NATIONAL EDUCATION POLICY 2020

PROPOSALS & SUGGESTIONS

for the

IMPLEMENTATION

Ushering Higher Education Policy Reforms For Building Aatmanirbhar Indian Universities

APRIL 2021

FOREWORD

The new National Education Policy 2020 (NEP 2020) is a forward-looking policy that has the potential to transform the Indian higher education. For NEP 2020 to be implemented in a timely and effective manner, the entire higher education ecosystem needs to commit itself to build trust between all stakeholders including Higher Education Institutions (HEIs), government authorities, and regulatory bodies.

This document 'National Education Policy 2020 – Proposals and Suggestions for the Implementation: Ushering Higher Education Policy Reforms For Building *Aatmanirbhar* Indian Universities' is a significant outcome of a joint initiative of the Association of Indian Universities (AIU) and O.P. Jindal Global (Institution of Eminence Deemed To Be University) (JGU) to provide some direction to the practitioners of higher education to implement the NEP 2020. It has been created as a standalone document to identify the various steps required to implement the Policy. This document has been created for the Indian higher education sector, and for all the stakeholders involved, keeping in mind the demographic diversity of India. The goal is to identify various steps of implementation required to be followed primarily by the Central and the State Governments, regulatory bodies, and Indian HEIs to accomplish the objectives set in the NEP 2020. Towards this goal, the AIU has also engaged with Vice Chancellors and academic leaders across five AIU zonal conferences, to discuss and seek their feedback on the tangible strategies for the implementation of NEP 2020.

Many of the recommendations in the policy have been formulated in order to ensure easy and agile implementation by HEIs with minimal regulatory dependence. The document also emphasises the introduction of greater transparency and speeding up decision-making processes, academic freedom, institutional autonomy, and operational independence. We hope that the academic community and higher education leaders will find the document useful in implementing the NEP 2020 and navigating their institutions towards a more resilient future.

This implementation plan was made possible through the efforts of academic and research teams at the AIU, the International Institute for Higher Education Research & Capacity Building (IIHEd), and the Office of the Vice-Chancellor at JGU. We are grateful to all our colleagues who contributed to this effort, in particular Professor Dabiru Sridhar Patnaik, Professor Mousumi Mukherjee, Professor Anamika Srivastava, Professor Deepak Maun, Professor Nisha Nair, Mr. Abhinav Madan, Mr. Raju Karjigi, Mr. Rajiv Jayaram, Mr. Ashirwad Paul Thomas, Mr. Karan Anand, Mr. Yatendra Pal Singh and Mr. Ankit Tyagi.

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01 SCOPE OF DOCUMENT

1.1 Document Overview

The 'National Education Policy 2020 – Proposals and Suggestions for the Implementation: Ushering Higher Education Policy Reforms For Building *Aatmanirbhar* Indian Universities' has been created as a standalone document to identify the various steps required to implement the policy recommendations of the National Education Policy 2020 (NEP 2020) – India. This document has been created for the Indian higher education sector and all stakeholders involved, keeping in mind the demographic diversity of India. The goal is to identify various steps of implementation required to be followed primarily by the Central and State Governments, regulatory bodies and Indian higher education institutions (HEIs) to accomplish the objectives set in the NEP 2020.

This document has been structured in the following manner –

- Section 2 – Overview of the NEP 2020 in the context of the Indian higher education landscape.
- Section 3 – A summarised list of objectives, implementation steps, timelines, and success measures of the implementation required for the policy recommendations specifically made for higher education in Sections 10-24 of the NEP 2020.
- Section 4 – A summary of the regulatory and institutional reforms required for the successful implementation of the NEP 2020.
- Section 5 – A summary of the various cost overheads expected as a part of the NEP 2020 implementation and different sources of capital to cover these costs.
- Section 6 – A summary of the way forward to achieve the goals outlined in this plan to attain the larger visions of the NEP 2020.

1.2 Potential Document Users

The potential users of this implementation plan will be:

1. *Leadership of Indian HEIs – This includes Chancellors, Vice Chancellors, Presidents, Proctors, Rectors, Pro Vice-Chancellors, Registrars, Deans of Schools, Academic and non-Academic Deans and Directors.*

2. *HEI Centres of Research – Heads and members of the various research centres within the scope of HEIs. These include the centres created for the area of higher education.*

3. *HEI Administrative Heads and Members – Leadership of various administrative departments such as Human Resources (HR), Centre of Examination, Alumni Relations Management, Career and Placement Services, Student Accommodation Management and various other administrative teams defined to run the HEI operations.*

4. *Regulatory Bodies – This includes the Ministry of Education and all other regulatory bodies which will be responsible for the implementation of this plan.*

5. *Government Authorities – Various education authorities from the Central and State Governments and expert committees assigned as a subset of the implementation of this policy.*

1.3 Sources

This document has been created in synchronisation with the policy recommendations laid out in NEP 2020[1]. For each policy recommendation, we have referred to diverse cases of HEIs and higher education systems across the globe. We have also referred to previous committee/commission reports on the specific themes in NEP. We owe our debt to significant work that has already been done by these diverse groups of scholars over the years and across geographies.

Additionally, the Association of Indian Universities (AIU) has also engaged with academic leaders across five AIU zonal conferences to discuss and seek their feedback on the different action items of this NEP 2020 implementation plan.

1.4 Abbreviations Used

S.No.	ABBREVIATION	FULL FORM
1	AC	Autonomous degree-granting College
2	AIU	Association of Indian Universities
3	AICTE	All India Council for Technical Education
4	BCI	Bar Council of India
5	BoG	Board of Governors
6	CBCS	Choice Based Credit System
7	CoA	Council of Architecture
8	CSR	Corporate Social Responsibility
9	DGE&T	Directorate General of Employment & Training
10	DIY	Do It Yourself
11	EEC	Eminent Expert Committee
12	NEMC	National Education Ministers' Council
13	ERP	Enterprise Resource Planning
14	GDP	Gross Domestic Product
15	GEC	General Education Council
16	GER	Gross Enrolment Ratio
17	GoI	Government of India
18	HECI	Higher Education Commission of India
19	HEGC	Higher Education Grants Council
20	HEI	Higher Education Institutions

[1]NEP 2020 Document: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

S.No.	ABBREVIATION	FULL FORM
21	HR	Human Resources
22	ICAR	Indian Council of Agricultural Research
23	ICCR	Indian Council for Cultural Relations
24	IDC	Interdisciplinary Courses
25	IDP	Institutional Development Plan
26	IGNOU	Indira Gandhi National Open University
27	IITI	Indian Institute of Translation and Interpretation
28	ILO	International Labour Organization
29	IOE	Institution of Eminence
30	IPR	Intellectual Property Rights
31	ITI	Industrial Training Institute
32	KARA	Key Accountabilities and Responsibilities
33	KARMA	Key Accountability and Responsibilities Matrix
34	KPI	Key Performance Indicator
35	MCP	Master Craftspersons
36	MERU	Multidisciplinary Education and Research Universities
37	MHRD	Ministry of Human Resource Development
38	MoE	Ministry of Education
39	MUs	Multidisciplinary Universities
40	NA	Not Applicable
41	NAAC	National Assessment and Accreditation Council
42	NAC	National Accreditation Council
43	NEC	National Education Council
44	NCIVE	National Committee for the Integration of Vocational Education
45	NCTE	National Council for Technical Education
46	NECAC	NEC Advisory Council
47	NEP 2020	National Education Policy 2020
48	NEP 2020 IP	National Education Policy 2020 Implementation Plan
49	NETF	National Education Technology Forum
50	NHEQF	National Higher Education Qualification Framework
51	NHERA	National Higher Education Regulatory Authority
52	NHERC	National Higher Education Regulatory Council
53	NIRF	National Institutional Ranking Framework

54	NLP	Natural Language Processing
55	NRF	National Research Foundation
56	NSDC	National Skill Development Corporation
57	NSQF	National Skills Qualifications Framework
58	ODL	Open Distance Learning
59	OER	Open Education Resources
60	OTRI	Office of Teaching, Research and Interdisciplinarity
61	PEAM	Performance Evaluation and Appraisal Matrix
62	PG	Post Graduate
63	PMO	Prime Minister's Office
64	PMTF	Prime Minister's Task Force
65	PR	Persons Responsible
66	PSBS	Professional Standard Setting Bodies
67	PSU	Public Sector Undertaking
68	QS	Quacquarelli Symonds
69	R&SF	Recruitment and Selection Framework
70	RACI	Responsible, Accountable, Consulted and Informed
71	RMTE	Resource Management for Transformation of Education
72	RUs	Research-intensive Universities
73	SEDGs	Socially and Economically Disadvantaged Groups
74	SIRF	State Institutional Ranking Framework
75	SRF	State Research Foundation
76	STEAM	Science, Technology, Engineering, Arts & Mathematics
77	STEM	Science, Technology, Engineering, and Mathematics
78	STR	Student Teacher Ratio
79	SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
80	THE	Times Higher Education
81	TRIDEO	Teaching, Research and Interdisciplinarity Education Office
82	TU	Teaching-intensive Universities
83	UGC	University Grants Commission
84	VCI	Veterinary Council of India
85	VCSC	Vice Chancellors Standing Committee
86	VET	Vocational Education & Training

02 UNDERSTANDING THE POLICY

2.1 NEP 2020 Policy Overview

Indian higher education needed a comprehensive reform for a long time to align the institutional goals, institutional structure, curriculum, pedagogy, research and assessment methods with the demands of the 21st century economy and society and to reflect the global and educational aspirations of the country's bid to become a knowledge society. The NEP 2020 stands out for suggesting revolutionary structural reforms in higher education and adopting a multidisciplinary liberal education framework.

The policy advocates a 'light but tight' regulatory model, and emphasises the need to ease the regulatory regime in setting up new HEIs. It calls for a broad yet uniform regulatory system for both private and public institutions while seeking to establish a transparent mechanism of fee determination, reinvesting surpluses in education, and public disclosure of the financial status of HEIs to retain the 'not for profit' of HEIs.

NEP 2020 has provided us with an opportunity to reimagine, redesign and restructure the entire system to make higher education the engine that will drive research and development of the economy and society. We, therefore, find ourselves at a crucial juncture of new possibilities, but the gap between policy and implementation has been historically quite wide and deep.

NEP 2020 is the third major revamp of the framework of education in India since Independence which aims to work on the student-centric policies holistically to provide multidisciplinary curriculums that break the age-old binaries of STEM and non-STEM by revamping the HEIs into Multidisciplinary Universities (MUs). The NEP also focuses on optimising the learning environment of students by providing motivated, energised and capable faculties. It ensures equitable access to quality education for all SEDG students. There is a major focus on revamping the degree programmes with a multidisciplinary approach and structuring of the education departments in all the HEIs. It introduces the integration of vocational education into mainstream education at both the school and the university levels. The NEP also demands catalysing quality academic research in all fields by increasing the research and innovation budget by 3 per cent of the total GDP in both public and private HEIs. It also aims to bring transparency and accountability in institutional leadership by transforming the regulatory system of HEIs.

Therefore, this document attempts to effectively respond to the question of what are the actions that need to be taken at the ground level to implement the vision embedded in the policy recommendations. This document outlines the implementation roadmap for the policy recommendations made in the higher education section of NEP 2020 and the broad objectives of each policy recommendation. Thereafter, it provides objective-wise implementation action plans with timeline and performance success indicators. The document spells out the regulatory amendments required for institutional reform as well as the financial and cost implications associated with such reform. It concludes with some concrete suggestions to HEIs as way forward to collectively respond to the call to action for "effective and time-bound implementation" of the NEP 2020 recommendations.

> *NEP 2020 has provided us with an opportunity to reimagine, redesign and restructure the entire system to make higher education the engine that will drive research and development of the economy and society.*

2.2 Implementation Plan Overview – An Executive Summary

The following sections of the document will be the guide to a step-by-step action plan recommended for implementation of the NEP2020 Policy Recommendations for the clauses 10-24. In view of this implementation plan, below is a summary of the clause-wise implementation.

NEP CLAUSE 10: Institutional Restructuring and Consolidation

The objective of these set of reforms is to increase equitable access to quality education which is globally reputed as well as locally relevant by transforming the existing HEIs into large (> =3000 student enrolment), degree granting Multidisciplinary Universities' (MUs)[2]. Thus, major objectives for this section boils down to: i) Transforming all HEIs to MUs/become a part of an MU by 2030. ii) Capacity building of the extant HEIs which aim to become a part of an MU to begin in 2021 and end by 2030. iii) Phasing out of the affiliation system in the next 15 years i.e., by 2035. iv) Equitable access to higher education by ensuring an MU in each district and increasing enrolment by 2030. In the process, one intends to address the issue of fragmentation of the current higher educational landscape where HEIs are offering a single programme/concentrating on one discipline and/or enrolling less than 3000 students. Fragmentation leads to sub-optimal utilisation of infrastructural fixed inputs in higher education such as land, building, laboratories and library. The reforms also address the issues with the current affiliation system which puts an excessive administrative burden on universities and throttles the autonomy of colleges. As a result, on the one hand, universities are unable to devote their full resources on research, teaching and community engagement and on the other, colleges are unable to expand their capacity, innovate and improve their quality. Reforms also target to remove district-wise inequitable access of higher education. HEIs which do not meet the accreditation criterion should evolve into an MU or become a part of an MU by 2030.

To implement the reform, NHERC/UGC should set up criterion of MUs including MU-R, MU-T, MU-AC (refer to footnote 2) and HEI clusters by 2021. Eventually, HEIs need to conduct self-assessment and internal audit to come up with gap analysis to become MUs. NAC/NAAC should set up a framework for accrediting HEIs aiming to become MUs, accounting for different spectrums of MUs. A stage-wise mechanism for granting graded autonomy to HEIs aiming to evolve into MUs will be established and implemented. All HEIs to be granted graded autonomy by 2030 in a challenge mode. This is to say, low-graded HEIs which fail to evolve into an MU or become a part of an MU will be dissolved. On the basis of the gap analysis, by 2021, HEIs to develop their institutional restructuring and consolidation plan of action as a part of their Institutional Development Plan (IDP) to achieve the required accreditation to become an MU.

> *HEIs which do not meet the accreditation criterion should evolve into an MU or become a part of an MU by 2030.*

[2]Here, an MU is a broad categorisation of future HEIs in India. An MU means a multidisciplinary institution or cluster of institutions of higher learning that offers undergraduate and graduate programmes with high quality teaching, research, and community engagement. The definition of MUs will thus allow a spectrum of institutions that range from research intensive (Research intensive Universities or MU-R) to teaching intensive (Teaching intensive Universities or MU-T) but still conducting significant research and colleges upgraded to become Autonomous Colleges for mainly undergraduate teaching intensive institutions (MU-AC) (NEP 2020: 34). Moreover, these three broad types of institutions are not in any natural way a rigid, exclusionary categorisation but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another based on their plans, actions, and effectiveness (NEP 2020: 35).

NHERC/UGC to revamp the existing UGC-PARAMARSH scheme for capacity building of the mentee HEIs by mentor HEIs by 2021. Here, mentee HEIs aim to achieve a required NAC accreditation to become MUs. The mentor HEIs are the ones which already fulfil the criterion of an MU. The eligible mentor HEIs which already fulfill the criterion of an MU in March 2021 should send a letter of intent and application to conduct a revamped PARAMARSH programme for prospective mentee HEIs by 2021.

HEIs which do not fulfill the criterion of an MU should send a letter of intent and application to NHERC/UGC to join a revamped PARAMARSH programme offered by mentor HEIs by 2021.

Affiliating universities should stop affiliating new colleges with immediate effect. All affiliating universities to do self-assessment of the cost and benefit (human, financial as well as infrastructural resources) of dissolving the affiliation system altogether and submit a report to the NHERC and HEGC/UGC by 2021. HEGC in close coordination with the NHERC will provide additional funding to the hitherto affiliating universities to support the de-affiliation process till 2030. However, hitherto affiliating universities need to become self-sustaining without the affiliation system by 2030. NAC/NAAC to establish eligibility criterion for running ODL programmes by HEIs. The suggestion is that only top NAC-graded HEIs will be allowed to roll out ODL courses, equivalent to the quality of the best courses run by the eligible HEIs.

NEP CLAUSE 11: Towards a More Holistic and Multidisciplinary Education

The policy aims to develop and implement a holistic and multidisciplinary curriculum, breaking the binaries of Arts-Science-STEM education based on the knowledge of 64 *Kalaas* or Arts. The objective is to transform existing curriculums across disciplines offered by HEIs into multidisciplinary liberal curriculum.

To facilitate such a transformation, a framework for multidisciplinary liberal arts education needs to be established and the HEIs will be required to gauge and decide how to adapt to the framework provided and which programmes to offer. To attain this objective, HEIs can establish an institution-wide curriculum assessment committee that would map their existing courses and programmes to assess the scope and means of transforming existing curriculum into a multidisciplinary liberal education curriculum. On the basis of the gap analysis, by 2025, HEIs will develop and implement a mutlidiscipinary liberal arts curriculum framework in line with the Institutional Development Plan (IDP) to transform themselves into a holistic multidisciplinary liberal arts education institution.

Adequate measures will have to be taken to ensure capacity-building of institutions and faculty to formulate and implement a multidisciplinary liberal education framework. This would require empowering the faculty and institutions with more autonomy to develop and revise the curriculum and take independent measures for its implementation in line with their subject expertise and local relevance of the course. A bottom-up approach with greater faculty engagement in deciding the kind of subjects, courses and programmes that can be added or offered by the HEI while considering factors such as local relevance of the course, value addition to community, enhancing employability and funding requirements is suggested. HEIs can organise consultative workshops with industry and subject experts from existing multidisciplinary universities within the state and across the country to identify locally and globally relevant areas of studies, design courses and orient faculty for the formulation and implementation of multidisciplinary curriculum and assessment at the level of HEIs. These efforts can be aligned with the establishment of incubation centres by HEIs and promotion of technological development, interdisciplinary research and industry-academia linkages for the

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programmes being offered. Additionally, to ensure that the curriculum remains relevant and up to date, HEIs can establish an annual curriculum review mechanism by setting up a school-wide or university-wide curriculum review board.

Another important recommendation in this clause is the development and implementation of a multidisciplinary flexible curriculum that enables multiple entry and exits at the 1st, 2nd and 3rd year of education while maintaining the rigour of learning. This requires formulation and passing of an ordinance(s) which allows for multiple exits and lateral entry of students and also enables them to apply for diploma/degree from the university of their choice upon fulfilment of required credits for a given course. To facilitate such flexibility the curriculum should have programmes that contain independent capsule courses that are complete in themselves and are of differing durations, which on successful completion will lead to the grant of certificate, diploma or degree and facilitate multiple exits and entries. This would also require developing a cluster of universities within and across states at both national and international level that would allow admission to individual courses in addition to full programmes and recognise credits acquired by the students from different HEIs for different courses, thus accepting lateral entrance to their courses.

In addition to this, HEIs will have to initiate and adopt choice-based credit system in the curriculum design and implementation, granting greater freedom to learners to opt for different course beyond the core subjects of their discipline, depending on their interest and credit requirement of the course or programme. Accordingly, the Government will have to pass an ordinance that allows HEIs to facilitate credit transfer between Indian universities. Further, create a mechanism for redeeming credits earned and granting degrees in lieu of the credits. The UGC/HECI will also have to establish regulations and framework that specify minimum credit required for the grant of certificate, diploma, degree or doctorate. HEIs will have to become members of ABC and establish a mechanism to enable their students to register the credits gained in the central ABC for various courses and programmes completed in their respective HEIs.

NEP CLAUSE 12: Optimal Learning Environments and Support for Students

The main aim of this clause is to provide a holistic quality educational experience to students which focuses on learning outcomes, physical and mental wellness, ethical grounding and formative assessment. To achieve this, it is important to create a more optimal and productive learning environment and support for students so that they have non-academic means to evolve into responsible leaders.

To achieve this, we will need to firstly establish pedagogical and curriculum-based reforms to have policies that are more conducive to achieving learning outcomes by 2021. It is recommended that GEC works on identification of a National Higher Education Qualification Framework to formulate the desired learning outcomes. The reforms should include flipped classrooms and continuous evaluation methodologies. Evaluation and Assessment specific regulations should be revised to eliminate high-stake examinations and include more formative assessments. From a curriculum point of view, Choice Based Credit Structure should be continued/implemented and extracurricular activities and participation to be considered in counting of credits. HEIs will also need to take the initiative to engage in pedagogical reforms and innovations in 2021, and eventually make revisions based on future regulatory reforms. Eventually, MERUs/ MUs/New HEI Clusters will be required to realign their activities to the regulations and all HEIs will need to be in sync with the regulatory requirements by 2035.

Another important recommendation in this clause is the development and implementation of a multidisciplinary flexible curriculum that enables multiple entry and exits at the 1st, 2nd and 3rd year of education while maintaining the rigour of learning.

Secondly, Online Distance Learning (ODL) needs to be revamped. As a first step to achieving this, it is recommended that HECI/UGC establish the reforms to enable more HEIs to engage in ODL and Online Programmes by 2021. Further to this, instead of ad-hoc ODL development, an analysis is recommended to identify the programmes which have a demand for ODL. Accordingly targeted top-ranked HEIs can be incentivised and engaged with for ODL development and implementation by 2021. Institutions can be incentivised to form a centralised repository of open-access e-resources to avoid duplication of effort across multiple HEIs. Eventually, an accreditation system can be put in place for online programme/ODL accreditation to ensure consistency and quality of online programmes. To further streamline the efforts towards enabling ODL, Learner Centres and Examination Centres can be set up by Government and HEIs by 2022 and a centralised admission process for ODL may be rolled out by 2022.

Thirdly, to ensure a diverse experience, internationalisation should be encouraged. HEI-specific action will need to be taken to create a higher education environment conducive to international students. This includes new courses, better residential facility and cultural sensitisation. All HEIs are recommended to identify these by 2022. Centralised action will be required to promote Indian HEIs, with outreach plans customised to different geographies. Additionally, regulatory reforms to be introduced to enable selected foreign universities to set up campuses in India and to enable Indian universities to set up campuses abroad based on pre-defined criteria. Alternatively, in context of the current virtualisation of education, we can promote international institutions to set up programmes within existing Indian universities. For seamless collaboration, regulatory reforms will need to be introduced to promote joint degrees between Indian and foreign institutions, enable credit transfer, and synchronise the Indian credit system with international credit systems.

To ensure that all institutions are accessible to students, greater financial support to be identified by 2021, and provided on an annual basis to students from SEDGs, and it is recommended that 6 per cent of GDP is assigned to public expenditure on education.

NEP CLAUSE 13: Motivated, Energised and Capable Faculty

This clause recognises the need and importance of motivating and energising the faculty while enhancing their professional capabilities through creating and sustaining a dynamic work environment and culture that encourage faculty members to attain excellence in teaching, research and services towards HEIs and community at large. The work environment plays an important role in attaining this goal of motivating individuals and accordingly, HEIs can set up an internal audit committee to map their facilities and infrastructure developmental needs and work towards providing an enabling working environment to faculty and staff such as clean drinking water, toilets and office spaces to individual faculty; teaching aid supplies (chalk, pen, basic stationaries); access to printer and Wi-Fi; well-equipped libraries and labs; and technology-enabled classrooms. The audit committee would conduct a need gap analysis and prepare budget estimate for seeking developmental funds from Centre/state/HEI as applicable.

Decentralisation of power to promote collegiality among faculty members by providing and creating a cohesive work environment is an important step towards motivating and energising faculty. This would

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require HEIs to enhance faculty autonomy by providing them with freedom and flexibility to adopt innovative pedagogy and design the curricula, including reading material, textbooks, assignment and assessment. HEIs can establish Teaching, Research and Interdisciplinarity Office (TRIO) for aligning the teaching and research interest of the faculty by considering the expertise of faculty during teaching allocation and enabling the faculty to inform their teaching with research. HEIs can organise faculty development programme/workshop, and research and publication related workshop annually to further support them. Faculty should be encouraged to offer cross-listed and specialised electives based on their expertise. This also align with the multidisciplinary liberal education framework envisaged in the policy.

HEIs can develop a transparent framework of Key Accountability and Responsibilities Matrix (KARMA) inclusive of Teaching, Research and Administrative work. KARMA should set a well-balanced, clearly-defined goals for faculty with respect to Teaching, Research and Administrative work against which their performance could be assessed annually. HEIs should establish a clear timeline for faculty and staff to be moved from probation period to tenure track. In addition to this, a well-defined and transparent Performance Evaluation Matrix should be developed by HEIs. Fast-track promotion can be enabled for faculty displaying excellence in research.

Instituting institutional, state and national level awards for excellence and innovation in Teaching, Research, Institution Building and National Building through community service is another important to measure towards motivating and energising capable faculty. The clause also stresses on building a cadre of outstanding and enthusiastic institutional leaders by enabling vertical and lateral growth of faculty to keep them motivated through early identification and greater engagement of them in leadership related work. HEIs can institute mentor-mentee programmes or office where young interested and dynamic faculty members can be hand-held and trained to take leadership roles through gradual progression.

NEP CLAUSE 14: Equity and Inclusion in Higher Education

The Indian higher education system is the third largest in the world. Yet, the Gross Enrolment Ratio (GER) at higher educational institutions is only 25.8 per cent according to AISHE 2018-2019 survey, while GER at the level of higher secondary schools is 62.5 per cent. There is no doubt that a major issue of equity and inclusion exists at the level of higher education within the Indian system.

This section of the NEP 2020 Implementation document will facilitate the administrators of higher educational institutions to reflect on what the clause 14 of NEP 2020 wants to achieve and what kinds of practices needs to be eliminated in order to achieve equity and inclusion in higher education.

This section will also provide a quick snapshot about how to achieve the goals set by the clause 14 and which actors will need to be involved in order to achieve them. Thereafter, the section will provide detailed guidelines for implementation based on the recommendation of clauses and sub-clauses.

These implementation guidelines have been particularly formulated keeping in mind the fact that there are different actors involved in implementing the guidelines.

This structure has been followed across the entire NEP 2020 Implementation document to provide a clear roadmap for implementation for HEI administrators across the country. The focus on implementation for HEIs in this section of the document is specifically on what kinds of support structures and resources they need to establish in order to actually facilitate inclusion of SEDG students and those from minority gender.

The section provides guidelines about what HEIs can do within an enabling policy space to connect with high schools to facilitate transition into higher education, especially for SEDGs. But the focus should not be just on providing access. Once these students get access to higher education, the focus should be on inclusion by establishing institutional support structures and resources to create inclusive social and learning spaces.

NEP CLAUSE 15: Teacher Education

Teacher Education has been one of the major weaknesses of Indian higher education. Several research studies have highlighted that many progressive recommendations to facilitate student-centric learning, critical thinking and creativity in the National Curriculum Framework had failed in the past due to poor implementation of the classrooms, as the teachers within the larger Indian system were not well-equipped and trained.

Most of the institutions of teacher education are standalone institutions and many of them are profit-making private ventures with little teaching and learning about diverse disciplines and pedagogy happening in these institutions. Hence, the major recommendations in clause 15 of the NEP 2020 intend to slowly phase out these standalone institutions and to make teacher education integral part of education departments located within large multidisciplinary universities so that multidisciplinary perspectives can be brought into teacher education.

The recommendations within this section of the NEP 2020 might appear to be a difficult since most institutions of teacher education have been operating across the country isolated from the University environment. Hence, this section of the document seeks to provide a guideline as to how to achieve the goals of clause of 15 to establish quality teacher education programmes as part of large multidisciplinary universities.

Like other sections of this implementation document, this section also begins with a brief reflection on what clause 15 seeks to achieve and what it wants to eliminate. Thereafter, the section provides a quick snapshot about how it can be done and which actors need to do what.

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The rest of this section provide detailed roadmap with implementation actions, implementation timelines, actors responsible and performance success indicators to accomplish the goals in each sub-clause under clause 15 of the NEP 2020.

The aim of this section of the document is to provide HEIs an overview of the kinds of action that needs to be undertaken by different actors in order to transform the standalone teacher's training institutes into multidisciplinary universities or to align them as part of multidisciplinary universities to offer quality teacher education programmes in future.

NEP CLAUSE 16: Reimagining Vocational Education

The existing standalone VET system is highly inefficient in achieving its goal of developing vocational skills of the current pool of employees and students (future employees). The key goal that the NEP 2020 aims to achieve vis-à-vis vocational education is to ensure that all vocational education and training are offered to students and skilled/unskilled workers in sync with their interests and requirements of the economy. This can be achieved by overcoming the existing isolation of vocational education and integrating it into the mainstream education both at the school level and university level. Through providing vocational exposure to school and university students, such integration could help reduce the biases they hold against vocational education and training.

Integration will also help overcome the existing situation where vocational degree gets treated as below-par compared to a general higher education degree. The differential attitudes lead to different opportunities within academia and industry for vocational graduates, leading the brightest students to avoid the vocational path.

At the regulatory level, the government needs to merge technical regulator (AICTE) with the VET regulator (DGET) and place them as a single unit within the HECI. The merged entity needs to create a Technical Education Skills Framework in collaboration with National Skills Qualifications Framework to facilitate seamless integration of VET and general/technical education. Such a framework will allow recognition of prior learning and flexible credit transfer. It will also allow industry-HEI collaboration to upskill the existing workforce skills and qualifications. The regulator, in collaboration with industry bodies, also needs to map sector-specific skills gap at the national, state, and regional levels. The regulator also needs to create a policy to develop leadership capacity for institution leaders through exposure visits and providing them training in top countries that are known for robust VET systems.

The higher education institutions need to modify their credit structure and ensure that all students take at least one vocational course before graduating. HEIs can tap into industry veterans and Master Craftspersons to provide vocational skills and overcome gaps vis-à-vis trained faculty availability. They also need to offer ODL/blended/on-campus modular courses for students. Industry can utilise these standard modular courses or work with HEIs to customise them to allow their skilled/semi-skilled/unskilled workers looking to gain specific skills or upgrade their qualifications.

> *The higher education institutions need to modify their credit structure and ensure that all students take at least one vocational course before graduating.*

To remove VET system inefficiencies and allow integration with general/technical higher education system as well as strengthen linkages with industry, physical infrastructure of all HEIs in a region needs to be utilised. Top HEIs with advanced labs and VET Centres of Excellence could offer advanced training and exposure visits for ITI/polytechnic students in the region. They can also offer their infrastructure and human resources to industry for prototyping and new product development. On the other side, industries with latest equipment could offer VET trainers or students enrolled in advanced vocational courses the opportunity for apprenticeships for hands-on learning. NSDC can facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

NEP CLAUSE 17: Catalysing Quality Academic Research in All Fields Through a New National Research Foundation

There is a need to improve the quality as well as quantity of research that happens within academic institutions. This can be achieved through significant governance and regulatory changes along with intra-HEI initiatives and inter-HEI and HEI-industry collaboration. At present, research is highly underfunded and research infrastructure is often underutilised. We need better funding mechanisms and incentive structures that recognise the quality of output and not institutional affiliation of researchers. There is a need to break the disciplinary and institutional boundaries and engage in more multidisciplinary research to find solutions to society's most pressing challenges. This will also require moving beyond national boundaries to engage in deep collaboration among individual researchers and HEIs from multiple countries.

Creation of National Research Foundation (NRF) and an integrated national research policy that cuts across disciplinary boundaries is the first necessary step in this direction. To ensure that India increases its R&D spending, a mechanism needs to be created to allow philanthropy, industry and government funds to be pooled within NRF. A National Research Innovation Fund (NRIF) can be created on the lines of PM National Relief Fund which provides 100 per cent tax rebate to donors. Further mechanisms can be created to allow large donors to fund specific projects or thematic research directly through their contributions to NRIF via NRF. The Central government can park a pre-committed fund as percentage of the Union budget every year in NRIF for research that NRF can disburse via a competitive process.

NRF needs to provide transparent, merit-based funding to researchers from any HEI irrespective of their institutional affiliation (public or private). Institutions as well as departments need to be recognised for their research output. This can be done by integrating research productivity metrics into accreditation frameworks and linking it to RU/TU/AC status. All HEIs need to create an institutional research policy to guide incentive structure and encourage faculty to improve quality of own research. HEIs and individual faculty members need to make tremendous effort to create a talent pipeline by revamping PhD programmes and working closely with PhD students and Post-Doctoral Fellows. Research needs to be embedded within higher education right from UG level by including research internships as well as possibility of full research semester for UG/Masters students.

HEIs should focus on inter-department and inter-HEI collaboration to ensure effective utilisation of research infrastructure as well as promote interdisciplinary research. National Digital Library of India needs to centrally procure access of high-quality research journals/databases to all HEIs (public or private). There is a need to ensure that research output is not confined to disciplinary journals but reaches wider audience. For this purpose, a National Knowledge Clearinghouse with strong interdisciplinary research communication capabilities can be created which will also act as conduit to pass national policy priorities to researchers in HEIs.

NEP CLAUSE 18: Transforming the Regulatory System of Higher Education

Overhauling of the higher education regulatory structure such that distinct functions of regulation, accreditation, funding and academic standard setting are performed by distinct, independent and empowered bodies. With an objective of eliminating heavy-handedness in the regulatory structure with heavy concentration of power within a few bodies, a set of regulatory reforms needs to be implemented in a timely manner. These reforms must address the overlapping mandate and conflict of interest between different regulatory bodies. They also need to curb the lack of accountability among regulatory bodies and checks and balances in the system. To this end, the following bodies should be established with clear regulatory framework.

- Establishment of the Higher Education Commission of India (HECI)
- Establishment of the National Accreditation Council (NAC)
- Establishment of the National Higher Education Regulatory Council (NHERC)
- Establishment of the Higher Education Grants Council (HEGC)
- Establishment of the General Education Council (GEC)

To establish the HECI and address teething issues in its adaptation, the following measures can be taken. A National NEP Implementation Standing Committee with select Vice-Chancellors/Directors of universities/institutes respectively, in both the public and private sectors can be set up for informing apex level regulatory reforms as envisaged in the NEP 2020. The Committee in consultation with CABE will come up with its report. In the future, the Committee will keep acting as the bridge between the HEIs and the MoE in the process of the implementation of the NEP 2020. Further, a National Education Ministers' Council with Education Ministers of all states and UTs, chaired by the Union Minister for Education, should be established to monitor the regulatory reforms of NEP 2020. The Council will come up with its report and suggestions to implement regulatory reforms of the NEP 2020. Legal routes includes repealment/amendment of the University Grants Commission Act, 1956 and the enactment of

With an objective of eliminating heavy-handedness in the regulatory structure with heavy concentration of power within a few bodies, a set of regulatory reforms needs to be implemented in a timely manner.

an HECI Act (revisit the HECI Bill, 2018). Once the HECI Act is passed, a HECI Search Committee needs to be founded to appoint the members of HECI as per the HECI Act, leading to the appointment of the Chairperson and members of the HECI. For the seamless movement from the existing system to the new regulatory system, a dedicated office at the MoE can be established. This entails the establishment of the Resource Management for Transformation of Education (RMTE) and eventual successful upgradation (if required) and reallocation of the erstwhile UGC employees and physical resources. Eventually, the Resource Management for Transformation to Education (RMTE) will train, upgrade and reallocate the resources including human resources of erstwhile institutions. Further, it is suggested that a dispute settlement wing of HECI needs to be set up to resolve conflict between the four verticals of HECI.

