

PART 2

SARTHAQ

Students' and Teachers'
Holistic Advancement Through
Quality Education

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Annexure-I

Chapter-wise Task Table

1. Early Childhood Care and Education: The Foundation of Learning

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.3 & 1.4	Task 1	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using indigenous toys and games, puppetry, art, stories, poetry/songs, etc. for cognitive and psychomotor development, and mechanisms for bridging the gap between language spoken by child and language used in class/AW.	NCERT	2021-22	NCFECCE Toys-based pedagogy guidelines
1.3 & 1.4	Task 2	SCERTs to adopt/adapt the curriculum framework developed by NCERT for ECCE with local contextualisation. The SCF will also detail the use of locally produced/ indigenous toys and indigenous games, puppetry, art, stories, indigenous poetry/songs, etc for ECCE and also specific mechanisms for bridging the gap between language spoken by child and language used in class/AW	SCERT	2022-24	SCFECCE Guidelines for bridging language gap Integration of local flavour in education
1.3 & 1.4	Task 3	(i) NCERT will prepare TLM for the Foundational stage including ECCE;	NCERT	2022-24	(i) NCERT develops TLM for ECCE
		(ii) Learning outcomes will be defined for the Foundational stage to include a range of knowledge, skills and aptitude, etc. areas.		2021-22	(ii) LOs developed for foundational stage
1.3 & 1.4	Task 4	States and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material may also be developed in languages/dialects spoken in the region, aside from the local/regional languages.	States/ UTs, SCERTs, DIETs	2022-24	SCERT develops TLM for ECCE
1.4	Task 5	Data Capture Format (DCF) will be developed for integrating ECCE in UDISE+ portal	MOE	2021-22	UDISE+ expands for ECCE
1.4	Task 6	Data related to ECCE implementation will be collected from States and UTs in 2021. MOE will issue detailed letter to States in this regard.	MOE, States & UTs	2021-23	Data captured on ECCE status on UDISE
1.4	Task 7	Data analysis shall be undertaken by the States/UTs to identify gaps in access to ECCE and resource requirements, both in	States/UTs	2021-23	ECCE Data analysis for identifying

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		Anganwadi systems and in Primary schools for introducing 1 year of preparatory class.			resource requirements
1.4	Task 8	From academic year 2021 -22 itself, States/UTs will undertake rationalisation of existing resources to immediately initiate 1 year of preparatory class in those areas where classrooms and other resources are already available.	States/UTs	2021 -23	Rationalisation of existing resources for 1-year Preparatory class
1.4	Task 9	Position paper will be developed by SCERTs (and by NCERT as mentioned in Task 83) to highlight the present status, issues, challenges and enablers of ECCE in States/UTs of India.	SCERT	2021-23	SCERT Position Paper on ECCE
1.5	Task 10	For universal access to ECCE, Anganwadi Centres will be strengthened by the Ministry of Women and Child Development.	MWCD	To be decided by MWCD	Strengthened AWs Guidelines for AW
1.5	Task 11	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters in 2021 -22 and undertake the integration.	States/UTs in collaboration with their Departments of WCD	2021-22 onwards	Guidelines for AW integration with primary schools and AWs linking to schools initiated
1.5	Task 12	Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up for ECCE implementation by States/UTs	States/UTs	From 2021-22	IEC for ECCE
1.5	Task 13	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes	States/UTs	2021-22 onwards	Systematic inclusion of Pre-primary sections in Primary schools
1.6	Task 14	A long-term perspective plan for next 10 years on ECCE will be developed	MWCD, States/UTs	2022-23	10-year plan on ECCE implementation
1.6	Task 15	Phase 1: Preparatory Class/Balvatika will be introduced in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes; similarly, Balvatika will be introduced by MWCD in those AWs where trained AWWs are available.	States/UTs, MOE, MWCD	2022-25	Introduction of 1-year Preparatory Class in primary schools Introduction of 1-year Preparatory Class in Anganwadis

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.6	Task 16	Phase 2: States/UTs will introduce preparatory class/Balvatika in the rest of the primary schools. State/UT DWCD will introduce Balvatika in rest of the Anganwadis with a qualified AWW, under guidance of MWCD	States/UTs, MWCD	2025-30	Introduction of 11-year Preparatory Class in AWWs
1.6	Task 17	The mid-day meal programme will be extended to the Preparatory Class in primary schools. Guidelines in this regard will be framed by MOE.	MOE	2021-22	Guidelines and MDM extension to Preparatory class in primary school
1.6	Task 18	Guidelines for Monitoring and Tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year. It will be implemented from 2022-23 academic session in schools.	MOE, MWCD, States/UTs	2021-22	Guidelines for tracking health of children
1.7	Task 19	A six-month online certificate programme for Anganwadi workers/teachers with qualifications of 10+2 and above, and a one-year online Diploma Programme in ECCE with qualifications below 10+2 will be designed.	SCERT	2021-23	Designing of online Diploma programme for ECCE Designing of online Certificate programme for ECCE
1.7	Task 20	Departments of WCD of States/UTs under the guidance of the Ministry of WCD will assess the educational qualification of Anganwadi workers and will enrol them in 6 months/1-year diploma course.	States/UTs, MWCD	2021-23	Enrolment of AWWs in online programme
1.7	Task 21	The States/UTs monitor and mentor the acquisition of skills of AWWs through digital /distance mode and/or using DTH channels as well as smartphones.	States/UTs, SCERT	2021-23	Completion of Certification/ Diploma by AWWs
1.7	Task 22	SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for the implementation of ECCE.	SCERT	2022-30	Initial professional preparation and CPD of teachers for ECCE by SCERT /DIET/BRC/CRC
1.7	Task 23	Preparation of cadres of professionally \ qualified educators for early childhood care and education in primary schools by 2030	SCERT	In phases from 2022-30	Cadres of professionally qualified

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		to cover all primary schools.			educators for ECCE in all pre-primary schools
1.8	Task 24	Ministry of Tribal Affairs will prepare the plan for introduction of ECCE in Ashramshalas and implementation in consultation with Joint Task Force	Ministry of Tribal Affairs	2022-24	Action plan for ECCE by MoTA
1.8	Task 25	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	SCERT	2022-24	Master Trainers training for schools under MoTA
1.9	Task 26	The Joint Task Force will be constituted by the MOE for smooth integration of early childhood education with the school education system. On the basis of the order of formation of JTF by MOE (including NCERT, NIOS, KVS, CBSE), States/UTs will form similar JTF with the same objectives.	MOE	2020-21	Constitution of Joint Task Force at national and state levels

2. Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	Task 27	MOE to launch a National Mission in 2020-21 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs	MOE	2021-22	Launch of FLN Mission
2.2	Task 28	The Ministry will prepare and develop a detailed framework/guideline for implementation of the FLN Mission.	MOE	2021-22	Framework for FLN Mission
2.2	Task 29	National FLN Mission will declare in 2020-21 the overall National targets with year wise outcomes to be achieved by the year 2025-26.	MOE	2021-22	Year wise and state wise targets for achieving at least 75% grade level proficiency
2.2	Task 30	A Curriculum Framework focusing on FL&N with learner-centric pedagogy will be developed by NCERT as a part of NCFECCE and NCFSE.	NCERT	2021-22	FLN Curriculum framework

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	Task 31	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode	States/UTs	2021-22 onwards	Capacity building of teachers for FLN
2.2	Task 32	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as exemplar. This content will be used by Kendriya Vidyalayas and CBSE affiliated schools for implementing the mission objectives.	NCERT, CBSE, KVS	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT
2.2	Task 33	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language/s and ensure their appropriate integration for teaching and learning by all their schools, including those affiliated to state/UT/ BOAs.	SCERT, BOAs	2021-23	Online/blended teacher training modules for FLN by SCERT
2.2	Task 34	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning resources/ material for grades 1 to 5.	NCERT, SCERT	2021-23	Additional learning resources by NCERT and SCERT
2.2	Task 35	Assessment of progress and achievements by students, schools and States/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/ CBSE schools) and SCERTs will adopt/ adapt the same for students in states/UTs in the foundational years.	NCERT, SCERT	2021-22	Holistic Progress Card designed
2.2	Task 36	NCERT and SCERTs will continuously develop item banks, including criterion-referenced item banks for classes 1 to 5 related to the measurement or achievement of each learning outcomes (at least 500 items per grade per subject).	NCERT, SCERT	2021-22 onwards	Online criterion-referenced Item banks for FLN
2.2	Task 37	IEC material such as infographics, school to parent communication material, state/UT to teachers/school communication material, etc. will be designed in simple and regional languages by states/UTs.	States/UTs	2021-22 onwards	IEC material for FLN developed and dissemination initiated

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	Task 38	A National level IT based monitoring tool with dashboards will be developed by the Ministry, which will have aggregated data from national, state, district and block level.	MOE	2021-23	IT based monitoring tool for FLN
2.2	Task 39	States/UTs will map and create database of each child enrolled in foundational grades for individual tracking of progress of each child in achieving grade level proficiency in learning outcomes and will be linked to national IT platform.	States/UTs	2021-23	Mapping and creating of database of all learners enrolled in Foundational years
2.2	Task 40	States will also provide anonymized aggregated data on progress of the FL&N mission within the periodicity specified on the national monitoring platform.	States/UTs	2021-22 onwards	Aggregated progress data made available by states/UTs on national monitoring platform
2.2	Task 41	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and will enable the baseline for tracking future progress.	NCERT, CBSE & States/UTs	2021-22	Database of grade level proficiency based on NAS 2021
2.2	Task 42	To plan and ensure availability of adequate number of trained Teachers in each school at each grade from pre-primary to grade 5, to undertake the task of FLN mission within targets set by the NEP.	States/UTs	2021-23	Ensuring trained teachers and PTR for FLN
2.2	Task 43	For ensuring delivery of text books and uniforms to students in foundational years before the start of academic session, States/UT to review their processes and procedures with a view to comply with timelines.	States/UTs	2021-22 onwards	Ensuring textbooks and uniform before time
2.2	Task 44	States/UTs will identify on priority a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. (Reference Task 226)	States/UTs	2021-25	Mentor pool for FLN teachers
2.2	Task 45	States/UTs will take up a concerted effort to map all requirements of each school and ensure basic facilities/amenities at all primary schools. Mapping will be completed	States/UTs	2021-23	Planning and implementing basic facilities at school

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		in 2021 -22 and resourcing will be completed by 2025			
2.2	Task 46	An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT.	States/UTs	2021 -22	Long-term Implementation Framework by States/UTs
2.3 & 2.4	Task 47	In SEZ and Aspirational districts, States and UTs will assess teachers' vacancy specifically and take up PTR rationalisation on priority for these areas.	States/UTs	2021 -23	Assessment and rationalisation of teacher's vacancies in SEZ and Aspirational districts
2.3 & 2.4	Task 48	Teachers from SEZ and Aspirational districts will be trained on priority, specifically on how to bridge the gaps in language spoken by child and that used as medium of instruction.	States/UTs	2021 -23	Teachers from SEDG areas, SEZ and Aspirational Districts trained.
2.3 & 2.4	Task 49	NCTE will design teacher education curriculum framework to put more emphasis on foundational literacy and numeracy, based on curriculum and pedagogical framework developed by NCERT for pre-school to grade 3	NCTE	2021 -23	TEI curriculum framework designed to include FLN
2.5	Task 50	NCERT will develop the 3-months play based school preparation module for grade 1 students in order to make sure that all students that are joining school in grade 1 are school-ready.	NCERT	2021 -22	3-months module for grade 1 developed
2.5	Task 51	SCERT to adopt/adapt in local language and add local context to the above school preparation module for grade 1 students for implementation in states/UTs.	SCERT	2021 -23	SCERT adopts/ adapts 3-month module
2.5	Task 52	States/UTs to ensure implementation of 3-months school readiness module from 2022-23 academic session onwards in all schools	States/UTs	2022 -23	Implementation of 3-months module
2.6	Task 53	E-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi for FLN by NCERT (based on NCERT curriculum). Similarly, e-content will be prepared and	NCERT, SCERT	2021 -23	E-content for FLN on DIKSHA

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. E-content by NCERT and SCERT will include standardized (at least 500 items per grade and per subject) to measure each Learning Outcome of each subject of each grade.			
2.7	Task 54	States/UTs shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving Foundational literacy and Numeracy for all grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/volunteers in school to help the FLN mission.	States/UTs	2022-25	Guidelines and connecting volunteers, peer group to achieve FLN Mission
2.8	Task 55	School/public libraries will be made integral part of teaching learning process and will be made available after school hours to community, and particularly to parents.	States/UTs	2022-25	Functional libraries in every school
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	NCERT, States/UTs, SCERTs, KVS, JNV	2022-23 onwards	National Book Promotion policy ready
2.9	Task 57	EFC, followed by CCEA note, for extension of the Mid-Day Meal facility to preparatory classes in primary schools and introducing breakfast in primary schools from 2022-23 academic session. Detailed guidelines in this regard will also be issued by MOE.	DoSEL	2021-22	Extension of MDM facility preparatory classes in primary schools and introducing breakfast in primary schools
2.9	Task 58	States/UTs will be encouraged to provide a simple but nutritious breakfast, that is locally available, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc. Detailed guidelines in this regard will be issued by MOE.	States/UTs	2021-23	Provision of Breakfast in pre-primary schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.9	Task 59	States/UTs will devise systems for ensuring that all school children (whether studying in government/government-aided/municipal or private schools in the state/UT) shall undergo regular health check-ups, particularly for 100% immunisation. Health cards will be prepared and maintained by the school (either in offline, or preferably in online mode). School teachers will be trained on basic health indicators to look out for and monitor in children. NCERT will prepare a NISHTHA module on this.	States/UTs NCERT	2021-23	Health cards for school children introduced

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.1	Task 60	A Household survey to identify Out of School children can be coordinated as a part of 2021 Census Survey exercise by states/UTs. Only if that is not possible, a survey may be conducted by school teachers of each cluster (CRC) in States/UTs to identify and capture details in UDISE+ for Out of School children. Cluster wise survey and its monitoring to be undertaken by CRC/BRC.	States/UTs	2021-23	Survey for identification of OoSC as a part of Census 2021
3.1	Task 61	After identification of such children, age appropriate admission and mainstreaming them to the formal schooling system to be undertaken. Guidelines regarding age-appropriate mainstreaming shall be developed by the States/UTs.	States/UTs	2021-22 onwards	Mainstreaming of OoSC
3.1	Task 62	The Data Capture Format of UDISE+ portal to be modified to include specific parameters that will reflect data of OoSC.	MOE	2021-23	Data of OoSC in UDISE+
3.1	Task 63	Preparing school/block/district wise Fact Sheets to analyse the causative factors leading to dropout and poor learning level, and take preventive and remedial action	States/UTs	2021-23 onwards	School wise Fact Sheets of OoSC prepared

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.1	Task 60	A Household survey to identify Out of School children can be coordinated as a part of 2021 Census Survey exercise by states/UTs. Only if that is not possible, a survey may be conducted by school teachers of each cluster (CRC) in States/UTs to identify and capture details in UDISE+ for Out of School children. Cluster wise survey and its monitoring to be undertaken by CRC/BRC.	States/UTs	2021-23	Survey for identification of OoSC as a part of Census 2021
3.1	Task 61	After identification of such children, age appropriate admission and mainstreaming them to the formal schooling system to be undertaken. Guidelines regarding age-appropriate mainstreaming shall be developed by the States/UTs.	States/UTs	2021-22 onwards	Mainstreaming of OoSC
3.1	Task 62	The Data Capture Format of UDISE+ portal to be modified to include specific parameters that will reflect data of OoSC.	MOE	2021-23	Data of OoSC in UDISE+
3.1	Task 63	Preparing school/block/district wise Fact Sheets to analyse the causative factors leading to dropout and poor learning level, and take preventive and remedial action	States/UTs	2021-23 onwards	School wise Fact Sheets of OoSC prepared
3.1	Task 64	(a) State governments will undertake multiple interventions for bringing Out of School Children back into the fold of school education system – related to increasing intake capacity, transport facilities, tracking attendance, monitor students who may be falling behind, enrolment drives, ensuring physical safety & zero tolerance to breach of child rights, tracking out of school children involving well-trained social workers, principals, community members and SMCs, monitoring health of children, zero drop out Panchayats, Blocks, Districts, etc., advocacy and awareness campaigns. (b) NCERT will support by preparation of Bridge courses for various levels of entry/mainstreaming.	States/UTs NCERT	2021-22 onwards 2022-23	Planned interventions for bringing back OoSC Bridge courses for OoSC
3.2	Task 65	States/UTs to prepare a comprehensive ten-years projection report or NEED ANALYSIS for the following:	States/UTs	2021-23	10-years projection report

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		<ul style="list-style-type: none"> • Upgrading and enlarging existing schools, • Adding infrastructure, • Building new schools • Transportation facility 			
3.2	Task 66	<p>(a) Comprehensive and innovative school-wise plans will be prepared by states/UTs as a part of Task 65, to resource all schools adequately, including infrastructure and other resources for children with disabilities, through efficient sharing of available school resources.</p> <p>(b) To assess the implementation, an evaluation through inspection named SHAGUNOTSAV would be conducted by the DoSE&L which would include different parameters of UDISE, Samagra Shiksha and PGI.</p>	States/UTs DoSEL	2021-23 2022-23	Comprehensive and innovative school-wise plans for resourcing all school adequately for children with disabilities To assessment the implementation
3.2	Task 67	Implementation of the comprehensive and innovative plans of States/UTs for resourcing all schools adequately.	States/UTs	2022-30	Implementation of 10-year resourcing plan initiated
3.2	Task 68	Alternative and innovative education centres will be put in place by States/UTs (after the amendment in Section 2(n) of the RTE Act) in cooperation with community, civil society, etc. to ensure that children of migrant laborers and other children who are dropping out of school due to various circumstances are brought back into mainstream education.	States/UTs	2024-25	Alternative education centers for children of migrant labourers, etc.
3.2	Task 69	As a part of Task 65, States/UTs will also plan for universalisation of access by expanding the scope and reach of residential schools and hostels over a ten-year period for children, especially girls.	States/UTs	2021-30	10-year Plan for expanding residential schools/hostels
3.3 & 3.4	Task 70	The States will review/develop plans for engaging/connecting Counsellors to schools, or preferably to a group or cluster of schools/school complexes and implement from 2022-23 onwards.	States/UTs	2022-23	Plan developed for connecting/ engagement of Counsellors by states/UTs
3.3 & 3.4	Task 71	Department of Social Justice and Empowerment to prepare a broad framework for connecting trained social	States/UTs	2022-23	Connecting of trained social workers to schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		workers in the district or states/UTs may connect volunteer social workers to schools. States to develop guidelines regarding their role.			
3.3 & 3.4	Task 72	For Foundational grades a child-wise tracking system is to be developed. Similarly, a robust student tracking system, which can be an extension of the system in Foundational grades (classes 1 to 3) will be developed by states/UTs to assess the learning levels in all grades upto grade 12.	States/UTs	2022-23	Learner tracking system developed for FLN Mission
3.3 & 3.4	Task 73	States/UTs will develop their own guidelines regarding incentives to be given to teachers by the State/UT governments to teach in remote rural areas, especially areas which require the teacher to learn the local dialect.	States/UTs	2025	State/UT guidelines for teacher incentives
3.3 & 3.4	Task 74	States/UTs through SCERT to undertake orientation of SMCs to prepare them for an enhanced role.	States/UTs	2022-25	Orientation of SMCs for contributing to FLN Mission
3.5	Task 75	Special emphasis will be given to SEDGs in order to ensure access to quality education. For this, states/UTs will prepare their own plans with innovative mechanisms, targets and goals to be achieved in collaboration with the departments of Social Justice and Empowerment, Tribal affairs, Women and Child Development. These plans will be implemented from 2022-23 onwards to ensure full inclusion by 2030.	States/UTs	2022-23 onwards	Plans with innovative mechanisms, targets and goals prepared for SEDG education
3.5	Task 76	The scope of NIOS and SIOS will be expanded and strengthened. Syllabus and learning material will be inclusively designed keeping in mind the specific needs of students who take benefit of the NIOS process e.g. Students with disabilities, students in vulnerable circumstances, students who have dropped-out and wish to complete their school education.	NIOS	2025	Inclusive resources developed by NIOS
3.5	Task 77	In States where an open school exists, courses designed and developed by the NIOS can also be offered by State/UT in collaboration with the NIOS.	NIOS	2021-23	Courses will be offered

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.5	Task 78	The NIOS will translate and make courses (OBE - i.e. for Levels 3, 5 and 8 and Secondary and Sr. Secondary) available in more languages as per need assessment.	NIOS	2025	Resources in different languages for classes 3/5/8/10/12 will be ready
3.5	Task 79	All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination.	NIOS	2021-22	NIOS resources on DIKSHA
3.5	Task 80	States/UTs will take up the establishing/strengthening of existing State Institutes of Open Schooling (SIOS). Since this area is not funded by the central government, the states/UTs may consider a self-reliant revenue model for establishing or strengthening the State Open Schools.	States/UTs	2024-25	SIOS development in States/UTs
3.6 & 3.7	Task 81	States/UTs will need to prepare guidelines for developing their own models for encouraging involvement of Government and Non-Government philanthropic organisations to build schools keeping in mind the local variations, and to engage in volunteer activities such as one-on-one tutoring in schools, holding of extra-help sessions at schools, etc. (Reference Tasks 224 and 298)	States/UTs	2022-23	Guidelines for engaging with philanthropic organisations
3.6 & 3.7	Task 82	A database of alumni, retired scientists, retired teachers, subject experts and volunteers will be created by states/UTs and mapped to each school for ease of access by teachers, students, parents, SMC, etc. States/UTs will prepare online orientation modules for these volunteers to engage them in helping schools identify OoSC, mainstreaming them, remedial classes, contributing in FLN, etc.	States/UTs	2022-23	Development of Database of volunteers from multiple sectors

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.1 to 4.8	Task 83	NCERT will develop position papers with the help of 28 Focus groups for formulating the new National Curricular Framework on School Education (NCFSE). Of these 12 Position Papers will be related directly to curriculum and Pedagogy, 6 Position Papers will be related to cross-cutting themes, and 10 Position Papers will be related to various other important areas in NEP, 2020.	NCERT	2022-23	28 Position Papers related to various aspects of NCF and NEP 2020 developed by NCERT to feed into the final National Curriculum Framework for School education and ECCE
4.1 to 4.8	Task 84	NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4	NCERT	2022-23	Modalities for Implementing the new structure
4.1 to 4.8	Task 85	CBSE, KVS, JNV and CTSA will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT.	CBSE, KVS, JNV, CTSA	2023-24	CBSE, KVS and JNV Action Plan for NCFSE implementation
4.1 to 4.8	Task 86	Based on the NCFSE, NCERT will prepare textbooks with curriculum reduced to its core essentials in each subject. NCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, toys of India, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context.	NCERT	2022-24	Textbooks developed by reducing them to their core essentials
4.9 & 4.10	Task 87	While preparing the State Curricular Framework (SCF), the SCERTs of States/UTs may look into innovative methods ways of offering flexibility in choice of subjects to students and/ incorporating semester system that allows the inclusion of shorter modules, or courses that are taught on alternate days, etc.	SCERTs, States /UTs	2022-23	SCFSE will include innovative methods/semester system
4.11 to 4.22	Task 88	States/UTs will develop guidelines, resources, and support material for teachers on multilingualism, in order to harness the	States/UTs	2022-25	Guidelines and resources for teachers on

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		<p>power of language. Following material will be specifically developed by states/UTs:</p> <ul style="list-style-type: none"> • Guidelines for preparing courses and syllabi on Indian Languages • Textbooks in various languages as subjects (in three phases) • Teachers' handbooks and material for teachers' professional development about how to use home language/mother tongue as link language and as medium of instruction in oral domain to teach language and other subjects. 			multilingualism
4.11 to 4.22	Task 89	SCERTs with the help of NCERT will also conduct face-to-face and on-line training for building the capacity of Key Resource Persons teaching Indian Languages.	NCERT, SCERT	2022-25	KRPs training for teaching Indian Languages
4.11 to	Task 90	<ul style="list-style-type: none"> • For introducing home language/mother-tongue/local language/regional language as the medium of instruction, States/UTs and BOAs to undertake several key actions in a systematic manner. The key actions would include the following: <ul style="list-style-type: none"> (i) Step 1: <ul style="list-style-type: none"> o General assessment and listing of mother tongue/local/regional language through linguistic mapping. (ii) Step 2: <ul style="list-style-type: none"> o 8-10-hour online course for education administrators (State to block level) and BRC/CRC on basic orientation for including children's home languages in teaching-learning process in primary classrooms. (iii) Step 3: <ul style="list-style-type: none"> o SCERTs to create State Resource Groups and a multilingual education cell. Initial orientation of SCERT/DIET faculty will be required. 	States/UTs and BOAs	2022-25	Key actions for introducing home language/ mother tongue/ local language/ regional language

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		<ul style="list-style-type: none"> o Multilingual awareness for teachers through 8-10 hours online course to create awareness about how children can have the ability for Multilingual Education or MLE, by adopting scientific methods. <p>(iv) Step 4:</p> <ul style="list-style-type: none"> o SCERTs will initiate creation of children's materials (stories, rhymes, big books, charts and posters) in local languages. <p>(v) Step 5:</p> <ul style="list-style-type: none"> o Identifying schools where teachers are available who speak the language predominantly spoken by the school children in classes 1 to 5, o Mapping and provisioning of schools with these trained teachers and language spoken by students. <p>(vi) Step 6:</p> <ul style="list-style-type: none"> o States/UTs to make efforts to slowly introduce mother tongue/home language based instruction in schools wherever possible, upto grade 5, including in private schools, in a phased manner. 			
4.11 to 4.22	Task 91	MoE in consultation with Ministry of Social Justice and Empowerment (MoSJ&E) will initiate the process to standardise Indian Sign Language (ISL) across the country for school education. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI/NIOS.	MoE, MoSJ&E, NCERT/SCERT/RCI/NIOS	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country
4.23 to 4.29	Task 92	The vocational craft to be implemented in different parts/schools of the state/UT will be decided by States and local communities and as mapped by local skilling needs. A Handbook will also be developed by both, NCERT and SCERTs in collaboration with concerned experts from different institutions, for conducting various fun activities in	NCERT, SCERT	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games,

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		grades 1 to 12, including vocational crafts and activities to be undertaken by using indigenous toys, quizzes, puzzles, indigenous games, etc. interlinked with curriculum. This Handbook will also have guidelines for implementing bagless days for students in schools.			quizzes, etc. developed for grades 1 to 12
4.30 to 4.33	Task 93	NCERT will set up National Focus Groups and Curriculum Committees	NCERT	2021	Setting up of National Focus Groups and Curriculum Committees
4.30 to 4.33	Task 94	NCERT will organise meetings, workshops, consultations with various stakeholders, etc. for discussing various recommendations of the policy related to curriculum to be incorporated in the curriculum framework.	NCERT	2022-23	Workshops, consultations with various stakeholders for developing NCFSE
4.30 to 4.33	Task 95	NCERT will develop and publish revised National Curriculum Framework and related documents by involving all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedures.	NCERT	2022-23	Revised NCFSE and related documents published
4.30 to 4.33	Task 96	Meanwhile, SCERTs will initiate development of the curricular perspectives in the States/UTs, through consultations, workshops, and seminars with various stakeholders on different aspects of curriculum, in consultation with NCERT.	SCERT	2021-22	Workshops, consultations for developing SCFSE
4.30 to 4.33	Task 97	SCERTs to undertake development of State Curriculum Framework on the basis of template provided by the NCERT and wide consultations.	SCERT	2021-22	Development of SCFSE
4.30 to 4.33	Task 98	SCERT will setup Syllabus and Textbook Development Teams. The team will start work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based	SCERT	2022-25	Syllabus and Textbook Development Teams set up by States/UTs

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		learning. Also, while the SCF is being worked upon, this grade and subject wise committee of textbook experts need to start working on the new framework of textbooks. SCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, indigenous toys, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context as well as the local geographical context.			
4.30 to 4.33	Task 99	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks (in three phases), both, in print as well as e-content form in case the state chooses to develop its own textbooks.	NCERT, SCERT	2022-25	Teacher Support Material along with Syllabi, Textbooks both in print as well as e-content to be developed by NCERT
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the syllabus. These MOOCs courses will be implemented in a phased manner (when access and affordability are taken care of) by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	NCERT, SCERT, CBSE, KVS, JNV and BOAs	2023-30	Development of MOOCs for entire syllabus
4.34 & 4.35	Task 101	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare framework/guidelines for the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session in a phased manner.	NCERT, CBSE, KVS, JNV and CTSA	2021-22	Framework of assessment pattern for elementary levels in CBSE schools
4.34 & 4.35	Task 102	Similar exercise will be undertaken by SCERTs and State BOAs to prepare the framework/guidelines for assessment patterns for both formative as well as	SCERT, BOAs	2021-23	Framework of assessment pattern for elementary levels in State

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		<p>summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session in a phased manner.</p> <p>Focus will be on building a culture of continuous formative and adaptive assessments in schools so as to facilitate learning as well as improvement in teaching-learning processes. Identification of students with singular interests and talents will also be facilitated through formative assessments guidelines and processes, as well as building capacity within the system to carry forward the new paradigm to be planned by NCERT & SCERT.</p>			BOAs
4.34 & 4.35	Task 103	For secondary education, CBSE, NIOS and all other BOAs of states/UTs will prepare assessment pattern and evaluation procedures for its affiliated schools, so that it can be implemented from 2022-23 session onwards in a phased manner including KVS and JNV. Once PARAKH is set up, CBSE shall be systematically guided by it.	CBSE, NIOS, KVS, JNV & CTSA	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
4.34 & 4.35	Task 104	Professional training modules and manuals/handbooks shall be prepared by NCERT and SCERTs for building capacities of teachers to undertake "assessment as learning" and "assessment for learning" at elementary level.	NCERT, CBSE, SCERT	2022-23	Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	PARAKH, NCERT, SCERT, CBSE & BoAs	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	Task 106	NCERT, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills for all grades, such as analysis, critical thinking, and conceptual clarity for use by students and teachers.	NCERT, CBSE, BoAs, NIOS	2022-23	Question banks to be developed for competency-based items that test higher-order skills

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.34 & 4.35	Task 107	NCERT will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels. This will be in continuation of Task 35 that lays down a similar Task for grades 1 to 5.	NCERT & SCERT	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	NCERT/ PARAKH, CBSE, KVS, JNV	2022-23	IT based solutions for implementing online HPC-in CBSE schools
4.34 & 4.35	Task 109	Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well.	SCERT	2022-23	IT based solutions for developing HPC for online use by States/UTs /BOAs
4.36 to 4.39	Task 110	PARAKH will set common norms, standards and guidelines for secondary education to be achieved by all BOAs in the country.	PARAKH	2022-23	Common standards/norms for all BOAs developed
4.36 to 4.39	Task 111	Based on standards, norms and guidelines developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	CBSE, NIOS, BoAs & PARAKH	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
4.36 to 4.39	Task 112	PARAKH will prepare national guidelines on assessment patterns and standards to be achieved by all BOAs to cover multi-disciplinary, multi format assessments leading to attainment of 21st century skills.	PARAKH	2022-25	National guidelines on assessment standards developed for BOAs
4.36 to 4.39	Task 113	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	NCERT, SCERT, BoAs & PARAKH	2022-23	Capacity building of BOAs of States/UTs on norms and standards of Assessment
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/CBSE/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	NCERT, SCERT, CBSE, BoAs & PARAKH	2021-23	Development of Plan for reducing burden of exams at all levels.

