strengthen institutes and universities studying classical languages and literature	Higher Education		
22.17	Technology, crowd sourcing and people participation to preserve and promote all Indian languages	General		
22.18	Academies for Eighth Schedule languages and Role of Academies	General		
22.19	Digitalization of all Indian languages and their associated arts and culture for preservation	General		
22.20	Initiatives for promoting use of Indian languages	Higher Education		
23.1	Linking education with Digital India Campaign	Higher Education		
23.2	Methods and impact of new technologies on education	Higher Education		
23.3	Creation, aim and functions of NETF	Higher Education		
23.4	Responsibilities assigned to NETF	Higher Education		

23.5	Purposes of technological interventions	Higher Education		
23.6	Technology-based education platforms and Development of e-content for teachers and students	Higher Education		
23.7	Attention to emerging disruptive technologies	Higher Education		
23.8	Expanding research efforts in technology especially in context of AI	Higher Education		
23.9	Strategies required by NRF for expansion of AI	Higher Education		
23.10	HEIs and disruptive technologies	Higher Education		
23.11	Ph.D. and Masters programs in new areas, blending of courses,Language teaching	Higher Education		
23.12	Awareness on matters related to technologies	Higher Education		
23.13	Data, ethical issues of AI	Higher Education		
24.1	Alternate methods of quality education in epidemics and pandemics	General		
24.2	Affordable computing devices to ensure equality	General		
24.3	Training, blending of teachers for online teaching- learning processes	General		
24.4	Initiatives required for leveraging technology for teaching-learning process	General		
24.5	Unit for digital infrastructure, content and capacity	School and Higher Education		
25.1	Strengthening, empowering and responsibilities of CABE	General		
25.2	Re-designing of MHRD as MoE	General		
26.1	Raising educational investments	General		
26.2	Increasing public investment in education sector	General		
26.3	Financial support to various educational elements	General		
26.4	Long-term thrust areas for financing in education system	General		
26.5	Improving distribution and usage of budget	General		
26.6	Supporting and raising private philanthropic funds	General		

26.7	Curbing commercialization of education	General		
27.1	Bodies responsible for the implementation of policy	General		
27.2	Principles for implementation of the policy	General		
27.3	Subject wise implementation committees of experts, Reviewing the progress of NEP	General		

List of Abbreviations Used

ABC - Academic Bank of Credit
AI - Artificial Intelligence
B.Ed. - Bachelor of Education
BoG - Board of Governors
CABE - Central Advisory Board of Education
CBCS - Choice Based Credit System
CBSE - Central Board of Secondary Education
CPD - Continuous Professional Development
CWSN - Children with Special Needs
DAE - Department of Atomic Energy
DBT - Department of Biotechnology
DEO - District Education Officer
DHE - Directorate of Higher Education
DIKSHA - Digital Infrastructure for Knowledge Sharing
DSE - Directorate of School Education
DST - Department of Science and Technology
ECCE - Early Childhood Care and Education
EEC - Eminent Expert Committee
GEC - General Education Council
GER - Gross Enrolment Ratio
HECI - Higher Education Commission of India
HEGC - Higher Education Grants Council
HEIs - Higher Education Institutions
ICAR - Indian Council of Agricultural Research
IDP - Institutional Development Plan
IITI - Indian Institute of Translation and Interpretation
ISCO - International Standard Classification of Occupations
ISL - Indian Sign Language
MERU - Multidisciplinary Education and Research Universities
MHRD - Ministry of Human Resource Development
ME/MoE - Ministry of Education
M. Phil - Master of Philosophy
NAC - National Accreditation Council
NCC - National Cadet Corps
NCERT - National Council of Educational Research and Training
NCFSE - National Curriculum Framework for School Education
NCFTE - National Curriculum Framework for Teacher Education
NCIVE - National Committee for the Integration of Vocational Education
NCTE - National Council for Teacher Education
NETF - National Educational Technology Forum
NHERC - National Higher Education Regulatory Council
NIOS - National Institute of Open Schooling
NEP - National Education Policy
NPST - National Professional Standards for Teachers
NRF - National Research Foundation
NSQF - National Skills Qualifications Framework
NTA - National Testing Agency
OBC - Other Backward Classes
ODL - Open and Distance Learning

PARAKH - Performance Assessment, Review and Analysis of Knowledge for Holistic development
Ph.D - Doctor of Philosophy
PPP – Public Private Partnership
PSSB - Professional Standard Setting Body
RPWD - Rights of Persons with Disabilities
SAS - State Achievement Survey
SCs - Scheduled Caste(s)
SCERT - State Council of Educational Research and Training
SEDG - Socio-Economically Disadvantaged Group
SEZ - Special Education Zone
SSA - Sarva Shiksha Abhiyan
STs - Scheduled Tribe(s)
STEM - Science, Technology, Engineering, and Mathematics
TEI - Teacher Education Institution

*Responsibility:
1. Department of School Education
2. Department of Women and Child Development
3. Department of Higher Education
4. Department of Technical Education
5. Universities
6. Colleges
7. Central Government etc.

National Education Policy 2020 Ready Reckoner

By Haryana State Higher Education Council

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Haryana State Higher Education Council established in 2018 with the mandate to promote academic excellence and social justice in the development of education in Haryana. For the growth of Education in Haryana, Council plays a central role in delivering the vision of National Education Policy 2020 i.e. attaining higher levels of access, equity and excellence in the state education system.

NEP 2020 Ready Reckoner will act as a useful document for all the stakeholders in the Education sector and it will provide quick reference and guidance in the state level planning for the implementation of NEP-2020 in the State of Haryana.

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