HECI must conduct consultation meetings of representatives from regulatory bodies such as the UGC, AICTE, etc., suggesting necessary preparation for the establishment of the NHERC. Repealment and amendment of related Acts and enactment of new bills to establish NHERC. Establishment of the first vertical of the HECI, the NHERC, requires restructuring of the existing regulatory bodies to enable single point regulation and finalisation of NHERC rules and regulations.

To establish NAC, HECI should facilitate consultation meeting with the representatives from the existing NAAC and NBA representatives from select HEIs to establish NAC guidelines accounting for disciplinary differences. The third vertical of HECI, the HEGC, will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. Appointment of the Chairperson of the HEGC.

On the basis of NAC accreditation, provisioning of graded autonomy to HEIs by the NHERC. To begin with, HEIs can initiate their accreditation process by 2023. Eventually, all HEIs across India will need to ensure one cycle of accreditation by 2030. Based on the outcome of the first two steps, HEIs will need to make the required amendments, if applicable, and undergo the next round of accreditation to meet the minimum grade requirement specified by NAC by 2035.

A National Higher Education Qualification Framework (NHEQF) will be formulated by the fourth vertical of HECI, the GEC, and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education with higher education. In addition, the GEC shall set up facilitative norms for issues such as credit transfer, etc., through the NHEQF. Equivalence can be carried out by the AIU. Professional Standard Setting Bodies (PSSBs) to be set up with a chairperson. The PSSBs will represent the professional councils such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), Council of Architecture (CoA) and National Council for Vocational Education and Training (NCVET). Appointment of representatives from PSSBs as members of GEC. PSSBs as part of GEC would also set the standards or expectations in particular fields of learning and practice while having no regulatory role.

To establish NAC, HECI should facilitate consultation meeting with the representatives from the existing NAAC and NBA, representatives from select HEIs to establish NAC guidelines accounting for disciplinary differences.

NEP CLAUSE 19: Effective Governance and Leadership for Higher Education Institutions

The key intent of this clause is to ensure streamlined and consistent management of HEIs, and ensure more transparency in the operations, self-governance and accountability in institutional leadership. To achieve this, the first step would be to establish regulatory requirements. Firstly, it will require an amendment of the University Act regarding the mandate for having a Board of Governors and to establish the role of the existing Executive Councils in University Governance, and whether it can be replaced as the overarching board in the university administration. This will need to be followed by the identification of the process to establish the very first Board of Governors, with NHERC/UGC guiding on how to set up a structure to be followed by HEIs while establishing the Board. Graded autonomy guidelines to establish the autonomy levels of HEI Boards will also need to be established. NHERC/UGC can consider establishing these guidelines by 2021, post which they can undergo revisions to mature the framework after every 5 years.

Secondly, effective implementation of the clause will require HEIs to undergo transformation. This includes immediate establishment of Boards of Governors and EEC, appointment of suitable stakeholders, development of Institutional Development Plans, preparation of the first round of disclosure, onboarding of a third party auditor and initiation of the disclosure audit. These can be implemented by 2021, post which HEIs will be required to undergo the disclosure audit by 2022. Newly established HEI Clusters, MERUs and MUs will need to undergo a revised audit in future, and by 2035, all HEIs will need to complete at least one round of disclosures and audit.

NEP CLAUSE 20: Professional Education

The Indian professional education landscape requires immediate attention. Most institutions including in law, agriculture, hotel management, engineering, medicine, etc. are standalone institutions. In line with the NEP's focus on multidisciplinary education, all such institutions need to be converted into multidisciplinary HEIs. There is a need for more number of interdisciplinary courses and degree programmes to be offered, especially in cutting-edge research areas.

Indian professional education regulators have focused on minimum standards. This has resulted in suboptimal facilities and processes that do not allow any quality teaching and research and produce unemployable graduates in large numbers. The framework needs to shift towards benchmarking against high standards, with institutions unable to continuously improve and meet the requisite high standards closing down. To ensure accountability for quality of learning outcomes, professional bodies can mandate tough exit exams before one can start practicing.

There is also a need for close collaboration with industry with an aim to increase the skills of students. This can be achieved via courses by industry experts, internships and long-duration apprenticeships (3-6 months). Students, including medical students, can benefit from online courses on platforms like SWAYAM. Even industry experts can be asked to create online courses at the frontiers of current technologies in collaboration with top faculty from the field. The faculty needs to be encouraged to do research projects in collaboration with industry practitioners and HEI labs and workshops can be utilised for this purpose.

> *There is a need for more number of interdisciplinary courses and degree programmes to be offered, especially in cutting-edge research areas.*

NEP CLAUSE 21: Adult Education and Lifelong Learning

India has made much progress since Independence to spread awareness about adult education and basic literacy. Latest data puts India's adult literacy rate at 73.2 per cent. While the country has made significant progress in improving literacy over the years post-Independence, it continues to be home to 313 million illiterate people, 59 per cent of them are women*. This appalling state of adult education can be only changed with direct involvement of HEIs with community development.

HEIs within India and in many countries around the world have operated for long as isolated ivory towers of knowledge disconnected from the society and community where they are located. Hence, even as these universities have produced valuable knowledge for the progress of human civilisation, the fruits of that knowledge have not improved the lives of the large masses of people in the community where the universities are located.

In this age of Sustainable Development Goals, now more than ever we need to think in terms of spreading 100 per cent adult literacy and to promote the concept of lifelong learning. If universities will continue to operate as isolated islands disconnected from the community, the knowledge generated by them will not have significant impact on the lives of the people. They will remain locked within the pages of peer-reviewed journals and libraries.

Hence, clause 21 of the NEP 2020 has several recommendations to promote adult education and lifelong learning. This section of the document, therefore, provides a guideline to HEIs about how they can engage with their local community to achieve the goals of this clause.

The section begins with a reflection on what the clause wants to achieve and what it wants to eliminate. Thereafter, the section provides a quick snapshot of how to achieve the goals of this clause and which actors need to do what.

The main aim of this section is to facilitate HEIs to accomplish the goals of Clause 21 by connecting with their local community through university extension programmes: 1) to promote adult literacy and lifelong learning; 2) to research on problems to find locally relevant solutions; and 3) to spread the knowledge generated by the university among the local community for sustainable community development.

> *While the country has made significant progress in improving literacy over the years post-Independence, it continues to be home to 313 million illiterate people, 59 percent of them are women*.*

NEP CLAUSE 22: Promotion of Indian Languages, Arts and Culture

The clause focuses on preservation and promotion of Indian cultural wealth developed over thousands of years, manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts and heritage sites, and recognises its importance in building the nation's identity as well as economy.

To this end, an important measure would be to increase the cultural awareness, appreciation and expression amongst learners by identifying knowledge of Indian languages as a competency to be

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* http://mospi.nic.in/publication/annual-report-plfs-2017-18

inculcated through education by HEIs. Language acquisition should be identified and promoted as a competency and should be included as a graduate attribute by HEIs. Language competencies should be included as a part of qualification parameter for employment opportunities in various states. Developing curriculum that allows for bilingual interaction and offering programmes/courses that promote Indian languages, arts, craft, culture and tourism literature, particularly teacher training programmes, would be an important step in this direction.

HEIs can offer cultural exchange programmes and include educational visits across different states of the country in the curriculum to enhance the cultural awareness and appreciation of students. Such initiatives would promote the study of Indian culture, history, scientific contributions, traditions and also provide impetus to the tourism industry. HEIs to appoint master craftsperson as 'Professor of practice' and 'artist in residence' to teach courses in arts, language and cultural studies.

The establishment of Institutions of Translations and Interpretation and Language Academies to preserve and promote Indian languages and culture while assimilating language education in multidisciplinary educational model is another important step. The policy also moots for the establishment of National Institute (or Institutes) for Pali, Persian and Prakrit to promote the study of Indian languages, indigenous knowledge and culture.

Scholarships to be given for people of all ages to study Indian languages, arts and culture with local masters and/or within the higher education system. Practicing and producing work in Indian languages, arts and craft to be incentivised through awards and recognition at the level of Centre, State and HEIs. Creating employment opportunities for graduates of Indian languages, arts and culture studies is an important step towards promoting Indian languages, arts and culture through education.

> *HEIs can offer cultural exchange programmes and include educational visits across different states of the country in the curriculum to enhance the cultural awareness and appreciation of students.*

NEP CLAUSE 23: Technology Use and Integration

Enable technology to play an important role in the improvement of educational processes and outcomes by the establishment of the National Education Technology Forum (NETF). Technology here includes new technology such as artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing, etc. Technology will improve not just what students learn inside the classroom but also how do they learn.

NETF should collaborate with leading HEIs, corporates and departments of government bodies involved in cutting-edge technology useful in education. Further, NETF should categorise emergent technologies based on their potential and estimated timeframe for disruption for change management, and to periodically present this analysis to MoE.

MoE will formally identify those technologies whose emergence demands responses from the education system. The National Research Foundation will initiate or expand research efforts in the technology.

HEIs to aim to offer PhD and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like healthcare, 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 at HEIs.

HEIs to have an Office of Technology and Innovation to organise in-house workshops and training sessions for the purposes of improving teaching, learning, research and administration. HEIs to teach courses and organise workshops to highlight ethical issues surrounding the development and deployment of AI-based technologies. HEIs should start courses and organise workshops to educate students, including on topics relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation and other green initiatives.

NEP CLAUSE 24: Online and Digital Education: Ensuring Equitable Use of Technology

The key objective of this clause is to utilise technology to make higher education more accessible, while ensuring equitable use of technology to avoid a digital divide. Firstly, to achieve this, planning and implementing a Pilot Study is important. As a first step to this, it is recommended to form an expert committee of various entities including NETF, CIET, Open Learning Institutions (NIOS, IGNOU), private and public technology organisations and other leading HEIs across India based on parameters such as ranking and successful online education programmes to plan a pilot study by 2021, and also identify HEIs with high reputation which will participate in this. Incentives should be developed for these institutions to participate in the pilot studies. It is recommended that the committee generates the pilot study timelines as well as plans and implement it by 2022, and evaluate the outcomes and take actions based on it by 2023.

Secondly, it is important to focus on creating technology-driven platforms and learning content. For this, it is recommended to create an Expert Committee including HEIs, technology private players and bodies such as AIU and NETF to work on identifying a central pool of technology-driven resources. It is recommended that a technology plan be created to drive innovation in three areas: tools for teaching - learning, digital repositories of e-content, platforms focusing on experiential learning such as virtual labs. Existing platforms such as SWAYAM and DIKSHA should be utilised to avoid duplication of effort.

Thirdly, it is important to create digital empowerment. This initiative should include identification of schemes to provide technology devices for HEI students and teachers. This should include hardware (laptops with cameras), connectivity (wi-fi, routers) and software (video conferencing tools). It is recommended to plan the upgradation of power and internet connectivity infrastructure in rural India. It would be useful to identify specific remote locations where learner centers with well-equipped internet and technology are available for local resident students, especially at the Panchayat level. It is recommended to initiate a 'Donate a Device' scheme to build infrastructural capacity for online learning.

Fourthly, to ensure appropriate utilisation of technology, it is recommended that a system is put in place to train and mentor faculty members. HEIs are recommended to consider a plan for a teacher training and mentoring to train teachers on utilising technology for online teaching and learning. In this view a central focus team should be formulated to develop centralised repositories of teacher-training content with focuses on: 1. Utilising technology for online teaching; 2. Engaging students in an online format; 3. Adapting curriculum to e-learning; 4. Creating awareness on centralised repositories established and MOOCs for supplementing the teaching; and 5. Online assessments and evaluation. It is also recommended to engage with Online Programme Management third parties to create initiatives in training institutions and faculty on adapting curriculum for e-learning. To ensure timely deployment of these trainings at a large scale, it is recommended that HEIs create a train-the-trainer programme so that select faculty can participate in centralised workshops and impart the knowledge within their institutions.

> *To ensure appropriate utilisation of technology, it is recommended that a system is put in place to train and mentor faculty members.*

03 NEP 2020 CLAUSE-WISE IMPLEMENTATION PLAN

Understanding how to read this Section

Nomenclature

The implementation action items have been mapped to the NEP 2020 policy recommendations. To understand the mapping, we have mentioned the recommendation number, exactly as stated in the policy. The nomenclature used for these references are as follows.

- **Clause:** The chapters of NEP (1-24) on 'Higher Education' reforms have been referred to as clauses.
- **Sub-Clause:** The sub-items in each chapter, e.g. 19.1, 19.2, have been referred to as sub-clauses.

Scope of this Implementation Plan

This section has the implementation plan for the following NEP 2020 Clauses:

- NEP Clause 10-19: These are directly related to higher education
- NEP Clause 20-24: These have certain aspects which are applicable to higher education

Structure of this Section

The implementation action items have been categorised into the following sections corresponding to the NEP Clauses 10-24.

For Each Clause an independent section has been created to cover the following:

- What do we want to achieve?
- What do we want to eliminate?
- A quick snapshot of how we implement it

Additionally, a structured time-wise implementation plan has been recommended for the clauses covering the following:

- NEP 2020 clause objective
- Sub-clauses in scope
- Policy Timeline
- Enabler(s)
- Actor(s) Responsible
- Detailed Objective-wise Action Items.
- Timelines where an asterisk (*) has been place implies that while the first deliverable for that action item needs to be met by the year mentioned, it needs to have future implementation based on further regulatory reforms. In general, all action items, while need to be implemented by the mentioned year, need to be in continuously maintained.

3.1 NEP CLAUSE 10: Institutional Restructuring and Consolidation

3.1.1 WHAT DO WE WANT TO ACHIEVE?

Increase in equitable access to quality education which is globally reputed as well as locally relevant by transforming the existing HEIs into large (> =3000 student enrolment), degree granting Multidisciplinary Universities (MUs)[3]. Thus, the major objectives for this section boils down to:

i. Transforming all HEIs to MUs/ become a part of an MU by 2030.

ii. Capacity building of the extant HEIs which aim to become a part of MU to begin in 2021 and end by 2030.

iii. Phasing out of affiliation system in the next 15 years, i.e., by 2035.

iv. Equitable access to HEIs by ensuring 1 MU in each district and increasing enrolment by 2030.

WHAT DO WE WANT TO ELIMINATE?

i. Fragmentation of the current higher educational landscape with HEIs offering single programme/concentrating on one discipline and/or enrolling less than 3000 students.[4] Fragmentation leads to sub-optimal utilisation of infrastructural fixed inputs in higher education (HE) such as land, building, laboratories and library.

ii. Affiliation system which puts excessive administrative burden on the universities and throttles the autonomy of the colleges. As a result, on the one hand, universities are unable to devote their full resources on research, teaching and community engagement while on the other, colleges are unable to expand their capacity, innovate and improve their quality.

iii. District-wise inequitable access of HE.

iv. HEIs which do not meet the accreditation criterion to become a part of MUs by 2030.

> *On the one hand, universities are unable to devote their full resources on research, teaching and community engagement while on the other, colleges are unable to expand their capacity, innovate and improve their quality.*

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[3]. Here, an MU is a broad categorisation of future HEIs in India. An MU means a multidisciplinary institution or cluster of institutions of higher learning that offers undergraduate and graduate programmes with high quality teaching, research, and community engagement. The definition of MUs will thus allow a spectrum of institutions that range from research intensive (Research intensive Universities or MU-R) to teaching intensive (Teaching intensive Universities or MU-T) but still conducting significant research and colleges upgraded to become Autonomous Colleges for mainly undergraduate teaching intensive institutions (MU-AC) (NEP 2020: 34). Moreover, these three broad types of institutions are not in any natural way a rigid, exclusionary categorisation but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another based on their plans, actions, and effectiveness (NEP 2020: 35).

[4]. Today we have 993 Universities, 39,931 Colleges and 10,725 Stand Alone Institutions listed on AISHE web portal (AISHE, 2018). While universities can grant their own degree(s), colleges are affiliated to a university. Stand Alone Institutions are not degree granting HEIs but only offer diploma courses, especially in vocational education. Out of the nearly 40,000 colleges, only 4% of them have enrolment more than 3,000 (AISHE, 2018). Moreover, close to 34.8% colleges run only one programme.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Transforming all HEIs to MUs by 2030

- NHERC/UGC to set up criterion of MU including MU-R, MU-T, MU-AC and HEI clusters by 2021.

- HEIs conducting self-assessment and internal audit to come up with gap analysis to become MUs by 2021.

- NAC/NAAC to set up the framework for accrediting HEIs aiming to become MUs, accounting for different spectrums of MUs. A stage-wise mechanism for granting graded autonomy for HEIs aiming to evolve into MUs will be established and implemented. All HEIs to be granted graded autonomy by 2030 in a challenge mode. This is to say, low graded HEIs which fail to evolve into an MU, or become a part of an MU, will be dissolved.

- On the basis of the gap analysis, by 2021, HEIs to develop their institutional restructuring and consolidation plan of action as a part of their Institutional Development Plan to achieve the required accreditation to become an MU.

Capacity building of the extant HEIs which aim to become/become a part of an MU

- NHERC/UGC to revamp the existing UGC-PARAMARSH scheme for capacity building of the mentee HEIs by mentor HEIs by 2021. Here, mentee HEIs aim to achieve a required NAC accreditation to become MUs. The mentor HEIs are the ones which already fulfil the criterion of an MU.

- The eligible mentor HEIs which already fulfil the criterion of an MU in 2021 to send a letter of intent and application to conduct a revamped PARAMARSH programme for prospective mentee HEIs.

- HEIs which do not fulfil the criterion of an MU to send a letter of intent and application to NHERC/UGC to join a revamped PARAMARSH programme offered by mentor HEIs.

Phasing out of affiliation system in the next 15 years, i.e. by 2035

- Affiliating universities to stop affiliating new colleges from immediate effect.

- All affiliating universities to do self-assessment of the cost and benefit (human, financial as well as infrastructural resources) of dissolving affiliation system altogether and submit a report to the NHERC and HEGC/UGC by 2021.

- HEGC, in close coordination with NHERC, will provide additional funding to the hitherto affiliating universities to support the de-affiliation process until 2030. However, hitherto affiliating universities need to become self-sustaining without affiliation system by 2030.

Equitable access to HE by ensuring an MU in each district and increasing EER/GER

- NAC/NAAC to establish eligibility criteria for running ODL programmes by HEIs. The suggestion is that only top NAC-graded HEIs will be allowed to roll out ODL courses, equivalent to the quality of the best courses run by the eligible HEIs.

3.1.2 Implementation Plan

Objective - 1

Transforming all HEIs to MU/become a part of an MU by 2030.

Overview

Sub clauses in scope	10.1, 10.2, 10.6, 10.9, 10.11, 10.12, 10.13, 10.14
Policy timeline	2030
Enabler/Pre-requisite	Central and State Legislation, Graded Autonomy of HEIs
Actors Responsible	Ministry of Education, HEIs, NHERC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Multidisciplinary Universities/HEI Clusters: Definition & Implementation**			
01.	Setup a committee to set the framework for defining multidisciplinary universities – the committee should include academics, higher education administrators, policymakers and industry representatives.	2020	UGC/NHERC	Central Committee
02.	Determine the criteria which will be used to define a 'Multidisciplinary University (MU)'. The MU criteria should be accommodative of institution specificities and specialisations. The following to be considered 1. Disciplinary diversity – various permutations and combinations of different disciplines. 2. A basic minimum definition to accommodate local demands of a district/region 3. Student Count (3000) 4. Type (MU-R/MU-T/MU-AC) Feedback should be taken from academics, higher education administrators, policymakers, and industry representatives.	2021	Central Committee set up by UGC/NHERC	Definitions and Guidelines Document
03.	HEIs to conduct a self-assessment and identify their Institutional Development Plan ie HEI specific implementation plan to become an MU (if they are not already so) and communicate it to NHERC/UGC.	2021	HEIs	HEI Specific Institutional Development Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
04.	State-wide reviews to be done to conduct a district/cluster-based analysis to identify the districts which do not have any MU or prospective MU (as indicated in the HEI IDPs). Communication of plans by individual State's Councils to HECI/UGC.	2021	State/UTs wide district/cluster-based report.	New MERU Plan
05.	Based on the above analysis for the requirement of new MERUs a. Identify the financial impact. b. Identify the private partners and funding sources.	2022	HEGC	New MERU Financial Impact Assessment and Resource Augmentation Plan
06.	Finalise the HEI Transformation Plan based on the above analysis with clear-cut timelines, and penalty actions in case of breach of compliance.	2021	HECI: NHERC /UGC	MU Implementation Plan MoM between individual HEIs and NHERC can be signed to signal HEI's concerned intent to reform. MERU Implementation Plan Non-Compliance Actions' List
07.	Commence the implementation of transition into Multidisciplinary Universities to accomplish: 1. Locally relevant disciplines (including the vocational degrees) 2. Multiple disciplines 3. Minimum 3000 students This can be achieved by standalone expansion, mergers or HEI cluster consolidation.	2021	HEIs	Commencement of MU Transition
08.	HEIs which have decided that they will not be able to make the transition should commence the phase out process by stopping fresh admissions to any programme. Especially HEIs with less than 100 students and no prospective cluster partners.	2021	HEIs	Commencement of phasing out of colleges

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
09.	MU Transition Stage 1: The transition commenced for existing HEIs in 2021 should be completed.	2025	HEIs	Formation of MUs
10.	MERU Stage 1: 50 per cent MERUs required to be established.	2025	Ministry of Education, State	New MERUs Setup
11.	Phase-Out Stage 1: The phase-out commenced in 2021, should be completed.	2025	HEIs	Completion of phasing out process of colleges
12.	Review and Monitoring Stage 1: For the first phase of the implementation plan, review the NAC grades and transformation status to communicate to HEIs which need to be phased out.	2025	HECI	Communication to HEIs for phasing out
13.	MU Transition Stage 2: HEIs which could not meet the required MU criteria to undergo revision and reassessment to transform into MUs.	2030	HEIs	Formation of MUs
14.	MU Transition Stage 2: HEIs which Phase Out in Stage 2: HEIs which were unable to transition by 2025, and do not have the possibility of becoming an MU or part of an MU by 2030 to start the phase out process in 2025 by stopping fresh admissions to any programme.	2030	HEIs	Appraisal of past performance and achievement of targets to become MUs/HEI Clusters/AC.
15.	MERU Stage 2: Remaining 50 per cent MERUs to be established.	2030	Ministry of Education, State	New MERUs Setup
16.	Review and Monitoring Stage 2: For the second phase of the implementation plan, review the NAC grades and transformation status to communicate to HEIs which need to be phased out.	2030		Communication to HEIs for phasing out
17.	MUs to grow to having 3000+ students.	2035	HEIs	Minimum 3000 students in MU
18.	Phase Out Stage 3: HEIs which could not complete the transition to MUs or don't meet a NAC-defined minimum threshold of accreditation grade will need to commence the final stage of phase out in 2030 and complete the same by 2035.	2035	HEIs	Phasing out of all HEIs which were not able to become an MU/or a part of an MU.

Objective - 2

Equitable access to HE by ensuring an MU in each district and increasing enrolment by 2030.

Overview

Sub clauses in scope	10.8, 10.10
Corollary sub clauses	20.3, 24.1, 24.2, 24.3, 24.4
Policy timeline	2035 (GER=50 per cent)
Enabler/PR	Legislations
Actors Responsible	HECI, Ministry of Education, Centre and State

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Gross Enrolment Ratio Improvement – Via ODL**			
01.	Develop a flexible regulatory framework and an accreditation process for online degree programmes, which can be considered while calculating the GER.	2021	NAC/ NAAC	Regulatory framework for ODL Accreditation guidelines for implementing ODL
02.	Develop the mechanism and regulations required to implement online degree programmes.	2021	GEC/UGC	Act on online degree programmes
03.	Develop incentives to ensure that all the top-rated HEIs have at least one ODL degree programme.	2021	Ministry of Education, Centre	Incentive Structure, Policy on ODL implementation by specific HEIs
04.	Create financial funding avenues for building infrastructure in rural districts where students can witness classes in an online, distance learning format.	2021	HEGC/ UGC	Infrastructure Plan, Funding Plan
05.	Build a district wise facility which only has classrooms with telepresence infrastructure to enable local students to attend online classes of different universities.	2025	Ministry of Education, State	Physical facility in each district with Telepresence
06.	Build partnerships between the district level ODL physical facility and the universities; accordingly..	2025	Ministry of Education, State	MoUs with universities

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	...have an admission process in place specifically for to access the distance learning programme from that facility.			
07.	Identify financial instruments which provide SEDG students scholarships to access education in private institutions.	2022	HEGC/ UGC	Scholarship Plan
08.	Create incentives and support system for universities to build more on-campus residential infrastructure.	2022	HEGC/ UGC	Policy on residential programmes
09.	Provide greater incentives to universities which have residential campuses, as well as SEDG diversity and scholarships. A matrix should be built keeping these parameters in mind, and then the corresponding incentives should be deployed.	2022	HECI/ UGC	Incentive structure and process
★	**GER via new increased capacity and new MERUs**			
10.	Setting up of new MERUs to have a University per district	2030	HEIs	New MERUs
11.	Increased capacity of existing MUs (minimum 3000 students)	2035	HEIs	Mus with minimum 3000 students
★	**GER via reconsideration of formulae**			
12.	Establish the new evaluation format of GER – to include professional and vocational degrees (Increase the scope of the numerator)		MoE	New GER Formula
13.	Consider the Eligibility Ratio, wherein students who are not eligible due to non-completion of 12th standard education should not be considered for GER calculation (Decrease the scope of the denominator)			New GER Formula

Objective - 3

Classification of Universities and Accreditation for Graded Autonomy.

Overview

Sub clauses in scope	10.3, 10.4 , 10.5
Corollary sub clauses	NA
Policy timeline	2035
Enabler/PR	Legislation
Actors Responsible	HECI, Ministry of Education, NHERC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Classification of Universities**			
01.	Identify the bare minimum criteria for the classification of Teaching University (TU), Research University (RU) and Autonomous degree-granting College (AC). Also, identify the criteria for making the transition from one category to another.	2021	HECI: NHERC/UGC	Classification Guidelines
02.	Consolidate the classification of Universities into a single repository **Stage 1:** Based on the plans submitted by HEIs, for the HEIs which already meet the criteria, update the repository by 2021. **Stage 2:** Based on first round of accreditation by the accreditation institutions created under HECI: NAC, update the repository for accredited and eligible HEIs by 2025. **Stage 3:** Based on the second round of accreditation by accreditation institutions created under HECI: NAC, and the final RU/TU/AC states awarded to the HEIs, update the repository by 2030.	2030	HECI: NAC	Classification Dashboard

Objective - 4
Establish an Accreditation Mechanism

Overview

Clauses in scope	10.4, 10.9, 10.10
Corollary Clauses	NA
Policy timeline	2040
Enabler/PR	Legislation
Actors Responsible	Ministry of Education, GoI, MoE of all States, Regulators; HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	After consultation with stakeholders, the Accreditation Council should establish an Accreditation Framework clearly linked to the following: a. HEI Autonomy and Degree-granting status. b. Graded Accreditation norms for HEI Cluster, AC, MU-Teaching and MU-Research. c. Link of Accreditation Status with ODL offerings. d. Link of accreditation with financing norms of Public HEIs by State and Centre. e. Accreditation Council to define advancement of practice as one parameter leading to accreditation.	2021	HECI:NAC/NAAC	NAC Framework
02.	Accreditation Council to lay out a framework for empanelment of Public or Private Accreditation Agencies, both general as well as discipline specific.	2021	HECI: NAC/NAAC	NAC Framework
03.	Pre-Accreditation Exercise: All HEIs to conduct self-assessment based on detailed forms to be provided by the Accreditation Council to determine their likely current level.	2021	HEIs	NAC Framework

Objective - 5

Capacity building of the extant HEIs which aim to become/become a part of an MU.

Overview

Clauses in scope	10.6
Corollary Clauses	21.6
Policy timeline	NA
Enabler/PR	Notification from Regulators
Actors Responsible	MoE, GoI, Regulators, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Incentives to be developed to encourage eligible HEIs to sign up for the PARAMARSH Scheme of UGC to mentor low-graded HEIs. This could include non-monetary incentives such as Rankings, Accreditation Score, etc.	2021	Ministry of Education	Mus signing up for PARAMARSH Scheme of UGC
02.	MoE, Centre and State to identify dedicated Annual funding for 5 years, to be utilised each quarter for the 5-year period for development of all faculty members in low graded Public HEIs, and certain minimum number of Faculty members each quarter for Private HEIs.	2022	Ministry of Education, Centre and State	HEGC Report on Augmenting Financial Resources
03.	LEAP programme (Leadership for Academicians Programme) to be continued to be implemented on an ongoing basis for future VCs.	2021	Ministry of Education, Centre	LEAP Programme

3.2 NEP CLAUSE 11: Towards a More Holistic and Multidisciplinary Education

3.2.1 WHAT DO WE WANT TO ACHIEVE?

Develop and implement a holistic and multidisciplinary curriculum, breaking the binaries of Arts-Science-STEM education based on the knowledge of 64 *Kalaas* or Arts which promotes value based education and instill skills of creativity and innovation, critical thinking, problem solving, teamwork, effective communication and research leading to the generation of in-depth knowledge and expertise in globally and locally relevant disciplines and areas of studies. The major objective to attain a curricular transformation to this effect includes:

i.   Transforming existing curriculums across disciplines offered by HEIs to multidisciplinary liberal curriculum.

ii. Capacity-building of institutions and faculty to formulation and implementation of a multidisciplinary liberal education framework.

iii. Develop and implement a flexible curriculum that enables multiple entry and exits at the 1st, 2nd, and 3rd year of education while maintaining the rigour of learning.

iv. Initiate a choice-based credit system in the curriculum design and implementation, granting greater freedom to learners to opt for different course beyond the core subjects of their discipline, depending on their interest and credit requirement of the course, and also establish an Academic Bank of Credit.

v.   Assessment for learning.

WHAT DO WE WANT TO ELIMINATE?

i.   Restrictive approach to learning and education that straitjackets knowledge into disciplinary rather than allowing for a multidisciplinary holistic education.

ii. Mechanism that curtail institutional and faculty autonomy to design and implement curriculum abreast with the demands of time and disciplinary developments.

iii. Factors that stifles the spirit of life-long learning and constrains students from pursuing and completing courses of their choice leading to gainful employment and holistic development.

Develop and implement a holistic and multidisciplinary curriculum, breaking the binaries of Arts Science-STEM education based on the knowledge of 64 Kalaas or Arts which promotes value based education and instill skills of creativity and innovation.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Transforming existing curriculum to multidisciplinary curriculum as per the courses and programmes envisaged in the IDP by December 2025 of all HEIs

- Establishment of university wide curriculum assessment committee that can initiate mapping of existing courses and programmes currently offered by the HEIs to gauge the scope and means of transforming existing curriculum into a multidisciplinary liberal education curriculum. This would include a two dimensional process:

- Part I- Role of the Government: To provide a framework for multidisciplinary liberal arts education

- Part II- Role of the HEIs: Do gauge and decide how to adapt to the framework and which programmes to offer.

- HEIs to conduct self-assessment and internal academic audit to come up with a gap analysis to identify programmes that can be converted into multidisciplinary liberal education framework.

- On the basis of the gap analysis, by 2025 HEIs to develop and implement a mutlidisciplinary liberal arts curriculum framework in line with the Institutional Development plan to transform themselves into a holistic multidisciplinary liberal arts education institution.

Capacity-building of institutions and faculty to formulation and implementation of a multidisciplinary liberal education framework

- Empowering the faculty and institutions with more autonomy to develop and revise the curriculum and take independent measures for its implementation, in line with their subject experties and local relevance of the course.

- Adopting a bottom-up approach by engaging faculty to decide upon kind of subjects, courses and programmes that can be added or offered by the HEI while considering factors such as local relevance of the course, value addition to community, enhancing employability and funding requirements.

- Organising consultative workshops with industry and subject experts from existing multi-disciplinary universities within the state and across the country to identify locally and globally relevant areas of studies and design courses accordingly and orienting faculty towards formulations and implementation of multidisciplinary curriculum and assessment at the level of the HEIs.

- Setting up start up incubation centres in HEIs to promote technological development, inter-disciplinary research and industry-academia linkages for each of the programmes offered by HEIs.

- Establishing an annual curriculum review mechanism to keep the curriculum up to date with the setting of a curriculum review board at the level of HEI to maintain and sustain quality and relevance of courses offered by HEIs.

- Develop innovative curriculum that provides Global Citizenship Education (GCED) through promoting community services, environmental and value based projects that are also locally relevant.

Develop and implement a flexible curriculum that enables multiple entry and exit points at the 1st, 2nd, and 3rd year of education while maintaining the rigour of learning

- Make and pass ordinance to allow multiple exits and lateral entrance.

  Make and pass ordinance that enables the students to apply for diploma/degree from the university of their choice on the fulfilment of required credits to attain such recognition.

- Develop programmes that contains independent capsule courses that are complete in themselves and are of differing durations which on successful completion will lead to the grant of certificate, diploma or degree and facilitate multiple exits and entries.

- Develop a cluster of universities within and across states at both national and international level that would allow admission to courses in addition to full programmes and recognise credits acquired by the students from different HEIs accepting lateral entrance to their courses.

Continue a choice based credit system in the curriculum design and implementation, granting greater freedom to learners to opt for different course beyond the core subjects of their discipline, depending on their interest and credit requirement of the course, co-ordinated by an Academic Bank of Credit.

- Government to develop a central Academic Bank of Credit (ABC).

- Make and pass ordinance that allows HEIs to facilitate credit transfer between Indian and foreign universities, create a mechanism for redeeming credits earned and granting degrees in lieu of the credits.

- Government to establish regulations and framework that specify minimum credit required for the grant of certificate, diploma, degree or doctorate.

- HEIs to become members of ABC .

- HEIs to establish a mechanism to enable students to register the credits gained in the central ABC for various courses and programmes offered.

3.2.2 Implementation Plan

Objective - 1

Transforming existing curriculum to multidisciplinary curriculum as per the courses and programme envisaged in the IDP of HEIs by December 2021.