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.36 to 4.39	Task 115	The NCERT will ensure that the NCF committee shall review the basket of subjects offered at secondary and senior secondary levels by CBSE and other BOAs, and ensure structured and relevant offering of academic and skill subjects.	CBSE, NCERT	2021-22	Review of basket of subjects offered by CBSE/BOAs
4.36 to 4.39	Task 116	All subjects that do not fall within the parameters recommended by the NCF will be discontinued by CBSE and other BOAs.	CBSE & BoAs	2021-22	Discontinuation of subjects not recommended by NCF
4.36 to 4.39	Task 117	NCERT will ensure that the NCF clarifies the strategy and timelines for offering subjects at two levels for class 10 and 12 Board exams. SCERTs shall do the same while preparing its SCFs.	NCERT and SCERTs	2022-23	Mechanism for offering subjects at two levels in NCFSE
4.36 to 4.39	Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	CBSE, NIOS & BoAs	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
4.36 to 4.39	Task 119	The pattern of exams at secondary level will be changed (Grades 9-12) to test primarily core capacities based on framework developed at Tasks 100 and 101. Both CBSE and NIOS, and also all state secondary school boards shall prepare a roadmap, and begin implementation from 2022-23 academic session onwards.	State BoAs	2022-23	Implementation of changed assessment patterns initiated at secondary level
4.36 to 4.39	Task 120	CBSE shall rename its Compartment exams as "Improvement exams" and strengthen these exams and make them low stakes. All other state BOAs shall also introduce Improvement exams, from 2022-23 academic session	CBSE	2022-23	Introduction of Improvement Exams
4.36 to 4.39	Task 121	CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.	CBSE, NIOS, BoAs	2022-23	Two formats of board exams – subjective and objective – initiated
4.36 to 4.39	Task 122	CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules. This change may be introduced in a phased manner from	CBSE	2023-25	Modular Board exams piloted by CBSE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		2024-25 onwards after the new pattern of board exams have stabilised.			
4.36 to 4.39	Task 123	BOAs of states may also like to take up modular exams on CBSE or any other pattern, as deemed fit from the academic session 2025-26 onwards after the new pattern of board exams have stabilised.	BoAs	2022-23	Modular exams piloted by State/UT BOAs
4.36 to 4.39	Task 124	PARAKH shall assess the implementation of new patterns of assessment in school boards (including in CBSE and NIOS) from time to time and suggest course correction or interim changes.	PARAKH	2022-23 onwards	Course correction exercises initiated by PARAKH
4.40	Task 125	NCERT will fine tune learning outcomes LOs for all grades, from pre-primary to grade 12 to meet the requirements of the NEP 2020.	NCERT	2021-23	Learning Outcomes for grades pre-primary to 12 fine-tuned by NCERT
4.40	Task 126	SCERTs may choose to adapt or adopt these fine-tuned LOs	SCERT	2022-24	Learning Outcomes for grades pre-primary to 12 adapted/ adopted by SCERTs
4.40	Task 127	BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT.	CBSE, BoAs, KVS, JNV	2022-24	Fine-tuned Learning Outcomes for all grades pre-primary to grade 12 adopted/ adapted by BOAs.
4.40	Task 128	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	NCERT, SCERT	2022-24	LO based teacher resources for classroom transaction developed
4.40	Task 129	DIKSHA platform will be used by NCERT to demystify Learning Outcomes.	NCERT	2022-24	LO demystification resources uploaded on DIKSHA
4.40	Task 130	The National Assessment Centre PARAKH/ NCERT/SCERT will develop framework and guidelines to assist the states/UTs for holding	PARAKH, NCERT, SCERT	2021-23	Development of Framework & Guidelines for

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		the census exams in grades 3, 5 and 8.			holding census exams in grade 3, 5 and 8
4.40	Task 131	For the examinations in grades 3, 5 and 8 a system of analysing anonymised samples shall be developed by SCERTs. CBSE will also develop a system in consultation with NCERT for anonymised sample assessment.	SCERT, CBSE, NCERT.	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
4.40	Task 132	Dipstick exercise will be undertaken at periodic intervals in small samples by states/UTs to know the hard spots among LOs, so that teacher capacity building can be focused on these areas	States/UTs	2021-25	Dipsticks at periodic intervals for identifying hard spots initiated
4.40	Task 133	The data of overall achievement of learners shall be used by States/UTs for filling in the gaps in teacher capacity building, public disclosure by schools of their overall student outcomes, etc.	States/UTs	2022-23	Teacher capacity building based on gaps in achievement of learning outcomes
4.41	Task 134	The PARAKH centre will be set up as an autonomous body by Department of School Education and Literacy, MOE by the end of 2021.	MOE	2021-22	PARAKH an autonomous body is set up
4.42	Task 135	NTA shall form a committee for review of entrance exams for admissions to Higher Education Institutions (HEIs) and draw experts from NCERT, NIOS, CBSE, HEIs and States/UTs among others for this committee. NTA will design and then offer a standard entrance exam as an option to HEIs. This will not be a mandatory exam, however, HEIs may decide to undertake it voluntarily.	NTA	2021-22 onwards	Review of all entrance exams by NTA
4.43 to 4.45	Task 136	(i) MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages.	MOE	2021-22	Guidelines for Gifted and talented children
		(ii) States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	States/UTs	2022-23	
4.43 to 4.45	Task 137	States/UTs to undertake creating of awareness amongst different stakeholders	States/UTs	2022-25	Awareness creation for identifying and

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		with regard to talented children and their identification and need for nurturance; it will be undertaken by first creating awareness amongst teachers, and then developing IEC resources and disseminating them through online modes			nurturing gifted/ talented children
4.43 to 4.45	Task 138	NCTE and NCERT to develop teacher education curriculum framework/guidelines for including specialization in the education of gifted children.	NCTE, NCERT	2022-23	NCFTE to include specialization for education of Gifted Children
4.43 to 4.45	Task 139	NCERT and SCERTs to undertake designing and implementing of short and long-term programmes for integrating various nurturance activities like summer residential programmes for secondary school students in various subjects/domains.	NCERT, SCERT	2022-23	Design and implementation of Nurturance programmes for gifted/talented children

5. Teachers

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.2 to 5.7	Task 140	Special housing allowances and other facilitation as the states/UTs deem fit, may be considered by states for teachers posted in identified remote and difficult areas.	State/UTs	2022-23	onwards Facilitation guidelines for teaching in remote areas
5.2 to 5.7	Task 141	Policy of recognising creative, dedicated and achieving teachers, maybe prepared by states for giving recognition to best teachers on different occasions, and for different purposes.	State/UTs	2021-23	Policy for recognition of performing teachers by states/UTs
5.2 to 5.7	Task 142	Merit based scholarships, particularly for students coming from remote areas for studying 4 year integrated B.Ed programme.	State/UTs	2022-23 onwards	Merit based Scholarships - for 4-year B.Ed
5.2 to 5.7	Task 143	States/UTs/CBSE schools/BOA schools/ KVS/JNV to undertake self-audit/PTA audit/ SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools. Student audit by senior students and PTA audit may particularly be undertaken every year.	State/UTs/ Schools affiliated to BOAs/CBSE/ KVS/JNV	2022-23	Self-audit of schools regarding environment and safety

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.2 to 5.7	Task 144	An online transparent teacher transfer policy will be put in place to meet the vacancies and needs of rural and remote areas by all States and UTs/KVS/JNV by 2022-23.	State/UTs, KVS, JNV	2022-23	Development of transparent and online teachers transfer policy by States/UTs/KVS/JNV
5.2 to 5.7	Task 145	(i) NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. (ii) States/UTs/KVS/JNV will notify three stage process for teacher recruitment.	NCTE, NCERT, MOE, CBSE, States/UTs/KVS/JNV	2022-23	TET extended to all levels
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	State/UTs/ BOAs/KVS/JNV	2022-23	Preparation of long-term teacher recruitment plan
5.2 to 5.7	Task 147	The States/UTs will work out system/ guideline for schools/school complexes to engage local eminent persons or experts as 'master instructors' in various subjects.	State/UTs	2022-23	Guidelines for engaging 'master instructors'
5.8 to 5.14	Task 148	States/UTs as mentioned in Task 65 will work out a plan from 2022-2030 to ensure that adequate and safe infrastructure will be provided to all schools	State/UTs	2021-22	Planning for adequate and safe infrastructure completed
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	State/UTs, NCERT, NIEPA/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-24	Capacity building programmes for creating conducive learning environment in schools
5.8 to 5.14	Task 150	States and UTs/ CBSE/BOAs/KVS/JNV will develop IT based solutions to reduce the education administration/planning/ governance burden of teachers.	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-24	IT based solutions to automate the processes and reduce the burden of administration
5.17 to 5.19	Task 151	States/UTs/CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2023-24	Framework for teacher role expectancy developed based on NPST

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.17 to 5.19	Task 152	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	States/UTs	2024-25	Development of transparent tenure, promotion and salary structure, etc. system
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs /CBSE/BOAs/KVS/NV for conducting the mandatory 50 hours of CPD and other training programmes.	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23	Teacher training policy developed
5.17 to 5.19	Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	SCERT, DIET, CBSE, BOAs	2022-23	Induction Programmes initiated
5.20	Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	NCTE, NCERT, SCERT	2022-23	National Professional Standards for Teachers (NPST) developed
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	States/UTs/ CBSE/BOAs/ KVS/JNV/CTSA	2023-24	Adoption of NPST by States/UTs and BOAs
5.20	Task 157	SCERTs will help states/UTs prepare a framework for giving more autonomy to teachers in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. CBSE and BOAs will do a similar exercise for their affiliated schools.	States/UTs, SCERTs	2022-24	Increased autonomy framework for teachers for choosing pedagogy by States/UTs and BOAs
5.21	Task 158	Secondary specialisations/certificate courses will be developed in special education.	Higher Education Institutions and IGNOU	2023-24	Specialised courses developed in special education
5.22 to 5.29	Task 159	NCTE will prepare a detailed action plan for implementing movement of TEIs to multidisciplinary colleges and universities and 4-year integrated B.Ed. degree by 2030	NCTE	2022-23	NCTE action plan for moving TEIs to multidisciplinary HEIs
5.22 to 5.29	Task 160	NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes and suitably adapted 1-year B.Ed. programmes.	NCTE, NHERC	2021-22	Regulations for various B.Ed programmes

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.22 to 5.29	Task 161	NCTE regulations for all B.Ed. programmes to include training in time-tested as well as the most recent techniques in pedagogy, teaching children with disabilities, teaching children with special interests or talents/ gifted children, use of educational technology, etc.	NCTE	2022-25	Regulations for including modern pedagogy techniques in all B.Ed programmes
5.22 to 5.29	Task 162	NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at DIETs.	NCTE, NHERC	2022-23	Regulations for short programmes at BITEs/DIETs
5.22 to 5.29	Task 163	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	NCTE, NHERC	2022-23	Regulations for shorter post-B.Ed. courses
5.22 to 5.29	Task 164	NCTE and NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE. All states/UTs, and concerned HEIs will adopt the same from 2022-23.	NCTE and NCERT	2021-22	NCFTE developed
5.22 to 5.29	Task 165	NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects, and appropriately integrate and incorporate in teacher training modules and TLM.	NCERT	2022-24	Compilation of international pedagogical practises
5.22 to 5.29	Task 166	NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country and phase out substandard standalone Teacher Education Institutions (TEIs) across the country.	NCTE, NHERC	2021-25	Action plan for standalone TEIs

6. Equitable and Inclusive Education: Learning for All

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.1 to 6.6	Task 167	States/UTs will undertake mapping of SEDGs in each cluster under CRC/BRC and preparation of database to analyse the kind, intensity and level of interventions required for each of the SEDGs.	States/UTs	2021-23	SEDGs mapping initiated
6.1 to 6.6	Task 168	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones -SEZs.	MOE	2022-23	Guidelines for identification of SEZs
6.1 to 6.6	Task 169	States/UTs to add their own specific criteria to the Task 168 to identify their Special Education Zones, and notify the same. Specific interventions such as scholarship, conditional cash transfers for incentivising parents, providing bicycle for transport etc. will be designed by states/UTs to increase access of SEDGs to schools.	States/UTs	2022-23	Notification of SEZs by States/UTs
6.1 to 6.6	Task 170	For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build specific capacities of teachers at Foundational and Preparatory levels.	States/UTs	2021-22 onwards	Teacher training at Foundational and Preparatory levels for teaching children with disabilities
6.7 to 6.9	Task 171	MOE will prepare guidelines and make provision for setting up a Gender Inclusion Fund especially for girls and transgender students.	MOE	2022-23	Setting up of Gender Inclusion Fund
6.7 to 6.9	Task 172	States/UTs will set up gender and equity cell and special cell for inclusive education.	States/UTs	2022-23	Setting up gender & equity cell and special cell for inclusive education in States/UTs
6.7 to 6.9	Task 173	Interventions such as barrier free infrastructure, installation of sanitary pad vending machine and incinerators, etc. will continue to be provided under Samagra Shiksha.	MOE, States/UTs	2021-22 onwards	Continuation of various provisions for equity and inclusiveness under Samagra Shiksha
6.7 to 6.9	Task 174	NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs.	NCERT and SCERTs	2021-22 onwards	Documentation of innovative teaching-learning methodologies for SEDGs

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.7 to 6.9	Task 175	States/UTs will prepare their long-term plan up to 2030 to ensure that all KGBVs are strengthened and expanded (up to grade 12).	States/UTs	2021-30	Long-term plan for expanding KGBVs up to class 12
6.7 to 6.9	Task 176	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	States/UTs	2021-23	Safety and security guidelines for girls
6.7 to 6.9	Task 177	Additional JNVs and KVs will be set up across the country, especially in aspirational districts, SEZs and other disadvantaged regions.	JNV and KVS	2023-30	JNVs/KVs in aspirational districts
6.7 to 6.9	Task 178	Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030.	KVS	2022-30	Pre-school section added to KVS
6.10 & 6.11	Task 179	All states/UTs will undertake a school-based analysis/survey with regard to hindrances to physical access for disabled children.	States/UTs	2022-23	School-based survey on barriers to physical access for disabled children
6.10 & 6.11	Task 180	While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD, etc.	NCERT	2021-22	Consultation with National Institutes of DEPwD for NCFSE
6.10 & 6.11	Task 181	States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education.	States/UTs	2022-23 onwards	Mapping of needs of students with disabilities by States/UTs
6.10 & 6.11	Task 182	To assist teachers in catering to the needs of all learners more fully, States/UTs will provide services of special educator/s with cross-disability training to groups/clusters of schools or school complex.	States/UTs	2022-30	Providing services of special educators to schools/school complex
6.10 & 6.11	Task 183	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	NCERT and RCI	2022-23 onwards	Short term and long-term training modules on equity, gender, and needs of children with disabilities

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.10 & 6.11	Task 184	States/UTs will strengthen BRCs with online/offline facilities of special educators, so that BRCs can also act as Resource centres for learners with severe or multiple disabilities.	States/UTs	2022-23 onwards	BRCs to act as Resource Centres with Special Educator services
6.10 & 6.11	Task 185	NIOS will develop high-quality modules to teach Indian Sign Language.	NIOS	2022-23	High-quality teaching modules for Indian Sign Language
6.12 to 6.14	Task 186	Guidelines and standards for home-based schooling shall be developed by the States/UTs based.	States/UTs	2022-23	Guidelines for home-based schooling
6.12 to 6.14	Task 187	SCERTs will develop online orientation modules for parents/caregivers.	SCERTs	2022-23	Online orientation modules for parents/caregivers
6.12 to 6.14	Task 188	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	States/UTs	2022-23	Guidelines conducting summative assessments for home-based schooling
6.12 to 6.14	Task 189	NCTE will include awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) in TE curriculum framework.	NCTE	2022-23	NCFTE to include teaching children with specific disabilities
6.15 to 6.20	Task 190	States/UTs will identify, map and enlist all alternative forms of schools, including Ashramshalas in particular, with the help of the concerned departments in the state/UT. NCFSE will be introduced in a phased manner for Grades 1–12.	States/UTs	2022-30	Mapping of alternative forms of schools and introduction of NCFSE
6.15 to 6.20	Task 191	States/UTs will generate awareness among students in alternative forms of schools to appear for State board or open school board examinations of NIOS/SIOS.	States/UTs	2022-25	Awareness creation among students for open school exams in alternate schools
6.15 to 6.20	Task 192	The NISHTHA modules adapted in the local languages by SCERT will be extended by SCERTs to teachers of alternative forms of schools.	SCERTs	2022-25	NISHTHA modules in local languages for alternate forms of schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.15 to 6.20	Task 193	States/UTs will make available digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc.	States/UTs	2022-25	Digital Libraries/ virtual laboratories made available for alternate schools
6.15 to 6.20	Task 194	States/UTs will prepare year-wise plan for special focus on Scheduled Castes and Scheduled Tribes students by providing special hostels through Samagra Shiksha and convergence of MSJE funds.	States/UTs	2022-30	Provisioning hostels for SC/ST students
6.15 to 6.20	Task 195	SCERTs of States/UTs will develop special online/offline/blended bridge courses for Scheduled Castes and Scheduled Tribes and other SEDG students.	SCERTs	2022-30	Online/ offline/ blended bridge courses for SEDG students
6.15 to 6.20	Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	DoSEL, MSJE, States/UTs	2022-30	Scholarships for SEDGs
6.15 to 6.20	Task 197	States/UTs Governments will take up opening of NCC wings, particularly in tribal dominated areas.	States/UTs	2022-30	NCC wings in tribal dominated areas
6.15 to 6.20	Task 198	States/UTs will undertake webinars and online workshops for teachers, principals, administrators, counsellors, and students to sensitise them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc.	States/UTs	2022-30	Modules for sensitisation on social issues and stigmas
6.15 to 6.20	Task 199	While preparing the NCF, NCERT will include material on human values, such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.	NCERT	2021-22	NCFSE to include integration of human values

7. Efficient Resourcing and Effective Governance through School Complexes/Clusters

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
7.1 to 7.6	Task 200	Unified administrative structure for Elementary, secondary and senior secondary schools under Samagra Shiksha will be ensured by all States and UTs.	States/UTs	2021-22	Unified structure under Samagra Shiksha
7.1 to 7.6	Task 201	States/UTs shall prepare a short-term (upto 2025) and long-term (upto 2030) plan for laying down the roadmap for grouping/ clustering schools into school complexes or any other format of grouping.	States/UTs	2022-23	Short term and long term roadmap for grouping/ clustering schools into complexes
7.1 to 7.6	Task 202	Providing of infrastructure and resource requirements of this groups/clusters/ complex of schools shall also form a part of the above plans.	States/UTs	2022-30	Planning for resourcing these groups/ clusters/ complex of schools
7.1 to 7.6	Task 203	States/UTs shall also develop robust guidelines/framework for governance of schools through this mechanism of grouping of schools into school groups/clusters/ complex.	States/UTs	2022-26	Guidelines/ framework for governance of schools into groups/clusters/ complex
7.7 to 7.9	Task 204	State/UTs may conduct pilot studies to analyse the effectiveness and implications of grouping of schools through different mechanisms. On the basis of the findings, a report may be developed with detailed roadmap and future plan of action to achieve the targets and goals by schools through efficient resource sharing.	States/UTs	2023-24	Pilot studies on groups/ clusters/ complex
7.10 to 7.12	Task 205	All States partnering and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the	States/UTs	2021-23	Guidelines for state/UT. Twinning/ partnering between public and private schools
7.10 to 7.12	Task 206	States and UTs will take up strengthening of existing Bal Bhavans to make them centres of joyful, cognitive/psychomotor/affective engagement venues for young learners. For undertaking this task, states/UTs will need to prepare a year-wise plan of action and submit the same to DoSEL.	States/UTs	2022-30	Strengthening of existing Bal Bhavans

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	NCERT, States/UTs/ SCERTs/ CBSE/KVS/ JNV/BOAs	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
7.10 to 7.12	Task 208	Framework for using schools as Samajik Chetna Kendra to promote social cohesion by using the unutilised capacity of school infrastructure in non-teaching/schooling hours, shall be prepared by NCERT.	NCERT	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion
7.10 to 7.12	Task 209	Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools.	SCERT	2023-24	Innovative models for utilising schools as Samajik Chetna Kendra by SCERT

8. Regulation and Accreditation of School Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.1 to 8.4	Task 210	States/UTs through SCERTs will prepare self-regulation system to ensure empowerment of schools and enforcement of transparency and online public disclosure.	SCERT	2021-23	Regulations for transparency and online public disclosure
8.1 to 8.4	Task 211	To encourage private/philanthropic school sector to play a significant and beneficial role in the school education sector, the sates/UTs will operationalize an IT based engagement format including Ease Of Doing Business for this sector. (Reference	States/UTs	2022-24	EoDB for Tasks 81 and 287) private/ philanthropic sector
8.5	Task 212	States/UTs will set up an independent, State-wide, body called the State School	States/UTs	2021-23	SSSA set up

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.5	Task 213	standards Authority (SSSA). All States/UTs to have SSSA websites by 2023. The states/UTs will immediately begin planning their strategy and timelines for separating the functions of policy-making (Department of School Education), operations (Directorate of School Education), academics (SCERTs) and regulation (by setting up SSSA).	States/UTs	2021-23	Action plan for separation of functions/powers
8.5	Task 214	SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs and complete implementation of plan by 2023-24.	SCERT	2021-24	Strategic planning and implementation of reinvigoration of CRCs, BRCs, and DIETs
8.5	Task 215	School Quality Assurance and Accreditation Framework (SQAAC) will be developed by SCERT as per guidelines developed by NIEPA and NCERT.	SCERT	2021-23	SQAAC developed
8.6 & 8.7	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS and JNV) the CBSE in consultation with the MOE shall prepare a framework for online self disclosure on minimal set of standards based on basic parameters and a School Quality Assurance and Accreditation Framework (SQAAC). CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	CBSE, JNV, KVS, MOE	2021-23	Framework for online self-disclosure for CBSE schools
8.8	Task 217	The states/UTs will prepare an all-encompassing Strategic Implementation Plan which will aim to ensure that all students, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12).	States/UTs	2021-23	Development of Strategic Implementation Plan to ensure universal, free and compulsory access to schooling

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.10	Task 218	MOE/NCERT/NIEPA will prepare framework/guidelines for the holistic assessment of the education governance system at state/district/block/cluster/school levels.	MOE, NCERT, NIEPA	2022-23	Framework for the holistic assessment of the education governance system
8.10	Task 219	SCERTs will conduct census-based achievement surveys and State Assessment Survey (SAS) for continuous improvement of school education system in the year/s when National Achievement Survey is not being held.	SCERT	2022 onwards	SCERTs to conduct State Achievement Survey (SAS) for continuous improvement of school education
8.10	Task 220	For the conduct of NAS, CBSE/NCERT will expand coverage and enhance reliability check.	CBSE, NCERT	2021-22	Expanded and enhanced reliability check for NAS 2021
8.11	Task 221	A school safety framework will be designed by DoSEL at national level. All States/UTs shall use this framework as the minimum requirements, and add to it as per local requirements and ensure its implementation	DoSEL	2021-22	National level School Safety Framework
8.11	Task 222	Online programmes for generating awareness about child rights will be developed by SCERT and enforcement of child rights in schools will be assured by the regulatory system.			programmes for awareness on child rights

9. Teacher Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
15.1 to 15.7	Task 223	National Testing Agency will design and conduct a national common entrance test for entry to 4-year integrated B.Ed courses.	NTA	2021-22	National common entrance test designed by NTA
15.8 & 15.9	Task 224	NCTE will coordinate with UGC for ensuring credit-based courses in teaching/education/pedagogy/writing are offered to all fresh Ph.D. entrants during their doctoral training period.	NCTE	2022-24	Credit-based courses for Ph.D programmes on school education
15.10 & 15.11	Task 225	Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-	SCERT	2021-25	Annual in-service teacher and Principal training

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		service annual teacher training plan prepared by SCERTs.			plan
15.10 & 15.11	Task 226	D/o Higher Education will set up a National Mission for Mentoring; NCTE will also be part of this mission to link and facilitate teacher educators. This mission will focus on mentoring with a large pool of outstanding senior/retired faculty (to teach in Indian languages) to provide short and long-term mentoring/professional support to university/college teachers/teacher educators/faculty of TEs.	DoHE, NCTE	2022-23	Setting up National Mission for Mentoring

10. Reimagining Vocational Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	Task 227	Strengthening of PSSCIVE will be undertaken to build its capacity for developing curriculum and learning resources, both offline and online for vocational courses and training of teachers/trainers.	PSSCIVE	2022-23	PSSCIVE strengthening plan initiated
16.1 to 16.8	Task 228	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	States/UTs	2022-23 onwards	Awareness programmes for vocational education
16.1 to 16.8	Task 229	NCERT will ensure inclusion of vocationalisation of education from Class VI to secondary level in NCFSE, with introduction of skills training appropriate to the age of the child.	NCERT, CBSE, BoAs	2022-23	NCFSE to include sub-framework for vocationalisation
16.1 to 16.8	Task 230	States and UTs to also prepare detailed curricular sub-framework for vocational education in schools as a part of SCFSE. States/UTs will also ensure that 50% students at upper primary level are covered by vocationalisation by 2025 and 100% of upper primary are covered by 2030. A school-wise roadmap will be prepared by States/UTs to implement this in 2022 for implementation from 2022-30.	States/UTs	2022	SCFSE to include sub-framework for vocationalisation and roadmap for implementation

