

CHECKLIST FOR NATIONAL EDUCATION POLICY 2020- HIGHER EDUCATION

I. Checklist for University:

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	Formulation of Institutional Development Plan (IDP) (Para 12.3 and 19.5)			
2	Whether decision taken on what University wants to be: Teaching-intensive University or Research-intensive University (Para 10.3)			
3	Structuring of Bachelor's degree: 4-year multidisciplinary Bachelor's degree (Para 11.9)			
4	Structuring of Master's degree programmes (11.10)			
5	4-year integrated B.Ed : dual-major holistic Bachelor's degree, in Education as well as a specialized subject (Para 15.5)			
6	For the abolition of affiliation system, mentoring and capacity building of affiliating colleges (Para 10.12)			
7	Process of accreditation (Para 10.11 & 18.4)			
8	Multiple Entry and Exit options for the students (Para 11.9 & 11.10)			
9	In a phased manner over a period of 15 years, HEIs will aim to become independent self-governing institutions (Para 19.2)			
10	Holistic education: the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines (Para 11.3)			
11	Inclusion of Community Engagement and Service in the curricula (Para 11.8)			
12	Inclusion of Environmental Education in the curricula (Para 11.8)			

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13	Inclusion of Value-based Education in the curricula (Para 11.8)			
14	Inclusion of Global Citizenship Education in curricula (Para 11.8)			
15	Regular updation of curriculum to meet specified learning outcomes (Para 12.1)			
16	Amendments in ordinances if admission in Ph.D. is to be given after 4-year under graduate program (Para 11.10)			
17	Inclusion of research and internships in UG curriculum & internship opportunities (Para 17.8 & 11.8)			
18	To house education departments that offer 4-year integrated B.Ed., M.Ed., and Ph.D. degrees in education (Para 15.4 & 5.22)			
19	Criterion-based grading system (Para 12.2)			
20	Continuous formative assessment of the students (Para 12.2)			
21	Registration for Academic Bank of Credit (ABC) (Para 11.9)			
22	An International Students Office at each HEI hosting foreign students (Para 12.8)			
23	Collaboration with Foreign Universities (Para 12.8)			
24	Courses and programmes in subjects, such as Indology, Indian languages, AYUSH, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences (Para 12.7)			
25	Quality residential facilities for international students (Para 12.7)			
26	Research collaboration and student exchanges between Indian and global institutions (Para 12.8)			

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
27	High-quality support centres for SEDGs students (Para 12.4)			
28	Systematized arrangement to provide support to students from rural backgrounds, including increasing hostel facilities as needed (Para 12.9)			
29	Quality medical facilities for all students (Para 12.9)			
30	Counselling systems for students for handling stress and emotional adjustments (Para 12.9)			
31	Incentivizing the merit of students belonging to SC, ST, OBC, and other SEDGs (Para 12.10)			
32	Basic infrastructure and facilities for the faculty (Para 13.2)			
33	Freedom to faculty to design their own curricular and pedagogical approaches within the approved framework (Para 13.4)			
34	Training faculty for flipped classroom teaching (Para 15.10)			
35	Incentivizing excellent teachers through appropriate rewards, promotions, recognitions, and movement into institutional leadership (Para 13.5)			
36	Training faculty with high academic and service credentials for leadership positions (Para 13.7)			
37	Mitigate opportunity costs and fees for pursuing higher education for SEDGs and provide more financial assistance and scholarships to SEDGs students (Para 14.4.2)			
38	Develop bridge courses for students from disadvantaged educational backgrounds (Para 14.4.2)			

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39	Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. and degrees including 4- year B.Ed. dual degrees to be developed in these subjects (Para 22.9)			
40	Using mother tongue/local language as a medium of instruction, and/or offer programmes bilingually (Para 22.10)			
41	All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. (Para 10.10)			
42	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. (Para 20.4)			
43	Over and above the public budgetary support, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences. (Para 26.6)			
44	Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed to be established. (Para 11.7)			
45	Wheelchair-accessible and disabled-friendly buildings (Para 14.4.2)			
46	Strict enforcement of all no-discrimination and anti-harassment rules (Para 14.4.2)			

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47	HEI offering the 4-year integrated B.Ed. may also run 2-year and 1-year B.Ed programmes (Para 15.5)			
48	HEIs offering teacher education programmes to have a network of government and private schools to work closely with (Para 15.6)			
49	For teacher education: Fresh Ph.D. entrants, irrespective of discipline, required to take credit-based courses in teaching/education/pedagogy related to their chosen Ph.D subject during doctoral training (Para 15.9)			
50	Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers (Para 15.10)			
51	HEIs to offer vocational education either on their own or in partnership with industry and NGOs and will also be available to students enrolled in all other Bachelor's degree programmes (Para 16.5)			
52	Short-term certificate courses in various skills (Para 16.5)			
53	Different models of vocational education, and apprenticeships. Incubation centres; technology development centres; centres in frontier areas of research (Para 16.7 & 11.12)			
54	Promotion of socially relevant research and interdisciplinary research including humanities and social sciences research (Para 11.12 & 17.5)			
55	Increase in quality and quantity of research (Para 17.8)			
56	Universities should start making good research proposals for submitting to NRF, once it is established (Para 17.9 & 17.11)			