Overview

Clauses in scope	11.1, 11.2, 11.3
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	Setting-up committees at national and institutional levels
Actors Responsible	Ministry of Education, Centre and State, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
⭐	**Promoting multidisciplinary liberal education**			
01.	Formulation of a national-level committee by the General Education Council (GEC) to develop a broader framework for Multidisciplinary Liberal Arts Education as defined in the Clause 10 of the Implementation Plan. This committee may comprise subject experts, industry experts, and educationists from both multidisciplinary and single disciplinary HEIs, particularly from leading institutions offering multidisciplinary liberal education.	2021	Ministry of Education, Centre and State	National Framework and Guidelines for establishing Multidisciplinary Liberal Education across the country
02.	Set up an Academic Internal Audit team at the level of HEIs for mapping the existing disciplines and infrastructure of institution to envisage the scope of multidisciplinary education that ought to be provided. This team must include a member of finance department of HEIs to ascertain the need for and allocate budget for capacity building.	2021	HEIs	Gap Analysis Report based on the definition of MUs as per the regulatory guidelines; and budget estimates for capacity building
03.	Formulation of institution level committee with faculty representative of each	2021	HEIs	Development of curriculum design by HEIs based on

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	department and external members to develop a holistic and multidisciplinary curriculum, breaking the binaries of Arts-Science-STEM education focusing on the knowledge of 64 Kalaas or arts as per the guidelines of National Level Committee.			the broader guidelines established in the national framework

Objective - 2

1. Develop holistic and multidisciplinary curriculum breaking the binaries of Arts and Science-STEM education which promotes value-based education and instills skills of creativity and innovation, critical thinking problem solving, teamwork, effective communication and research leading to the generation of in-depth knowledge and expertise in globally and locally relevant disciplines and areas of studies.

2. Establishment of University-wide curriculum assessment committee and annual review mechanism to keep the curriculum up to date.

Overview

Clauses in scope	11.2, 11.3, 11.4, 11.6, 11.8, 11.12 20.6
Corollary Clauses	21.6, 21.7
Policy timeline	2021
Enabler/PR	Setting of committees at National and HEIs level
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Curriculum development & innovative pedagogy for multidisciplinary libera education**			
01.	Based on the mapping analysis conducted by institutional curriculum assessment committee, developing a holistic multiple disciplinary curriculum for various programme/courses to be offered by the HEI as per the IDP.	2025	HEIs	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Division of curriculum into compulsory (core/fixed) and optional courses (elective/flexible), depending on the nature of the course and local relevance or condition.	2021*	HEIs	No. of core courses and elective courses developed and offered
03.	Adherence to guidelines of the regulatory body (as applicable) in designing the core-curriculum. Flexibility may be adopted in adding electives courses.	2021	HEIs	
04.	Design university wide capsule courses for Arts/Science/STEM disciplines and vocational courses to accommodate multiple entry and exit at 1/2/3 years of education.	2025	HEIs	No. of foundational courses developed and offered such as Research, Critical Thinking and Argumentation, Design Thinking, Academic Writing, Creative Writing.
05.	Design programmes with adequate weightage on subject specific, research specific, value education and community project based components allowing for instilling of ethos of global citizenship and while considering local relevance to enhance the employability of the youth.	2025	HEIs	
06.	Allow courses to be cross-listed (with clearly stated prerequisites required to opt the course) across schools/departments and different disciplines of a university.	2025	HEIs	
07.	Define prerequisites for taking a course, for example: Advance Research can only be taken if the foundation course is completed.	2025*	HEIs	No. of cross-listed courses developed and offered.

Objective - 3

To empower the faculty and institutions with more autonomy to develop and revise the curriculum and take independent measures for its implementation through capacity-building of institutions and faculty.

Overview

Clauses in scope	11.5, 11.6, 11.9, 11.10, 11.12
Corollary Clauses	20.6
Policy timeline	2021
Enabler/PR	Setting of curriculum development committees at national and institutional levels. Setting up of institution curriculum upgradation and assessment committees at University wide and Department levels.
Actors Responsible	HEIs & HECI: NAC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	NAC to establish framework and guidelines to be followed for accreditation. NAC to provide Graded Autonomy to colleges to design university-wide courses (compulsory or optional for arts/sciences and vocational courses)	2030	NAC	
02.	Stage 1 – Colleges can initiate their accreditation process by 2023. Stage 2 – All colleges across India will need to ensure one cycle of accreditation by 2030. Stage 3 - 1. Based on outcome of the Stage 1 Accreditation, colleges will need to make the required amends, if applicable, and undergo the next round of accreditation, to meet the minimum grade requirement specified by NAC by 2035. Core of the policy implementation relies on the action of HEIs in tandem with establishment of enabling regulatory framework.	2030	Colleges/HEIs	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
03.	For capacity-building of institutions and faculty to develop curriculum that enables multiple entry and exit; HEIs to organise consultative workshops with industry and subject experts from existing multidisciplinary universities within the state and across the country to identify locally and globally relevant areas of studies to orient faculty towards designing, formulating and implementing multidisciplinary curriculum and assessment at the level of the HEIs	2021	HEIs	
04.	Adopting a bottom-up approach, allowing for greater participation of faculty in the curriculum design and granting autonomy to faculty members to envisage programmes, design courses depending upon their expertise and area of research to transform the HEI to multidisciplinary liberal education institution. These courses may be cross-listed electives or core courses based on the graded autonomy regulations for the colleges.	2025	HEIs	
05.	Curriculum development workshops and training to be conducted for faculty at national, state and HEI level for developing output driven, value-education based, multidisciplinary curriculum which can be run on both online and offline mode.	2021	HEIs	
06.	HEIs to organise courses and workshops for orienting faculty towards pedagogical practices including activity based, field based, project/lab based, practicum/internship based, community based learning depending on the type of programme or course being offered.	2021	HEIs	No. of courses developed and designed that adopt innovative pedagogies.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
07.	Setting up start up incubation centres in HEIs to promote technological development, inter-disciplinary research, industry-academia linkages for each of the multidisciplinary programme offered by the HEI to enhance relevance of the course and graduate employability.	2021	HEIs	
08.	HEIs to develop and establish internship bank for every course offered by them either through offline or online mode. To achieve this focus should be on building relation between academia and industry to facilitate learning by doing for students through internship/apprenticeship and field work to promote employability.	2021	HEIs	Development of internship bank No. of internships and apprenticeships undertaken by students across the HEI.
09.	Establishing an annual curriculum review mechanism for every course by the HEI to keep the curriculum up to date by setting up a university-wide Curriculum Review Board as a permanent body at the level of HEI to maintain and sustain quality and relevance of courses offered by HEIs. It is recommended that curriculum is reviewed at least annually and updated periodically by faculty which is shared with the review board with the scope of inculcating the feedback received from the board.	2021	HEIs	Establishment of Curriculum Review Process

Objective - 4

Develop and implement a flexible curriculum that enables multiple entry and exits at the 1st, 2nd, and 3rd year of education while maintaining the rigour of learning.

Overview

Clauses in scope	11.5, 11.9, 11.10, 11.12
Corollary Clauses	20.6
Policy Timeline	2021
Enabler/PR	Setting of Curriculum development committees at national and institutional levels
Actors Responsible	HEIs & HECI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Flexible curriculum enabling multiple entry and exit points**			
01.	Pass ordinance to allow multiple exits and entrances, including lateral entry to courses offered at undergraduate, post-graduate and doctoral level. Ordinance must enable the students to apply for diploma/degree/doctoral degree from the university of their choice on the fulfilment of required credits to attain such recognition.	2021	Ministry of Education, Centre and State	Institution of ordinance that allows for multiple entry and exit and lateral entry across the country
02.	HEIs to develop programmes that include independent capsule courses that are complete in themselves of differing durations leading to the grant of certificate, diploma or degree and facilitating multiple exits and entries.	2030	HEIs	
03.	HEIs to offer admissions to courses in addition to a programme.	2021	HEIs	
04.	HEIs to develop a mechanism for mutual recognition of credits that would allow admission to courses in addition to full programmes and recognise credits acquired by the students from different HEIs, accepting lateral entry to their courses.	2021	HEIs	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	HEIs to develop programmes which are so designed that they include capsule courses that are complete in themselves and can be offered against certificate, diploma and degree courses thus facilitating multiple stages of entry and exit.	2021*	Ministry of Education, Centre and State	No. of programmes designed that offers capsule courses for attaining certificate, diploma and degree at its successful completion.
06.	To develop courses that require students to engage in assistantship and internship, as a compulsory/graded component of the course. This shall facilitate learning by doing and enables learners to specialise in a field of study, across programme beginning from certification to degree level courses.	2021*	HEIs	
07.	Develop 3 or 4 year programme that includes the scope of pursuing research at undergraduate level including internships/apprenticeship, teaching assistantships and working on independent research projects.	2021*	HEIs	Research courses developed to be offered with 3 or 4 year degree level courses.
08.	HEIs to develop 1 year and 2 years Master's programme with courses that can be taken by students with a 4 or 3 years Bachelor's degree or offer an integrated 5-year Bachelor's/Master's programme.	2021*	HEIs	No. of Master's level course of 4+1 and 3+2 model developed and offered.
09.	To design and inculcate flexible entry to Ph.D. programme with either a master's degree or a 4-year bachelor's degree with Research or existing 3+2 years of undergraduate and master's degree.	2021*	HECI: GEC	No. of flexible Ph.D. programmes developed and offered.
10.	To instill in learners the spirit of life-long learning through offline and online courses and establishment of centres for learning by State and Centre for continued learning of students and staff beyond educational institutions.	2022	State and Centre	

Objective - 5

To continue choice-based credit system in the curriculum design and implementation, granting greater freedom for students to opt for different course beyond the core subjects of their discipline, depending on their interest and credit requirement of the course coordinated by the Academic Bank of Credit.

Overview

Clauses in scope	11.7
Corollary Clauses	NA
Policy Timeline	2021
Enabler/PR	Drafting of National Level Credit Bank Description for 1,2,3, 4-year courses and master's and doctoral courses
Actors Responsible	HECI: GEC, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Make Academic Bank of Credit fully functional.	2021	UGC/HECI	
02.	Make and pass ordinance that allows HEIs to facilitate credit transfer between Indian and foreign universities, create a mechanism for redeeming credits earned and granting degrees in lieu of the credits.	2021	NHERC	
03.	Establishment of matrix suggesting minimum credit required for grant of a certificate/diploma/degree at bachelor's, master's and doctoral level.	2021	GEC	Establishment of guidelines on Credit requirement to acquire, diploma, certificate, undergraduate, post-graduate and doctoral degrees.
04.	Parity must be maintained in the credit requirement for course of 1, 2, 3-year duration to facilitate smooth entry and exit for students and to prevent devaluation of 1-2 year or vocational courses.	2021	GEC	
05.	Credit transfer may be facilitated nationally (across states) and internationally.	2021	GEC	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
06.	Bifurcation of credit requirement between fixed/core components or courses and flexible/elective components or courses. Depending on the duration of the programme, assign credits to all courses offered at the university.	2021	GEC	Setting up of National Credit Framework
07.	A framework to the effect must be created. The national-level committee in consultation with members of statutory bodies should develop a broad framework on credit requirement and transferability of credits across HEIs (national and international/public and private) that students must attain to complete a course with clear specification on how much of those credit must come from the discipline-specific course and other courses. This is to enable credit transfer and accumulation through Academic Bank of Credit.	2021	GEC	
08.	Establishment of mechanism at the level of HEIs that allows student to register with ABC and deposit and redeem credits against certificate-diploma and degrees through web-portals.	2021	HEIs	
09.	Credits earned against different courses in different universities to accrue in a student's account to be redeemed against the grant of certificate/diploma/ degree once adequate number of credits are attained to be considered a full programme.	2021	HEIs	No. of flexible Ph.D. programmes developed and offered.
10.	Appointment of Academic Advisors to guide students to design and opt for courses as per the credit requirement of the course-programme being pursued by the students.	2021	HEIs	Establishment of an Office of Academic Advisory and Credit Transfer with recruitment of Academic Advisors (working in sync with the schools/ departments)

3.3 NEP CLAUSE 12: Optimal Learning Environments and Support for Students

3.3.1 WHAT DO WE WANT TO ACHIEVE?

More optimal and productive learning environment and support for students so that they have non-academic means to evolve into responsible leaders.

i.   Provide a holistic quality educational experience to students which focuses on learning outcomes, physical and mental wellness, ethical grounding, and formative assessment.

ii.   Implementation of a Choice Based Credit System.

iii. Increase access to quality education though Online Distance Learning (ODL).

iv.   Enhance Internationalisation.

v.   HEIs to sensitise their international students culturally. HEIs to make Indian students to accept international students culturally.

vi.   HEIs to provide special language assistance to non-English speaking international students.

vii. Government and HEIs to attract international students by providing them employment opportunities in India.

viii. Increase access to quality education through financial support.

WHAT DO WE WANT TO ELIMINATE?

i.   High-stake examinations.

ii.   Rote learning by students.

iii. Inconsistency in teaching and learning for students.

iv.   Rigid environment and laws which restrict the internationalisation of the Indian Higher Education Landscape.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Establishing Pedagogical and Curriculum Based Regulatory Reforms

■ HECI/ UGC to come up with some reforms in enabling curriculum and pedagogy to be more conducive to achieving learning outcomes within 2021.

■ GEC to work on identification of a National Higher Education Qualification Framework to formulate the desired learning outcomes.

■ Reforms to include flipped classrooms, continuous evaluation methodologies.

■ Evaluation and Assessment specific regulations to be revised to eliminate high-stake examinations and include more formative assessments.

■ Choice Based Credit Structure to be implemented. Extra curricular activities and participation to be considered in counting of credits.

■ HEIs to engage in pedagogical reforms and innovations in 2021 and do them on a continuous basis.

■ HEIs to setup student hobby clubs, mental wellness counselling, physical fitness activities to enable well-rounded development of students by 2021.

■ HEIs to then revise the curriculum and pedagogy by 2022 based on regulatory reforms.

■ MERUs/ MUs/ New HEI Clusters to realign their activities to the regulations, and all HEIs to be in sync with the regulatory requirements by 2035.

Enable ODL

- HECI/UGC to establish the reforms to enable more HEIs to engage in ODL and Online Programmes by 2021.

- Instead of ad-hoc ODL development, an analysis to be done to identify the programmes which have a demand for ODL. Accordingly targeted top-ranked HEIs to be incentivised and engaged with for ODL development and implementation by 2021.

- An accreditation system to be put in place for online programme/ODL accreditation to ensure consistency and quality of online programmes.

- Institutions to be incentivised to form centralised repository of open-access e-resources to avoid duplication of effort across multiple HEIs.

- Learner Centres and Examination Centres to be set up by Government and HEIs by 2022.

- Centralised admission process for ODL to be rolled out by 2022.

Enable Internationalisation

- HEI specific action will need to be taken to create a higher education environment conducive to international students. This includes new courses, better residential facility and cultural sensitisation. All HEIs identify these by 2022.

- Centralised action will be required to promote Indian HEIs, with outreach plans customised to different geographies.

- Regulatory reforms to be introduced to enable selected foreign universities to set up campuses in India, and to enable Indian universities to set up campuses abroad based on pre-defined criteria.

- Regulatory reforms to be introduced to promote joint degrees between Indian and foreign institutions, enable credit transfer, and synchronise the Indian credit system with international credit systems.

Financial support for equitable access

- Financial support to be identified by 2021, and provided on an annual basis to students from SEDG.

- 6 per cent of GDP to be assigned to public expenditure on education.

3.3.2 Implementation Plan

Objective - 1

Provide a holistic quality educational experience to students.

Overview

Clauses in scope	12.1, 12.2, 12.3, 12.9
Corollary Clauses	–
Policy timeline	NA
Enabler/PR	Legislation
Actors Responsible	HECI, Ministry of Education, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
⭐	**Pedagogy, Curriculum, Assessments**			
01.	An expert committee of academics should be formed to focus on improvements in pedagogy, curriculum and assessments. This committee should also have on board centres of Higher Education across universities in advisory roles for providing quality research content.	2021	Ministry of Education, India	Expert Committee
02.	Based on the recommendations of the Expert Committee, a regulatory framework should be established to include the following: Pedagogy, Assessment, Curriculum, Additional student support, Infrastructure and Student Wellness, Extra Curricular Activities (Clubs, Competitions). Credit Structure should be a part of this to have a flexible system.	2021	Expert Committee	Regulatory Framework
03.	The overall regulatory frameworks should be summarised into the National Higher Education Qualification Framework	2021	GEC	National Higher Education Qualification Framework
04.	HEIs to implement the new framework in synchronisation with their autonomy status and establish an Institution Development Plan (IDP)	2021	GEC	Institution Development Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	Set up student clubs with faculty assignments for different activities (such as debate, music, dance, literature and other extra-curricular activities) to improve social engagement, and holistic development of students.	2021	HEIs	Setting up of National Credit Framework
06.	Set up formative assessments for students.	2021	HEIs	Formative Assessments
07.	Establish systems in place for mental wellness counselling, workshops, awareness, and activities.	2021	HEIs	Mental Wellness Initiatives
08.	Create activities for physical fitness: • On campus activities • Tie-up with local centres in case campus does not have infrastructure In-room activities which don't need additional infrastructure such as yoga, pilates	2021	HEIs	Physical Fitness Indicatives
09.	Eliminate high-stake examinations in sync with the regulations. Have a system in place for: diagnostic assessments, interim assessments, benchmark assessments, formative assessments, summative assessments.[5]	2022	HEIs	Assessments

Objective - 2

Increase access to quality education through Online Distance Learning (ODL)

Overview

Clauses in scope	12.5, 12.6
Corollary Clauses	–
Policy timeline	NA
Enabler/PR	Legislation
Actors Responsible	HECI, Ministry of Education, HEIs

[5]. https://edulastic.com/blog/types-of-assessment/

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**ODL Regulations and Implementation**			
01.	Establish a revised regulatory framework for permitting ODL and Online Programmes	2021	HECI	ODL/ Online Learning Regulatory Framework ODL/ Online Learning Eligibility Criteria
02.	Identify the disciplines or degree programmes which have a demand for ODL, especially in remote rural areas. Have targeted institutions which will offer programmes of interest based on this analysis.	2021	Ministry of Education, India	List of programmes and partner institutions
03.	Identify the locations/districts which will require setting up of the Learner Centers (admission counselling, access to computer systems, laboratories, studios) created to suit the programmes being accessed from those centres.	2021	Ministry of Education, India and State	Learner Centered Infrastructure Plan
04.	Identify centralised ODL committee of academics, education technology experts and private players engaging in online learning to build high quality e-Resources, OERs and MOOCs and innovate on assessment methodologies corresponding to the demands of programmes arising from the survey.	2021	Ministry of Education, India	ODL Committee
05.	Communicate online resources, guidelines and regulatory framework which can be utilised to the HEIs.	2022	Ministry of Education, India and State	Online portal for centralised resource management
★	**ODL Implementation**			
06.	Plan the ODL/Online Learning Programmes: Curriculum, Infrastructure, Resources, Admissions.	2022	HEI	HEI specific Online Degrees List

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
07.	Build the central repository with shared and open access resources for online programmes and ODL.	2023	Target HEI	Central Portal of e-resources
08.	Develop the ODL/ Online Learning Programmes.	2023	HEI	ODL/ Online Learning Programme
09.	Establish i. Learner Centers ii. An examination centre network with the required regulatory implementation such as CCTV recording	2023	HEI	ODL/ Online Learning Programme
10.	Identify and deploy the appointed staff for the Learner Centers (admissions, counselling, academic query resolution, IT staff)	2023	HEI	Learner Centre Organisation Chart
11.	Develop an HEI specific Centre of Distance Education, and an Internal Quality Team with a Monitoring and Evaluation Process	2023	HEI	Centre of Distance Education
★	**ODL Monitoring and Evaluation**			
12.	Set up an accreditation system to monitor and evaluate the ODL/Online Learning Programmes.	2021	NAAC/ NAC	Accreditation guidelines for ODL/Online Learning Programmes

Objective - 3

Enhance Internationalisation

Overview

Clauses in scope	12.7, 12.8
Corollary Clauses	–
Policy timeline	NA
Enabler/PR	Legislation, Relaxation on foreign student laws
Actors Responsible	HECI, Ministry of Education, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Internationalisation Regulations and Planning**			
01.	Identify a committee to work on increasing the internationalisation in Indian Higher Education and establish the overall policy reforms: • Incentives for doctoral programmes (non-monetary in nature) • Scholarships • Government based collaborations such as development projects which improve cross-country student mobility • Programme to increase cultural sensitisation	2021	Ministry of Education, India	Expert Committee
02.	Committee should be set up to: • Identify national goals of internationalisation (number of international students, number of student exchange programmes, number of dual degree programmes, number of affiliations, rank-based university collaboration targets). • Identify performance links such as Accreditation, Ranking, Funding. • Identify international engagement and networking activities. • Identify international collaborations at a country and institutional level. • Identify international scholarships or non-monetary incentives for international students. • List of courses which are specifically designed to attract international students, and existing universities which offer those courses *(List of Internationalisation Building Courses)*.	2023	Expert Committee	Proposed framework and guidelines

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	This committee should have experts in international relations, marketing, private players, the Association of Indian Universities (AIU), the Indian Council for Cultural Relations (ICCR), HEI administration and academics. It should specifically include representation from Top 10 public and private HEIs with maximum international diversity			
03.	Based on the inputs of the Expert Committee for Internationalisation, a framework to be developed to identify the mandatory and optional internationalisation requirements and incentives to adopt the recommendations. Framework to include flexibility on credits earned in international programmes or exchange programmes.	2021	HECI	Approved regulatory framework
04.	Regulatory reforms to be introduced to: • Enable selected foreign universities to set up campuses in India • Enable Indian universities to set up campuses abroad based on pre-defined criteria • Enable joint degrees between Indian and International Institutions • Enable credit transfer between Indian and International institutions • Synchronise Indian credit system with International credit systems	2021	HECI	Regulatory flexibilities to promote internationalisation
★	**Internationalisation Implementation: HEI Specific**			
05.	HEIs to set up an International Office to establish the following: • Create online programmes, friendly agreements, dual degree programmes, study abroad programmes, student exchange programmes, etc.	2021	HEI	International Office and Vision

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	• Policies on cultural sensitisation trainings • Administration to support the visa process			
06.	HEIs to build international quality residential facility	2022	HEI	Residential Infrastructure on HEI Campuses
★	**Internationalisation Implementation: Centralised**			
07.	Create and deploy a global outreach programme which promotes Indian universities on foreign soils for: • Students to come study in India • Foreign universities to establish MoUs with Indian universities and create online programmes, friendly agreements, dual degree programmes, study abroad programmes and student exchange programmes • Faculty Recruitment and Exchange Criteria to shortlist programmes and HEIs for promotion in the outreach programme should be established based on rankings, accreditation, etc.[6]	2022	Ministry of Education, India (with a private organisation)	Marketing Campaign
08.	Relaxation on laws around: • Foreign students studying in India. • Foreign students working in India post completion of their higher education in India. Also, enhance the visa application process for international students to make it easier.	2021	Government of India	Laws on foreign students taking entry into India Easier visa application process for international students

[6].The outreach programme should be customised based on the geography in which it will be conducted. HEI selection for the outreach programme should be based on:

1. Universities ranked in Top 1000 of QS or THE World University Rankings
2. Universities/Colleges in the Top 500 of Subject matter rankings (QS/THE)
3. Universities which have a minimum accreditation of A+ and world-class residential infrastructure, and international student friendly policies. Special focus should be given to universities which offer courses identified on the 'List of Internationalisation Building Courses'

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
09.	Identify global development projects which can engage other countries, create job opportunities and skill development which will attract more international students.	2021	Government of India	Special Development Initiatives
10.	Develop a centralised portal which allows International universities to identify potential partner universities from India based on the discipline of interest. The portal will be required to have an in-built mechanism to identify these Indian institutions based on pre-required criteria and merit-based parameters.	2023	Ministry of Education, Central	Collaborate with India Portal
11.	Develop an Indian Network of International Educators to facilitate the collaboration between Indian and international institutions.	2023	AIU	Indian Network of International Educators
12.	Review and identify reforms in the Indian Credit System so that an equivalence can be drawn between the education received in Indian and international universities	2023	AIU	Indian Credit system in synchronisation with that of International Universities

Objective - 4

Increase access to quality education though financial support

Overview

Clauses in scope	12.4, 12.10
Corollary Clauses	–
Policy timeline	NA
Enabler/PR	Legislation
Actors Responsible	HECI, Ministry of Education, HEIs, Ministry of Finance

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**SEDG Scholarship Support**			
01.	Set up high quality support centres for SEDG students.	2035	HEIs	Support Centres
02.	Set up focused counselling (academic and professional) for SEDG students.	2030	HEIs	Counselling Centres
03.	National Scholarship Portal to have an integrated tracking mechanism that captures demand and supply of financial needs of students.	2035	Ministry of Education, India	Scholarship Governance Dashboard

3.4 NEP CLAUSE 13: Motivated, Energised and Capable Faculty

3.4.1 WHAT DO WE WANT TO ACHIEVE?

Motivate and energise the faculty while enhancing their professional capabilities through creating and sustaining a dynamic work environment and culture that encourage faculty members to attain excellence in teaching, research and services towards HEIs and community at large. To this end, the following objectives must be attained:

i.   Provide an enabling working environment.

ii. Incentivise and promote excellence in teaching, research and service to HEI and community at large.

iii. Enhance faculty autonomy through enabling them to teach courses in their area of interest, expertise and research to motivate and energise faculty members.

iv. Developing and promoting a sustainable framework for building a cadre of outstanding and enthusiastic institutional leaders within HEIs.

WHAT DO WE WANT TO ELIMINATE?

i.   Excessive teaching or administrative workload.

ii. Factors that reduce motivation such as low pay, unhygienic and inadequate workspace and environment.

iii. Lack of autonomy and self-determination in what to teach and how to teach.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Provide an enabling working environment

- Set up an internal audit committee for mapping the needs for developing facilities and infrastructure.

- The audit committee conduct need gap analysis and prepare budget estimate for seeking developmental funds from Centre/state/HEI as applicable.

- Development of basic infrastructure and pleasant work environment for motivating the faculty including: clean drinking water, toilets and office spaces to individual faculty; teaching aid supplies (chalk, pen, basic stationaries); access to printer and Wi-Fi; well-equipped libraries and labs; and technology-enabled class-rooms.

- Capacity building of faculty to effectively contribute in designing and adopting multidisciplinary liberal arts curriculum framework while inculcating innovative pedagogy for classroom and online teaching.

Incentivise excellence in teaching, research and service to HEI and community at large

- Develop a framework of Key Accountability and Responsibilities Matrix (KARMA) inclusive of Teaching, Research and Administrative work.

- KARMA should set a well-balanced clearly-defined goals for faculty with respect to Teaching, Research and Administrative work against which their performance could be assessed annually.

- Clear timeline to set for an individual to be moved from probation period to tenure track.

- Develop a well-defined and transparent Performance Evaluation Matrix.

- Fast track promotion to be enabled for faculty displaying excellence in research.
- Instituting institutional, state and national level awards for excellence and innovation in Teaching, Research, Institution Building and National Building through community service.

Enhance faculty autonomy

- Providing the freedom and flexibility to adopt innovative pedagogy and design the curricula, include reading material, textbooks, assignment and assessment.
- Establishing Teaching, Research and Interdisciplinarity Office (TRIO) for aligning the teaching and research interest of the faculty by considering the expertise of faculty during teaching allocation and enabling the faculty to inform their teaching with research.
- Organising faculty development programmes/workshop annually.
- Organising research and publication related workshop annually.
- Encouraging faculty to offer cross-listed and specialised electives based on their expertise .

Build a cadre of outstanding and enthusiastic institutional leaders

- Enable vertical and lateral growth of faculty to keep them motivated through early identification and greater engagement of faculty in leadership related work.
- Instituting mentor-mentee programmes or office where young interested and dynamic faculty members can hand-held and trained to take leadership roles through gradual progression.
- Decentralisation of power to promote collegiality among faculty members by providing and creation of a cohesive work environment .

3.4.2 Implementation Plan

Objective - 1

To motivate and energise faculty by providing an enabling working environment

Overview

Clauses in scope	13.1, 13.2
Corollary Clauses	NA
Policy timeline	2025
Enabler/PR	Funds for development of infrastructure and facilities
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Development of basic facilities and Infrastructure for Faculty Motivation			
01.	Formulate an internal audit committee for mapping and gauging needs for developing facility and infrastructure development requirements.	2021*	HEIs	Transformation to multidisciplinary broad-based liberal education institution

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Conduct internal audit to gauge the current state of basic infrastructure, map areas of development and prepare a budget estimate for seeking funds. This committee must include a member of internal Finance team.	2021*	HEIs	Gap Analysis Allocation of funds for development
03.	Take capacity building measures to facilitate the following: a) Clean drinking water. b) clean toilets. c) office space to individual faculty. d) teaching supplies in terms of (chalk, pen, basic stationaries, access to printer and Wi-Fi). e) access to well-equipped Libraries and Labs. f) technology-enabled classrooms. g) pleasant and clean campus and classrooms	2025	HEIs	Development of infrastructure and pleasant work environment for motivating the faculty

Objective - 2

1. To motivate the faculty by incentivising excellence in teaching, research, and service to HEIs.
2. To develop a balanced framework for setting faculty accountability & responsibility.

Overview

Clauses in scope	13.1, 13.3, 13.5, 13.6, 13.7
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	Legislations and Centralised Frameworks
Actors Responsible	HEIs & Ministry of Education, Centre and State

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Development & Implementation of KARA and PEA Matrix			
01.	Develop a framework of Key Accountability and Responsibilities Matrix (KARMA) inclusive of Teaching, Research and Administrative responsibilities which specifies	2021		

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	a. The number of teaching hours that a faculty at a given level (Assistant Professor-Associate Professor-Professor) must engage in on a weekly basis, b. Office hours to be kept by faculty on a weekly basis for dealing with students and interaction beyond classroom. c. The amount of time that faculty must invest in research in each week and the expected research output at the end of a given period (depending on the nature of discipline); and d. A framework specifying and recognising individual's contribution towards institution building and administrative responsibilities. The framework must enable faculty to devote time for research, student interaction (office hours) and institution building besides the teaching.			
02.	KARMA must consider the current responsibilities vis-à-vis, teaching, research, and service to HEI/administrative responsibilities. A balance must be kept between teaching, research, and administrative work allocation across levels. KARMA should set clearly defined goals for faculty to be attained against Teaching, Research and Administrative work on the basis of which their performance would be assessed. This framework must include clear timeline for an individual to be moved from probation period to tenure track along with the goals to be reached by an individual in terms of teaching, research, andinstitution/ community services.	2021	HEIs	Developing and implementing a well-balanced Teaching, Research and Administrative framework through a transparent KARA Matrix

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
⭐	**Framework for Faculty Performance Evaluation**			
03.	Every HEI should set up a Human Resources Department (HR) which would look after employee life cycle within the institution from entry to a respectful exit.	2021	HEIs	Establishment of HR Department in HEIs
04.	HR department of Institutions should develop a well-defined and transparent Performance Evaluation Matrix or a Framework for Promotion, Recognition and Movement to institutional leadership position which may be considered as a foundation for promotion and appraisal.			Development and implementation of transparent Performance Evaluation and Appraisal (PEA) Matrix
05.	Tenure track, promotion, salary increment and recognition should be based on: Peer & Student Review/feedback, Innovation in teaching and learning, Quality and impact of research, professional development activities, and services to institution and community.	2021	HEIs	
06.	To promote quality research and ethical practices, institutions while assessing faculty research output must consider keeping both qualitative and quantitative measures to gauge research output.	2021	HEIs	
07.	Fast track promotion to be enabled for faculty displaying excellence in research through engaging in high impact research.			
⭐	**Recognition and Awards**			
08.	Instituting Institution-level awards for excellence and innovation in Teaching, Research, Institution Building and National Building through community service.	2021	HEIs	Institution of Annual Awards at the National, State and Institutional Levels for excellence in Teaching, Research, institution building (level: HEIs) and Community Service

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
09.	Instituting National and State level awards for excellence and innovation in Teaching, Research, Institution Building and National Building through community service	2021	Ministry of Education, Centre and State	
★	**Transparent Recruitment and Selection Process**			
10.	Developing a well-defined, independent, transparent process and criteria for recruitment at various levels (an Academic Performance Indicator can be considered). For this purpose: a. Clearly defined job description aligned with KARMA should be created by HR in consultation with Academic deans. b. Eligibility and Years of experience needed at a given level (as applicable). c. Research output (as per the level). d. Internal selection board should be constituted comprising Subject Expert, Research Expert, Members of the department, External Experts (optional) and Member of Internal HR (for Institutional fitment and salary parity). This needs to be in sync with the regulations.	2021	HEIs	Establishing a transparent and effective process of recruitment and selection.
11.	Board of Governance to ensure elimination of political interference in recruitment/ faculty appointments	2021	HEIs	

Objective - 3

To address the factors behind low faculty motivation in terms of Teaching, Research and Services in HEIs.

Overview

Clauses in scope	13.3
Corollary Clauses	NA
Policy timeline	2025
Enabler/PR	Maintaining Student Teacher Ratio (STR)
Actors Responsible	HEIs & HECI: NHERC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Maintaining STR for effective teaching and learning**			
01.	The faculty-student ratio must be maintained as per the HECI defined policy. In the liberal Arts model, where the courses are cross-listed or offered university wide, resulting in higher student numbers in certain courses, Assistant Instructor or Co-instructors must be appointed to maintain the Student Teacher Ratio (STR).	2025*	HEIs	Assigning Co-instructor or Assistant Instructor to maintain the STR.
02.	It is suggested that senior year students who have maintained an exemplary academic record and have secured high grade in a given subject may also be appointed as Teaching Assistants under faculty members who have high number of students in a class to maintain STR to ensure individual attention and promote effective learning and reduce the burden on individual faculty.	2021	HEIs	
03.	To enhance an individual's investment towards their institution and motivating faculty to contribute to institution building, transferring faculty members from one institution to another must be restricted. In view of this, a policy should be established by the regulatory body.	2021	NHERC	

	Temporary teaching of courses as visiting faculty or research collaboration as visiting researcher should be allowed across HEIs.			

Objective - 4

Enhance faculty autonomy through enabling them to teach courses in their area of interest, expertise and research to motivate and energise faculty members.

Overview

Clauses in scope	13.4
Corollary Clauses	NA
Policy timeline	2021
Enabler/PR	Office of Teaching, Research and Interdisciplinarity
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Aligning Faculty interest, research and expertise with teaching subjects and courses offered**			
01.	Capacity building measures to be taken by institutions to train and orient faculty in designing effective curriculum as per the multidisciplinary liberal arts model and adopt innovative pedagogy for both offline and online education. To this effect, the following points can be considered; a. Mapping the existing training needs of faculty with respect to curriculum development and pedagogy. b. Offering online/offline courses and workshops for orienting faculty towards graduate attributes/output-driven curriculum designs and pedagogy.			

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	c. Engaging faculty in discussions and seminars on curriculum design, development, and pedagogical practices to ensure a bottom-up approach in institutional transformation towards becoming a multidisciplinary liberal arts educational institution.			
02.	Based on Graded Autonomy, Institutions should be allowed to set up guidelines for empowering faculty by providing the freedom and flexibility to adopt innovative pedagogy, and design the curricula, including deciding upon reading material and textbooks, designing assignments and assessments while following the approved framework.	2021	HEIs	Guidelines for inculcating innovative pedagogy
03.	Aligning the teaching and research interest of the faculty by considering the expertise of faculty during teaching allocation and enabling the faculty to inform their teaching with research. A Teaching, Research, and Interdisciplinarity Education Office (TRIDEO) can be instituted at the Level of HEIs for this purpose. Assistant/Associate Deans (school-wise) or HoDs can be a part of this Office, engaged in recognising and aligning faculty's teaching and research interest where possible. The TRIO should also be responsible for: a) Organising faculty development programmes/workshop annually and b) Organising research and publication related workshop annually.	2021*	HEIs	Establishment of TRIDEO
04.	Encourage faculty to design elective courses as per their expertise which may be offered school-wise or university-wide as per CBCS in the Liberal Arts model.	2021*	HEIs	Elective courses aligned with faculty expertise

Objective - 5

Developing and promoting a sustainable framework for building a cadre of outstanding and enthusiastic institutional leaders within HEIs.