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/ KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23	Guidelines for implementation of vocationalisation by CBSE
16.1 to 16.8	Task 232	Based on SCFSE, states/UTs/BOAs will prepare detailed guidelines to ensure implementing of vocationalisation from 2023-24 academic session onwards.	States/UTs, CBSE, BoAs	2023-24	Implementation of vocationalisation in schools by State/UT
16.1 to 16.8	Task 233	States/UTs will provide training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc. as a part of vocational education. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes.	States/UTs	2022-25	Training modules on soft skills in online mode as a part of all vocational subjects
16.1 to 16.8	Task 234	After the finalisation of SCF, States/UTs will independently take up encouragement of the local arts and crafts among the school children by designing suitable courses through SCERTs. CBSE/KV/JNV schools shall be free to adopt/adapt these courses as per local context of the student mix and location of the school.	States/UTs/ SCERTs/CBSE/ KVS/JNV	2022-23	Courses designed on local art and craft by SCERTs
16.1 to 16.8	Task 235	Problem based Learning approach will be promoted in schools and colleges so that students are able to develop requisite skills for innovation and entrepreneurship. NCERT and SCERTs will develop project-based activities and online resources for Teaching Learning Material (TLM) for this.	NCERT, SCERT, CBSE	2022-23	Online resources for Problem based Learning approach
16.1 to 16.8	Task 236	A suitable framework for assessment of vocational education will be created by the NCIVE, working in conjunction with PSSCIVE and with CBSE and State-level institutions and BOA.	NCIVE	2022-23	Framework for assessment of vocationalisation progress
16.1 to 16.8	Task 237	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	SCERT, DIET	2022-25	Training modules for vocational trainers

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	Task 238	States/UTs/BOAs/CBSE will work out an online/offline mechanism for providing career counselling and guidance to children in Classes IX to XII	States/UTs, CBSE, BoAs, KVS, JNV	2022-23	Online/ offline mechanism for providing career counselling and guidance
16.1 to 16.8	Task 239	NCERT will develop Skill Based Aptitude Test (SBT) in online mode at end of Class VIII and Class X, and states/UTs/BOAs/CBSE may introduce it or prepare their own version of SBT	NCERT	2022-25	Online Skill Based Aptitude Test (SBT) at end of Class VIII and Class X
16.1 to 16.8	Task 240	NIOS will cater to the dropouts from the formal system through ODL courses designed and promoted for improving the mobility and employability of students. For this NIOS will develop a mechanism of collaboration with states/UTs.	NIOS	2022-25	Dropouts assessment facilitation by NIOS
16.1 to 16.8	Task 241	Textbooks for the National Institute of Open Schooling (NIOS) will be aligned with those of NCERT. This will enable many students to feel confident about their career choices, because any student who desires to exit at class 10 to pursue a career in a vocational skill, will be able to smoothly transit from formal to open school education. NIOS will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be incorporated in such manner that they are as much as possible rooted in the Indian context.	NIOS	2022-25	NIOS textbooks aligned with NCERT textbooks and incorporation of stories, arts, games, sports, examples, problems, etc.
16.1 to 16.8	Task 242	CBSE and other BOAs will explore offering stand-alone Vocational courses in affiliated schools in ODL mode and develop suitable assessment and certification mechanisms.	CBSE, BoAs	2022-25	Vocational courses in ODL mode

11. Adult Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.1 to 21.4	Task 243	States/UTs will make efforts to undertake a survey of non-literate adults through the census survey to be conducted in 2021. Only if that is not possible, an app-based survey to identify the non-literate members of the community may be undertaken.	States/UTs	2021-22	Survey of non-literates
21.1 to 21.4	Task 244	States/UTs will design systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	States/UTs	2021-25	Awareness drives/campaign to promote adult literacy
21.5	Task 245	NCERT will set up a constituent body dedicated to Adult Education within the organisation.	NCERT	2021-22	Constituent body on AE in NCERT
21.5	Task 246	The constituent body of NCERT on Adult Education will review and revise current curricula for adult education and develop a National Curriculum Framework for Adult Education (NCF AE).	NCERT	2021-22	NCF AE developed
21.5	Task 247	The NIOS and Department of Adult Education in HEIs will be the central and main organisations of the DoSEL for undertaking Adult Education work. For this purpose, they shall prepare a detailed plan of implementation to reach maximum non-literate adults. As a part of its plan, they will also develop methods of collaboration with states/UTs and mechanisms for outreach through them. They will undertake to develop online modules for each of the five components of Adult Education.	NIOS and Department of Adult Education in HEIs	2021-25	Online modules for AE by NIOS
21.5	Task 248	SCERTs will use the framework developed by NCERT to prepare content for each aspect of the framework (consisting of 5 components) in local language/s and integrate it with technology tools such as digital platforms, mobile app, DTH etc. so that delivery of all adult learning content is primarily through using digital and online mode.	SCERTs	2021-23	Content development in local language by SCERT for AE
21.6 to 21.8	Task 249	States and UTs will create a constituent body within the SCERTs to look after	States/UTs, SCERTs	2022-25	Constituent body on AE in SCERT

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		implementation of adult education, to adopt/adapt the NCF AE, and to prepare resources for implementing the programme.			
21.6 to 21.8	Task 250	States/UTs will ensure that no additional infrastructure is created for implementing this programme. Instead, States/UTs will prepare detailed guidelines for schools/school complexes after working hours and on weekends for adult education courses. The guidelines will ensure that all AE classes are held virtually/online/through pre-loaded material on computers/tablets, etc.	States/UTs	2022-23	Guidelines for utilizing available infrastructure for AE
21.6 to 21.8	Task 251	Adult Education Centres (AECs) will be systematically included within other public institutions such as HEIs, vocational training centres, public libraries etc. For this, the DoSEL will take up with the concerned Ministries to develop broad guidelines/framework.	DoSEL	2022-25	Framework for AECs
21.6 to 21.8	Task 252	States/UTs will draw out a schedule for covering all adult illiterates with adult education before 2030 in this manner. Teachers/tutors will be connected to the adult learners through IT based solutions.	States/UTs	2022-30	IT based solutions and Planning for 100% coverage by 2030
21.6 to 21.8	Task 253	To implement the schedule drawn out by states, district level resource support institutions (mostly the DIETs) will organize online/digital and learning activities at Adult Education Centres, as well as coordinate with volunteer instructors for the practical aspects of learning.	DIETs	2022-23	Online/digital and learning activities at Adult Education Centres
21.9 & 21.10	Task 254	States/UTs will take up the programme of strengthening schools and public libraries to ensure an adequate supply of books that cater to the needs and interests of all students, including adult learners and persons with disabilities and other differently-abled persons.	States/UTs	2022-25	Adequate supply of books/resources ensured
21.9 & 21.10	Task 255	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	DoSEL and States/UTs	2022-25	National Digital Library (NDL) strengthened with AE resources

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.9 & 21.10	Task 256	High quality textbooks and workbooks will be produced and published by the states/UTs in the local language/s and may be sold, at the cost of printing, to interested adult learners.	States/UTs	2023-30	Affordable textbooks and workbooks for AE
21.9 & 21.10	Task 257	To develop multiple pathways to learning, States/UTs will enable and strengthen various formal and non-formal education modes - including one-on-one tutoring (by volunteer tutors/teachers as mentioned in Task 264), Open Distance Learning through SIOS as well as NIOS (as mentioned in Task 247), smartphone apps, systematically leveraging parents, volunteers as a resource etc.	States/UTs	2021-22	Multiple Pathways of learning for AE will be established
21.9 & 21.10	Task 258	The States/UTs will strengthen their SIOSs or establish new ones (in accordance with Task 80). These will develop programmes analogous to those offered by NIOS (in Task 247) in regional languages.	States/UTs	2021-22 onwards	Strengthening of SIOS and programmes in regional language

12. Promotion of Indian Languages, Arts, and Culture

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
22.1 to 22.8	Task 259	NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India covering status of languages, approaches to languages teaching-learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.	NCERT, SCERT	2023-24	Position paper, guidelines, textbooks and other material for promotion of Indian languages
22.1 to 22.8	Task 260	SCERTs will take up the development of Indian language textbooks, along with teacher handbooks and material for teacher professional development SCERTs will also develop supplementary materials like: Workbooks, Audio-Video, Novels, Magazines, Dictionaries etc. for Indian Languages (Including Classical, Tribal and	NCERT	2022-25	Development of textbooks of Indian languages and supplementary material in accordance with SCFSE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		other Minor languages) that are spoken/ written/understood in the state/UT.			
22.1 to 22.8	Task 261	NIOS has prepared several courses on Indian languages and ancient Indian literature. For promoting these in India and abroad, NIOS will develop them as individual online courses that can be offered in India and abroad.	NIOS	2022-25	Development of online courses on Indian language and ancient Indian literature
22.1 to 22.8	Task 262	Teachers shall use their own innovative pedagogies in consonance with Task 157, to teach languages in engaging and joyful manners. Teachers will ensure that they link the mother tongue/home language of the child to the language being taught in the oral domain in classroom transactions. The framework being developed by SCERTs in Task 157 shall include this aspect and it shall be rolled out for the teaching of languages as well from 2022-23 onwards.	SCERTs	2022-24	Supplementary materials development by SCERT
22.1 to 22.8	Task 263	Children will be encouraged to undertake excursion/ online or e-tourism, have pen pals in link states, learn the language of the link states, etc. under EBSB to have exposure to the diversity, natural resources and rich heritage of India. For this purpose, certain key actions need to be undertaken.	States/ UTs	2023-30	Exposure of children to the diversity, natural resources and rich cultural heritage of India
22.1 to 22.8	Task 264	Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and ethos, etc. shall be created by SCERTs of each state/UT, so that link states are able to easily access this material.	SCERTs	2022-23	Online repositories of TLM by States/ UTs cultural heritage

13. Technology - Use and Integration

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
23.1 to 23.13	Task 265	CIET in NCERT will be strengthened to become the central hub for promoting, developing and expanding all initiatives related to education technology for school education sector. Additional manpower and other resources as per requirement will be worked out and provided from 2021-22 budgets.	NCERT	2021-22	CIET to become central hub for education technology
23.1 to 23.13	Task 266	States/UTs will undertake a similar exercise in SCERTs for the SIETs (as mentioned in Task 275) and prepare a roadmap to strengthen the SIETs by 2021-22.	States/UTs, SCERTs	2021-22	SIETs to become central hub for education technology in States/UTs
23.1 to 23.13	Task 267	National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.	NCERT & SCERTs	2021-25	Linking NDL with e-resources in school education
23.1 to 23.13	Task 268	The ICT scheme under Samagra Shiksha will be strengthened giving greater flexibility for States on the type of technology to deploy and accommodate differential funding for schools based on student enrolment.	DoSEL	2021-23	Strengthening of ICT scheme under Samagra Shiksha
23.1 to 23.13	Task 269	UDISE+ will be further strengthened and expanded by DoSEL to include parameters related to District level and School level Performance Grading Indices.	DoSEL	2021-23	Expansion of UDISE+ including District/school level PGI
23.1 to 23.13	Task 270	DoSEL will work with MEITY on preparing an all-encompassing school education digital infrastructure. This work will be initiated by DoSEL on priority.	DoSEL	2020-23	All-encompassing school education digital infrastructure for the country

14. Online and Digital Education: Ensuring Equitable Use of Technology

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
24.1 and 24.4 a	Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	NCERT and SCERTs	2023-25	Pilot studies to evaluate the benefits on ICT integration in education
24.2 and 24.4 e	Task 272	DIKSHA will contain e-resources under six component categories to begin with– NCERT textbook based, SCERT textbook based, Learning Outcome based Item banks, TPD, Virtual Labs, and Vidyadaan content. These categories will be expanded and diversified as per need. In the backdrop of the pandemic, it is essential that states/UTs ensure that e-content for learners is uploaded on DIKSHA by them as soon as possible, but not later than 21-22 academic session.	NCERT and SCERTs	2021-22	E-content/resources for all grades on DIKSHA
24.2 and 24.4 e	Task 273	For ensuring equity in educational technology, it will be ensured that the same e-contents are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL. States/UTs will prepare strict action plans for achieving this not later than 2021-22 academic session.	States/UTs	2021-22	Coherence policy for ensuring availability of all e-contents across all digital modes
24.2 and 24.4 e	Task 274	One class, one channel through Swayam Prabha will be activated with high quality e-learning content by NCERT and SCERTs not later than 2021-22 academic session.	NCERT and SCERTs	2021-22	One class, one channel through Swayam Prabha for high quality e-learning content
24.2 and 24.4 e	Task 275	The schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority by states/UTs under the strengthened ICT scheme.	States/UTs	2021-22 onwards	Integration of SEZ schools with digital devices under ICT scheme
24.2 and 24.4 e	Task 276	The Ministry will pursue with MEITY and Commerce Ministries for the Make in India scheme to be aligned to produce and market a useful, affordable, maintainable digital device.	MOE	2021-25	Make in India for an affordable and maintainable digital device
24.4 c	Task 277	DoSEL will pursue with MEITY for facilitating development of tools, such as, two-way video and two-way-audio interface for holding	DoSEL	2021-22	Development of tools for online classes and to track

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		online classes along with other tools to track and monitor progress of learners.			& monitor progress of learners
24.3 and 24.4 g	Task 278	NCERT and SCERT will arrange for teachers to undergo rigorous online training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.	NCERT and SCERTs	2021-25	Online Teacher training in learner-centric pedagogy and online content creation
24.4 d	Task 279	Digital repository of innovative content, including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality, apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will be promoted by NCERT and SCERT in collaboration with Commerce Ministry, MEITY, etc. over a period of time.	NCERT and SCERTs	2021-25	Creation of Digital repository of innovative contents, Apps, Games, AR, VR, etc. for learning
24.4 f	Task 280	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA for creating virtual labs.	NCERT and SCERTs	2021-23	Virtual Labs created
24.3 and 24.4 h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	PARAKH, CBSE, NIOS, BOAs, NTA	2025-30	Mechanisms for online summative/formative assessment
24.4 i	Task 282	NCERT will recommend the approach and framework for the phased-manner of introduction, percentage, manner, format, etc. of blended education through discussions with experts in the National Curriculum Framework. CBSE, KVS and JNV will initiate implementation as soon as NCFSE is launched by NCERT.	CBSE, KVS, JNV, CTSA	2022-23	Framework for Blended mode of education through NCFSE
24.4 i	Task 283	Based on the NCFSE recommendations for continuing blended learning, SCERTs will suitably incorporate the same in their curriculum, in a phased manner and initiate implementation immediately thereafter.	SCERTs	2022-24	Framework for Blended mode of education through SCFSE
24.4 i	Task 284	DoSEL will take up with NETF, setting standards of content, technology, and	DoSEL	2022-24	Setting up Standards for

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		pedagogy for online/digital teaching-learning in school education.			online/digital teaching-learning in school education
24.5	Task 285	A dedicated unit will be created in the Ministry for school and higher education, consisting of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc. for the purposes mentioned in NEP 2020.	MoE	2021-22	Dedicated ICT unit consisting of experts in the Ministry

15. Financing: Affordable and Quality Education for All

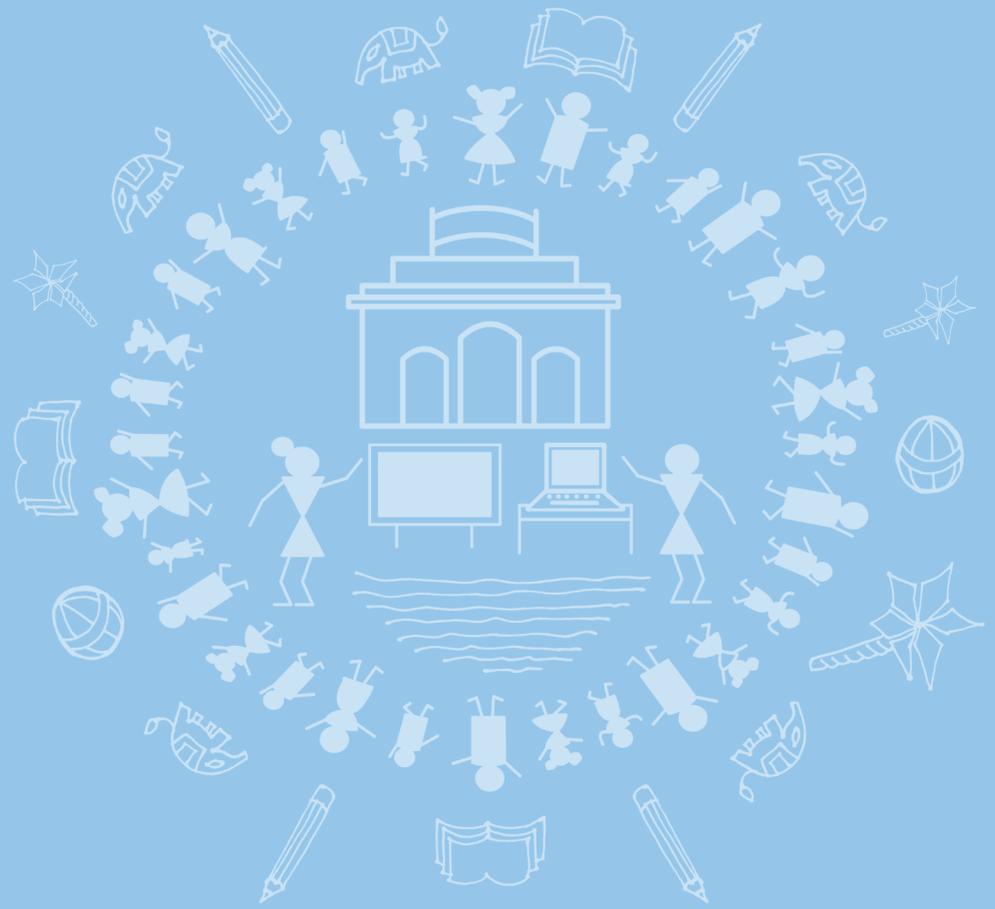
Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
26.1 to 26.7	Task 286	States/UTs will immediately prepare their NEP implementation plan from 2021-2030, and use it for all subsequent PABs for presenting annual projects for funding of school education to DoSEL.	MOE	2021-22	NEP Implementation Plan by states/UTs
26.1 to 26.7	Task 287	A robust online mechanism will be developed by DoSEL to monitor the timely fund flow and its proper utilisation by states/UTs.	DoSEL	2021-22	Mechanism for fund flow monitoring by DoSEL
26.1 to 26.7	Task 288	The Guidelines/framework for encouraging and incentivising Private and philanthropic activity prepared by DoSEL will be utilised as a model by states/UTs to prepare their own guidelines and begin implementation. (Reference Tasks 211)	DoSEL	2022-23	Guidelines for incentivising Private and philanthropic activity
26.1 to 26.7	Task 289	DoSEL will form a joint committee of Joint secretaries with various ministries with a similar mandate (MoWCD, MoTribal Affairs, MoRural Development, MoSkill Development, etc.), to systematically seek greater convergence.	DoSEL	2021-22	Setting up Committee of Joint Secretaries on convergence
26.1 to 26.7	Task 290	MOE/ Central Government will take up a systematic exercise to delineate important outcomes related goals for each State/ UT for quality, equity and access based on data reported by state/UT in UDISE+. States/UTs will be funded through Samagra Shiksha for improving the quality of outcomes.	DoSEL	2021-22 onwards	Delineation of state/UT wise expected outcomes

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
26.1 to 26.7	Task 291	DoSEL will create more incentives for States/UTs to improve their performance, such as district and school level PGI and Readiness Index for Digital Education (RIDE), etc.	DoSEL	2022-23	Incentives for improving District/School level PGI and Reading ranking
26.1 to 26.7	Task 292	Each state/UT will develop its own PPP policy, if desired, for setting up new schools, providing selective infrastructural/logistics/resource support to schools, etc.	States/UTs	2022-24	PPP policy of states/UTs

16. Implementation

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
27.1 to 27.3	Task 293	DoSEL will set up subject-wise implementation committees.	DoSEL	2021-22	Subject/theme wise Implementation committees in Ministry
27.1 to 27.3	Task 294	States/UTs will set-up similar subject-wise implementation committees.	States/UTs	2021-22	Subject/theme wise Implementation committees in States/UTs
27.1 to 27.3	Task 295	The implementation plan for NEP would require amendments in certain sections of the RTE Act, 2009. This task will be undertaken immediately by initiating consultations and discussions, followed by finalising the draft amendment and taking to the Legislature.	MOE	2021-23	Undertaking RTE Act amendment
27.1 to 27.3	Task 296	In order to ensure effective implementation of major recommendations of the NEP, States and UTs will prepare yearly reports on the progress of following themes/subjects: <ol style="list-style-type: none"> i. Progress on Foundational Literacy and Numeracy ii. Progress on Early Childhood Care and Education (ECCE) iii. Report on E-Governance and Digital education iv. Convergence initiatives with various line ministries v. Progress on Vocational Education. vi. Progress on Teacher Education. 	States/UTs	2021 onwards	Annual Documentation of progress made on important themes/subjects of the NEP

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		vii. State Innovations in Education report. These reports will be submitted in the month of June every year.			
27.1 to 27.3	Task 297	To generate awareness and wide dissemination about innovative pedagogies, puzzles, games etc. for students and teachers, hackathon may be organised at national and state level.	MoE, States/ UTs	2021-22	Organisation of hackathon at national and state level.





Annexure-II

Organisation-wise Tables

1. Ministry of Education (MoE)

Relevant NEP Paras	Task number	Task	Timeline	Outputs
1.9	Task 26	The Joint Task Force will be constituted by the MOE for smooth integration of early childhood education with the school education system.	2020-21	Constitution of Joint Task Force at national and state levels
1.4	Task 5	Data Capture Format (DCF) will be developed for implementing ECCE in UDISE+ portal	2021-22	UDISE+ expands for ECCE
2.2	Task 27	MOE to launch a National Mission in 2020-21 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs	2021-22	Launch of FLN Mission
2.2	Task 28	The Ministry will prepare and develop a detailed framework/guideline for implementation of the FLN Mission	2021-22	Framework for FLN Mission
2.2	Task 29	National FLN Mission will declare in 2020-21 the overall target with year wise outcomes to be achieved by the year 2025-26.	2021-22	Year wise and state wise targets
4.41	Task 134	The PARAKH centre will be set up as an autonomous body by Department of School Education and Literacy, MOE by the end of 2021.	2021-22	PARAKH an autonomous body is set up
4.43 to 4.45	Task 136	(i) MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages.	2021-22	Guidelines for Gifted and talented children
1.6	Task 17	The mid-day meal programme will be extended to the Preparatory Class in primary schools along with other primary school children. Guidelines in this regard will be framed by MHRD.	2021-22	MDM extension to Preparatory class in primary school
1.6	Task 18	Guidelines for Monitoring and Tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year	2021-22	Guidelines for tracking health of children
2.9	Task 57	EFC, followed by CCEA note, for extension of the Mid-Day Meal facility to preparatory classes in primary schools and introducing breakfast in primary schools. Detailed guidelines in this regard will be issued by MOE.	2021-22	Extension of MDM facility preparatory classes in primary schools and introducing breakfast in primary schools
8.11	Task 221	A school safety framework will be designed by DoSEL at national level. All States/UTs shall use this framework as the minimum requirements, and add to it as per local requirements and ensure its implementation	2021-22	National level School safety framework

Relevant NEP Paras	Task number	Task	Timeline	Outputs
24.5	Task 285	A dedicated unit will be created in the Ministry consisting of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc. for the purposes mentioned in NEP 2020.	2021-22	Dedicated ICT unit consisting of experts in the Ministry
26.1 to 26.7	Task 286	States/UTs will immediately prepare their NEP implementation plan from 2021-2030, and use it for all subsequent PABs for presenting annual projects for funding of school education to DoSEL.	2021-22	NEP Implementation Plan by States/UTs
26.1 to 26.7	Task 287	A robust online mechanism will be developed by DoSEL to monitor the timely fund flow and its proper utilisation by states/UTs.	2021-22	Mechanism for fund flow monitoring by DoSEL
26.1 to 26.7	Task 289	DoSEL will form a joint committee of Joint secretaries with various ministries with a similar mandate (MoWCD, MoTribal Affairs, MoRural Development, MoSkill Development, etc.), to systematically seek greater convergence.	2021-22	Setting up Committee of Joint Secretaries on convergence
27.1 to 27.3	Task 293	DoSEL will set up subject-wise implementation committee.	2021-22	Subject/theme wise Implementation committees in Ministry
27.1 to 27.3	Task 297	To generate awareness and wide dissemination about innovative pedagogies, puzzles, games etc. for students and teachers, hackathon may be organised at national and state level.	2021-22	Organisation of hackathon at national and state level.
1.4	Task 6	Data related to ECCE implementation will be collected from States and UTs for the year 2020-21 in April-June 2021. MOE will issue detailed letter to States in this regard.	2021-23	Data captured on ECCE status on UDISE
2.2	Task 38	National levels IT based monitoring tool with dashboards will be developed by the Ministry, which will have aggregated data from national, state, district and block level.	2021-23	IT based monitoring tool for FLN
8.6 & 8.7	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS and JNV) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of standards based on basic parameters. CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	2021-23	Framework for online self-disclosure for CBSE schools

Relevant NEP Paras	Task number	Task	Timeline	Outputs
23.1 to 23.13	Task 268	The ICT scheme under Samagra Shiksha will be strengthened giving greater flexibility for States on the type of technology to deploy and accommodate differential funding for schools based on student enrolment.	2021-23	Strengthening of ICT scheme under Samagra Shiksha
3.1	Task 62	The Data Capture Format of UDISE+ portal to be modified to include data of OoSC.	2021-23	Data of OoSC in UDISE+
23.1 to 23.13	Task 269	UDISE+ will be further strengthened and expanded by DoSEL to include District level and School level Performance Grading Indices.	2021-23	Expansion of UDISE+ including District/school level PGI
27.1 to 27.3	Task 295	The implementation plan for NEP would require amendments in certain sections of the RTE Act, 2009. This task will be undertaken immediately by initiating consultations and discussions, followed by finalising the draft amendment and taking to the Legislature.	2021-23	Undertaking RTE Act amendment
24.2 to 24.4e	Task 276	The Ministry will pursue with MEITY and Commerce Ministries for the Make in India scheme to be aligned to produce and market a useful, affordable, maintainable digital device.	2021-25	Make in India for an affordable and maintainable digital device
6.7 to 6.9	Task 173	Interventions such as barrier free infrastructure, installation of sanitary pad vending machine and incinerators, etc. will continue to be provided under Samagra Shiksha.	2021-22 onwards	Continuation of various provisions for equity and inclusiveness under Samagra Shiksha
26.1 to 26.7	Task 290	MOE/ Central Government will take up a systematic exercise to delineate important outcomes related goals for each State/ UT for quality, equity and access based on data reported by state/UT in UDISE+. States/UTs will be funded through Samagra Shiksha for improving the quality of outcomes.	2021-22 onwards	Delineation of state/UT wise expected outcomes
3.2	Task 66	To assess the implementation, an evaluation through inspection named SHAGUNOTSAV would be conducted by the DoSE&L which would include different parameters of UDISE, Samagra Shiksha and PGI.	2022-23	To assessment the implementation
5.2 to 5.7	Task 145	NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. States/UTs/KVS/JNV/CTSA will notify three stage processes for teacher recruitment.	2022-23	Action plan developed for extending TET at all levels
6.1 to 6.6	Task 168	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones -SEZs.	2022-23 of SEZs	Guidelines for identification

Relevant NEP Paras	Task number	Task	Timeline	Outputs
6.7 to 6.9	Task 171	MOE will prepare guidelines and make provision for setting up a Gender Inclusion Fund especially for girls and transgender students.	2022-23	Setting up of Gender Inclusion Fund
8.10	Task 218	MOE/NCERT/NIEPA will prepare framework/ guidelines for the holistic assessment of the education governance system at state/district/block/cluster/ school levels.	2022-23	Framework for the holistic assessment of the education governance system
26.1 to 26.7	Task 288	The Guidelines/framework for encouraging and incentivising Private and philanthropic activity prepared by DoSEL will be utilised as a model by states/UTs to prepare their own guidelines and begin implementation. (Reference Tasks 224 and 298)	2022-23	Guidelines for incentivising Private and philanthropic activity
26.1 to 26.7	Task 291	DoSEL will create more incentives for States/ UTs to improve their performance, such as district and school level PGI and Readiness Index for Digital Education (RIDE), etc.	2022-23	Incentives for improving District/School level PGI and Reading ranking
24.4j	Task 284	DoSEL will take up with NETF, setting standards of content, technology, and pedagogy for online/digital teaching-learning in school education.	2022-24	Setting up Standards for online/digital teaching-learning in school education
1.6	Task 15	Phase 1 : Preparatory class/Balvatika will be introduced in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes; similarly, Balvatika will be introduced in those AWs where trained AWWs are available.	2022-25	Introduction of 1-year Preparatory Class in primary schools
21.6 to 21.8	Task 251	Adult Education Centres (AECs) will be systematically included within other public institutions such as HEIs, vocational training centres, public libraries etc. For this, the DoSEL will take up with the concerned Ministries to develop broad guidelines/framework.	2022-25	Framework for AECs
21.9 & 21.10	Task 255	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	2022-25	National Digital Library (NDL) strengthened with AE resources
6.15 to 6.20	Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	2022-30	Scholarships for SEDGs

