

State Council of Educational Research and Training, Pune

NEP Task 2020 Status – June 2025

Task number	Task	Department	Timeline	Task Status in June
Task 1	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using indigenous toys and indigenous toys and 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.	Central Dept.		Dependency on Central Dept.
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	Completed
Task 3	(i) NCERT will prepare TLM for the Foundational stage including ECCE; (ii) Learning outcomes will be defined for the Foundational stage to include a range of knowledge, skills and aptitude etc.areas	Central Dept.		Dependency on Central Dept.
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.	SCERT	2022-23	Completed

Task number	Task	Department	Timeline	Task Status in June
Task 5	Data Capture Format (DCF) will be developed for integrating ECCE in UDISE+ portal	Central Dept.		Dependency on Central Dept.
Task 6	Data related to ECCE implementation will be collected from States and UTs for the year 2021. MOE will issue detailed letter to States in this regard.	MPSP		Completed for this academic year
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	WCD	2021-22	Dependency on Central Dept.
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	WCD	2021-22	Dependency on Central Dept.
Task 9	Position paper will be developed by SCERTs (and by NCERT as mentioned in Task 83) to highlight the present status, issues and challenges and enablers of ECCE in states/UTs of India.	SCERT		Completed

Task number	Task	Department	Timeline	Task Status in June
Task 10	For universal access to ECCE, Anganwadi Centres will be strengthened by the Ministry of Women and Child Development.	WCD		Completed
Task 11	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters	SCERT	2021-22 onwards	In Progress
Task 12	Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up for ECCE implementation by States/UTs.	SCERT	From 2021-22	Completed
Task 13	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes	WCD	2021-22 onwards	In Progress
Task 14	A long-term perspective plan for next 10 years on ECCE will be developed	SCERT	2022-23	In Progress

Task number	Task	Department	Timeline	Task Status in June
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 AWs where trained AWWs are available.	WCD	2022-25	Dependency on Central Dept.
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	WCD	2025-30	Completed
Task 17	The mid-day meal programme will be extended to the Preparatory Class in primary schools along with other primary school children from 2022-23 session onwards. Guidelines in this regard will be framed by MOE in 2021-22.	Central Dept.		Dependency on Central Dept.
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.	WCD	2021-22	Completed
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	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	WCD	2021-23	Completed
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.	SCERT	2021-23	In Progress
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	In Progress
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.	SCERT	in phases from 2022-30	Completed
Task 24	Ministry of Tribal Affairs will prepare the plan for introduction of ECCE in Ashramshalas and implementation in consultation with Joint Task Force	Tribal Dept		

Task number	Task	Department	Timeline	Task Status in June
Task 25	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	SCERT	2022-24	Dependency on Central Dept.
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.	SCERT		In Progress
Task 27	MOE to launch a National Mission in 2020-21 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs	Central Dept.		Dependency on Central Dept.
Task 28	The Ministry will prepare and develop a detailed framework/guideline for implementation of the FLN Mission.	Central Dept.		Dependency on Central Dept.
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.	SCERT		In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
Task 31	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode	SCERT	2021-22 onwards	In Progress
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.	Central Dept.		Dependency on Central Dept.
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	2021-23	Completed for this academic year
Task 34	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning resources/material for grades 1 to 5.	SCERT	2021-23	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2021-22	Completed
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).	SCERT	2021-22 onwards	Completed
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.	SCERT	2021-22 onwards	Completed for this academic year
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.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2021-22	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2020-21 onwards	Completed for this academic year
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 become the baseline for tracking future progress.	SCERT	2021-22	Completed
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.	Director (Primary)	2021-22	Completed for this academic year
Task 43	Ensuring delivery of text books and uniforms to students in foundational years before the start of academic session.	Director (Primary)	2020-21 onwards	Completed for this academic year
Task 44	States/UTs will identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. (Reference Task 226)	SCERT	2021-25	In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 45	States/UTs will take up a concerted effort to map the basic requirements of each school and ensure basic facilities/amenities at all primary schools. Mapping will be completed in 2021-22 and resourcing will be completed by 2025	MPSP	2021-23	In Progress
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.	SCERT	2021-22	Completed
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.	Director (Primary)	2021-22	Completed for this academic year
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.	SCERT	2021-22	Dependency on Central Dept.
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	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
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	Completed
Task 52	States/UTs to ensure implementation of 3-months school readiness module from 2022-23 academic session onwards in all schools	SCERT	2022-23	Completed for this academic year
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.	SCERT	2021-23	Completed
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.	SCERT	2022-25	Completed