Overview

Clauses in scope	13.7
Corollary Clauses	NA
Policy timeline	2021*
Enabler/PR	Decentralisation of power and engaging faculty in leadership role
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs and Regulatory bodies

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Training and development of faculty for leadership roles**			
01.	Set up a process to ensure that excellent faculty with high academic and service credentials as well as leadership and management skills should be identified early on in their careers and trained through a ladder of leadership positions. Overlapping period during transitions in leadership shall be the norm. The Leadership for Academician Programme (LEAP), a 3-week leadership training programme with 2 weeks training in India and 1 week abroad under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Scheme can be looked out for annual trainings.	2021*	HEIs	Decentralisation of power, early identification and greater engagement of faculty in leadership related work.

3.5 NEP CLAUSE 14: Equity and Inclusion in Higher Education

3.5.1 WHAT DO WE WANT TO ACHIEVE?

i. To ensure equitable access to quality education to all students, with a special emphasis on Socially and Economically Disadvantaged Groups (SEDGs).

ii. To ensure equity and inclusion of SEDGs in both the schools and higher education sector.

iii. To disseminate knowledge about higher education opportunities and career options among SEDGs.

iv. To encourage women's empowerment.

v. To set clear targets for higher GER for SEDGs.

vi. To enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs.

vii. To develop and support high-quality HEIs that teach in local/other Indian languages or bilingually.

viii. To recognise creative skills and hidden potentials of the local community.

ix. To recognise informal education.

x. To facilitate students who have low confidence level, unable to get coaching, and not well equipped to face the entrance tests.

WHAT DO WE WANT TO ELIMINATE?

i. Inequitable access to quality education to all students.

ii. Gender disparity.

iii. Exclusion of SEDGs from the education system.

iv. Discrimination between formal and informal education.

v. Facets of exclusion that are particular to or substantially more intense in higher education: lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, complicated admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Actions by Government/Regulators

- HECI and NHERC to define policy for student and faculty reservation in universities by 2022.

- Reservations for economically poor candidates in HEIs to be implemented as per the newly established Reservation Policy by 2023.

- HECI and HEGC to establish a policy for government financial assistance/scholarship to SEDGs for enrolment in HEIs. Additional consideration to be given to remove financial barriers to enrolment in top accredited HEIs (including IOEs) by 2022.

- Establishment of HEIs in hilly, remote and backward areas.

- Special recruitment drive for SC/ST faculty.

Intra-HEI

- HEIs to establish a mechanism for the School/Department of Education in HEIs to train teachers/school leaders and administrators of schools in the district/state/region by 2023.

- Initiate a programme for conducting periodic (minimum annual) workshops for teachers/school leadership training programmes in HEIs to make school campuses inclusive and welcoming for SEDGs through necessary training of school administration, teaching staff and general students by 2023.

- HEIs to set up a process for school-based intervention to promote access to opportunities and prospects of STEM subjects along with social sciences and humanities among SEDGs by 2023.

- HEIs to facilitate the students to acquire locally based industrial skills.

- HEIs should cover inclusion and equity in their institutional development plans, including inclusive curriculum.

- Providing fee waiver and scholarship opportunities at the university level.

- Providing accessible infrastructure to physically disabled students.

- HEIs to set up specialised centres to provide remedial coaching support to acquire academic writing; IT skills and communication; platform for vocational trainings; and apprenticeships for gainful employment to SEDGs by 2025.

Inter-Organisational Collaboration

- HEIs to set up a process and procedures for gender sensitisation of university administration, teachers, and other students through counselling centres, workshops on anti-discrimination and anti-ragging policies between 2021 and 2025.

- HEIs to set up Translation centres, Bilingual education and research centres at Universities to develop high quality educational programmes and courses to be delivered in bilingual mode by 2025.

- HEIs to provide Learning Resource Accessibility: Libraries in all public and private HEIs to be made available to the local community (for limited time period in the evening). Quality learning resources in English should be made available in local Indian languages/Braille/India Sign Languages, and a National Digital Library initiative to be introduced to address the objective of adult education by 2025.

- HEIs to promote languages, arts & culture, and adult education.

3.5.2 Implementation Plan

Objective - 1

1. To ensure equitable access to quality education to all students, with a special emphasis on SEDGs.
2. To set clear targets for higher GER for SEDGs.
3. To ensure reservations for economically backward candidates in HEIs.
4. To provide more financial assistance and scholarships to SEDGs in both public and private HEIs.

Overview

Clauses in scope	14.1, 14.4
Corollary Clauses	NA
Policy timeline	2020–2025
Enabler/PR	Setting up committees at National and Institutional levels
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Ensuring Access to Higher Education**			
01.	Implement policy for student and faculty reservation in universities.	2022	HECI: NHERC	Adequate representation of SEDGs in all Universities
02.	Reservations for an economically poor candidates in HEIs to be implemented as per the newly established Reservation Policy.	2023	HEIs	Adequate representation of economically poor candidates in all Universities
03.	Establish a policy for government financial assistance/scholarship to SEDGs for enrolment HEIs. Additional consideration to be given to remove financial barriers to enrolment in top accredited HEI (including IOEs).	2022	HECI: HEGC	Enrolment stats of SEDGs in private elite institutions
04.	Develop incentives for industry/corporate entities to provide scholarships/funding for SEDGs via their CSR initiatives.	2022	Ministry of Finance, Centre and States	Number of higher education scholarships provided by corporates to SEDGs

Objective - 2

1. To ensure equity and inclusion of SEDGs in both the schools and higher education sector.
2. To disseminate knowledge about higher education opportunities and career options among SEDGs.
3. To conduct outreach programmes on higher education opportunities and scholarships among SEDGs

Overview

Clauses in scope	14.2, 14.3, 14.4
Corollary Clauses	NA
Policy timeline	2020-2025
Enabler/PR	Setting up committees at National and Institutional levels
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Creating School to College pathways for SEDGs**			
01.	Establishment of a mechanism for the Department of Education in HEIs to train teachers/school leaders and administrators of schools in the district/state/region.	2023*	HEIs	Colleges of Education operational under all MUs by 2025
02.	Set up a process for school-based intervention to promote access to opportunities and prospects of STEM subjects along with social sciences and humanities among SEDGs.	2023*	HEIs	Number of SEDG students enrolling in STEM courses
03.	Set up a process for centralised higher education counselling for SEDGs to create school to college pathways.	2022	Ministry of Education, Centre and States	Percentage enrolment of SEDGs from schools to higher education
04.	Formulation of Institutional level curriculum assessment committee comprising faculty representatives from each of the existing departments and external members.	2021	HEIs	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	Based on the mapping analysis conducted by institutional curriculum assessment committee developing a holistic multiple disciplinary curriculum for various programmes/courses to be offered by the HEI as per the IDP.	2025	HEIs	
06.	Design courses with adequate weightage on subject specific component; and research specific and value education and community project based components allowing for instilling ethos of global citizenship while considering local relevance to enhance the employability of the youth.	2025	HEIs	
07.	Allow courses to be cross-listed (with clearly stated pre-requisites required to opt the course) across schools/departments and different disciplines of a university.	2025	HEIs	

Objective - 3

1. To ensure equity and inclusion of SEDGs in both the schools and higher education sector.
2. To disseminate knowledge about higher education opportunities and career options among SEDGs.
3. To conduct outreach programmes on higher education opportunities and scholarships among SEDGs

Overview

Clauses in scope	14.2, 14.3, 14.4
Corollary Clauses	21.9, 22.6, 22.14, 22.16, 22.17, 22.18, 22.19, 22.20
Policy timeline	2020–2025
Enabler/PR	Setting up committees at National and Institutional levels
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Enhancing & Creating Inclusive Learning Spaces**			
01.	Set up a process and procedures for gender sensitisation of university administration, teachers, and other students through workshops on anti-discrimination and anti-ragging policies.	2021-2025	HEIs	Anonymous feedback mechanism from SEDGs to independent grievance redressal cell
02.	Learning Resource Accessibility: Libraries in all public and private HEIs to be made available to the local community (for limited time period in the evening).	2025*	HEIs	Establishment of learning resource accessibility protocols
03.	Set up specialised centres to provide additional college remedial coaching support to SEDGs to acquire the skills of academic writing, IT and communication.	2025	HEIs	

3.6 NEP CLAUSE 15: Teacher Education

3.6.1 WHAT DO WE WANT TO ACHIEVE?

i. To bring multidisciplinary perspective into teacher education.

ii. To make education departments located inside multidisciplinary universities the hub of teacher education, rather than stand-alone teacher training institutes.

iii. To make compulsory for stand-alone TEIs to submit Performance Appraisal Report every year.

iv. To connect a network and public and private schools with the multidisciplinary university in the region to coordinate practice teaching, research, and teacher recruitment.

v. To recruit faculty from diverse disciplinary backgrounds to the schools/department of education within the multidisciplinary university to bring multidisciplinary perspectives into teacher education.

vi. To empower regulatory system to take stringent action on dysfunctional TEIs.

vii. To raise quality standards in teacher education and teaching profession, entrance to teacher education programmes to be done through standardised test by National Testing Agency.

viii. To launch 4 year bilingual integrated B.Ed. to be offered by multidisciplinary HEIs by 2030.

ix. To make it compulsory for all fresh PhD entrants irrespective of discipline are required to take credit-based courses in teaching pedagogy/writing in their chosen PhD subject during doctoral training.

x. To make in-service continuous professional development mandatory for college and university teachers through existing institutional arrangements and online mode through SWAYAM/DIKSHA.

xi. National Mission for Mentoring to be developed with large pool of outstanding senior/retired faculty from within and outside India who have been exceptional in teacher education.

xii. To offer certification courses in teaching for post-graduate students.

WHAT DO WE WANT TO ELIMINATE?

i. Completely business oriented TEIs which are dysfunctional and not attempting serious teacher education but are essentially selling degrees for a price.

ii. Inefficient regulatory efforts which have neither been able to curb malpractices in the system nor enforce basic standards for quality.

iii. Complicated bureaucracy in the teachers' recruitment process.

iv. Underestimation of the linguistic and cultural diversity of the country during teachers' recruitment.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Actions by Government/Regulators

- HECI and NHERC to establish a phase-out policy which will define the implementation of upgradation and consolidation of the existing Teacher's Training Institutes to ensure continuity. To offer an extensive teaching programme for teachers, specific continuity criteria need to be established by 2022.

- Establish quality standards of all department/schools of education; Annual Needs-Assessment by local SMCs; Integration of the quality evaluation and the Needs-Assessment outcome within the NAC Accreditation Process; Integration of departmental data and the Needs-Assessment outcome within the BoG Disclosure Audit Process by 2022.

- Entrance test for teacher education programme to be established and customised by the National Testing Agency by 2022 considering the linguistic and cultural diversity of the country.

- HECI and HEGC to conduct an analysis of the school education sector across the globe to identify means to making teaching profession globally competitive. Salary, incentives and benefits of teachers should be enhanced to attract the best and the brightest into the school teaching profession nationally by 2022.

- HECI and HGEC to develop global mentoring programme by incorporating outstanding retired teachers (national and international) as members of the National Mission for Mentoring. An HEI coordinating body to be created by 2025 as the Nodal Agency for the execution of this proposal.

Intra-HEI

- HEIs to develop a composition matrix for the Department of Education to have diversity of disciplines. This should take into consideration Social Sciences, STEM and Language studies to ensure holistic teacher education by 2023.

- School/department of education should develop a network of private and government schools within their neighbourhood where the student-teachers will receive their practical teacher's training and will be eventually recruited by 2023. Collaborations can be developed in the form of: training programmes for school teachers/students, engage schools in HEI research projects, invite schools to attend conferences, seminars and workshops by 2023.

Inter-Organisational Collaboration

- HEIs to develop 4-year bilingual integrated B.Ed and 2-year and 1-year B.Ed programmes as per the policy defined by HECI and HGEC by 2025 and launching of programme by 2030.

- HEIs to develop courses on 'teaching and learning pedagogy in higher education' for all doctoral students and post-graduates by 2025.

- HEIs to create new and upgraded online professional development programmes through SWAYAM/DIKSHA/ODL by consulting with experts in digital instructional design by 2025.

3.6.2 Implementation Plan

Objective - 1

1. Multidisciplinary perspective in Teacher Education.
2. Education department to be located within Multidisciplinary Universities to offer teacher education.
3. Each HEI offering teacher education should have a network of government and private schools, where potential teachers can student-teach.
4. Faculty within school/department of education should be from diverse disciplines with teaching/field/research experience.

Overview

Clauses in scope	15.1, 15.4, 15.6, 15.8
Corollary Clauses	NA
Policy timeline	2021–2030
Enabler/PR	Legislation
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Legislation at the Central and State level to develop stand-alone teacher training institutes into departments/schools of education which are integral part of multidisciplinary universities.	2022	Ministry of Education, Centre and States	Legislation
02.	Develop a composition matrix for the Department of Education at HEIs to have diversity of disciplines. This should take into consideration: Social Sciences, STEM and language studies, to ensure holistic teacher education. Recruitment strategy to be planned and executed in sync with this composition matrix.	2023*	HEIs	Planned recruitment strategy according to the composition matrix
03.	Each school/department of education should develop of network of private and government schools within their neighbourhood where the student-teachers will receive their practical teacher's training and will be eventually recruited. Collaborations can be developed	2023*	HEIs	Recruitment of student-teachers for pre-service training and recruitment in neighbourhood schools from the department of education at the university

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	in form of: training programmes for school teachers/students, engage schools in HEI research projects, invite schools to attend conferences, seminars and workshops.			
04.	Initiate a programme for conducting periodic (minimum annual) workshops for teachers/school leadership training programmes in HEIs to make school campuses inclusive and welcoming for SEDGs through necessary training of school administration, teaching staff and general students.	2023*	HEIs	Feedback mechanism from SEDGs and their learning outcome/ performance in schools

Objective - 2

1. Regulation of the majority of sub-standard teacher's training institutes.
2. Empower regulatory system to take stringent action on dysfunctional TEIs.
3. To raise quality standards in teacher education and teaching profession, entrance to teacher education programmes to be done through standardised test by the National Testing Agency.

Overview

Clauses in scope	15.2, 15.3, 15.7
Corollary Clauses	NA
Policy timeline	2021–2030
Enabler/PR	Legislation
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establish a phase-out policy which will define the implementation of upgradation and consolidation of existing Teacher's Training Institutes to ensure continuity. Specific continuity criteria need to be established.	2022	HECI: NHERC	Legislation

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Establish quality standards of all department/schools of education: 1. Annual Needs-Assessment by local SMCs 2. Integration of the quality evaluation and the Needs-Assessment outcome within the NAC Accreditation Process 3. Integration of departmental data and the Needs-Assessment outcome within the BoG Disclosure Audit Process	2022	HECI: NAC	Institutionalised quality assurance framework for evaluation of department/schools of education
03.	Entrance test for teacher education programme to be established and customised by the National Testing agency considering the linguistic and cultural diversity of the country.	2023*	Other: National Testing Agency	Test performance of the candidates
04.	Conduct an analysis of the school education sector across the globe, to identify means to making teaching profession globally competitive. Salary, incentives and benefits of teachers should be enhanced to attract the best and the brightest into the school teaching profession nationally.	2022	HECI: HEGC	Percentage increase of students enrolled for teaching degree, attracting the best and the brightest students

Objective - 3

1. 4-yr integrated B.Ed. to be offered by multidisciplinary HEIs by 2030.
2. All fresh PhD entrants irrespective of discipline required to take credit-based courses in teaching pedagogy/writing in their chosen PhD subject during doctoral training.
3. In-service continuous professional development for college and university teachers through existing institutional arrangements and online mode through SWAYAM/DIKSHA.
4. National Mission for Mentoring to be developed with large pool of outstanding senior/retired faculty.

Overview

Clauses in scope	15.5, 15.9, 15.10, 15.11
Corollary Clauses	22;10; 23.5, 23.6, 23.8, 24.5
Policy timeline	2040
Enabler/PR	Legislation
Actors Responsible	Ministry of Education, GoI, MoE of all States, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Develop 4-year integrated B.Ed and 2-year and 1-year B.Ed programmes as per the policy defined by HECI: GEC. 1. 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. 2. Teachers need to be trained to communicate about their respective discipline and research in local languages.	2022	HEIs	Launch of the programmes by 2030
02.	Develop courses on 'teaching and learning pedagogy in higher education' for all doctoral students. The thrust of technological interventions will be for the purposes of 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.	2025	HEIs	Offer courses as part of PhD programme
03.	Create new and upgrade existing online professional development programmes through SWAYAM/DIKSHA/ODL by consulting with experts in digital instructional design. Suitable digital infrastructure including hardware/software recommended by NETF will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices.	2025*	HEIs	Revamping SWAYAM/DIKSHA

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
04.	Funding to be allocated for infrastructure set up of HEIs.	2022	Governments, Central and State	Budget Plan for infrastructure upgrades
05.	Develop global mentoring programme by incorporating outstanding retired teachers (national and international) as members of the National Mission for Mentoring; HEI coordinating body to be created as Nodal Agency for execution.	2025	HECI-HEGC	Creation of a pool of outstanding retired faculty mentors

3.7 NEP CLAUSE 16: Reimagining Vocational Education

3.7.1 WHAT DO WE WANT TO ACHIEVE?

i.   Integration of Vocational Education into mainstream education (at school and university level).

ii.   Offer Vocational Education & Training based on empirical evidence to enhance the skills of students, unskilled workers and skilled workers in sync with requirements of the economy.

iii. Encourage collaboration among stakeholders to create an efficient and effective ecosystem to significantly enhance vocational skills of current pool of employees and students (future employees).

iv.   To recognise sector specific degrees.

WHAT DO WE WANT TO ELIMINATE?

i.   The bias against VET by exposing large number of students in schools and HEIs to vocational training.

ii.   Unequal opportunities within academics and industry for VET and General Higher Education qualifications.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Actions by Government/Regulators

- Merge technical education (AICTE) and VET (DGET) regulators and place within HECI.
- HECI and NSDC to create Technical Education Skills Framework for seamless integration of VET and Technical/General Education via recognition of prior learning, flexible credit structure and inter-HEI-Industry collaboration.
- Mapping of sector-specific skills gap at national, state and regional levels.
- Exposure visits and training of VET Institution leaders to top countries known for robust VET systems

Intra-HEI

- Modify credit structure to encourage all students to take at least one vocational course before graduation.
- Offer ODL/blended/on-campus modular courses for all students as well as unskilled/skilled workers.
- Utilise services of Master Craftspersons and industry veterans to provide advanced vocational skills to interested students .
- HEIs to offer self-financed or employer-financed short modules for skill upgradation.
- Do-It-Yourself (DIY) opportunities for students and community members to work on locally or personally relevant projects.

Inter-Organisational Collaboration

- ITIs and Polytechnics to offer advanced training and exposure visits to school students.
- Top HEIs with advanced labs and VET Centres of Excellence to offer advanced training and exposure visits to ITI/Polytechnic students in the region.
- HEIs and VET Centres of Excellence to offer infrastructure and human resources to industry for prototyping and new product development.
- Industry with latest equipment to offer VET trainers and students enrolled in advanced vocational courses the opportunity for hands-on learning and apprenticeships.
- NSDC to create a platform that all HEIs can use to manage learner enrolment and skill mapping.

3.7.2 Implementation Plan

Objective - 1

Integrate Vocational Education into Mainstream Education and remove the bias against VET.

Overview

Clauses in scope	16.2, 16.3, 16.5, 16.6, 16.8
Corollary Clauses	NA
Policy timeline	2030
Enabler/PR	None
Actors Responsible	HECI; HEIs; NSDC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Integrate Vocational Education into Mainstream Education**			
01.	Merge existing regulators [Technical (AICTE) and VET (DGE&T) with representation from NCERT for school-level integration]. New Regulator (housed within HECI) to create framework for integration of existing (post-school) VET structures with General Higher Education and Technical Education to allow cross-utilsation of infrastructure and learning of students (credits earned) via option of flexible crediting of courses across departments/schools within university.	2021	HECI	Framework document with all relevant rules and regulation.
02.	HEIs to modify credit requirements to allow VET students to take courses in Technical and General Education and vice-versa (subject to fulfilment of basic prerequisites for each course): a. Joint projects involving VET and Technical/General Education students focused on solving locally relevant challenges.	2022*	HEIs	No. of cross-listed courses available; No. of students opting for cross-listed courses; No. of joint projects completed.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	b. VET Faculty engagement in Technical Education for Skill-focused components (e.g., Lab work) or specific theory components, and of Technical and General Faculty for improving VET students' theoretical understanding			
03.	NSQF to be expanded and brought in sync with ILO standards and Technical Education Skills Framework to enable credit transfers for horizontal/vertical upgradation of qualifications and recognition of prior learning.	2021	GEC	Updated combined Skills mapping document with vocational and technical education components mapped.
★	**Removing bias against VET**			
04.	Set up a system for recognising industry veterans or highly skilled craftspersons (recognised via NSQF) as Master Crafts Persons (MCP) to enable them to teach at HEIs (VET and technical students as well as other students opting for vocational courses) after brief training in pedagogical elements.	2021	Other: NSDC	No. of MCP recognised and trained; No. of HEIs engaging MCP as Course facilitators; No. of courses offered by MCP across all HEIs; No. of students opting for courses by MCP (across all HEIs, average nos.).
05.	Remuneration structure for VET Instructors and MCPs to be in sync with faculty at Universities with an aim to attract best candidates to the field and remove the bias against VET	2022	HECI	Minimum hiring norms for skilled MCPs or Industry veterans (for guest lectures); Salary structures for faculty to be expanded to include all VET faculty
06.	For marketing basic vocational courses, link MCP courses to DIY (Do It Yourself) movement and passion; Use courses for tapping into creative potential and collaboratively create products relevant to individuals or local communities; Create virtual and physical avenues for exchange of products and ideas.	2021*	HEIs	No. of basic Vocational courses offered; No. of students completing basic VET courses; No. of students opting for and completing second VET course.

Objective - 2

Offer Vocational Education & Training based on empirical evidence.

Overview

Clauses in scope	16.5, 16.6
Corollary Clauses	
Policy timeline	2030
Enabler/PR	None
Actors Responsible	HEIs, NCIVE, NSDC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Skill Gap Analysis and mapping of local opportunities: a National, State, and District level committees comprising of relevant Ministry representatives in collaboration with National, State, and local industry bodies to conduct skill gap analysis (present and projected). b Sector-specific and skill-specific mapping of local, regional, and national opportunities. c Mapping of existing training and education infrastructure at district and state level to impart relevant skills training to labour force.	2021	Other: NCIVE	Sectoral-Geographical Skill Gap Analysis document; Education and training infrastructure mapping document.
02.	High-quality VET Institutions and HEIs to create and offer modular Skill Development and Skill Certification Programmes in sync with Skill-Gap analysis with help of NSDC and NCIVE	2022	HEIs	No. of courses offered; Percentage of skill gaps covered by courses created.
03.	NSDC and HEIs eligible to conduct ODL courses to setup a process to offer online/blended courses in collaboration with VET or Technical Institutions recognised as Centres of Excellence and with regional/national industry bodies on a trial basis with rigorous empirical research to estimate efficacy of such ODL Skill Development.	2022	HEIs	No. of ODL courses started on experimental basis.

Objective - 3

Improve vocational skills and exposure to vocations.

Overview

Clauses in scope	16.3; 16.4; 16.5; 16.7
Corollary Clauses	21.5, 21.6
Policy timeline	2030
Enabler/PR	
Actors Responsible	Ministry of Education-Centre; Ministry of Education-States; HEIs; HEIs (ITI/VET)

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Improve Vocational Skills**			
01.	HEIs to develop and offer Modular courses (on-campus, blended learning, and purely online) to different stakeholders. NSDC to create platform to offer courses leveraging its existing network, especially to manage enrolment of learners and mapping of skills in these courses: a In conjunction with industry bodies and NSDC, HEIs to have mechanisms to recognise prior learning and offer courses to move individuals to skilled domain of work (to receive payment for each worker trained or certified). b Short to medium term courses for Skill Upgradation for skilled workers employed in industry in collaboration with respective employers or industry/sector bodies. c Arrangement for long duration apprenticeship and internships for all VET students in local and regional industries	2022*	HEIs	No. of workers certified; No. of unskilled workers trained and certified; No. of courses offered for skilled workers; No. of skilled workers trained; No. of students who underwent long-duration apprenticeships or internships (full/part-time); per cent increase in skills.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Advance labs in Engineering Departments of HEIs and VET Centres of Excellence to establish a training and exposure programme for ITI/Polytechnic/VET institution students in collaboration with regional industries using latest technologies. This will be applicable to any HEI with an Engineering Department/ Vocational Training Polytechnic or HEIs which will offer vocational training as a part of their vision of being a multidisciplinary University, as per the criteria defined.	2022*	HEIs	No. of individuals trained under this programme; No. of HEIs offering such programmes; No. of industries engaged.
03.	CoE and HEI departments to work collaboratively with industry to develop R&D and prototyping capabilities to meet industry requirements.	2022*	HEIs	No. of R&D and Prototyping projects completed through Industry-CoE-HEI collaborations; No. of patents received.
04.	For School students, ITIs and Polytechnics to develop and offer advanced training and offer exposure visits.	2022	HEIs - ITI/VET Institutions	No. of school students attending exposure visits; No. of advanced training programmes offered for school students; No. of school students successfully completing advanced training courses.
05.	District/Regional Centres of Excellence and top HEIs of the region to develop and offer training programmes with most advanced tools and technologies to all VET and Technical Students in region.	2022	HEIs	No. of Advanced Training courses offered for VET/Technical Education students; No. of VET/HEI students trained in advance skills

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
06.	Focus on Lifelong Learning for MCP, VET Trainers, and Alumni: a) Self-financed or employer-financed short modules for skill upgradation. b) Focus on re-training of VET Trainers through industry visits and short stints in industries using advanced tools and equipment in exchange for greater collaboration for employee training at VET CoE and R&D projects.	2022*	HEIs	No. of Trainers, MCP, and VET Alumni trained; Changes in skill levels for individuals trained (based on NSQF).
07.	A process to be set up for VET Institution leaders' training and exposure visit to top countries known for robust VET systems (e.g., Germany, South Korea, Singapore). Rigorous research to evaluate changes in outcomes achieved by leaders trained vis-à-vis those who did not receive training.	2022	Ministry of Education, Centre and State	No. of trainings for VET Leaders conducted; Percentage difference in outcomes for VET leaders chosen for the programme vs not chosen.
★	**Improve Exposure to Vocations**			
08.	Establish a system to provide exposure of at least one vocation to 50 per cent School[7] and University students by 2025[8]	2022	Ministry of Education, Centre and State	No. of workshops or short-duration courses conducted for non-VET population; No. of student projects involving VET and non-VET participants initiated and successfully completed; No. of DIY project hours facilitated.

[7]. This is subject to the support required and the implementation at the School level by the School Boards.

[8]. **a)** Initiate DIY projects focused on solving school-specific or community-specific problems with Atal Tinkering Labs or local ITIs/Polytechnics providing logistical support to execute projects. **b)** Initiate joint student projects involving students from VET and STEAM at district or regional level focused on identifying local problems and creating solutions for these. **c)** MCP identified within each district or Trade Instructors to conduct weekly workshops in local ITI/Polytechnics to demonstrate their trade's work for school and HEI students with help of VET students; VET students' projects to be displayed during such weekly events. **d)** MCP and Trade Instructors to offer short duration courses focused on school students (Grade 9-12) or HEI students while also involving general public who want to pursue such trades for passion/hobby. **e)** ITI/Polytechnic/VET Institutions' infrastructure (equipment and spaces) to be utilised for promoting a DIY culture and creating DIY communities in each district/region to engage students and adults in individual or collaborative projects under guidance of MCP, Trade Instructors or experts from Industry. DGET, MHRD and regulators to draft framework document to facilitate such usage of resources.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
09.	Along with electives and DIY modules, all HEIs and VET Institutions (Polytechnics and ITIs) to offer a diverse range of basic vocational courses. Each student needs to mandatorily take any two such basic courses before graduating from any course. Students to be allowed to take course of their interest at any institution of their choice within the district.	2021	HEIs	No. of basic vocational courses offered; Percentage of students completing both vocational courses.

3.8 NEP CLAUSE 17: Catalysing Quality Academic Research in All Fields through a new National Research Foundation

3.8.1 WHAT DO WE WANT TO ACHIEVE?

I. Transform quantity and quality of research via:

    a) Governance and regulatory changes

    b) Improved funding mechanisms and incentive structures

    c) HEI development and capacity building

    d) Engaging faculty and students in serious, meaningful interdisciplinary research

    e) Collaboration, both national and international

ii. To streamline research in sync with national priorities and needs while allowing academic freedom to pursue research as intellectual pursuit.

iii. To increase Research & Innovation Budget as 3 per cent of GDP (Public and Private).

iv. HEIs to promote undergraduate students to publish research papers with senior faculty.

v. HEIs to promote joint Ph.D. programmes with industries and other universities with quality research programmes.

WHAT DO WE WANT TO ELIMINATE?

i. Underutilisation of research infrastructure.

ii. Research within discipline silos.

iii. Underfunding of research.

iv. Poorly trained researchers executing projects.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Governance and regulatory changes

- Create National Research Foundations (NRFs).
- Create an integrated national research policy cutting across disciplines.

Improved funding mechanisms and incentive structures

- Transparent, merit-based funding to faculty members from any HEI (Private or Public) via NRF.
- Department and HEI research productivity integrated into accreditation and RU/TU/AC status.
- Robust institutional research policy including research/teaching/mixed tracks, research sabbatical and faculty promotion policy.

Capacity building of faculty and institutions

- Dedicated budget allocation for research capacity building, with top researchers/HEIs offering training and mentorship to other faculty/HEIs.
- Networking opportunities for faculty with reputed scholars/research centres in their fields to provide exposure and create collaboration and mentorship opportunities.
- Encourage non-PhD faculty to enroll for and complete PhD.
- Funding to build research infrastructure at HEIs.

Encourage meaningful interdiscilpinary research

- Improve output of PhD programmes by linking with accreditation. More fellowships and scholarships to attract and train good researchers.
- Inclusion of Research Internships in UG Curriculum and semester-long PG research project.
- Awards and incentives for best research with special focus on interdisciplinarity for students and faculty.
- Encourage national and international collaboration. Interdisciplinary socially-relevant projects to receive priority funding.

Balance academic freedom and national priorities

- Create National Knowledge Clearinghouse with strong interdisciplinary research communication capabilities to act as conduit to pass national policy priorities to researchers.
- Encourage project proposals from faculty doing research for pursuit of knowledge in addition to immediate national policy mandate.
- National Digital Library of India to ensure access of high-quality research journals /databases to all HEIs (Public or Private).

Increase R&D budget

- Allow Industry and Government to pool funds within NRF with tax incentive to industry and option to fund projects directly.
- Central government to park a pre-committed fund as a percentage of budget every year for research.
- Introduce a cess on GST/Income tax to be utilised for funding research and capacity building of HEIs.

3.8.2 Implementation Plan

Objective - 1

To transform quantity and quality of research via governance and regulatory mechanisms.

Overview

Clauses in scope	17.8, 17.9, 17.10
Corollary Clauses	20.6
Policy timeline	2030
Enabler/PR	Legislation
Actors Responsible	Ministry of Education–Centre; Ministry of Education–States; NRF; SRF; HECI–NHERC;

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Establish Central Funding Agency**			
01.	Draft and pass central legislation to establish National Research Foundation (NRF) as the key central funding agency to govern, regulate and streamline all academic research.	2021	Ministry of Education, Centre	Draft and pass NRF legislation; Draft and release rules governing the acts after thorough consultation
02.	MoE to facilitate creation of the NRF-HECI (HEGC) Coordination Council to ensure HEI regulations and institutional and individual (faculty level) incentive structures are aligned to promote impactful research.	2021	Ministry of Education, Centre	Notification for creation of NRF-HECI Coordination Council; Selection of members for Council
03.	a Enable NRF to play role of major funder by bringing on board existing sector/discipline-specific funding agencies onto single platform. b NRF Committees to draw members from across states for locally relevant projects to ensure non-duplication of efforts while ensuring no bureaucratic hurdles get added due to this.	2021	NRF	Create NRF Central Committee with sectoral/disciplinary experts; Create NRF-HECI Coordination Council; Draft and release rules and regulations governing these bodies

Objective - 2

To transform quantity and quality of research via improved funding mechanisms and incentive structures.

Overview

Clauses in scope	17.8, 17.9, 17.10, 17.11
Corollary Clauses	NA
Policy timeline	2030
Enabler/PR	NRF, SRF, NRIF, and SRIF Acts to come into force
Actors Responsible	NRF; SRF; NAC/NAAC; NHERC; HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Establish transparent and efficient funding mechanisms for all HEIs and Faculty members**			
01.	Create mechanisms for providing transparent, merit-based funding to students and faculty members from any HEI (Private or Public) in India via NRF.[9] Focus to be on quality of proposal and capabilities of research team and not on institutional affiliation of team members.	2021	NRF	Policy documents delineating process from project announcement to project closure; Web portal to facilitate whole process; Mechanism to select reviewers for blind peer review of project proposals
02.	NAAC/NAC to identify an accreditation process to assess the research productivity of HEIs. This accreditation can be integrated within the overall NAC/NAAC Accreditation process.[10]	2021	NAC/NAAC	Accreditation Framework document with detailed criteria for HEI, Department, and Faculty research scores; Web portal to facilitate accreditation process.

[9].The following mechanisms can be utilised: Online project announcement and submission. Double blind peer-reviewed project submission and feedback at initial stages, with reviewer allocation without human intervention. Transparent, timely decision on grant proposals with detailed comments. Clear matrix for project evaluation to be released with every project. Progress-linked stage wise automated release of funds after peer review and audit. Project microsites hosted on NRF/SRF portal with project details including project deliverables, progress tracking, and results/outcomes. Researcher and Institutional reputation ranking based on past project performance linked to future project funding.

