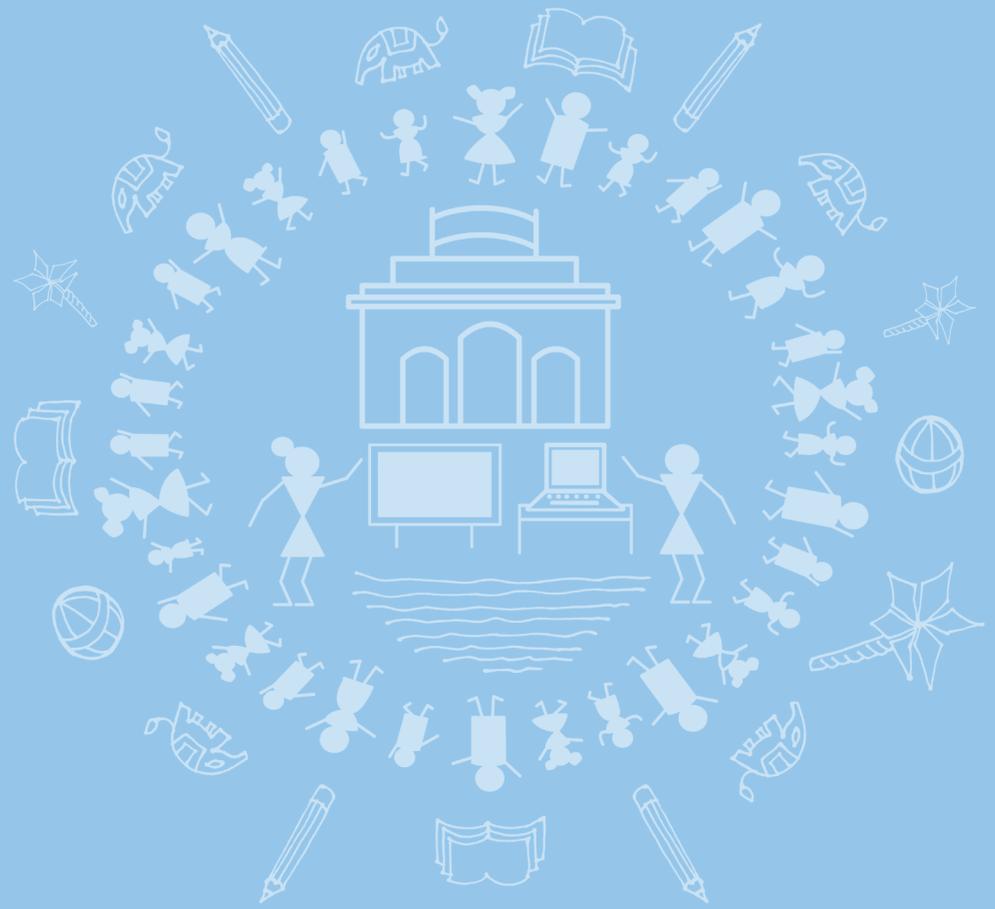


PART - I

SARTHAQ

Students' and Teachers'
Holistic Advancement Through
Quality Education

© 2021



CONTENTS

INTRODUCTION	17
CHAPTER - 1 Early Childhood Care and Education: The Foundation of Learning	23
CHAPTER - 2 Foundational Literacy and Numeracy: An Urgent and Necessary Pre-requisite to Learning	39
CHAPTER - 3 Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels	61
CHAPTER - 4 Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging	75
CHAPTER - 5 Teachers	119
CHAPTER - 6 Equitable and Inclusive Education: Learning for All	139
CHAPTER - 7 Efficient Resourcing and Effective Governance through School Complexes/Clusters	157
CHAPTER - 8 Regulation and Accreditation of School Education	171
CHAPTER - 9 Teacher Education	185
Chapter - 10 Reimagining Vocational Education	193

CONTENTS

CHAPTER 11 Adult Education and Lifelong Learning	205
CHAPTER - 12 Promotion of Indian Languages, Arts, and Culture	219
CHAPTER - 13 Technology - Use and Integration	227
CHAPTER - 14 Online and Digital Education: Ensuring Equitable Use of Technology	235
CHAPTER - 15 Financing: Affordable and Quality Education for All	247
CHAPTER - 16 Implementation	255
CHAPTER - 17 Mode of Implementation:	261
CONCLUSION	267



रमेश पोखरियाल 'निशंक'
Ramesh Pokhriyal 'Nishank'



शिक्षा मंत्री
भारत सरकार
MINISTER OF EDUCATION
GOVERNMENT OF INDIA



MESSAGE

The National Education Policy, 2020 (NEP) is the first education policy of the 21st century and founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It envisages to universalize the pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025. Likewise, it recommends a plethora of reforms at all levels of school education which seeks to ensure quality of schools, transform the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exam and assessment system, strengthen teacher training, and restructure the education regulatory framework. It also seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. In other words, the Policy envisages to prepare our youth to meet the diverse national and global challenges of the present and the future.

It is a matter of great pride that the Department of School Education and Literacy has developed a detailed NEP Implementation Plan for School Education, SARTHAQ, in consonance with Policy's vision of building a globally recognised education system that is rooted in Indian ethos, and is aligned with the principles enunciated above to transform India into a global knowledge superpower. The major focus of this implementation plan is to define activities in such a manner that cohesive implementation and joint monitoring can be done by the centre and state. This implementation plan also ensures prioritization of what already exist by outlining activities that are built upon existing structures rather than creating new structures.

I extend my best wishes to all the Stakeholders who would be involved in this awe-inspiring task of translating the vision of the policy in the field and ensuring it reaches the grass root level creating adequate awareness, motivation and competencies, thereby transforming the landscape of school education in the country.

(Ramesh Pokhriyal 'Nishank')



संजय धोत्रे
SANJAY DHOTRE



शिक्षा, संचार एवं इलेक्ट्रॉनिकी और
सूचना प्रौद्योगिकी मंत्रालयों के राज्य मंत्री
भारत सरकार

MINISTER OF STATE IN THE
MINISTRIES OF EDUCATION,
COMMUNICATIONS AND ELECTRONICS &
INFORMATION TECHNOLOGY
GOVERNMENT OF INDIA

MESSAGE

The National Education Policy, 2020 (NEP) envisions an education system rooted in Indian ethos that contributes directly to transforming India into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy has emphasised upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute towards many growing developmental imperatives of the country but also participate in creating a just and equitable society.

In keeping with the goals and objectives of the NEP, 2020 the Department of School Education & Literacy has developed a detailed NEP Implementation Plan for School Education- SARTHAQ (Students and Teachers Holistic Advancement Through Quality Education), linking each recommendations of NEP with Tasks, responsible agencies to carry out the task, timelines and outputs. This NEP Implementation Plan takes care of the intent and spirit of the Policy and is proposed to be implemented in a phased manner.

I would like to take this opportunity to extend my best wishes to all the Stakeholders who would be involved in this tremendous task of implementing the NEP 2020 in letter and spirit.

(Sanjay Dhotre)



अनीता करवल, भा.प्र.से
सचिव

Anita Karwal, IAS
Secretary



स्कूल शिक्षा और साक्षरता विभाग
शिक्षा मंत्रालय
भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India



Foreword

With the launch of the new National Education Policy on the 29th of July, 2020, we are at the cusp of huge transformations and about to participate in and witness path-breaking changes in the way we learn, the way we teach, the way we govern schools, the way we build capacities of educational stakeholders, the way we include and the way we use technology in education. School education is about to become more experiential, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and best of all, more joyful. Indeed, it is a great opportunity as well as responsibility for educational administrators at all levels to translate the vision and spirit of the policy at grass root level. It is a challenging task, but certainly not daunting.

To assist the States/UTs in this task, the Department of School Education and Literacy has prepared an indicative implementation plan with clearly defined goals, outcomes and timeframe. This plan has been developed through wide and intensive consultations with States and UTs, Autonomous bodies and suggestions received from all stakeholders. Attempt has been made to propose activities in a manner, such that it will build upon the existing structure rather than creating new structures. This Implementation Plan proposes to prioritise strengthening of what already exists. We have taken appropriate care to make this plan realistic, flexible and collaborative so that expected outcomes can be achieved in a time bound manner.

It gives me great pleasure to share this plan document with all of you and to partner you in taking forward the implementation of NEP 2020 in innovative, flexible and effective ways. When we build knowledgeable, empathetic, productive, and contributing citizens, we are engaging in nation-building; nothing less. I invite you to become the architects of a vibrant school education sector that ensures the development of the unique potential of each learner and provides a safe and stimulating learning environment with access to adequate physical infrastructure and appropriate resources for all students and teachers, with the sole aim of nation building.


(Anita Karwal)



PREFACE

In pursuance of the goals and objectives of the National Education Policy (NEP) 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive NEP Implementation Plan for School Education, 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. **This implementation plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs can adopt/adapt this plan with local contextualisation and also modify as per their needs and requirements.** The flexible nature of this implementation plan will help in cohesive implementation and joint monitoring by the centre and states.

SARTHAQ has been developed through wide and intensive consultative process with States and UTs, Autonomous bodies and suggestions received from all stakeholders, around 7177 suggestions/inputs have been received from them. A teacher's fest, 'Shikshak Parv' was especially organised from 8th to 25th September 2020 for discussing various recommendations of NEP 2020 and its implementation strategies, this attracted around 15 lakh suggestions. The suggestions/ feedback received in this process have been analysed by experts groups and important suggestions given by the states and UTs and other stakeholders have been incorporated in the final implementation plan. Feedback from some states has not been received; however, the same will be incorporated in this plan as and when received.

The major focus of SARTHAQ is to define activities in such a manner which clearly delineate goals, outcomes and timeframe i.e., it links each recommendation of NEP with 297 Tasks along with responsible agencies, timelines and 304 outputs of these Tasks. Attempt has also been made to ensure that the activities identified are built upon the existing structure rather than creating new structures. Thus, SARTHAQ takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner.

This NEP Implementation Plan has been prepared as an evolving and working document and is broadly suggestive/indicative in nature and will be updated from time to time based on the inputs/feedback received from the stakeholders. Moreover, the timelines provided in the document are estimated timelines and the actual timelines will be decided by the Implementing Agency. Further, appropriate care has been taken to make this NEP Implementation Plan realistic, flexible and collaborative so that expected outcomes can be achieved in a time bound manner. Further, this indicative implementation plan is expected to help States and UTs to further fine-tune implementation plans developed by them and to ensure implementation of the Policy as per the principles laid down in NEP 2020. With an emphasis on the imbibing of 21st century skills along with India's tradition, culture and value system, NEP 2020 will prepare our youth to meet the diverse national and global challenges of the present and the future. Towards this end, it is envisaged that this implementation plan so finalised with the inputs of all associates will be able to translate the vision of the policy in the field and will reach to grass root level creating adequate awareness and motivation and competencies among concerned stakeholders, thereby transforming the school education in the country.

Executive Summary

The National Education Policy 2020 has emphasised upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society. Keeping in view the ambitious goals of the policy, a detailed Implementation Plan has been developed in consonance with Policy's vision of building a globally recognised education system that is rooted in Indian ethos, and is aligned with the principles enunciated above to transform India into a global knowledge superpower. Further, the Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st Century education including SDG 4, while building on India's traditions and value systems.

In view of the comprehensive nature of the policy and its time bound goals, this Implementation Plan has been developed by compiling sub-plans on each of the major actionable areas in consultation with different bureau heads, autonomous institutions of the MOE, different line Ministries and consultation with states/UTs by circulation of draft plan to states/UTs, receiving comments and virtual discussions. This plan at the outset presents overall targets to be achieved/recommendations (as quoted from the NEP 2020) and then provides a systematic plan of interventions to achieve the stated goals of the policy. Further, it presents the recommendations of Policy listed under each of the themes such as Early Childhood Care and Education, Foundational Literacy and Numeracy, Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels, Curriculum and Pedagogy, Teachers, Equitable and Inclusive Education, Efficient Resourcing and Effective Governance, Regulation and Accreditation of School Education, Teacher Education, Reimagining Vocational Education, Adult Education, Technology - Use and Integration, Financing: Ensuring Affordable and Quality Education for All.

The following are the major focus areas and tasks of the Implementation Plan:

1. Early Childhood Care and Education (ECCE):

Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. On completion of education prior to the age of 5 in Anganwadis/pre-schools, every child shall move to a "Preparatory Class", leading to improved student learning outcomes and reduced drop outs. Anganwadi Systems will be strengthened ensuring holistic development of a child's social, emotional, cognitive and physical needs.

Major Tasks:

- (i) Development of National Curriculum Framework (NCF) for ECCE.

- (ii) Integrating ECCE data with UDISE+ for data collection & assessment.
- (iii) Strengthening/co-location of of Anganwadis and implementation of ECCE.
- (iv) Strengthening of Infrastructure Facilities in primary schools/pre-primary sections.
- (v) Roll-out of ECCE in a phased manner starting with introductory/preparatory Class Balavatika in anganwadis and primary schools.
- (vi) Extending MDM to pre-primary classes in a phased manner for Nutritious Food and Health for Children.
- (vii) Training of ECCE teachers and Anganwadi workers.
- (viii) Implementation of ECCE in Ashramshalas.
- (ix) Creation of a Joint Task Force including Ministry of Tribal Affairs, WCD, Health etc.

2. Foundational Literacy and Numeracy:

The ability to read and write, and to perform basic operations with numbers, is a necessary foundation and indispensable prerequisite for all future school and lifelong learning. The overall target is to achieve universal foundational literacy and numeracy in primary school and beyond by 2025.

Major Tasks:

- (i) Launch of a National Mission for Foundational Literacy and Numeracy.
- (ii) Setting up of goals for foundational literacy and numeracy.
- (iii) Strategic Planning for FLN Mission: National Level.
- (iv) Strategic Planning by States and UTs: Annual Implementation Plan.
- (v) Development of Framework of foundational literacy and numeracy.
- (vi) Development of a school preparation module.
- (vii) Repository of resources.
- (viii) Guidelines for Peer tutoring, community participation, books and libraries.
- (ix) Focus on Culture of reading and setting up digital libraries.
- (x) Develop measures to ensure nutrition and health of children.

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

Ensuring universal access and affording opportunity to all children of the country to obtain quality holistic education including vocational education from pre-school to Grade 12.

Major Tasks:

- (i) Increasing GER at all levels and bringing back out of school children (OoSC).
- (ii) Ensuring Universal access to schooling and availability of adequate infrastructure.

- (iii) Provision for Counsellors and tracking of students.
- (iv) Multiple pathways for education, expansion & strengthening of NIOS & SIOS.
- (v) Promoting Non-Govt. Philanthropic activity and engagement and participation of community.

4. Curriculum and Pedagogy in Schools:

Learning should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging. In order to minimise rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy, Curriculum, textbooks, pedagogy and assessment shall be transformed by 2022.

Major Tasks:

- (i) Develop National Curriculum Framework (NCF), guidelines and support materials to restructure school curriculum and pedagogy in a new design (5+3+3+4).
- (ii) Empower students through flexibility in course choices
- (iii) Promoting Multilingualism, in order to harness the power of language
- (iv) Integration of essential subjects and skills in the curriculum
- (v) Development of Textbooks with local content and flavour
- (vi) Transform assessments in elementary education for student development
- (vii) Holistic Progress Cards
- (viii) Transformation of assessments in secondary education for student development
- (ix) Tracking progress of learning among the students
- (x) Setting up National Assessment Centre PARAKH and its functions
- (xi) Review of entrance exams by NTA
- (xii) Support for gifted students/student with special talent
- (xiii) Development of SCF by States on the lines of NCF.

5. Teachers:

Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

Major Tasks:

- (i) Recruitment and deployment of Teachers
- (ii) Improving Service environment and culture
- (iii) Continuous Professional Development and Career Progression for teachers
- (iv) Development of National Professional standards for teachers
- (v) Need for additional special educators for certain areas of school education
- (vi) Detailed action plan for implementation of the key aspects related to Teacher Education Institutions (TEI)

6. Equitable and Inclusive Education:

Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive so that participation and learning outcomes are equalised across all genders and social categories by 2030.

Major Tasks:

- (i) Identification of SEDGs and SEZs
- (ii) Setting up of Gender inclusion fund
- (iii) Inclusion and Equal participation of CWSN
- (iv) Provisions for special education or home-based opportunities
- (v) Alternative forms of schools and other measures for SEDGs

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

States to adopt innovative mechanisms to group and rationalize schools to facilitate the sharing of resources and render school governance more local, effective, and efficient by 2025.

Major Tasks:

- (i) Review the existing school ecosystem status to facilitate transition to new structures
- (ii) Setting up of School Complexes, guidelines for the same to be prepared by the concerned states and UTs.
- (iii) Twinning of Schools, Strengthening/setting up of Bal Bhavans, Samajik Chetna Kendras.

8. Regulation and Accreditation of School Education:

India's school education system is invigorated through effective regulation and accreditation mechanisms that ensure integrity and transparency and foster quality and innovation for continually improving educational outcomes.

- To achieve the SDG goal 4 of universalization secondary education by 2030 for all, continuous efforts will be made to universalise pre-primary to secondary education for the next 5 years i.e. 2025 and simultaneously increasing access to Higher Secondary level.
- Establishment of National Assessment Centre PARAKH by the end of 2021
- Establishment of SSSA as a regulatory body that sets the standards and provides certification to private schools, in States and UTs

Major Tasks:

- (i) Improvement in regulatory and governance system
- (ii) Setting up of SSSA by the Centre and states and UTs

- (iii) Online and public disclosure by Government/ Private schools
- (iv) Regulatory Mechanism for Central/Government Schools
- (v) Universal, free and compulsory access to high-quality and equitable schooling
- (vi) Assessment of the system through NAS
- (vii) School safety framework
- (viii) Development of School Quality Assessment and Accreditation Framework (SQAAF) by SCERTs.

9. Teacher Education:

Ensuring that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers.

Major Tasks:

- (i) All Teacher education programmes will be conducted within composite multidisciplinary institutions by 2030
- (ii) Work out the modalities for phasing out the standalone/dysfunctional/ substandard TELs
- (iii) Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified in a comprehensive in-service annual teacher training plan for conducting CPD and other training programmes.

10. Vocational Education :

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

Major Tasks:

- (i) Expansion and strengthening of vocational education
- (ii) Curriculum and assessment
- (iii) Teachers, trainers and training
- (iv) Guidance for making Informed Choices
- (v) ODL to expand the coverage

11. Adult Education and Lifelong Learning :

Achieve 100% youth and adult literacy rates by 2030, and significantly expand adult and continuing education programmes.

Major Tasks:

- (i) Community Participation and Awareness
- (ii) Adult Education Curriculum Framework to be developed by NCERT
- (iii) Ensuring infrastructure, Resources and technology
- (iv) Accessibility of books, reading and Technology

12. Promotion of Indian Languages, Arts and Culture:

The overall target is to ensure the preservation, growth, and vibrancy of all Indian languages.

Major Tasks:

- (i) Develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India.
- (ii) 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.
- (iii) Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and ethos, etc. shall be created.

13. Technology Use and Integration:

Appropriate use of technology at all levels of education - to improve student learning outcomes, teaching learning and evaluation processes at scale; enhance educational access to disadvantaged groups; increase availability of data to enhance understanding of how children learn and streamline educational planning, administration and management.