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57	Inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant (Para 22.8)			
58	High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design (Para 22.11)			
59	Use of technology for online and digital education (24 th point)			
60	Targeted training in low expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription (Para 23.11)			
61	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. Courses in these areas via platforms, such as SWAYAM. For rapid adoption, blending of these online courses with traditional teaching in undergraduate and vocational programmes (Para 23.11)			
62	Outstanding local artists and craftspersons to be hired as guest faculty to promote local music, art, languages, and handicraft (Para 22.9)			
63	HEIs to aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country (Para 22.9)			
64	Teaching-learning e-content to be developed in all regional languages (Para 23.6)			

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65	Creating initial versions of instructional materials and courses including online courses in cutting-edge domains (Para 23.10)			
66	Student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, to be created (Para 24.4)			
67	Prerequisites for hiring for all leadership positions and Heads of institutions (Para 19.4)			
68	Redesigning curricula for legal studies (Para 20.4)			
69	Faculty with training in areas of social sciences that are directly relevant to school education as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in TEIs (Para 15.8)			
70	All institutions offering either professional or general education to aim to organically evolve into institutions/clusters offering both holistic and multidisciplinary education seamlessly, and in an integrated manner by 2030 (Para 20.2 and 10.7)			
71	HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas (Para 11.12)			
72	No excessive teaching duties (Para 13.3)			

Additional Action Points by keeping the spirit of NEP 2020 intact:

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	Regular health-checkup of students			
2	Provision of healthy food through institutional canteens/hostels			
3	University Website			
4	Tracking of students- dynamic data			
5	Bilingual textbooks- teaching learning material			
6	Indian Knowledge System, Ethics			
7	Smart Class Rooms			
8	Learning of classical languages of India and its association with literature			
9	Learning of foreign languages			
10	Establishment of NCC/NSS Wings in each Institution			
11	Clustering of Institutions for optimum utilization of resources			
12	Measures for implementing SEDGs			
13	Integration/Re-imagining Vocational Education			

II. Checklist for Colleges:

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	Formulation of Institutional Development Plan (IDP) (Para 12.3)			
2	Process of NAAC Accreditation (Para 10.11 & 18.4)			
3	Continuous formative assessment (Para 12.2)			
4	Registration for Academic Bank of Credit (ABC) (Para 11.9)			
5	Quality residential facilities for international students (Para 12.7)			
6	Research collaboration and student exchanges between Indian institutions and global institutions (Para 12.8)			
7	Systematized arrangement to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed (Para 12.9)			
8	Quality medical facilities for all students (Para 12.9)			
9	Counselling systems for students for handling stress and emotional adjustments (Para 12.9)			
10	Incentivizing the merit of students belonging to SC, ST, OBC, and other SEDGs (Para 12.10)			
11	Basic infrastructure and facilities for the faculty (Para 13.2)			
12	Training faculty for flipped classroom teaching (Para 15.10)			
13	Incentivizing excellent teachers through appropriate rewards, promotions, recognitions, and movement into institutional leadership (Para 13.5)			
14	Mitigate opportunity costs and fees for pursuing higher education for SEDGs and provide more financial assistance and scholarships to SEDGs students (Para 14.4.2)			

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
15	Wheelchair-accessible and disabled-friendly buildings (Para 14.4.2)			
16	Strict enforcement of all no-discrimination and anti-harassment rules (Para 14.4.2)			
17	HEIs offering teacher education programmes will have a network of government and private schools to work closely with (Para 15.6)			
18	For teacher education: Fresh Ph.D. entrants, irrespective of discipline, required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period (Para 15.9)			
19	Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers (Para 15.10)			
20	Targeted training in low expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription (Para 23.11)			
21	Different models of vocational education, and apprenticeships. Incubation centres in partnership with industries (Para 16.7)			
22	Inclusion of research and internships in the undergraduate curriculum (Para 17.8)			
23	Promotion of socially relevant research and interdisciplinary research including humanities and social sciences research (Para 11.12 & 17.5)			
24	Increase in quality and quantity of research (Para 17.8)			
25	Single-stream HEIs to add departments across different fields (Para 10.11)			
26	Affiliated Colleges shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges (Para 10.12)			