2. National Council for Educational Research and Training (NCERT)

Relevant NEP Paras	Task number	Task	Timeline	Outputs
4.30 to 4.33	Task 93	NCERT will set up National Focus Groups and Curriculum Committees	2021	Setting up of National Focus Groups and Curriculum Committees
1.3 & 1.4	Task 1	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using indigenous toys and indigenous games, puppetry, art, stories, indigenous poetry/songs, etc., for cognitive and psychomotor development, and mechanisms for bridging the gap between language spoken by child and language used in class/AW.	2021-22	NCFECCE developed
2.2	Task 30	A Curriculum Framework focusing on FL&N with learner-centric pedagogy will be developed by NCERT as a part of NCFECCE and NCFSE.	2021-22	FLN Curriculum framework
2.2	Task 35	Assessment of progress and achievements by students, schools and states/UTs in FL&N will be at four levels. For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/CBSE schools) and SCERTs for students in states/UTs in the foundational years.	2021-22	Holistic Progress Card designed
2.2	Task 41	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and enabling to track the future progress.	2021-22	Database of grade level proficiency
2.5	Task 50	NCERT will develop the 3-months play based school preparation module for grade 1 students in order to make sure that all students that are joining school in grade 1 are school-ready.	2021-22	3-months module for grade 1 developed
4.1 to 4.8	Task 83	NCERT will develop position papers with the help of 28 Focus groups for formulating the new National Curricular Framework on School Education (NCFSE). Of these 12 Position Papers will be related directly to curriculum and Pedagogy, 6 Position Papers will be related to cross-cutting themes, and 10 Position Papers will be related to various other important areas in NEP, 2020.	2022-23	28 Position Papers related to various aspects of NCF and NEP 2020 developed by NCERT
4.1 to 4.8	Task 84	NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4	2022-23	Modalities for Implementing the new structure

Relevant NEP Paras	Task number	Task	Timeline	Outputs
4.30 to 4.33	Task 94	NCERT will organise meetings, workshops, consultations with various stakeholders, etc. for discussing various recommendations of the policy related to curriculum to be incorporated in the curriculum framework.	2022-23	Workshops, consultations with various stakeholders for developing NCFSE
4.30 to 4.33	Task 95	NCERT will develop and publish revised National Curriculum Framework and related documents by involving all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedure.	2022-23	Revised NCFSE and related documents published
4.34 & 4.35	Task 101	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session.	2021-22	Assessment pattern for elementary levels in CBSE schools
4.36 to 4.39	Task 115	The NCERT will ensure that the NCF committee shall review the basket of subjects offered at secondary and senior secondary levels by CBSE and other BOAs, and ensure structured and relevant offering of academic and skill subjects.	2021-22	Review of basket of subjects offered by CBSE/BOAs
4.36 to 4.39	Task 117	NCERT will ensure that the NCF clarifies the strategy and timelines for offering subjects at two levels for class 10 and 12 Board exams	2022-23	Mechanism for offering subjects at two levels in NCFSE
5.22 to 5.29	Task 164	NCTE and NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE.	2021-22	NCFTE developed
6.10 & 6.11	Task 180	While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD, etc.	2021-22	Consultation with National Institutes of DEPwD for NCFSE
6.15 to 6.20	Task 199	While preparing the NCF, NCERT will include material on human values, such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.	2021-22	NCFSE to include integration of human values
8.10	Task 220	For the conduct of NAS, CBSE/NCERT will expand coverage and enhance reliability check.	2021-22	Expanded and enhanced reliability check for NAS 2021
21.5	Task 245	NCERT will set up a constituent body dedicated to Adult Education within the organisation.	2021-22	Constituent body on AE in NCERT

Relevant NEP Paras	Task number	Task	Timeline	Outputs
21.5	Task 246	The constituent body of NCERT on Adult Education will review and revise current curricula for adult education and develop a National Curriculum Framework for Adult Education (NCF AE).	2021-22	NCF AE developed
23.1 to 23.13	Task 265	CIET in NCERT will be strengthened to become the central hub for promoting, developing and expanding all initiatives related to education technology for school education sector.	2021-22	CIET to become central hub for education technology
24.2 to 24.4e	Task 272	DIKSHA will contain e-resources under six component categories to begin with – NCERT textbook based, SCERT textbook based, Learning Outcome based Item banks, TPD, Virtual Labs, and Vidyadaan content. These categories will be expanded and diversified as per need. In the backdrop of the pandemic, it is essential that states/UTs ensure that e-content for learners is uploaded on DIKSHA by them as soon as possible, but not later than 21-22 academic session.	2021-22	E-content/ resources for all grades on DIKSHA
24.2 to 24.4e	Task 274	One class, one channel through Swayam Prabha will be activated with high quality e-learning content by NCERT and SCERTs not later than 2021-22 academic session.	2021-22	One class, one channel through Swayam Prabha for high quality e-learning content
1.4	Task 9	Position paper will be developed by NCERT as mentioned in Task 83 and SCERTs to highlight the present status, issues and challenges of ECCE in India	2021-23	NCERT/SCERT Position Paper on ECCE
2.2	Task 34	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning material for grades 1 to 5.	2021-23	Additional learning resources by NCERT and SCERT
2.6	Task 53	E-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi for FLN by NCERT (based on NCERT curriculum). Similarly, e-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. E-content by NCERT and SCERT will include standardized (at least 500 items per grade and per subject) to measure each Learning Outcome of each subject of each grade.	2021-23	E-content for FLN on DIKSHA
2.9	Task 59	School teachers will be trained on basic health indicators to look out for and monitor in children. NCERT will prepare a NISHTHA module on this.	2021-23	NISHTHA module prepared by NCERT

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	2021-23	Development of Plan for reducing burden of exams at all levels.
4.40	Task 125	NCERT will fine tune learning outcomes LOs for all grades, from pre-primary to grade 12 to meet the requirements of the NEP 2020. It will also develop infographics/posters/bite sized films separately on each learning outcome to demystify them to the stakeholders.	2021-23	Learning Outcomes for grades pre-primary to 12 fine-tuned by NCERT
4.40	Task 130	The National Assessment Centre PARAKH/NCERT/ SCERT will develop framework and guidelines to assist the states/UTs for holding the census exams in grades 3, 5 and 8.	2021-23	Development of Framework & Guidelines for holding census exams in grade 3, 5 and 8
4.40	Task 131	For the examinations in grades 3, 5 and 8 a system of analysing anonymised samples shall be developed by SCERTs. CBSE will also develop a system in consultation with NCERT for anonymised sample assessment.	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
24.4f	Task 280	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPARBHA for creating virtual labs.	2021-23	Virtual Labs created
23.1 to 23.13	Task 267	National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.	2021-25	Linking NDL with e-resources in school education
24.3 to	Task 278	NCERT and SCERT will arrange for teachers to undergo rigorous online training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.	2021-25	Online Teacher training in learner-centric pedagogy and online content creation
24.4d	Task 279	Digital repository of innovative content, including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality, apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will be promoted by NCERT and SCERT in collaboration with Commerce Ministry, MEITY, etc. over a period of time.	2021-25	Creation of Digital repository of innovative contents, Apps, Games, AR, VR, etc. for learning
2.2	Task 32	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as	2021-22 onwards	Online/ blended teacher training modules for FLN by

Relevant NEP Para	Task number	Task	Timeline	Outputs
		exemplar. This content will be used by Kendriya Vidyalayas for implementing the mission objectives.		NCERT
2.2	Task 36	NCERT and SCERTs will continuously develop item banks for classes 1 to 5 related to the measurement or achievement of each learning outcomes. (At least 500 items per grade, per subject).	2021-22 onwards	Online criterion-referenced Item banks for FLN
6.7 to 6.9	Task 174	NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs.	2021-22 onwards	Research studies in innovative teaching-learning methodologies for SEDGs
3.1	Task 64	NCERT will support by preparation of Bridge courses for various levels of entry/mainstreaming.	2022-23	Bridge courses developed for various levels of entry/mainstreaming.
4.23 to 4.29	Task 92	The vocational craft to be implemented in different parts/schools of the state/UT will be decided by States and local communities and as mapped by local skilling needs. A Handbook will also be developed by both, NCERT and SCERTs in collaboration with concerned experts from different institutions, for conducting various fun activities in grades 1 to 12, including vocational crafts and activities to be undertaken by using indigenous toys, quizzes, puzzles, indigenous games, etc. interlinked with curriculum. This Handbook will also have guidelines for implementing bagless days for students in schools.	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games, quizzes, etc. developed for grades 1 to 12
4.34 & 4.35	Task 104	Professional online training modules and manuals/ handbooks (wherever required) shall be prepared by NCERT, CBSE, BOAs and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.	2022-23	Preparation of Professional training modules and manuals/ handbooks on assessment pattern for elementary levels
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	Task 106	NCERT, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills for all grades, such as analysis, critical thinking, and conceptual clarity for use by students and teachers.	2022-23	Question banks to be developed for competency-based items that test higher-order skills

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.34 & 4.35	Task 107	NCERT will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels and SCERTs will adapt/adopt it.	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV/CTSA will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	2022-23	IT based solutions for implementing online HPC - in CBSE schools
4.36 to 4.39	Task 113	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	2022-23	Capacity building of BOAs of states/UTs on norms and standards of Assessment
4.43 to 4.45	Task 138	NCTE and NCERT to develop teacher education curriculum guidelines for including specialization in the education of gifted children.	2022-23	NCFTE to include specialization for education of Gifted Children
4.43 to 4.45	Task 139	NCERT and SCERTs to undertake designing and implementing of short and long-term programmes for integrating various nurturance activities like summer residential programmes for secondary school students in various subjects/domains.	2022-23	Design and implementation of Nurturance programmes for gifted/ talented children
5.2 to 5.7	Task 145	NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education.	2022-23	Action plan developed for extending TET at all levels
5.20	Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	2022-23	National Professional Standards for Teachers (NPST) developed
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/ KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
7.10 to 7.12	Task 208	Framework for using schools as Samajik Chetna Kendra to promote social cohesion by using the unutilised capacity of school infrastructure in non-teaching/schooling hours, shall be prepared by NCERT.	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion

Relevant NEP Para	Task number	Task	Timeline	Outputs
8.10	Task 218	MOE/NCERT/NIEPA will prepare framework/ guidelines for the holistic assessment of the education governance system at state/district/block/ cluster/school levels.	2022-23	Framework for the holistic assessment of the education governance system
16.1 to 16.8	Task 229	NCERT will ensure inclusion of vocationalisation of education from Class VI to secondary level in NCFSE, with introduction of skills training appropriate to the age of the child.	2022-23	NCFSE to include vocationalisation from class 6
16.1 to 16.8	Task 235	Problem based Learning approach will be promoted in schools and colleges so that students are able to develop requisite skills for innovation and entrepreneurship. NCERT and SCERTs will develop online resources for Teaching Learning Material (TLM) for this.	2022-23	Online resources for Problem based Learning approach
1.3 & 1.4	Task 3	NCERT will prepare TLM for the Foundational stage; learning outcomes will be defined for the Foundational stage.	2022-24	NCERT develops TLM for ECCE
4.1 to 4.8	Task 86	Based on the NCFSE, NCERT will prepare textbooks with curriculum reduced to its core essentials in each subject. NCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context.	2022-24	Textbooks developed by reducing them to their core essentials
4.40	Task 128	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	2022-24	LO based teacher resources for classroom transaction developed
4.40	Task 129	Diksha platform will be used by NCERT to demystify Learning Outcomes.	2022-24	LO demystification resources uploaded on DIKSHA
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools
5.22 to 5.29	Task 165	NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects.	2022-24	Compilation of international pedagogical practises
4.11 to 4.22	Task 89	SCERTs with the help of NCERT will also conduct face-to-face and on-line training for building the capacity of Key Resource Persons teaching Indian Languages.	2022-25	KRPs training for teaching Indian Languages

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.11 to 4.22	Task 91	MoE in consultation with Ministry of Social Justice and Empowerment (MoSJ&E) will initiate the process to standardise Indian Sign Language (ISL) across the country for school education. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI.	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country
4.30 to 4.33	Task 99	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks (in three phases), both, in print as well as e-content form in case the state chooses to develop its own textbooks.	2022-25	Teacher Support Material along with Syllabi, Textbooks both in print as well as e-content to be developed by NCERT
16.1 to 16.8	Task 239	NCERT will develop Skill Based Aptitude Test (SBT) in online mode at end of Class VIII and Class X, and states/UTs/BOAs/CBSE may introduce it or prepare their own version of SBT	2022-25	Online Skill Based Aptitude Test (SBT) at end of Class VIII and Class X
22.1 to 22.8	Task 260	SCERTs will take up the development of Indian language textbooks, teacher handbooks and material for teacher professional development SCERTs will also develop supplementary materials like: Workbooks, Audio-Video, Novels, Magazines, Dictionaries etc. for Indian Languages (Including Classical, Tribal and other Minor languages) that are spoken/written/understood in the state/UT.	2022-25	Guidelines for SCERTs for syllabi on Indian Languages
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	2022-23 onwards	National Book Promotion policy ready
6.10 & 6.11	Task 183	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	2022-23 onwards	Short term and long-term training modules on equity, gender, and needs of children with disabilities
22.1 to 22.8	Task 259	NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India covering status of languages, approaches to languages teaching-learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.	2023-24	Position paper, guidelines, textbooks and other material for promotion of Indian languages

Relevant NEP Para	Task number	Task	Timeline	Outputs
24.1 to 24.4a	Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	2023-25	Pilot studies to evaluate the benefits on ICT integration in education
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	2023-30	Development of MOOCs for entire syllabus

3. States & UTs

Relevant NEP Para	Task number	Task	Timeline	Outputs
1.6	Task 18	Guidelines for Monitoring and tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year.	2021-22	Guidelines for tracking health of children
2.2	Task 41	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and enabling to track the future progress.	2021-22	Database of grade level proficiency
2.2	Task 46	(i) An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT.	2021-22	Long-term Implementation Framework by States/UTs
5.8 to 5.14	Task 148	States/UTs as mentioned in Task 65 will work out a plan from 2022-2030 to ensure that adequate and safe infrastructure will be provided to all schools.	2021-22	Planning for adequate and safe infrastructure completed
7.1 to 7.6	Task 200	Unified administrative structure for primary, secondary and senior secondary schools under Samagra Shiksha will be ensured by all States and UTs.	2021-22	Unified structure under Samagra Shiksha
21.1 to 21.4	Task 243	States/UTs will make efforts to undertake a survey of non-literate adults through the census survey to be conducted in 2021. Only if that is not possible, an app-based survey to identify the non-literate members of the community may be undertaken.	2021-22	Survey of non-literates
21.9 & 21.10	Task 257	To develop multiple pathways to learning, States/UTs will enable and strengthen various formal and non-	2021-22	Multiple Pathways of learning for AE will be

Relevant NEP Para	Task number	Task	Timeline	Outputs
		formal education modes - including one-on-one tutoring (by volunteer tutors/teachers as mentioned in Task 264), Open Distance Learning through SIOS as well as NIOS (as mentioned in Task 247), Smartphone Apps, systematically leveraging parents, volunteers as a resource etc.		established
23.1 to 23.13	Task 266	States/UTs will undertake a similar exercise in SCERTs for the SIETs (as mentioned in Task 275) and prepare a roadmap to strengthen the SIETs by 2021-22.	2021-22	SIETs to become central hub for education technology in States/UTs
24.2 to 24.4e	Task 273	For ensuring equity in educational technology, it will be ensured that the same e-contents are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL. States/UTs will prepare strict action plans for achieving this not later than 2021-22 academic session.	2021-22	Coherence policy for ensuring availability of all e-contents across all digital modes
27.1 to 27.3	Task 294	States/UTs will set-up similar subject-wise implementation committees.	2021-22	Subject/theme wise Implementation committees in states/UTs
27.1 to 27.3	Task 297	To generate awareness and wide dissemination about innovative pedagogies, puzzles, games etc. for students and teachers, hackathon may be organised at national and state level.	2021-22	Organisation of hackathon at national and state level.
1.4	Task 7	Data analysis shall be undertaken by the States/UTs to identify gaps in access to ECCE and resource requirements for implementing one -year Balvatika/ Preparatory class and ECCE	2021-23	ECCE Data analysis for identifying resource requirements
1.4	Task 8	From academic year 2021-22 itself, States/UTs will undertake rationalisation of existing resources to initiate 1 year of preparatory class immediately in those areas where resources are available.	2021-23	Rationalisation for 1-year Preparatory class initiated
1.7	Task 20	Departments of WCD of States/UTs under the guidance of the Ministry of WCD will assess the educational qualification of Anganwadi workers and will enrol them in 6 months/1-year diploma course.	2021-23	Enrolment of AWWs in online programme
1.7	Task 21	The States/UTs monitor and mentor the acquisition of skills of AWWs through digital/distance mode and/or using DTH channels as well as smartphones.	2021-23	Initial professional preparation and CPD of teachers for ECCE by SCERT/ DIET/ BRC/ CRC
2.2	Task 39	States/UTs will map and create database of each child enrolled in foundational grades for individual tracking	2021-23	Mapping and creating of database of all learners

Relevant NEP Para	Task number	Task	Timeline	Outputs
		of progress of each child in achieving grade level proficiency in learning outcomes and will be linked to national IT platform.		enrolled in Foundational years
2.2	Task 42	To plan and ensure availability of adequate number of Teachers in each school at each grade from pre-primary to grade 5, to undertake the task of FLN mission within targets set by the NEP.	2021-23	Ensuring PTR for FLN
2.2	Task 45	States/UTs will take up a concerted effort to map the requirements and ensure basic facilities at primary schools.	2021-23	Planning and implementing basic facilities at school
2.3 & 2.4	Task 47	In SEZ and Aspirational districts, States and UTs will assess teachers' vacancy specifically and take up PTR rationalisation on priority for these areas.	2021-23	Assessment of teacher's vacancies in SEZ and Aspirational districts
2.3 & 2.4	Task 48	Teachers from SEZ and Aspirational districts will be trained on priority, specifically on how to bridge the gaps in language spoken by child and that used as medium of instruction.	2021-23	Teachers from SEDG areas, SEZ and Aspirational Districts trained.
2.9	Task 58	States/UTs will be encouraged to provide a simple but nutritious breakfast, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc. Detailed guidelines in this regard will be issued by MHRD.	2021-23	Breakfast in pre-primary schools
2.9	Task 59	States/UTs will devise systems for ensuring that all school children (whether studying in government/government-aided or private schools in the state/UT) shall undergo regular health check-ups, and health cards will be prepared by the school (either in offline, or preferably in online mode).	2021-23	Health cards for school children introduced
3.1	Task 60	A Household survey to identify Out of School children can be taken up as a part of 2021 Census Survey exercise by states/UTs. Only if that is not possible, a survey may be conducted by school teachers in states/UTs to identify and capture details in UDISE+ of Out of School children.	2021-23	Survey for identification of OoSC as a part of Census 2021
3.2	Task 65	States/UTs to prepare a comprehensive ten-years projection report on NEED ANALYSIS in terms of Budget requirement for the following: <ul style="list-style-type: none"> • Upgrading and enlarging existing schools, • Adding infrastructure, • Building new schools • Transportation facility and Hostels for children especially girls 	2021-23	10-years projection for budget requirements

Relevant NEP Para	Task number	Task	Timeline	Outputs
3.2	Task 66	Comprehensive and innovative school-wise plans will be prepared by states/UTs as a part of Task 65, to resource all schools adequately, including infrastructure and other resources for children with disabilities, through efficient sharing of available school resources.	2021-23	10-years projection to include resourcing all school adequately
5.2 to 5.7	Task 141	Policy of recognising creative, dedicated and achieving teachers, maybe prepared by states for giving recognition to best teachers on different occasions, and for different purposes.	2021-23	Policy for recognition of performing teachers by States/UTs
6.1 to 6.6	Task 167	States/UTs will undertake mapping of SEDGs in each cluster under CRC/BRC and preparation of database to analyse the kind, intensity and level of interventions required for each of the SEDGs.	2021-23	SEDGs mapping initiated
6.7 to 6.9	Task 176	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	2021-23	Safety and security guidelines for girls
7.10 to 7.12	Task 205	All States and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the state/UT.	2021-23	Guidelines for Twinning/ partnering between public and private schools
8.5	Task 212	States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). All States/UTs to have SSSA websites by 2023	2021-23	SSSA set up
8.5	Task 213	The states/UTs will immediately begin planning their strategy and timelines for separating the functions of policy-making (Department of School Education), operations (Directorate of School Education), academics (SCERTs) and regulation (by setting up SSSA).	2021-23	Action plan for separation of functions/powers
8.8	Task 217	The states/UTs will prepare an all-encompassing Strategic Implementation Plan which will aim to ensure that all students, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12).	2021-23	Development of Strategic Implementation Plan to ensure universal, free and compulsory access to schooling
2.2	Task 44	States/UTs will identify a pool of mentors to render academic support to teachers who will be delivering the FLN mission objectives. (Reference Task 226)	2021-25	Mentor pool for FLN teachers
4.40	Task 132	Dipstick exercise will be undertaken at periodic intervals in small samples by states/UTs to know the	2021-25	Dipsticks at periodic intervals for identifying

Relevant NEP Para	Task number	Task	Timeline	Outputs
		hard spots among LOs, so that teacher capacity building can be focused on these areas		hard spots initiated
21.1 to 21.4	Task 244	States/UTs will design a systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	2021-25	Awareness drives/campaign to promote adult literacy
3.2	Task 69	As a part of Task 65, States/UTs will also plan for universalisation of access by expanding the scope and reach of residential schools and hostels over a ten-year period for children, especially girls.	2021-30	10-year Plan for expanding residential schools
6.7 to 6.9	Task 175	States/UTs will prepare their long-term plan up to 2030 to ensure that all KGBVs are strengthened and expanded (up to grade 12).	2021-30	Long-term plan for expanding KGBVs up to class 12
27.1 to 27.3	Task 296	In order to ensure effective implementation of major recommendations of the NEP, States and UTs will prepare yearly reports on the progress of following themes/subjects: <ul style="list-style-type: none"> i. Progress on Foundational Literacy and Numeracy ii. Progress on Early Childhood Care and Education (ECCE) iii. Report on E-Governance and Digital education iv. Convergence initiatives with various line ministries v. Progress on Vocational Education. vi. Progress on Teacher Education. vii. State Innovations in Education report. These reports will be submitted in the month of June every year.	2021 onwards	Annual Documentation of progress made on important themes/subjects of the NEP
1.5	Task 11	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters	2021-22 onwards	Guidelines for AW integration with primary schools
1.5	Task 12	Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up for ECCE implementation by States/UTs.	From 2021-22	IEC for ECCE
1.5	Task 13	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes	2021-22 onwards	AWs linking to schools initiated
2.2	Task 31	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode.	2021-22 onwards	Capacity building of teachers for FLN

Relevant NEP Para	Task number	Task	Timeline	Outputs
2.2	Task 37	IEC material such as infographics, school to parent communication material, state/UT to teachers/school communication material, etc. will be designed in simple and regional languages by states/UTs.	2021-22 onwards	IEC material for FLN developed and dissemination initiated
2.2	Task 40	States will also provide in anonymized aggregated data on progress of the FL&N mission within the periodicity specified on the national monitoring platform.	2021-22 onwards	Aggregated progress data made available by states/UTs on national monitoring platform
2.2	Task 43	Ensuring delivery of text books and uniforms to students before the start of academic session.	2021-22 onwards	Ensuring textbooks and uniform before time
3.1	Task 61	After identification of such children, age appropriate admission and mainstreaming them to the formal schooling system to be undertaken. Guidelines regarding age-appropriate mainstreaming shall be developed by the states/UTs.	2021-22 onwards	Mainstreaming of OoSC
3.1	Task 64	State governments will undertake multiple interventions for bringing Out of School Children back into the fold of school education system.	2021-22 onwards	Planned interventions for bringing back OoSC
6.1 to 6.6	Task 170	For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build capacities of teachers at Foundational and Preparatory levels.	2021-22 onwards	Teacher training at Foundational and Preparatory levels for teaching children with disabilities
6.7 to 6.9	Task 173	Interventions such as barrier free infrastructure, installation of sanitary pad vending machine and incinerators, etc. will continue to be provided under Samagra Shiksha.	2021-22 onwards	Continuation of various provisions for equity and inclusiveness under Samagra Shiksha
21.9 & 21.10	Task 258	The states/UTs will strengthen their SIOS's or establish new ones (in accordance with Task 80). These will develop programmes analogous to those offered by NIOS (in Task 247) in regional languages.	2021-22 onwards	Strengthening of SIOS and programmes in regional language
24.2 to 24.4e	Task 275	The schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority by states/UTs under the strengthened ICT scheme.	2021-22 onwards	Integration of SEZ schools with digital devices under ICT scheme
3.1	Task 63	Preparing school/block/district wise Fact Sheets to analyse the causative factors leading to dropout and poor learning level, and take remedial action	2021-23 onwards	School wise Fact sheets of OoSC prepared
16.1 to 16.8	Task 230	States and UTs to also prepare detailed curricular sub-framework for vocational education in schools as a	2022	Increased coverage under Vocational Edu

Relevant NEP Para	Task number	Task	Timeline	Outputs
		part of SCFSE. States/UTs will also ensure that 50% students at upper primary level are covered by vocationalisation by 2025 and 100% of upper primary are covered by 2030. A school-wise roadmap will be prepared by States/UTs to implement this in 2022 for implementation from 2022-30.		education at all levels
1.6	Task 14	A long-term perspective plan for next 10 years on ECCE will be developed	2022-23	10-year plan on ECCE implementation
2.5	Task 52	States/UTs to ensure implementation from 2022-23 academic session onwards in all schools	2022-23	Implementation of 3-months module
3.3 & 3.4	Task 70	The States will review/develop plans for engaging/connecting Counsellors to schools, or preferably to a group or cluster of schools/school complexes and implement from 2022-23 onwards.	2022-23	Plan developed for connecting/ engagement of Counsellors by States/UTs
3.3 & 3.4	Task 71	Department of Social Justice and Empowerment to prepare a broad framework for using trained social workers in the district or volunteer social workers connected to schools. States to develop guidelines regarding their role.	2022-23	Connecting of trained social workers to schools
3.3 & 3.4	Task 72	For Foundational grades a child-wise tracking system is to be developed. Similarly, a robust student tracking system, which can be an extension of the system in Foundational grades (classes 1 to 3) will be developed by states/UTs to assess the learning levels in all grades upto grade 12	2022-23	Learner tracking system developed for FLN Mission
3.6 & 3.7	Task 81	States/UTs will need to prepare guidelines for developing their own models for encouraging involvement of Government and Non-Government philanthropic organisations to build schools keeping in mind the local variations, and to engage in volunteer activities such as one-on-one tutoring in schools, holding of extra-help sessions at schools, etc. (Reference Tasks 224 and 298)	2022-23	Guidelines for engaging with philanthropic organisations
3.6 & 3.7	Task 82	A database of alumni, retired scientists, retired teachers, subject experts and volunteers will be created by states/UTs	2022-23	Development of Database of volunteers from multiple sectors
4.9 & 4.10	Task 87	While preparing the State Curricular Framework (SCF), the SCERTs of States/UTs may look into innovative methods ways of offering flexibility in choice of subjects to students and/ incorporating	2022-23	SCFSE will include innovative methods/ semester system