Major Tasks:

- (i) 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.
- (ii) National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.
- (iii) 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.
- (iv) UDISE+ will be further strengthened and expanded by DoSEL to include District level and School level Performance Grading Indices.

14. Online and Digital Education:

Appropriate use of technology at all levels of education – to improve student learning outcomes, teaching learning and evaluation processes at scale; enhance educational access to disadvantaged groups; increase availability of data to enhance understanding of how children learn and streamline educational planning, administration and management.

Major Tasks:

- (i) Pilot studies to evaluate the benefits of integrating education with online education

- (ii) Addressing the digital divide by ensuring that e-learning resources are accessible to all
- (iii) Integrating schools in the Special Education Zones and Aspirational districts with digital devices under the strengthened ICT scheme
- (iv) To produce and market a useful, affordable, maintainable digital device.
- (v) To provide open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions.
- (vi) Facilitating development of online teaching platform and tools
- (vii) Content creation, digital repository, and dissemination
- (viii) Leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPBHA for creating virtual labs
- (ix) Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

15. Financing: Affordable and Quality Education for All

Efficacy and efficiency of fund flow will be ensured through a robust online mechanism; Focus of provision of funds will be on providing access, infrastructure facilities, improving learning outcomes, nutrition, professional development of teachers, strengthening of teacher education institutions, expansion of vocational education etc.

Major Tasks:

- (i) Effective and efficient use of funds
- (ii) Focusing on outcomes and delivering better value for money
- (iii) Seek greater private participation through a robust PPP framework

16. Implementation:

- (i) Implementation of the National Education Policy, 2020 in a synchronized and systematic manner by all stakeholders.
- (ii) Yearly joint review of the progress made in the implementation of the Policy to be undertaken
- (iii) Evaluation of the Policy and fine tuning as well as major changes, if called for, to be done by 2030
- (iv) Comprehensive review of the Policy to be undertaken after 2040.

Major Tasks:

- (i) Setting up subject-wise implementation committee
- (ii) Undertake amendments in certain sections of the RTE Act, 2009
- (iii) Prepare yearly reports on the progress of different themes/subjects
- (iv) Generate awareness and for wide dissemination.

INTRODUCTION

With the formulation of National Policy on Education, 1986 India initiated a range of programmes for achieving the goal of Universalisation of Elementary Education (UEE). These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), District Primary Education Programme (DPEP) and the Sarva Shiksha Abhiyan (SSA) – the flagship Centrally Sponsored Scheme in partnership with State Governments for UEE across the country. This was further strengthened with the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6-14 years.

A successful programme of UEE is the precondition for taking the first reliable step towards Universal Secondary Education. The NPE emphasised improving equitable access to secondary education and the enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams (Para 5.13 of the NPE, 1986). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. In the year 2013-14, four other Centrally-sponsored Schemes for secondary education viz., ICT in Schools, Girls' Hostel, Vocationalisation of Secondary and Senior Secondary Education and Inclusive Education for Disabled at Secondary stage were subsumed under RMSA. The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education (CSSTE) was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE, 1986). The NPE stated that improvement in the status and professional competence of teachers is the corner stone of educational reconstruction and envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. District Institute of Teacher Education (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs) were, therefore, established. Thus, the CSSTE Scheme aimed to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs).

The SSA, RMSA and CSSTE were the three major flagship school education development programmes of the Ministry Of Education (MOE), Government of India being implemented in partnership with State/UTs. In the year 2018-19, the Samagra Shiksha Scheme was launched with the aim to universalize quality school education from pre-school to class 12 which subsumes the erstwhile schemes of SSA, RMSA and CSSTE. It endeavours to support States and UTs in effective implementation of the RTE Act, 2009, besides targeting Universal Access, Equity and Quality at all levels of school education including Vocational Education and strengthening of TEIs.

The Samagra Shiksha Scheme has been formulated in accordance with the Sustainable Development Goal for Education (SDG-4) that is to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all. The Goal SDG-4.1 states

that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. Further, the SDG 4.5 states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

The National Education Policy, 2020 is the third in the series of National Education Policies (1968 and 1986 modified in 1992) in India and is the first education policy of the 21st century. The NEP 2020 envisions a massive transformation in school education through—“an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, thereby making India a global knowledge superpower.”

The National Education Policy, 2020 (NEP) is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future. The recommendations in the policy have been arrived at after extensive consultations at several levels. At grassroots level -- villages, blocks, urban bodies, districts and States were consulted. Online consultations with citizens and discussions with thematic experts were also undertaken throughout the process of preparation, alongside presentations and dialogues with MPs, Education Ministers, GOI Ministries, autonomous bodies, stakeholder representatives, the Central Advisory Board on Education and Parliamentary Committee, etc. All discussions, including suggestions received online from citizens, were examined thoroughly and value additions were made to prepare the new National Education Policy 2020.

NEP 2020 looks at school and higher education as a single organic continuum, and is rooted in the Indian ethos and constitutional values with simultaneous emphasis on the imbibing of 21st century skills. It inter alia includes universalisation of pre-primary education; national mission for achieving foundational literacy and numeracy; flexibility in the choices of courses for students in schools and higher education; examinations, governance and regulation reforms along with accreditation for quality both in public and private educational institutions; a systematic focus on inclusion of all sections of the society; innovative and extensive use of technology for education; embedding of vocationalisation and Open and Distance Learning at all levels; developing a policy for gifted children; revamping of teachers' education; and creation of National Research Foundation for a renewed and futuristic prioritisation on cutting edge research, among others. This learner centric NEP shall not only ensure the holistic development of students by accentuating their creative potential, but will also develop India as a global study destination and promote internationalisation of higher education through student, faculty and institutional mobility.

In school education, the National Education Policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking and problem solving – but also social and emotional skills - also referred to as 'soft skills' -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

The Policy aims and aspires to universalize the pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025. It recommends plethora of reforms at all levels of school education which seeks to ensure quality of schools, transform the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthen teacher training, and restructure the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. It recommends that the curriculum load in each subject should be reduced to its essential core content by making space for holistic, discussion and analysis-based learning. It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India's tradition, culture and value system. Technology will be integrated with education through several initiatives including energized text books, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped increase access to education. However, it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the Policy recommends that multiple public schools can be brought together to form a school complex as an innovative mechanism for efficient governance.

Emphasizing on the critical area of teacher education, the policy has taken note of various core areas such as approach to teacher education, teacher shortage, lack of professionally qualified teachers, recruitment and deployment, Continuous Professional Development (CPD) etc. The Policy recommends that the Teacher education system will be transformed and the existing B.Ed. programme will be replaced by a four-year integrated B.Ed. programme that combines high-quality content, pedagogy, and practical training and subject-specific programmes will be offered in multi-disciplinary institutions. An integrated continuous professional development programme will also be developed for all subjects and Teachers will be required to undergo a minimum of 50 hours of continuous professional development every year.

The policy has emphasised upon Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society. Keeping in view the ambitious goals of the policy, a detailed Implementation Plan has been developed in consonance with Policy's vision of building a globally recognised education system that is rooted in Indian ethos, and is aligned with the principles enunciated above to transform India into a global knowledge superpower.

This Implementation Plan has been developed by compiling sub-plans on each of the major actionable areas in consultation with different bureau heads, autonomous institutions of the MOE, and consultation with states/UTs by circulation of draft plan to states/UTs, receiving

comments and virtual discussions. This plan at the outset presents overall targets to be achieved/recommendations (as quoted from the NEP 2020) and then provides a systematic plan of intervention to achieve the stated goals of the policy. Further, it presents the recommendations of Policy listed under each of the themes such as Early Childhood Care and Education, Foundational Literacy and Numeracy, Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels, Curriculum and Pedagogy, Teachers, Equitable and Inclusive Education, Efficient Resourcing and Effective Governance, Regulation and Accreditation of School Education, Teacher Education, Reimagining Vocational Education, Adult Education, Technology - Use and Integration, Financing: Ensuring Affordable and Quality Education for All.

The sub-plans for each of the aforementioned heads detail out an implementation plan that includes activities to be undertaken, suggested time-lines and proposed achievements, institutions responsible for carrying out those activities and also the estimated financial implications for the implementation of recommendations in each of the areas included in the Policy.

Principles to inform implementation of the Policy

The implementation of the National Education Policy 2020 must be guided by a set of principles. These principles are categorised as fundamental and operational – those which are a set of core non-negotiables related to achieving the purpose of good education and those which are core non-negotiable related to the processes of achieving this purpose.

I. Fundamental Principles

- a) The purpose of education is to develop good human beings (capable of independent rational thought and action, with compassion and humaneness, with courage and creative imagination, based on sound ethical moorings) and a good society (as envisaged by our Constitution based on equity, justice, inclusion, economic dynamism, sustenance and a true democracy).
- b) Every person is capable of learning regardless of the circumstances of birth or background.
- c) Care is central to learning. A good educational institution is one where every student feels welcomed, a safe and stimulating learning environment exists, a wide range of learning experiences are offered and good physical infrastructure with appropriate resources are available.
- d) People are the real wealth of any society or country - education has a critical role to play in building people's capabilities and values and, therefore, a strong economy & better society, and a vibrant country. All students will be prepared to become engaged and contributing citizens, and, to become economically productive and independent, both today and in the future.
- e) Every child and adult is capable of learning regardless of the circumstances of birth or background. The institutional environment must be responsive to

differences, to ensure that high-quality education for all becomes a reality.

- f) Equity is the cornerstone of good education - in education systems quality follows equity, but equity does not necessarily follow quality. Thus, our approach must be focussed ensuring equity with the highest quality.
- g) We have a rich heritage of knowledge in India spanning several thousand years which must anchor our overall approach to education.
- h) A strong, vibrant public education system is the foundation of democracy. Our public education system must be of the highest quality and complete equity.
 - i) The culture of the education system must be reflective of the purpose of education and in consensus with it. An enabling and empowering culture with high integrity is fundamental to attaining the aims of education as stated above.

II. Operational Principles

- a) There will be seamless integration of education in a continuum across all stages of education. This is fundamentally different from the current structure where the early school years are completely separated from high school which is completely separated from higher education.
- b) Overall educational approach, including the curricular and pedagogical approach, will be informed by and continually responsive to relevant knowledge from various sources, including child development, neurosciences, and the full range of basic disciplines and fields of study.
- c) There will be flexibility in curriculum and programme structures such that students get the broadest possible exposure and life-long learning is enabled for all people of India.
- d) There will be no hard separation of different disciplines and fields of study – such separation is disconnected from the integrity of knowledge and how human beings learn. There will be an integrated approach towards all disciplines and fields of study. There will also be no hierarchies across disciplines and fields, including sports, arts, and, vocational education.
- e) An integrative, broad-based education giving flexibility in subject choice, will be adopted from the beginning of secondary school up to and including higher education.
 - i. Vocational education will be an integral part of this vision.
 - ii. This will have imaginative and flexible curricular structures, creative combinations of study with multiple entry/exit points.
 - iii. This will be followed by rigorous specialisation at the graduate and doctoral levels.

- f) Curriculum, classroom processes, culture and practises of institutions, will together enable development and growth of conceptual understanding (i.e. avoid rote learning), critical thinking, human and constitutional values, and life capacities and skills (e.g. resilience, ability to work in groups, communication) across all stages of education.
- g) Both the curriculum and the culture of institutions will be responsive to the local context and its needs. Diversity and context would be used as resources for better education.
- h) Online/digital education shall be integrated with the curriculum and with the process of curriculum transaction at all levels. All stakeholders shall be trained to deliver and receive online/digital education.
- i) Knowledge creation and its application is integral to the enterprise of education; thus, high quality research and research mindset will be core to our education system. Institutions will develop a culture of research.
- j) Equity and inclusion are foundational principles - every student will get the same high-quality education. To ensure equity and inclusion, the per student expenditure and investment for students from disadvantaged backgrounds will be proportionally more.
- k) Teachers are at the heart of good education - they must be valued and empowered through rigorous preparation, continuous professional development, positive working environment and enabling service conditions.
- l) The overall design of the system will be decentralized at every level - at the individual institution level and the block, the district and the State.
- m) Good education requires autonomy and empowerment - all education institutions will be fully empowered.
- n) Regulation will ensure financial probity, transparent disclosure, good governance, and public-spiritedness. There will be separation of functions - standard setting, funding, accreditation, and regulation will be conducted by independent bodies to eliminate conflicts of interest. The regulatory system will have multiple dimensions of checks and balances each working in tandem to ensure public-spirited high-quality institutions.
- o) Resource efficiencies will be targeted without any compromise on equity and quality. Administrative and structural reforms to enable higher impact of every rupee spent will be designed-in, while being fully consonant with fundamental educational and normative principles.
- p) Education is a public service and public-good, not a commercial activity or a source of profit. Public education will be adequately funded and fully supported.



Chapter 1

Early Childhood Care and Education:
The Foundation of Learning

1.1. OVERALL TARGET

Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. On completion of education prior to the age of 5 in Anganwadis/pre-schools, every child shall move to a “Preparatory Class”, leading to improved student learning outcomes and reduced drop outs. Anganwadi Systems will be strengthened ensuring holistic development of a child’s social, emotional, cognitive and physical needs.

1.2. BACKGROUND

Early Childhood Care and Education (ECCE) is an integrated program of nutrition, health and pre- primary education for children 3 to 6 years of age. According to UNICEF, early childhood care and education (ECCE) aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being. Evidence from neuroscience shows that over 85% of a child’s cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in a child’s early years for healthy brain development and growth. It is therefore of utmost importance that every child has access to quality early childhood care and education (ECCE).

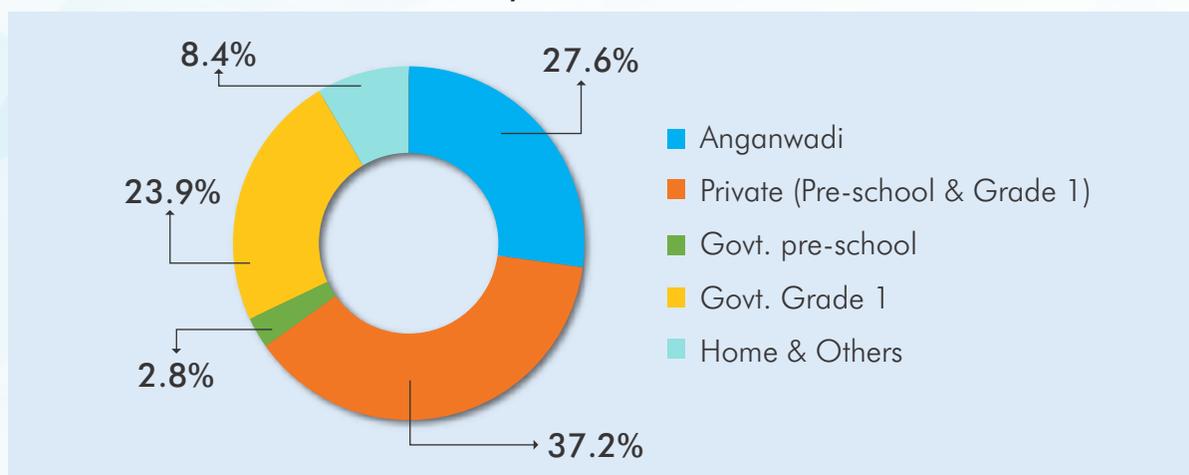
Thus, investment in ECCE has the potential to give access to all young children to participate and flourish in the educational system throughout their lives. There are various research studies that have found the positive impact of ECCE on later year life outcomes.

- James Heckman’s 20-year study of children in Jamaica showed that ECCE interventions increased their future earnings by 25%¹
- The Heckman Equation says that every dollar spent on ECCE yields a return on investment of 13% per annum.

However, currently a large proportion of children do not receive quality ECCE, particularly those from economically disadvantaged families. Pre-schooling is one of six services delivered through the Anganwadi system, but only slightly more than a quarter of children (~27%) in the 5-6 age cohort were in Anganwadis in rural India. Most of the children move out of the Anganwadi system to either attend private kindergartens and nursery schools (unregulated and emphasizing almost completely on rote learning), or enter school directly in Grade 1, unready and unprepared to face the rigours of formal schooling. In India, at least 21 States have starting age of 5 years in Grade 1, which adds to the complexity. Therefore, this lack of a developmentally appropriate pre-primary education leads to poor school readiness, which gradually balloons into a learning crisis at a national level.

¹For more details, see <https://heckmanequation.org/resource/research-summary-the-jamaican-study/>

Distribution of 5-6-year olds across different model²



Separately the following States/UTs allow the age 5 children to enter Class 1

States/ UTs which allow entry in Class 1 (of age 5 children)		
1. Andhra Pradesh	8. Madhya Pradesh	15. Andaman and Nicobar
2. Goa	9. Maharashtra	16. Chandigarh
3. Gujarat	10. Manipur	17. Dadra and Nagar Haveli
4. Himachal Pradesh	11. Odisha	18. Daman and Diu
5. Jammu & Kashmir	12. Rajasthan	19. Delhi
6. Karnataka	13. Tamil Nadu	20. Lakshadweep
7. Kerala	14. Uttar Pradesh	21. Puducherry

Table 1: Present Scenario

Total number of Government and aided schools	11,68,370
Total Govt. and aided Schools with Primary sections	9,34,187
Total Primary Govt. and aided schools with pre-primary sections	1,94,772
Total number of Govt. and aided primary schools/sections with co-located Anganwadis	2,68,703
Total No. of Schools to be covered for preparatory class (Schools excluded having already pre-primary sections or co-located Anganwadis)	4,70,712
Pre-primary Govt. teachers available	1,01,470
Pre-Primary Govt. Aided teachers available	22,921
Total no. of children enrolled in the attached Govt. and aided pre-primary section with primary section/schools	28,45,054

Source: UDISE+ 2018-19 (Provisional) *Pre Primary Teachers data is for year 2017-18

²As per NGO Pratham's ASER Report | ³Based on State's admission policies

A study conducted (CECED and ASER Centre) also validated that most of the children due to enter grade 1 show low levels of school readiness, resulting in poor learning outcomes. More specifically, school readiness competencies have seen to have strongly influenced a child's early grade outcomes (refer to table below). The India Early Childhood Education Impact Study (CECED and ASER Centre) has also shown that a students' early primary grade outcomes (literacy and math) improved significantly as a result of quality ECCE. Hence, there is an urgent need to focus on early childhood care and education.

TABLE 2: Lack of School Readiness Competencies to Access Learning in Grade 1⁴

Pre-Literacy and Language Concepts	
Children were asked to identify the beginning sound of words and to match the two words with the same beginning sound	Only 10.7% could identify all sounds and pictures beginning with same
Cognitive and Conceptual Concepts	
Children were asked to repeat and complete a pictorial pattern	Only 17.5% could complete patterns
Pre-Math and Number Concepts	
Children were asked to point to a number (among 9, 3, 7, 8) that was less than the number 5	Only 29.5% could accurately do number comparison

1.3. NEP RECOMMENDATIONS

- Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in early years (in order to ensure healthy brain development and growth). Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. **(NEP Para 1.1)**
- ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics,

⁴Source: 1. IECEI Study tracked 13K students across 3 States (Assam, Telangana and Rajasthan)

personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy. **(NEP Para 1.2)**

- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions. **(NEP Para 1.3)**
- The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE. **(NEP Para 1.4)**
- For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa. **(NEP Para 1.5)**
- It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor

abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools. **(NEP Para 1.6)**

- To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD). **(NEP Para 1.7)**
- ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar to that detailed above. **(NEP Para 1.8)**
- The responsibility for ECCE curriculum and pedagogy will lie with MOE to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education. **(NEP Para 1.9)**

1.4 IMPLEMENTATION PLAN

To achieve universalization of quality early childhood development, care and education (ECCE), there is an urgent need to strengthen the existing Anganwadi systems and introducing 1 year of preparatory class in primary schools for all children

across India in a phased manner. Following are the key activities required to implement a holistic ECCE program.