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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 particular to parents.	Director (Primary)	2022-25	Completed
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.	SCERT	2022-23 onwards	Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	WCD	2021-23	Completed for this academic year
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 train on basic health indicators to look out for and monitor in children NCERT will prepare anista model on this.	SCERT	2022-23	Completed for this academic year

Task number	Task	Department	Timeline	Task Status in June
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 sarve and its monitoring to be undertaken by CRC/BRC.	SCERT	2021-22	Completed for this academic year
Task 61	After identification of such children, age appropriate admission and mainstreaming them to the formal schooling system to be undertaken. guidelines regarding is appropriate main stripping shall be developed by the States/ UTs	SCERT	2021-22 onwards	Completed for this academic year
Task 62	The Data Capture Format of UDISE+ portal to be modified to include specific parameters that will reflect data of OoSC.	Director (Primary)		In Progress
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.	SCERT	2021-23	Completed for this academic year
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.,	SCERT	2021-22 onwards	In Progress

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	advocacy and awareness campaigns. b)NCERT will supported by preparation of Bridge courses for various level of entry / main streaming.			
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 	Director (Primary)	2021-22	In Progress
Task 66	(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. (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	MPSP	2021-22	In Progress
Task 67	Implementation of the comprehensive and innovative plans of states/UTs for resourcing all schools adequately.	Director (Primary)	2022-30	In Progress
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.	SCERT	2024-25	Policy Task

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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.	Director (Primary)	2021-30	In Progress
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.	SCERT	2022-23	Completed
Task 71	Department of Social Justice and Empowerment to prepare a broad framework for connecting trained social workers in the district or states/UTs may connect volunteer social workers to schools. States to develop guidelines regarding their role.	Social welfare	2022-23	
Task 72	Just as for Foundational grades a child-wise tracking system is to be developed, on similar lines, 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	MPSP	2022-23	In Progress
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.	Commissioner (Education)	2025	Completed

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Task 74	States/UTs through SCERT to undertake orientation of SMCs to prepare them for an enhanced role.	SCERT	2022-25	In Progress
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.	SCERT	2022-23	Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 77	In States where an open school exists, courses designed and developed by the NIOS will be offered by state/UT in collaboration with the NIOS.	State Board		Policy Task
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.	Central Dept.		Dependency on Central Dept.

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Task 79	All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination.	Central Dept.		Dependency on Central Dept.
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.	State Board	2024-25	Completed
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 297)	Commissioner (Education)	2022-23	In Progress
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.	SCERT	2022-23	Not Started
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 various other important areas in NEP, 2020.	Central Dept.		Dependency on Central Dept.

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Task 84	NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4	Central Dept.		Dependency on Central Dept.
Task 85	CBSE, KVS and JNV will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT for implementation in phases from 2022-23 academic session.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 87	While preparing the State Curricular Framework (SCF) based on the NCF, 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.	SCERT	2022	Completed
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 about how to use home language/mother tongue as link 	SCERT	2021-25	In Progress

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	language and as medium of instruction in oral domain to teach language and other subjects.			
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.	SCERT	2022-25	
Task 90	<p>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:</p> <p>(i) Step 1:</p> <ul style="list-style-type: none"> • General assessment and listing of mother tongue/local/regional language through linguistic mapping. <p>(ii) Step 2:</p> <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. <p>(iii) Step 3:</p> <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. • 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"> • SCERTs will initiate creation of children's materials (stories, rhymes, big books, charts and posters) in local languages. 	SCERT		

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Task 91	MoE in consultation with Ministry of Social justice and Empowerment (MoSJ & E) will initiate the process to standardize 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.	SCERT	2022-25	Not Started
Task 92	The Vocational craft to be implemented in different parts / Schools of state / UTs will be decided by state 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.	SCERT	2022-23	Completed
Task 93	NCERT will set up National Focus Groups and Curriculum Committees	Central Dept.		Dependency on Central Dept.
Task 94	NCERT will organize meetings, workshops, consultations with various stakeholders, etc. for discussing various recommendations of the policy related to curriculum to be incorporated in the curriculum framework	Central Dept.		Dependency on Central Dept.

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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.	Central Dept.		Dependency on Central Dept.
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	Completed
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	Completed
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, 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.	SCERT	2022-25	In Progress

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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.	SCERT	2022-25	In Progress
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.	SCERT	2023-30	In Progress
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.	Central Dept.		Dependency on Central Dept.
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 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. 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.	SCERT		Dependency on Central Dept.