Relevant NEP Para	Task number	Task	Timeline	Outputs
		semester system that allows the inclusion of shorter modules, or courses that are taught on alternate days, etc.		
4.36	Task 119	The pattern of exams at secondary level will be changed (Grades 9-12) to test primarily core capacities, both CBSE and NIOS, and also all state secondary school boards shall prepare a roadmap, and begin implementation from 2022-23 academic session onwards.	2022-23	Implementation of changed assessment patterns initiated
4.40	Task 133	The data of overall achievement of learners shall be used by states/UTs for filling in the gaps in teacher capacity building, public disclosure by schools of their overall student outcomes, etc.	2022-23	Teacher capacity building based on gaps in achievement of learning outcomes
4.43 to 4.45	Task 136	MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages. States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	2022-23	Guidelines for Gifted and talented children
5.2 to 5.7	Task 143	States/UTs/ CBSE schools/BOA schools/KVS/JNV/CTSA to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools.	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5.7	Task 144	An online transparent teacher transfer policy will be put in place to meet the vacancies and needs of rural and remote areas by all States and UTs/KVS/JNV/CTSA by 2022-23.	2022-23	Transparent and online teacher transfer policy by States/UTs
5.2 to 5.7	Task 145	NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. States/UTs/KVS/JNV/CTSA will notify three stage process for teacher recruitment.	2022-23	Action plan developed for extending TET at all levels
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	2022-23	Long-term teacher recruitment plan ready
5.2 to 5.7	Task 147	The states/UTs will work out system/guidelines for schools/school complexes to engage local eminent persons or experts as 'master instructors' in various subjects.	2022-23	Guidelines for engaging 'master instructors'

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs/CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	2022-23	Teacher training policy developed
6.1 to 6.6	Task 169	States/UTs to add their own specific criteria to the Task 168 to identify their Special Education Zones, and notify the same. Specific interventions such as scholarship, conditional cash transfers for incentivising parents, providing bicycle for transport etc. will be designed by states/UTs to increase access of SEDGs to schools.	2022-23	Notification of SEZs by States/UTs
6.7 to 6.9	Task 172	States/UTs will set up gender and equity cell and special cell for inclusive education.	2022-23	Setting up gender & equity cell and Special cell for inclusive education in States/UTs
6.10 & 6.11	Task 179	All states/UTs will undertake a school-based analysis/survey with regard to hindrances to physical access for disabled children.	2022-23	School-based survey on barriers to physical access for disabled children
6.12 to 6.14	Task 186	Guidelines and standards for home-based schooling shall be developed by the states/UTs based.	2022-23	Guidelines for home-based schooling
6.12 to 6.14	Task 188	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	2022-23	Guidelines for conducting assessments for home-based schooling
7.1 to 7.6	Task 201	State/UT shall prepare a short-term (upto 2025) and long-term (upto 2030) plan for laying down the roadmap for grouping/clustering schools into school complexes or any other format of grouping.	2022-23	Short term and long term roadmap for grouping/clustering schools into complexes
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that	2022-23	Guidelines for vocationalisation

Relevant NEP Para	Task number	Task	Timeline	Outputs
		every child will be encouraged to develop a skill during his/her school period.		
16.1 to 16.8	Task 234	After the finalisation of SCF, States/UTs will independently take up encouragement of the local arts and craft among the school children by designing suitable courses through SCERTs.	2022-23	Courses designed on local art and craft by SCERTs
16.1 to 16.8	Task 238	States/UTs/BOAs/CBSE will work out an online/offline mechanism for providing career counselling and guidance to children in Classes IX to XII	2022-23	Online/ offline mechanism for providing career counselling and guidance
21.6 to 21.8	Task 250	States/UTs will ensure that no additional infrastructure is created for implementing this programme. Instead, states/UTs will prepare detailed guidelines for schools/school complexes after working hours and on weekends for adult education courses. The guidelines will ensure that all AE classes are held virtually/online/through pre-loaded material on computers/tablets, etc.	2022-23	Guidelines for utilizing available infrastructure for AE
5.2 to 5.7	Task 140	Special housing allowances and other facilitation as the states/UTs deem fit, may be considered by states for teachers posted in identified remote and difficult areas.	2022-23 onwards	Facilitation guidelines for teaching in remote areas
16.1 to 16.8	Task 228	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	2022-23 onwards	Awareness programmes for vocational education
1.3 & 1.4	Task 4	States and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material may also be developed in languages/dialects spoken in the region, aside from the local/regional languages.	2022-24	SCERT develops TLM for ECCE
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Modules for creating conducive learning environment in schools
5.8 to 5.14	Task 150	States and UTs/CBSE/BOAs/KVS/JNV/CTSA will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	2022-24	IT based solutions to automate the processes and reduce the burden of administration
5.20	Task 157	SCERTs will help states/UTs prepare a framework for giving more autonomy to teachers in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.	2022-24	Review of NPST once every 10 years

Relevant NEP Para	Task number	Task	Timeline	Outputs
8.1 to 8.4	Task 211	To encourage private/philanthropic school sector to play a significant and beneficial role in the school education sector, the states/UTs will operationalize an engagement IT based format including Ease Of Doing Business for this sector. (Reference Tasks 81 and 298)	2022-24	EoDB for private/ philanthropic sector
26.1 to 26.7	Task 292	Each state/UT will develop its own PPP policy, if desired, for setting up new schools, providing selective infrastructural/logistics/resource support to schools, etc.	2022-24	PPP policy of States/UTs
1.6	Task 15	Phase 1: Preparatory class/Balvatika will be introduced in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes; similarly, Balvatika will be introduced by MWCD in those AWWs where trained AWWs are available.	2022-25	Introduction of 1-year Preparatory Class in primary schools
2.7	Task 54	States/UTs shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving Foundational literacy and Numeracy for all grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/volunteers in school to help the FLN mission.	2022-25	Guidelines for connecting to volunteers for FLN Mission
2.8	Task 55	School/public libraries will be made integral part of teaching learning process and will be made available after school hours to community, and particularly to parents.	2022-25	School/ public libraries made available after school hours to community
3.3 & 3.4	Task 74	States/UTs through SCERT to undertake orientation of SMC to prepare them for an enhanced role.	2022-25	Orientation of SMCs for contributing to FLN Mission
4.11 to 4.22	Task 88	States/UTs will develop guidelines, resources, and support material for teachers on multilingualism, in order to harness the power of language. Following material will be specifically developed by states/UTs: <ul style="list-style-type: none"> Guidelines for preparing courses and syllabi on Indian Languages Textbooks in various languages as subjects (in three phases) Teachers' handbooks and material for teachers' professional development (Print and E-content)	2022-25	Guidelines and resources for teachers on multilingualism
.11 to	Task 90	<ul style="list-style-type: none"> For introducing home language/mother tongue/ local language/regional language as the 	2022-25	Key actions for introducing home language/ mother

Relevant NEP Para	Task number	Task	Timeline	Outputs
		<p>medium of instruction, States/UTs and BOAs will undertake several key actions in a systematic manner. The key actions would include the following:</p> <p>(i) Step 1: General assessment and listing of mother tongue/ local/regional language of students of selected areas through linguistic mapping.</p> <p>(ii) Step 2:</p> <ul style="list-style-type: none"> o 8-10-hour online course for education administrators (State to block level) and BRC/ CRC on basic orientation for including children's home languages in teaching-learning process in primary classrooms. <p>(iii) Step 3:</p> <ul style="list-style-type: none"> o SCERTs to create State Resource Groups and a multilingual education cell. Initial orientation of SCERT/DIET faculty will be required. o Multilingual awareness for teachers (addressing beliefs and attitudes about using children's spoken languages and how using that language in class helps the children in learning additional languages. This will be a 1-week initial course (8-10 hours online course). Initial focus of this course would be to sensitize teachers on using these languages in the oral domain to begin with. o Through these courses SCERT will also create awareness about how children can have the ability for Multilingual Education or MLE, by adopting scientific methods. <p>(iv) Step 4:</p> <ul style="list-style-type: none"> o SCERTs will initiate creation of children's materials (stories, rhymes, big books, charts and posters) in local languages. A guideline will be prepared by NCERT and SCERT for encouraging publishers for developing/ collecting such materials) <p>(v) Step 5:</p> <ul style="list-style-type: none"> o Availability of trained teachers for classes 1 to 5 available who can speak in the local language of the area. o Identifying schools where teachers are available or can be made available in the 		tongue/ local language/ regional language

Relevant NEP Para	Task number	Task	Timeline	Outputs
		<p>language predominantly spoken by the school children in classes 1 to 5,</p> <ul style="list-style-type: none"> o Mapping and provisioning of schools with trained teachers and language spoken by students. <p>(vi) Step 6:</p> <ul style="list-style-type: none"> o States/UTs to make efforts to slowly introduce mother tongue/home language based instruction in schools wherever possible, upto grade 5, including in private schools. o To initiate this, though regional/state language may continue to remain the MOI or Medium of Instruction, however, L1 or the language spoken by the child at home, maybe used and developed by teachers at least in the oral domain during classroom transactions from pre-school onwards. o Wherever possible, mother tongue may be introduced as MOI in foundational years, while state language may be introduced slowly by class 3. In predominantly tribal areas, teachers who belong to these areas should be identified to ensure that their mother tongue becomes the link for their education. o The exit strategy from L1 or MOI should be delayed as far as possible, and states/UTs may not like to consider it before class 5, wherever possible. o Wherever the mother tongue of a larger area/ geography is unique, states/UTs may make efforts to develop resources in that very language and take up teaching and learning in that language upto grade 5 as far as possible. o SCERTs will initiate development of training modules after mapping the mother tongue requirements of students of various areas. <p>All the above steps can be taken up in any chronology as deemed fit by the state/UT.</p>		
4.43 to 4.45	Task 137	States/UTs to undertake creating of awareness amongst different stakeholders with regard to talented children and their identification and need for nurturance	2022-25	Awareness creation for identifying and nurturing gifted/ talented children

Relevant NEP Para	Task number	Task	Timeline	Outputs
6.15 to 6.20	Task 191	States/UTs will generate awareness among students in alternative forms of schools to appear for State board or open school board examinations of NIOs/ SIOS.	2022-25	Awareness creation among students for Open school exams in alternate schools
6.15 to 6.20	Task 193	States/UTs will make available digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc.	2022-25	Digital Libraries/virtual laboratories made available for alternate schools
16.1 to 16.8	Task 233	States/UTs will provide training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes.	2022-25	Training modules on soft skills in online mode
21.6 to 21.8	Task 249	States and UTs will create a constituent body within the SCERTs to look after implementation of adult education, to adopt/adapt the NCFAE, and to prepare resources for implementing the programme.	2022-25	Constituent body on AE in SCERT
21.9 & 21.10	Task 254	States/UTs will take up the programme of strengthening schools and public libraries to ensure an adequate supply of books that cater to the needs and interests of all students, including adult learners and persons with disabilities and other differently-abled persons.	2022-25	Adequate supply of books/resources ensured
21.9 & 21.10	Task 255	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	2022-25	National Digital Library (NDL) strengthened with AE resources
7.1 to 7.6	Task 203	States/UTs shall also develop robust guidelines/ framework for governance of schools through this mechanism of grouping of schools into school groups/clusters/complex.	2022-26	Guidelines/ framework for governance of schools into groups/ clusters/ complex
3.2	Task 67	Implementation of the comprehensive plans of states/ UTs by grouping/clustering of schools or grouping into school complexes	2022-30	Implementation of 10-year resourcing plan initiated
6.10 & 6.11	Task 182	To assist teachers in catering to the needs of all learners more fully, states/UTs will provide services of special educator/s with cross-disability training to groups/clusters of schools or school complex.	2022-30	Providing services of special educators to schools/school complex
6.15 to 6.20	Task 190	States/UTs will identify, map and enlist all alternative forms of schools, including Ashramshalas in particular, with the help of the concerned departments in the state/UT. NCFSE will be introduced in a phased manner for Grades 1–12.	2022-30	Mapping of alternative forms of schools

Relevant NEP Para	Task number	Task	Timeline	Outputs
6.15 to 6.20	Task 194	States/UTs will prepare year-wise plan for special focus on Scheduled Castes and Scheduled Tribes students by providing special hostels through Samagra Shiksha	2022-30	Provisioning hostels for SC/ST students
6.15 to 6.20	Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	2022-30	Scholarships for SEDGs
6.15 to 6.20	Task 197	State/UT Governments will take up opening of NCC wings, particularly in tribal dominated areas.	2022-30	NCC wings in tribal dominated areas
6.15 to 6.20	Task 198	State/UT will undertake webinars and online workshops for teachers, principals, administrators, counsellors, and students to sensitise them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc.	2022-30	Modules for sensitisation on social issues and stigmas
7.1 to 7.6	Task 202	Providing of infrastructure and resource requirements of these groups/clusters/complex of schools shall also form a part of the above plans.	2022-30	Planning for resourcing these groups/ clusters/ complex of schools
7.10 to 7.12	Task 206	States and UTs will take up strengthening of existing Bal Bhavans to make them centres of joyful, cognitive/ psychomotor/affective engagement venues for young learners. For undertaking this task, states/UTs will need to prepare a year-wise plan of action and submit the same to DoSEL.	2022-30	Strengthening of existing Bal Bhavans
21.6 to 21.8	Task 252	States/UTs will draw out a schedule for covering all adult illiterates with adult education before 2030 in this manner. Teachers/tutors will be connected to the adult learners through IT based solutions.	2022-30	IT based solutions and Planning for 100% coverage by 2030
3.5	Task 75	Special emphasis will be given to SEDGs in order to ensure access to quality education. For this, states/ UTs will prepare their own plans with innovative mechanisms, targets and goals to be achieved in collaboration with the departments of Social Justice and Empowerment, Tribal affairs, Women and Child Development. These plans will be implemented from 2022-23 onwards to ensure full inclusion by 2030.	2022-23 onwards	Plans with innovative mechanisms, targets and goals prepared for SEDG education
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	2022-23 onwards	National Book Promotion policy ready

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.2 to 5.7	Task 142	Merit based scholarships, particularly for students coming from remote areas for studying 4 year integrated B.Ed programme.	2022-23 onwards	Scholarships scheme for 4-year B.Ed
6.10 & 6.11	Task 181	States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education.	2022-23 onwards	Mapping of needs of students with disabilities by States/UTs
6.10 & 6.11	Task 184	States/UTs will strengthen BRCs with online/offline facilities of special educators, so that BRCs can also act as Resource centres for learners with severe or multiple disabilities.	2022-23 onwards	BRCs to act as Resource Centres with Special Educator services
5.17 to 5.19	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	2023-24	Framework for teacher role expectancy developed based on NPST
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	2023-24	Adoption of NPST by States/UTs and BOAs
7.7 to 7.9	Task 204	State/UTs may conduct pilot studies to analyse the effectiveness and implications of grouping of schools through different mechanisms. On the basis of the findings, a report may be developed with detailed roadmap and future plan of action to achieve the targets and goals by schools through efficient resource sharing.	2023-24	Pilot studies on groups/clusters/ complex
16.1 to 16.8	Task 232	Based on guidelines of DoSEL, states/UTs/CBSE/BOAs will undertake its implementation from 2022-23 academic session onwards.	2023-24	Implementation of vocationalisation in schools
21.9 & 21.10	Task 256	High quality textbooks and workbooks will be produced and published by the states/UTs in the local language/s and may be sold, at the cost of printing, to interested adult learners.	2023-30	Affordable Textbooks and workbooks for AE
22.1 to 22.8	Task 263	Children will be encouraged to undertake excursion/ online or e-tourism, have pen pals in link states, learn the language of the link states, etc. under EBSB to have exposure to the diversity, natural resources and rich heritage of India. For this purpose, certain key actions need to be undertaken.	2023-30	Exposure of children to the diversity, natural resources and rich heritage of India
3.2	Task 68	Alternative and innovative education centres will be put in place by States/UTs (after the amendment in Section 2(n) of the RTE Act) in cooperation with community, civil society, etc. to ensure that children of migrant laborers and other children who are dropping	2024-25	Alternative education centers for children of migrant labourers, etc.

Relevant NEP Para	Task number	Task	Timeline	Outputs
		out of school due to various circumstances are brought back into mainstream education.		
3.5	Task 80	States/UTs will take up the establishing/strengthening of existing State Institutes of Open Schooling (SIOS). Since this area is not funded by the central government, the states/UTs may consider a self-reliant model for establishing or strengthening the State Open Schools.	2024-25	SIOS development in States/UTs
5.17 to 5.19	Task 152	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	2024-25	Development of transparent tenure, promotion and salary structure, etc. system
3.3 & 3.4	Task 73	States/UTs will develop their own guidelines regarding incentives to be given to teachers by the State/UT governments to teach in remote rural areas, especially areas which require the teacher to learn the local dialect	2025	State/UT guidelines for teacher incentives
1.6	Task 16	Phase 2: States/UTs will introduce preparatory class/ Balvatika in the rest of the primary schools. State/UT DWCD will introduce Balvatika in rest of the Anganwadis with a qualified AWW, under guidance of MWCD	2025-30	Introduction of 1-year Preparatory Class in AWs

4. National Assessment Centre - PARAKH

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	2021-23	Development of Plan for reducing burden of exams at all levels
4.40	Task 130	The National Assessment Centre PARAKH/NCERT/SCERT will develop framework and guidelines to assist the states/UTs for holding the census exams in grades 3, 5 and 8.	2021-23	Development of Framework & Guidelines for holding census exams in grade 3, 5 and 8
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV/CTSA will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	2022-23	IT based solutions for implementing online HPC - in CBSE schools
4.36 to 4.39	Task 110	PARAKH will set common norms, standards and guidelines for secondary education in alignment with the NCF 2021 to be achieved by all BOAs in the country.	2022-23	Common standards/norms for all BOAs developed
4.36 to 4.39	Task 111	Based on standards, norms and guidelines for developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
4.36 to 4.39	Task 113	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	2022-23	Capacity building of BOAs of States/UTs on norms and standards of Assessment
4.36 to 4.39	Task 112	PARAKH will prepare national guidelines on assessment standards to be achieved by all BOAs to cover multi-disciplinary, multi format assessments leading to attainment of 21st century skills.	2022-25	National guidelines on assessment standards developed for BOAs
4.34 & 4.35	Task 124	PARAKH shall assess the implementation of new patterns of assessment in school boards (including in CBSE and NIOS) from time to time and suggest course correction or interim changes.	2022-23 onwards	Course correction exercises initiated by PARAKH
24.3 to 24.4h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	2025-30	Mechanisms for online summative/ formative assessment

5. Department of Higher Education, MOE

Relevant NEP Para	Task number	Task	Timeline	Outputs
15.10 &	Task 226	D/o Higher Education will set up a National Mission for Mentoring; NCTE will also be part of this mission to link and facilitate teacher educators. This mission will focus on mentoring with a large pool of outstanding senior/retired faculty (to teach in Indian languages) to provide short and long-term mentoring/professional support to university/college teachers/teacher educators/faculty of TEIs.	2022-23	Setting up National Mission for Mentoring

6. Higher Education Institutions & IGNOU

Relevant NEP Para	Task number	Task	Timeline	Outputs
21.5	Task 247	The NIOS and Department of Adult Education in HEIs will be the central and main organisations of the DoSEL for undertaking Adult Education work. For this purpose, they shall prepare a detailed plan of implementation to reach maximum non-literate adults. As a part of its plan, they will also develop methods of collaboration with states/UTs and mechanisms for outreach through them. They will undertake to develop online modules for each of the five components of Adult Education.	2021-25	Online modules for AE by NIOS
5.21	Task 158	Secondary specialisations/certificate courses will be developed in special education.	2023-24	Specialised courses developed in special education

7. National Institute of Educational Planning and Administration (NIEPA)

Relevant NEP Para	Task number	Task	Timeline	Outputs
8.10	Task 218	MOE/NCERT/NIEPA will prepare framework/guidelines for the holistic assessment of the education governance system at state/district/block/cluster/school levels.	2022-23	Framework for the holistic assessment of the education governance system
5.8 to	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools

8. Ministry of Women and Child Development (MoWCD)

Relevant NEP Para	Task number	Task	Timeline	Outputs
1.5	Task 10	For universal access to ECCE, Anganwadi Centres will be strengthened by the Ministry of Women and Child Development	To be decided by MWCD	Strengthened AWWs
1.6	Task 18	Guidelines for Monitoring and tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year.	2021-22	Guidelines for tracking health of children
1.7	Task 20	Departments of WCD of States/UTs under the guidance of the Ministry of WCD will assess the educational qualification of Anganwadi workers and will enrol them in 6 months/1-year diploma course.	2021-23	Enrolment of AWWs in online programme
1.4	Task 14	A long-term perspective plan for next 10 years on ECCE will be developed	2022-23	10-year plan on ECCE implementation
1.6	Task 15	Phase 1: Preparatory class/Balavatika will be introduced in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes; similarly, Balvatika will be introduced by MWCD in those AWWs where trained AWWs are available.	2022-25	Introduction of 1-year Preparatory Class in primary schools Introduction of 1-year Preparatory Class in Anganwadis
1.6	Task 16	Phase 2: States/UTs will introduce preparatory class/Balavatika in the rest of the primary schools. State/UT DWCD will introduce Balvatika in rest of the Anganwadis with a qualified AWW, under guidance of MWCD	2025-30	Introduction of 1-year Preparatory Class in AWWs

9. Ministry of Tribal Affairs (MoTA)

Relevant NEP Para	Task number	Task	Timeline	Outputs
1.8	Task 24	Ministry of Tribal Affairs will prepare the plan for introduction of ECCE in Ashramshalas and implementation in consultation with Joint Task Force	2022-24	Action plan for ECCE by MoTA

10. Ministry of Social Justice and Empowerment (MSJE)

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.21	Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	2022-30	Scholarships for SEDGs

11. National Committee for the Integration of Vocational Education (NCIVE)

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 236	A suitable framework for assessment of vocational education will be created by the NCIVE, working in conjunction with PSSCIVE and with CBSE and State-level institutions and BOA.	2022-23	Framework for assessment of vocationalisation progress

12. National Council for Teacher Education (NCTE)

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.22 to 5.29	Task 160	NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes and suitably adapted 1-year B.Ed. programmes.	2021-22	Regulations for various customised B.Ed programmes
5.22 to 5.29	Task 164	NCTE and NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE.	2021-22	NCTFE developed
2.3 & 2.4	Task 49	NCTE will redesign teacher education curriculum to put more emphasis on foundational literacy and numeracy, based on curriculum and pedagogical framework developed by NCERT for pre-school to grade 3	2021-23	TEI curriculum redesigned to include FLN
5.22 to 5.29	Task 166	NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country phase out substandard standalone Teacher Education Institutions (TEIs) across the country.	2021-25	Action plan for standalone TEIs
4.43 to 4.45	Task 138	NCTE and NCERT to develop teacher education curriculum guidelines for including specialization in the education of gifted children.	2022-23	NCTFE to include specialization for education of Gifted Children
5.2 to 5.7	Task 145	(i) NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education.	2022-23	Action plan developed for extending TET at all levels
5.20	Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	2022-23	National Professional Standards for Teachers (NPST) developed
5.22 to 5.29	Task 159	NCTE will prepare a detailed action plan for implementing movement of TEIs to multidisciplinary colleges and universities and 4-year integrated B.Ed. degree by 2030	2022-23	NCTE action plan for moving TEIs to multidisciplinary HEIs
5.22 to 5.29	Task 162	NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at DIETs.	2022-23	Regulations for short programmes at BITEs/DIETs

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.22 to 5.29	Task 163	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	2022-23	Regulations for shorter post-B.Ed courses
6.12 & 6.14	Task 189	NCTE will include an appropriate module on awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) in TEI curriculum.	2022-23	TEIs curriculum to include teaching children with specific disabilities
15.10 & 15.11	Task 226	D/o Higher Education will set up a National Mission for Mentoring; NCTE will also be part of this mission to link and facilitate teacher educators. This mission will focus on mentoring with a large pool of outstanding senior/retired faculty (to teach in Indian languages) to provide short and long-term mentoring/professional support to university/college teachers/teacher educators/faculty of TEIs.	2022-23	Setting up National Mission for Mentoring
15.8 & 15.9	Task 224	NCTE will coordinate with UGC for ensuring credit-based courses in teaching/education/pedagogy/writing are offered to all fresh Ph.D. entrants during their doctoral training period.	2022-24	Credit-based courses for Ph.D programmes on school education
5.22 to 5.29	Task 161	NCTE regulations for all B.Ed. programmes to include training in time-tested as well as the most recent techniques in pedagogy, teaching children with disabilities, teaching children with special interests or talents/gifted children, use of educational technology, etc.	2022-25	Regulations for including modern pedagogy techniques in all B.Ed programmes

13. National Higher Education Regulatory Council (NHERC)

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.22 to 5.29	Task 160	NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes and suitably adapted 1-year B.Ed. programmes.	2021-22	Regulations for various customised B.Ed programmes
5.22 to 5.29	Task 166	NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country phase out substandard standalone Teacher Education Institutions (TEIs) across the country.	2021-25	Action plan for standalone TEIs
5.22 to 5.29	Task 162	NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at DIETs.	2022-23	Regulations for short programmes at BITEs/DIETs

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.22 to 5.29	Task 163	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	2022-23	Regulations for shorter post-B.Ed courses

14. National Testing Agency (NTA)

Relevant NEP Para	Task number	Task	Timeline	Outputs
15.1 to 15.7	Task 223	National Testing Agency will design and conduct a national common entrance test for entry to 4-year integrated B.Ed courses.	2021-22	National common entrance test designed by NTA
4.42	Task 135	NTA shall form a committee for review of entrance exams for admissions to Higher Education Institutions (HEIs) and draw experts from NCERT, NIOS, CBSE, HEIs and States/UTs among others for this committee. NTA will design and then offer a standard entrance exam as an option to HEIs. This will not be a mandatory exam, however, HEIs may decide to undertake it voluntarily.	2021-22 onwards	Review of all entrance exams by NTA
24.3 to 14.4h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	2025-30	Mechanisms for online summative/ formative assessment

15. BoA

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 116	All subjects that do not fall within the parameters recommended by the NCF, will be discontinued by CBSE and other BOAs.	2021-22	Discontinuation of subjects not recommended by NCF
4.34 & 4.35	Task 102	Similar exercise will be undertaken by SCERTs and state BOAs to prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session.	2021-23	Assessment pattern for elementary levels in State BOAs
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	2021-23	Development of Plan for reducing burden of exams at all levels

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 116	All subjects that do not fall within the parameters recommended by the NCF, will be discontinued by CBSE and other BOAs.	2021-22	Discontinuation of subjects not recommended by NCF
4.34 & 4.35	Task 102	Similar exercise will be undertaken by SCERTs and state BOAs to prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session.	2021-23	Assessment pattern for elementary levels in State BOAs
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	2021-23	Development of Plan for reducing burden of exams at all levels
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 &	Task 106	NCERT, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills for all grades, such as analysis, critical thinking, and conceptual clarity for use by students and teachers.	2022-23	Question banks to be developed for competency-based items that test higher-order skills
4.36 to 4.39	Task 111	Based on standards, norms and guidelines for developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
4.36 to 4.39	Task 113	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	2022-23	Capacity building of BOAs of states/UTs on norms and standards of Assessment
4.36 to 4.39	Task 119	The pattern of exams at secondary level will be changed (Grades 9-12) to test primarily core capacities based on framework developed at Tasks 100 and 101. Both CBSE and NIOS, and also all state secondary school boards shall prepare a roadmap, and begin implementation from 2022-23 academic session onwards.	2022-23	Implementation of changed assessment patterns initiated at secondary level

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 121	CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.	2022-23	Two formats of board exams – subjective and objective – initiated
4.36 to 4.39	Task 123	BOAs of states may also like to take up modular exams on CBSE or any other pattern, as deemed fit from the academic session 2022-23	2022-23	Modular exams piloted by State BOAs
5.2 to 5.7	Task 143	States/UTs/ CBSE schools/BOA schools/KVS/JNV/CTSA to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools.	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	2022-23	Preparation of long-term teacher recruitment plan
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs/CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	2022-23	Teacher training policy developed
5.17 to 5.19	Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	2022-23	Induction Programmes initiated
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
16.1 to 16.8	Task 229	NCERT will ensure inclusion of vocationalisation of education from Class VI to secondary level in NCFSE, with introduction of skills training appropriate to the age of the child.	2022-23	NCFSE to include vocationalisation from class 6