1.4.1. National Curriculum Framework (NCF) for ECCE (ref para 1.1 to 1.4)

1.4.1.1 NCFECCE and modalities (ref para 1.3 and 1.4 of NEP):

- **Task 1: NCERT will undertake** development of an activity-based multifaceted National Curriculum and pedagogical Framework for ECCE including indigenous toys and games, puppetry, art, stories, indigenous poetry/songs, physical, motor and cognitive development. This will comprise:
 - **Sub-framework-1/guidelines for 0-3-years:** in consultation with the MHFW and MWCD; Toy based pedagogy may be incorporated appropriately at relevant places. **(Timeline: 2022-23)**
 - **Sub-framework-2 for 3-8 year (Foundational Stage):** based on latest research, International/National best Practises. **(Timeline: 2022-23)**
 - Sub-framework-2 will also consist of a framework for the one-year preparatory class for 5-6-year olds.
 - Sub-framework-2 will become the basis for implementation of the National Mission for Foundational Literacy and Numeracy
 - These two sub-frameworks must in addition also come out with a detailed mapping of indigenous toys that can be used at every stage of growth for developing cognitive and psychomotor skills, learning skills (such as, critical thinking, creativity, problem-solving, etc.) ethics and values, life skills (such as environmental awareness, courage, hygiene, communication, etc.), etc. The toy-based pedagogy should henceforth become an important aspect of experiential learning from early stages right up to primary level.
 - Para 4.11 of NEP states – “All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.” The NCFECCE will bring more clarity to this issue by detailing how the language spoken by the child or **L1** can be used by teacher in the oral domain as the link language to help the child establish a link with the local/regional language which is the medium of instruction. It will also suggest for remote areas, where local/regional language have not

reached, how the medium of instruction and the language of instruction by teacher can be the same, that is, the language spoken by the child.

- **Task 2:** SCERT to develop SCFECCE with local contextualization. The local contextualization will include mapping of indigenous toys and indigenous games, puppetry, art, stories, poetry/songs, etc. in the ECCE curriculum and mechanisms for bridging the gaps that exist between the language spoken by the child and the medium of teaching. **(Timeline: 2022-24)**
- **Task 3:** NCERT will prepare model playbooks and other TLM for the Foundational stage which includes pedagogy, curriculum and classroom material, teacher training, monitoring and field support, assessments; learning outcomes will be defined for the Foundational stage **(Timeline: 2022-24)**
- **Task 4:** The model TLM of NCERT can be adopted/adapted by states/UTs by adding local flavour or states/UTs can prepare afresh based on the curricular framework. States and UTs need to develop this locally contextualised teaching learning materials in local languages/dialects spoken by the children of that region, with the help of SCERTs and DIETs. **(Timeline: 2022-24).**

1.4.1.2 Integrating UDISE+ for data collection & assessment (ref para 1.4 of NEP):

- Task 5: Data Capture Format (DCF) will be developed for integrating ECCE in UDISE+ portal as an immediate priority. **(Timeline: 2021-22).**
- Task 6: Data related to implementation of ECCE will be collected from States and UTs in 2021. MOE will issue detailed letter to States in this regard. **(Timeline: 2021-23).**
- Data to be collected shall include among others:
 - a) No of AW Centres
 - b) No. of AW Workers
 - c) Location of AW Centers – standalone or co-located
 - d) Primary schools near AWCs that are standalone - distance
 - e) Schools with pre-primary section – public and private
 - f) Teachers in pre-primary section
 - g) Teachers in primary section
 - h) Nearby Secondary Public School
 - i) Demographic profile of districts
 - j) Status of URG
 - k) Qualifications of AWWs
 - l) Enrolment of children
 - m) Status of 5-year olds – whether in Anganwadis/pre-primary or class 1
 - n) Status of children with disabilities, etc.

- **Task 7:** After data collection, data analysis shall be undertaken by the States/UTs to identify gaps in access to ECCE and resource requirements, both in Anganwadi systems and in Primary schools for introducing 1 year of preparatory class. **(Timeline: 2021-23).**
- Universal access to high-quality ECCE and education shall be undertaken in a phased manner through four modalities as mentioned here on:
 - Stand-alone Anganwadis
 - Co-location of Anganwadis with primary schools
 - Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools
 - Stand-alone pre-schools
- Of these, the modalities related to Anganwadis will be undertaken by the MWCD, while the pre-schools will be undertaken by the DoSEL.
- States/UTs will make efforts to prevent duplication of access. For example, where there is a co-located Anganwadi in a Primary school, the same will be strengthened by concerned department, rather than opening a pre-primary section in the same school.
- **Task 8:** Meanwhile, from academic year 2021-22 itself, States/UTs shall undertake rationalisation of existing resources to initiate 1 year of preparatory class immediately in those areas where classrooms and other resources are available. **(Timeline: 2021-23).**
- **Task 9: Development of Position Paper on ECCE:** Based on the above data and information, a position paper will be developed by NCERT and SCERTs to highlight the present status, issues, challenges and enablers of ECCE in India **(Timeline: 2022-23).**

1.4.1.3 Strengthening of Anganwadis and implementation of ECCE (reference para 1.5):

- **Task 10:** For universal access to ECCE, Anganwadi Centres will be strengthened by the Ministry of Women and Child Development with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. **(Timeline: to be decided by MWCD).**
- **Task 11:** All Anganwadi Centres and pre-primary schools will be linked by States/UTs, if not physically then formally/pedagogically, to a primary school in the area, as the lowest rung in the School Complex. States/UTs to prepare guidelines for integration of Anganwadis into school complexes/clusters, in which participation of Anganwadi children, parents, and teachers in

school/school complex programmes and vice versa will be elaborated. **(Timeline: 2021-22 onwards).**

- **Task 12:** Community sensitization and parental advocacy is crucial in ECCE. Community mobilisation, awareness generation will be taken up in a targeted manner by States/UTs to enhance the community and parental involvement. **(Timeline: From 2021-22)**

1.4.1.4 Infrastructure Facilities in primary schools/pre-primary section (ref para 1.5):

The focus of ECCE will be on activity/play based learning. Therefore, the infrastructure is required to be designed appropriately to promote this approach while ensuring the safety of young children.

- **Task 13:** Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes. Infrastructure will be developed including **BALA** (Building as Learning Aids) features, child friendly furniture, out-door play materials (such as see-saw, slides) and other required Infrastructure such as Dari/Mattress/ Pillows/ Storage etc. **(Timeline: 2021-22 onwards).**

1.4.1.5 Roll-out of ECCE and preparatory Class/Balavatika (ref para 1.6):

- Universalizing ECCE in the country to be done in a phased manner keeping in mind the additional financial resources (additional teachers, mid-day meal and infrastructure) required for roll-out.
- **Task 14: A long-term perspective plan for next 10 years including a roadmap and guidelines** will be prepared by States/UTs in collaboration with State Departments of WCD for 3 years of ECCE including at least one year of preparatory class in Anganwadis/schools. In pre-schools it will also include school selection criteria (e.g., no. of primary students, number of teachers present within a district, large consolidated high enrolment schools etc.), staffing models that can be followed to allocate dedicated teachers for preparatory class. e.g. redeployment/teacher rationalization. **(Timeline: 2022-23).**
- Following activities may be undertaken for this purpose:
 - **Task 15:** In the initial phase, the preparatory class/Balavatika will be introduced in all pre/primary/elementary schools by states/UTs where support under Samagra Shiksha has already been given for pre-primary classes. Similarly, Departments of WCD in states/UTs, under guidance of MWCD, can introduce preparatory class/Balavatika in all Anganwadis with a qualified AWW. Co-location of Anganwadi in primary schools will be encouraged so that optimum sharing of human resource/infrastructure is ensured. **(Timeline: 2022-2025).**

- **Task 16:** In the next phase, from 2025 onwards, the rest of the pre/primary/elementary schools will be covered. State/UT DWCD will also take up the coverage of rest of AWs under the guidance of MWCD. **(Timeline: from 2025-30).**
- ECCE framework as developed by NCERT will be followed by pre/primary/elementary schools and Anganwadis.

1.4.1.6 Nutritious Food and Health for Children (ref para 1.6):

- **Mid-Day Meal:** Universal access to ECCE by 2030 will be ensured by emphasising on health, nutrition and growth monitoring services for children aged 3-6 years as required. Special emphasis to be given to the socio-economically disadvantaged districts. Nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system.
- **Task 17:** The mid-day meal programme to be extended to the Preparatory Class/pre-primary section in primary schools along with other primary school children. Guidelines in this regard will be framed by MOE in consultation with relevant stakeholders and States. States/UTs will initiate implementation on the basis of these guidelines. **(Timeline: 2021-22)**
- **Task 18: Monitoring of Health status of Children:** Periodic health check-up and growth of the children (height, weight, etc.) will be tracked. Health check-ups and growth monitoring available in Anganwadi system shall also be made available to Preparatory class students of Anganwadi as well as of primary schools. Guidelines will be reviewed and finalised by the MOE and MWCD in consultation with MoHFW and Ministry of Sports, Youth and Culture, under the oversight of the Joint Task Force, and adapted as needed by States/UTs within one year. **(Timeline: 2021-22).**

1.4.1.7 Training of ECCE teachers and Anganwadi workers (ref para 1.7):

- **Task 19:** SCERTs will consult experts to design a six-month online certificate programme for Anganwadi workers with qualifications of 10+2 and above, and a one-year online Diploma Programme in ECCE with qualifications below 10+2. The course will ensure curricular literacy and skills related to NCFECCE are an integral part of the programme. **(Timeline: 2021-23).**
- **Task 20:** 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 whichever is applicable. **(Timeline: 2021-23).**
- For Anganwadi workers with lower educational qualifications than 10+2, the Joint Task Force will take a view regarding additional relevant skilling after stakeholder consultation.

- **Task 21:** The states/UTs to train master trainers through SCERTs and monitor and mentor the acquisition of ECCE qualifications of AWWs through digital/distance modes and/or using DTH channels as well as smartphones so as to ensure minimal disruption to work. **(Timeline: 2021-23).**
- **Task 22:** Once trained in ECCE, the Anganwadi workers/teachers will be provided periodic in-service trainings through their respective departments. Therefore, necessary facilities will be created by the SCERTs for the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD), and relevant arrangements will be made in this regard by State/UT DWCD also. For this, capacity of CRCs, BRCs, and DIETs to support implementation of ECCE and build capacity of personnel will be strengthened in parallel by the SCERTs. They will also hold at least one monthly contact class for continuous assessment. **(Timeline: 2022-30).**
- **Task 23:** In the longer term, State Governments will have to prepare cadres of professionally qualified educators for Early Childhood Care and Education in primary schools, through stage-specific professional training, mentoring mechanisms, and career mapping. This will be carefully planned as a part of Task 14 above. **(Timeline: In phases from 2022-30)**

1.4.1.8 Implementation of ECCE in Ashramshalas (ref para 1.8):

- **Task 24:** To introduce ECCE in Ashramshalas, Ministry of Tribal Affairs will prepare the plan for implementation in consultation with Joint Task Force **(Timeline: 2022-24).**
- Task 25: Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas to be undertaken by SCERTs. **(Timeline: 2022-24)**

1.4.1.9 Creation of a Joint Task Force/JTF (ref para 1.9)

- **Task 26:** The Joint Task Force will be constituted by the MOE to develop a detailed implementation plan, and to give continuous guidance for smooth integration of early childhood education with the school education system. **(Timeline: 2020-21)**
- This JTF would include members from Ministries of Education (including NCERT, NIOS, KVS, CBSE), Women and Child Development (WCD), Health and Family Welfare (HFW) and Tribal Affairs. Skill Ministry, MoRD and MoSYCA shall also be invited to be a part of the JTF.

1.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 1	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using 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.	NCERT	2022-23
Task 2	SCERT to develop SCFECCE with local contextualization. The local contextualization will include mapping of indigenous toys and indigenous games, puppetry, art, stories, poetry/songs, etc. in the ECCE curriculum and mechanisms for bridging the gaps that exist between the language spoken by the child and the medium of teaching.	SCERT	2022-24
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.	NCERT	2022-24 2021-22
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
Task 5	Data Capture Format (DCF) will be developed for integrating ECCE in UDISE+ portal	MOE	2021-22
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	2021-23
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	States/UTs	2021-23

Task number	Task	Responsibility	Timeline
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	States/UTs	2021-23
Task 9	Position paper will be developed by NCERT and SCERTs to highlight the present status, issues, challenges and enablers of ECCE in India	NCERT, SCERT	2022-23
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
Task 11	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters	States/UTs through their Departments of WCD	2021-22 onwards
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
Task 13	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes	States/UTs	2021-22 onwards
Task 14	A long-term perspective plan for next 10 years on ECCE will be developed	MWCD, States/UTs	2022-23
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.	States/UTs, MOE, MWCD	2022-25
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	States/UTs, MWCD	2025-30
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

Task number	Task	Responsibility	Timeline
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.	MOE, MWCD, MoHFW and Sports Ministry/States/UTs	2021-22
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
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
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
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
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
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
Task 25	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	SCERT	2022-24
Task 26	The Joint Task Force will be constituted by the MOE for smooth integration of early childhood education with the school education system.	MOE	2020-21

1.6 ESTIMATED LONG-TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • 100% States/UTs to develop SCFECCE as per local context • 100% SCERTs to develop TLM for Foundational stage • All states to implement ECCE as per NEP 	<ul style="list-style-type: none"> • Review of position paper and framework for introducing changes in NCFECCE as per latest developments
<ul style="list-style-type: none"> • 50% AWs and pre-primary integrated and strengthened as per para 1.5 of NEP 	<ul style="list-style-type: none"> • 100% Strengthened/ Improved/expanded existing Infrastructure in Anganwadis/ Primary Schools
<ul style="list-style-type: none"> • 50% of the total government schools will have 1 year of preparatory class (States & UTs) • Implementation of long-term plan in all States and UTs (States & UTs) 	<ul style="list-style-type: none"> • Review of long-term perspective plan (MOE, MoWCD, States & UTs) • 100% of the total government schools will have 1 year of preparatory class. (States and UTs)
<ul style="list-style-type: none"> • Training of 100% AWWs completed (MWCD) 	<ul style="list-style-type: none"> • Availability of qualified ECCE teachers/ Anganwadi workers in pre-primary schools/sections/Anganwadis in 100% AWs/pre-primary schools
<ul style="list-style-type: none"> • MDM introduced in 100% pre-primary schools 	<ul style="list-style-type: none"> • MDM to all ECCE beneficiaries
<ul style="list-style-type: none"> • 50% of the total Ashramshalas will have 1 year of preparatory class with trained teachers (States & UTs) • Review of implementation in Ashramshalas (Ministry of Tribal Affairs MOE and MWCD) 	<ul style="list-style-type: none"> • 100% of the total Ashramshalas will have 1 year of preparatory class with trained teachers (States & UTs)
<ul style="list-style-type: none"> • ECCE Implementation Plan in force by all states/UTs (MWCD, MHFW, Tribal, MOE, States & UTs) 	<ul style="list-style-type: none"> • Review of long-term implementation plan (MWCD, MHFW, Tribal, and MOE)



Chapter 2

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

2.1 OVERALL TARGET

To achieve universal foundational literacy and numeracy in primary school by 2025

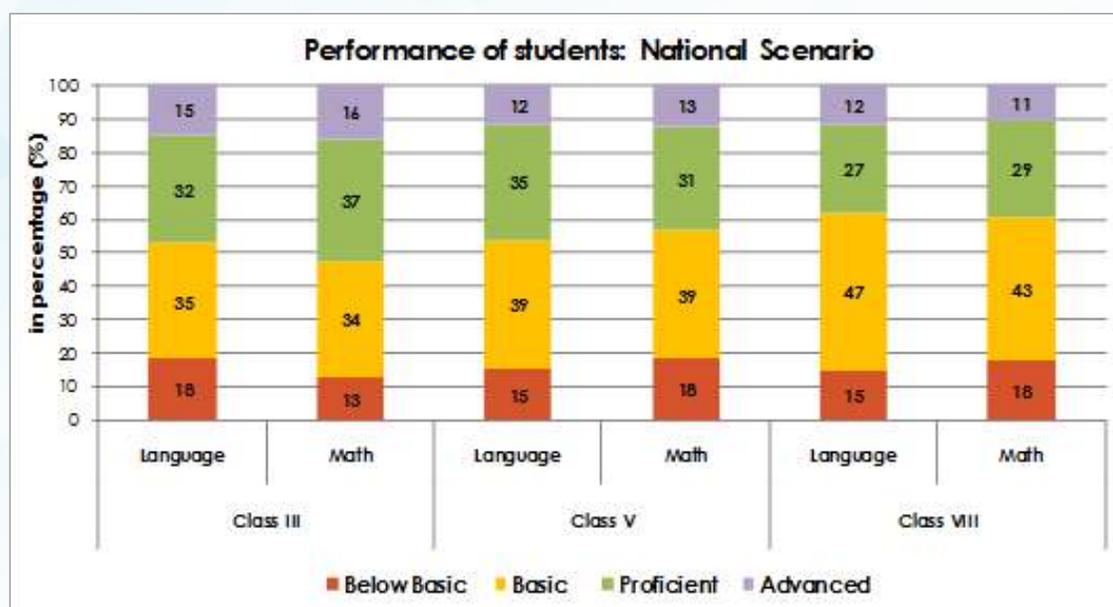
2.2 BACKGROUND

The ability to read and write, and to perform basic operations with numbers, is a necessary foundation and indispensable prerequisite for all future school and lifelong learning. Numerous studies in the current educational system show that, once students fall behind on foundational literacy and numeracy, they tend to maintain flat learning curves for years, perpetually unable to catch up. So many capable students have found themselves in this unfortunate black hole, unable to emerge. For many students, this has become a major reason for not attending school, or for dropping out altogether. At the same time, teachers have explained the extreme difficulty they currently face - due to the sheer size of the problem today - in covering the mandated curriculum while also simultaneously paying attention to the large numbers of students who have fallen vastly (often several years) behind. Attaining foundational literacy and numeracy for all children must become an immediate national mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning.

In the last two decades, we have reached near universal access to schooling. However, learning levels have remained consistently low. Research suggests that most of the foundational skills are acquired in grades 1 and 2, where children 'learn to read'. Grade 3 is the inflection point where children are expected to 'read to learn' and this is where children who have not made it essentially get left behind and maintain flat learning trajectories. Research shows that foundational learning forms the cornerstone to successful academic development in later grades (Duncan et. al, 2007) and is considered to be the gateway to learning (World Bank 2019). Moreover, there are several associated long-term benefits from investing in foundational learning, such as better life outcomes (Graham and Kelly, 2018) and higher economic growth. This makes it essential to take necessary steps to address this crisis on an urgent basis.