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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.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2021-22	Completed
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.	SCERT	2021-22	Completed
Task 106	NCERT, SCERTs, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills, such as analysis, critical thinking, and conceptual clarity for use by students and teachers .	SCERT	2022-23	Completed
Task 107	NCERT/PARAKH 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.	SCERT	2022-23	In Progress

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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.	Central Dept.		Dependency on Central Dept.
Task 109	Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well.	SCERT	2022-23	Not Applicable to the department
Task 110	PARAKH will set common norms, standards and guidelines for secondary education to be achieved by all BOAs in the country.	Central Dept.		Dependency on Central Dept.
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	SCERT	2022-23	Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.

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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.	SCERT	2022-23	Dependency on Central Dept.
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	SCERT	2021-22	In Progress
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.	Central Dept.		Dependency on Central Dept.
Task 116	All subjects that do not fall within the parameters recommended by the NCF will be discontinued by CBSE and other BOAs.	SCERT	2021-22	Dependency on Central Dept.
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.	SCERT	2021	Policy Task

Task number	Task	Department	Timeline	Task Status in June
Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	SCERT	2021-22	Dependency on Central Dept.
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.	SCERT	2022-23	Not Started
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	State Board		Completed
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.	SCERT	2022-23	Completed
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 2024-25 onwards after the new pattern of board exams have stabilised.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-23	Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 126	SCERTs may choose to adapt or adopt these fine- tuned LOs	SCERT	2022-24	In Progress
Task 127	BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT.	SCERT	2022-24	In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 128	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	SCERT	2022-23	In Progress
Task 129	DIKSHA platform will be used by NCERT to demystify Learning Outcomes.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2021-22	Completed
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	2021-22	In Progress
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	SCERT	2021-25	Completed

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-23	In Progress
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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 136	(ii) States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	Central Dept.	2022-23	In Progress
Task 137	States/UTs to undertake creating of awareness amongst different stakeholders 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	SCERT	2022-25	In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 138	NCTE and NCERT to develop teacher education curriculum framework/guidelines for including specialization in the education of gifted children.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2022-23	In Progress
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.	Commissioner (Education)	2022-23	Completed
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.	Commissioner (Education)	2021-22	Completed
Task 142	Merit based scholarships, particularly for students coming from remote areas for studying 4 year integrated B.Ed programme.	SCERT	2022-23 onwards	Not Started

Task number	Task	Department	Timeline	Task Status in June
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.	Director (Primary)	2022-23	In Progress
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.	Central Dept.	2022-23	Dependency on Central Dept.
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.	Central Dept.	2022-23	Dependency on Central Dept.
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.	Commissioner (Education)	2022-23	Completed
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.	SCERT	2022-23	In Progress

Task number	Task	Department	Timeline	Task Status in June
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	MPSP	2021-22	In Progress
Task 149	SCERTs CBSE/BOAs/KVS/JNV will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	SCERT	2022-24	Dependency on Central Dept.
Task 150	States and UTs/ CBSE/BOAs/KVS/JNV will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	Commissioner (Education)	2022-24	Completed
Task 151	States/UTs/ CBSE/BOAs/KVS/JNV will develop and adopt specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	SCERT	2022-23	Completed
Task 152	States/UTs to come up with a transparent merit- based system for tenure, promotion and salary structure, etc.	Commissioner (Education)	2024-25	Completed

Task number	Task	Department	Timeline	Task Status in June
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 for conducting the mandatory 50 hours of CPD and other training programmes.	SCERT	2022-23	In Progress
Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	SCERT	2022-23	Completed
Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	Central Dept.	2022-23	Dependency on Central Dept.
Task 156	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	SCERT	2023-24	In Progress
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.	SCERT	2022-24	Completed

Task number	Task	Department	Timeline	Task Status in June
Task 158	Secondary specialisations/certificate courses will be developed in special education.	Central Dept.		Dependency on Central Dept.
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	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 162	NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at DIETs.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 163	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	Central Dept.		Dependency on Central Dept.
Task 164	NCTE 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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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	SCERT	2021-23	In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 168	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones -SEZs.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2022-23	Completed for this academic year
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.	SCERT	2021-22 onwards	
Task 171	MOE will prepare guidelines and make provision for setting up a Gender Inclusion Fund especially for girls and transgender students.	Central Dept.		Dependency on Central Dept.
Task 172	States/UTs will set up gender and equity cell and special cell for inclusive education.	SCERT	2022-23	Completed