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	2022-23	Guidelines for vocationalisation
16.1 to 16.8	Task 238	States/UTs/BOAs/CBSE will work out an online/offline mechanism for providing career counselling and guidance to children in Classes IX to XII	2022-23	Online/offline mechanism for providing career counselling and guidance
4.40	Task 127	BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT.	2022-24	Fine-tuned Learning Outcomes for all grades pre-primary to grade 12 adopted/adapted by BOAs
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools
5.8 to 5.14	Task 150	States and UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	2022-24	IT based solutions to automate the processes and reduce the burden of administration
4.11 to 4.22	Task 90	<ul style="list-style-type: none"> • For introducing home language/mother tongue/ local language/regional language as the medium of instruction, States/UTs and BOAs will undertake several key actions in a systematic manner. The key actions would include the following: <ul style="list-style-type: none"> (i) Step 1: <ul style="list-style-type: none"> ○ General assessment and listing of mother tongue/local/regional language of students of selected areas through linguistic mapping. (ii) Step 2: <ul style="list-style-type: none"> ○ 8-10-hour online course for education administrators (State to block level) and BRC/CRC on basic orientation for including children's home languages in teaching-learning process in primary classrooms. (iii) Step 3: <ul style="list-style-type: none"> ○ SCERTs to create State Resource Groups and a multilingual education cell. Initial orientation of SCERT/DIET faculty will be required. 	2022-25	Key actions for introducing home language/ mother tongue/ local language/ regional language

Relevant NEP Para	Task number	Task	Timeline	Outputs
		<ul style="list-style-type: none"> o Multilingual awareness for teachers (addressing beliefs and attitudes about using children’s spoken languages and how using that language in class helps the children in learning additional languages. This will be a 1-week initial course (8-10 hours online course). Initial focus of this course would be to sensitize teachers on using these languages in the oral domain to begin with. o Through these courses SCERT will also create awareness about how children can have the ability for Multilingual Education or MLE, by adopting scientific methods. (iv) Step 4: <ul style="list-style-type: none"> o SCERTs will initiate creation of children’s materials (stories, rhymes, big books, charts and posters) in local languages. A guideline will be prepared by NCERT and SCERT for encouraging publishers for developing/collecting such materials) (v) Step 5: <ul style="list-style-type: none"> o Availability of trained teachers for classes 1 to 5 available who can speak in the local language of the area. o Identifying schools where teachers are available or can be made available in the language predominantly spoken by the school children in classes 1 to 5, o Mapping and provisioning of schools with trained teachers and language spoken by students. (vi) Step 6: <ul style="list-style-type: none"> o States/UTs to make efforts to slowly introduce mother tongue/home language based instruction in schools wherever possible, upto grade 5, including in private schools. o To initiate this, though regional/state language may continue to remain the MOI or Medium of Instruction, however, L1 or the language spoken by the child at home, maybe used and developed by teachers at least in the oral domain during classroom 		

Relevant NEP Para	Task number	Task	Timeline	Outputs
		<p>transactions from pre-school onwards.</p> <ul style="list-style-type: none"> o Wherever possible, mother tongue may be introduced as MOI in foundational years, while state language may be introduced slowly by class 3. In predominantly tribal areas, teachers who belong to these areas should be identified to ensure that their mother tongue becomes the link for their education. o The exit strategy from L1 or MOI should be delayed as far as possible, and states/UTs may not like to consider it before class 5, wherever possible. o Wherever the mother tongue of a larger area/geography is unique, states/UTs may make efforts to develop resources in that very language and take up teaching and learning in that language upto grade 5 as far as possible. o SCERTs will initiate development of training modules after mapping the mother tongue requirements of students of various areas. <p>All the above steps can be taken up in any chronology as deemed fit by the state/UT.</p>		
4.36 to 4.39	Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
16.1 to 16.8	Task 242	CBSE and other BOAs will explore offering stand-alone Vocational courses in affiliated schools in ODL mode and develop suitable assessment and certification mechanisms.	2022-25	Vocational courses in ODL mode
5.17 to 5.19	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	2023-24	Framework for teacher role expectancy developed based on NPST
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	2023-24	Adoption of NPST by States/UTs and BOAs
16.1 to 16.8	Task 232	Based on guidelines of DoSEL, states/UTs/CBSE/BOAs will undertake its implementation from 2022-23 academic session onwards.	2023-24	Implementation of vocationalisation in schools

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	2023-30	Development of MOOCs for entire syllabus
24.3 to 24.4h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	2025-30	Mechanisms for online summative/formative assessment

16. Central Board of Secondary Education (CBSE)

Relevant NEP Para	Task number	Task	Timeline	Outputs
2.2	Task 41	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and enabling to track the future progress.	2021-22	Database of grade level proficiency
4.34 & 4.35	Task 101	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session.	2021-22	Assessment pattern for elementary levels in CBSE schools
4.36 to 4.39	Task 115	The NCERT will ensure that the NCF committee shall review the basket of subjects offered at secondary and senior secondary levels by CBSE and other BOAs, and ensure structured and relevant offering of academic and skill subjects.	2021-22	Review of basket of subjects offered by CBSE/BOAs
4.36 to 4.39	Task 116	All subjects that do not fall within the parameters recommended by the NCF, will be discontinued by CBSE and other BOAs.	2021-22	Discontinuation of subjects not recommended by NCF
8.10	Task 220	For the conduct of NAS, CBSE/NCERT will expand coverage and enhance reliability check.	2021-22	Expanded and enhanced reliability check for NAS 2021
2.2	Task 32	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as exemplar. This content will be used by Kendriya Vidyalayas for implementing the mission objectives.	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.34 & 4.35	Task 103	For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its affiliated schools/students, so that it can be implemented from 2022-23 session onwards.	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
4.40	Task 131	For the examinations in grades 3, 5 and 8 a system of analysing anonymised samples shall be developed by SCERTs. CBSE will also develop a system in consultation with NCERT for anonymised sample assessment.	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
8.6 & 8.7	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS, JNV and CTSA) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of standards based on basic parameters. CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	2021-23	Framework for online self-disclosure for CBSE schools
4.1 to 4.8	Task 85	CBSE, KVS, JNV and CTSA will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT.	2023-24	CBSE, KVS and JNV Action Plan for NCFSE implementation
4.34 & 4.35	Task 104	Professional online training modules and manuals/handbooks (wherever required) shall be prepared by NCERT, CBSE, BOAs and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.	2022-23	Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	Task 106	NCERT, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills for all grades, such as analysis, critical thinking, and conceptual clarity for use by students and teachers.	2022-23	Question banks to be developed for competency-based items that test higher-order skills
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV/CTSA will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	2022-23	IT based solutions for implementing online HPC - in CBSE schools

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.36 to 4.39	Task 111	Based on standards, norms and guidelines for developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
4.36 to 4.39	Task 120	CBSE shall rename its Compartment exams as "Improvement exams" and strengthen these exams and make them low stakes. All other state BOAs shall also introduce Improvement exams, from 2022-23 academic session	2022-23	Introduction of Improvement Exams
4.36 to 4.39	Task 121	CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.	2022-23	Two formats of board exams – subjective and objective - initiated
5.2 to 5.7	Task 143	States/UTs/ CBSE schools/BOA schools/KVS/JNV/CTSA to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools.	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	2022-23	Preparation of long-term teacher recruitment plan
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs /CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	2022-23	Teacher training policy developed
5.17 to 5.19	Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	2022-23	Induction Programmes initiated
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 229	NCERT will ensure inclusion of vocationalisation of education from Class VI to secondary level in NCFSE, with introduction of skills training appropriate to the age of the child.	2022-23	NCFSE to include vocationalisation from class 6
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	2022-23	Guidelines for vocationalisation
16.1 to 16.8	Task 235	Problem based Learning approach will be promoted in schools and colleges so that students are able to develop requisite skills for innovation and entrepreneurship. NCERT and SCERTs will develop project-based activities and online resources for Teaching Learning Material (TLM) for this.	2022-23	Online resources for Problem based Learning approach
16.1 to 16.8	Task 238	States/UTs/BOAs/CBSE will work out an online/offline mechanism for providing career counselling and guidance to children in Classes IX to XII	2022-23	Online/offline mechanism for providing career counselling and guidance
24.4i	Task 282	NCERT will recommend the approach for the phased-manner of introduction, percentage, manner, format, etc. of blended education through discussions with experts in the National Curriculum Framework. CBSE, KVS, JNV and CTSA will initiate implementation as soon as NCFSE is launched by NCERT.	2022-23	Blended mode of education introduced through NCFSE
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools
5.8 to 5.14	Task 150	States and UTs/ CBSE/BOAs/KVS/JNV will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	2022-24	IT based solutions to automate the processes and reduce the burden of administration
4.36 to 4.39	Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
16.1 to 16.8	Task 242	CBSE and other BOAs will explore offering stand-alone Vocational courses in affiliated schools in ODL mode and develop suitable assessment and certification mechanisms.	2022-25	Vocational courses in ODL mode

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.17 to 5.19	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	2023-24	Framework for teacher role expectancy developed based on NPST
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	2023-24	Adoption of NPST by States/UTs and BOAs
16.1 to 16.8	Task 232	Based on guidelines of DoSEL, states/UTs/CBSE/BOAs will undertake its implementation from 2022-23 academic session onwards.	2023-24	Implementation of vocationalisation in schools
4.36 to 4.39	Task 122	CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules.	2023-25	Modular Board exams piloted by CBSE
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	2023-30	Development of MOOCs for entire syllabus
24.3 to 24.4h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	2025-30	Mechanisms for online summative/formative assessment

17. National Institute of Open Schooling (NIOS)

Relevant NEP Para	Task number	Task	Timeline	Outputs
3.5	Task 79	All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination.	2021-22	NIOS resources on DIKSHA
3.5	Task 77	In States where an open school exists, courses designed and developed by the NIOS can also be offered by state/UT in collaboration with the NIOS.	2021-23	States/UTs collaboration with NIOS
4.34 & 4.35	Task 103	For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its affiliated schools/students, so that it can be implemented from 2022-23 session onwards.	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
21.5	Task 247	The NIOS and Department of Adult Education in HEIs will be the central and main organisations of the	2021-25	Online modules for AE by NIOS

Relevant NEP Para	Task number	Task	Timeline	Outputs
		DoSEL for undertaking Adult Education work. For this purpose, they shall prepare a detailed plan of implementation to reach maximum non-literate adults. As a part of its plan, they will also develop methods of collaboration with states/UTs and mechanisms for outreach through them. They will undertake to develop online modules for each of the five components of Adult Education.		
4.34 & 4.35	Task 106	NCERT, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills for all grades, such as analysis, critical thinking, and conceptual clarity for use by students and teachers.	2022-23	Question banks to be developed for competency-based items that test higher-order skills
4.36 to 4.39	Task 111	Based on standards, norms and guidelines for developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
4.36 to 4.39	Task 121	CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.	2022-23	Two formats of board exams – subjective and objective – initiated
6.10 & 6.11	Task 185	NIOS will develop high-quality modules to teach Indian Sign Language.	2022-23	High-quality teaching modules for Indian Sign Language
4.11 to 4.22	Task 91	MoE in consultation with Ministry of Social Justice and Empowerment (MoSJ&E) will initiate the process to standardise Indian Sign Language (ISL) across the country for school education. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI/NIOS.	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country
4.36 to 4.39	Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
16.1 to 16.8	Task 240	NIOS will cater to the dropouts from the formal system through ODL courses designed and promoted for improving the mobility and employability of students. For this NIOS will develop a mechanism of collaboration with states/UTs	2022-25	Dropouts assessment facilitation by NIOS

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 241	Textbooks for the National Institute of Open Schooling (NIOS) will be aligned with those of NCERT. This will enable many students to feel confident about their career choices, because any student who desires to exit at class 10 to pursue a career in a vocational skill, will be able to smoothly transit from formal to open school education. NIOS will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be incorporated in such manner that they are as much as possible rooted in the Indian context.	2022-25	NIOS textbooks aligned with NCERT textbooks
22.1 to 22.8	Task 261	NIOS has prepared several courses on Indian languages and ancient Indian literature. For promoting these in India and abroad, NIOS will develop them as individual online courses that can be offered in India and abroad.	2022-25	Development of online courses on Indian language and ancient Indian literature
3.5	Task 76	The scope of NIOS and SIOS will be expanded and strengthened. Syllabus and learning material will be inclusively designed keeping in mind the specific needs of students who take benefit of the NIOS process e.g. Students with disabilities, students in vulnerable circumstances, students who have dropped-out and wish to complete their school education.	2025	Inclusive resources developed by NIOS
3.5	Task 78	The NIOS will translate and make courses (OBE - i.e. for Levels 3, 5 and 8 and Secondary and Sr. Secondary) available in more languages as per need assessment.	2025	NIOS resources for classes 3/5/8/10/12 ready
24,3 to 24.4h	Task 281	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	2025-30	Mechanisms for online summative/formative assessment

18. Kendriya Vidyalaya Sangathan (KVS) & Jawahar Navodaya Vidyalayas (JNV)

Relevant NEP Para	Task number	Task	Timeline	Outputs
3.5	Task 101	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session.	2021-22	Assessment pattern for elementary levels in CBSE schools
2.2	Task 32	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as exemplar. This content will be used by Kendriya Vidyalayas for implementing the mission objectives.	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT
8.6 & 8.7	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS, JNV and CTSA) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of standards based on basic parameters. CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	2021-23	Framework for online self-disclosure for CBSE schools
4.34 & 4.35	Task 103	For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its affiliated schools/students, so that it can be implemented from 2022-23 session onwards.	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
4.1 to 4.8	Task 85	CBSE, KVS, JNV and CTSA will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT.	2023-24	CBSE, KVS and JNV Action Plan for NCFSE implementation
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV/CTSA will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	2022-23	IT based solutions for implementing online HPC - in CBSE schools
5.2 to 5.7	Task 143	States/UTs/ CBSE schools/BOA schools/KVS/JNV/CTSA to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools.	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5.7	Task 144	An online transparent teacher transfer policy will be put in place to meet the vacancies and needs of rural	2022-23	Development of transparent and online teacher transfer

Relevant NEP Para	Task number	Task	Timeline	Outputs
		and remote areas by all States and UTs/KVS/JNV/CTSA by 2022-23.		policy by states/UTs
5.2 to 5.7	Task 145	NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. States/UTs/KVS/JNV will notify three stage process for teacher recruitment.	2022-23	Action plan developed for extending TET at all levels
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	2022-23	Preparation of long-term teacher recruitment plan
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs/CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	2022-23	Teacher training policy developed
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	2022-23	Guidelines for vocationalisation
24.4i	Task 282	NCERT will recommend the approach for the phased-manner of introduction, percentage, manner, format, etc. of blended education through discussions with experts in the National Curriculum Framework. CBSE, KVS, JNV and CTSA will initiate implementation as soon as NCFSE is launched by NCERT.	2022-23	Blended mode of education introduced through NCFSE
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum.	2022-23 onwards	National Book Promotion policy ready

Relevant NEP Para	Task number	Task	Timeline	Outputs
		Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.		
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools
5.8 to 5.14	Task 150	States and UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	2022-24	IT based solutions to automate the processes and reduce the burden of administration
6.7 to 6.9	Task 178	Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030.	2022-30	Pre-school section added to KVS
5.17 to 5.19	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	2023-24	Framework for teacher role expectancy developed based on NPST
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	2023-24	Adoption of NPST by states/UTs and BOAs
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	2023-30	Development of MOOCs for entire syllabus
6.7 to 6.9	Task 177	Additional JNVs and KVs will be set up across the country, especially in aspirational districts, SEZs and other disadvantaged regions.	2023-30	JNVs/KVs in aspirational districts

19. Central Tibetan Schools Administration (CTSA)

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.34 &	Task 101	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session.	2021-22	Framework of assessment pattern for elementary levels in CBSE schools
8.6 & 8.7	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS, JNV and CTSA) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of standards based on basic parameters. CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	2021-23	Framework for online self-disclosure for CBSE schools
4.34 & 4.35	Task 103	For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its affiliated schools/students, so that it can be implemented from 2022-23 session onwards.	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
4.1 to 4.8	Task 85	CBSE, KVS, JNV and CTSA will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT.	2023-24	CBSE, KVS and JNV Action Plan for NCFSE implementation
4.34 & 4.35	Task 108	NCERT/PARAKH/CBSE/KVS/JNV/CTSA will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	2022-23	IT based solutions for implementing online HPC - in CBSE schools
5.2 to 5.7	Task 143	States/UTs/ CBSE schools/BOA schools/KVS/JNV/CTSA to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools.	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5.7	Task 144	An online transparent teacher transfer policy will be put in place to meet the vacancies and needs of rural and remote areas by all States and UTs/KVS/JNV/CTSA by 2022-23.	2022-23	Development of transparent and online teachers transfer policy by States/UTs/KVS/JNV
5.2 to 5.7	Task 145	i) NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. (ii) States/UTs/KVS/JNV/CTSA will notify three stage process for teacher recruitment.	2022-23	Action plan developed for extending TET at all levels

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.2 to 5.7	Task 146	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	2022-23	Preparation of long-term teacher recruitment plan
5.17 to 5.19	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs/ CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	2022-23	Teacher training policy developed
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/ JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
16.1 to 16.8	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV/ CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	2022-23	Guidelines for implementation of vocationalisation by CBSE
16.1 to 16.8	Task 282	NCERT will recommend the approach for the phased-manner of introduction, percentage, manner, format, etc. of blended education through discussions with experts in the National Curriculum Framework. CBSE, KVS, JNV and CTSA will initiate implementation as soon as NCFSE is launched by NCERT.	2022-23	Framework for Blended mode of education through NCFSE
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	2022-23 onwards	National Book Promotion policy ready
5.8 to 5.14	Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	2022-24	Capacity building programmes for creating conducive learning environment in schools

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.8 to 5.14	Task 150	States and UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	2022-24	IT based solutions to automate the processes and reduce the burden of administration
5.17 to 5.19	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV/CTSA will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	2023-24	Framework for teacher role expectancy developed based on NPST
5.20	Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	2023-24	Adoption of NPST by states/UTs and BOAs

20. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 227	Strengthening of PSSCIVE will be undertaken to build its capacity for developing curriculum and learning resources, both offline and online for vocational courses and training of teachers/trainers.	2022-23	PSSCIVE strengthening plan initiated

21. Rehabilitation Council of India (RCI)

Relevant NEP Para	Task number	Task	Timeline	Outputs
6.10 & 6.11	Task 183	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	2022-23 onwards	Short term and long-term training modules on equity, gender, and needs of children with disabilities

22. State Council of Educational Research and Training (SCERT)

Relevant NEP Para	Task number	Task	Timeline	Outputs
2.2	Task 35	Assessment of progress and achievements by students, schools and states/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/CTSA/CBSE schools) and SCERTs will adopt/adapt the same for students in states/UTs in the foundational years.	2021-22	Holistic Progress Card designed
2.6	Task 53	E-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi for FLN by NCERT (based on NCERT curriculum). Similarly, e-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. E-content by NCERT and SCERT will include standardized (at least 500 items per grade and per subject) to measure each Learning Outcome of each subject of each grade.	2021-23	E-content for FLN on DIKSHA
4.30 to 4.33	Task 96	Meanwhile, SCERTs to initiate consultations, workshops, and seminars with various stakeholders on different aspects of curriculum, to develop curricular perspectives in the States/UTs.	2021-22	Workshops, consultations for developing SCFSE
23.1 to 23.13	Task 266	States/UTs will undertake a similar exercise in SCERTs for the SIETs (as mentioned in Task 275) and prepare a roadmap to strengthen the SIETs by 2021-22.	2021-22	SIETs to become central hub for education technology in States/UTs
24.2 to 24.4e	Task 272	DIKSHA will contain e-resources under six component categories to begin with – NCERT textbook based, SCERT textbook based, Learning Outcome based Item banks, TPD, Virtual Labs, and Vidyadaan content. These categories will be expanded and diversified as per need. In the backdrop of the pandemic, it is essential that states/UTs ensure that e-content for learners is uploaded on DIKSHA by them as soon as possible, but not later than 21-22 academic session.	2021-22	E-content/resources for all grades on DIKSHA
24.2 to 24.4e	Task 274	One class, one channel through Swayam Prabha will be activated with high quality e-learning content by NCERT and SCERTs not later than 2021-22 academic session.	2021-22	One class, one channel through Swayam Prabha for high quality e-learning content
2.2	Task 36	NCERT and SCERTs will continuously develop item banks for classes 1 to 5 related to the measurement or	2021-22 onwards	Online criterion-referenced Item banks for FLN

Relevant NEP Para	Task number	Task	Timeline	Outputs
		achievement of each learning outcomes. (at least 500 items per grade, per subject).		
6.7 to 6.9	Task 174	NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs.	2021-22 onwards	Research studies in innovative teaching-learning methodologies for SEDGs
1.4	Task 9	Position paper will be developed by NCERT and SCERTs to highlight the present status, issues, challenges and enablers of ECCE in India	2021-23	NCERT/SCERT Position Paper on ECCE
1.7	Task 19	A six-month online certificate programme for Anganwadi workers/teachers with qualifications of 10+2 and above, and a one-year online Diploma Programme in ECCE with qualifications below 10+2 will be designed.	2021-23	Designing of online certificate/Diploma programme for ECCE
1.7	Task 21	The States/UTs monitor and mentor the acquisition of skills of AWWs through digital/distance mode and/or using DTH channels as well as smartphones.	2021-23	Completion of certification/ Diploma by AWWs
2.2	Task 33	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language.	2021-23	Online/blended teacher training modules for FLN by SCERT
2.2	Task 34	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning material for grades 1 to 5.	2021-23	Additional learning resources by NCERT and SCERT
2.5	Task 51	SCERT to adopt/adapt in local language and add local context to the above school preparation module for grade 1 students for implementation in states/UTs.	2021-23	SCERT adopts/adapts 3-month module
4.34 & 4.35	Task 102	Similar exercise will be undertaken by SCERTs and state BOAs to prepare the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session.	2021-23	Assessment pattern for elementary levels in state/UT BOAs
4.36 to 4.39	Task 114	NCERT/PARAKH/SCERTs/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	2021-23	Development of Plan for reducing burden of exams at all levels.
4.40	Task 130	The National Assessment Centre PARAKH/NCERT/ SCERT will develop framework and guidelines to assist the states/UTs for holding the census exams in grades 3, 5 and 8.	2021-23	Development of Framework & Guidelines for holding census exams in grade 3, 5 and 8

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.40	Task 131	For the examinations in grades 3, 5 and 8 a system of analysing anonymised samples shall be developed by SCERTs. CBSE will also develop a system in consultation with NCERT for anonymised sample assessment.	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
8.1 to 8.4	Task 210	States/UTs through SCERTs will prepare regulations to ensure empowerment of schools and enforcement of transparency and online public disclosure.	2021-23	Regulations for transparency and online public disclosure
8.5	Task 215	School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines developed by NIEPA and NCERT.	2021-23	SQAAF developed
21.5	Task 248	SCERTs will use the framework developed by NCERT to prepare content for each aspect of the framework (consisting of 5 components) in local language/s and integrate it with technology tools such as digital platforms, mobile app, DTH etc. so that delivery of all adult learning content is primarily through using digital and online mode.	2021-23	Content development in local language by SCERT for AE
24.4f	Task 280	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBHA for creating virtual labs.	2021-23	Virtual Labs created
8.5	Task 214	SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs and complete implementation of plan by 2023-24.	2021-24	Strategic planning and implementation of reinvigoration of CRCs, BRCs, and DIETs
15.10 & 15.11	Task 225	Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-service annual teacher training plan prepared by SCERTs.	2021-25	Annual In-service teacher and Principal training plan
23.1 to 23.13	Task 267	National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.	2021-25	Linking NDL with e-resources in school education
24.3 to 24.4g	Task 278	NCERT and SCERT will arrange for teachers to undergo rigorous online training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.	2021-25	Online Teacher training in learner-centric pedagogy and online content creation
24.4d	Task 279	Digital repository of innovative content, including creation of coursework, Learning Games &	2021-25	Creation of Digital repository of innovative

Relevant NEP Para	Task number	Task	Timeline	Outputs
		Simulations, Augmented Reality and Virtual Reality, apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will be promoted by NCERT and SCERT in collaboration with Commerce Ministry, MEITY, etc. over a period of time.		contents, Apps, Games, AR, VR, etc. for learning
4.9 & 4.10	Task 87	While preparing the State Curricular Framework (SCF), the SCERTs of States/UTs may look into innovative methods ways of offering flexibility in choice of subjects to students and/ incorporating semester system that allows the inclusion of shorter modules, or courses that are taught on alternate days, etc.	2022-23	SCFSE will include innovative methods/ semester system
4.23 to 4.29	Task 92	The vocational craft to be implemented in different parts/schools of the state/UT will be decided by States and local communities and as mapped by local skilling needs. A Handbook will also be developed by both, NCERT and SCERTs in collaboration with concerned experts from different institutions, for conducting various fun activities in grades 1 to 12, including vocational crafts and activities to be undertaken by using indigenous toys, quizzes, puzzles, indigenous games, etc. interlinked with curriculum. This Handbook will also have guidelines for implementing bagless days for students in schools.	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games, quizzes, etc. developed for grades 1 to 12
4.30 to 4.33	Task 97	SCERTs to undertake development of State Curriculum Framework on the basis of template provided by the NCERT and wide consultations.	2021-22	Development of SCFSE
4.34 & 4.35	Task 104	Professional online training modules and manuals/ handbooks (wherever required) shall be prepared by NCERT, CBSE, BOAs and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.	2022-23	Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
4.34 & 4.35	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	2022-23	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	Task 107	NCERT will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels and SCERTs will adapt/adopt it.	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.34 & 4.35	Task 109	Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well.	2022-23	IT based solutions for developing HPC for online use by States/UTs/BOAs
4.36 to 4.39	Task 113	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	2022-23	Capacity building of BOAs of states/UTs on norms and standards of Assessment
4.43 to 4.45	Task 139	NCERT and SCERTs to undertake designing and implementing of short and long-term programmes for integrating various nurturance activities like summer residential programmes for secondary school students in various subjects/domains.	2022-23	Design and implementation of Nurturance programmes for gifted/talented children
5.17 to 5.19	Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	2022-23	Induction Programmes initiated
5.20	Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	2022-23	National Professional Standards for Teachers (NPST) developed
6.12 to 6.14	Task 187	SCERTs will develop online orientation modules for parents/caregivers.	2022-23	Online orientation modules for parents/caregivers
7.10 to 7.12	Task 207	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
7.10 to 7.12	Task 208	Framework for using schools as Samajik Chetna Kendra to promote social cohesion by using the unutilised capacity of school infrastructure in non-teaching/schooling hours, shall be prepared by NCERT.	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion
8.11	Task 222	Online programmes for generating awareness about child rights will be developed by SCERT and enforcement of child rights in schools will be assured by the regulatory system.	2022-23	Online programmes for awareness on child rights

Relevant NEP Para	Task number	Task	Timeline	Outputs
16.1 to 16.8	Task 235	Problem based Learning approach will be promoted in schools and colleges so that students are able to develop requisite skills for innovation and entrepreneurship. NCERT and SCERTs will develop project-based activities and online resources for Teaching Learning Material (TLM) for this.	2022-23	Online resources for Problem based Learning approach
22.1 to 22.8	Task 264	Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and ethos, etc. shall be created by SCERTs of each state/UT, so that link states are able to easily access this material.	2022-23	Online repositories of TLM by states/UTs cultural heritage
2.8	Task 56	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	2022-23 onwards	National Book Promotion policy ready
1.3 & 1.4	Task 2	SCERTs to adopt/adapt the curriculum framework developed by NCERT for ECCE with local contextualisation. The SCF will also detail the use of locally produced/indigenous toys and indigenous games, puppetry, art, stories, poetry/songs, etc. for ECCE and also specific mechanisms for bridging the gap between language spoken by child and language used in class/AW	2022-24	SCFECCE developed
1.3 & 1.4	Task 4	States and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material may also be developed in languages/dialects spoken in the region, aside from the local/regional languages.	2022-24	SCERT develops TLM for ECCE
1.8	Task 25	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	2022-24	Master Trainers training for schools under MoTA
4.40	Task 126	SCERTs may choose to adapt or adopt these fine-tuned LOs	2022-24	Learning Outcomes for grades pre-primary to 12 adapted/adopted by SCERTs
4.40	Task 128	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	2022-24	LO based teacher resources for classroom transaction developed
5.20	Task 157	SCERTs will help states/UTs prepare a framework for giving more autonomy to teachers in choosing aspects	2022-24	Review of NPST once every 10 years