The National Achievement Survey, 2017 conducted for classes III, V, and VIII by NCERT highlights the problem of low learning levels which declines as the child progresses in schools as shown in the given graph:

⁵Muralidharan and Zieleniak, 2013



As can be seen from the above graph that almost 13 to 18% students from Class III, V and VIII are below basic learning levels, and only 39 to 53% have achieved proficiency. This situation requires urgent and focused attention to ensure that the students are able to achieve desired learning competencies at each grade.

The National Education Policy 2020 highlights that India could lose a large proportion of the 5 crore or more students from the learning system to illiteracy if foundational literacy (and numeracy) is not achieved, and goes on to state that the universal acquisition of foundational literacy (and numeracy) for all children must receive urgent national attention.

2.3 NEP RECOMMENDATIONS

- The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals. **(NEP Para 2.1)**
- Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this

most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry Of Education (MOE) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same. **(NEP Para 2.2)**

- First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy. **(NEP Para 2.3)**
- On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning. Specific hours daily - and regular events over the year-on activities involving these subjects will be dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy. **(NEP Para 2.4)**
- Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs. **(NEP Para 2.5)**
- A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented. **(NEP Para 2.6)**
- Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring

can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission. Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy. **(NEP Para 2.7)**

- Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology-assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. **(NEP Para 2.8)**
- Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same. **(NEP Para 2.9)**

2.4 IMPLEMENTATION PLAN

2.4.1 Launch a National Mission for Foundational Literacy and Numeracy (Ref para 2.2)

- **Task 27: MOE to establish and launch a National Mission in 2021-22 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs. (Timeline: 2021-22)**

Key elements of the mission will be as follows:

- Governance Structure and Mission Objectives

- A governance structure will be outlined for both, centre and states
- The Mission document outlining the vision and objectives, with clear and measurable metrics (e.g. indicators of success) for each class and level will be prepared
- A roadmap for States to implement the mission will be released
- Ensure adequate funding for States/UTs under Samagra Shiksha for FLN
- Creation of Technical Support Unit (TSU) and a National Resource Group (NRG) for FLN within the Mission to:
 - Provide technical and advisory assistance to States and UTs
 - Share guidelines and tools with States and UTs
 - Codify best practices from India and across the world
 - Create public goods

(i) **Strategic Planning for FLN Mission: National Level - (Timeline: 2021-22):**

- **Task 28:** The Mission will be responsible for setting national and state-level targets till 2025-26, independently measuring progress against them, providing funding to States under Samagra Shiksha, and providing technical and advisory support to the States and UTs, including creation of public goods and resources. The Ministry will accordingly prepare and develop a detailed framework for implementation of the FLN Mission.
- States would be responsible for creating multi-year Action plans to achieve their respective FLN targets by 2025-26, and identifying and working with appropriate partners (NGOs and others) for achieving foundational literacy and numeracy in grade 3 by 2025.
- **The Strategic planning will include the following broad focus areas for the mission.**



- The programme will be implemented in a mission mode, will be outcome-oriented, where each outcome will be measurable, and it will serve the goal of attaining foundational literacy and numeracy for all children by Grade 3.
- The Department of School Education and Literacy, Ministry of Education will be the implementing agency at the national level.
- A National road map will be prepared by the National FL&N Mission, and States/UTs in turn will develop their yearly action plans covering the following aspects:
 - (ii) **Goal Setting (Time line: 2021-22)**
 - **Task 29:** National Mission will declare in 2021-22 the overall national target with year wise outcomes to be achieved by the year 2025-26 by each State/UT; tools for measurement of yearly progress will also be disseminated in the form of guidelines.
 - Among the major goals to be achieved, the following shall be prominent;
 - Trained teachers/heads of Schools/Principals/education administrators
 - TLM in all languages, including mother tongue/home languages
 - Defined and coded/measurable Learning Outcomes (based on NCERT Learning Outcomes)
 - Learning Outcomes mapped to curriculum.
 - Preparation of stage-wise and subject-wise learning matrix of simple measurable learning outcomes, which can be used by teachers to benchmark levels of achievement by each child.
 - National Achievement Surveys and State Achievement Surveys to be held in alternate years (NAS in 2021 to 2027; SAS in 2022, 2024 and 2026)
 - Identification of life skills to be acquired at each stage, and its integration with learning matrix and classroom transactions through innovative teaching learning processes.
 - Holistic Progress Cards consisting of teacher, parent, self and peer review.
 - (iii) **Pedagogical Aspects and Curriculum: (Time line: 2022-23)**
 - **Task 30:** A Curriculum Framework focusing on FL&N with learner-centric pedagogy will be developed by NCERT as a part of the NCF for ECCE and NCF for School education, for Pre-school to Grade 3, which will include curriculum and classroom materials, teacher training, and desired learning outcomes.
 - Children will also be encouraged to read different books and print material which are not part of their regular syllabus and keep a record of the same, this will help in promoting regular reading habit among the children.

- **Some of the focus areas are given below:**
 - Curriculum to focus on joyful and experiential learning.
 - Combine content in each subject into inter-related portions, Prepare Lesson Plans keeping in view learning with real-life situations for the student to be able to attain competency in a given area.
 - Experiential learning (integrating art, sport, ICT, story-telling, etc.) where students are self-directed learners
 - Pedagogy must include focus on 21st century learning skills: Critical thinking, Communication, Collaboration and creativity. (States/UTs may like to refer to http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf)
 - Teacher Manuals, online resources to be prepared for teachers from ECE to grade 5.
- (iv) **Capacity building: (Time line: 2021 -22 onwards)**
 - **Task 31:** Extensive capacity building of teachers will be undertaken by states/UTs to implement Foundational Literacy and Numeracy in mission mode. The capacity building will aim to shift focus from a teacher-led process to learner-led, activity and experience-based learning process, where the learning of concepts and topics is considered complete only if the learner is able to demonstrate its application to solve problems in real-life situations.
 - Partnerships with experts will be encouraged for capacity building and with experts and Civil Society organisations for development of resources.
 - There will be an emphasis on strengthening the capacities of implementing agencies for capacity building, that is, SCERT, DIETs, BRC, CRC, etc., to roll out the programme in a time-bound manner and to measure collective outcomes.
 - Some of the focus areas under this head will include:
 - Head teachers to take the lead as Pedagogical leaders, aside from being administrative Head of school. (States/UTs may like to refer to http://cbseacademic.nic.in/web_material/Manuals/Principals_Handbook.pdf)
 - Teachers to be trained specifically on pedagogical techniques required for teaching foundational skills to students. Teachers shall be empowered to develop their own innovative teaching aids and tools with local resources for making their classroom transactions engaging and joyful. (States/UTs may like to refer to http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf, and http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf)

- Advanced and blended training course will be designed to enhance the capacities of teachers.
 - Schools to focus on building specific capacity of teachers for preparing Lesson Plans.
- (v) **Teaching Learning Materials and Classroom Practices:**
(Time line: 2021-23)
- **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.
 - **Task 33:** At State level, SCERT will develop extensive online teacher training modules and other resources for teachers in local language.
 - **Task 34:** Aside from core learning material, (that is, textbooks aligned to learning outcomes), NCERT and SCERT to develop highly engaging, joyful and innovative additional learning resources for grades 1 to 5. For example, for languages, additional material could include, jokes and proverbs, short stories and anecdotes, cartoons and caricatures, even simple newspaper articles, television programmes and films, online resources, podcasts, rap songs, concepts set to music, etc. as long as they are designed for instructional purposes.
 - To achieve the FLN goals, classroom transactions shall include:
 - All defined Learning Outcomes that are to be achieved by the class in all subjects – should be exhibited in the class through charts / posters.
 - Inclusion is the key to imparting several Life Skills; it shall be the responsibility of the Teacher to ensure it.
 - Several activity-based teaching learning exercises.
 - Teaching and learning should be such that it is linked to the daily life situations of the children and their environment/area/art and culture/language/ethnicity/gender/inclusion/diversity, etc. that they are from
 - Teaching and learning should not only focus on the child acquiring knowledge, but also on the child acquiring life skills, learning skills, values, etc.
 - Toys, Games, Sports, Puzzles, Quizzes, Worksheets/workbooks, Story books etc. to be used extensively.
 - School/public libraries/digital libraries/toy libraries will be made integral part of teaching learning process and will be made available after school hours also to the students.

- Every child from class 1 onwards should be able to read given age-appropriate text (both, known and unknown).
 - Children should be encouraged to read the written word, wherever it is available, school name board, bus stand name and number, advertisements, hoardings, wall slogans, writings on packaged goods, newspapers, TV programmes, etc.
- (vi) **Learning Assessments:**
- The prime objective of assessment is to decipher the learning needs of children to allow them to build on their strengths, and support them to overcome the gaps in learning, if any. Assessment needs to be multiple-evidence based which requires tapping different sources to collect information using a range of activities that the child participates in, both inside and outside the classroom, on different aspects of learning, i.e. knowledge, performance, skills, interests, attitude and motivation.
 - Although independent third-party periodic assessment (NAS and SAS) will be carried out to find unbiased gaps in learning of the students, school based assessments (SBA) will form an integral part of the teaching learning environment and it will be embedded in the teaching learning process so as to ensure a non-threatening, stress free, participatory conducive learning environment in the school.
 - **Task 35:** Assessment of progress and achievements by students in FL&N, schools and states/UTs will be at the following levels:
 - School based Assessments through Holistic Progress Cards
 - State level assessment through SAS
 - Third party assessments by State
 - National level surveys or NAS

For school-based assessment of FL&N, a student progress card will be designed by NCERT (for CBSE schools) and SCERTs which would be holistic, 360-degree, multidimensional report of progress, that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains as well as in acquiring of life and learning skills, and values. This progress report will be based on self, peer, teacher and parent assessment of various skills and competencies acquired by the child.
(Time line: 2021-22)

- **Task 36:** NCERT and SCERTs will continuously develop item banks for classes 1 to 5, that are related to the measurement or achievement of each learning outcomes, including standardised criterion referenced tests (at least 500 items per grade, per subject). These should be administered by the school teachers to

the children at a pre-defined periodicity in a non-threatening environment.
(Time line: 2021-22 onwards)

(vii) Stakeholders engagement and IEC (Information, Education and Communication) Materials (Time line: 2021-22 onwards):

- **Task 37:** For generating greater awareness amongst the community and to garner their support, IEC material such as infographics, school to parent communication material, state/UT to teachers/schools communication material, etc., will be designed in simple formats in regional languages by states/UTs and disseminated as letters, WhatsApp and social media messages, Radio and TV talks, etc.
- Social Media platforms will be utilised as an important tool to create awareness among all stakeholders.
- The objectives behind this awareness programme include:
 - States/UTs/SCERTs/DIETs/Students/Parents/PTAs/SMCs/PRI/ets. to be clear on the level of desired proficiency at each grade for students to achieve.
 - Schools, School Heads and Teachers to be clear about the Outcomes of Learning to be achieved through their classroom transactions in each of their grades/subjects, and the mechanisms for achieving it.
 - Periodic feedback from self/peers/parents through questionnaires to gauge the level of parental involvement in their child's progress and to indicate the areas that require more focus.

(viii) Robust IT system

A robust IT (Information Technology) system embedded with big data analytics will be an integral part of National Mission on Foundational Literacy and Numeracy. It will not only be a critical enabler but also an important tool to ensure the success of the mission.

- The design of the IT system will have three components as follows:
 - At national and state level - IT for enhancing capabilities of stakeholders i.e. teachers, students, educational administrators, SMCs, Parents, Community etc.; and IT for monitoring state/UT progress
 - At state level going down to school level - IT as a monitoring tool to track the progress of each child subject wise, class wise, school wise, block wise, district wise and state wise, and
 - At school level - IT as a tool for assessment and child tracking for progress in achieving FLN through Holistic Progress Card.

- The existing digital platform such as DIKSHA will play an important role in enhancing the capacities at each level.
- **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. **(Time line: 2021-23)**
- **Task 39:** States/UTs will map and create database of each child enrolled in foundational grades in each school, for individual tracking of progress of each child in achieving grade level proficiency in learning outcomes; this will be linked to national IT platform. States/UTs will ensure allocating unique identity codes to each child to maintain anonymity while tracking at levels higher than school level. **(Time line: 2021-23)**
- **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. For ensuring that data is filled within time limit, the states/UTs will make specific systems to respond to the requirements of DoSEL. **(Time line: 2021-22)**

(ix) Enabling Processes

- Before launching the mission, every State and UT is required to ensure certain enabling processes/conditions at schools which may also require reforms in governance processes particularly related to a transparent, robust and preferably online system of teacher's recruitment and transfer.
- The critical enablers are as follows:
 - **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 to track the future progress. This will be conducted by NCERT and CBSE in collaboration with states/UTs. **(Time line: 2021-22)**
 - **Task 42:** Ensuring availability of adequate number of Teachers at the Foundational stages in each school at each grade from pre-primary to grade 5. For grades 1 to 3 in particular, and also for grades 4 and 5, states/UTs will have to make extra efforts to ensure that trained teachers are made available for carrying the mission forward. This will require a particular focus on rationalisation of teachers and their capacity building. **(Time line: 2021-23)**
 - **Task 43:** Ensuring delivery of text books and uniforms to students before the start of academic session. **(Time line: 2021-22)**
 - **Task 44:** States/UTs will identify on priority a pool of mentors to render academic support to teachers who will be delivering the FLN mission objectives. These mentors maybe identified from both public and private

schools, SCERTs, DIETs, CRCs, BRC, and Higher Education Institutions. (Reference Task 226) **(Time line: 2021-25)**

- **Task 45:** States/UTs will take up a concerted effort to map all requirements and ensure basic facilities at primary schools. Basic facilities will include – separate functional toilets for boys and girls, potable drinking water, ramps and rails, etc. for ensuring accessibility, hygienic and clean environs, safe school infrastructure and environment, spacious classrooms with requisite logistics, ICT tools, etc. (Time line: 2021-23)

2.4.2 Strategic Planning by States and UTs: Annual Implementation Plan (Timeline: 2021-22)

- **Task 46:** An Implementation Framework consisting of roadmaps and action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT. This will include the plan mentioned at task 41. On the basis of the long-term Implementation Framework of each State/UT, the Annual Implementation Plans will be prepared by state/UT. States may prepare a plan for various aspects including filling of vacancies, engaging of Counsellors and rationalising schools/school infrastructure/teachers/resources to achieve the targets in a phased manner. The main objective of the Annual Implementation Plan (AIP) is to provide a definite direction to attain the objectives of the mission in a time bound manner. (Time line: 2021-22)
- It will be also required to provide for monthly and quarterly monitoring of physical and financial progress during the course of the financial year vis-à-vis the planned activities.
- Achievements against the AIPs shall be the basis to incentivize States who perform well. The State AIPs should include detailed sections on the planning, implementation, and sustainability phases.
- The following information shall be required in the AIP:
 - States to contextualise National Mission and prepare state specific, stage-wise-targets-based Annual Action Plans by 2021. This will take into account gaps identified in the base line survey/NAS. The yearly targets developed by states/UTs (based on national target for 2025) will be measured by tools developed at central level.
 - For achieving these targets, prepare State-wise, District-wise, Category-wise (Govt, Aided, Private), Stage-wise (Primary, Middle, Secondary) Fact Sheets to identify critical areas for improvement. Identify the gaps, associated causal factors and formulate State specific strategies to achieve the specified goals by allocating resources and taking state-specific actions.

- A plan of activities with physical and financial estimates under each component of the mission for the financial year with agreed timelines.
- A summary of district level Plans is to be provided.
- Monthly/quarterly projected targets, so as to be able to monitor progress;
- Plans to ensure sustainability of the interventions made and risk mitigation;
- Details of plans for monitoring and evaluation to be carried out at the State level.
- Write-up/documentation of success stories, best practices, innovations introduced, new technologies used etc.
- States/UTs shall have to ensure augmenting the capacity of SCERTs, DIETs, principals, head teachers and teachers to enable them to provide academic support so that the AIP can be implemented and learning outcomes of students can be improved by 2025-26.

2.4.3 Teachers and Framework foundational literacy and numeracy (ref para 2.3 and 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 and UTs will fill teacher vacancy in a time bound manner; with qualified teachers including local teachers, who are qualified. **(Time line: 2021-23)**
- **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. Teachers in these areas will be mentored and supported for imparting foundational literacy and numeracy in primary schools through various mechanisms to be adopted by states/UTs. **(Time line: 2021-23)**
- **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. **(Time line: 2021-23)**

2.4.4 Develop a school preparation module (Ref para 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. **(Timeline 2021-22)**
- **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. **(Timeline 2021-23)**

- **Task 52:** States/UTs to ensure that these modules are ready before the start of new academic session in 2022. Therefore, States/UTs to ensure that this is implemented from 2022-23 academic session onwards in all schools. **(Timeline 2022-23)**

2.4.5 Repository of resources (Ref para 2.6):

- Extensive use of DIKSHA portal shall be integrated with the new Curriculum Framework by the states/UTs, by focusing on teaching-learning e-content in local language/s on FL&N with learner-centric, outcome-centric pedagogy.
- Access to technology will contribute to equity and will help standardize the learning levels of the nation. States/UTs to make efforts to bring use of technology to every primary school.
- **Task 53:** Learning Outcomes/Competencies have already been defined by NCERT for grades 1 to 10. For FLN learners, high quality content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi by NCERT (based on NCERT curriculum) along with standardized items, at least 500 per subject, per grade to measure each Learning Outcome of each subject of each grade to assess grade level of proficiency in each of these Literacies. SCERTs will develop the same content in local languages and context. **(Timeline 2021-23)**

2.4.6 Peer tutoring, community participation, books and libraries (Ref para 2.7):

- Peer tutoring will be encouraged as a voluntary and joyful activity under the supervision of trained teachers.
- Every literate member/trained volunteer of the society would be encouraged to teach at least one student/person.
- The Learning Enhancement Guidelines issued by the MOE in August, 2020 shall become the base for systematically introducing these activities.
- **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. **(Timeline 2022-25)**

2.4.7 Culture of reading and setting up digital libraries (Ref para 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. Setting- up of digital libraries will be given priority and book clubs will be promoted. **(Timeline 2022-25)**

- NBT with the help of other stakeholders will develop engaging and inspirational books (both physical and e-books) for students, including for disabled students, as additional resources at all levels, keeping in view the local language requirements.
- **Task 56:** A National Book Promotion policy will be developed by NCERT keeping in view the diversity of the country. 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/ KVS/JNV/ CTSA for promoting joyful reading amongst children. **(Timeline 2022-23 onwards)**

2.4.8 Develop measures to ensure nutrition and health of children (ref para 2.9)

- **Task 57:** Extension of the Mid-Day Meal facility to preparatory classes in primary schools and introducing breakfast from preparatory to elementary classes in primary schools will be first taken up by DoSEL through EFC, followed by CCEA note. Detailed guidelines in this regard will be issued by MOE. **(Timeline 2021-22)**
- **Task 58:** Since providing hot cooked breakfast will add to the administrative burden of teachers, states/UTs will be encouraged to provide a simple but nutritious breakfast in pre-primary sections of primary schools, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc. **(Timeline 2021-23)**
- **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 particularly for 100% immunisation in schools, fitness levels as laid down by Fit India Mission, general check of height/weight/eyesight/malnutrition/etc. and health cards will be prepared by the school (either in offline or preferably in online mode) to monitor the same. 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. **(Timeline 2021-23)**

2.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 27	MOE to launch a National Mission in 2021-22 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs	MOE	2021-22

