

## NATIONAL EDUCATION POLICY 2020

### Action Points for Central Government and Central Bodies/Ministries

Sr.No	Actionable Point	NEP Para Number	Responsibility
1	National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8	1.3	NCERT
2	Planning and implementation of early childhood care and education curriculum and a special joint task force	1.9	Ministries of Education, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs
3	A National Mission on Foundational Literacy and Numeracy	2.2	Ministry of Education (MoE)
4	An interim 3-month play-based 'school preparation module' for all Grade 1 students	2.5	NCERT
5	A national repository of high-quality resources on foundational literacy and numeracy	2.6	
6	A National Book Promotion Policy	2.8	
7	100% Gross Enrolment Ratio in preschool to secondary level by 2030 and universal access and afford opportunity to all children of the country	3.1	
8	ODL programmes offered by National Institute of Open Schooling (NIOS) to be expanded	3.5	National Institute of Open Schooling (NIOS)
9	Framework for school education to be guided by new 5+3+3+4 design	4.1 & 4.2	
10	Specific sets of skills and values across domains will be identified	4.4	NCERT
11	Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed	4.22	
12	National Curricular Framework for School Education, NCFSE 2020-21	4.26, 4.30	NCERT
13	Access to downloadable and printable versions of all textbooks	4.32	NCERT and States/UTs

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14	Reduce the weight of school bags and textbooks	4.33	NCERT, SCERTs, schools, and educators
15	Guidance for designing progress card of all students for school-based assessment	4.35	National Assessment Centre, NCERT, and SCERTs
16	Reforming the existing system of Board and entrance examinations	4.37, 4.38, 4.39	Guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc.
17	Setting up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) under MoE	4.41	
18	Conducting entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions	4.42	National Testing Agency (NTA)
19	Guidelines for the education of gifted children	4.43	NCERT and NCTE
20	Olympiads and competitions in various subjects across the country	4.45	
21	Strengthening Teacher Eligibility Tests (TETs)	5.4	
22	Continuous Professional Development (CPD) for teachers	5.15	
23	A common guiding set of National Professional Standards for Teachers (NPST)	5.20	Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs etc.
24	Study, research, document, and compile the varied international pedagogical approaches for teaching different subjects	5.27	NCERT
25	National Curriculum Framework for Teacher Education, NCFTE 2021	5.28	NCTE in consultation with NCERT

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26	Constituting Gender Inclusion Fund	6.8	
27	Strengthening and expanding Kasturba Gandhi Balika Vidyalayas and building additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas	6.9	
28	While preparing the National Curriculum Framework, ensuring that consultations are held with expert bodies such as National Institutes of DEPwD	6.10	NCERT
29	Guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), for all students with learning disabilities	6.13	Proposed new National Assessment Centre, PARAKH
30	Framework for assessment of schools controlled/managed/aided by the Central government	8.7	CBSE in consultation with the Ministry of Education (MoE)
31	A sample-based National Achievement Survey (NAS) of student learning levels	8.10	Proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT
32	Mentoring of affiliated colleges to secure the prescribed accreditation benchmarks	10.12	
33	Replacing the present complex nomenclature of HEIs in the country simply by 'university' on fulfilling the criteria as per norms	10.14	
34	MERUs (Multidisciplinary Education and Research Universities) will be set up	11.11	
35	Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL will be developed	12.5	
36	Promoting India as a global study destination	12.8	
37	Relevant mutually beneficial MOUs with foreign countries will be signed	12.8	
38	Campus of high performing Indian Universities in abroad and campus of selected foreign Universities in India	12.8	

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39	Expanding National Scholarship Portal to support, foster, and track the progress of students receiving scholarships	12.10	
40	Standardizing subject and aptitude tests for admission to pre-service teacher preparation programmes	15.7	National Testing Agency (NTA)
41	A National Mission for Mentoring	15.11	
42	Constituting National Committee for the Integration of Vocational Education (NCIVE)	16.6	Ministry of Education (MoE)
43	Further detailing of National Skills Qualifications Framework and aligning Indian standards with the International Standard Classification of Occupations	16.8	
44	Establishment of National Research Foundation and its activities	17.9, 17.10, 17.11	
45	Establishing Higher Education Commission of India (HECI)	18.2	
46	Establishing first vertical of HECI i.e. the National Higher Education Regulatory Council (NHERC)	18.3	
47	Establishing second vertical of HECI i.e. the National Accreditation Council (NAC)	18.4	
48	Establishing third vertical of HECI i.e. the Higher Education Grants Council (HEGC)	18.5	
49	Establishing fourth vertical of HECI i.e. the General Education Council (GEC)	18.6	
50	Restructuring of professional councils as Professional Standard Setting Bodies (PSSBs) and role of PSSBs	18.7	
51	Functioning of all verticals of HECI to be based on transparent public disclosure	18.10	
52	Strict compliance measures with stringent action for HEIs	18.10	
53	Setting up new quality HEIs will be made easier by the regulatory regime	18.11	
54	HEIs performing exceptionally well will be helped by Central government to expand their institutions	18.11	

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55	Similar standards of audit and disclosure as a 'not for profit' entity for all education institutions	18.12	NHERC
56	Common national guidelines for all legislative Acts that will form private HEIs	18.13	
57	Transparent mechanisms for fixing of fees with an upper limit for private HEIs	18.14	
58	Adult Education Curriculum Framework	21.5	New constituent body of the NCERT that is dedicated to adult education
59	Training of instructors who would support, organize and lead learning activities at Adult Education Centres	21.7	
60	Strengthening and modernizing all communities, public libraries and educational institutions to ensure adequate supply of books	21.9	
61	Establishing Indian Institute of Translation and Interpretation (IITI)	22.14	
62	National Institute (or Institutes) for Pali, Persian and Prakrit within University campus	22.16	
63	Academies for Eighth Schedule languages to be established by the Central Government in consultation or collaboration with State Governments	22.18	
64	Funding for preservation efforts for all languages in India, and their associated arts and culture, and the associated research projects, e.g., in history, archaeology, linguistics, etc.	22.19	NRF
65	Establishing an autonomous body, the National Educational Technology Forum (NETF)	23.3	
66	Organizing multiple regional and national conferences, workshops, etc	23.4	NETF
67	Developing teaching-learning e-content in all regional languages and will be uploaded onto the DIKSHA platform	23.6	NCERT, CIET, CBSE, NIOS, and other bodies/institutions
68	Advancing core AI research, developing and deploying application-based research, and advancing international research efforts	23.9	NRF

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69	Categorizing emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD	23.8	NETF
70	Pilot studies to evaluate the benefits of integrating education with online education	24.4 (a)	Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified
71	Existing e-learning platforms such as SWAYAM, DIKSHA, will be extended	24.4 (c)	
72	A digital repository of content	24.4 (d)	
73	Educational programmes will be made available 24/7 in different languages	24.4 (e)	
74	Creating virtual labs	24.4 (f)	
75	Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity	24.5	
76	Strengthening and empowering the Central Advisory Board of Education (CABE)	25.1	
77	Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE)	25.2	
78	Increase in public investment in education by both Central Government and all State Governments	26.1, 26.2	
79	The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies	26.5	
80	Subject-wise implementation committees of experts will be set up at both the Central and State levels	27.3	
81	Yearly joint reviews of the progress of implementation of the policy will be conducted	27.3	By designated teams constituted by MHRD and the States, and reviews will be shared with CABE

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