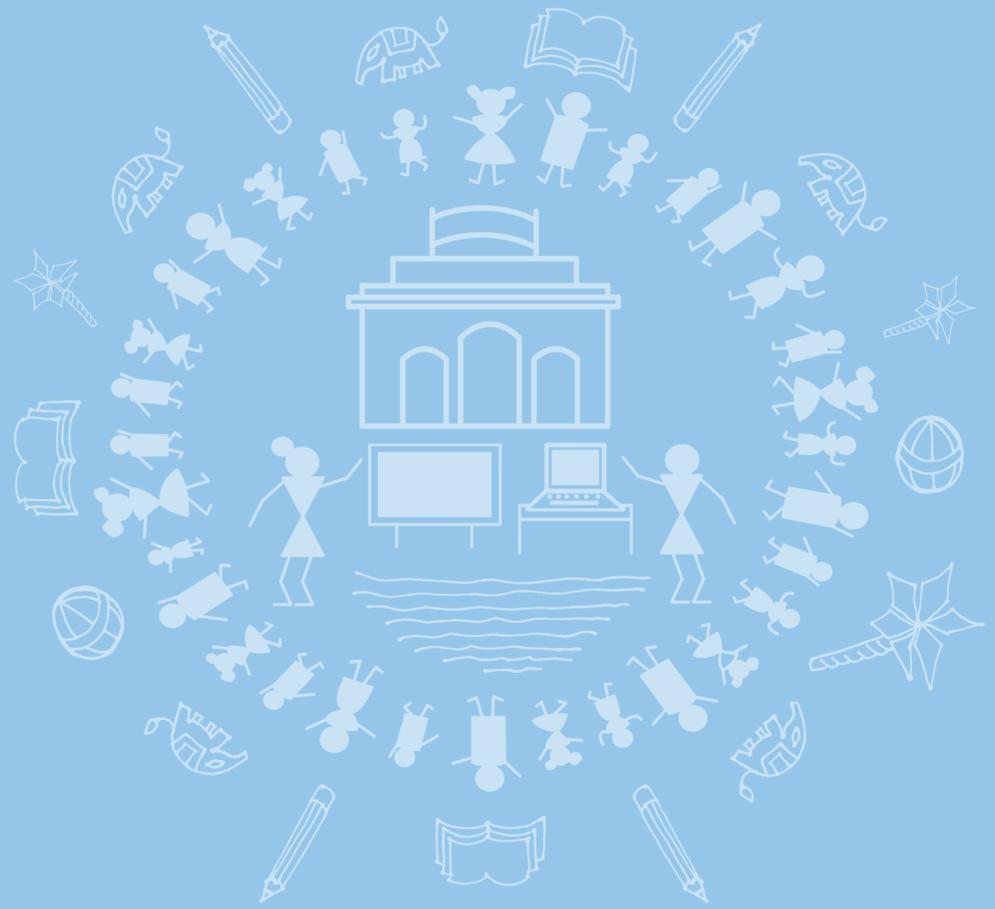
Relevant NEP Para	Task number	Task	Timeline	Outputs
		of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.		
22.1 to 22.8	Task 262	Teachers shall use their own innovative pedagogies in consonance with Task 157, to teach languages in engaging and joyful manners. Teachers will ensure that they link the mother tongue/home language of the child to the language being taught in the oral domain in classroom transactions. The framework being developed by SCERTs in Task 157 shall include this aspect.	2022-24	Supplementary materials development by SCERT
24.4i	Task 283	Based on the NCFSE recommendations for continuing blended learning, SCERTs will suitably incorporate the same in their curriculum, in a phased manner and initiate implementation immediately thereafter.	2022-24	SCERTs to follow blended mode of education introduced through NCFSE
4.11 to	Task 89	SCERTs with the help of NCERT will also conduct face-to-face and on-line training for building the capacity of Key Resource Persons teaching Indian Languages.	2022-25	KRPs training for teaching Indian Languages
4.30 to 4.33	Task 98	SCERT will setup Syllabus and Textbook Development Teams. The team will start work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. Also, while the SCF is being worked upon, this grade and subject wise committee of textbook experts need to start working on the new framework of textbooks. SCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context as well as the local geographical context.	2022-25	Syllabus and Textbook Development Teams set up by States/UTs
4.11 to 4.22	Task 91	MoE in consultation with Ministry of Social Justice and Empowerment (MoSJE) will initiate the process to standardise Indian Sign Language (ISL) across the country for school education. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI/NIOS.	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country

Relevant NEP Para	Task number	Task	Timeline	Outputs
4.30 to 4.33	Task 99	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks (in three phases), both, in print as well as e-content form in case the state chooses to develop its own textbooks.	2022-25	Teacher Support Material along with Syllabi, Textbooks to be developed by NCERT
6.15 to 6.20	Task 192	The NISHTHA modules adapted in the local languages by SCERT will be extended by SCERTs to teachers of alternative forms of schools.	2022-25	NISHTHA modules in local languages for alternate forms of schools
16.1 to 16.8	Task 237	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	2022-25	Training modules for vocational trainers
21.6 to 21.8	Task 249	States and UTs will create a constituent body within the SCERTs to look after implementation of adult education, to adopt/adapt the NCF AE, and to prepare resources for implementing the programme.	2022-25	Constituent body on AE in SCERT
1.7	Task 22	SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for the implementation of ECCE.	2022-30	Training of teachers for ECCE by SCERT
1.7	Task 23	Preparation of cadres of professionally qualified educators for early childhood care and education in primary schools by 2030 to cover all primary schools.	2022-30	Cadres of professionally ECCE
6.15 to 6.20	Task 195	SCERTs of States/UTs will develop special online/offline/blended bridge courses for Scheduled Castes and Scheduled Tribes and other SEDG students.	2022-30	Online/offline/ blended bridge courses for SEDG students
8.10	Task 219	SCERTs will conduct census-based achievement surveys and State Assessment Survey (SAS) for continuous improvement of school education system in the year/s when National Achievement Survey is not being held.	2022 onwards	SCERTs to conduct census-based achievement surveys and State Assessment Survey (SAS) for continuous improvement of school education
7.10 to 7.12	Task 209	Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools.	2023-24	Innovative models for utilising schools as Samajik Chetna Kendra by SCERT
22.1 to 22.8	Task 259	NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India covering status	2023-24	Position paper, guidelines, textbooks and other material for promotion of

Relevant NEP Para	Task number	Task	Timeline	Outputs
		of languages, approaches to languages teaching-learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.		Indian languages
24.1 to 24.4a	Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	2023-25	Pilot studies to evaluate the benefits on ICT integration in education
4.30 to 4.33	Task 100	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	2023-30	Development of MOOCs for entire syllabus

23. District Institute of Education and Training (DIET)

Relevant NEP Para	Task number	Task	Timeline	Outputs
5.17 to 5.19	Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	2022-23	Induction Programmes initiated
21.6 to 21.8	Task 253	To implement the schedule drawn out by states, district level resource support institutions (mostly the DIETs) will organize online/digital and learning activities at Adult Education Centres, as well as coordinate with volunteer instructors for the practical aspects of learning.	2022-23	Online/digital and learning activities at Adult Education Centres
1.3 & 1.4	Task 4	States and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material may also be developed in languages/dialects spoken in the region, aside from the local/regional languages.	2022-24	SCERT develops TLM for ECCE
16.1 to 16.8	Task 237	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	2022-25	Training modules for vocational trainers





Annexure-III

Tasks by Commencement Year

(I) Year: 2020

Task number	Responsibility	Timeline	Outputs
Task 26	MOE	2020-21	Constitution of Joint Task Force at national and state levels
Task 270	DoSEL	2020-23	All-encompassing school education digital infrastructure for the country

(II) Year: 2021

Task number	Responsibility	Timeline	Outputs
Task 1	NCERT	2021-22	NCFECCE developed
Task 3	NCERT	2021-22	LOs developed for foundational stage
Task 5	MOE	2021-22	UDISE+ expands for ECCE
Task 6	MOE	2021-23	Data captured on ECCE status
Task 7	States/UTs	2021-23	Data analysed for ECCE
Task 8	States/UTs	2021-23	Rationalisation for 1-year Preparatory class initiated
Task 9	NCERT, SCERT	2021-23	NCERT/SCERT Position Paper on ECCE
Task 11	States/UTs through their Departments of WCD	2021-22 onwards	Guidelines for AW integration with primary schools
Task 12	States/UTs	From 2021-22	IEC for ECCE
Task 13	States/UTs	2021-22 onwards	AWs linking to schools initiated
Task 17	MOE	2021-22	MDM extension to Preparatory class in primary school
Task 18	MOE, MWCD, MoHFW, Sports Ministry, States/UTs	2021-22	Guidelines for tracking health of children
Task 19	SCERT	2021-23	Designing of online certificate/Diploma programme for ECCE
Task 20	States/UTs, MWCD	2021-23	Enrolment of AWWs in online programme
Task 21	States/UTs, SCERT	2021-23	Initial professional preparation and CPD of teachers for ECCE by SCERT/DIET/BRC/CRC
Task 27	MOE	2021-22	Launch of FLN Mission
Task 28	MOE	2021-22	Framework for FLN Mission ready
Task 29	MOE	2021-22	Year wise and state wise targets ready

Task number	Responsibility	Timeline	Outputs
Task 30	NCERT	2021-22	FLN Curriculum framework ready
Task 31	States/UTs	2021-22 onwards	Capacity building of teachers for FLN
Task 32	NCERT, CBSE, KVS	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT
Task 33 SCERT	SCERT	2021-23	Online/blended teacher training modules for FLN by SCERT
Task 34	NCERT, SCERT	2021-23	Additional learning resources by NCERT and SCERT
Task 35	NCERT, SCERT	2021-22	Holistic Progress Card designed
Task 36	NCERT, SCERT	2021-22 onwards	Online criterion-referenced Item banks for FLN
Task 37 initiated	States/UTs	2021-22 onwards	IEC material for FLN developed and dissemination
Task 38	MOE	2021-23	IT based monitoring tool for FLN
Task 39	States/UTs	2021-23	Mapping and creating of database of all learners enrolled in Foundational years
Task 40	States/UTs	2021-22 onwards	Aggregated progress data made available by states/UTs on national monitoring platform
Task 41	NCERT, CBSE & States/UTs	2021-22	Database of grade level proficiency
Task 42	States/UTs	2021-23	Ensuring PTR for FLN
Task 43	States/UTs	2021-22 onwards	Ensuring textbooks and uniform before time
Task 44	States/UTs	2021-25	Mentor pool for FLN teachers
Task 45	States/UTs	2021-23	Planning and implementing basic facilities at school
Task 46	States/UTs	2021-22	(i) Long-term Implementation Framework by States/UTs (ii) Annual Implementation Plans of states/UTs for FLN
Task 47	States/UTs	2021-23	Assessment of teacher's vacancies in SEZ and Aspirational districts
Task 48	States/UTs	2021-23	Teachers from SEDG areas, SEZ and Aspirational Districts trained.
Task 49	NCTE	2021-23	TEI curriculum redesigned to include FLN
Task 50	NCERT	2021-22	3-months module for grade 1 developed
Task 51	SCERT	2021-23	SCERT adopts/adapts 3-month module
Task 53	NCERT, SCERT	2021-23	E-content for FLN on DIKSHA
Task 57	DoSEL	2021-22	Extension of MDM facility preparatory classes in primary schools and introducing breakfast in primary schools

Task number	Responsibility	Timeline	Outputs
Task 58	States/UTs	2021-23	Breakfast in pre-primary schools
Task 59	States/UTs	2021-23	Health cards for school children introduced
Task 60	States/UTs	2021-23	Survey for identification of OoSC as a part of Census 2021
Task 61	States/UTs	2021-22 onwards	Mainstreaming of OoSC
Task 62	MOE	2021-23	Data of OoSC in UDISE+
Task 63	States/UTs	2021-23 onwards	School wise Fact sheets of OoSC prepared
Task 64	States/UTs	2021-22 onwards	Planned interventions for bringing back OoSC
Task 65	States/UTs	2021-23	10-years projection for budget requirements
Task 66	States/UTs	2021-23	10-years projection to include resourcing all school adequately
Task 69	States/UTs	2021-30	10-year Plan for expanding residential schools
Task 77	NIOS	2021-23	States/UTs collaboration with NIOS
Task 79	NIOS	2021-22	NIOS resources on DIKSHA
Task 83	NCERT	2022-23	25 Position Papers related to various aspects of NCF and NEP 2020 developed by NCERT
Task 84	NCERT	2022-23	Modalities for Implementing the new structure
Task 93	NCERT	2021	Setting up of National Focus Groups and Curriculum Committees
Task 94	NCERT	2022-23	Workshops, consultations with various stakeholders for developing NCFSE
Task 95	NCERT	2022-23	Revised NCFSE and related documents published
Task 96	SCERT	2021-22	Workshops, consultations for developing SCFSE
Task 101	NCERT, CBSE, CTSA, KVS & NVS	2021-22	Assessment pattern for elementary levels in CBSE schools
Task 102	SCERT, BOAs	2021-23	Assessment pattern for elementary levels in State BOAs
Task 103	CBSE, NIOS, CTSA, KVS & NVS	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA
Task 114	NCERT, SCERT, BoAs & PARAKH	2021-23	Development of Plan for reducing burden of exams at all levels.
Task 115	CBSE, NCERT	2021-22	Review of basket of subjects offered by CBSE/BOAs
Task 116	CBSE, BoAs	2021-22	Discontinuation of subjects not recommended by NCF
Task 117	NCERT	2022-23	Mechanism for offering subjects at two levels in NCFSE

Task number	Responsibility	Timeline	Outputs
Task 125	NCERT	2021-23	Learning Outcomes for grades pre-primary to 12 fine-tuned by NCERT
Task 130	PARAKH, NCERT, SCERT	2021-23	Development of Framework & Guidelines for holding census exams in grade 3, 5 and 8
Task 131	SCERT, NCERT & CBSE	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
Task 132	States/UTs	2021-25	Dipsticks at periodic intervals for identifying hard spots initiated
Task 134	MOE	2021-22	PARAKH an autonomous body is set up
Task 135	NTA	2021-22 onwards	Review of all entrance exams by NTA
Task 141	State/UTs	2021-23	Policy for recognition of performing teachers by States/UTs
Task 148	State/UTs	2021-22	Planning for adequate and safe infrastructure completed
Task 160	NCTE, NHERC	2021-22	Regulations for various customised B.Ed programmes
Task 164	NCTE & NCERT	2021-22	NCFTE developed
Task 166	NCTE, NHERC	2021-25	Action plan for standalone TEIs
Task 167	States/UTs	2021-23	SEDGs mapping initiated
Task 170	States/UTs	2021-22 onwards	Teacher training at Foundational and Preparatory levels for teaching children with disabilities
Task 173	MOE, States/UTs	2021-22 onwards	Continuation of various provisions for equity and inclusiveness under Samagra Shiksha
Task 174	NCERT and SCERTs	2021-22 onwards	Research studies in innovative teaching-learning methodologies for SEDGs
Task 175	States/UTs	2021-30	Long-term plan for expanding KGBVs up to class 12
Task 176	States/UTs	2021-23	Safety and security guidelines for girls
Task 180	NCERT	2021-22	Consultation with National Institutes of DEPwD for NCFSE
Task 199	NCERT	2021-22	NCFSE to include integration of human values
Task 200	States/UTs	2021-22	Unified structure under Samagra Shiksha
Task 205	States/UTs	2021-23	Guidelines for Twinning/partnering between public and private schools
Task 210	SCERT	2021-23	Regulations for transparency and online public disclosure
Task 212	States/UTs	2021-23	SSSA set up
Task 213	States/UTs	2021-23	Action plan for separation of functions/powers
Task 214	SCERT	2021-24	Strategic planning and implementation of reinvigoration of CRCs, BRCs, and DIETs

Task number	Responsibility	Timeline	Outputs
Task 215	SCERT	2021-23	SQAAF developed
Task 216	CBSE, JNV, KVS, MOE, CTSA	2021-23	Framework for online self-disclosure for CBSE schools
Task 217	States/UTs	2021-23	Development of Strategic Implementation Plan to ensure universal, free and compulsory access to schooling
Task 220	CBSE, NCERT	2021-22	Expanded and enhanced reliability check for NAS 2021
Task 221	DoSEL	2021-22	National level School safety framework
Task 223	NTA	2021-22	National common entrance test designed by NTA
Task 225	SCERT	2021-25	Annual In-service teacher and Principal training plan
Task 243	States/UTs	2021-22	Survey of non-literates
Task 244	States/UTs	2021-25	Awareness drives/campaign to promote adult literacy
Task 245	NCERT	2021-22	Constituent body on AE in NCERT
Task 246	NCERT	2021-22	NCFAE developed
Task 247	NIOS & Dept. of AE in HEIs	2021-25	Online modules for AE by NIOS
Task 248	SCERTs	2021-23	Content development in local language by SCERT for AE
Task 257	States/UTs	2021-22	Multiple Pathways of learning for AE will be established
Task 258	States/UTs	2021-22 onwards	Strengthening of SIOS and programmes in regional language
Task 265	NCERT	2021-22	CIET to become central hub for education technology
Task 266	States/UTs, SCERTs	2021-22	SIETs to become central hub for education technology in states/UTs
Task 267	NCERT and SCERTs	2021-25	Linking NDL with e-resources in school education
Task 268	DoSEL	2021-23	Strengthening of ICT scheme under Samagra Shiksha
Task 269	DoSEL	2021-23	Expansion of UDISE+ including District/school level PGI
Task 272	NCERT and SCERTs	2021-22	E-content/resources for all grades on DIKSHA
Task 273	States/UTs	2021-22	Coherence policy for ensuring availability of all e-contents across all digital modes
Task 274	NCERT and SCERTs	2021-22	One class, one channel through Swayam Prabha for high quality e-learning content
Task 275	States/UTs	2021-22 onwards	Integration of SEZ schools with digital devices under ICT scheme

Task number	Responsibility	Timeline	Outputs
Task 276	MOE	2021-25	Make in India for an affordable and maintainable digital device
Task 277	DoSEL	2021-22	Development of tools for online classes and to track & monitor progress of learners
Task 278	NCERT and SCERTs	2021-25	Online Teacher training in learner-centric pedagogy and online content creation
Task 279	NCERT and SCERTs	2021-25	Creation of Digital repository of innovative contents, Apps, Games, AR, VR, etc. for learning
Task 280	NCERT and SCERTs	2021-23	Virtual Labs created
Task 285	MOE	2021-22	Dedicated ICT unit consisting of experts in the Ministry
Task 286	MOE	2021-22	NEP Implementation Plan by states/UTs
Task 287	DoSEL	2021-22	Mechanism for fund flow monitoring by DoSEL
Task 289	DoSEL	2021-22	Setting up Committee of Joint Secretaries on convergence
Task 290	DoSEL	2021-22 onwards	Delineation of state/UT wise expected outcomes
Task 293	DoSEL	2021-22	Subject/theme wise Implementation committees in Ministry
Task 294	States/UTs	2021-22	Subject/theme wise Implementation committees in States/UTs
Task 295	MOE	2021-23	Undertaking RTE Act amendment
Task 296	States/UTs	2021 onwards	Annual Documentation of progress made on important themes/subjects of the NEP
Task 297	MOE, States/UTs	2021-22	Organisation of hackathon at national and state level.

(III) Year: 2022

Task number	Responsibility	Timeline	Outputs
Task 2	SCERT	2022-24	SCFECCE developed
Task 3	NCERT	2022-24	NCERT develops TLM for ECCE
Task 4	States/UTs, SCERTs, DIETs	2022-24	SCERT develops TLM for ECCE
Task 14	MWCD, States/UTs	2022-23	10-year plan on ECCE implementation
Task 15	States/UTs, MOE, MWCD	2022-25	Introduction of 1-year Preparatory Class in primary schools
Task 22	SCERT	2022-30	Initial professional preparation and CPD of teachers for ECCE by SCERT/DIET/BRC/CRC
Task 23	SCERT	2022-30	Cadres of professionally qualified educators for ECCE in all pre-primary schools
Task 24	Ministry of Tribal Affairs	2022-24	Action plan for ECCE by MoTA
Task 25	SCERT	2022-24	Master Trainers training for schools under MoTA
Task 52	States/UTs	2022-23	Implementation of 3-months module
Task 54	States/UTs	2022-25	Guidelines for connecting to volunteers for FLN Mission
Task 55	States/UTs	2022-25	School/public libraries made available after school hours to community
Task 56	NCERT, States/UTs, SCERTs, KVS, JNV, CTSA	2022-23 onwards	National Book Promotion policy ready
Task 64	NCERT	2022-23	Planned interventions for bringing back OoSC
Task 66	DoSEL	2022-23	To assessment the implementation
Task 67	States/UTs	2022-30	Implementation of 10-year resourcing plan initiated
Task 70	States/UTs	2022-23	Plan developed for connecting/engagement of Counsellors by states/UTs
Task 71	States/UTs	2022-23	Connecting of trained social workers to schools
Task 72	States/UTs	2022-23	Learner tracking system developed for FLN Mission
Task 74	States/UTs	2022-25	Orientation of SMCs for contributing to FLN Mission
Task 75	States/UTs	2022-23 onwards	Plans with innovative mechanisms, targets and goals prepared
Task 81	States/UTs	2022-23	Guidelines for engaging with philanthropic organisations
Task 82	States/UTs	2022-23	Database of volunteers from multiple sectors developed

Task number	Responsibility	Timeline	Outputs
Task 85	CBSE, KVS, JNV, CTSA	2023-24	Action Plan developed
Task 86	NCERT	2022-24	Textbooks developed
Task 87	SCERTs, States/UTs	2022-23	SCFSE will include innovative methods/semester system
Task 88	States/UTs	2022-25	Guidelines and resources for teachers on multilingualism
Task 89	NCERT, SCERT	2022-25	KRPs training for teaching Indian Languages
Task 90	States/UTs and BOAs	2022-25	Key actions for introducing home language/ mother tongue/ local language/ regional language
Task 91	MoSJ&E, NCERT/SCERT/RCI/NIOS	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country
Task 92	NCERT, SCERT	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games, quizzes, etc. developed for grades 1 to 12
Task 97	SCERT	2021-22	Development of SCFSE
Task 98	SCERT	2022-25	Syllabus and Textbook Development Teams set up by States/UTs
Task 99	NCERT, SCERT	2022-25	Teacher Support Material along with Syllabi, Textbooks both in print as well as e-content to be developed by NCERT
Task 104	NCERT, CBSE, SCERT	2022-23	Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
Task 105	PARAKH, NCERT, SCERT, CBSE & BoAs	2022-23	Capacity building of stakeholders on the new norms and guidelines
Task 106	NCERT, CBSE, BoAs & NIOS	2022-23	Question banks to be developed for competency-based items that test higher-order skills
Task 107	NCERT & SCERTs	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels
Task 108	NCERT, PARAKH, CBSE, KVS, JNV, CTSA	2022-23	IT based solutions for implementing online HPC -in CBSE schools
Task 109	SCERT	2022-23	IT based solutions for developing HPC for online use by States/UTs/BOAs
Task 110	PARAKH	2022-23	Common standards/norms for all BOAs developed

Task number	Responsibility	Timeline	Outputs
Task 111	CBSE, NIOS, BoAs & PARAKH	2022-23	Preparation of roadmap based on PARAKH standards to be initiated by CBSE & NIOS
Task 112	PARAKH	2022-25	National guidelines on assessment standards developed for BOAs
Task 113	NCERT, SCERT, BoAs & PARAKH	2022-23	Capacity building of BOAs of states/UTs on norms and standards of Assessment
Task 118	CBSE, NIOS, BoAs	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
Task 119	State BoAs	2022-23	Implementation of changed assessment patterns initiated at secondary level
Task 120	CBSE	2022-23	Introduction of Improvement Exams
Task 121	CBSE, NIOS, BoAs	2022-23	Two formats of board exams – subjective and objective - initiated
Task 123	BoAs	2022-23	Modular exams piloted by state/UT BOAs
Task 124	PARAKH	2022-23 onwards	Course correction exercises initiated by PARAKH
Task 126	SCERT	2022-24	Learning Outcomes for grades pre-primary to 12 adapted/adopted by SCERTs
Task 127	BoA	2022-24	Fine-tuned Learning Outcomes for all grades pre-primary to grade 12 adopted/adapted by BOAs.
Task 128	NCERT, SCERT	2022-24	LO wise teacher resources developed
Task 129	NCERT	2022-24	LO demystification resources uploaded on DIKSHA
Task 133	States/UTs	2022-23	Teacher capacity building based on gaps in achievement of learning outcomes
Task 136	States/UTs	2022-23	Guidelines for Gifted and talented children
Task 137	States/UTs	2022-25	Awareness creation for identifying and nurturing gifted/talented children
Task 138	NCTE, NCERT	2022-23	NCFTE to include specialization for education of Gifted Children
Task 139	NCERT, SCERT	2022-23	Design and implementation of Nurturance programmes for gifted/talented children
Task 140	State/UTs	2022-23 onwards	Facilitation guidelines for teaching in remote areas
Task 142	State/UTs	2022-23 onwards	Merit based Scholarships - for 4-year B.Ed
Task 143	State/UTs/ Schools affiliated to BOAs/CBSE/ KVS/JNV, CTSA	2022-23	Self-audit of schools regarding environment and safety

Task number	Responsibility	Timeline	Outputs
Task 144	State/UTs, KVS, JNV	2022-23	Development of transparent and online teacher transfer policy by states/UTs
Task 145	NCTE, NCERT, MOE, States/UTs/KVS/JNV/CTSA	2022-23	Action plan developed for extending TET at all levels
Task 146	State/UTs/BOAs/KVS/JNV/CTSA	2022-23	Preparation of long-term teacher recruitment plan
Task 147	State/UTs	2022-23	Guidelines for engaging 'master instructors'
Task 149	State/UTs, NCERT, NIEPA/CBSE/BOAs/KVS/JNV/CTSA	2022-24	Capacity building programmes for creating conducive learning environment in schools
Task 150	States/UTs/CBSE/BOAs/KVS/JNV/CTSA	2022-24	IT based solutions to automate the processes and reduce the burden of administration
Task 153	States/UTs/CBSE/BOAs/KVS/JNV/CTSA	2022-23	Teacher training policy developed
Task 154	SCERT, DIET, CBSE, BOAs	2022-23	Induction Programmes initiated
Task 155	NCTE, NCERT, SCERT	2022-23	National Professional Standards for Teachers (NPST) developed
Task 157	States/UTs, SCERTs	2022-24	Review of NPST once every 10 years
Task 159	NCTE	2022-23	NCTE action plan for moving TEIs to multidisciplinary HEIs
Task 161	NCTE	2022-25	Regulations for including modern pedagogy techniques in all B.Ed programmes
Task 162	NCTE, NHERC	2022-23	Regulations for short programmes at BITEs/DIETs
Task 163	NCTE, NHERC	2022-23	Regulations for shorter post-B.Ed courses
Task 165	NCERT	2022-24	Compilation of international pedagogical practises
Task 168	MOE	2022-23	Guidelines for identification of SEZs
Task 169	States/UTs	2022-23	Notification of SEZs by States/UTs
Task 171	MOE	2022-23	Setting up of Gender Inclusion Fund
Task 172	States/UTs	2022-23	Setting up gender & equity cell and Special cell for inclusive education in States/UTs

Task number	Responsibility	Timeline	Outputs
Task 178	KVS	2022-30	Pre-school section added to KVS
Task 179	States/UTs	2022-23	School-based survey on barriers to physical access for disabled children
Task 181	States/UTs	2022-23 onwards	Mapping of needs of students with disabilities by States/UTs
Task 182	States/UTs	2022-30	Providing services of special educators to schools/school complex
Task 183	NCERT and RCI	2022-23 onwards	Short term and long-term training modules on equity, gender, and needs of children with disabilities
Task 184	States/UTs	2022-23 onwards	BRCs to act as Resource Centres with Special Educator services
Task 185	NIOS	2022-23	High-quality teaching modules for Indian Sign Language
Task 186	States/UTs	2022-23	Guidelines for home-based schooling
Task 187	SCERTs	2022-23	Online orientation modules for parents/caregivers
Task 188	States/UTs	2022-23	Guidelines conducting summative assessments for home-based schooling
Task 189	NCTE	2022-23	TEIs curriculum to include teaching children with specific disabilities
Task 190	States/UTs	2022-30	Mapping of alternative forms of schools
Task 191	States/UTs	2022-25	Awareness creation among students for Open school exams in alternate schools
Task 192	SCERTs	2022-25	NISHTHA modules in local languages for alternate forms of schools
Task 193	States/UTs	2022-25	Digital Libraries/virtual laboratories made available for alternate schools
Task 194	States/UTs	2022-30	Provisioning hostels for SC/ST students
Task 195	SCERTs	2022-30	Online/offline/blended bridge courses for SEDG students
Task 196	DoSEL, MSJE, States/UTs	2022-30	Scholarships for SEDGs
Task 197	States/UTs	2022-30	NCC wings in tribal dominated areas
Task 198	States/UTs	2022-30	Modules for sensitisation on social issues and stigmas
Task 201	States/UTs	2022-23	Short term and long term roadmap for grouping/clustering schools into complexes
Task 202	States/UTs	2022-30	Planning for resourcing these groups/clusters/complex of schools