Task number	Task	Responsibility	Timeline
Task 28	The Ministry will prepare and develop a detailed framework for implementation of the FLN Mission.	MOE	2021-22
Task 29	National FLN Mission will declare in 2021-22 the overall national target with year wise outcomes to be achieved by the year 2025-26.	MOE	2021-22
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	2022-23
Task 31	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode.	States/UTs	2021-22 onwards
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.	NCERT, CBSE, KVS	2021-22 onwards
Task 33	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language.	SCERT	2021-23
Task 34	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning material for grades 1 to 5.	NCERT, SCERT	2021-23
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.	NCERT, SCERT	2021-22
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).	NCERT, SCERT	2021-22 onwards
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

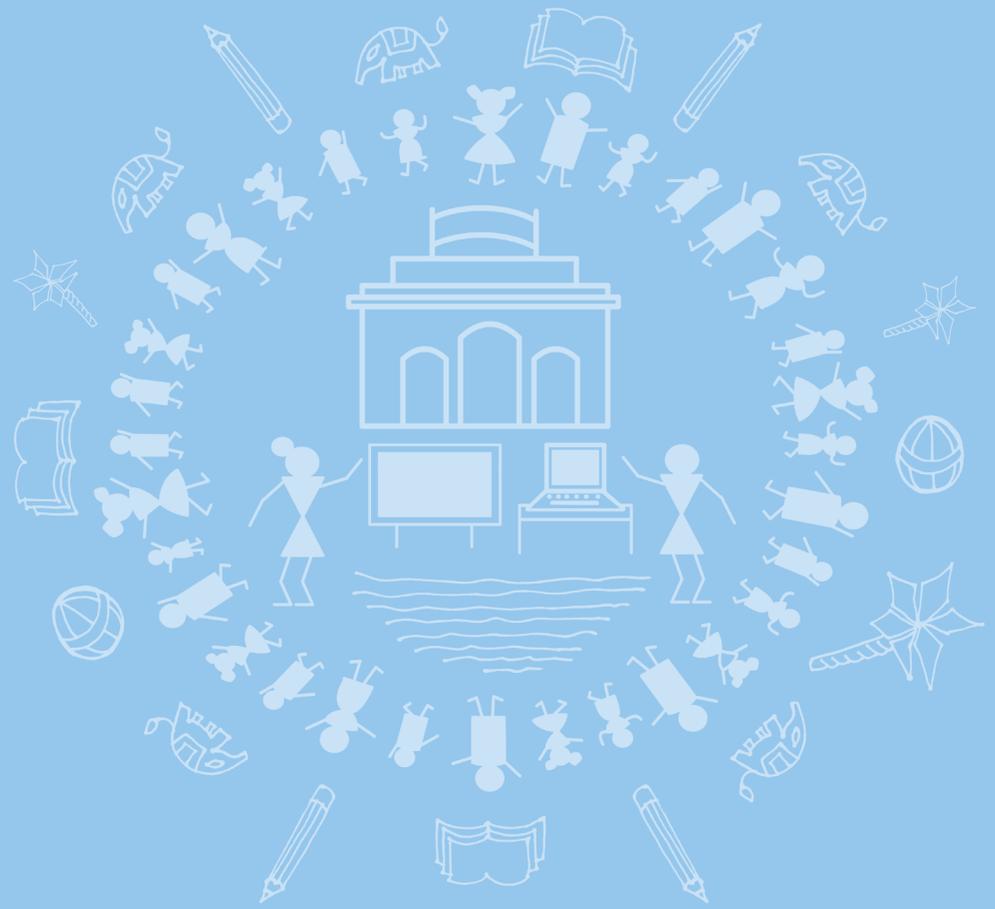
Task number	Task	Responsibility	Timeline
Task 37	IEC material such as infographics, school to parent communication material, state/UT to teachers/school communication material, etc. will be designed in simple and regional languages by states/UTs.	States/UTs	2021-22 onwards
Task 38	A National level IT 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
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
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.	States/UTs	2021-22 onwards
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.	NCERT, CBSE and States/UTs	2021-22
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.	States/UTs	2021-23
Task 43	Ensuring delivery of text books and uniforms to students before the start of academic session.	States/UTs	2021-22 onwards
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)	States/UTs	2021-25
Task 45	States/UTs will take up a concerted effort to map the requirements and ensure basic facilities at primary schools.	States/UTs	2021-23
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

Task number	Task	Responsibility	Timeline
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
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
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	NCTE	2021-23
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
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
Task 52	States/UTs to ensure implementation of 3 months module from 2022-23 academic session onwards in all schools	States/UTs	2022-23
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.	NCERT, SCERT	2021-23
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	States/UTs	2022-25

Task number	Task	Responsibility	Timeline
	grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/volunteers in school to help the FLN mission.		
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
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, CTSA	2022-23 onwards
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.	DoSEL	2021-22
Task 58	States/UTs to provide a simple but nutritious breakfast, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc.	States/UT s	2021-23
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).	States/UT s	2021-23
	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.	NCERT	

2.6 ESTIMATED LONG-TERM ACHIEVEMENTS

Achievement by 2026-27	Achievement by 2030
<ul style="list-style-type: none"> • Attainment of foundational literacy and numeracy at grade 3 (MOE, States & UTs) • Review of implementation status of FLN (MOE, States & UTs) 	<ul style="list-style-type: none"> • Continuity of FLN for all children of classes I to V (MOE, States & UTs)
<ul style="list-style-type: none"> • NAS 2023 to determine mid-term progress. (NCERT/National Assessment Centre PARAKH) 	<ul style="list-style-type: none"> • NAS 2025 to determine achievement of FLN in Grade 3. (NCERT/National Assessment Centre PARAKH)
	<ul style="list-style-type: none"> • PTR under 30:1 to be ensured at all levels of schools. • Efforts for having PTR under 25:1 in identified areas having SEDG students. (States & UTs)
<ul style="list-style-type: none"> • Review of implementation and revision of interventions if required. (NCERT & SCERTs) 	<ul style="list-style-type: none"> • All schools in India implement 3 months of School Preparation Module in Class 1
<ul style="list-style-type: none"> • High quality digital content and children books will be continued. • Development of National Book Promotion Policy (MOE) • Development of children books by NCERT and SCERT. • Setting up of digital libraries 	<ul style="list-style-type: none"> • Oral Reading Fluency at age and grade appropriate level is achieved by more than 90% learners in foundational stages
<ul style="list-style-type: none"> • Efforts will be made for 100% immunisation in schools (States/UTs) • Monitoring improvement in elementary students' health and nutrition status (States/UTs) 	<ul style="list-style-type: none"> • Breakfast, health check-ups and immunisation will be continued. • Review of impact of elementary students' health and nutrition status (MOE)





Chapter 3

Curtailling Dropout Rates and Ensuring Universal
Access to Education at All Levels

3.1 OVERALL TARGET

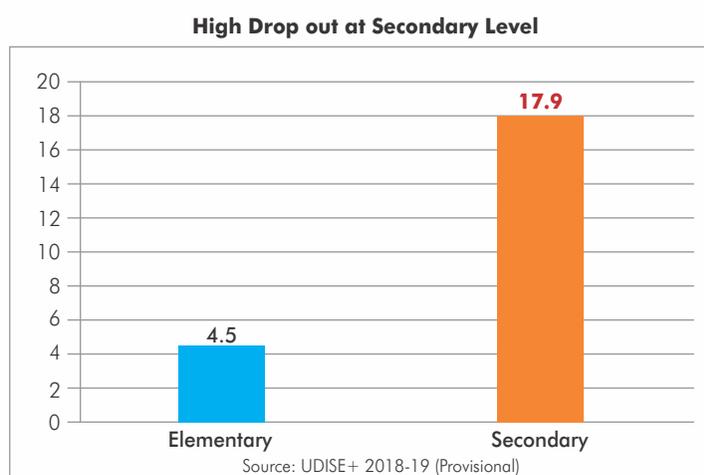
Ensuring universal access and afford opportunity to all children of the country to obtain quality holistic education including vocational education from pre-school to Grade 12.

3.2 BACKGROUND

Sarva Shiksha Abhiyan (SSA) has played an important role in achieving universal access for elementary education (Classes I to VIII). The large number of schools sanctioned under SSA, have resulted in significant increase in the number of primary & upper primary schools available in the neighbourhood for enrolment of children. Consequently, in 2019-20 the Gross Access ratio (GAR⁶) of **schooling facility at primary level is 97.27% habitations and 96.82% at upper primary level**, as per the neighbourhood norms. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched with the objective to enhance access to secondary education and to improve its quality has achieved **GAR at 91.49%, within a distance of 5 Km**

These schemes have now been subsumed under Samagra Shiksha which is an integrated scheme for school education covering all levels from pre-school to senior secondary. As per UDISE+ 2018-19 (provisional), the **Gross Enrolment Ratio (GER) is 96.1% at Elementary , 76.9% at Secondary and 50.1% at Senior Secondary. Similarly, the annual average dropout rate is 4.5% at elementary level and 17.9% in secondary level⁸.**

The number of OoSC has also declined steadily since 2001, when the Census (2001) estimated that 3.20 crore children of ages 6–14 years were out of school. As per the 75th round household survey by NSSO in 2017-18, the number of OoSC in the age group of 6 to 17 years is 3.22 crore.



⁶Based on AWP&B and appraisal report of Samagra Shiksha, Ministry of Education (MoE)

⁷GER at primary level is 101.2% and at upper primary is 87.7% as per UDISE+ 2018-19 (Provisional)

⁸UDISE+ 2018-19 (provisional)

3.3 NEP RECOMMENDATIONS

- One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of schoolchildren in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12. **(NEP Para 3.1)**
- There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education. **(NEP Para 3.2)**
- The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be

put in place. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

(NEP Para 3.3)

- Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful.

(NEP Para 3.4)

- To facilitate learning for all students, with special emphasis on socio-economically disadvantaged groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programs offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programs in addition to the present programs: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12; vocational education courses/programs; and adult literacy and life-enrichment programs. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS). **(NEP Para 3.5)**
- To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships. **(NEP Para 3.6)**

- Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students, etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose. **(NEP Para 3.7)**

3.4 IMPLEMENTATION PLAN

3.4.1 Increasing GER and bringing back out of school children (OoSC) (Ref para 3.1)

- Campaign to bring 2 Cr students back into education to improve the Gross Enrolment Ratio (GER) to achieve 100% GER at all levels - Elementary, Secondary and Senior Secondary Level by providing access for all children in the age group of 3-18 years by 2030 **(Timeline: 2021-30)**
- **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 of each cluster (CRC) in states/UTs to identify and capture details in UDISE+ of Out of School children. Cluster wise survey and its monitoring to be undertaken by CRC/BRC. **(Timeline: 2021-23)**
- **Task 61:** After identification of such children, the facility of special training to be provided to such children by states/UTs for age appropriate admission and mainstreaming them to the formal schooling system. Guidelines regarding age-appropriate mainstreaming shall be developed by the states/UTs. **(Timeline: 2021-22 onwards)**
- **Task 62:** The Data Capture Format of UDISE+ portal to be modified to include data of OoSC. The states/UTs/MoE can also consider developing an App for tracking the out of school children at a later stage. **(Timeline: 2021-23)**
- **Task 63:** Preparing school/block/district wise Fact Sheets by the State Team about the actual status of Drop Outs, Total School Going Children, Total Schools District-wise, SEDG-wise, Stage-wise to analyse the causative factors leading to dropout and poor learning levels and take remedial action. **(Timeline: 2021-23 onwards)**
- **Task 64:** State governments will undertake multiple interventions for bringing Out of School Children back into the fold of school education system. **(Timeline: 2021-22 onwards)**
- Among the multiple interventions to be taken up by states/UTs, the following will be included:

- Increasing intake capacity of existing schools where many students are out of school by following the Pupil Teacher Ratio (PTR) norms.
- Support transport facilities for children in uncovered/difficult areas.
- Transparent and reliable systems for tracking attendance of all children set up at the local level in collaboration with teachers and SMCs
- Schools to set up systems to monitor students who may be falling behind (teachers to monitor)
- Enrolment drives and door to door campaigns may be conducted to bring children back to schools, in collaboration with teachers and community.
- Ensuring physical safety & zero tolerance to breach of child rights
- Appropriate area-specific and locally relevant mechanisms for tracking out of school children involving well-trained social workers, principals, community members and SMCs
- Mechanisms to ensure health of children to prevent drop outs
- Targeting zero drop out Panchayats, Blocks, Districts, etc.
- Advocacy and awareness of the need for education
- NCERT will support through preparation of bridge Courses for various stages of entry/mainstreaming. **(Timeline: 2022-23)**

3.4.2 Universal access and infrastructure (Ref para 3.2)

- **Task 65:** Data uploaded on UDISE+ by States/UTs will be the basis for States/UTs to prepare a comprehensive ten-years projection report or NEED ANALYSIS for provisioning for the following (this may be seen in conjunction with requirements related to recommendations in Chapter 7): **(Timeline 2021-23)**
 - Upgrading and enlarging existing schools,
 - Adding infrastructure,
 - Building new schools
 - Transportation facility
- **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. **(Timeline: 2021-23)**
- 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. The major objective

of this inspection is to assess the progress and performance of schools on various key indicators, diagnosing strengths and weaknesses and taking remedial measures to improve the diverse schooling system. This will also help in facilitating the system to be responsive to school specific needs and initiate appropriate policy interventions **(Timeline: 2022-23)**

- **Task 67:** Implementation of the comprehensive plans of states/UTs will be initiated by grouping of schools into school complexes according to the population distribution, connectivity, connecting of volunteers to the school, CSR contributions, etc. **(Timeline: 2022-30)**
- **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. **(Timeline: 2024-25)**
- **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. **(Timeline: 2021-30)**

3.4.3 Counsellors and tracking of students (Ref para 3. 3 & 3.4)

- **Task 70:** The States will review/develop plans for engaging/connecting Counsellors to schools (through both, online and offline modes), or preferably to a group or cluster of schools/school complexes. Their engagement maybe planned to be implemented by states from 2022-23 onwards. **(Timeline: 2022-23)**
- **Task 71:** Trained social workers in the district from Department of Social Justice and Empowerment or volunteer social workers may be connected to schools by states/UTs. States to develop guidelines regarding their role with schools/school complexes for reducing the drop outs and tracking and connecting with community. **(Timeline: 2022-23)**
- **Task 72:** For Foundational grades (as referred in Task 39) 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. **(Timeline: 2022-23)**
- **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 to link the medium of instruction with the language spoken by the child. **(Timeline: 2025)**

- **Task 74:** States/UTs through SCERT to undertake orientation of SMC to prepare them for an enhanced role. **(Timeline: 2022-25)**

3.4.4 Multiple pathways, expansion & strengthening of NIOS & SIOS (ref para 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. This exercise will be done by the school education departments of the state 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. **(Timeline: 2022-23 onwards)**
- **Task 76:** The scope of NIOS and SIOS will be expanded and strengthened. The curriculum for the National Institute of Open Schooling (NIOS) will be aligned with NCFSE. 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. The National Institute of Open Schooling will also design and develop tailor made course material for different areas of disability e.g. hearing impaired, visually impaired, Learning disability, etc. **(Timeline: 2025)**
- **Task 77:** In States where an open school exists, courses designed and developed by the NIOS can also be offered in collaboration with the NIOS. **(Timeline: 2021-23)**
- **Task 78:** The NIOS offers its courses in different Indian languages. It 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. The courses developed for grades 3, 5 and 8 shall focus on achieving 21st century competencies and shall follow the Learning Outcomes and experiential learning approach. **(Timeline: 2025)**
- **Task 79:** All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination. Users will be able to rate the content as well as provide qualitative feedback. **(Timeline: 2021-22)**
- **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. These schools will offer the following programmes in addition to the present programmes: education at A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-

enrichment programmes. States to encourage their Open Schools to develop these offerings in regional languages **(Timeline: 2024-25)**

3.4.5 Promoting Non-Govt. Philanthropic activity and engagement and participation of community (Ref para 3.6 & 3.7): (Timeline 2022-23)

- **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 211 and 287) (Timeline: 2022-23)**
- Community members/Alumni will be encouraged to take career counselling, mentoring sessions at school level and participate in adult education centres.
- In this regard, the growing population of active and healthy senior citizens as well as school alumni and local community members will be suitably garnered.
- **Task 82:** A database of alumni, retired scientists, retired teachers, subject experts and volunteers will be created by states/UTs. **(Timeline: 2022-23)**
- To provide ease of access, volunteers may be involved under various programs and interaction between students and volunteers could be catalysed by extensive use of technology and community outreach.

3.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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.	States/UTs	2021-23
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
Task 62	The Data Capture Format of UDISE+ portal to be modified to include data of OoSC.	MOE	2021-23
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	States/UTs	2021-23 onwards

Task number	Task	Responsibility	Timeline
Task 64	State governments will undertake multiple interventions for bringing Out of School Children back into the fold of school education system. NCERT will support by preparation of Bridge courses for various levels of entry/mainstreaming.	States/UTs NCERT	2021-22 onwards 2022-23
Task 65	States/UTs to prepare a comprehensive ten-years projection report or NEED ANALYSIS in terms of Budget requirement	States/UTs	2021-23
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. 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.	States/UTs DoSEL	2021-23 2022-23
Task 67	Implementation of the comprehensive plans of states/UTs by grouping/clustering of schools or grouping into school complexes	States/UTs	2022-30
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
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
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

Task number	Task	Responsibility	Timeline
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.	States/UTs	2022-23
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
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
Task 74	States/UTs through SCERT to undertake orientation of SMC to prepare them for an enhanced role.	States/UTs	2022-25
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
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
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

Task number	Task	Responsibility	Timeline
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
Task 79	All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination.	NIOS	2021-22
Task 80	States/UTs will take up the establishing/strengthening of existing State Institutes of Open Schooling (SIOS).	States/UTs	2024-25

3.6 ESTIMATED LONG-TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • OoSC will be back into the education system to improve the Gross Enrolment Ratio (GER) • Improvement in Gross enrolment ratio (GER) at all levels and through regular as well as open schooling. Systematic tracking will be in place in order to mainstream the children who were identified as Out of School. (MOE & States/UTs) 	<ul style="list-style-type: none"> • Efforts will be made to achieve 100% GER at all levels by providing universal access to free and compulsory quality school education for all children in the age group of 3-18 years, including open schooling and vocational education. (MOE & States/UTs)
<ul style="list-style-type: none"> • Review of plan of action (MOE, States & UTs) • GAR of 95% at secondary and 90% at senior secondary level 	<ul style="list-style-type: none"> • Access to safe and engaging school education at all levels from pre-primary school to Grade 12 • GAR to reach 100% at secondary and senior secondary level.
<ul style="list-style-type: none"> • Availability of counsellors in 50% schools/school clusters/complexes States and UTs (States & UTs) • Tracking of classrooms and schools with regard to progress in learning shall be in place. (States/UTs) 	<ul style="list-style-type: none"> • Availability of counsellors in all schools/school clusters/complexes States and UTs (States & UTs) • Reviewing and analysing of the implementation status. (MOE)
<ul style="list-style-type: none"> • State Open Schools will offer programmes at A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system after sustainable review of legal requirements. • Material translated into all major regional languages (NIOS) • NIOS will strengthen ODL offerings. (NIOS) 	<ul style="list-style-type: none"> • State Open Schools will offer equivalent programmes at A, B and C levels to Grades 3, 5, and 8, secondary education programmes, vocational education courses/programmes and adult literacy and life-enrichment programmes (States & UTs) • All materials to be made available on various platforms. (MOE and NIOS)
	<ul style="list-style-type: none"> • Review the implementation status and updation of database.