[10].Technology should be used to conduct data analytics; Artificial Intelligence can be used to automate the evaluation process.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	Research accreditation to be done at HEI, School/Department as well as at individual faculty level. Recognise departments/schools at HEIs for their combined research output and impact via accreditation process.[11]			
★	**Align Institutional and Individual Incentive Structures to promote High Quality Research**			
03.	**Institutional:** (a) RU, TU, and AC status to be linked with research output of individual departments as well as the HEI. Pathways for transition from AC to TU to RU to be linked to research output parameters. (b) Faculty at any HEI (private or public) to have option to independently apply for NRF/SRF research grants.	2022	NRF, SRF	Department Research Output Framework document; Department Research Rankings; Guideline document for AC-TU-RU transition
04.	Develop a robust institutional level research policy[12] including research/teaching/mixed tracks, research sabbatical and faculty promotion policy.[13]	2022	HEIs	Rules for faculty tracks (including KPIs, promotions, workload, etc.) by HECI; HECI to create Research Sabbatical Model Guidelines, with each Public and Private HEI creating/modifying its own policy

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[11]. Include a separate metric for research produced by external faculty by utilising any HEI department's infrastructure/resources.

[12]. This will need to be implemented in synchronisation with the graded autonomy status of the HEI.

[13]. **a)** Research Track, Teaching Track, and Mixed Tracks to be created for faculty, with promotion criteria linked to research &/or teaching output. **b)** Research Sabbatical for 1-2 semesters to be made available to all faculty members across any type of HEI; Future sabbaticals to be linked with research output from previous sabbatical or from period after that. **c)** Recognise outstanding research and researchers by creating awards for individuals and project teams. **d)** Provide flexible work conditions (e.g. no teaching for one year; significantly reduced administrative workload) to facilitate researchers with proven track record. e) Faculty research accomplishments to be a key criterion for promotion to leadership positions within a university, especially RU and TU. f) Significant incentives for publication in top journals and patents filing

Objective - 3

To transform quantity and quality of research via HEI Development and Capacity Building.

Overview

Clauses in scope	17.9
Corollary Clauses	22.9, 22.16, 22.19, 23.11, 24.4
Policy timeline	
Enabler/PR	Budgetary allocation
Actors Responsible	Ministry of Education, Centre and State; NRF; SRF; HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Develop research capabilities of public HEI faculty and institutions**			
01.	Dedicated budget allocation for research capacity building.	2021	Ministry of Education, Centre and State	Amount of budget allocated by Ministries for research capacity building; Percentage of total research budget allocation to capacity building
02.	Establish a framework by which top-graded HEIs will mentor other HEIs.[14] Create opportunities for faculty to travel for high quality national and international conferences to gain exposure and build personal and institutional networks. Create inter-university collaboration to engage top researchers from partner institutions to mentor home institution faculty and collaborate on joint research projects.	2022*	HEI	Percentage of faculty successfully received NRF/SRF/Other research grants; Percentage of faculty granted patents or publishing in non-predatory, high quality journals with a minimum impact factor.

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[14].The following can be considered as pathways to mentorship and training of HEIs and faculty members: **a)** Create Semester-long intensive, hands-on (Physical/Blended/Online) workshop mode training programmes for Public HEI Faculty(open to private HEI Faculty and independent researchers also upon payment or via competitive scholarships) combined with live projects for faculty by mentor institutions. **b)** Train Public HEI faculty to plan and design research projects, project proposal writing and pitching, project execution, research article writing and publishing, IPR-Patent filing, etc.. **c)** Enable short- and medium-term competitive research opportunities as Research Assistants for faculty from target institutions in labs/projects of well-established researchers at top-rated HEIs/departments (via sabbaticals).

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
03.	Develop incentives to encourage non-PhD faculty to enrol for and complete PhD and link PhD to faculty promotion. Increase the number of PhD scholars with a focus on tracking PhD research output (no. of journal publication weighted for impact factor; Number of patents arising directly from PhD research, etc.).	2021	HEIs	Increase in percentage of faculty with PhD degree; Percentage increase in PhD scholars; Increase in average research output of PhD scholars (journal publications weighted for impact factor; patents).
04.	Self-audit PhD programmes by HEIs to match the accreditation standards. Develop joint PhD programmes in collaboration with corporates that are industry leaders in the specific sector and foreign universities with highly ranked departments vis-à-vis their research output.	2021	HEIs	No. of institutions receiving minimum accreditation score for PhD programme
05.	Eligible HEIs to modify/create rules for hiring of talented scholars as Research Assistants (including current students).	2022	NRF	Research Proposal evaluation rubric
★	**Create a culture of boundary crossing multidisciplinary research, especially involving both science and social science**			
06.	**Interdisciplinary projects:** NRF/SRF to establish a system to give additional weight to the research team's interdisciplinary expertise for evaluating each project, with specific projects mandating such interdisciplinary PIs.	2022	NRF	Research Proposal evaluation rubric.
07.	**Interdisciplinary courses:** Faculty to co-create interdisciplinary courses (IDC) with their peers across departments (at least one such course per year) to facilitate boundary crossing discussions.	2022*	HEIs	No. of interdisciplinary courses offered; Percentage of students opting for IDC; Percentage of faculty involved in teaching 2-discipline and 3-discipline courses.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
08.	**Student Research:** Develop incentives to encourage masters and PhD students to undertake inter-disciplinary research projects for research internships and thesis.	2021	HEIs	Percentage of student thesis/projects involving more than one discipline.
09.	**Promotion of Indian Languages, Arts, and Culture via research:** NRF/SRF to have projects specifically focused on preservation and propagation of Indian arts, crafts, historical artefacts, languages, etc.[15]	2023	NRF	No. of projects funded by NRF/SRF focused on classical, tribal, or endangered languages; Amount of funding to such projects as percentage of overall NRF/SRF funding; No. of patents, journal articles and Scopus (or similarly placed quality mechanisms) indexed books and videos/documentaries from such projects.

Objective - 4

To transform quantity and quality of research via engaging students in serious, meaningful research.

Overview

Clauses in scope	17.8
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	None
Actors Responsible	NRF, SRF, HECI-GEC, HEIs, National Testing Agency

[15].Further details in Clause 22

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Engaging HEI students in meaningful research**			
01.	Inclusion of Research Internships in UG curriculum and semester long research project to be mandatory for PG programmes.	2022	HEI	Percentage of HEIs with mandatory UG and PG research component in credit structure; average percentage of credits earned via research focused projects.
02.	NRF to establish a process to fund student-faculty joint projects focused on finding novel solutions to existing local or national problems.	2022	NRF, SRF	No. of student-faculty projects funded; Total amount of funding for student-faculty joint projects.
03.	Each HEI to create fund for student research projects to be awarded after competitive proposal pitch; alumni can start research scholarships to be awarded to students after competitive pitching. Create research groups including faculty, PhD students and Research Associates to deeply engage in research endeavours and produce high quality publications/patents.	2022*	HEIs	No. of student projects funded; Total amount of funding for student projects; No. of joint student-faculty publications in top journals of the field.
04.	Set up an award scheme for best student research projects in multiple categories, with special focus on interdisciplinarity.	2022	NRF, SRF	No. of student projects applying for awards; No. of interdisciplinary projects as a percentage of total projects.
★	**Identify interests and talent of school students and engage them in meaningful research**			
05.	Establish collaborations to create research ecosystem at school level and connect HEI labs and researchers to students and faculty at schools to nurture talent via internships.	2023*	HEIs	No. of school students interning with HEI faculty; No. of School-University joint projects.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
06.	Develop school-level research awards for best projects at state and national levels to inculcate the orientation of research at pre-higher-education stage. Student research output to be introduced as one criteria for HEI UG admissions.	2022	NRF	No. of school students applying for awards; No. of school students' projects clearing 1st stage of application process.
07.	Use a combination of National Talent Search Examination, Research Fellowships and Career Counselling to identify and nurture students' interests and talent for research.	2022	NRF	Policy document with clear pathways from School to HEI labs; No. of school students qualifying the selection process to get training from such programmes.

Objective - 5

To streamline research in sync with national priorities and needs, while allowing academic freedom to pursue research as intellectual pursuit.

Overview

Clauses in scope	17.10, 17.11
Corollary Clauses	22.16, 22.17, 22.19, 23.3, 23.4, 23.6, 23.8, 23.12, 24.4, 24.5
Policy timeline	2025
Enabler/PR	None
Actors Responsible	Ministry of Education–Centre; Ministry of Education–State, NRF; SRF, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	NRF to fund research in sync with policy priorities			
01.	**National Knowledge Clearinghouse:** NRF to create a "Knowledge Clearinghouse" with an aim to make all relevant cutting-edge research accessible to the policymakers to enable better decision-making, the scientific community to enable greater	2021	NRF	Creation of Knowledge Clearinghouse; Recruitment and joining of employees in core positions (including leadership).

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	interdisciplinary research and communication, as well as to the general public to develop scientific temper. It will have permanent and temporary positions alongside tapping into HEI network for specific projects. National Knowledge Clearinghouse to also act as conduit to pass national policy priorities to researchers.			
02.	**National Educational Technology Forum (NETF)** to coordinate research projects at the intersection of Ed. Tech and Indian Classical/Endangered/ Tribal Languages and Arts/culture as well as for enabling access to SEDG (including *Divyangs*).	2022	NRF	Establishment of NETF; Amount of Funding made available to NETF; No. of research projects funded by NETF; Average funding utilised to generate each patent and journal article; No. of patents or research projects resulting in commercialisation.
03.	Central and State Governments to ensure all faculty and students at public HEIs have access to suitable digital infrastructure, including hardware/software recommended by NETF.	2025	Ministry of Education, Centre and State	Quantum of Budget allocation under Digital Infrastructure for HEI head; No. of HEIs with access to all digital infrastructure recommended by NETF.

⭐ **NRF to promote Academic Freedom**

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
04.	NRF to set up processes to strongly encourage project proposals from faculty doing research for pursuit of knowledge in addition to immediate national policy mandate and to provide funding based on strength of proposal.	2022	NRF	No. of project proposals with non-policy-mandated focus approved; per cent of funding going to non-policy-mandated projects.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	National Digital Library of India: NRF to coordinate with National Digital Library of India (NDLI) to ensure access of high-quality research journals and databases to all faculty or students across all HEIs (Public or Private).[16]	2022	NRF	Percentage of of HEIs with access to centralised National Digital Library; No. of high quality, non-predatory journals and databases subscribed by NDLN.
★	**Promote multidisciplinary research projects and effective utilisation of research infrastructure**			
06.	Streamline research funding for multidisciplinary projects with NRF acting as a coordinator to synergise sector-specific funding.	2022	NRF, SRF	Ratio of multidisciplinary projects to all research projects funded by NRF/SRF; Ratio of single discipline projects funded by sector-specific agencies to projects funded via NRF.
07.	A system to be put in place for improving productivity of research and using resources more efficiently: a) Cross-utilisation of research infrastructure across public and private HEIs (including journal and database access; research labs with specialised equipment). b) Audit and ranking of research infra at department and university levels to encourage HEIs to improve facilities.	2022	NRF, SRF	No. of successful proposals involving research infrastructure outside own university; Quantum of research funding generated; No. of research articles in high impact factor journals; No. of citations (overall; by researchers outside institution); no. of patents granted; no. of patents commercialised via licensing or outright sale to industry; Amount spent per patent; Amount spent per unit impact factor; Amount spent per citation.

16. The draft Science, Technology, and Innovation Policy released by Department of Science and Technology proposes to have "one nation, one subscription" policy.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
08.	Research productivity tracking system to be established at individual faculty and department levels, including a separate metric for research produced by external faculty by utilising department's infrastructure.	2023	HEIs	Updated annual research productivity tracking data on website of HEI.
09.	HEIs to engage in national and international research collaborations via joint projects, researcher exchange, research symposiums/conferences, etc. to ensure their top research talent is used productively.	2022	HEIs	No. of joint projects (national/international) initiated and completed; Research output per joint project (compared to intra-HEI projects).

Objective - 6

To increase Research & Innovation Budget as a percentage of GDP (Public and Private).

Overview

Clauses in scope	17.3
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	None
Actors Responsible	Ministry of Finance-Centre, Ministry of Finance-State, NRF, SRF, HECI-HEGC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Public-Private Partnership to encourage research			
01.	**Funds Pooling:** Establish mechanism to allow Industry-Government to pool funds within the NRF; Allow large donors to specify sector/discipline to which they want their NRIF/SRIF contribution to go.	2022	NRF	Amount of funds pooled for disbursement from/via NRF/SRF; No. of large donors engaged.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	**Tax Incentives:** Put an incentive structure in place which will encourage corporations or philanthropists to create endowment funds (with tax benefits) to fund research via NRF; Funding award to be instituted in name of donor.	2022	Ministry of Finance, Centre & State	Amount of fund made available by non-government entities; Funding of percentage of non-government entities funding as percentage of total research funding.
03.	**Direct funding of projects:** Establish mechanism within NRF to facilitate industry to sponsor research in HEIs and retain intellectual property emerging out of it along with researchers involved in project	2022	NRF	Amount of funding by industry to HEIs; No. of projects involving industry-academia collaboration.
04.	a) Central and State governments to park a pre-committed fund (as fixed percentage of budget) every year for research funding, which cannot be utilised for any other purpose. b) Central and State budgetary commitments and disbursals to become a metric in state innovation rankings.	2022	Ministry of Finance, Centre & State	Funding committed for research as percentage of GDP; Total score of states on Innovation.

3.9 NEP CLAUSE 18: Transforming the Regulatory System of Higher Education

3.9.1 WHAT DO WE WANT TO ACHIEVE?

Overhauling of the higher education regulatory structure such that distinct functions of regulation, accreditation, funding and academic standard setting are performed by distinct, independent, and empowered bodies. To this end, the following bodies should be established with clear regulatory framework:
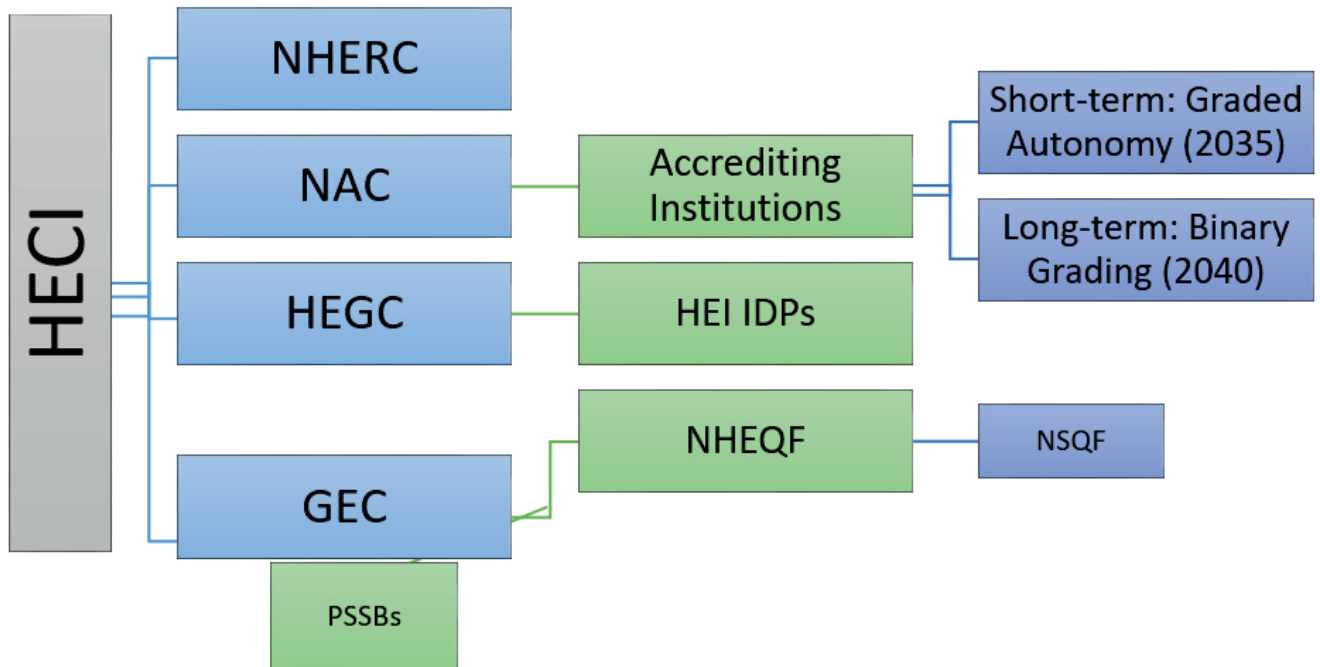
i.   Establishment of the Higher Education Commission of India (HECI). The HECI is proposed to adhere to the following three principles:

   a. The HECI, the highest regulatory body governing higher education in India, should represent the country's vivid versatility including diversity of its higher education sector. As the first principle, HECI membership should represent institutional, gender as well as disciplinary diversity.

   b. Although the highest regulatory body governing higher education in India, the HECI should, however, aim to govern 'light but tight' only. It should neither over-regulate its four verticals, namely the NHERC, the NAC, the HEGC and the GEC, in particular, nor aim to over-govern the higher educational landscape, at large. It should encourage autonomy and command accountability by design.

   c. The functioning of HECI should follow the four sequential mechanisms of preparation of the guidelines, supporting the verticals with implementation, tracking and monitoring of the working of the four verticals. It should also review the outcomes while acknowledging bottlenecks and appreciating constructive feedback.

ii. Establishment of the National Higher Education Regulatory Council (NHERC). The NHERC is proposed to adhere to the following three principles:

   a. India is a federal polity and Indian higher educational landscape has a federal structure too. The NHERC should establish a regulatory framework that acknowledges and appreciates the federal structure of higher education. It should encourage coordination and cooperation among the MoE, State governments, the Education Departments of the states and the SHEC.

   b. While NHERC should ensure that all multidisciplinary HEIs will aim to pursue teaching, research and community engagement of the highest quality, it should acknowledge and encourage various models of excellence in higher education.

   c. The NHERC should act as a facilitating body which not only overlooks and takes action for adherence/non-adherence to regulatory norms but also encourages HEIs to achieve and maintain them.

iii. The NAC is proposed to adhere to the following three principles:

   a. The NAC should act as a meta-accrediting agency which will encourage decentralisation of accreditation process on the one hand and transparency and accountability of the accrediting institutions, on the other.

   b. The NAC framework should envisage to accredit HEIs for graded autonomy in the short run and for a binary autonomy in the long run.

   c. The NAC framework should empower all HEIs to take actions that are not prohibitive, encourage them to be responsive to the need of the students, faculty and staff, and envision them to reach to the epitome of excellence for the larger societal transformation.

iv. Establishment of the Higher Education Grants Council (HEGC) which may adhere to the following principles:

    a. The HEGC framework should support financial autonomy of the HEIs, however, encourage financial responsibility.

    b. Instead of mechanistic devolution of funds with too much concentration of power in the funding agency, systematic disbursement of funds on the basis of norms, plan and performance.

    c. While norm-based funding is encouraged, the HEGC needs to account for sources of real financial constraints of the HEIs and the state governments.

v. Establishment of the General Education Council (GEC) which may adhere to the following principles:

    a. The GEC to determine the 'Graduate Attributes' which can be as under: i) Subject knowledge expert, ii) Critical thinker and doer, iii) Clarity of thought and communication.

    b. The GEC should strive to integrate vocational education into higher education by establishing a National Higher Education Qualification Framework (NHEQF).

    c. The GEC needs to establish guidelines for seamless transfer of credit from one HEI to another as well as establish norms at par with international standards. To ensure teaching, research, community engagement and character building.

WHAT DO WE WANT TO ELIMINATE?

i. Heavy handedness in regulatory structure with heavy concentration of power within a few bodies.

ii. Overlapping mandates and conflict of interest among different regulatory bodies.

iii. Lack of accountability among regulatory bodies and lack of checks and balances in the system.

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                    ┌─────────────────┐
                    │      NHERC      │
                    │                 │
┌────┐              ├─────────────────┤         ┌──────────────────┐         ┌──────────────────────┐
│    │              │                 │         │   Accrediting    │         │ Short-term: Graded   │
│    │              │      NAC        │─────────│   Institutions   │─────────│  Autonomy (2035)     │
│    │              │                 │         │                  │         ├──────────────────────┤
│ H  │              ├─────────────────┤         └──────────────────┘         │ Long-term: Binary    │
│ E  │              │                 │         ┌──────────────────┐         │  Grading (2040)      │
│ C  │              │      HEGC       │─────────│    HEI IDPs      │         └──────────────────────┘
│ I  │              │                 │         │                  │
│    │              ├─────────────────┤         └──────────────────┘
│    │              │                 │         ┌──────────────────┐         ┌──────────┐
│    │              │      GEC        │         │      NHEQF       │─────────│   NSQF   │
└────┘              │                 │         │                  │         └──────────┘
                    ├─────────────────┤         └──────────────────┘
                    │     PSSBs       │
                    └─────────────────┘
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3.9.2 Implementation Plan

Objective - 1

Establishment of the Higher Education Commission of India (HECI).

Overview

Clauses in scope	18.2, 18.9, 18.10
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	NA
Actors Responsible	Ministry of Education, GoI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establishment of a National level NEP Implementation Standing Committee with select Vice-Chancellors/Directors of universities/institutes respectively, in both public and private sectors for informing apex level regulatory reforms as envisaged in NEP 2020. The Committee in consultation with CABE will come up with its report. In the future, the Committee will keep acting as the bridge between the HEIs and the MoE in the process of the implementation of the NEP 2020.	2021	MoE, GoI, VCSC, CABE	The Report of the Vice-Chancellors Standing Committee (VCSC) for the Implementation of NEP 2020.
02.	Constitution of the National Education Ministers' Council with Education Ministers of all states and UTs, and chaired by the Union Minister for Education, to monitor the regulatory reforms of NEP 2020. The Council will come up with its report and suggestions to implement the regulatory reforms of NEP 2020.	2021	MoE, Centre	The Report of the National Education Ministers' Council (NEMC) for the Implementation of the NEP, 2020.
03.	Repealment Amendment of University Grants Commission Act, 1956.	2021	MoE, Centre	NA

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
04.	Enactment of HECI Act, 2021 (revisit the HECI Bill, 2018).	2021	MoE, Centre	Establishment of HECI, creation of its website and mandatory disclosure of all the processes including the process of the appointment of the HECI members and the Chairperson.
05.	Setting up of HECI Search Committee to appoint the members of HECI as per the HECI Act.	2021	MoE, Centre	Establishment of HECI Search Committee with clear mandate.
06.	Appointment of the Chairperson of HECI and the members of the HECI.	2021	HECI Search Committee	NA
07.	For the seamless movement from the existing system to the new regulatory system, a dedicated office at the MoE.	2021	MoE, Centre	The establishment of the Resource Management for Transformation of Education (RMTE) and eventual successful upgradation (if required) and reallocation of the erstwhile UGC employees and physical resources.
08.	Establishment of a dispute settlement wing of HECI to resolve conflict between the four verticals of HECI.	2021	HECI	Establishment of Dispute Resolution Wing of HECI.
09.	The Ministry of Education should set up the Resource Management for Transformation to Education (RMTE) to train, upgrade and reallocate the resources including human resources of erstwhile institutions.	2021	MoE, Centre	Eventual successful upgradation (if required) and reallocation of the erstwhile NAC employees and physical resources.

Objective - 2

Establishment of the National Higher Education Regulatory Council (NHERC).

Overview

Clauses in scope	18.3, 18.10
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	Revisiting and repealing acts, and enacting new legislation
Actors Responsible	Ministry of Education, GoI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HECI to conduct consultation meetings of representatives from regulatory bodies such as the UGC, the AICTE, etc.	2021	HECI	Guidelines for seamless shift from multiple regulatory system to single regulatory system.
02.	Repealment and amendment of related Acts and enactment of new Bills to establish NHERC.	2021	MoE, Centre	The NHERC Act to be passed.
03.	HECI to establish its first vertical, the NHERC and appoint members and Chairperson of the NHERC.	2021	HECI	Establishment of NHERC.
04.	Restructuring of the existing regulatory bodies to enable single point regulation and finalisation of NHERC rules and regulations.	2021	NHERC	Establishment of rules and regulations of NHERC.
05.	On the basis of NAC accreditation, provisioning of graded autonomy to HEIs by NHREC. **Stage 1** - HEIs can initiate their accreditation process by 2023. **Stage 2** - All HEIs across India will need to ensure one cycle of accreditation by 2030. **Stage 3** - Based on outcome of the Stage 1 Accreditation, HEIs will need to make the required amends, if applicable, and undergo the next round of accreditation to meet the minimum grade requirement specified by NAC by 2035.	2025	NHERC and NAC	Graded autonomy to all HEIs.

Objective - 3

Establishment and the working of the National Accreditation Council (NAC).

Overview

Clauses in scope	18.2, 18.9, 18.10, 19.3
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	Revisiting and repealing acts, and enacting new legislation
Actors Responsible	Ministry of Education, GoI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HECI to facilitate consultation meetings with representatives from the existing NAAC and NBA as well as representatives from select HEIs to establish NAC guidelines accounting for disciplinary differences	2021	HECI	Report of the consultation meetings on future NAC framework.
02.	HECI to establish its second vertical, the NAC, and appoint members and Chairperson of NAC.	2021	HECI	Establishment of NAC, creation of its website and mandatory disclosure of all of its processes, including the process of appointment of NAC members and Chairperson.
03.	NAC to establish its framework and guidelines, including clarity on nature, characteristics, role and responsibilities of the accrediting institutions.	2021	NAC	Establishment of NAC rules and regulations

Objective - 4

Establishment of the Higher Education Grants Council (HEGC).

Overview

Clauses in scope	18.5
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	Relooking and repealing Acts and enacting new legislation
Actors Responsible	Ministry of Education, GoI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HECI to establish its third vertical, the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and progress made on their implementation. Appointment of Chairperson of the HEGC.	2021	HECI	Establishment of HEGC with its fully functional website.
02.	Establishment of the rules and regulations of HEGC in consultation with VCSC and NEMC for the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.	2021	HECI: HEGC	Establishment of HEGC rules and regulations.

Objective - 5

Establishment of the General Education Council (GEC).

Overview

Clauses in scope	18.6, 18.7, 18.10
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	Revisiting and repealing acts, and enacting new legislation
Actors Responsible	Ministry of Education, GoI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establishment of the fourth vertical of HECI, the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes. Appointment of its Chairperson and members.	2021	HECI	Establishment of GEC with its fully functional website.
02.	GEC to establish guidelines on 'Graduate Attributes'.	2021	HECI: GEC	Establishment of GEC with its fully functional website. 'Graduate Attributes' to be uploaded on the GEC website.
03.	A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education with higher education.	2021	HECI: GEC	Establishment of a National Higher Education Qualification Framework (NHEQF).
04.	In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, etc., through the NHEQF. Equivalence can be carried out by the AIU.	2021	HECI: GEC, AIU	Guidelines for Credit Transfer and Equivalence.
05.	Professional Standard Setting Bodies (PSSBs) to be set up with a Chairperson. The PSSBs will represent professional councils such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET), etc.	2021	HECI: GEC	Establishment of PSSBs with its fully functional website.
06.	Appointment of representatives from PSSBs as members of GEC. PSSBs as part of GEC would also set the standards in or expectations from particular fields of learning and practice while having no regulatory role.	2021	HECI: GEC	Members of PSSBs to be stablished.

3.10 NEP CLAUSE 19: Effective Governance and Leadership for Higher Education Institutions

3.10.1 WHAT DO WE WANT TO ACHIEVE?

Increase in streamlined and consistent management of HEIs, more transparency in the operations, self-governance, and accountability in institutional leadership. These can be achieved through the following steps:

i. Identify standardised regulatory requirements from HEIs for establishment of Board of Governors.

ii. Develop a structure of graded autonomy for the HEI Boards.

iii. Establishment of Board of Governors with an IDP at every HEI to enable self-governance.

iv. Nurturing of faculty members to take up positions of leadership within institutions.

v. HEIs to ensure hard infrastructure like classrooms, laboratories, gym, healthcare, etc.

vi. Receiving sufficient funding from the government.

vii. HEIs to be in contact with their alumni.

viii. HEIs to have a 5-year financial plan.

WHAT DO WE WANT TO ELIMINATE?

i. Lack of accountability, transparency and ownership in HEI governance.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Establishment of Regulatory Requirements

- Amendment of the University Act regarding the mandate for having a Board of Governors and establish the role of existing Executive Councils in University Governance, and whether it can be replaced as the overarching board in the university administration.
- Identifying the process to establish the very first Board of Governors.
- NHERC/UGC to set up a guidelines to be followed by HEIs while establishing the Board of Governors.
- Graded autonomy guidelines to establish the autonomy levels of the Board to be established.
- NHERC/UGC to identify these guidelines by 2021; It can undergo revisions in order to improve the framework after every 5 years.

Capacity building of the extant HEIs which aim to become an MU/become a part of an MU.

- HEIs to immediately establish their Boards of Governors and EEC, and appoint suitable stakeholders.
- HEIs to develop their Institutional Development Plans by 2021.
- HEIs to prepare their first round of disclosure by 2021.
- HEIs to onboard a third party auditor and initiate the disclosure audit by 2021.
- All HEIs to undergo the disclosure audit by 2022.
- Newly established HEI Clusters, MERUs and MUs need to undergo a round of audit. By 2035 All HEIs to complete at least one round of disclosures and audit.

3.10.2 Implementation Plan

Objective - 1
Define the Governance Framework for Board of Governors.

Overview

Clauses in scope	19.1,19.2,19.3,19.4,19.5
Corollary Clauses	NA
Policy timeline	2035 *(this includes the time required for implementation)*
Enabler/PR	NA
Actors Responsible	NHERC

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Regulatory Framework for University Boards**			
01.	Amendment of the University Act regarding the mandate for having a Board of Governors and also establish the role of existing Executive Councils in the university governance structure, and whether it can be replaced as the overarching board in the university administration.	2021	Governments, Central and State	University Act : Amendment
02.	Identify the regulatory frameworks required for the Board of Governors. Consider the following criteria: Size, Reporting Structure, Meeting Frequency, Modus Operandi, Gender/Other diversity Criteria, Selection Criteria/ Election Procedure, Tenure, Reselection criteria, Composition, Establishment of disclosure requirements.	2021	NHERC	Board Regulatory Framework Document
03.	Establish the process to select the Board of Governors.	2021	NHERC	Selection Process for the first Board of Governors.
04.	Identify the accreditation level with the corresponding BoG Autonomy.[17]	2021	NHERC	Board Regulatory Framework Document

[17].https://link.springer.com/chapter/10.1007/978-3-319-77407-7_37#CR1

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	Build a template of mandatory requirements for the Institutional Development Plan (IDP).	2021	NHERC	IDP Template
06.	Identify and list the accredited set of third party auditors for attesting HEI disclosures.	2021	NHERC	List of authorised auditors

Objective - 2

Implement the Board of Governors for Universities.

Overview

Clauses in scope	19.1,19.2,19.3,19.4,19.5
Corollary Clauses	NA
Policy timeline	2035
Enabler/PR	Legislation, Governance Dashboard, Accreditation
Actors Responsible	HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Implementation of Board of Governors at Universities			
01.	Identify the Board of Governors' Structure. Below is a list of possible options (this list is not exhaustive): Type – The European model[18] could be adopted – Unitary (single body)/ Dual (two bodies) Sub type – Traditional (equal power in all bodies)/ Asymmetric (more power aligned to a single body) Align the role of the Executive Council as per the new regulation.	2021	HEI	BoG Structure

[18].https://link.springer.com/chapter/10.1007/978-3-319-77407-7_37#CR1

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Identify the suitable parameters: Size, Reporting Structure, Meeting Frequency, Modus Operandi, Gender/Other diversity criteria, Selection Criteria/ Election Procedure, Tenure, Reselection criteria, Composition requirements (academic/non-academic, students, external, etc.).	2021	HEI	BoG Organisation Chart RACI Matrix
03.	Create a customised set of Board Procedures and Protocols.	2021	HEI	Procedure Documents
04.	Identify the Advisory Councils which will support the decision-making, research work and reporting of the BoG.	2021	HEI	Advisory Council
05.	Identify and onboard an audit partner to audit the required HEI disclosures.	2021	HEI	Audit Agreement
06.	Identify the Eminent Expert Committee (EEC).	2021	HEI	EEC Organisation Structure + RACI Matrix
07.	Develop the IDP.	2021	HEI	IDP
08.	Initiate leadership development programmes for nurturing talent to take on suitable positions of leadership.	2021	HEI	Leadership Development Programmes
09.	For newly formed HEI Clusters/ MUs/MERUs, complete the BoG+IDP process stated in the above steps.	2035	HEI	BoG and IDP for all HEIs

3.11 NEP CLAUSE 20: Professional Education

3.11.1 WHAT DO WE WANT TO ACHIEVE?

i. Convert single stream professional education institutions into multidisciplinary institutions.

ii. Create a regulatory framework to benchmark HEIs with high standards instead of current focus on minimum standards.

iii. Improve skills of students to make them ready for employment with a focus on global competitiveness and local relevance.

iv. Ensure that teaching and research within professional degree institutions are contributing to local, regional and national objectives.

v. To provide more e-content for medical students in SWAYAM and other government initiated online platforms.

WHAT DO WE WANT TO ELIMINATE?

i. Single faculty professional degree institutions/universities.

ii. Unemployable graduates.

iii. A regulatory framework that focuses on achieving minimum standards.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Teaching

- Greater number of interdisciplinary courses/programmes to be offered.
- More course and research projects to be done in collaboration with industry practitioners.
- Engage students in long-duration apprenticeships before they graduate.
- Exit exams for all professional education graduates to ensure HEIs are held accountable for quality of learning outcomes.

Capacity building of the extant HEIs which aim to become an MU/become part of an MU.

- Engage in interdisciplinary research.
- Research projects in collaboration with practitioners from the field (industry).

3.11.2 Implementation Plan

Objective - 1

Convert standalone professional institutions into multidisciplinary institutions by 2030.

Overview

Clauses in scope	20.1; 20.2
Corollary Clauses	NA
Policy timeline	2030
Enabler/PR	None
Actors Responsible	HEIs, MoE, Ministry of Agriculture and Farmers' Welfare

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Expand degree programmes offered by standalone professional institutions			
01.	Standalone HEIs to conduct internal audit to identify new areas in which they can organically expand their degree offerings.	2021	HEIs	Framework document with all relevant rules and regulation.
02.	Expand physical infrastructure and hire faculty and staff to enable rollout of new courses in phases.	2022*	HEIs	Phase-wise plan for expansion.
03.	Standalone institutions to engage with other institutions in the region and create a cluster to allow students to credit courses that an individual HEI cannot offer via organic expansion.	2021	HEIs	

Objective - 2

Revitalise Agriculture Education.