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27	High-quality support centres, adequate funds and academic resources for SEDGs students (Para 12.4)			
28	An International Students Office at each HEI hosting foreign students (Para 12.8)			
29	All multidisciplinary colleges to establish education departments and run B.Ed. programmes in collaboration with other departments (Para 15.4)			
30	Outstanding local artists and craftsmen to be hired as guest faculty to promote local music, art, languages, and handicraft (Para 22.9)			
31	HEIs to aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country (Para 22.9)			
<u>Additional Action Points by keeping the spirit of NEP 2020 intact:</u>				
32	Regular health-checkup of students			
33	Provision of healthy food through institutional canteens/hostels			
34	College Website			
35	Tracking of students- dynamic data			
36	Bilingual textbooks- teaching learning material			
37	Indian Knowledge System, Ethics			
38	Smart Class Rooms			
39	Learning of classical languages of India and its association with literature			
40	Learning of foreign languages			
41	Establishment of NCC/NSS Wings in each Institution			
42	Clustering of Institutions for optimum utilization of resources			
43	Measures for implementing SEDGs			
44	Integration/Re-imagining Vocational Education			

III. Checklist for Departments of State Government:

Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	At least one large multidisciplinary HEI in or near every district (Para 10.8)			
2	Developing high-quality HEIs both public and private that have medium of instruction in local/Indian languages or bilingually (Para 14.4.1 & 10.8)			
3	Increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035 (Para 10.8)			
4	Fair and transparent system for determining increased levels of public funding support for public HEIs (Para 10.9)			
5	Incentivizing HEIs delivering education of the highest quality (Para 10.9)			
6	Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) to be set up (Para 11.11)			
7	Earmark Government funds for the education of SEDGs (Para 14.4.1)			
8	Set clear targets for higher GER for SEDGs (Para 14.4.1)			
9	Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs (Para 14.4.1)			
10	Provide financial assistance to SEDGs in both public and private HEIs (Para 14.4.1)			
11	Outreach programmes on higher education opportunities and scholarships among SEDGs (Para 14.4.1)			
12	All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 (Para 15.4)			
13	Only educationally sound, multidisciplinary, and integrated teacher education programmes to be in force by			

	2030 (Para 15.3)			
Sr.No	Actionable Point	Timeline set by Institution/University/State/Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
14	Stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches (Para 15.3 & 5.29)			
15	By 2025, at least 50% of learners through the school and higher education system to have exposure to vocational education: a clear action plan with targets for it (Para 16.5)			
16	Ek Bharat Shreshta Bharat campaign (Para 22.12)			
17	Academies for Eighth Schedule languages to be established by the Central Government in consultation or collaboration with State Governments (Para 22.18)			
18	Adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content (Para 24.4 - f)			
19	Substantial increase in public investment in education by State Government (Para 26.2)			
20	A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation be established (Para 10.4)			
21	Complex nomenclature of HEIs such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced by 'university' on fulfilling the criteria as per norms (Para 10.14)			
22	Faculty appointed to individual institution will generally not be transferable across institutions (Para 13.3)			
23	A 'tenure-track' i.e., suitable probation period for faculty (Para 13.6)			

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24	Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system to be established (Para 22.20)			
25	Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, to be established (Para 22.20)			
26	Proficiency in Indian languages to be included as part of qualification parameters for employment opportunities (Para 22.20)			
27	All institutions offering either professional or general education to aim to organically evolve into institutions/clusters offering both holistic and multidisciplinary education seamlessly, and in an integrated manner by 2030 (Para 20.2)			
28	Instructors/educators, qualified community members for enhancing efforts towards adult education (Para 21.7)			
29	Improving the availability and accessibility of books (Para 21.9)			
30	Quality technology-based options for adult learning (Para 21.10)			
31	Print materials for 22 languages of Eighth Schedule of the Constitution of India and consistent official updates to their vocabularies and dictionaries (Para 22.6)			
32	Documentation of all languages in India and their associated arts and culture (Para 22.19)			
33	Merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes (Para 5.2)			

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34	Encouraging HEIs to use merit-based results from National & International Olympiads, and results from other national programmes, as part of the criteria for admissions into UG programmes (Para 4.45)			
35	Teachers will not be engaged in work that is not directly related to teaching (Para 5.12)			
36	By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree and its training (Para 5.23)			
37	Integrating training, recent techniques in pedagogy, Fundamental Duties, environmental awareness & sensitivity in all B.Ed programmes (Para 5.24)			
38	Shorter post-B.Ed. certification courses (Para 5.26)			
39	Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework (Para 12.2)			
40	HEIs performing exceptionally well will be helped by State government to expand their institutions (Para 18.11)			
41	Agricultural Technology Parks (Para 20.3)			
42	Technical education will aim to be offered within multidisciplinary education institutions and programmes (Para 20.6)			
43	Adult Education Centres (AECs) could be included within other public institutions (Para 21.6)			
44	Community participation and publicizing adult education (Para 21.8)			
45	Yearly joint reviews of the progress of implementation of the policy will be conducted by designated teams constituted by MHRD and the States (Para 27.3)			