Chapter 4

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

4.1 OVERALL TARGET

Learning should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging. In order to minimise rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy, Curriculum, textbooks, pedagogy and assessment shall be transformed by 2022.

4.2 BACKGROUND

There is a systematic and consultative mechanism in place for developing the National Curriculum Framework in the country. This National Curriculum Framework serves as broad guidelines for school education in the country and includes research-based recommendations on curriculum, pedagogy, assessment and examination. This National Curriculum Framework is centred around the common core consisting of Constitutional Values, Scientific Temper, our Struggle for Freedom, our culture, ethos and languages, and National Priorities envisioned from time to time. The Curriculum Framework is also seen as a mechanism for strengthening the National System of Education addressing the diversity of our country. Till now, four curriculum frameworks have been brought out i.e., in 1975, 1988, 2000 and 2005. In 1975, NCERT developed the Curriculum Framework as a follow-up of National Policy on Education, 1968.

Further, NCERT was entrusted with the responsibility of developing of National Curriculum Framework within its own mandate and also by the National Policy on Education 1986 and Programme of Action, 1992. In 2009, the Right of Children to Free and Compulsory Education Act recommended all States / UTs to implement the National Curriculum Framework. A gazette notification of the Government of India in 2010 had declared NCERT as an academic authority for taking decisions regarding curriculum and evaluation procedures at the elementary education stage.

4.3 NEP RECOMMENDATIONS

There is a systematic and consultative mechanism in place for developing the National Curriculum Framework in the country. This National Curriculum Framework serves as broad guidelines for scho

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

- The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school

education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

(NEP Para 4.1)

- The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired. **(NEP Para 4.2)**
- The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required. **(NEP Para 4.3)**

Holistic development of learners

- The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely

present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education. **(NEP Para 4.4)**

Reduce curriculum content to enhance essential learning and critical thinking

- Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. **(NEP Para 4.5)**

Experiential learning

- In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. **(NEP Para 4.6)**
- Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-

integrated approach will strengthen the linkages between education and culture. **(NEP Para 4.7)**

- Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities. **(NEP Para 4.8)**

Empower students through flexibility in course choices

- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age. **(NEP Para 4.9)**
- Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects. **(NEP Para 4.10)**

Multilingualism and the power of language

- It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different

from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well. **(NEP Para 4.11)**

- As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective states, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning. **(NEP Para 4.12)**
- The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In

particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school. **(NEP Para 4.13)**

- All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English. **(NEP Para 4.14)**
- As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain. **(NEP Para 4.15)**
- Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment. **(NEP Para 4.16)**
- The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy,

grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable. **(NEP Para 4.17)**

- India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the next generation will want to partake in and be enriched by India's extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge. **(NEP Para 4.18)**
- For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond. **(NEP Para 4.19)**
- In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations. **(NEP Para 4.20)**
- The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in

the cultural aspects of the languages -such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy. **(NEP Para 4.21)**

- Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant. **(NEP Para 4.22)**

Curricular Integration of Essential Subjects, Skills, and Capacities

- While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; fundamental duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, states, the country, and the world. **(NEP Para 4.23)**
- Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. **(NEP Para 4.24)**
- It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage. **(NEP Para 4.25)**

- Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State. **(NEP Para 4.26)**
- “Knowledge of India” will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond, will be shown at appropriate points throughout the school curriculum. Students will be encouraged to visit different states as part of cultural exchange programmes. **(NEP Para 4.27)**
- Students will be taught at a young age the importance of “doing what’s right”, and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one’s life, formulate a

position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs. **(NEP Para 4.28)**

- All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted. **(NEP Para 4.29)**

National Curriculum Framework for School Education (NCFSE)

- The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE2020-21, will be undertaken by the NCERT -based on the principles of this National Education Policy 2020, frontline curriculum needs and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10years, taking into account frontline curriculum. **(NEP Para 4.30)**

National Textbooks with Local Content and Flavour

- The reduction in content and increased flexibility of school curriculum - and the

renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs. **(NEP Para 4.31)**

- The aim will be to provide such quality textbooks at the lowest possible cost - namely, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowdsourcing that incentivize experts to write such high-quality textbooks at cost price. States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion. The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. All efforts will be made to ensure timely availability of textbooks in schools. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden. **(NEP Para 4.32)**
- Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks. **(NEP Para 4.33)**

Transforming Assessment for Student Development

- The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. **(NEP Para 4.34)**

- The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices. **(NEP Para 4.35)**
- The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future. **(NEP Para 4.36)**
- While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired. **(NEP Para 4.37)**

- In addition to introducing greater flexibility, student choice, and best-of-two attempts, assessments that primarily test core capacities must be the immediate key reforms to all Board exams. Boards may over time also develop further viable models of Board Exams that reduce pressure and the coaching culture. Some possibilities include: a system of annual/semester/modular Board Exams could be developed - that each test far less material, and are taken immediately after the corresponding course is taken in school - so that the pressure from exams is better distributed, less intense, and less high-stakes across the Secondary Stage; all subjects and corresponding assessments, beginning with mathematics, could be offered at two levels, with students doing some of their subjects at the standard level and some at a higher level; and Board exams in certain subjects could be redesigned to have two parts – one part of an objective type with multiple-choice questions and the other of a descriptive type. **(NEP Para 4.38)**
- With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21. **(NEP Para 4.39)**
- To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education system, including for public disclosure by schools of their overall (anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system. **(NEP Para 4.40)**
- It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MOE that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping

school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards. **(NEP Para 4.41)**

- The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams. Students will be able to choose the subjects for taking the test, and each university will be able to see each student's individual subject portfolio and admit students into their programmes based on individual interests and talents. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams- thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. **(NEP Para 4.42)**

Support for Gifted Students/Students with Special Talents

- There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children. **(NEP Para 4.43)**
- Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes,

districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. Along these lines, high-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups. **(NEP Para 4.44)**

- Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify. Efforts will be made to make these available in rural areas and in regional languages to ensure widespread participation. Public and private universities, including premier institutions like the IITs and NITs, would be encouraged to use merit-based results from National, and International Olympiads, and results from other relevant national programmes, as part of the criteria for admissions into their undergraduate programmes. **(NEP Para .45)**
- Once internet-connected smartphones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed, and will work to enhance all the aforementioned initiatives, as group activities for students with appropriate supervision of parents and teachers. Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations. **(NEP Para 4.46)**

4.4 IMPLEMENTATION PLAN

4.4.1 Develop National Curriculum Framework (NCF), guidelines and support materials to restructure school curriculum and pedagogy in a new design (5+3+3+4) (ref para 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. These Position Papers are as follows: (Timeline: 2022-23):**
 - (A) Position Papers related to Curriculum and Pedagogy:**
 - (i) **Aims of Education:** The Guiding principles and Approach at Different stages in school

- (ii) Pre-School education (ECCE) and foundational literacy and numeracy
- (iii) Holistic, Integrated, Enjoyable and Engaging Curriculum and pedagogy, with linkages across subjects, and assessment in schools - One overarching Group with 9 subject expert groups as follows:
 - (iv) Science Education
 - (v) Environmental Education
 - (vi) Mathematics Education
 - (vii) Education in Social Sciences
 - (viii) Arts Education
 - (ix) Vocational Education in Schools
 - (x) Mother tongue/local language as medium of instruction, Language Education and Promotion of Indian Languages.
 - (xi) Health and Well – being, sports and Fitness
 - (xii) Reforms in School Based Assessment and Examination and Holistic Progress Cards

(B) Position Papers on Cross-cutting themes:

- (i) Knowledge of India - (Cross-cutting theme)
- (ii) Value Education - (Cross-cutting theme)
- (iii) Gender Education- (Cross-cutting theme)
- (iv) Education Technology in School Education- (Cross-cutting theme)
- (v) Computational and Mathematical Thinking - (Cross-cutting theme)
- (vi) Inclusive Education- (Cross-cutting theme)

(C) Position Papers on other important areas of NEP:

- (i) Teacher Education
- (ii) School Governance and Leadership
- (iii) Alternative Ways for Schooling
- (iv) School Curriculum and Pedagogies: National and International Researches
- (v) Guidance and Counselling
- (vi) Publication of Quality Textual and non-textual material: Issues, challenges and Way forward
- (vii) New Curricular Areas for School Education in 21st Century: Issues and Systemic Requirement

- (viii) Emerging Role of Community in Education
- (ix) Linkages between school education and higher education
- (x) Adult Education in India

The role of Focus Groups shall therefore be as follows:

- To develop Position Papers which will provide inputs to the National Curriculum Frameworks based on the principles of NEP 2020
- The paper will include stage wise and class wise approach to pedagogy, transactional methods, implementation strategies, infrastructure, resources, linkages within the school education and with the higher education, infusion of all generic and pedagogical issues etc.
- There will be references of national and international researches, good practices and other supporting materials.
- The Papers may be based on wider consultations with different institutions, experts and concerned ministries/ their departments etc.

Modalities to implement 5+3+3+4 Structure:

- **Task 84:** NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4 (**Timeline: 2022-23**)
 - First stage is the Foundational stage and includes the age group of 3-8 years old children. This stage will further be divided in two: one, 3-6 years old who will participate in ECCE including Balavatika for 5-6 year old children, and two, for ages 6 to 8 in Classes I and II.
 - For Preparatory Stage (Grades 3-5, covering ages 8-11), light text books across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics will be introduced; pedagogy will be activity-based and will promote experiential learning and critical thinking.
 - The Middle Stage will comprise three years of education (Grades 6-8, covering ages 11-14), and will have more focus on abstract concepts in each subject across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, to be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. At this stage students will be introduced to vocational skills and will do internships with local craftsmen in a 10 days bagless module. Students will be encouraged to acquire at least one skill by the time they complete school education. They will also take a fun-course on Indian languages during this stage under EBSB.

- The Secondary Stage will comprise of four years (Grades 9-12, ages 14-18) of multidisciplinary but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. There will be no hard separation in subjects/streams such as Arts, Science and Commerce which is prevalent at present. Students will have greater flexibility to choose subjects across the streams.
- The option of exiting after class 10 to pursue vocational course will be available to the Students.
- **Task 85:** CBSE, KVS, JNV and CTSA will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT. **(Timeline 2023-24)**
- **Task 86:** Based on the NCFSE, NCERT will prepare textbooks with curriculum reduced to its core essentials in each subject. NCERT 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. **(Timeline: 2023-24)**
- Also, while the NCF is being worked upon, this grade and subject wise committee of textbook experts will start working on the new framework of textbooks, focusing on learning outcomes, modular approach, activity-based learning, real life examples, etc. with plenty of methods and items listed for measuring of attainment of LOs. 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.

4.4.2 Empower students through flexibility in course choices (Ref para 4.9 to 4.10) (Timeline for completing implementation: 2024-25)

- **Task 87:** While preparing the State Curricular Framework (SCF), the SCERTs of States/UTs may look into innovative methods/semester system to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects. SCERTs of states/UTs may initiate consultations with stakeholders in this area. **(Timeline: 2022-23)**

4.4.3 Promoting Multilingualism, in order to harness the power of language (ref para 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. **(Timeline: 2022-25)**

- Following material will be specifically developed by states/UTs:
 - Guidelines for preparing courses and syllabi on Indian Languages
 - Textbooks in various languages for grades 1 to 12 (in three phases)
 - Teachers' handbooks and material for teachers' professional development (Print and E-content) in local languages.
- **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. SCERTs will develop supplementary materials like: Workbooks, Audio-Video, Novels, Magazines, Dictionaries etc. in Indian Languages spoken in the state (Including Classical, Tribal and other Minor languages). If among the languages spoken, there is a language spoken predominantly in any other State/UT, SCERTs should make efforts to collaborate with that State/UT to share their learning resources, rather than preparing afresh. Such resources should be made available in public domain and disseminated widely. (Timeline: 2022-25)
- **Task 90:** 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. (Timeline: 2022-25)

There are 121 languages which are spoken by 10,000 or more people in India, as per 2011 census. The 121 languages are presented in two parts — languages included in the Eighth Schedule of the Indian Constitution, comprising 22 languages and languages not included in the Eighth Schedule, comprising of 99 languages. The key actions would include the following steps. It may be noted that all the following steps can be taken up in any chronology or even simultaneously, or as deemed fit by the State/UT.

(i) Step 1 : Linguistic mapping of each area

- General assessment and listing of mother tongue/local/regional language of students of selected areas through linguistic mapping. Linguistic mapping in selected areas can be done with simple formats (example – number of languages spoken by people residing in that area, student wise strongest language, students speaking more than one of those languages, language/s spoken by teachers of that area, etc.).
- Areas could be selected in the following order of priority:
 - Inter-state border areas
 - Migrants settled in another state and seasonal migrants
 - Remote tribal areas

(ii) Step 2: Sensitization and orientation of educational administrators

- There are huge issues of beliefs and attitudes about home languages and their use in the formal domain. Languages may even be considered inferior at times. Also, there is great deal of research and evidence on the fact that the distance of the L1 or language spoken by the child at home from the language that is the medium of instruction in the school, can make or break a learner's path to cognitive success. To address these issues, 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: Orientation of teachers on multilingual education

- SCERTs to create State Resource Groups and a multilingual education cell. Initial orientation of SCERT/DIET faculty will be required.
- 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.
- 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: Creation of learning material in local languages

- 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.

(iv) Step 5: Initiating the classroom teaching in mother tongue in certain areas on priority

- Once availability of trained teachers for classes 1 to 5 who can speak in the local language of the area is assured, certain areas can be taken up on priority for introducing mother tongue teaching.
- Focus can initially be on inter-state border areas or pockets with migrants from one particular linguistic group or remote tribal areas. In such schools, the medium of instruction could be the local/regional language of the language spoken by the children. For example, there will be several Odiya speaking pockets in border areas of Andhra Pradesh, or Konkani speaking

pockets in border areas of Maharashtra, Gujarati speaking pockets in border areas of Rajasthan, etc.

- Mapping and provisioning of schools with trained teachers and language spoken by students is crucial.
- (v) **Step 6: Phased wise introduction in the rest of the schools**
- 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.
 - 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. While doing this, the teacher can continue to bring out links between the L1 and the MOI. Children have very good linguistic abilities at that age. They will be able to pick up the MOI, and other languages, including English (if it is taught as a subject), much faster with the help of L1.
 - Wherever possible, mother tongue may be introduced as MOI in foundational years, while state language may be introduced slowly by class 3.
 - The exit strategy from L1 as MOI should be delayed as far as possible, and states/UTs may not like to consider it before class 5, wherever possible.
 - States/UTs will take out notification as early as possible, for encouraging teachers to start teaching the subjects, including the regional/local and other languages and subjects, mathematics, etc. from class 1 to 5 through a bilingual approach – that is, by using the L1 or mother tongue of the child as far as possible and slowly establishing links with the medium of instruction or regional/state languages. This would mean, that the Hindi books in Chhattisgarh or in Bundelkhand area can be orally taught in Chhattisgarhi or Bundelkhandi as the link language, and slowly from class 1 to 5, children can be brought to understanding and speaking Hindi.
 - 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.
 - 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 at least upto grade 5 as far as possible.

- This kind of teaching-learning process of subjects in classes 1 to 5 through a bilingual approach that focuses on the mother tongue, while simultaneously attempting to establish links with the local/regional language, will require very targeted pedagogical training for teachers. SCERTs will initiate development of such training modules from 2021-22 after mapping the mother tongue requirements of students of various areas, as mentioned above.
- **Task 91:** MoE in association with Ministry of Social Justice and Empowerment will initiate the process to standardising Indian Sign Language (ISL) for school education across the country. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI/NIOS. **(Timeline: 2022-25)**

4.4.4 Integrate essential subjects and skills in the curriculum (ref para 4.23 to 4.29)

- **Task 92:** A fun course on vocational crafts is to be designed for Grades 6-8. This fun course will give a sense of the importance and creativity involved in learning a skill. It will be learnt through hands-on experience of a sampling of vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. for implementing this, the following will be undertaken:
 - NCERT will design a fun course on vocational crafts through NCFSE for all learners of CBSE schools to take during Grades 6-8.
 - 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. **(Timeline: 2022-23)**

4.4.5 Develop National Curriculum Framework and National Textbooks with local content and flavour (ref para 4.30 to 4.33):

- **Task 93:** NCERT will set up National 28 Focus Groups and Curriculum Committees. **(Timeline: 2021)**
- **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 **(Timeline: 2022-23)**

- **Task 95:** NCERT will develop and publish revised National Curriculum Framework and related documents. NCERT will involve all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedure. **(Timeline: 2022-23)**
- **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. **(Timeline: 2021-22)**
- **Task 97:** SCERTs to undertake development of State Curriculum Framework on the basis of template provided by the NCERT and wide consultations. **(Timeline: 2021-22)**
- **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 will 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. **(Timeline: 2022-25)**
- The present focus on centrality of textbooks will hereby shift to centrality of focus on learning goals, where textbooks become the medium/tool for achieving the goals
- **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. **(Timeline: 2022-25)**
- Dissemination of Syllabi and Textbooks across States/UTs- capacity building of teachers and teacher support system, pilots, review and revision if needed – to be completed by 2025.
- **Task 100:** With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the entire syllabus. It can eventually (when access and affordability are taken care of) be aspired to integrate about 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. **(Timeline: 2023-30)**

4.4.6 Transform assessments in elementary education for student development (ref para 4.34 to 4.35): (Timeline 2022-23 onwards)

Assessment patterns and evaluation procedures for elementary education:

- The NCERT is the academic authority for curriculum and evaluation procedures for elementary school, vide MOE notification dated 31.3.10 and the NCERT curriculum and evaluation procedures, etc. are implemented mutatis mutandis by the CBSE affiliated schools. SCERTs adapt this for their respective States. Given this background, CBSE has a rich experience of implementing the curriculum and evaluation processes developed by NCERT.
- **Task 101:** Therefore, 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 in accordance with the NEP policy, such that it can be implemented from the 2022-23 academic session in CBSE schools including, KVS, JNV and CTSA. **(Timeline: 2021-22)**
- **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 in accordance with the NEP policy, such that it can be implemented preferably from the 2022-23 academic session. **(Timeline: 2021-23)**
- Focus will be on building a culture of continuous formative and adaptive assessments in schools so as to focus on learning outcomes 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.