Overview

Clauses in scope	20.3
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	None
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Regulatory Changes**			
01.	Move agriculture education from the State List to Concurrent List to enable the central government to provide greater support to state agricultural institutions.	2021	Ministry of Law, Govt. of India	Constitutional amendment Act
★	**Increase student intake at UG, PG, Ph.D. levels**			
02.	For UG/PG: Agriculture Universities to conduct self-audit and diversify course offerings by starting new programmes (e.g., Environmental Science, Chemistry, Microbiology, Zoology, Botany, Baking, etc.).	2022	HEIs	No. of non-core programmes started by agriculture university; percentage of students enrolled in new programmes
03.	For UG/PG: Market Agriculture degrees, especially in Tier-2 & Tier-3 cities and rural institutions.	2021	HEIs	
04.	For UG: State HEIs to start bilingual/regional language UG programmes focused on catering to the needs of local students and local farming community.	2022	HEIs	Percentage of students enrolled in bilingual/regional language programmes; Percentage of students from regional language degree programmes received offer via campus placement.
05.	For PhD.: Agriculture Universities to explore Industry Research Scholarships from agribusiness corporations to engage PhD students for working on specific research areas.	2022	HEIs	Percentage students receiving Industry Scholarships
06.	For PhD: Explore possibility of joint research projects with foreign universities with part of the student's PhD research at partner institution to make research in the agriculture sector more attractive for aspirants.	2022	HEIs	No. of MOUs signed for joint projects; No. of joint projects initiated; No. of students who pursued research at partner institution.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
07.	Provide additional funds to create new infrastructure (including labs, hostels, classrooms, etc.) to accommodate higher student intake in phases.	2022*	MoE (GoI & States); Ministry of Agriculture and Farmers' Welfare (GoI & States)	Sufficient budgetary support for all infrastructure related requirements.
08.	Create and fill additional faculty and staff positions to ensure adequate student-teacher ratio as the student intake increases over the years.	2022*	MoE (GoI & States); Ministry of Agriculture and Farmers' Welfare (GoI & States)	Approval for additional faculty and staff positions; complete recruitment.
★	**Improve quality of education in Agriculture Universities to produce better skilled graduates and technicians**			
09.	HEIs to provide latest pedagogical training to all faculty (new recruits to senior faculty).	2021	HEIs	Percentage of faculty successfully completing training; Percentage difference in baseline learning outcomes vs outcomes after training.
10.	Initiate interdisciplinary projects to document local traditional knowledge in collaboration with other HEIs in the region.	2021	HEIs	No. of interdisciplinary projects; Website/Mobile App to disseminate documented knowledge.
11.	Translation of study material into regional languages with the help of regional HEIs and Institutions of Translation and Interpretation.	2022*	HEIs	No. of pages translated; No. of books translated; No. of languages in which books are translated.
12.	Engage progressive local farmers/fishermen/animal breeders, etc. and industry professionals as practitioners to teach students about local practices, experiments, and challenges.	2021	HEIs	No. of practitioners engaged as teachers; No. of sessions offered by practitioners.
13.	Create research internships for PG and PhD students with top research institutions in India and international partner institutions.	2022	HEIs	Percentage of students engaged in research internships.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
14.	Engage UG students in long duration field exposure via apprenticeships with progressive practitioners in the region.	2022*	HEIs	Percentage of students engaged in apprenticeship.
15.	Create structures like Entrepreneurship Cells and Incubators to allow more UG/PG/PhD students to become entrepreneurs. Provide more hands-on internships. Programmes like READY (Rural Entrepreneurship Awareness Development Yojna) can be used to coordinate efforts across all Central and state HEIs in this direction.			
16.	Design courses to provide non-agriculture background PhD students to gain exposure to the field practices (e.g. M.Sc. Biotechnology student joining PhD (Biotech) in an agriculture university).	2022	HEIs	No. of new courses offered.
★	**Improve research output of Agriculture Universities**			
17.	Track, measure, and publicise research output at individual faculty member, department, and university level (including no. of patents; no. of articles published in high impact journals, citation index, successful technology transfer, etc.).	2021*	HEIs	Index of individual, departmental, and HEI research productivity.
18.	Engage with other HEIs in the region to increases cross-utilisation of research infrastructure.	2021	HEIs	No. of cross-HEI projects; No. of projects involving cross-HEI infrastructure.
19.	Upgrade lab infrastructure by providing funding to all state and central agriculture universities	2021*	Central and State governments	Amount of funding released and utilised for research infrastructure upgradation.
20.	Improve intra-university collaboration among departments to design and execute research projects meaningful for meeting regional and national needs.	2021*	HEIs	Percentage of projects that cross department boundaries.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
21.	At least one course each semester for UG/PG students to have a significant component of extension to help farmers/community improve productivity and incomes.	2021*	HEIs	Revised course outlines.
22.	Agriculture Extension work to be included as a formal part of performance indicators for all faculty.	2021	HEIs	Revised faculty KPIs
23.	Research of all faculty to specifically focus on improving farmer productivity and income in the local area.	2021*	HEIs	Institutional report providing HEI contributions.

Objective - 3

Revitalise Legal Education.

Overview

Clauses in scope	20.4
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	None
Actors Responsible	HEIs; Bar Council of India (BCI)

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	Make Indian legal education globally competitive			
01.	BCI to engage top university researchers to benchmark UG legal curriculum of top law colleges in the world and make it mandatory to have certain compulsory elements as part of LLB curriculum for all legal institutions in India.	2021	BCI	Report on Global legal curriculum.
02.	BCI Committee to invite the best legal pedagogues of India and the world and conduct training workshops for Indian legal educators with a focus on UG teaching.	2022*	BCI	Report on best pedagogies in legal classrooms; Conduct workshops for faculty and PhD students (future faculty).

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
03.	HEIs to self-audit own curriculum and pedagogies and benchmark against BCI's global legal curriculum report parameters.	2022*	HEIs	Survey of UG pedagogies and curriculum in Indian legal classrooms (BCI); HEI self-audit reports.
04.	HECI-GEC to benchmark Indian universities' PG and PhD programme structure, curriculum, pedagogies, and assessments against best programmes in the world.	2022	HECI	Research reports; Journal articles.
05.	BCI to bring together an Expert Committee of top faculty and practitioners to benchmark All India Bar Examination against the most reputed Bar examinations across the world in terms of standard of the exam and quality of candidates (including their employability).	2022	HEIs	Research reports; Journal articles.
06.	HEIs to conduct training workshops for all faculty by engaging the nation's top legal educators.	2022*	HEIs	No. of faculty trained; Improvement in scores of faculty classroom impact against baseline study.
07.	Shift all legal programmes to the semester system and if possible, the trimester system to the increase rigour of the programmes.	2022	HEIs	
08.	BCI to engage top legal educators to create online courses on foundational subjects (and improve existing courses) that will be made available freely to all law students via SWAYAM to ensure good understanding of subjects irrespective of the HEI where one is enrolled. All practising lawyers to be encouraged to engage in lifelong learning by taking at least one course every semester to update their knowledge.	2022	BCI	No. of free online courses offered; Percentage of core courses covered via online courses; No. of students enrolling for and completing these courses online.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
09.	Universities to launch Continuing Legal Education Programmes focused on young lawyers to train them in fields in high demand as they find gaps in their knowledge while working in the field.	2022	HEIs	
★	**Improve legal education to reflect local contextual realities and global challenges**			
10.	Make it mandatory for students to work on projects focused on locally/regionally relevant problems. Ensure universities arrange for students physical/remote internships or research projects with lawyers/legal experts from diverse fields at least once every semester.	2021	HEIs	No. of local projects finished; Percentage of students who completed locally relevant projects.
11.	Conduct open house sessions with local community members to let them seek support of HEI faculty and students in resolving their legal issues.	2022	HEIs	No. of legal issues of community handled by HEIs; Percentage of cases resolved;
12.	Provide pro-bono legal services to the poor individuals or communities.	2022*	HEIs	Average hours of pro-bono legal support provided by each faculty member and student.
13.	Allow students to credit two independent study courses to research a local relevant legal issue and a global legal challenge of their choice.	2021	HEIs	No. of independent research projects completed; Percentage of students opting for independent study courses.

Objective - 4

Revitalise healthcare education.

Overview

Clauses in scope	20.5
Corollary Clauses	NA
Policy timeline	2022
Enabler/PR	None
Actors Responsible	HEIs; National Medical Council (NMC)

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Rethinking scope of healthcare education**			
01.	NMC to discuss the design, structure, and duration of current medical education programmes and need to modify it.	2021	NMC	NMC report on all relevant aspects
02.	NMC to suggest curriculum for new core courses to be introduced as part of Integrative Healthcare System (i.e., Allopathy + AYUSH).	2021	NMC	NMC report; Notification on revised curricular structure
03.	Introduce compulsory courses on preventive healthcare and community medicine for all students.	2022	HEIs	Notification on revised curricular structure
04.	Engage with preventive healthcare and community medicine experts (educators and practitioners) to offer online and blended learning courses in the subjects.	2022	HEIs	No. of online and blended learning courses offered
05.	All HEIs to be encouraged to move towards competency based medical education (introduced by MCI in 2019).	2022	HEIs	
06.	Improve student engagement and learning via use of digital learning and simulation-based training that can be made available to all students across all medical institutions.	2021*	HEIs	

Objective - 5
Revitalise Technical Education.

Overview

Clauses in scope	20.6
Corollary Clauses	NA
Policy timeline	2021
Enabler/PR	None
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Improve collaboration between HEIs and Industry**			
01.	Student Learning: Each course to have at least one guest lecture from an industry practitioner.	2021	HEIs	No. of guest lectures conducted; Average guest lectures/course offered
02.	Student Learning: Introduce physical, online, or blended courses to be conducted by industry practitioners.	2021	HEIs	Percentage of courses offered by practitioners
03.	Student employability: Engage UG/PG students in live research projects involving faculty and industry practitioners.	2021	HEIs	Percentage of students engaged in industry projects; No. of industry projects started and completed within HEI by faculty/students.
04.	Student employability: Engage students in at least one semester long internship, with mentorship from faculty and guide from industry, to ensure application of knowledge. Embed apprenticeship into all technical education programmes.	2022	HEIs	No. of students who underwent semester long internship
05.	Student employability: Offer core/elective courses offered jointly by faculty and practitioners, full credit research/industry projects, and internships in cutting edge areas like Artificial Intelligence, Machine Learning, Data mining, etc.	2021	HEIs	No. of courses offered in cutting edge fields; Percentage of students completing at least one course/project in a cutting edge field.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
06.	Research and Innovation: HEI faculty and PhD students to work with local industries for product prototyping, new product development, consulting, R&D, etc.	2021	HEIs	No. of projects funded by industry; Total revenue generate by industry projects
★	**Improve quality of learning for students**			
07.	Technical departments to collaborate with faculty from other departments, especially from Social Sciences, to offer new interdisciplinary courses that bring together perspectives from diverse fields like Sociology, Psychology, Technology, Management, etc.	2021	HEIs	No. of interdisciplinary courses offered
08.	Initiate joint student projects with interdisciplinary focus in cross-disciplinary courses (e.g. Design, Engineering, Management, and Psychology students coming together for a new technical product design).	2021	HEIs	No. of joint student projects completed crossing discipline boundaries

3.12 NEP CLAUSE 21: Adult Education and Lifelong Learning

3.12.1 WHAT DO WE WANT TO ACHIEVE?

i.   Achieving 100 per cent literacy.

ii. Outstanding adult education curriculum framework to be developed.

iii. Suitable infrastructure for adults to provide access to adult education and lifelong learning.

iv. Preparing instructors/educators to deliver the curriculum framework to mature learners.

v.   HEIs to engage with their local communities.

vi. Ensuring the participation of community members in adult education.

vii. Strengthening HEIs to ensure adequate supply of books to cater to adult learners.

viii. Technology to be leveraged to strengthen quality technology-based options for adult learning.

ix. HEIs to establish their extension offices to bring the research and knowledge of the university directly to the community. Extension also provides realistic/practical solutions to community problems.

x.   HEIs to collaborate with industries by executing lucrative options, i.e., the combination of education, profession, and practicals.

WHAT DO WE WANT TO ELIMINATE?

i.   Isolation of HEIs from their local communities and industries..

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Role of the Government

- Support from the government to establish Adult Education Centres (AECs) in HEIs, public institutions.
- An adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT.
- Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning.
- The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas.

Role of HEIs

- HEIs to develop strategies to improve the quality and attractiveness of books for adults learners in all Indian languages.
- The instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework.
- HEIs to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons.
- HEIs to invlove community leaders in teaching their students specially with respect to the curriculum relating to societal development.

Inter-Organisational Collaborations

- Government and philanthropic institutions should develop quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc.
- Opportunities for adult education will also be widely publicised, through advertisements and announcements and through events and initiatives of NGOs and other local organisations.
- HEIs should also work with the NGOs and other community organisations to enhance efforts towards literacy, adult education, and community based participatory research.

3.12.2 Implementation Plan

Objective - 1
Adult Education Curriculum Framework and establishment of Adult Education Centres (AECs) in HEIs.

Overview

Clauses in scope	21.5, 21.7
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	–
Actors Responsible	HEIs; NCERT; Government; Centre; State; NGOs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Adult Education Curriculum Framework**			
01.	Adult Education Curriculum Framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: a. foundational literacy and numeracy; b. critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); c. vocational skills development (with a view towards obtaining local employment); d. basic education (including preparatory, middle, and secondary stage equivalency); and	2023	NCERT	Adult Education Curriculum Framework Document

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	e. continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills).			
02.	The instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the national, state, and district level resource support institutions to organise and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members, including from HEIs, become part of each HEI's mission to engage with their local communities. They will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognised for their critical service to the nation. States will also work with NGOs and other community organisations to enhance efforts towards literacy, adult education and community based participatory research.	2021	HEIs, NGOs	Adult Education Curriculum Framework Document

Objective - 2

Adult Education Centres (AECs) with Suitable Infrastructure in HEIs.

Overview

Clauses in scope	21.6, 21.8, 21.9, 21.10
Corollary Clauses	NA
Policy timeline	2025
Enabler/PR	–
Actors Responsible	Government; HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Adult Education Centres with Suitable Infrastructure**			
01.	Support from the government to establish Adult Education Centres (AECs) in HEIs, public institutions. Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. HEIs can give human resource support for running AECs.	2025	Government, HEIs	Suitable infrastructure for adult education and lifelong learning

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	Ensure the participation of community members in adult education. Social workers/ counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors/ students will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicised, through advertisements and announcements and through events and initiatives of NGOs and other local organisations. Small projects can be given to students to conduct surveys in the neighbouring areas to understand what are the requirements of adult learners. HEIs to establish their extension offices to bring the research and knowledge of the university directly to the community.	2025	HEIs	Suitable infrastructure for adult education and lifelong learning
03.	Improving the availability and accessibility of books is essential to inculcating the habit of reading within communities and educational institutions. This ensures an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The central and state governments will take steps to ensure that books are made accessible and affordable to all across the country, including socio-economically disadvantaged areas as well as those living in rural and remote areas.	2025	HEIs, Central and State governments	Suitable infrastructure for adult education and lifelong learning

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages.			
	Steps will be taken to enhance online accessibility of library books and further broad-basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them.			
	Strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.			
04.	Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions.	2025	Government	Suitable infrastructure for adult education and lifelong learning

3.13 NEP CLAUSE 22: Promotion of Indian Languages, Arts, and Culture

3.13.1 WHAT DO WE WANT TO ACHIEVE?

Preservation and promotion of Indian cultural wealth developed over thousands of years, manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts and heritage sites, and recognising its importance in building the nation's identity as well as economy. To this end, the following objectives must be attained:

i. Developing cultural awareness, appreciation, and expression amongst learners by identifying knowledge of Indian languages as a competency to be inculcated through education.

ii. HEIs to promote cultural education in their curriculum with reference to Indian ethos.

iii. Hiring and engaging expert artisans, craftspersons and artists as guest faculty or master instructors to impart knowledge and instruction in courses related to locally relevant arts and crafts being offered by HEIs.

iv. Enhancing cultural awareness and appreciation of students through cultural exchange programmes and educational visits across the different states of the country providing impetus to the tourism industry.

v. Establishment of Institutions of Translations and Language Academies to preserve and promote Indian languages and culture while assimilating language education in a multi-disciplinary educational model.

vi. Preservation of Indian languages and associated cultures through documentation of all languages in India and their associated arts and culture through web-based platforms.

vii. Institution of scholarships and incentives to promote the study and expression of Indian languages, art and culture in different forms and modes.

viii. HEIs to use technology to promote arts and culture.

WHAT DO WE WANT TO ELIMINATE?

i. Loss of native Indian languages, both scripted and unscripted, and associated cultures.

ii. Devaluation of local arts, craft and culture.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Developing cultural awareness, appreciation, and expression amongst learners by identifying knowledge of Indian languages as a competency to be inculcated through education.

- Identifying language acquisition as a competency.
- Including knowledge and acquisition of an indian language as a graduate attribute.
- Developing curricula that can be transacted bilingually.
- Develop and offer programmes that promote Indian languages, arts, craft, culture and tourism literature, particularly teacher training programmes.

Hiring and engaging experts artisans, craftsperson and artists as guest faculty or master instructors to impart the knowledge and instructions in courses related to locally relevant arts, and crafts being offered by HEIs.

- Appointing expert craftspersons and artists as Guest faculty and Master instructors.
- Engage local Artists as 'Artist in residence' in HEIs to promote experiential learning.

Enhancing cultural awareness and appreciation of students through cultural exchange programmes and educational visits across the different states of the country providing impetus to the tourism industry.

- Inclusion of culture exchange and study prorgrammes in curriculum, promoting study of Indian culture, history, scientific contributions, and traditions.
- indigenous literature and knowledge, etc., as a part of augmenting student knowledge about these areas by sending students to 100 tourist destinations.
- identified as critical for promoting tourism.

Establishment of Institutions of Translations and Language Academies for preserving and promoting Indian languages and culture while assimilating language education in multi-disciplinary educational model.

- Establishing Indian Institution of translation and interpretation and Language academies to preserve and promote Indian languages.
- Establishing National Institute (or Institutes) for Pali, Persian and Prakrit.

Insitution of scholarships and incentives to promote the study and expression of Indian languages, art and culture in different forms and mode

- 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.
- Incentivising and conferring awards for practising and producing work in Indian Languages, Arts, and Craft.
- Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.
- Creating employment opportunities for graduates of Indian Languages, Arts, and Culture Studies.

3.13.2 Implementation Plan

Objective - 1

Developing cultural awareness, appreciation, and expression amongst learners by identifying knowledge of Indian language as a competency to be inculcated through education.

Overview

Clauses in scope	22.1, 22.1, 22.3, 22.4, 22.5, 22.6, 22.7, 22.8, 22.9, 22.10
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	Setting-up committees at national and institutional levels
Actors Responsible	Ministry of Education, Centre and State, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Promotion of Indian Art and Culture through languages**			
01.	HEIs to recognise the importance of knowledge of culture and arts in shaping the nation's identity and economy, thus include acquiring knowledge and proficiency in any one of the Indian languages as a graduate attribute and promote it as a competency to be acquired by the graduates of their institution.	2025	HEIs	Offer courses on locally relevant arts and cultural studies
02.	HEIs to develop and launch strong departments and programmes in Indian languages including Sanskrit, comparative literature, creative writing, arts, music, philosophy, etc. across the country, and degrees including 4-year B.Ed. dual degrees to be developed in these subjects and offered bilingually in all subjects including in subjects like teaching of science and mathematics. These departments and programmes will help develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy, and writing - who will be needed around the country to carry out this policy.	2023*	HEIs	Development of curriculum design by HEIs based on the aim of promoting Indian languages, arts, craft, literature, music, and philosophy.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	HEIs to adopt a flexible curricular framework that includes courses in Indian languages, particularly the 22 languages mentioned in the Eighth Schedule of the Constitution of India made available to all students.			
03.	HEIs to design multi-disciplinary courses in Sanskrit and other classical languages; connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics and yoga. *Students should be mandated to take a few set of language courses particularly in 4-year programmes.	2021	HEIs	No. of multi-disciplinary courses in Sanskrit and other classical languages; connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics and yoga
04.	HEIs to offer high-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design and Web Design.	2023*	HEIs	No. of programmes offered in Translation and interpretation, Arts and Museum Administration, Artefact Conservation, Graphic Design and Web Design
05.	HEIs, including private HEIs, to be encouraged to 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.	2023*	HEIs	Adoption of local or bilingual mode in the teaching and learning process

Objective - 2

Hiring and engaging experts artisans, craftspersons and artists as guest faculty or master instructors to impart the knowledge and instructions in courses related to locally relevant arts and crafts being offered by HEIs.

Overview

Clauses in scope	22.8, 22.9, 22.11, 22.12
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	–
Actors Responsible	HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HEIs to hire outstanding local artists, writers, craftspersons and other experts as master instructors and guest faculty in various subjects of local expertise for accurate inclusion of traditional Indian knowledge, including tribal and other local knowledge, throughout the curriculum and across humanities, sciences, arts, crafts, and sports whenever relevant.	2023	HEIs	No. of local artists, experts appointed as Master instructors or Guest Faculty in related subjects
02.	Every HEI to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country and promote experiential learning.	2023	HEIs	No. of Artists in. residence engaged by the HEI

Objective - 3

Enhancing cultural awareness and appreciation of students through cultural exchange programmes and educational visits across the states of the country, providing impetus to the tourism industry.

Overview

Clauses in scope	22.11, 22.12
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	Incorporating cultural exchange and visits in the curriculum
Actors Responsible	HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	To preserve and promote art and culture, HEIs to develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.	2025	HEIs	
02.	HEIs can extend their resources for procuring and conserving artefacts, additional museums, including virtual museums/e-museums, galleries, and heritage sites which may contribute to the conservation of our heritage as well as to India's tourism industry.			Establishment of museums, including virtual museums/e-museums, galleries, and heritage sites by HEIs
03.	Under *'Ek Bharat Shrestha Bharat'*, 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.	2023	GoI, Centre and State, HEIs	

Objective - 4

Establishment of Institutions of Translations and Language Academies to preserving and promoting Indian languages and culture while assimilating language education in multi-disciplinary educational model.

Overview

Clauses in scope	22.14, 22.15, 22.16
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	–
Actors Responsible	Centre and State Government, HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establishment of Indian Institute of Translation and Interpretation (IITI). The IITI shall use technology to aid in its translation and interpretation efforts.	2023	Centre and State	Establishment of Translation and Interpretation (IITI
02.	Over time, IITI to be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.	2025	HEIs	No. of Artists in. residence engaged by the HEI
03.	Transforming Sanskrit Universities into multi-disciplinary institutions to make Sanskrit a natural part of a holistic multidisciplinary higher education. Sanskrit teachers in large numbers will be professionalised across the country in a mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.	2025		
04.	Establishment of National Institute (or Institutes) for Pali, Persian and Prakrit within a university campus. Similar initiatives to be carried out for institutes and universities studying Indian arts, art history, and Indology.	2025	Centre and State Government	Establishment of National Institute (or Institutes) for Pali, Persian and Prakrit
05.	Outstanding research work in all the areas of languages like Pali, Prakrit, Persian and Indian art, history and Indology being carried out by the HEIs to be supported by the NRF.	2025	HEIs/NRF	
06.	Language academies to be established for each of the languages mentioned in the Eighth Schedule of the Constitution of India consisting of some of the greatest scholars and native speakers to	2025	Centre and State Government	Establishment of Language Academies as per the direction of Centre and State

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	determine simple yet accurate vocabulary for the latest concepts and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies to consult each other and take the best suggestions from the public to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated for use in education, journalism, writing, speechmaking and beyond, and would be available on the web as well as in book form.			

Objective - 5

Preservation of Indian languages and associated cultures through documentation of all languages in India, and their associated arts and culture through web-based platform.

Overview

Clauses in scope	22.17, 22.18, 22.19
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	–
Actors Responsible	Centre and State Government, HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	All languages in India, and their associated arts and culture to be documented through a web-based platform/portal/wiki in the form of videos, dictionaries, recordings of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more.	2023	Centre and State Government	Establishment of a web-based portal

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	HEIs and their research teams to work with each other and with communities across the country towards enriching such platforms.	2024	HEIs	No. of collaborative community based initiatives taken by the HEIs for developing content for the portal
03.	Promotion of Indian Languages, Arts, and Culture via research: NRF/SRF to have projects specifically focused on preservation and propagation of Indian arts, crafts, historical artefacts, languages, etc.[14] Interested individuals (skilled practitioners) or corporations (including startups) also to be allowed to pitch for such projects along with HEIs and faculty members.	2023	NRF, SRF	No. of projects funded by NRF/SRF focused on Classical, tribal, or endangered languages; Amount of funding to such projects as percentage of overall NRF/SRF funding; No. of patents, journal articles, and Scopus (or similarly placed quality mechanisms) indexed books and videos/documentaries from such projects.
04.	National Educational Technology Forum (NETF) to also coordinate research projects at the intersection of Ed. Tech and Indian Classical/Endangered/ Tribal Languages and Arts/Culture, as well as for enabling access to SEDGs (including Divyangs).	2022	NRF, SRF	Establishment of NETF; Amount of Funding made available to NETF for coordinating research projects.

Objective - 6

Institution of scholarships and incentives to promote the study and expression of Indian languages, art and culture in different forms and modes.

Overview

Clauses in scope	22.20
Corollary Clauses	NA
Policy timeline	2021
Enabler/PR	Institutions of incentives and scholarship
Actors Responsible	Centre and State Government, HEI

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establishment of Scholarships for people of all ages to study Indian Languages, Arts and Culture with local masters and/or within the higher education system. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentive usage of Indian languages and its expressions by instituting prizes for outstanding poetry and prose in Indian languages across categories, to ensure vibrant poetry, novels, non-fiction books, textbooks, journalism, and other works in all Indian languages.	2021	Centre and State Government/ HEIs	
02.	Including proficiency in Indian languages as part of qualification parameters for employment opportunities.	2021	Centre and State Government/ HEIs	

3.14 NEP CLAUSE 23: Technology Use and Integration

3.14.1 WHAT DO WE WANT TO ACHIEVE?

Enable technology to play an important role in the improvement of educational processes and outcomes through the establishment of the National Education Technology Forum (NETF). Technology here includes new technology such as artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing, etc. Technology will improve not just what students learn inside the classroom but also how do they learn. In particular, the following objectives needs to be achieved:

i. Encouraging and incentivising research in technology, in general, and technology use in education, in particular.

ii. Interdisciplinary research where education departments collaborate with technology-centric departments for meaningful research and development.

iii. Adaptation of technology at the HEIs for pedagogical innovation, learning experience and research.

iv. HEIs to encourage faculty to create e-content online platforms.

v. In particular, latest technology should be adopted for the efficient functioning of administrative tasks such as admission, examination processes, and other administrative tasks.

vi. Raise awareness on issues of privacy, laws, and standards associated with data handling and data protection at the HEIs.

vii. Preparing against disruptive technology by change management.

viii. To promote AI awareness programmes.

ix. HEIs should guarantee minimum levels of technical education.

WHAT DO WE WANT TO ELIMINATE?

i. Lack of awareness of utilization of technology to make the education systems more efficient and accessible

ii. Inertia to use technology for making education more accessible to the youth of India.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Establishment of NETF

- Establishment of an autonomous body, the National Educational Technology Forum (NETF).
- NETF to collaborate with leading HEIs, corporates and departments of government bodies involved in cutting-edge technology, useful in education.

Efforts for change management

- NETF to categorise emergent technologies based on their potential and estimated timeframe for disruption for change management, and to periodically present this analysis to MoE.
- MoE will formally identify those technologies whose emergence demands responses from the education system.
- The National Research Foundation will initiate or expand research efforts in the technology.

Adaptation at the HEIs

- HEIs to 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 healthcare, 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 at HEIs.
- HEIs to have an office of technology and innovation to organise in-house workshops and training sessions for the purposes of improving teaching, learning, research and administration.

Data handling and protection at the HEIs

- HEIs to teach courses and organise workshops to highlight ethical issues surrounding the development and deployment of AI-based technologies.
- HEIs to start courses and organise workshops to educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives.

3.14.2 Implementation Plan

Objective - 1

Establishment and efficient working of the NETF.

Overview

Clauses in scope	23.1, 23.2, 23.3, 23.4, 23.5
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	NA
Actors Responsible	MoE, HEIs, NETF

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Establishment of an autonomous body, the National Educational Technology Forum (NETF), 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.	2023	MoE	Establishment of NETF
02.	Representatives from the central government, state governments, industry and VCs of universities and Principals of colleges to become members of NETF. MoE to appoint the Chairperson, treasury and executive members of NETF from the members of NETF.	2023	MoE	Members, chairperson and executive members appointed
03.	NETF to be funded by the GoI.	2023	GoI	Budget allocation for NETF
04.	NETF to collaborate with leading HEIs, corporates and departments of government bodies involved in cutting-edge technology useful in education.	2023	NETF	The knowledge wing of the NETF to be equipped with resources such as knowledge, people and devices/ platforms, etc.

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
05.	NETF to organise capacity building programme for its members (VCs and Principals) to facilitate decision making on the induction, deployment, and use of technology.	2023	NETF	Organisation of annual, half annual, quarterly conferences/ workshops
06.	HEIs to have an Office of Technology and Innovation to organise in-house workshops and training sessions for the purposes of improving teaching, learning, research 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.	2021	HEIs	Establishment of Office of Technology and Innovation at each HEI and the organisation of regular workshops and seminars.

Objective - 2

Preparing against disruptive technology by change management.

Overview

Clauses in scope	23.7, 23.8
Corollary Clauses	NA
Policy timeline	2023 *(Onwards)*
Enabler/PR	Establishment of NETF
Actors Responsible	NETF, MoE

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	NETF to categorise emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MoE.	2022	NETF	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	MoE will formally identify those technologies whose emergence demands responses from the education system.	2022*	MoE	
03.	The National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: **a).** advancing core AI research **b).** Developing and deploying application-based research **c).** Advancing international research efforts to address global challenges in areas such as healthcare, agriculture and climate change, using AI.	2022*	NRF	

Objective - 3

Researching, teaching, learning and adopting new technology at the HEIs.

Overview

Clauses in scope	23.11
Corollary Clauses	NA
Policy timeline	2023*
Enabler/PR	–
Actors Responsible	HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HEIs to aim to offer PhD 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.	2023*	HEI	

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
02.	They may also develop and disseminate courses in these areas via platforms such as SWAYAM. For rapid adoption, HEIs may blend these online courses in higher education.	2023*	HEI	
03.	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.	2023*	HEI	
04.	Appropriate instructional and discussion materials will also be prepared by the HEIs for continuing education.	2023*	HEI	

Objective - 4

Raise awareness on issues of privacy, laws, and standards associated with data handling and data protection at the HEIs.

Overview

Clauses in scope	23.13
Corollary Clauses	NA
Policy timeline	2023*
Enabler/PR	–
Actors Responsible	NA

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	HEIs to teach courses and organise workshops to highlight ethical issues surrounding the development and deployment of AI-based technologies.	2021*	HEIs	
02.	HEIs to start courses and organise workshops to educate students on topics such as clean and renewable energy, water conservation, sustainable farming, environmental preservation and other green initiatives.	2021*	HEIs	

3.15 NEP CLAUSE 24: Online and Digital Education: Ensuring Equitable Use of Technology

3.15.1 WHAT DO WE WANT TO ACHIEVE?

Utilise technology to make higher education more accessible, while ensuring equitable use of technology to avoid a digital divide.

i.   Planning and implementing an effective Pilot Programme for online education, which can eventually be scaled across the complexities of the Indian Higher Education landscape.

ii. Create digital learning content which case be used for implementing online learning by advancing the existing initiatives such as SWAYAM and DIKSHA. This would comprise digital repositories of learning material and MOOCs.

iii. Utilise Virtual Reality, Augmented Reality and other forms of technology to make the online learning process more enjoyable, and enable the digitalisation of experiential learning, including virtual labs.

iv. Build the national technology infrastructural capacity to ensure that the technology is not only to improve its penetration, but also to ensure it is scalable and adaptable to constant evolution in technology.

v.   Create initiatives to train and mentor teachers to adapt to online teaching and learning, and to utilise it effectively for online classes, preparing e-learning material and conducting online assessments.

WHAT DO WE WANT TO ELIMINATE?

i.   Technology that is archaic and not scalable.

ii. Digital divide due to the infrastructure limitations in the country.

iii. Inertia to use technology for making education more accessible to the youth of India.

A QUICK SNAPSHOT OF HOW DO WE DO IT?

Planning and Implementing a Pilot Study

- Form an expert committee of various entities including NETF, CIET, Open Educations Insititutions (NIOS, IGNOU), private and public technology organisations and other leading HEIs across India based on parameters such as ranking and successful online education programmes to plan a pilot study by 2021.
- Identify HEIs with high reputation, that will partake in the pilot studies by 2021.
- Incentives to be developed for these institutions to participate in the pilot studies, by 2021.
- Generate the pilot study timelines and plans and implement it by 2022, and evalutate the outcomes and take actions based on it by 2023.

Create Technology driven platforms and learning content

- Create an Expert Committee including HEIs, technology private players and bodies such as AIU, NETF to work on identifying a central pool of technology driven resources.
- Work on a technology plan to drive innovation in three areas: tools for teaching - learning, digital repositories of e-content, platforms focusing on experiential learning such as virtual labs.
- Utilise the existing platforms such as SWAYAM and DIKSHA to avoid duplication of effort.

Digital Empowerment

- Identify schemes to provide technology devices for HEI students and teachers. This should include hardware (laptops with cameras), connectivity (wi-fi, routers), software (video conferencing tools).
- Plan the upgradation of power and internet connectivity infrastructure in rural India.
- Identify specific remote locations where learner centers with well-equipped internet and technology are available for local resident students, especially at the Panchayat level.
- Initiate a 'Donate a Device' scheme to build infrastructural capacity to enable online learning.

Training & Mentoring

- HEIs to plan for a teacher training and mentoring plan to train teachers on utilising technology for online teaching and learning.
- Central focus team to develop centralised repositories of teacher-training content which focusses - 1. Utilising technology for online teaching 2. Engaging students in an online format 3. Adapting curriculum to e-learning 4. Awareness on centralised repositories created and MOOCs for supplementing the teaching 5. Online assessments and evaluation.
- Engage with Online Programme Management third parties to create initiatives in training institutions and faculty on adapting curriculum for e-learning.
- HEIs to create a train-the-trainer programme, so that select faculty can participate in centralised workshops and impart the knowledge within their institutions.

3.15.2 Implementation Plan

Objective - 1

Pilot an Education Programme for Online and Distance Learning.

Overview

Clauses in scope	24.1, 24.4
Corollary Clauses	NA
Policy timeline	2023
Enabler/PR	NA
Actors Responsible	NHERC, Ministry of Education, Centre, HEIs

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
01.	Form an Expert Committee of various entities including NETF, CIET, Open Educations Institutions (NIOS, IGNOU), private and public technology organisations and other leading HEIs across India based on parameters such as ranking and successful online education programmes to plan a pilot study.	2021	MoE	Online and Digital Education Expert Committee
02.	Identify select high-reputation Universities to participate in the pilot study. Criteria to be used could include global and domestic ranking, past record of online programmes, QS E-Lead Certification for online T&L, accreditation score, etc.	2021	MoE	List of universities
03.	Identify incentives for the select universities that will take part in the pilot study. This could include accreditation score, ranking benefits.	2021	MoE	Incentives for universities participating in the pilot study
04.	Complete the pilot study.	2022	HEIs	Roll out of online education programmes
05.	Evaluate the outcome of the pilot study to build the digital infrastructure, content and training programmes.	2023	MoE	Review Summary of the first pilot phase

Objective - 2

Develop the digital backbone of Indian HEIs: Technology, Infrastructure, and Training.