Task number	Task	Department	Timeline	Task Status in June
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.	MPSP	2021-22 onwards	In Progress
Task 174	NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs.	SCERT		In Progress
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).	MPSP	2021-30	In Progress
Task 176	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	MPSP	2021-22	In Progress
Task 177	Additional JNVs and KVs will be set up across the country, especially in aspirational districts, SEZs and other disadvantaged regions.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 178	Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030.	Central Dept.		Dependency on Central Dept.
Task 179	All states/UTs will undertake a school-based analysis/survey with regard to hindrances to physical access for disabled children.	MPSP	2022-23	Completed for this academic year
Task 180	While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD, etc.	Central Dept.		Dependency on Central Dept.
Task 181	States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education.	MPSP	2022-23 onwards	Completed for this academic year
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.	MPSP	2022-30	In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 183	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	Central Dept.		Dependency on Central Dept.
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.	MPSP	2022-23 onwards	In Progress
Task 185	NIOS will develop high-quality modules to teach Indian Sign Language.	Central Dept.		Dependency on Central Dept.
Task 186	Guidelines and standards for home-based schooling shall be developed by the States/UTs based.	SCERT	2022-23	Not Started
Task 187	SCERTs will develop online orientation modules for parents/caregivers.	SCERT	2022-23	Not Applicable to the department

Task number	Task	Department	Timeline	Task Status in June
Task 188	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	SCERT	2022-23	Not Started
Task 189	NCTE will include awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) in TE curriculum framework.	Central Dept.		Dependency on Central Dept.
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	Commissioner (Education)	2022-30	Completed
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.	Director (Secondary)	2022-25	Policy Task
Task 192	The NISHTHA modules adapted in the local languages by SCERT will be extended by SCERTs to teachers of alternative forms of schools.	SCERT	2022-25	Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 193	States/UTs will make available digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc.	SCERT	2022-25	In Progress
Task 194	SCERTs of 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.	Tribal Dept	2022-30	In Progress
Task 195	SCERTs of States/UTs will develop special online/offline/blended bridge courses for Scheduled Castes and Scheduled Tribes and other SEDG students.	SCERT	2022-30	Completed
Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	Commissioner (Education)	2022-30	Completed
Task 197	States/UTs Governments will take up opening of NCC wings, particularly in tribal dominated areas.	Sports Department	2022-30	

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-30	Completed
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.	Central Dept.		Dependency on Central Dept.
Task 200	Unified administrative structure for Elementary, secondary and senior secondary schools under Samagra Shiksha will be ensured by all States and UTs.	Director (Primary)	2021-22	In Progress
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.	Director (Primary)	2022-23	Policy Task
Task 202	Providing of infrastructure and resource requirements of this groups/clusters/complex of schools shall also form a part of the above plans.	MPSP	2022-30	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	Director (Primary)	2022-26	Policy Task
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.	Director (Primary)	2023-24	Policy Task
Task 205	All States partnering and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the state/UT.	SCERT	2021-23	In Progress
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.	Balbhavan	2022-30	
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.	SCERT	2022-23	Completed

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
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	In Progress
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	Policy Task
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 IT based engagement format including Ease Of Doing Business for this sector. (Reference Tasks 81 and 287)	Commissioner (Education)	2022-24	In Progress
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	SCERT	2021-23	Completed

Task number	Task	Department	Timeline	Task Status in June
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).	Commissioner (Education)	2021-23	Completed
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	In Progress
Task 215	School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines developed by NIEPA and NCERT.	SCERT	2021-23	Completed for this academic year
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 (SQAAF). CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	Central Dept.		Dependency on Central Dept.
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).	SCERT	2021-23	Completed

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
Task 219	SCERTs will conduct census--based achievement surveys or State Achievement Survey (SAS) for continuous improvement of school education system in the year/s when National Achievement Survey is not being held.	SCERT	2022 onwards	Not Started
Task 220	For the conduct of NAS 2021, CBSE/NCERT will expand coverage and enhance reliability check.	Central Dept.		Dependency on Central Dept.
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	Central Dept.		Dependency on Central Dept.
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.	SCERT		In Progress

Task number	Task	Department	Timeline	Task Status in June
Task 223	National Testing Agency will design and conduct a national common entrance test for entry to 4-year integrated B.Ed courses.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	SCERT		In Progress
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.	SCERT		
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 228	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	MPSP	2022-23	In Progress
Task 229	NCERT will ensure inclusion of vocationalisation of education from classVI to secondary level in NCFSE,with introduction of skills training appropriate to the age of the child.	Central Dept.	2022-23	Dependency on Central Dept.
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.	MPSP	2022	In Progress
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 at least one skill during his/her school period.	Director (Secondary)	2022-23	In Progress
Task 232	Based on SCFSE, states/UTs/BOAs will prepare detailed guidelines to ensure implementing of vocationalisation from 2023-24 academic session onwards.	State Board	2023-24	Not Applicable to the department