Assessment patterns and evaluation procedures for secondary education:

- **Task 103:** For secondary education, CBSE and NIOS will prepare assessment pattern and evaluation procedures for its affiliated schools/students, on the basis of NEP policy and NCF so that it can be implemented from 2022-23 session onwards in CBSE schools, including KVS, JNV and CTSA. Once PARAKH is set up, CBSE shall be systematically guided by it. **(Timeline: 2021-23)**

Capacity building of teachers for new assessment pattern:

- **Task 104:** Professional online training modules and manuals/handbooks 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. The training modules and manuals/handbooks shall be

prepared for offline, online as well as blended mode. These modules shall be rolled out by 2021-22 so that the target date can be met. **(Timeline: 2022-23)**

Capacity building of paper setters/moderators for new assessment pattern:

- **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 developed by NCERT/National Assessment Centre PARAKH by developing online modules in the interest of maintaining confidentiality of assessment and assessors. **(Timeline: 2022-23)**

Online Practise Question banks on DIKSHA based on new patterns of assessment:

- **Task 106:** NCERT, 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 for all grades. These question banks shall be placed on DIKSHA and will be developed in a phase wise manner for use by 2022-23. These items will be prepared by mapping to NCERT curriculum. SCERTs can consult NCERT on preparing Item banks based on State curriculum. **(Timeline: 2022-23)**

4.4.7 Holistic Progress Cards (HPC):

- **Task 107:** NCERT/PARAKH will prepare the framework and guidelines for developing this Holistic Progress Card for all stages, and States/UTs in turn will develop it for their schools by contextualizing it to their local requirements. **(Timeline: 2022-23)**
- The progress of all students will be reported at least annually to parents/guardians through the HPC, which will be shared in printed form or preferably e-form. This will be on the basis of, and for, all the dimensions of learning and development as articulated and aimed for in the curricular goals.
- This will include the intellectual/cognitive, affective/emotional, social, and psycho-motor/physical dimensions. It will also include assessment of values, learning skills, such as, critical thinking, creativity, collaboration, problem-solving, etc. and life skills, such as, courage, self-awareness, self-control, decision-making, etc.
- The learning assessment will be on the basis of multiple tools/methods, for example, group work, project work, in-class assessment, tests and quizzes, etc. and an overall portfolio of work.
- The overall assessment will be done by the teachers, and will include feedback from various sources, including self-assessment, peer-assessment and parent feedback.

- The report card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains.
- To ensure that sports and Art education find an equal place in the school curriculum from the Foundational stage onwards, the evaluation procedures, the Learning Outcomes, Lesson Plans and the holistic report card shall reflect its importance for the overall growth of the child.
- Not all the dimensions will have an evaluative component, for example, the social and emotional dimensions will be descriptive and not evaluative.
- Overall, the HPC will be a rich and unique description of the student's development and progress, and will not reduce the complex process of learning and development to simplistic metrics or numbers.
- The presentation format will be attractive, simple and readable, accounting for the educational background of parents/guardians.
- **Task 108:** For implementing HPC in schools funded by MOE and CBSE affiliated schools, NCERT/PARAKH will contextualize and develop IT based solutions for implementing HPC for grades 1 to 12, for online use by all CBSE schools. This HPC shall rely on Artificial Intelligence to give a holistic picture of the unique potential of every child. During and at the end of schooling years, the learners should be able to access their detailed HPC through Digi-locker. CBSE shall undertake training of schools for implementing HPC. **(Timeline: 2022-23)**
- **Task 109:** Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well, by using Artificial Intelligence to give a holistic picture of the unique potential of every child. During and at the end of schooling years, the learners should be able to access their detailed HPC through Digi-locker. SCERTs shall undertake training of schools for implementing HPC. **(Timeline: 2022-23)**

4.4.8 Transform assessments in secondary education for student development (Ref para 4.36 to 4.39)

Norms, standards and guidelines for assessment and evaluation for secondary education:

- **Task 110:** PARAKH will set common norms, standards and guidelines for the whole gamut of secondary education in alignment with the NCF 2021 for all BOAs in the country to achieve. **(Timeline: 2022-23)**
- **Task 111:** Based on standards and guidelines developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23. **(Timeline: 2022-23)**

Multi-disciplinary, multi format assessments:

- **Task 112:** PARAKH will also 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 in consonance with the stated objectives of the policy. It will also handhold recognized BOAs to achieve them. **(Timeline: 2022-25)**

Capacity building of BOAs:

- **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. **(Timeline: 2022-23)**

Reducing burden of exams:

- **Task 114:** NCERT/PARAKH/CBSE/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 in consultation with Boards of Assessment. Implementation of the same will begin from the 2022-23 academic session. **(Timeline 2021-23)**

Review of subjects offered by CBSE and other BOAs:

- **Task 115:** CBSE offers a plethora of subjects at secondary and senior secondary level - some of which have lost their relevance as well as popularity. 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 only those academic and skill subjects that have the possibility of vertical integration, or are NSQF compliant or are necessary for disabled children. **(Timeline: 2021-22)**
- **Task 116:** All subjects that do not fall within the parameters recommended by the NCF, will be discontinued by CBSE and other BOAs. On the basis of NCF recommendations, the BOAs, including CBSE, shall come out with a systematic and flexible offering of subjects both at secondary and higher secondary level from 2021-22 academic session onwards; they shall also remove subjects not recommended by the NCF from their offerings. **(Timeline: 2021-22)**

Offering subjects at two levels:

- **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. **(Timeline: 2022-23)**
- **Task 118:** The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels with separately defined curriculum for each level,

so that it can be implemented for all major subjects latest by 2025.

(Timeline: 2022-25)

Change in pattern of board exams from 2022-23:

- **Task 119:** In alignment with the revised assessment guidelines, the pattern of exams at secondary level will be changed (Grades 9-12) to test primarily core capacities. All state secondary school boards shall prepare a roadmap for its affiliated schools/centres for phase wise implementation, and begin implementation from 2022-23 academic session onwards.

(Timeline: 2022-23)

Improvement Exams:

- **Task 120:** CBSE shall rename its Compartment exams as "Improvement exams" and strengthen these exams and make them low stakes like all other Board exams. All other state BOAs shall also introduce Improvement exams, if not already done, from 2022-23 academic session. **(Timeline: 2022-23)**

Objective and subjective type question Papers in board exams:

- **Task 121:** CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of board exams - one objective-type and one subjective-type preferably by 2021-22 or latest by 2022-23 academic session. It will have to be ensured by all BOAs that both the types of examinations are predominantly competency-based, that test conceptual understanding and application of knowledge, critical thinking, problem solving and creativity, rather than rote-memorisation.

(Timeline: 2022-23)

Modular Board exams:

- **Task 122:** CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules to be studied and examined immediately after the module is over. CBSE can hold two module exams to begin with for identified subjects – where one module is covered by objective-type questions, and the other by subjective-type. CBSE will need to announce changes, if any, by 2021-22 academic session. **(Timeline: 2023-25)**
- **Task 123:** BOAs of states may also like to take up modular exams on CBSE or any other pattern that leads to reducing the burden on students, as deemed fit, from the academic session 2022-23. **(Timeline: 2022-23)**
- **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 for more effective implementation. **(Timeline: 2022-23 onwards)**

4.4.9 Tracking progress of learning (ref para 4.40): (Timeline: 2021 onwards)

Learning Outcomes (LO) and Teacher-student resources:

- **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. In particular, life/learning/psychomotor skills required at every stage will be woven into the LOs. It will also develop infographics/posters/bite sized films separately on each learning outcome to demystify them to the stakeholders. **(Timeline: 2021-23)**
- **Task 126:** SCERTs may choose to adapt or adopt these fine-tuned LOs. **(Timeline: 2022-24)**
- **Task 127:** BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT. **(Timeline: 2022-24)**
- **Task 128:** Along with this the NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject for its curriculum, and tools to observe and measure their progress. Relevant resources may be uploaded in the public domain on DIKSHA. NCERT shall be instrumental in guiding States to do the same. **(Timeline: 2022-24)**
- **Task 129:** Diksha platform will be used by NCERT to demystify each of the Learning Outcomes for each grade and each subject, with the help of student/teacher/parent-oriented material on each LO, such as, bite-sized films, infographics, mind maps, forward and backward linkages of learning outcomes with each other, etc. **(Timeline: 2022-24)**

Exams in grades 3, 5 and 8:

- **Task 130:** The National Assessment Centre PARAKH/NCERT/SCERT will develop framework and guidelines to assist the states/UTs to develop their own assessment patterns and evaluation procedures for holding the school-based exams in grades 3, 5 and 8. **(Timeline 2021-23)**

Analysis of anonymised samples:

- **Task 131:** Since the examinations in grades 3, 5 and 8 shall be meant for tracking the progress of students and planning improvements in quality of schooling and teaching-learning processes, a system of analysing anonymised samples shall be developed by SCERTs. These analytics shall be used as a feedback for the system to improve learning. **(Timeline 2021-23)**
- **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. **(Timeline 2021-25)**

Tracking the progress of learning from pre-primary to Grade 12:

- **Task 133:** As already mentioned in Tasks 36 and 72, IT based systems shall be put in place by all States/UTs, for tracking the progress of learning from Grade 1 to 12. The data of overall achievement shall be used by states/UTs for filling in the gaps in teacher capacity building, public disclosure by schools of their overall (and anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system. **(Timeline: 2022-23)**

4.4.10 Setting up National Assessment Centre PARAKH and its functions (ref para 4.41): **(Timeline: 2021-22)**

- **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. **(Timeline: 2021-22)**
- The centre will have well defined vision, mandate and governance structure (Independent Board)
- The centre to have separate departments that would be responsible for conducting National Achievement Survey (NAS), and guiding SLAS.
- The department that conducts NAS to have:
 - In-house expertise in test development (curriculum), psychometricians (IRT), statisticians, data analysts
 - The Board of assessment centre will preside upon all decisions related to scope and execution of the National Learning Outcomes based Tests (i.e., coverage, scope, frequency etc) or surveys.
 - A technical advisory group, comprising of NCERT, assessment and measurement experts (national and international), to ensure high quality of assessment practices
- The centre will develop technical standards for national students' assessments, prepare learning assessment policies, analytical frameworks, innovative solutions by providing a clear picture of quality of student learning which can guide the country for improving learning outcomes;
- PARAKH will conduct and develop high quality research in assessment on educational and teaching aspects by adapting modern technology and scale, providing new insights into how students learn and generating evidences for classroom pedagogy;
- The centre will also provide support to States/UTs to prepare their policies and implementation plans for competency-based assessment; provide inputs regarding student learning as well as providing professional development and leadership training;

- The centre will also conduct training and capacity building programmes on various aspects of educational measurement for various regional stakeholders (will be offered in partnership with assessment and research organisations);
- The centre can bring on-board technical partners to build the capacity of the Learning Assessments Department
- MOE to make funding provisions for the centre covering one-time establishment costs, annual operating expenses, and costs associated with conducting assessment of learning outcomes once every two or three years.
- The centre to also oversee participation in international assessments such as PISA, PIRLS, TIMSS etc.

4.4.11 Review of entrance exams by NTA (Ref para 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. **(Timeline: 2021-22 onwards)**
- The road map will include, among others, planning for the following:
 - NTA to administer aptitude tests and tests in various subjects.
 - NTA to set up test centres across the country and administer tests in various languages, and maintain assessment related data.
 - Admission to HEIs through a single test administered by NTA

4.4.12 Support for gifted students/student with special talent (Ref para 4.43 to 4.45) (Timeline 2021-25)

- **Task 136:** MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages. This framework will include among others, mechanisms for identification, nurturing and fostering of talents of gifted children at the national level, state and school level, etc. States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session. **(Timeline 2021-22)**
- **Task 137:** States/UTs to undertake creating of awareness amongst different stakeholders – parents, teachers, school administrators regarding the importance of identifying and nurturing talent in different regions of the country. This will be undertaken by first creating awareness amongst teachers, and then developing IEC resources and disseminating them through online modes. **(Timeline 2022-25)**

- **Task 138:** NCTE and NCERT to develop teacher education curriculum guidelines for including specialization in the education of gifted children. Developing online training modules for school teachers for mapping and promoting talent amongst students will also be undertaken. **(Timeline 2022-23)**
- **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. This will include Topic-centred, project-based clubs at school, school complex, block and district levels to be initiated by the States/UTs, with support from SCERTs. This will also include centrally funded topic-based national level residential summer programmes for a select group of talented children selected from across the country to be organised by MOE, NCERT & SCERTs. **(Timeline 2022-23)**

4.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
Task 84	NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4	NCERT	2022-23
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
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.	NCERT	2022-24

Task number	Task	Responsibility	Timeline
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
Task 88	States/UTs will develop guidelines, resources, and support material for teachers on multilingualism, in order to harness the power of language	States & UTs	2022-25
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
Task 90	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.	States/UTs and BOAs	2022-25
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.	MoSJ&E, NCERT/SCERT /RCI/NIOS	2022-25
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.	NCERT, SCERT	2022-23

Task number	Task	Responsibility	Timeline
Task 93	NCERT will set up National Focus Groups and Curriculum Committees	NCERT	2021
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
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.	NCERT	2022-23
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.	SCERT	2021-22
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
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.	SCERT	2022-25
Task 99	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject	NCERT, SCERT	2022-25

Task number	Task	Responsibility	Timeline
	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.		
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.	NCERT, SCERT, CBSE, KVS, JNV and BOAs	2023-30
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.	NCERT, CBSE, KVS, JNV and CTSA	2021-22
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.	SCERT, BoAs	2021-23
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.	CBSE, NIOS and KVS, JNV, CTSA	2021-23
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.	NCERT, CBSE, SCERT	2022-23
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

Task number	Task	Responsibility	Timeline
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
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.	NCERT and SCERTs	2022-23
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.	NCERT, PARAKH, CBSE, KVS, JNV, CTSA	2022-23
Task 109	Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well.	SCERT	2022-23
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.	PARAKH	2022-23
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	CBSE, NIOS, BoAs, PARAKH	2022-23
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.	PARAKH	2022-25
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
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	NCERT, SCERT, BoAs, PARAKH	2021-23

Task number	Task	Responsibility	Timeline
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
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	2022-23
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	NCERT	2022-23
Task 118	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	CBSE, NIOS, BoAs	2022-25
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
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
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
Task 122	CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules.	CBSE	2023-25
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	BoA	2022-23
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

Task number	Task	Responsibility	Timeline
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.	NCERT	2021-23
Task 126	SCERTs may choose to adapt or adopt these fine-tuned LOs	SCERT	2022-24
Task 127	BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT.	BoA	2022-24
Task 128	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	NCERT, SCERT	2022-24
Task 129	Diksha platform will be used by NCERT to demystify Learning Outcomes.	NCERT	2022-24
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.	PARAKH, NCERT, SCERT	2021-23
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
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
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
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

Task number	Task	Responsibility	Timeline
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
Task 136	(i) MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages.	MOE	2021-22
	(ii) States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	States/UTs	2022-23
Task 137	States/UTs to undertake creating of awareness amongst different stakeholders with regard to talented children and their identification and need for nurturance	States/UTs	2022-25
Task 138	NCTE and NCERT to develop teacher education curriculum guidelines for including specialization in the education of gifted children.	NCTE, NCERT	2022-23
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

4.6 ESTIMATED LONG-TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • The National Curriculum Framework (NCF) will be developed on the basis of the State Curriculum Framework. (NCERT) • Review of implementation of curriculum underway with clear plan for revision as needed (SCERTs) 	<ul style="list-style-type: none"> • The National Curriculum Framework (NCF) is updated taking in view the latest developments in the field of school education.
<ul style="list-style-type: none"> • Areas currently referred to as 'Co-scholastic areas' are integrated into the curriculum for holistic development of learners in 100% schools (NCERT & SCERTs) 	
<ul style="list-style-type: none"> • Building capacity of Key Resources Persons on Experiential learning, and integration of Arts/Sports in teaching - learning processes and textbooks (NCERT and SCERT). • At least 50% teachers trained and utilizing these innovative pedagogies in classrooms 	<ul style="list-style-type: none"> • 100% teachers trained and utilizing these innovative pedagogies in classrooms
<ul style="list-style-type: none"> • Adequate resources, especially teachers and TLM, to be available at 50% schools in order to ensure increased flexibility and choice of subjects to study for students. 	<ul style="list-style-type: none"> • Adequate resources, especially teachers and TLM, available at 100% schools in order to ensure increased flexibility and choice of subjects to study for students.
<ul style="list-style-type: none"> • Quality textbooks and other teaching learning resources in different Indian Languages for different stages available for the adoption/adaption by the States/UTs. (NCERT& SCERTs) • A pool of Key Resource Persons is available to build the capacity of teachers on the pedagogy of languages. (NCERT& SCERTs) • Teaching-learning through home language/mother tongue in approximately 25% schools upto grade 5 	<ul style="list-style-type: none"> • Teaching-learning through home language/mother tongue in at least 75% schools upto grade 5

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • Development of teachers' handbook (NCERT) • Development of materials for teacher's professional development (NCERT & SCERTs) • Development of supplementary materials (NCERT & SCERTs) • Conducting face-to-face and online courses for teacher professional development on multilingualism (NCERT & SCERTs) 	
<ul style="list-style-type: none"> • Developing and printing of syllabi and textbooks based on new NCF/SCF (NCERT & SCERTs) • Building capacity of Key Resource Persons in States and UTs on the transaction of textbooks (NCERT & SCERTs) • Supporting schools to make the transition (SCERTs) 	
<ul style="list-style-type: none"> • Implementation of new assessment system in NIOS, CBSE schools and more than 50% States/UTs. (PARAKH) • 50% School Boards would have begun offering identified subjects at two levels. (School Boards) • Implementation of IT based tracking system by all States/UTs for tracking the progress of learners from Grade 1 to 12. (States/UTs) • PARAKH would have generated all guidelines/standards/norms in accordance with this policy and all States/UTs would have begun to follow them in a phase wise manner. 	<ul style="list-style-type: none"> • All schools would have begun implementation of new assessment pattern. (States & Schools) • 100% School Boards would have begun offering identified subjects at two levels. (School Boards)
<ul style="list-style-type: none"> • NAS 2023 will be held by National Assessment Centre PARAKH and in case India decides to participate in PISA 2024, or PIRLS 2026 or TIMSS 2023, then that too shall be led by National Assessment Centre PARAKH 	<ul style="list-style-type: none"> • NAS 2029 will show a huge improvement in achievement of learning goals.

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none">• Creating awareness amongst different stakeholders – parents, teachers, school administrators regarding the importance of identifying and nurturing talent in different regions of the country (NCERT& SCERTs)• Developing teacher education curriculum guidelines for including specialisation in the education of gifted children (HEIs)• Designing and implementing short- and long-term programmes for integrating various nurturance activities (NCERT& SCERTs)• Organising competitions, camps and visits to various state of the art Institutions in various domains like Science, Art and Sports (NCERT& SCERTs)• Developing online education programmes for mapping and promoting talent amongst students. (NCERT& SCERTs)	



Chapter 5

Teachers

5.1 OVERALL TARGET

Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

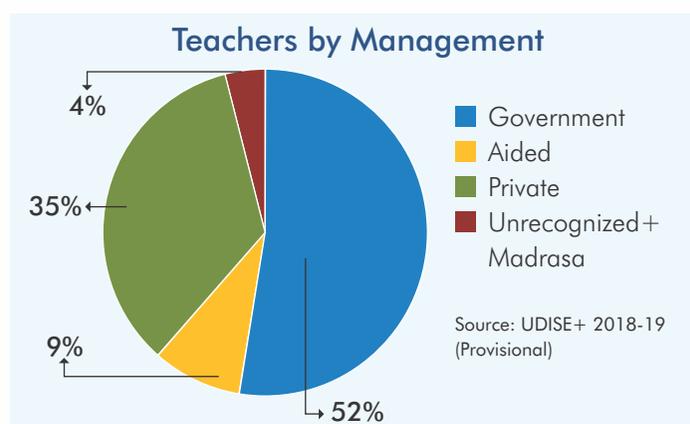
5.2 BACKGROUND

Section 23(1) of the RTE Act provides that any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification shall be eligible for appointment as a teacher. Accordingly, NCTE, the academic authority for this purpose, has prescribed minimum qualification for appointment as teachers vide their notification dated 23rd August, 2010 as amended from time to time. Section 23(3) prescribes that the salary and allowances payable to and the terms and conditions for service of teachers shall be as such as may be prescribed. **Rule 18 (1) of Model RTE Rules, 2009** prescribes that the State Government or the local authority, as the case may be, shall notify terms and conditions of service and salaries and allowances of teachers in order to create a professional and permanent cadre of teachers.