Task number	Responsibility	Timeline	Outputs
Task 203	States/UTs	2022-26	Guidelines/framework for governance of schools into groups/clusters/ complex
Task 206	States/UTs	2022-30	Strengthening of existing Bal Bhavans
Task 207	NCERT, States/UTs/ SCERTs/ CBSE/KVS/ JNV/BOAs	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
Task 208	NCERT, SCERT	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion
Task 211	States/UTs	2022-24	EoDB for private/philanthropic sector
Task 218	MOE, NCERT, NIEPA	2022-23	Framework for the holistic assessment of the education governance system
Task 219	SCERT	2022 onwards	SCERTs to conduct census-based achievement surveys and State Assessment Survey (SAS) for continuous improvement of school education
Task 222	SCERT	2022-23	Online programmes for awareness on child rights
Task 224	NCTE	2022-24	Credit-based courses for Ph.D programmes on school education
Task 226	DoHE, NCTE	2022-23	Setting up National Mission for Mentoring
Task 227	PSSCIVE	2022-23	PSSCIVE strengthening plan initiated
Task 228	States/UTs	2022-23 onwards	Awareness programmes for vocational education
Task 229	NCERT, CBSE, BoAs	2022-23	NCFSE to include vocationalisation from class 6
Task 230	States/UTs	2022	Increased coverage under Vocational Education at all levels
Task 231	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23	Guidelines for vocationalisation
Task 233	States/UTs	2022-25	Training modules on soft skills in online mode
Task 234	States/UTs	2022-23	Courses designed on local art and craft by SCERTs
Task 235	NCERT, SCERT, CBSE	2022-23	Online resources for Problem based Learning approach
Task 236	NCIVE	2022-23	Framework for assessment of vocationalisation progress
Task 237	SCERT, DIET	2022-25	Training modules for vocational trainers
Task 238	States/UTs, CBSE, BoAs	2022-23	Online/offline mechanism for providing career counselling and guidance

Task number	Responsibility	Timeline	Outputs
Task 239	NCERT	2022-25	Online Skill Based Aptitude Test (SBT) at end of Class VIII and Class X
Task 240	NIOS	2022-25	Dropouts assessment facilitation by NIOS
Task 241	NIOS	2022-25	NIOS textbooks aligned with NCERT textbooks
Task 242	CBSE, BoAs	2022-23	Vocational courses in ODL mode
Task 249	States/UTs, SCERTs	2022-25	Constituent body on AE in SCERT
Task 250	States/UTs	2022-23	Guidelines for utilizing available infrastructure for AE
Task 251	DoSEL	2022-25	Framework for AECs
Task 252	States/UTs	2022-30	IT based solutions and Planning for 100% coverage by 2030
Task 253	DIETs	2022-23	Online/digital and learning activities at Adult Education Centres
Task 254	States/UTs	2022-25	Adequate supply of books/resources ensured
Task 255	DoSEL & States/UTs	2022-25	National Digital Library (NDL) strengthened with AE resources
Task 260	NCERT	2022-25	Guidelines for SCERTs for syllabi on Indian Languages
Task 261	NIOS	2022-25	Development of online courses on Indian language and ancient Indian literature
Task 262	SCERTs	2022-24	Supplementary materials development by SCERT
Task 264	SCERTs	2022-23	Online repositories of TLM by states/UTs cultural heritage
Task 282	CBSE, KVS, JNV, CTSA	2022-23	Blended mode of education introduced through NCFSE
Task 283	SCERTs	2022-24	SCERTs to follow blended mode of education introduced through NCFSE
Task 284	DoSEL	2022-24	Setting up Standards for online/digital teaching-learning in school education
Task 288	DoSEL	2022-23	Guidelines for incentivising Private and philanthropic activity
Task 291	DoSEL	2022-23	Incentives for improving District/School level PGI and Reading ranking
Task 292	States/UTs	2022-24	PPP policy of states/UTs

(IV) Year: 2023

Task number	Responsibility	Timeline	Outputs
Task 100	NCERT, SCERT, CBSE, KVS, JNV & BOAs	2023-30	Development of MOOCs for entire syllabus
Task 122	CBSE	2023-25	Modular Board exams piloted by CBSE
Task 151	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2023-24	Framework for teacher role expectancy developed based on NPST
Task 156	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2023-24	Adoption of NPST by states/UTs and BOAs
Task 158	Higher Education Institutions and IGNOU	2023-24	Specialised courses developed in special education
Task 177	JNV and KVS	2023-30	JNVs/KVs in aspirational districts
Task 204	States/UTs	2023-24	Pilot studies on groups/clusters/ complex
Task 209	SCERT	2023-24	Innovative models for utilising schools as Samajik Chetna Kendra by SCERT
Task 232	States/UTs, CBSE, BoAs	2023-24	Implementation of vocationalisation in schools
Task 256	States/UTs	2023-30	Affordable Textbooks and workbooks for AE
Task 259	NCERT, SCERT	2023-24	Position paper, guidelines, textbooks and other material for promotion of Indian languages
Task 263	States/ UTs	2023-30	Exposure of children to the diversity, natural resources and rich diversity of India
Task 271	NCERT and SCERTs	2023-25	Pilot studies to evaluate the benefits on ICT integration in education

(V) Year: 2024

Task number	Responsibility	Timeline	Outputs
Task 68	States/UTs	2024-25	Alternative education centers for children of migrant labourers, etc.
Task 80	States/UTs	2024-25	SIOS development in states/UTs
Task 152	States/UTs	2024-25	Development of transparent tenure, promotion and salary structure, etc. system

(VI) Year: 2025

Task number	Responsibility	Timeline	Outputs
Task 16	States/UTs, MWCD	2025-30	Introduction of 1-year Preparatory Class in AWs
Task 73	States/UTs	2025	State/UT guidelines for teacher incentives
Task 76	NIOS	2025	Inclusive resources developed by NIOS
Task 78	NIOS	2025	NIOS resources for classes 3/5/8/10/12 ready
Task 281	PARAKH, CBSE, NIOS, BOAs, NTA	2025-30	Mechanisms for online summative/formative assessment

(VII) To be decided

Task number	Responsibility	Timeline	Outputs
Task 10	MWCD	To be decided by MWCD	Strengthened AWs



Annexure-IV

Guidelines & Frameworks

(V) Year: 2024

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
Early Childhood Care and Education: The Foundation of Learning	Task 1	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using indigenous toys and indigenous games, puppetry, art, stories, indigenous poetry/songs, etc. for cognitive and psychomotor development, and mechanisms for bridging the gap between language spoken by child and language used in class/AW.	1.3 & 1.4	NCERT	2021-22	NCFECCE developed Toys-based pedagogy guidelines
	Task 2	SCERTs to adopt/adapt the curriculum framework developed by NCERT for ECCE with local contextualisation. The SCF will also detail the use of locally produced/ indigenous toys and indigenous games, puppetry, art, stories, indigenous poetry/songs, etc for ECCE and also specific mechanisms for bridging the gap between language spoken by child and language used in class/AW	1.3 & 1.4	SCERT	2022-24	SCFECCE Guidelines for bridging language gap Integration of local flavour in education
	Task 11	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters	Para 1.5	States/UTs through their Departments of WCD	2021-22 onwards	Guidelines for AW integration with primary schools
	Task 17	The mid-day meal programme will be extended to the Preparatory Class in primary schools along with other primary school children. Guidelines in this regard will be framed by MOE.	Para 2.9	MOE	2021-22	MDM extension to Preparatory class in primary school
	Task 18	Guidelines for Monitoring and Tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year	Para 2.9	MOE, MWCD, States/UTs	2021-22	Guidelines for tracking health of children
Foundational Literacy and Numeracy:	Task 28	The Ministry will prepare and develop a detailed framework for implementation of the FLN Mission.	Para 2.2	MOE	2021-22	Framework for FLN Mission

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
An Urgent & Necessary Pre-requisite to Learning	Task 30	A Curriculum Framework focusing on FL&N with learner-centric pedagogy will be developed by NCERT as a part of NCFECCE and NCFSE.	Para 2.2	NCERT	2021-22	FLN Curriculum framework
	Task 46	An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT.	Para 2.2	States/UTs	2021-22	Long-term Implementation Framework by States/UTs
	Task 49	NCTE will redesign teacher education curriculum to put more emphasis on foundational literacy and numeracy, based on curriculum and pedagogical framework developed by NCERT for pre-school to grade 3	Para 2.3 & 2.4	NCTE	2021-23	TEI curriculum redesigned to include FLN
	Task 54	States/UTs shall prepare their own guidelines for engaging peer groups and other local volunteers in contributing towards the goal of achieving Foundational literacy and Numeracy for all grade 3 students by 2025-26.	Para 2.7	States/UTs	2022-25	Guidelines for connecting to volunteers for FLN Mission
	Task 57	EFC, followed by CCEA note, for extension of the Mid-Day Meal facility to preparatory classes in primary schools and introducing breakfast in primary schools. Detailed guidelines in this regard will be issued by MOE.	Para 2.9	DoSEL	2021-22	Extension of MDM facility preparatory classes in primary schools and introducing breakfast in primary schools
	Task 58	States/UTs will be encouraged to provide a simple but nutritious breakfast, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc. Detailed guidelines in this regard will be issued by MOE.	Para 2.9	States/UTs	2021-23	Breakfast in pre-primary schools

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels	Task 71	Department of Social Justice and Empowerment to prepare a broad framework for using trained social workers in the district or volunteer social workers connected to schools. States to develop guidelines regarding their role.	Para 3.3 & 3.4	States/UTs	2022-23	Connecting of trained social workers to schools
	Task 73	States/UTs will develop their own guidelines regarding incentives to be given to teachers by the State/UT governments to teach in remote rural areas, especially areas which require the teacher to learn the local dialect		States/UTs	2025	State/UT guidelines for teacher incentives
	Task 81	States/UTs will need to prepare guidelines for developing their own models for encouraging involvement of Government and Non-Government philanthropic organisations to build schools keeping in mind the local variations, and to engage in volunteer activities such as one-on-one tutoring in schools, holding of extra-help sessions at schools, etc. (Reference Tasks 224 and 298)	Para 3.6 & 3.7	States/UTs	2022-23	Guidelines for engaging with philanthropic organisations
Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging	Task 83	NCERT will develop position papers with the help of 28 Focus groups for formulating the new National Curricular Framework on School Education (NCFSE). Of these 12 Position Papers will be related directly to curriculum and Pedagogy, 6 Position Papers will be related to cross-cutting themes, and 10 Position Papers will be related to various other important areas in NEP, 2020.	Para 4.1 to 4.8	NCERT	2022-23	28 Position Papers related to various aspects of NCF and NEP 2020 developed by NCERT to feed into the final National Curriculum Framework for School education and ECCE
	Task 88	States/UTs will develop guidelines, resources, and support material for teachers on multilingualism, in order	Para 4.11 to 4.22	States/UTs	2022-25	Guidelines and resources for

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		to harness the power of language. Following material will be specifically developed by states/UTs: <ul style="list-style-type: none"> Guidelines for preparing courses and syllabi on Indian Languages Textbooks in various languages as subjects (in three phases) Teachers' handbooks and material for teachers' professional development 				teachers on multilingualism
	Task 92	The vocational craft to be implemented in different parts/schools of the state/UT will be decided by States and local communities and as mapped by local skilling needs. A Handbook will also be developed by both, NCERT and SCERTs in collaboration with concerned experts from different institutions, for conducting various fun activities in grades 1 to 12, including vocational crafts and activities to be undertaken by using indigenous toys, quizzes, puzzles, indigenous games, etc. interlinked with curriculum. This Handbook will also have guidelines for implementing bagless days for students in schools.	Para 4.23 to 4.29	NCERT, SCERT	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games, quizzes, etc. developed for grades 1 to 12
	Task 95	NCERT will develop and publish revised National Curriculum Framework and related documents by involving all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedure.	Para 4.30 to 4.33	NCERT	2022-23	Revised NCFSE and related documents published
	Task 97	SCERTs to undertake development of State Curriculum Framework on the basis of template provided by the NCERT and wide consultations.	Para 4.30 to 4.33	SCERT	2021-22	Development of SCFSE
	Task 98	SCERT will setup Syllabus and Textbook Development Teams.	Para 4.30	SCERT	2022-25	Syllabus and Textbook

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		The team will start work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. Also, while the SCF is being worked upon, this grade and subject wise committee of textbook experts need to start working on the new framework of textbooks. SCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context as well as the local geographical context.	to 4.33			Development Teams set up by States/UTs
	Task 107	NCERT will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels and SCERTs will adapt/adopt it.	Para 4.34 & 4.35	NCERT & SCERTs	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels
	Task 110	PARAKH will set common norms, standards and guidelines for secondary education in alignment with the NCF 2021 to be achieved by all BOAs in the country.	Para 4.36 to 4.39	PARAKH	2022-23	Common standards/norms for all BOAs developed
	Task 112	PARAKH will prepare national guidelines on assessment standards to be achieved by all BOAs to cover multi-disciplinary, multi format assessments leading to attainment of 21st century skills.	Para 4.36 to 4.40	PARAKH	2022-25	National guidelines on assessment standards developed for BOAs
	Task 130	The National Assessment Centre PARAKH/NCERT/SCERT will develop framework and guidelines	4.40	PARAKH, NCERT, SCERT	2021-23	Development of Framework & Guidelines

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		to assist the states/UTs for holding the census exams in grades 3, 5 and 8.				for holding census exams in grade 3, 5 and 8
	Task 136	MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages. States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	Para 4.43 to 4.45	MOE States/UTs	2021-22 2022-23	Guidelines for Gifted and talented children
Teachers	Task 140	Special housing allowances and other facilitation as the states/UTs deem fit, may be considered by states for teachers posted in identified remote and difficult areas.	Para 5.2 to 5.7	State/UTs	2022-23 onwards	Facilitation guidelines for teaching in remote areas
	Task 147	The states/UTs will work out system/guidelines for schools/school complexes to engage local eminent persons or experts as 'master instructors' in various subjects.	Para 5.2 to 5.7	State/UTs	2022-23	Guidelines for engaging 'master instructors'
	Task 151	States/UTs/ CBSE/BOAs/KVS/JNV will develop specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	Para 5.17 to 5.19	States/UTs/ CBSE/BOAs/ KVS/JNV	2023-24	Framework for teacher role expectancy developed based on NPST
	Task 152	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	Para 5.17 to 5.19	States/UTs	2024-25	Development of transparent tenure, promotion and salary structure, etc.
	Task 157	SCERTs will help states/UTs prepare a framework for giving more autonomy to teachers in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.	Para 5.20	States/UTs, SCERTs	2022-24	Review of NPST once every 10 years

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
	Task 164	NCTE will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE.	Para 5.22 to 5.29	NCTE,	2021-22	NCTFE developed
Equitable and Inclusive Education: Learning for All	Task 168	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones - SEZs.	Para 6.1 to 6.6	MOE	2022-23	Guidelines for identification of SEZs
	Task 171	MOE will prepare guidelines and make provision for setting up a Gender Inclusion Fund especially for girls and transgender students.	Para 6.7 to 6.9	MOE	2022-23	Setting up of Gender Inclusion Fund
	Task 176	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	Para 6.7 to 6.9	States/UTs	2021-23	Safety and security guidelines for girls
	Task 186	Guidelines and standards for home-based schooling shall be developed by the states/UTs based.	Para 6.12 to 6.14	States/UTs	2022-23	Guidelines for home-based schooling
	Task 188	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	Para 6.12 to 6.14	States/UTs	2022-23	Guidelines conducting summative assessments for home-based schooling
Efficient Resourcing and Effective Governance through School Complexes/ Clusters	Task 203	States/UTs shall also develop robust guidelines/framework for governance of schools through this mechanism of grouping of schools into school groups/clusters/complex.	Para 7.1 to 7.6	States/UTs	2022-26	Guidelines/ framework for governance of schools into groups/ clusters/ complex
	Task 205	All States and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the state/UT.	Para 7.10 to 7.12	States/UTs	2021-23	Guidelines for Twinning/ partnering between public and private schools
	Task 207	For understanding the importance of history as a subject, and for getting a	Para 7.10 to	NCERT, States/ UTs/ SCERTs/	2022-23	Mapping/ writing local

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	7.12	CBSE/KVS/JNV/BOAs		area and school history by students as an experiential activity in grades 1 to 12
	Task 208	Framework for using schools as Samajik Chetna Kendra to promote social cohesion by using the unutilised capacity of school infrastructure in non-teaching/schooling hours, shall be prepared by NCERT.	Para 7.10 to 7.12	NCERT	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion
	Task 209	Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools.	Para 7.10 to 7.12	SCERT	2023-24	Innovative models for utilising schools as Samajik Chetna Kendra by SCERT
Regulation and Accreditation of School Education	Task 215	School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines developed by NIEPA and NCERT.	Para 8.5	SCERT	2021-23	SQAAF developed
	Task 216	For schools controlled/managed/aided by the Central government (that is, KVS and JNV) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of	Para 8.6 & 8.7	CBSE, JNV, KVS, MOE	2021-23	Framework for online self-disclosure for CBSE schools

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		standards based on basic parameters. CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.				
	Task 218	MOE/NCERT/NIEPA will prepare framework/guidelines for the holistic assessment of the education governance system at state/district/block/cluster/school levels.	Para 8.10	MOE, NCERT, NIEPA	2022-23	Framework for the holistic assessment of the education governance system
	Task 221	A school safety framework will be designed by DoSEL at national level. All States/UTs shall use this framework as the minimum requirements, and add to it as per local requirements and ensure its implementation	Para 8.11	DoSEL	2021-22	National level School safety framework
Reimagining Vocational Education	Task 231	Based on NCFSE, states/UTs/CBSE/BOAs/KVS/JNV will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop a skill during his/her school period.	Para 16.1 to 16.8	States/UTs/CBSE/BOAs/KVS/JNV	2022-23	Guidelines for vocationalisation
	Task 236	A suitable framework for assessment of vocational education will be created by the NCIVE, working in conjunction with PSSCIVE and with CBSE and State-level institutions and BOA.	Para 16.1 to 16.8	NCIVE	2022-23	Framework for assessment of vocationalisation progress
	Task 237	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	Para 16.1 to 16.8	SCERT, DIET	2022-25	Training modules for vocational trainers

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
Adult Education	Task 246	The constituent body of NCERT on Adult Education will review and revise current curricula for adult education and develop a National Curriculum Framework for Adult Education (NCFAE).	Para 21.5	NCERT	2021-22	NCFAE developed
	Task 250	States/UTs will ensure that no additional infrastructure is created for implementing this programme. Instead, states/UTs will prepare detailed guidelines for schools/school complexes after working hours and on weekends for adult education courses. The guidelines will ensure that all AE classes are held virtually/online/through pre-loaded material on computers/tablets, etc.	Para 21.6 to 21.8	States/UTs	2022-23	Guidelines for utilizing available infrastructure for AE
	Task 251	Adult Education Centres (AECs) will be systematically included within other public institutions such as HEIs, vocational training centres, public libraries etc. For this, the DoSEL will take up with the concerned Ministries to develop broad guidelines/framework.	Para 21.6 to 21.8	DoSEL	2022-25	Framework for AECs
Promotion of Indian Languages, Arts, and Culture	Task 259	NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India covering status of languages, approaches to languages teaching-learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.	Para 22.1 to 22.8	NCERT, SCERT	2023-24	Position paper, guidelines, textbooks and other material for promotion of Indian languages
	Task 260	SCERTs will take up the development of Indian language textbooks, teacher handbooks and material for	Para 22.1 to 22.8	NCERT	2022-25	Guidelines for SCERTs for syllabi on

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
		teacher professional development SCERTs will also develop supplementary materials like: Workbooks, Audio-Video, Novels, Magazines, Dictionaries etc. for Indian Languages (Including Classical, Tribal and other Minor languages) that are spoken/written/understood in the state/UT.				Indian Languages
Financing: Affordable and Quality Education for All	Task 288	The Guidelines/framework for encouraging and incentivising Private and philanthropic activity prepared by DoSEL will be utilised as a model by states/UTs to prepare their own guidelines and begin implementation. (Reference Tasks 224 and 298)		DoSEL	2022-23	Guidelines for incentivising Private and philanthropic activity



Annexure-V

Training

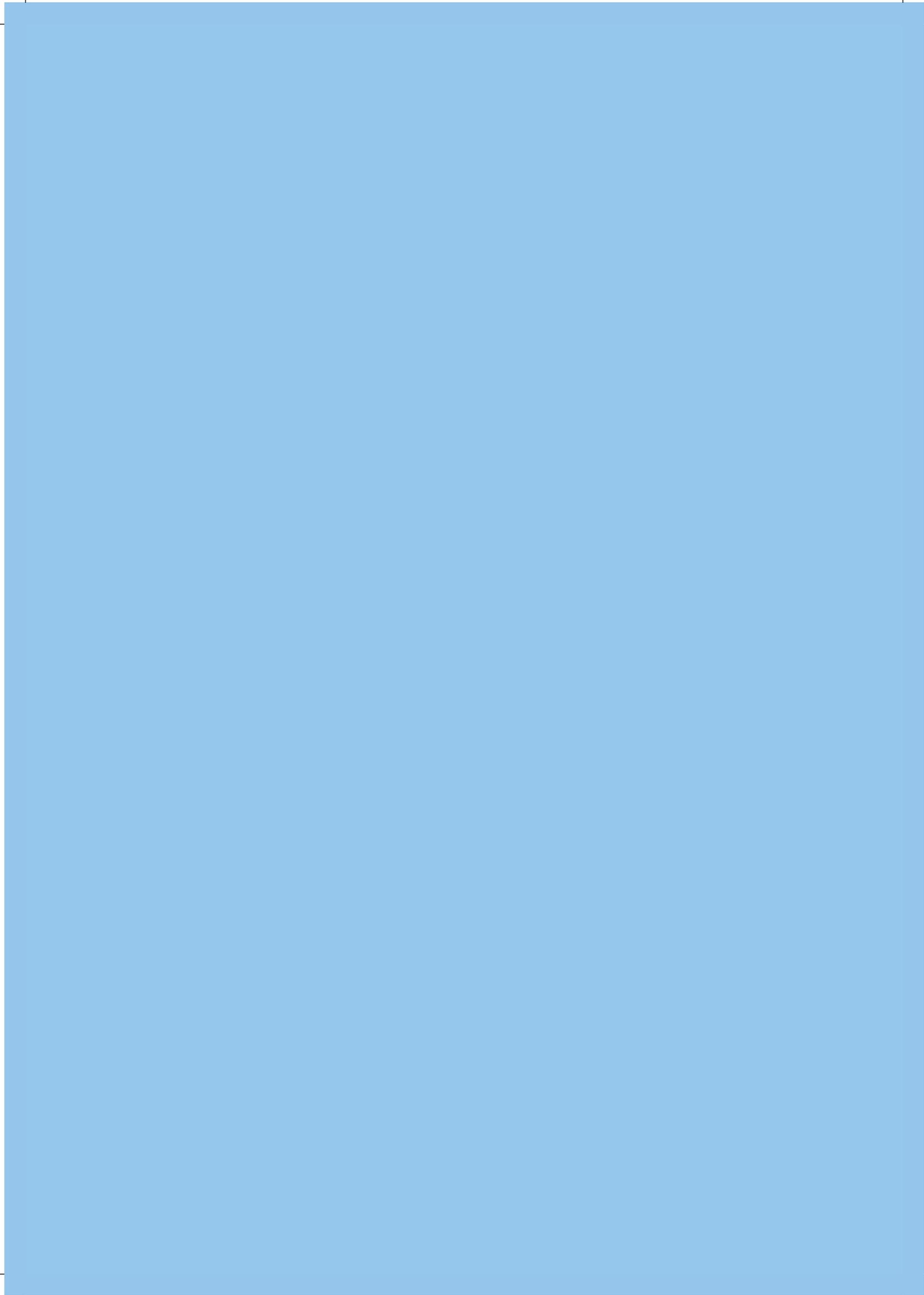
Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
Early Childhood Care and Education: The Foundation of Learning	Task 22	SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for the implementation of ECCE.	Para 1.7	SCERT	2022-30	Initial professional preparation and CPD of teachers for ECCE by SCERT/DIET/BRC/CRC
	Task 25	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	Para 1.8	SCERT	2022-24	Master Trainers training for schools under MoTA
Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning	Task 32	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as exemplar. This content will be used by Kendriya Vidyalayas for implementing the mission objectives.	Para 2.2	NCERT, CBSE, KVS	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT
	Task 33	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language.	Para 2.2	SCERT	2021-23	Online/blended teacher training modules for FLN by SCERT
Curriculum and Pedagogy in Schools: Learning	Task 89	SCERTs with the help of NCERT will also conduct face-to-face and on-line training for building the capacity of Key Resource Persons teaching Indian Languages.	Para 4.11 to 4.22	NCERT, SCERT	2022-25	KRPs training for teaching Indian Languages
Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging	Task 104	Professional training modules and manuals/handbooks shall be prepared by NCERT and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.	Para 4.34 & 4.35	NCERT, CBSE, BOAs, SCERT	2022-23	Preparation of Professional training modules and manuals/handbooks on Assessment pattern for secondary elementary levels

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
	Task 105	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	Para 4.34 & 4.35	PARAKH, NCERT, SCERT, CBSE & BoAs	2022-23	Capacity building of stakeholders on the new norms and guidelines
Teachers	Task 153	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs / CBSE/BOAs/KVS/JNV/CTSA for conducting the CPD and other training programmes.	Para 5.17 to 5.19	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23	Teacher training policy developed
	Task 161	NCTE regulations for all B.Ed. programmes to include training in time-tested as well as the most recent techniques in pedagogy, teaching children with disabilities, teaching children with special interests or talents/gifted children, use of educational technology, etc.	Para 5.22 to 5.29	NCTE	2022-25	Regulations for including modern pedagogy techniques in all B.Ed programmes
Equitable and Inclusive Education: Learning for All	Task 170	For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build capacities of teachers at . Foundational and Preparatory levels	Para 6.1 to 6.6	States/UTs	2021-22 onwards	Teacher training at Foundational and Preparatory levels for teaching children with disabilities
	Task 182	To assist teachers in catering to the needs of all learners more fully, states/UTs will provide services of special educator/s with cross-disability training to groups/clusters of schools or school complex.	Para 6.10 & 6.11	States/UTs	2022-30	Providing services of special educators to schools/ school complex
	Task 183	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	Para 6.10 & 6.11	NCERT and RCI	2022-23 onwards	Short term and long-term training modules on equity, gender, and

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
						needs of children with disabilities
Teacher Education	Task 224	NCTE will coordinate with UGC for ensuring credit-based courses in teaching/education/pedagogy/writing are offered to all fresh Ph.D. entrants during their doctoral training period.	Para 15.8 & 15.9	NCTE	2022-24	Credit-based courses for Ph.D programmes on school education
	Task 225	Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-service annual teacher training plan prepared by SCERTs.	Para 15.10 & 15.11	SCERT	2021-25	Annual In-service teacher and Principal training plan
Reimagining Vocational Education	Task 227	Strengthening of PSSCIVE will be undertaken to build its capacity for developing curriculum and learning resources, both offline and online for vocational courses and training of teachers/trainers.	Para 16.1 to 16.8	PSSCIVE	2022-23	PSSCIVE strengthening plan initiated
	Task 229	NCERT will ensure inclusion of vocationalisation of education from Class VI to secondary level in NCFSE, with introduction of skills training appropriate to the age of the child.	Para 16.1 to 16.8	NCERT, CBSE, BoAs	2022-23	NCFSE to include vocationalisation from class 6
	Task 233	States/UTs will provide training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes.	Para 16.1 to 16.8	States/UTs	2022-25	Training modules on soft skills in online mode
	Task 237	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	Para 16.1 to 16.8	SCERT, DIET	2022-25	Training modules for vocational trainers

Chapters	Task number	Task	Relevant NEP Para	Responsibility	Timeline	Outputs
Online and Digital Education: Ensuring Equitable Use of Technology	Task 278	NCERT and SCERT will arrange for teachers to undergo rigorous online training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.	Para 24.3 to 24.4g	NCERT and SCERTs	2021-25	Online Teacher training in learner-centric pedagogy and online content creation







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Department of School Education and Literacy
Ministry of Education
Government of India