Overview

Clauses in scope	24.1, 24.2, 24.3, 24.4, 24.5
Corollary Clauses	NA
Policy timeline	2030
Enabler/PR	NA
Actors Responsible	MoE, HEI, DCTI, AIU, HECI, NETF

Detailed Implementation Plan

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
★	**Technology**			
01.	Tie up with private organisations to come up with subsidised offers on laptops, Wi-Fi, and software for HEIs and their teachers/students.	2022	MoE	Schemes for better priced hardware and software
02.	Build the power and internet infrastructural capacity, especially in rural India through programmes such as Digital India.	2025	MoE	Power and Internet Penetration Plan
03.	Develop learner centers in rural India which enables students with hardware, software and connectivity to learn remotely. This should be set up particularly at a Panchayat level.	2023	HEI	Learner Centers
04.	Implement a scheme called 'Donate a Device' by which devices can be donated and then used to empower students of SEDG or rural areas.	2023	MoE	Donate a Device Initiative
★	**Infrastructure**			
05.	Form a Dedicated Centre to drive the technology content, tools and platforms. This committee to include bodies such as NETF, AIU, and representation from open institutions such as IGNOU,	2021	MoE	Dedicated Centre of Technology Initiatives (DCTI)

Sr. No.	Implementation Actions	Timeline	Actor(s) Responsible	Performance Success Indicator
	leading universities of India, and private players. Universities should represent a diverse set of regions, disciplines and students.			
06.	Assess existing initiatives such as SWAYAM and DIKSHA to understand potential improvisations in the content and build a plan for developing a central repository.	2022	DCTI	Assessment Summary
07.	Develop central repository including MOOCs, Online learning content, online assessment, platform recommendations, and evaluation methodologies.	2023	Target HEIs	Central Repository for aiding online learning
08.	Innovate enhancing online T&L through augmented reality, virtual reality, gamification, language translations to engage students more effectively, and also to successfully implement experiential learning, including virtual labs.	2023	DCTI, MoE, AIU, HECI, NETF	Online Programmes with emphasis on experiential learning
★	**Teacher Training**			
09.	Develop teacher training programmes: Online courses and workshops on how to use technology effectively for teaching and learning, online assessments and evaluations, and adequate engagement of students virtually.	2023	HEI, MoE, AIU, HECI, NETF	Teacher Training Programmes
10.	Tie-up with OPMs to identify the means to enable teachers to adapt their curriculum to an online environment.	2023	HEIs	Curricula adapted to e-learning

04 REGULATORY AMENDMENTS AND INSTITUTIONAL REFORMS

Key Reforms

Clause	Regulatory Reforms	Institutional Reforms
10	1. Official Definition and Guidelines for 'Multi-disciplinary Universities'. 2. Incentives for private investment in higher education. 3. Regulation on the classification of universities as RU/TU/AC. 4. Relaxation of regulations to promote ODL, Residential programmes. 5. Regulatory reforms for better utilisation of scholarships. 6. Re-establish the GER formula to include professional and vocational degrees. 7. Enable private/public entities to perform accreditation.	1. Expand to have multiple disciplines/ cluster with other HEIs. 2. Build capacity of 3000 students. 3. Ensure accreditation. 4. Partner with accredited entities to ensure accreditation. 5. Joint Research Projects involving local problems. 6. Engage in courses and projects with industry/economy interface. 7. Develop school mentorship capacity.
11	1. Regulatory framework to transform HEIs into multi-disciplinary liberal Arts Universities. 2. Regulatory reform to ensure HEIs institute Language Academies for promoting multidisciplinary languages courses. Institute national and state level scholarship for promoting Indian languages through specialised courses. 3. Regulatory reform to facilitate multiple entry and exits for undergraduate courses. 4. Regulatory reform for setting up of Academic Bank of Credit.	1. Transformation to Multidisciplinary Liberal Arts University. 2. Inculcating innovative pedagogy in curriculum design. 3. Establish incubation centres for advancing research, offering specialised courses and develop academic-industry linkage.
12	1. Relaxation on laws around foreign students studying in India. 2. Centralise the scholarship funding and assignment process with greater transparency, and ease of use.	1. Cultural Sensitisation and awareness to create and environment more conducive to international students. 2. Digital transformation and building the technical capacity of faculty to enable ODL.

Clause	Regulatory Reforms	Institutional Reforms
	3. A flexible regulatory framework should be established to include the following: Pedagogy, Assessment, Curriculum, Additional student support, Infrastructure, Student Wellness, Extra Curricular Activities (Clubs, Competitions). Relaxations in regulations for online degrees and ODLs.	3. Creation of a flexible Credit structure, with reforms in pedagogy, assessment and curriculum. 4. Development of a Student Activity Plan to have greater non-academic engagement. 5. Set up a Centre of Distance Education and identify partner institutions to set up remote learner centres and examination centres to enable ODL. 6. International Office to be established. 7. Upgrade residential infrastructure.
13	1. Regulatory reform to decentralise power and increase institutional and faculty autonomy.	1. Develop adequate infrastructure and facilities to provide an enabling working environment. 2. Institute performance evaluation and promotion matrix. 3. Institute Recognitions and Awards 4. Institute transparent recruitment and selection process 5. Maintain Student Teacher Ratio 6. Align faculty teaching with research 7. Decentralise power, increase faculty autonomy
14	1. Incentivising all HEIs to increase access for SEDGs and under-represented gender. 2. Centralise the scholarship funding and assignment process with greater transparency and ease of use. 3. A flexible regulatory framework should be established to include additional student support, infrastructure, student wellness etc. for the inclusion of SEDGs. 4. Annual independent audit of the work of the additional support structures established for SEDGs.	1. Sensitisation and awareness to create and environment more conducive to SEDGs and under-represented gender. 2. Digital transformation and building the technical capacity of SEDGs & under-represented gender 3. Creation of additional support structures and services needed for the inclusion of SEDGs & under-represented gender 4. Development of a Student engagement activities for SEDGs & under-represented gender 5. Set up a special cell under the office of student affairs to look after the needs of SEDGs & under-represented gender

Clause	Regulatory Reforms	Institutional Reforms
15	1. To make compulsory for stand-alone TEIs to submit Performance Appraisal Report every year. 2. To develop stand-alone teaching training institutes into departments/schools of education integral part of multidisciplinary universities. 3. To empower regulatory system to take stringent action on dysfunctional TEIs. 4. Establish quality standards of all departments/schools of education. 5. Entrance test for teacher education programme to be established and customised by National Testing Agency.	1. Teachers recruitment strategy to be planned and executed in sync with composition matrix. 2. To develop network of private and government schools within neighbourhood.
16	1. Draft and pass legislation to merge existing VET and Technical Education Regulators. 2. New regulator (housed under HECI) to create institutional and credit transfer framework to integrate VET with mainstream education.	1. HEIs to merge VET and Technical education infrastructure and resources to enable cross-utilisation 2. HEIs to earmark a portion of total research funding for joint projects by VET-Mainstream Education Faculty. 3. Local Industry Bodies, VET Institutions, and HEIs to create Regional Coordination Bodies to enable collaboration for region-specific projects, streamline apprenticeships/ internships and do policy and applied research, etc. 4. Create infrastructural and human resources capacity to offer new courses to students, workers, and community members, both in ODL and blended mode.
17	1. MoE-GOI to pass National Research Foundation Act. 2. MoE-States to pass State Research Foundation Act. 3. MoE-GoI and Ministry of Finance-GoI to pass National Research Innovation Fund Act. 4. MoE-States and Ministry of Finance-States to pass National Research Innovation Fund Act.	1. Inter-Agency Coordination: NRF-HECI Coordination Council. 2. Intra-department and Inter-University communication and collaboration mechanisms and culture shift required. 3. Cross-University Research Infrastructure sharing and utilisation mechanisms for cost-recovery (capital and operational,

Clause	Regulatory Reforms	Institutional Reforms
	5. NRF Committee to bring onboard Sectoral/Disciplinary committees. 6. National Testing Agency to negotiate with PSUs to include research awards into hiring criterion.	including maintenance), sequencing research activities of multiple research teams, and reduce possibility of conflicts.
18	1. Establishment of the Higher Education Commission of India (HECI). 2. Establishment of the National Higher Education Regulatory Council (NHERC). 3. Establishment and the working of the National Accreditation Council (NAC). 4. Establishment of the Higher Education Grants Council (HEGC). 5. Establishment of the General Education Council (GEC).	1. Sensitisation of macro-level regulatory reforms. 2. Organisation of regular workshops and in-house/external training programmes for brainstorming the vision and implementation of the regulatory reforms and mandates in the university. 3. Establishment of Nodal Office in the university as a bridge between the university employee–faculty and staff, and the regulatory agencies.
19	1. Identify the framework which needs to be adopted by universities to have a system in place for 'Board of Governors' 2. Identify the mandatory requirements and level of compliance required for each requirement.	1. Creation of a Board of Governors 2. Leadership structure with Roles, Responsibilities, Policies and Procedures.
20	1. NMC to define new core courses mandatory for all medical students (Allopathy and AYUSH).	1. Single stream Professional HEIs to expand degree programme offerings to become multidisciplinary by 2030. 2. Engage deeply with industry and practitioners in teaching and research. 3. Benchmark own curricula, pedagogies, assessment, research with best in the country and globally.
21	1. To develop Adult Education Curriculum Framework.	1. HEIs to give human resource support for running AECs. 2. HEIs to establish extension offices.
22	NA	1. HEIs to develop and launch strong departments and programmes in Indian languages.

Clause	Regulatory Reforms	Institutional Reforms
		2. Development of curriculum design that promotes Indian languages, arts, craft, literature, music and philosophy. 3. HEI to have Artist(s)-in-Residence programme. 4. HEIs to offer culture exchange programme aligned with "Ek Bharat Shrestha Bharat" initiative. 5. Establishment of museums, including virtual museums/e-museums, galleries, and heritage sites by HEIs. 6. Institute scholarship for learners to pursue the study of Indian Languages, Arts and Culture.
23	1. Establishment of an autonomous body, the National Educational Technology Forum. 2. MoE to appoint the Chairperson, treasury and executive members of NETF.	1. Establishment of Office of Technology and Innovation.
24	1. Policy reforms to build the power and internet infrastructural capacity, especially in rural India through programmes such as Digital India. 2. Policy reforms to promote subsidisation of cost for student tech infrastructure such as laptops.	1. Develop more e-content, MOOCS. 2. Have teacher training programmes for online teaching and learning.

05 FINANCIAL IMPACT AND AUGMENTATION OF RESOURCES

5.1 Financial Impact: Cost Implications

The implementation of NEP2020 will require augmentation of various HEI- specific Resources and Infrastructure.

- **Academic and Human Resources:** Knowledge Resources, Human Resources, Student Scheme Resources
- **Infrastructural Resources:** Physical Infrastructure, Digital Infrastructure

Additionally, there will be some initiatives which will need to be setup centrally by the Government to aid the HEI development process.

- **Centralised Resources:** Non HEI-specific set up.

Based on the key cost centers identified, sections A, B and C will summarise the cost implications of the implementation of the NEP2020 policies.

5.1.1 Cost Implications I – HEI Specific: Knowledge, Human and Other Resources

Academic and Human Resources

Clause	Knowledge Resources	Human Resources	Other Resources
10	• ODL – e-content and resources • Research data and sources of information to engage in community-relevant research output and consultative services.	• ODL Learner Centre Management staff, Examination Centre Management staff. • Additional faculty for maintaining a faculty-student ratio. • Third party accreditation audits. • Capacity to engage in mentoring school. • Capacity to engage in mentoring universities with lower/no accreditation.	• Cost recovery of affiliation fees after colleges de-affiliate. • Transaction cost of college mergers/acquisition. • SEDG Scholarships. • HEI-School mentor-mentee collaboration events.
11	• Liberal Education Curriculum.	• Hire faculty and staff for new courses being planned and to be offered. • Staff for managing the Academic Bank of Credits. • Experts/faculty hired to form Curriculum development committees.	• Budgetary allocation for establishing new departments in single disciplinary institution.

Clause	Knowledge Resources	Human Resources	Other Resources
12	• Building courses to cater to international students. • Training on sensitisation on international and SEDG diversity.	• ODL Learner Centre Management staff. • OFL Examination Centre Management staff. • International Office Staff. • SEDG Support Centre Staff. • Tech-creators of e-content for ODLs.	• Scholarships for SEDG Students.
13	• Office of Teaching, Research and Interdisciplinarity (OTRI). • Developing a framework for setting Key Accountabilities and Responsibilities Matrix (KARAM) of Faculty members. • Developing a process and framework for Performance Evaluation and Appraisal Matrix (PEAM) across levels and departments. • Developing a Framework for Recruitment and Selection (R&SF).	• Staff for managing OTRI. • Staff for developing and implementing PEAM. • Staff for developing and implementing KARAM. • Hiring co-instructors or appointing assistant instructors.	• Instituting Excellence in Teaching, Research, Institution Building and Community Services Awards HEIs level.
14	• Designing bi-lingual/ multi-lingual courses/programmes to cater to SEDGs. • Intercultural sensitising and training for students, faculty and staff members to create inclusive learning environments.	• Bilingual/multilingual education research and training centre faculty and staff. • SEDGs counselling centre staff for school-to-college pathways. • Representative staff members to work for a special cell under the office of Student life to support SEDGs. • Centre for bilingual academic programmes. • Centre for academic translation. • Office of student diversity and social inclusion.	• Scholarships for SEDG Students. • Career counselling at the school level for higher education and career opportunities. • Special academic and social support services to deal with issues related to academic writing/communication and ragging/bullying/ harassment/discrimination faced on campus.

Clause	Knowledge Resources	Human Resources	Other Resources
15	• Developing high-quality teacher education programmes as part of multi-disciplinary universities. • Teachers training programmes to incorporate practice training, as well as research to generate the body of knowledge required for the development of the school and higher education sector.	• Recruitment of faculty from diverse disciplinary backgrounds to the school/departments of education within multi-disciplinary universities. • Providing incentives to attract the best and the brightest to the teacher education profession. • Recruiting high-quality international faculty to develop bilingual and multilingual teacher education programmes. · Recruiting experts in education technology to facilitate the work of translation and bi/multilingual curriculum development for teacher education. • Establishment of University outreach office.	• Setting up university outreach office to coordinate relationship with the network of neighbourhood government and private schools for teacher's training, research and recruitment.
16	• Creating modular and full length courses for diverse group of participants (school students, VET students, unskilled or semi-skilled workers, skilled workers, VET and Technical Education Faculty, Community members).	• Training and hiring of MCPs for offering courses. • Training of faculty members for creating blended and online courses. • Committees working on inter-institution collaboration at regional level. • Technical experts at industries taking out time to train faculty, students, and workers.	NA
17	• Creation of courses (physical, blended and ODL) for upgrading faculty research capabilities. • Access to National Research Portal (Databases and Journals).	• Audit of research process, facilities and output for accreditation purposes. • Cost of hiring additional faculty for teaching to allow research track faculty to focus on their research output or	• Student Research Project Funding • Research Internship Costs

Clause	Knowledge Resources	Human Resources	Other Resources
		short-term hiring during faculty's research sabbatical. • Higher administrative staff hiring to free research and mix-track faculty from administrative workload. • Hiring of Research Assistants. • Resource allocation to the creation and operation of Institutional Knowledge Clearinghouse.	
18	• Resource allocation on conducting workshops on ways of adaptation of HEIs to the new regulatory frameworks.	• Budgeting for the establishment of Nodal Offices to act as a bridge between the HEI and regulatory agencies for communication and clarification on the new frameworks.	NA
19	NA	• Additional pay to the Board Members • Additional resources for governance reporting, and internal audits.	• Third Party Auditor fees.
20	• Creating core and elective courses across diverse domains in collaboration with faculty members from other departments and practitioners from industry. • Access to latest research in the field (journals etc.)	• Training of existing faculty and hiring of new faculty and staff to support new degree programmes. • Training of faculty members for creating blended and online courses. • Practitioners from the field taking out time to train faculty and students.	NA
21	• HEIs to train instructors/educators.	• HEIs to give human resource support for running AECs.	• HEIs to establish extension offices.

Clause	Knowledge Resources	Human Resources	Other Resources
22	• HEIs to be responsible and accountable for: mapping capacity building needs to offer courses in Indian Languages, Arts and Culture. • HEIs to develop high-quality materials in various Indian languages, conserve artefacts, and employ highly qualified individuals to curate and run museums and heritage or tourist sites.	• HEIs to hire outstanding local artists, writers, craftspersons, sportsperson and other experts as master instructors and guest faculty in various subjects and to offer Artist(s)-in-Residence programme.	NA
23	• HEIs to aim to offer PhD and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like healthcare, agriculture and law. • Organise in-house workshops and training sessions for the purposes of improving teaching, learning, research and administration through Office of Technology and Innovation.	• Faculty to engage in office of innovation and technology.	NA
24	• Content for online teaching and learning.	• Teams to participate in pilot studies as representatives of the select institutions. • Teams to run initiatives such as 'Donate a Device'.	• Central online content repository. • Teacher Training Programmes. • Consulting OPMs for designing online content.

5.1.2 Cost Implications II – HEI Specific: Physical and Digital

Infrastructural Resources

Clause	Physical	Digital
10	• Campus space for minimum 3000 students • Physical infrastructure for ODLs – examination centres, learner centres. • New universities. • Residential facilities on campus.	• ODL – e-content and resources • Research data and sources of information to engage in community-relevant research output and consultative services.
11	• Funds required for setting up incubation centers through NRFs.	NA
12	• Examination Centres for ODL programmes. • Learner Centres for ODL Programmes • Residential infrastructure upgrade as per international norms. • Support Centres for SEDG at the University.	• National Scholarship Portal upgradation and maintenance. • Technology for enabling ODLs: Creating e-resources, content, MOOCs.
13	• Build and maintain clean toilets. • Build and maintain clean drinking water facility. • Build and provide office space to individual faculty. • Teaching supplies in terms of chalk, pen, basic stationaries, access to printer and Wi-Fi. • Access to well-equipped Libraries and Labs. • Funds for general upkeep and maintenance of campus to ensure pleasant working environment.	• Make classrooms technology-enabled.
14	• Physical infrastructure for new offices and departments.	• Technology for enabling bilingual delivery of courses and translations. • Creation of internal database for maintaining enrolment and graduation statistics of SEDGs.
15	• Establishment of infrastructure for new schools of education within multi-disciplinary universities.	• Creation of a database of the network of neighbourhood schools for data and knowledge-sharing between schools and the university.

Clause	Physical	Digital
16	• Enable latest equipment available at regional level. • Ensure availability of all basic equipment (hardware and software) at institutional level. • Cost of using industrial equipment in regional industries.	• Create/purchase/license software for managing enrolment, training, and flexible credits for student (full-time/part-time) and external participants (from community or industry, or individual workers). • Create/purchase software to create, offer and manage ODL/blended courses in safe and secure manner • Additional proprietary software for cutting-edge equipment functionality.
17	• Guaranteed minimum research infrastructure by individual HEIs for all faculty members in MU, and interested faculty members in TU and AC via National Digital Library Network (Research Journal and database access). • Establishment and upgradation of research laboratories. • Administration of physical courses for developing research capabilities of faculty.	• Institutional ERP Upgrade for Centralised Research Tracking mechanism and Audit and Accreditation purpose • APIs to link HEI research and Knowledge Clearinghouse data with NRF database • Host Institutes with advanced research capabilities to create a Management System to streamline Research Facilities Utilisation by researchers from other HEIs • Digital infrastructure to be made available on basis of NETF recommendations
18	• Office space for Nodal Office in HEI acting as a bridge between the HEI and regulatory agencies.	• Website of the HEI specific Nodal Office.
19	NA	• Governance Dashboard. • Technology-enabled self-audits. • Document storage and archival webspace.
20	• Cost of creating new campus infrastructure (classrooms, labs, hostels, etc.) and upgradation of existing labs. • Ensure availability of all basic equipment (hardware and software) at institutional level. • Cost of using industrial equipment in regional industries.	• Create/purchase software to create, offer and manage ODL/blended courses in a safe and secure manner. • Additional proprietary software for offering cutting-edge courses and research.
21	• Extension offices, AECs buildings.	• ICT-equipped libraries, satellite based TV channels.

Clause	Physical	Digital
22	• Budgetary allocation for establishing new departments and programmes promoting Indian languages, Arts and Culture. • Funds would be required for the establishment of museums, including virtual museums/e-museums, galleries, and heritage sites by HEIs.	• Technological infrastructure might be required by HEIs to partake, contribute and develop content for the web-based portal to be initiated by GOI to preserve and promote knowledge and usage of Indian languages, Art and Culture.
23	• Physical infrastructure for Office of innovation and technology	• ICT-enabled infrastructure.
24	• Power and internet infrastructure across India.	• Infrastructure to enable more online learning and content.

5.1.3 Cost Implications III – Centralised: Non-HEI Specific

National Level Projects – Centralised Resources

Clause	Cost Implications
10	• Research and analysis on University expansion. • Accreditation Personnel – Increase capacity. • Annual funding for 5 years to be utilised in each quarter for development of all faculty members in low NAAC graded Public HEIs and a certain minimum number of faculty members each Quarter for each Private HEIs in the state. • NRF and MOE-States to allocate budget for locally-relevant research projects.
11	• Ministry of Education, GOI, would be responsible for setting up national level committees for Curriculum Design and to decide upon the guidelines for Academic Bank of Credit, which offers parity for different disciplines across the country for minimum credit requirement and allows credit transfer and student mobility at national/international level and between Public and Private HEIs. Ministry of Education, GOI, to issue broader guidelines on minimum disciplines to be offered by a multi-disciplinary university.
12	• International Outreach Campaign Conceptualisation and Implementation. • International Development Projects to attract international students. National level awareness campaign to increase cross-cultural sensitisation and reduce xenophobia.
13	• Instituting Excellence in Teaching, Research, Institution Building and Community Services Awards at Centre and State Level.
14	• National level recruitment drive for SEDGs and under-represented gender by creation of school-to-college pathways. National level awareness campaign to increase cross-cultural sensitisation and reduce xenophobia.
15	• Development of culturally responsive tests for teacher education entrance test. • Establishment of Translation and bi/multilingual education centres within schools/departments of education. • Development of a National & State-level online portal for data and record-keeping for schools.
16	• Enable industry and foreign institution exposure visits and training for VET Institutions' leaders. • Train Public & Private HEI faculty in cutting-edge technology via short duration courses at HEIs/COEs and industry visits. • Organise exposure visits and hands-on training for school students at local ITIs/VET Institutions. Ensure the cost of operation is covered for the host institution and faculty suitably remunerated for additional work. • Subsidies or tax rebates for enabling local industries to send their employees for skill upgradation in regional HEIs and COEs. • Cost of raw material, consumables, human resources, and equipment maintenance and operations for school and community projects.

Clause	Cost Implications
17	• Capital and working capital required for creating and operating NRF, including NRF Knowledge Clearinghouse. • Tax breaks to individuals and institutions for contributions to NRF/SRF. • NRF-HECI Coordination Council Operations. • NRF & SRF Artificial Intelligence and Machine Learning-enabled web portal. • NRF & SRF Project Proposal Review Process. • Single access to research databases and journals for all Indian HEIs, with cost sharing mechanisms based on utilisation (fixed and variable charges). • Guaranteed minimum research funding by NRF and SRF for all HEIs (MU, TU, AC) (Pre-commitment as percentage of budget). • Research capacity building fund to train Public HEI faculty members. • Research awards (HEI, Faculty, HEI Students, School Students). • School-level labs upgradation.
18	• Setting up of committees, and enabling them with the infrastructure and manpower to implement the required regulatory frameworks.
19	• Centralised and State level committees with manpower to monitor and assess the BoG Reports of all Indian universities.
20	• Cost of conducting research to benchmark professional HEIs.
21	• Building extension offices, AECs. • Providing ICT-enabled services.
22	• Establishment of Indian Institute of Translation and Interpretation (IITI). • Establishment of National Institute (or Institutes) for Pali, Persian and Prakrit within a university campus. • Establishment of a web-based portal for all languages in India and their associated arts and cultures to be documented through a web-based platform/portal/wiki in the form of videos, dictionaries, recordings of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. • Establishment of National Education Technology Forum though NRF/SRF. • Establishment of Scholarships for people of all ages to study Indian languages, arts and culture with local masters and/or within the higher education system. • Including proficiency in Indian languages as part of qualification parameters for employment opportunities.
23	• Building office of innovation and technology. • Providing ICT-enabled services.
24	• Building the digital infrastructure of institutions. • Building the overall digital infrastructure of India (Power/Internet).

5.2 Financial sources and ways of augmenting resources

Implementation of NEP 2020 requires substantial and strategic funding of HEIs. There is no denying that many HEIs would require thoughtful handholding and generous public funding to get an impetus on the path of excellence. This would require an increase in public spending on higher education not only in the public HEIs but also in the private HEIs where majority of the students are enrolled. However, each HEI also need to generate its own resources by exploring the pros and cons of sources of income. The following table presents the possible sources of funds for an HEI. It also presents pros and cons associated each of these sources and considering them, possible ways of augmenting these resources within an HEI.

5.2.1 Sources and ways of augmenting financial resources in the Higher Education Sector at large–

Increases in Public Funding in Education

There is no substitute to public funding in higher education. There is a need to spend at least 6 per cent of the GDP on the education sector. Moreover, government needs to be accountable for the expenditure on education from the funds earmarked and collected as education cess.

Corporate Learning, Training and Development Budget Utilisation

Private organisations across India today invest a good part of their internal budget for the Learning and Development (L&D) of their employees. This includes engaging employees in technical training programmes, leadership programmes and behavioural programmes. It also involves various online courses on multiple areas ranging from ethics to company policies to technical and interpersonal skill development. With HEIs having years of research backing, teaching capacity and now even the technical know-how of preparing MOOCs, we could try to divert the requirement for company specific L&D to HEIs. This could be in the form of asking HEIs to provide Management Development Programmes as well as online courses. Therefore, there should be certain tax benefits or other non-monetary benefits provided to organisations who incur a certain bare minimum amount on HEIs for their L&D requirements.

Tapping of Funds from Corporate Social Responsibility Initiative

The Ministry of Corporate Affairs (MCA) has observed that among the 5,097 companies that have filed annual reports till December 2016 only 3,118 companies had made some contribution towards CSR expenditure. During FY 2014-15, 3,139 companies had spent 74% of the prescribed CSR expenditure — most were to the Prime Minister's Relief Fund. There has been very little strategic thinking and innovation in CSR where corporations can play a leadership role in contributing to the society in general and higher education in particular. This also shows that companies in India have generally not understood the larger goals of CSR, viewing it more as a charitable endeavour. Some years ago, a report by a committee constituted by the then Planning Commission and headed by the then chief mentor of Infosys, Narayana Murthy, focused on the role of the corporate sector in higher education. It acknowledged the importance of stronger private initiatives and recommended steps such as free

There is a need to spend at least 6 per cent of the GDP on the education sector.

land for 999 years (sic), 300% deduction in taxable income to companies for contributions towards boosting higher education and 10-year multiple entry visas for foreign research scholars. It also recommended a ₹1,000 crore scholarship fund (with tax exemption for corporate sector contributions) to promote greater accessibility of higher education to the underprivileged. The amount of money spent on the CSR activities is not tax deductible. However, research, if used for company operations, can be considered as an expense to the organisation, and therefore would be considered tax deductible. This, along with some additional benefits, should be put in place for organisations who outsource their research activities to HEIs – this could include counting research outsourced to HEIs as CSR, with a cap and a minimum value on how much such income can be considered as CSR. This would require having some objective parameters for HEI research so that private organisations indeed receive quality output.

Philanthropy and Alumni Donations

Beyond a few examples, philanthropy in higher education in India is limited and almost non-existent. The historical evolution of public universities in India and their exclusive dependence on the government for all financial resources have contributed to limiting the capacity of funding that could be available for public universities. Today, public universities (State universities and other higher education institutions) face serious financial challenges. In the long run HEIs can tap into the alumni donations not only to professional institutions and research but also to liberal arts universities. Suitable tax benefits can be given to the philanthropists and donors to encourage such fund flows. Such funding should be additive to HEIs' total resources and should not substitute for any public funding made available to them.

Monetisation of University Output and Resources

HEIs can monetise their academic output by offering courses online, provisioning of consultancy services, offering summer programmes, student exchange programmes, etc. This should be explored only after accounting for meeting equity, diversity and inclusion goals of the HEIs. Excessive commercialisation at the cost of equity concerns needs to be prevented. However, if the equity targets are met, no HEI should be disincentivised for generating its own resources.

The historical evolution of public universities in India and their exclusive dependence on the government for all financial resources have contributed to limiting the capacity of funding that could be available for public universities.

5.2.2 Sources and ways of augmenting financial resources in the Higher Education sector at the level of HEIs–

Sr. No.	Sources	Pros	Cons	Ways of augmenting financial resources
01.	General Grants (Public)	• Augment resources of the HEIs for discretionary, general purposes. • In the case competitive grants increase the overall responsiveness of the HEI, channelise its priorities and direct internal resource allocation.	• Inadequate availability of public grants. • Currently, private HEIs do not receive general public grants.[19]	• Government commitment of spending on HE should increase to a minimum of 3% of the GDP. • Basic minimum guaranteed funding for all public HEIs without bureaucratisation (salary and maintenance, etc.). • Establishing a norm (need cum merit) based criterion for public funding. • Availability of government grants to public as well as private HEIs on the basis of the agreed norm. • HEIs aligning their IDPs, initiatives and reforms as per the established norms. • Establishing Office of Financial Impact Assessment and Augmentation of Resources (OFIAR) as a sub-division of the Finance Department of the HEI. • OFIAR to have representatives from finance dept., each school/dept. of the HEI, faculty, alumni, students and staff/adminstration representative.
02.	Purposive Grants (Public)	• Augment resources of the HEI for conducting research, provisioning of scholarships, construction of new buildings, etc. • Competition may improve the quality of specific areas where the Grants are made available.	• Cannot be used for meeting HEIs expenses at discretion. • Limited availability of purposive public grants.	• For scholarships and expansion of physical capital (buildings, labs, playgrounds, etc.), OFIAR in consultation with HEI leadership can apply for purposive grants. • For research grants, concerned faculty members can apply directly to the NRF. • Hiring and training staff specifically grant proposal writing.

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[19].This is when more than 70% of total student enrolment is in the private HEIs (AISHE, 2019).

Sr. No.	Sources	Pros	Cons	Ways of augmenting financial resources
03.	Donations	• Alumni • Philanthropists • Diaspora • Local, national and international corporations (via CSR or/and other channels)	• Donations may have donor restrictions on usage. • Currently, limited donations in higher education.	• OFIAR, Office of Communications and Public Relations, etc. projecting university vision, mission and achievements through reaching out to potential donors. • Donations may include physical assets creation/acquisition/upgradation (e.g. Lab equipment, books, etc.). • Government may provide suitable tax rebates/breaks, etc. to the donors. • Setting up endowment funds.
04.	Tuition fees	• Almost all HEIs can tap on this source. • Make HEIs more responsive to student needs and requirements. • Market viability of online courses can be helpful in HEIs' outreach initiatives.	• Can be detrimental for access and equity concerns.	• Contingent Student Loans for vocational/professional courses (Loan repayment shall begin only after starting a job; Guarantor: State/HEIs) • Social Impact Bonds. • Scholarships for needy students, including donations specifically earmarked. • Setting up endowment funds.
05.	Sales, services and sundry income.	• Helpful in university branding and outreach through: a. Patents, marketable products and services from HEI incubation centres, social entrepreneurial initiatives and other initiatives. b. Market viability of university infrastructure including research infrastructure. c. Sale of products that helps in branding of HEIs: Handmade paper notebook, fountain pen, file-holder, bags, *'Kurtas', 'Kurtis'*, etc.	• Often a very small portion of university revenue.	• OFIAR, Office of Communications and Public Relations, Faculty from HEIs' Business School/Department might explore possibilities of augmenting sales, services and sundry income for them. • Competitive allocation of funds for research and development within HEI. • HEI having incubation centres can accrue 1-2% shares in all incubated companies.

Sr. No.	Sources	Pros	Cons	Ways of augmenting financial resources
06.	Investment income	• Consistent source of return subject to market risk.	• Currently not a viable source for Indian HEIs.	• OFIAR may start from small and consistent yearly investment in the market.

06 THE WAY FORWARD

6.1 Stakeholder wise Approach

The NEP 2020 presents an opportunity for the Indian Higher Education Sector to make a huge leap forward towards improving the quality of the outcomes, as well as access to all sectors of society. The policy document is ambitious and has the potential to transform the Indian higher education landscape. To convert this potential into real change, the diverse set of stakeholders need to act together in a cohesive manner to bring about change. The legacy issues faced by India's HEIs and regulators make the possibility of any such cohesive action difficult. Further, the scale and scope of changes in the system across all levels that such policies suggest is overwhelming. The fate of the previous two Education Policies (1968 and 1986) and their failure to bring significant quality improvement in a time-bound manner point to the significant hurdles that the NEP 2020 and its implementers are bound to face. This document recognises the historical challenges of the Indian higher education system and policy initiatives to bring change across levels. Hopefully, this will prove useful for all actors within the higher education ecosystem and provide a clear direction to implement the NEP 2020 recommendations in a time-bound manner.

6.1.1 Ministry of Education – Government of India & States

The MoE-GoI (erstwhile MHRD) has overcome significant challenges to bring out the policy. The success of policy implementation needs to be similarly driven by the MoE. Since education (including higher education) is a concurrent subject with education quality being part of the Union list, the MoE needs to create a **National Education Ministers' Council (NEMC)** including **all States Ministers of Education and HEI Regulators (HECI and NRF)** (as soon as they are created) to reach a common understanding on the legislative, regulatory and institutional changes required.

The NEMC will require **strong advisory support** that can be provided by an Vice Chancellor standing committee consisting of highly accomplished academics and HEI leaders (current and retired VCs and heads of Regulatory Bodies) **from India and abroad** with a strong reputation and significant experience of managing large institutions.

The MoE needs to initiate the process by inacting necessary legislations (delineated in this document). Thereafter, the states also need to pass the necessary legislations to enable structural changes in the higher education ecosystem. Following the legislation enactment, the MoE (GoI and States) need to create Regulatory Bodies, define the rules governing their operations and relationships, allocate budget, and recruit the initial leadership team. This leadership team will then take over the implementation role, with the NEMC performing the role of implementation oversight and troubleshooting.

> *The fate of the previous two Education Policies (1968 and 1986) and their failure to bring significant quality improvement in a time-bound manner point to the significant hurdles that the NEP 2020 and its implementers are bound to face.*

6.1.2 Regulators

The NEP 2020 has a vision of simplifying the Indian higher education regulatory complexities. Overall, only two regulators will remain: Higher Education Council of India (HECI) and National Research Foundation (NRF). While HECI is expected to work on Teaching & Learning aspects, NRF will be responsible for driving research within HEIs. Apart from teaching-learning and research, community engagement is the third major responsibility of HEIs. Both HECI and NRF are expected to work with HEIs to help them perform this role.