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-25	In Progress
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.	SCERT	2022-23	In Progress
Task 235	Problem based Learning approach will be promoted in schools 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.	SCERT	2022-23	In Progress
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.	Central Dept.		Dependency on Central Dept.
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	2022-25	In Progress

Task number	Task	Department	Timeline	Task Status in June
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	SCERT	2022-23	Completed
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	Central Dept.		In Progress
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.	Central Dept.		Dependency on Central Dept.
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 0 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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-25	
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.	Director (Yojana)	2021-22	Completed for this academic year
Task 244	States/UTs will design systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	SCERT	2021-25	Completed for this academic year
Task 245	NCERT will set up a constituent body dedicated to Adult Education within the organisation.	Central Dept.		Dependency on Central Dept.
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).	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Higher Education		
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.	SCERT	2021-23	Completed for this academic year
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.	SCERT	2022-25	
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.	Director (Yojana)	2022-23	Completed
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Director (Yojana)	2022-30	Completed for this academic year
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.	SCERT		
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.	SCERT	2022-25	In Progress
Task 255	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	SCERT	2022-25	Completed for this academic year
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.	SCERT	2023-30	Not Started

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2021-22	In Progress
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.	State Board	2021-22 onwards	Policy Task
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.	SCERT	2023-24	
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 other Minor languages) that are spoken/written/understood in the state/UT.	SCERT		In Progress
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2022-24	
Task 263	To expose children to the diversity, natural resources, and rich culture of India, specific activities will be undertaken by NCERT/SCERT/States/UTs/BOAs/CBSE/KVS/JNV: <ul style="list-style-type: none"> o 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. o NCERT and SCERTs will include India's rich culture and heritage in the curricular aspects at all stages through NCF/SCF and textbooks. o Children shall be exposed to the culture/language etc. of the link state through systematic interventions at school, CRC, BRC, District and State levels by the states/UTs in collaboration with the link states. o Joint Online Heritage Quizzes shall be conducted by the two linked states/UTs every year at various levels of school education. o States/UTs shall also take 	SCERT	2022-30	Completed for this academic year
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.	SCERT	2022-23	Completed
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 budget.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Mantralaya	2021-22	
Task 267	National Digital Library (NDL) will be linked to the e- resources of NCERT and SCERTs for effective utilization of available contents.	SCERT	2021-25	Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
Task 269	UDISE+ will be further strengthened and expanded by DoSEL to include parameters related to District level and School level Performance Grading Indices.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	SCERT	2023-25	Not Applicable to the department
Task 272	<p>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.</p> <p>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.</p>	SCERT	2020-21	Completed for this academic year
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.	SCERT	2020-22	Completed
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.	SCERT	2021-22	Completed for this academic year
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.	MPSP	2021-22 onwards	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
Task 277	DoSEL will pursue with MEITY for facilitating development of tools, such as, two-way video and two-way-audio interface for holding online classes along with other tools to track and monitor progress of learners.	Central Dept.		Dependency on Central Dept.
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.	SCERT	2021-25	Completed for this academic year
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.	SCERT	2021-25	Dependency on Central Dept.
Task 280	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAKHA for creating virtual labs.	MPSP	2021-23	In Progress

Task number	Task	Department	Timeline	Task Status in June
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.	SCERT	2025-30	Not Started
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.	Central Dept.		Dependency on Central Dept.
Task 283	Based on the NCFSE and SCFSE recommendations for continuing blended learning, SCERTs will also suitably incorporate the same in their curriculum framework, and initiate implementation immediately thereafter in a phased manner.	SCERT	2022-24	In Progress
Task 284	DoSEL will take up with NETF - setting standards of content, technology, and pedagogy for online/digital teaching-learning in school education.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
Task 287	A robust online mechanism will be developed by DoSEL to monitor the timely fund flow and its proper utilisation by states/UTs.	Central Dept.		Dependency on Central Dept.
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)	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
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.	Central Dept.		Dependency on Central Dept.
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.	Commissioner (Education)	2022-24	Completed
Task 293	DoSEL will set up subject-wise implementation committees.	Central Dept.		Dependency on Central Dept.
Task 294	States/UTs will set-up similar subject-wise implementation committees.	Commissioner (Education)	2021-22	Completed
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.	Central Dept.		Dependency on Central Dept.

Task number	Task	Department	Timeline	Task Status in June
Task 296	<p>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:</p> <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. <p>These reports will be submitted in the month of June every year.</p>	SCERT	2021 onwards	In Progress
Task 297	<p>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.</p>	SCERT	2021-2022	In Progress