The regulatory structure of HECI and NRF has been delineated in the NEP 2020 document with their different constituents. This implementation document further identifies the specific roles of each of the regulators' constituents and the timelines for their actions. They need to work closely with NEC to implement national and state level policy and institutional changes.

6.1.3 Research and implementation Support

There will be significant research support required for the regulators to measure the impact of changes brought about by their actions. This will require creation of a core research team that will work with HEIs to design rigorous studies for generating evidence and measure impact, as well as to look at the examples from across the world to provide guidance to regulators and HEIs. Thus, a consortium approach, with multiple academics located across HEIs engaged in designing and conducting research, will be required.

The regulators need to create not just regulation but also help HEIs build leadership, teaching, and research capacity. This work cannot be accomplished by the regulators on their own. They need to work with the top-rated HEIs in India recognised for their quality to build capacity of other HEIs. Even the best institutions in India have not yet broken into world Higher Education Rankings. Thus, even they may not have all the requisite knowledge and experience. Thus, they will also need research support to learn from successful case studies across the world.

For the reasons cited above, HECI and NRF need to have their own research teams that will work closely with researchers across HEIs to build capacity and evaluate the impact of changes brought about by the NEP 2020 on quality of individual HEIs, as well as the overall impact across states, nation, and public and private institutions.

6.1.4 Higher Education Institutions

The HEIs (Universities, Colleges, Standalone Institutions, etc.) will be significantly impacted by the NEP 2020. They will also be the arena of much action that will happen. Within the next 10-15 years, their existing structure can be expected to change drastically, and some institutions may cease to exist altogether if they cannot meet the quality standards. Thus, they will need to proactively take steps to internally audit their current state of teaching and research, and work closely with the regulators to make changes to bring the processes and infrastructure in line with the requirements of the NEP 2020.

The broad changes that will happen within the HEI landscape can be anticipated. This document has tried to delineate those changes and actions that HEIs will need to perform. The HEIs need not wait till the regulators provide them specific directions; they can initiate internal assessments and start working on taking their institution's structure and infrastructure in sync with expected outcomes.

> *The regulators need to create not just regulation but also help HEIs build leadership, teaching, and research capacity.*

6.2 Additional Recommendations

Given that the increasing the global footprint of Indian Higher Education is a part of the vision for India it is critical to empower leading institutions to pave that way for India HEIs. Therefore, this section covers some recommendations, that are additional to what has been recommended in the NEP2020.

It is recommended that the Ministry of Education, Government of India should consider amending the relevant provisions of the UGC (Institution of Eminence) Deemed to be University Regulations, 2017 to support Higher Education Institutions that are conferred with the status of an IoE for promoting Global Benchmarking and Internationalization of Indian higher education institutions.

This section addresses some of the issues and explains the reasons for the suggested changes.

I. Issue: Seeking an Exemption from the NAAC and the NIRF & Simplification of Nomenclature for Institutions of Eminence and Avoidance of the Phrase, 'Deemed to be University'

The National Institutional Ranking Framework (NIRF) and the National Assessment and Accreditation Council (NAAC) are ranking and accreditation institutions, respectively. The purpose of NAAC is to *"evaluate(s) the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well-being and student services"* (sic).

The NIRF outlines the methodology and ranking parameters based on teaching, learning and resources; research and professional practice, graduation outcomes, outreach and inclusivity and perception.

A Higher Education Institution is conferred with the status of an IoE by the Ministry of Education, Government of India subject to fulfilling all the Objectives and Characteristics of an IoE in consonance with Regulations 3 and 4 of the IoE Regulations, and a transparent and rigorous shortlisting and selection process by the Empowered Experts Committee that is compatible with legislative, regulatory and procedural requirements. The status of an IoE is itself a cardinal recognition, which already incorporates the criteria and parameters of the NAAC and the NIRF, in addition to the requirement of detailed and tangible action plans and timelines to achieve strategic vision plans.

Therefore, all IoEs should be exempted from undertaking periodic exercises for NAAC Accreditation and NIRF Ranking. IoEs ought to conform to parameters set by global ranking agencies. NAAC and NIRF exercises will be redundant and could confuse by clubbing IoEs alongside institutions that do not have this special recognition.

A *Reasons for Amending the Relevant IoE Regulations: NAAC, NIRF, and Inspection*

UGC IoE Regulations 4.2.15 *(Characteristics of Institutions of Eminence Deemed to be Universities – NAAC)* and 14.0 *(Accreditation and Ranking)* dealing with NAAC and NIRF,* respectively, need amendment.

> *IoEs ought to conform to parameters set by global ranking agencies.*

The following sentence should be added or appropriately inserted:

"During the period that a Higher Education Institution retains the status of an Institution of Eminence, it will be exempted from compliance with the processes of NAAC and the NIRF".

<u>Suitable insertions may be made to Regulations 4.2.15 and 14.0 of the UGC IoE Regulations.</u>

<u>Suitable insertion/ addition concerning exemption from NAAC and NIRF may also be made to UGC IoE Regulation 11.6.1 (Inspection)</u>

Use of the Word University – Simplification of Nomenclature for Institutions of Eminence and Avoidance of the Phrase, 'Deemed to be University'

An Institution of Eminence should not be asked to change the name, and more importantly, to drop the word "University" suffixed to its name. The required change in nomenclature can adversely affect the character and identity of the University, especially when the focus is on the internationalization of higher education. Establishing the identity of a University, its institutional character, mission, strategy, planning, and establishing its reputation requires a great deal of time, effort and resources.

The status of 'Deemed University' or a 'Deemed to be University' is very specific to the Indian context and unknown in most other countries. International students choosing to study in India, international faculty choosing to work in India, and international institutions and universities choosing to partner with Indian institutions will not understand the institutional and legal status of a Higher Education Institution which is 'Deemed to be University'. In India, the words, "deemed to be" tag is a misnomer. Usually, it refers to an accreditation granted to a Higher Educational Institution which is not a University or was an institution that was affiliated to a university.

According to Section 23 of the UGC Act 1956, only those institutions which are not Universities are prohibited from using the word, 'University'. The same was upheld by the Supreme Court of India. However, all IoEs are full-fledged Universities, and they should be allowed to remain Universities.

A *Reason for Amending the IoE Regulations: Use of the Word 'University' – Simplification of Nomenclature*

UGC IoE Regulations 17 states that *'The Institution shall not use the word 'University' suffixed to its name but may mention the words, 'Institution of Eminence Deemed to be University' within parenthesis'* needs an amendment.

> *An Institution of Eminence should not be asked to change the name, and more importantly, to drop the word "University" suffixed to its name.*

Suggested Amendment

The following should be added or appropriately inserted:

"All Institutions of Eminence (which are already Universities and other Higher Education Institutions) should include in parenthesis, after their existing name the following words: 'Granted the Status of an 'Institution of Eminence' by the Ministry of Education, Government of India'.

<u>Necessary insertions may be made to Regulations 17 of the UGC IoE Regulations.</u>

II. Issue: Flexibility in Course Structure – Duration of a Degree Programme; Promoting Internationalization in Admission of Students & Merit-Based Scholarships to Deserving Students

As part of the internationalization of higher education, it is important to have global benchmarks for the structure and duration of Masters' degree programmes, including their nomenclature. Such measures will make Masters' degree programmes more attractive and accessible to both national and international students, while ensuring cost and quality ratio.

Students are eligible to join a Masters' degree programme after completion of three years or four years or five years of study in an undergraduate programme. An intensive master's degree programme of a one-year duration with a flexible choice-based course structure will be more attractive to national and international students.

In India, the nomenclature and the duration of undergraduate and postgraduate degree programmes are governed by the UGC – Specification of Degrees 2014. However, certain newer and emerging programmes like a Master's Degree in Public Policy (MPP) that are on par with global standards do not find a place on the list. The IoEs should have flexibility to have different types of degree nomenclature as per globally accepted practices.

In the current framework, there is no scope for students to design their areas of study under the degree nomenclature of a Master of Advanced Studies or other such degree options that are available in other world class universities.

A *Reasons for Amending Relevant IoE Regulations: Flexibility in Course Structure – Duration of the Programmes and Nomenclature*

UGC IoE Regulations 11.2.2 which, *inter alia,* states that *'....an Institution of Eminence shall also have the flexibility of course structure in terms of credit hours and the number of years to take a degree.......'* needs an amendment.

> *As part of the internationalization of higher education, it is important to have global benchmarks for the structure and duration of Masters' degree programmes, including their nomenclature.*

B *Suggested Amendment*

The following sentence should be added or appropriately inserted:

"...An IoE is empowered to include one-year Masters' degree programmes fulfilling all the coursework and credit requirements and benchmarked against global standards".

<u>Necessary insertions may be made to Regulations 11.2.2 of the UGC IoE Regulations.</u>

Promoting Internationalization in Admission of Students

For enabling international stu*dents to join the Institutions of Eminence Deemed to be a University, the Government can formulate a* **'Specially Expedited Institutions of Eminence Multiple Entry Student Visa Scheme'**, with an exemption from the registration process **at the Foreigners Regional Registration Office (FRRO).**

Institutions of Eminence should be given a 'Most Favored Institution' (MFI) status. Government-related approvals and visa processes should be relaxed and/or exempted to enable IoEs to complete their admission implementation plans within the prescribed time.

Reasons for Amending the IoE Regulations: Admission of International

Students – Specially Expedited Visa Regime and Exemption from the

FRRO Registration Process

UGC IoE Regulations 11.1.1, which, inter alia, states that '*......Institution of Eminence Deemed to be University would be free to admit foreign students on merit..........*' needs amendment.

A *Suggested Amendment*

The following may be added or inserted in the Regulations:

"There shall be a Specially Expedited Institutions of Eminence Multiple Entry – Student Visa Scheme. All international students admitted to any of the IoEs will be granted a visa under this scheme. They shall also be exempted from the registration with the Office of the Foreigners Regional Registration Office (FRRO)".

<u>Suitable insertions may be made to Regulations 11.1.1 of the UGC IoE Regulations.</u>

Merit-Based Scholarships to Deserving Students

Private Higher Educational Institutions that are conferred with the status of an IoE are self-financed. They must carefully plan to raise revenues and meet their expenditure. Private Higher Educational Institutions also function on a not-for-profit basis and the income earned by them is devoted to capital and operational expenditure of the institution, including for the award of scholarships. Public Higher Educational Institutions, on the other hand, receive grants from the Government.

The Government of India should consider establishing a National Scholarship Fund for Students covering both Public and Private Higher Educational Institutions that are IoEs. This is also in line with the vision of the National Educational Policy 2020. The National Scholarship Fund for Students should have well-defined and transparent criteria for the award of scholarships. The Fund should solicit applications from meritorious and needy students from diverse geographical and socio-economic backgrounds. The National Scholarship Fund for Students will support the objective of a 'robust financial assistance programme to support meritorious students' as envisaged in the IoE Regulations.

A *Reasons for Amending Relevant IoE Regulations: Admissions and Fee Structure – Merit-Based Scholarships*

UGC IoE Regulations 11.1.3, which, inter alia, states that *'....an Institution of Eminence Deemed to be University shall create a credible and robust programme of financial assistance in the form of scholarships and loans...'* needs amendment.

B *Suggested Amendment*

The following paragraph should be added or appropriately inserted:

"There shall be a National Scholarship Fund for Students joining the Institution of Eminence. During the period that a Higher Educational Institution retains the status of an Institution of Eminence, it will automatically become a member institution of the National Scholarship Fund. There shall be set criteria for awarding merit-based scholarships to deserving students joining a degree programme offered by the Institution of Eminence Deemed to be a University for both Public and Private higher education institutions. There shall be scope for inter-institutional mobility of students".

Necessary insertions should be added to Regulations 11.1.3 of the UGC IoE Regulations.

III. **Issue: Recruitment of Faculty –Autonomy, Freedom and Flexibility for Faculty Appointments; Recruitment of International Faculty – especially Expedited Visa Regime; Exemption from the FRRO; Tax and Provident Fund Liabilities & Creating an Enabling Framework to receive 100% Tax Exemption for Private Philanthropic Grants to Institutions of Eminence; Recognition under the Foreign Contribution (Regulation) Act (FCRA) and Exemption from Goods and Services Tax (GST) on Academic and Non-Academic Services offered by the Institutions of Eminence.**

The appointment of outstanding international faculty members is key to the internationalization of higher education in India and its Institutions of Eminence. An enabling ecosystem to ease the process of hiring international faculty requires changes or reforms in the existing Government Regulations. Presently multiple prior Government approvals are mandated for appointing international faculty. Current regulations require the international faculty to register with the Foreigners Regional Registration Office (FRRO).

The other issues that could hinder or delay the appointment of foreign faculty at all levels are term-based appointments, minimum salary threshold for issuing work visas to foreign faculty, and compliance with Income Tax and Provident Fund regulations. It is important to modify these regulations to ensure greater ease of hiring foreign faculty members by the IoEs.

The Government should formulate a *'Specially Expedited Institutions of Eminence Multiple Entry Employment Visa Scheme for International Faculty'* with explicit exemption from FRRO clearance following personal appearance. IoEs should be given preferential treatment in all Government-related approvals and visa processes to enable them to implement their faculty hiring plans in good time.

> *The appointment of outstanding international faculty members is key to the internationalization of higher education in India and its Institutions of Eminence.*

A *Reasons for Amending the IoE Regulations: Recruitment of International Faculty – especially Expedited Visa Regime; Exemption from the FRRO; Tax and Provident Fund Liabilities*

UGC IoE Regulations 11.3.1, which, *inter alia*, states that *'......The approach should be to attract the most talented people, no matter where they come from, who are open to new ideas and approaches.'* needs an amendment.

UGC IoE Regulations 11.3.2, which, *inter alia*, states that *'The Institution of Eminence Deemed to be University shall have complete autonomy in the appointment of faculty, promotions, etc. including the autonomy to offer them emoluments and perks commensurate with their standing as it deems fit.'* needs an amendment.

B *Suggested Amendment*

The following should be added or inserted in the Regulations:

"There shall be a Specially Expedited Institutions of Eminence Multiple Entry – Long Term Employment Visa Scheme for International Faculty. The minimum duration of the visa shall be ten years. They shall be exempted from registration with the Office of the Foreigners Regional Registration Office (FRRO)".

Suitable insertions may be made to Regulations 11.3.1 of the UGC IoE Regulations.

C *Suggested Amendment*

The following sentences may be added or appropriately inserted:

"The IoEs will be exempted from the existing minimum threshold of salary for issuing Specially Expedited Institutions of Eminence Multiple Entry – Long Term Employment Visa Scheme for recruiting International Faculty. All international faculty members employed in the IoEs shall be exempted from the payment of Income Tax and contribution to the Provident Fund".

Necessary insertions may be made to Regulations 11.3.2 of the UGC IoE Regulations.

Funding and Corpus Fund – Creating an Enabling Framework to receive 100% Tax Exemption for Private Philanthropic Grants to Institutions of Eminence; Recognition under the Foreign Contribution (Regulation) Act (FCRA) and Exemption from Goods and Services Tax (GST) on Academic and Non-Academic Services offered by the Institutions of Eminence

Research is one of the prime areas in the agenda of an Institution of Eminence. In addition to research and collaborative research projects, the recruitment of meritorious international faculty members should be benchmarked against international standards that include competitive salaries. Institutions of Eminence are also mandated to provide merit-based scholarships to students.

> *In addition to research and collaborative research projects, the recruitment of meritorious international faculty members should be benchmarked against international standards that include competitive salaries.*

Private Higher Educational Institutions that are conferred with the status of an IoE are self-financed. Therefore, careful planning is needed to raise revenues and meet the expenditure of institutions. All Higher Educational Institutions that are conferred with the status of Institutions of Eminence must be a part of a National Research Fund. All such institutions should also be eligible to receive funds from Corporations or Private Philanthropic Institutions covered under *Corporate Social Responsibility* (CSR).

CSR funds should be increasingly incentivized to support education and support IoEs through tax exemptions.

Internationalization of higher education necessitates collaborative research projects with international partners, research, and grant agencies. All such foreign donations are regulated by the Foreign Contributions Regulation Act.

All institutions must register under the FCRA. The validity of registration under the FCRA is five years, which is subject to renewal. However, obtaining registration and/ or renewal under the FCRA is a tedious, time-consuming and a long-drawn procedure and process that requires multiple approvals and compliance with several sets of Government regulations.

The current procedures could affect the goals of an Institution of Eminence as outlined in Regulation 4.0: Characteristics of Institutions of Eminence Deemed to be Universities. IoEs should be able to obtain, *'High Levels of Funding'*, conduct, *'High Quality of Teaching'*, achieve, *'Excellence in Research'*, and be able to *'.... leverage ...alternative funding sources with the autonomy to utilize these resources'*.

To enable IoEs, achieve their goals, and, in particular, promote the internationalization of higher education, it is desirable to consider exemption of academic and non-academic services of IoEs from the **Goods and Services Tax (GST)**. The amount to be paid towards GST will thus be available to IoEs for creating more infrastructure for students or use it for fulfilling the overall institutional objectives of the IoE.

The substantive focus of IoEs is in relation to promoting innovative, interdisciplinary and multi-disciplinary academic and research programmes leading to degrees or qualifications with 'tangible and intangible contributions to the society'. This also reflects the non-commercial purpose of activities.

IoEs are mandated to make a mark in the globally competitive world university rankings, and consistently perform better in them. Fulfilment of this mandate entails significant expenditure on academic and non-academic activities.

> *To enable IoEs achieve their goals, and, in particular, promote the internationalization of higher education, it is desirable to consider exemption of academic and non-academic services of IoEs from the Goods and Services Tax (GST).*

A *Reasons for Amending IoE Regulations: Funding and Corpus Fund - 100% Tax Exemption for Private Philanthropic Grants to Institutions of Eminence; Recognition under the Foreign Contribution (Regulation) Act (FCRA) and Exemption from Goods and Services Tax (GST) on Academic and Non-Academic Services offered by the Institutions of Eminence*

UGC IoE Regulations 10.0, which states, inter alia, that *'There shall be no funding by the Central Government either to existing Private Institutions which have been declared as Institutions of Eminence Deemed to be Universities or the newly established private institutions of Eminence Deemed to be Universities under this scheme. However, this would not exclude them from accessing Government funds allocated for specific studies/projects which they may execute'* needs amendment.

UGC IoE Regulations 20.1 states inter alia, *'......Universities not owned or controlled by the Government, a Corpus Fund as mentioned in Regulation 4.2.11 shall be created and maintained permanently...'*

B *Suggested Amendment*

The following should be added or appropriately inserted:

(i) *"All Institutions of Eminence shall be eligible to become a part of   the National Research Fund. Any donations to the Institutions of Eminence Deemed to be Universities made by Corporations or Private Philanthropy shall be eligible for receiving 100% tax exemption."*

(ii) *"All Institutions of Eminence shall be automatically registered under the Foreign Contribution (Regulation) Act for teaching and research collaboration. The registration under the Foreign Contribution (Regulation) Act shall be co-terminus with the status of the higher education institution as an Institution of Eminence."*

(iii) *"All Institutions of Eminence shall be exempted from the Goods and Services Tax (GST) for any services provided by the service providers to the IoEs towards academic and non-academic services."*

<u>Suitable insertions may be made to Regulations 10.0 of the UGC IoE Regulations.</u>

C *Suggested Amendment*

The following should be added or appropriately inserted:

"All Institutions of Eminence shall be permitted to deposit grants received under the Foreign Contribution (Regulation) Act to their respective Corpus Fund".

<u>Necessary insertions may be made to Regulations 10.0 of the UGC IoE Regulations.</u>

IV. **Issue: Inspection –Freedom from Review, Assessment, Inspection to be Applicable to All Courses Except Law and Medicine, which have Independent Statutorily Established Regulatory Bodies.**

Institutions of Eminence are selected after detailed due diligence and a transparent process. Hence there is no requirement for further and frequent inspection of IoEs. According to the National Education Policy 2020, Professional Regulatory Bodies will act as Standard Setting bodies. Regulatory Bodies like the Council of Architecture, Rehabilitation Council of India etc. will continue to regulate the programmes and grant intake approvals for admitting students to professional programmes and programmes regulated by these Councils. Institutions of Eminence have been given autonomy only from the UGC regulations, but not from regulations of other institutions.

There are more than 15 other regulators in Higher Education. Unless an IoE is made autonomous and exempted from regulation by all of these professional bodies or Councils, it will be difficult to achieve world-class standards in all disciplines of higher education that the institutions are engaged with. Broadening the scope of the autonomy from inspections is imperative.

A *Reason for Amending the IoE Regulations: Inspection – Freedom from Inspection Shall be Applicable to all Courses and Programmes Under Subject-Based Regulatory Bodies*

UGC IoE Regulations 11.6.1 states that *'The existing UGC Regulations in relation to inspection shall not apply to these Institutions of Eminence Deemed to be Universities'* needs an amendment.

B *Suggested Amendment*

The following may be added or appropriately inserted:

"There shall be autonomy from review, assessment and inspection for all IoEs, which shall be applicable to all courses and programmes, including from all subject-based regulatory bodies except from the statutorily-established regulatory bodies".

Necessary insertions may be made to Regulations 11.6.1 of the UGC IoE Regulations.

V. Issue: Other Enabling Provisions to the UGC IoE Regulations – Off-Campus Centre; Off-Shore Campus & Establishment of Micro Campus.

The term "Off-Campus Centre" is Defined under the UGC IoE Regulations vide Regulations 2.12. The UGC laid down Procedure for Off-Campus Centres for Category I and Category II institutions under the *UGC (Categorization of Universities (only) for Grant of Graded Autonomy Regulations) 2018.*

There is a need to include an enabling provision to the existing IoE Regulations that distinguishes Institutions of Eminence from Deemed Universities with Graded Autonomy. There is also a need for an amendment to Regulation 16 of the UGC IoE Regulations.

Unless an IoE is made autonomous and exempted from regulation by all of these professional bodies or Councils, it will be difficult to achieve world-class standards in all disciplines of higher education that the institutions are engaged with.

A *Reason for Amending the IoE Regulations*

As stated above, UGC IoE Regulations 2.12 refer to Off-Campus Centre. An enabling provision should be included concerning this.

B *Suggested Amendment*

"An Institution of Eminence Deemed to be a University may set up an Off- Campus Centre outside its campus in a different location within India."

UGC IoE Regulations 16.0 states, 'Institution to be Unitary and shall not affiliate any other institution'.

The following should be added or appropriately inserted:

Suitable insertions may be made to Regulations 16.0 of the UGC IoE Regulations

Other Enabling Provisions to the UGC IoE Regulations – Off-Shore Campus

The term, "Off-Shore Campus" is defined under the UGC IoE Regulations vide Regulations 2.13. There is a need to include an enabling provision to the existing IoE Regulations along with an amendment to Regulation 16 of the UGC IoE Regulations.

A *Reason for Amending the IoE Regulations*

As stated above, UGC IoE Regulations 2.13 refer to Off-Campus Centre. An enabling provision shall be included.

B *Suggested Amendment*

"All Institutions of Eminence may set up an Off-Shore Campus beyond its campus and located outside India".

UGC IoE Regulations 16.0 states, *'Institution to be Unitary and shall not affiliate any other institution'.*

The following should be added or appropriately inserted:

"The Institution of Eminence shall be a unitary institution and shall not affiliate any other Institution. This shall not preclude an Institution of Eminence from setting up an Off-Shore Campus beyond its campus and located outside India".

Necessary insertions may be made to Regulations 16.0 of the UGC IoE Regulations

There shall be a Provision in the IoE Regulations to Establish Micro-campuses

Pandemic has changed the way we teach, learn and research forever and has put Higher Education Institutions in change and innovation mode. Alongside the contingency planning that we have been doing to deal with the extraordinary pandemic situation, the planning for future model of higher education is important. There should be creative ways of making world class education accessible to a larger population/community. To address the mobility and location concerns and enable communities locally and internationally to have access to world class higher education, there should be a provision for micro-campuses in the UGC IOE Regulations. Location of the student and many other probable reasons like family or work related reasons will not act as a restriction for quality education and to achieve personal, social, economic and professional aspirations. Along with the fresh students, Alumni of the university, Employers and Employed Professionals in the vicinity of those locations will greatly benefit from models of higher education providing mobility and access to higher education. Also, the

mode of operations of these micro-campuses where large gatherings are avoided, unlike main campuses of HEIs, would ensure future readiness of serious events like pandemics which put restrictions on the gatherings and mobility due to health and safety risks. These micro-campuses can be located in the urban/ suburban areas with an approximate distance of 75 to 100 kilometres from the location of Institutions of Eminence. All such micro campuses may have 300 students and offer undergraduate and post graduate programmes, with the emphasis on the latter, along with blended mode and flexibility of learning sessions. Micro campuses may be in the mixed use buildings.

The following should be added or appropriately inserted:

"The Institution of Eminence shall be a unitary institution and shall not affiliate any other Institution. This shall not preclude an Institution of Eminence from setting up a Micro-Campus beyond its campus within a distance of 75 to 100 Kilometres from the location of the main campus. The Micro- Campus of an Institution of Eminence shall primarily offer Post Graduate Programmes and have a capacity of not less than 500 students. Micro campuses may be established in the mixed-use buildings. They shall have minimum 20,000 Sq. Feet of built up area. Academic standards of Micro Campuses shall be the same as that maintained in the main campus of the Institution of Eminence".

"The clause regarding 30 square meters of build up area per student will not be applicable to such micro campuses as these campuses may come up in urban areas and may not have hostels, faculty/ staff residences, big recreational facilities, health centres etc.,"

<u>Necessary insertions may be made to Regulations 16.0 of the UGC IoE Regulations</u>

> *To address the mobility and location concerns and enable communities locally and internationally to have access to world class higher education, there should be a provision for micro-campuses in the UGC IOE Regulations.*

6.3 Five-Point Plan: Aatmanirbhar Indian Higher Education

The National Education Policy 2020 has heralded a new imagination for the Indian higher education system. It has created an inspiring vision that has the potential to build and nurture world-class universities and higher education institutions in India. However, this vision depends on our ability and commitment to the pursuit of systemic, systematic, synchronous and sustainable reforms as envisaged in the policy. An equally important aspect of the higher education vision can and should be is what the Honourable Prime Minister of India has envisaged - the evolution of what he has called, "Atmanirbhar Bharat".

The Honourable Prime Minister, Mr. Narendra Modi has said "Aatmanirbhar Bharat is not about being self-contained or being closed to the world, it is about being self-sustaining and self-generating. We will pursue policies that promote efficiency, equity and resilience." The Union Minister of Education, Mr. Ramesh Pokhriyal "Nishank" has underlined the inextricable link of our aspirations to build a world-class higher education system with our commitment to developing an Atmanirbhar India. He has already begun extensive consultations with higher education leaders with a view to implementing the NEP in a time-bound and efficient manner.

The Indian imagination of an Atmanirbhar university will be successful, if the vision of NEP is implemented in letter and spirit. Therefore, to execute the implementation plan proposed in this document, it would be important that the following 5 initiatives are implemented immediately, to provide this implementation plan a strong foundation.

Point 1: Establishment of the Prime Minister's Task Force

The Prime Minister has highlighted the importance of NEP on a few occasions and a vision to build the intellectual and social capital for developing collective consciousness on the implementing the NEP. The next step will be to match these words of exhortation with the establishment of an institutional mechanism for implementation. This is important because the successful implementation of NEP requires different types of interventions at the highest level. It includes coordination and cooperation between the central and state governments; legislative interventions, including passing new laws and/or seeking amendments to existing laws; a significant increase in the budgetary framework and augmentation of financial resources with involvement of inter-ministerial discussions; and regulatory reforms, including nudging at the highest level to ensure the actual on-ground efforts for the implementation of NEP. The PM's Task Force on Higher Education Reforms will be an Advisory Body comprising of experts from public and private Higher Education Institutions (HEIs) to help the PM directly understand and appreciate the implementation bottlenecks, and ensure time-bound implementation with accountability fixed among various stakeholders.

Point 2: Establishment of the National NEP Implementation Standing Committee

There is a need to establish a National NEP Implementation Standing Committee with select Vice-Chancellors/Directors of universities/institutes respectively, in both the public and private sectors. This Committee will be tasked with creating and monitoring the NEP Implementation Plan in a time-bound manner. It will have specific powers and functions, including thematic sub-committees and regional committees. The Standing Committee will be located within the Ministry of Education, chaired by the Education Minister and the Member-Secretary being the Education Secretary to the Government of India. It should have ex-officio members of all major regulatory bodies to help address the hurdles and obstacles faced by the HEIs in the implementation of the NEP.

Point3: Constitution of the National Education Ministers' Council

There is a need for constituting the National Education Ministers' Council with Education Ministers of all states and UTs, chaired by the Union Minister for Education. This council will be an important institutional mechanism to monitor the implementation of the NEP in the states and UTs, and also to serve as a forum to discuss and address implementation issues. This Council will also recognise the importance of our constitutional vision of promoting cooperative federalism, and will require tactful

navigation through the unique and diverse perspectives of several state governments. The nature of democratic governance in India requires this type of democratic engagement with states, and there is no better forum than this Council to work towards the actual implementation of the NEP.

Point4: Constitution of the National Higher Education Philanthropy Council

The establishment of the National Higher Education Philanthropy Council chaired by the Education Minister with private sector participation as members is important. Nearly 70 per cent of Indian HEIs are private, and more than 70 per cent of Indian students study in private and public HEIs. Therefore, we must build on this reality to raise financial resources that are critical for the establishment of more private HEIs. However, this will require new and innovative institutional mechanisms, tax incentives, philanthropic contributions, endowment frameworks and other initiatives to inspire and incentivise the Indian corporate sector to contribute in the form of individual and corporate philanthropy to both public and private HEIs. This will also enable us to further expand our existing aspiration of 6% GDP investment on education that is envisaged in the NEP. The Philanthropy Council could help promote a fundamental re-imagination of the tax structure to incentivise potential donors and philanthropists for establishing three new Endowment Funds: Higher Education Infrastructure Development Endowment Fund; Higher Education Student Scholarship Endowment Fund; and Higher Education Research Grants Endowment Fund.

Point5: Empowerment of the "Institutions of Eminence" (IoE)

The idea of "Institutions of Eminence" (IoEs) articulated by the Prime Minister is a powerful and inspiring idea, with a vision to developing world-class universities in India. In the budget speech of 2016, the then Finance Minister, Mr. Arun Jaitley promised to provide "an enabling regulatory architecture" so that "ten public and ten private institutions" would emerge "as world-class Teaching and Research Institutions". This led to the establishment of IoEs, but still have a long way to go. Today, the vision of IoE needs to be integrated with the NEP implementation plan, and IoEs need to be empowered with more freedom, flexibility, autonomy and resources to realise our aspirations for building India's world-class universities. This will in due course, help Indian universities to have a robust presence in the global rankings of universities. The UGC (Institution of Eminence) Deemed to be University Regulations, 2017 (hereafter the Regulations or IoE Regulations) are positive and futuristic and will provide an enabling ecosystem for Indian Universities to make an impact on the global higher education map. The autonomy will certainly enable IoEs feature in the top world university rankings. However, a few provisions, which are a part of the current IoE regulations need to be revisited and suitably amended to accomplish the vision of the idea and concept of an 'Institution of Eminence'. The proposed amendments will empower selected institutions to reach the top 100 of the World University Rankings over the expected time.

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ABOUT ASSOCIATION OF INDIAN UNIVERSITIES

The formation of the Inter-University Board (IUB) of India as an Apex Inter-University Organisation on March 23, 1925, in a meeting of Vice Chancellors/their representatives at Bombay University was the culmination of the need to bring together all the universities in India on a common platform through a coordinating body, to protect the interest of the students as well as the universities. The objective was to promote university activities, especially by way of sharing information and increasing co-operation in the field of education, culture, sports and allied areas. Prior to this, having such an organisation in India was recommended by the Sadler Commission in 1919 followed by a resolution, made in the Conference of Vice Chancellors of the Indian Universities convened at Shimla in 1924.

The Inter-University Board acquired a legal status with its registration as a Society under the Societies Registration Act, 1860, on September 29, 1967 and was renamed as Association of Indian Universities (AIU) in 1973. Since its inception AIU is actively engaged in the growth and development of Higher Education. The membership of AIU includes all types of universities e.g. Conventional Universities, Open Universities, Deemed to be Universities, State Universities, Central Universities, Private Universities and Institutes of National Importance. In addition to Indian Universities, 13 Universities/Institutes from Bangladesh, Bhutan, Republic of Kazakhstan, Malyasia, Mauritius, Nepal, Thailand, United Arab Emirates and United Kingdom are its Associate Members.

The Vision of AIU is to emerge as a dynamic service and advisory apex organisation in India by undertaking such initiatives and programmes which could strengthen and popularise Indian higher education as leading edge system in the world and promote greater national and international collaboration in Higher Education, Research and Extension, Sports, Youth and Cultural Activities.

The Mission of AIU is to promote and represent the higher education system and Indian Universities through strong liaison with the government and National/International organisations of higher education, sister associations world over and establish liaison between/among universities through active support, cooperation and coordination among the member universities and all its stakeholders for quality education, research and other academics and extension activities.

ABOUT O.P. JINDAL GLOBAL UNIVERSITY

O.P. Jindal Global University (JGU) is a non-profit global university established by the Government of Haryana and recognised by the University Grants Commission (UGC). JGU was established as a philanthropic initiative of its Founding Chancellor, Mr. Naveen Jindal in memory of his father, Mr. O.P. Jindal. JGU is one of the few universities in Asia that maintains a 1:8 faculty-student ratio and appoints faculty members from India and different parts of the world with outstanding academic qualifications and experience. JGU is a research intensive university, which is deeply committed to its core institutional values of interdisciplinary and innovative pedagogy; pluralism and rigorous scholarship; and globalism and international engagement.

JGU has established ten schools: Jindal Global Law School (JGLS), Jindal Global Business School (JGBS); Jindal School of International Affairs (JSIA); Jindal School of Government and Public Policy (JSGP); Jindal School of Liberal Arts & Humanities (JSLH); Jindal School of Journalism & Communication (JSJC); Jindal School of Art & Architecture (JSAA); Jindal School of Banking & Finance (JSBF); Jindal School of Environment & Sustainability (JSES) and the Jindal School of Psychology & Counselling (JSPC). JGU has been granted with "Autonomy" by the University Grants Commission and the Ministry of Human Resource Development, Government of India, for receiving the then highest "A" Grade from the National Assessment and Accreditation Council (NAAC). This makes JGU the only private university in the state of Haryana and one of the only two private universities in India to be given the status of autonomy.

JGU has been ranked the number one private university in India in the QS World University Rankings 2021. JGU is the highest-ranked Indian university, which focuses solely on Social Sciences, Arts and Humanities, and the youngest Indian University to be ranked this year. JGU is also the only Indian private university in the top 150 'young' universities in the world (under 50 years of age) in the QS Young University Rankings 2021.

The Ministry of Education, Government of India has conferred the status of an Institution of Eminence (IoE) to JGU.