Accordingly, States and UTs have formulated their own RTE rules for carrying out the provisions of the RTE Act. The recruitment and other service conditions of teachers are under the domain of States and UTs and all state/UTs are expected to have a permanent and professional cadre of teachers.

The National Achievement Survey (NAS) 2017 findings highlight that teachers having professional qualification, permanently employed, having six or more years of experience, and those who have attended training programs, show higher impact on students' achievement. Also, teachers' participation in informal dialogues with colleagues to improve teaching have higher association with students' achievement. Also, it has been evidenced in NAS 2017 that the **effect of teachers' activities is directly related to students' achievement.** Teachers' who use books/supplementary material other than the textbooks has an impact in higher performing States and UTs.

Presently, a total 94,308,39 Teachers are available at all levels; Category-wise availability of teachers is as follows: 49,47,608 in Government, 8,19,847 in Aided, 33,04,373 in Private and 3,59,011 in Other Categories (Unrecognized + Madrasa).



⁹UDISE+ 2018-19 provisional

5.3 NEP RECOMMENDATIONS

- Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. **(NEP Para 5.1)**

Recruitment and Deployment

- To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programs. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programs. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances. **(NEP Para 5.2)**
- The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency. **(NEP Para 5.3)**
- Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at

schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s). **(NEP Para 5.4)**

- To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments. **(NEP Para 5.5)**
- Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions. **(NEP Para 5.6)**
- A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programs and offerings will also align with the vacancies thus projected. **(NEP Para 5.7)**

Service Environment and Culture

- The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning. **(NEP Para 5.8)**
- The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are

sensitized to these requirements. **(NEP Para 5.9)**

- State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment. **(NEP Para 5.10)**
- In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees. **(NEP Para 5.11)**
- To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties. **(NEP Para 5.12)**
- To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and benefit of all stakeholders. **(NEP Para 5.13)**
- Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms. **(NEP Para 5.14)**

Continuous Professional Development (CPD)

- Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state,

national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. **(NEP Para 5.15)**

- School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education. **(NEP Para 5.16)**

Career Management and Progression (CMP)

- Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure. **(NEP Para 5.17)**
- Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. **(NEP Para 5.18)**

- Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments. **(NEP Para 5.19)**

Professional Standards for Teachers

- A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system. **(NEP Para 5.20)**

Special educators

- There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well. **(NEP Para 5.21)**

Approach to Teacher Education

- Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. **(NEP Para 5.22)**
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme. **(NEP Para 5.23)**
- All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. **(NEP Para 5.24)**

- Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. **(NEP Para 5.25)**
- Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages. **(NEP Para 5.26)**
- It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India. **(NEP Para 5.27)**
- By 2023, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE will also factor the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once in every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. **(NEP Para 5.28)**
- Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required. **(NEP Para 5.29)**

5.4 IMPLEMENTATION PLAN

5.4.1 Recruitment and deployment of Teachers (ref para 5.2 to 5.7):

Measures to retain best teachers in Rural/difficult areas/high drop-out area:

- **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. Rural/difficult areas/high drop-out area allowance may be

considered by the States/UTs to retain the best teachers in those areas. Rural/difficult areas/high drop-out area tenure policy also to be considered. States/UTs to prepare their own guidelines/policy in this regard and implement from 2022-23 academic session. States/UTs may consider convergence in the area of housing support to teachers with other departments such as, Tribal affairs, Social Justice and Empowerment, Rural development, DONER/Gol, etc. **(Timeline: 2022-23 onwards)**

- **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, such as, for improving learning outcomes through use of mother tongue, working dedicatedly in remote areas, promoting environmental awareness, digital education, inclusion, achieving learning outcomes through innovative pedagogy, etc. Teacher's contribution can also be recognized on a host of special days, such as, National Voters Day, World Environment Day, National Science and Mathematics Day, World Literacy Day, etc. Reward and recognition mechanism for outstanding teachers could be based on host of parameters showcasing diverse set of qualities and contribution on the part of teachers in an objective, transparent, evidence-based system. Recognition may be only in the form of certificates, but such recognitions will be taken into account for the selection for national and state awards for teachers. States/UTs may also have their own policies for utilising these recognitions for other incentives, including transfers, promotions, etc. This may be implemented from 2022-23 academic session. **(Timeline: 2021-23)**
- **Task 142:** Merit based scholarships, particularly for students coming from remote areas, to be established by states/UTs for state/UT funded TEIs, for studying 4 year integrated B.Ed programme. **(Time line: 2022-23 onwards)**
- **Task 143:** States/UTs/CBSE schools/BOAs 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. Student audit by senior students and PTA audit may particularly be undertaken every year. Post-audit interventions will be based on the gaps identified by these audits. (Based on Task 221) **(Timeline: 2022-23)**
- **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, wherein transfers shall be halted, unless absolutely necessary for specified reasons. Transfers will occur in very special circumstances as laid down by the State and UT Governments by 2022-23. **(Timeline 2022-23)**

- **Task 145:** NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education. TET will be made applicable to teachers in private schools as well. Teacher recruitment will require the crossing of 3 stages – TET, they should also have qualified through a demonstration/interview, and knowledge of local language(s). For implementing this, states/UTs/KVS/JNV/CTSA will take out notifications. **(Timeline 2022-23)**
- **Task 146:** States/UTs/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. A technology based comprehensive teacher requirement forecasting exercise will be conducted by all States and UTs to assess subject wise teacher vacancies for next two decades. The teacher recruitment plan should clearly outline the requirement for language teachers, and teachers of the arts, music, languages, sports, etc. who need to be deployed to schools/school complexes. Teacher education programmes will be aligned with the vacancies thus projected. The hiring of teachers to school complexes may be piloted by the States & UTs to ensure subject-wise distribution of teachers. The plan will also suggest modalities for exchange of language teachers between States. **(Time line: 2022-23)**
- **Task 147:** Once the states/UTs have adopted/adapted the NCF and formulated SCF, they will work out a system/guideline for schools/school complexes to engage local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject etc. **(Time line: 2022-23)**

5.4.2 Service environment and culture (ref para 5.8 to 5.14):

- **Task 148:** States/UTs/CBSE/BOAs/KVS/JNV/CTSA will work out a plan from 2022 to 2030 to ensure that adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that all stakeholders receive a safe, inclusive, and effective teaching-learning environment. **(Timeline for planning: 2021-22)**
- **Task 149:** SCERTs will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools; NCERT and NIEPA will support design of these programmes. In-service training undertaken by states/UTs/CBSE/BOAs/KVS/JNV/CTSA will have inputs on safety, health and environment in schools, particularly in relation to the COVID-19 pandemic, to sensitize all teachers about how to integrate it in teaching-learning process and also how to ensure all children learn these habits. **(Time line: 2022-24)**
- **Task 150:** States and UTs/CBSE/BOAs/KVS/JNV/CTSA to take up the exercise

of mapping each and every little work that the teachers are expected to do, or are doing aside from teaching. Based on this exercise, states/UTs will develop IT based solutions to reduce the education administration/planning/governance burden of teachers, and also ensure that teachers may not be engaged in work that is not directly related to teaching. **(Time line: 2022-24)**

5.4.3 Continuous Professional Development and Career Progression (Ref para 5.17 to 5.19)

- **Task 151:** States/UTs/CBSE/BOAs/KVS/JNV/CTSA will develop and adopt specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST) and devise a system to ensure the roles are fulfilled. **(Timeline 2023-24)**
- **Task 152:** States/UTs may undertake studies/research on what motivates teachers to do better and come up with a transparent merit-based system for tenure, promotion and salary structure, etc. The system to provide for vertical and horizontal mobility for challenging positions for higher levels of delivery will be developed by states/UTs as a part of this. Vertical mobility, including the option to enter educational administration or to become teacher educators will be available to teachers. Enabling provisions, concessions may also be provided in the scheme. States/UTs will also notify/amend cadre rules appropriately to enable parity in service conditions across all stages of school education. **(Timeline: 2024-25)**
- **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, including teachers from pre-primary to higher secondary, and also including school heads and principals. Development of flexible, modular, choice-based curriculum for CPD of teachers/principals shall be undertaken by SCERTs. **(Timeline: 2022-23)**
- **Task 154:** SCERTs/DIETs/CBSE/BOAs/KVS/JNV/CTSA to also develop formal Induction Programmes for newly recruited teachers. This programme will be conducted by DIETs with support from SCERT every year, as per the annual calendar of recruitments. **(Timeline: 2022-23)**

5.4.4 Professional standards for teachers (Ref para 5.20): **(Timeline: 2022-23)**

- **Task 155:** A common National Professional Standards for Teachers (NPST) will be developed for the country. NCTE will coordinate this effort and prepare the NPST in consultation with the NCERT, SCERTs, teachers from across levels and regions, expert organisations in teacher preparation and development, higher educational institutions and other relevant stakeholders. The professional standards will be reviewed and revised nationally in 2030, and thereafter every

ten years by NCTE in consultation with NCERT and other stakeholders. **(Timeline: 2022-23)**

- **Task 156:** The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs. NPST will determine all teacher career management and professional development efforts by the state/UTs and all BOAs. **(Timeline: 2023-24)**
- **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. **(Timeline: 2022-24)**

5.4.5 Special educators (ref para 5.21): (Time line 2024-25)

- There is an urgent need for additional special educators for certain areas of school education.
- Teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for and understanding of such special requirements of CWSN children.
- **Task 158:** Secondary specialisations/certificate courses for subject teachers or generalist teachers will be developed in special education by IGNOU and other Universities that have been accredited for ODL mode courses. These courses could be taken up by teachers during pre-service or in-service teacher education programmes as a part time/blended mode. **(Timeline: 2023-24)**

5.4.6 Approach to teacher education (ref para 5.22 to 5.29)

- **Task 159:** NCTE will prepare a detailed action plan for implementation of the key aspects of NEP 2020 related to Teacher Education Institutions (TEI), including how functional standalone TEIs will move to multidisciplinary colleges and universities by 2030 in a phased manner. This action plan will also ensure that the minimum degree qualification for teaching will universally become a 4-year integrated B.Ed. degree by 2030. **(Timeline: 2022-23)**
- **Task 160:** NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes (for 3-year graduation degree candidates) and suitably adapted 1-year B.Ed. programmes (for particularly outstanding candidates who have received a 4-year undergraduate degree in a specialised subject) to be offered by accredited multidisciplinary higher educational institutions, subject to certain prescribed condition. The regulations will also provide for Multidisciplinary institutions that are accredited for ODL mode to be able to offer B.ED programme through ODL or blended mode with robust mechanism of monitoring and face to face training. **(Timeline: 2021-22)**

- **Task 161:** NCTE will ensure through regulations that all B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multilevel teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents/gifted children, use of educational technology, and learner-centred and collaborative learning. It will also ensure that all B.Ed. programmes will emphasise the inclusion of Fundamental Rights as well as Fundamental Duties (Article 51 A) of the Indian Constitution while teaching any subject or performing any activity. **(Time line: 2022-25)**
- **Task 162:** NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at BITEs, DIETs, or at school complexes, especially for eminent local persons to teach at schools or school complexes as 'specialised instructors', for the purpose of promoting local knowledge and skills. **(Time line: 2022-23)**
- **Task 163:** NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities, to teachers who may wish to move into more specialised areas of teaching. **(Time line: 2022-23)**
- **Task 164:** NCTE and NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE based on the principles of the National Education Policy 2020 and reflecting the changes made in NCFSE. This NCFTE shall be prepared in discussions with NCERT and all stakeholders including State Governments. The NCFTE will have provision for being revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. **(Timeline 2022-23)**
- **Task 165:** NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects. It will also study the indigenous pedagogies and based on these studies. it will suggest various pedagogies for undertaking for practicing in India. NCERT will develop online training modules for the recommended pedagogies. **(Timeline 2022-24)**
- **Task 166:** NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country to study their effectiveness/ineffectiveness as a TEI, and also whether they are following all laid down norms, rules, regulations, etc. On the basis of this analysis, and/or on the basis of other requisite inputs, substandard standalone Teacher Education Institutions (TEIs) across the country will be phased out. **(Timeline 2021 - 2025)**

5.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
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
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
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.	State/UTs/ Schools affiliated to BOAs/CBSE/ KVS/JNV/ CTSA	2022-23
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.	State/UTs/ KVs/JNV/ CTSA	2022-23
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.	NCTE, NCERT, MOE, States/ UTs/KVS/JNV/ CTSA	2022-23
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.	State/UT s/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23
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.	State/UTs	2022-23

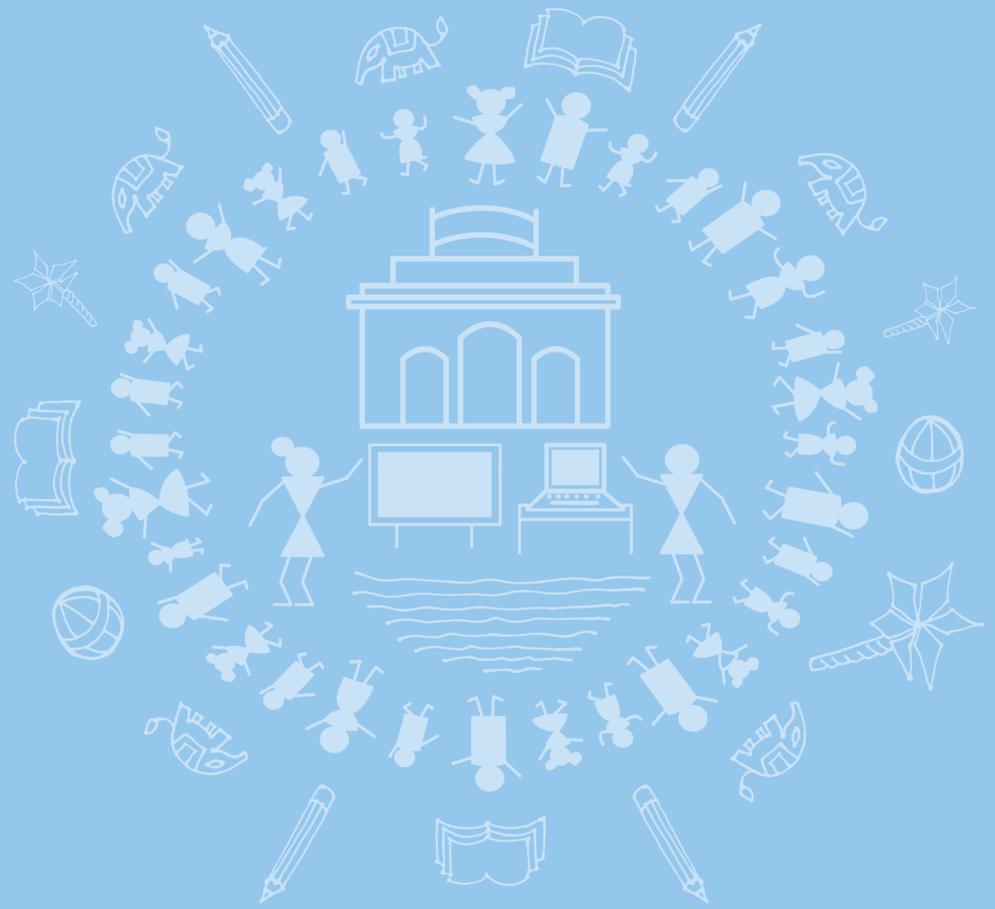
Task number	Task	Responsibility	Timeline
Task 148	States/UTs as mentioned in Task 65 will work out a plan from 2022-2030 to ensure that adequate and safe infrastructure will be provided to all schools.	2021-22	
Task 149	SCERTs CBSE/BOAs/KVS/JNV/CTSA will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	State/UTs, NCERT, NIEPA/ CBSE/BOAs/ KVS/JNV/CTSA	2022-24
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.	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-24
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
Task 152	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	States/UTs	2024-25
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.	States/UTs/ CBSE/BOAs/ KVS/JNV/ CTSA	2022-23
Task 154	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	SCERT, DIET, CBSE, BOAs	2022-23
Task 155	A common National Professional Standards for Teachers (NPST) will be developed for the country.	NCTE, NCERT, SCERT	2022-24
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
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.	States/UTs. SCERT	2022-24
Task 158	Secondary specialisations/certificate courses will be developed in special education.	Higher Education Institutions and IGNOU	2023-24

Task number	Task	Responsibility	Timeline
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
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
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
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
Task 163	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	NCTE, NHERC	2022-23
Task 164	NCTE and NCERT will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE.	NCTE and NCERT	2022-23
Task 165	NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects.	NCERT	2022-24
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.	NCTE, NHERC	2021-25

5.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • Alignment between intake of teacher education programmes and teacher requirements mapped by all states/UTs. (States/UTs) • Exchange of language teachers across States/UTs initiated in 50% states/UTs (States/UTs with support from MOE) • Teachers in rural/ difficult/ high drop-out areas incentivised in 50% states/UTs (States/UTs) • Revised TET for teachers of all stages (NCTE) 	<ul style="list-style-type: none"> • Exchange of language teachers across States/UTs initiated in 100% states/UTs • Teachers in rural/ difficult/ high drop-out areas incentivised in 100% states/UTs • Review of recruitment and transfer policy • Review and updation of TET guidelines
<ul style="list-style-type: none"> • Teacher's involvement in non-teaching burdensome activities stopped through extensive use of e-governance. (MOE) • Systems for recognizing the contribution of teachers towards improvements in learning outcomes in place in at least 50% states/UTs. (States/UTs) • Teacher autonomy in curriculum and pedagogy in 100% schools (States/UTs) 	<ul style="list-style-type: none"> • Systems for recognizing the contribution of teachers towards improvements in learning outcomes in place in 100% states/UTs.
<ul style="list-style-type: none"> • A comprehensive flexible, modular-based in-service teacher training plan including teachers from pre-primary to higher secondary and school heads and principals prepared for conducting the CPD and other training programmes in all states/UTs. (NCERT, SCERT, SIEMAT, NIEPA, SLAs) • Blended or ODL mode of training in 100% cases • DIKSHA with quality digital content to assist teachers will be available to address the challenges of multilingual and diverse classrooms with inbuilt mechanisms for review (MOE) 	<ul style="list-style-type: none"> • Review and updation of CPD and other training programmes

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> NPST is adopted by at least 50% States/UTs for all career management and professional development efforts (States/UTs) 	<ul style="list-style-type: none"> NPST is adopted by 100% States/UTs Review and updation of NPST
<ul style="list-style-type: none"> Certificate courses are developed and deployed for Special education specializations (HEIs, GEC) 	<ul style="list-style-type: none"> Adequate availability of special educators/ teachers trained in special education in every school cluster/ complexes
<ul style="list-style-type: none"> At least 75% substandard standalone Teacher Education Institutions (TEIs) across the country are phased out. (HECI) 	<ul style="list-style-type: none"> 100% substandard standalone Teacher Education Institutions (TEIs) across the country are phased out. Review of status of multidisciplinary colleges and universities





Chapter 6

Equitable and Inclusive Education:
Learning for All

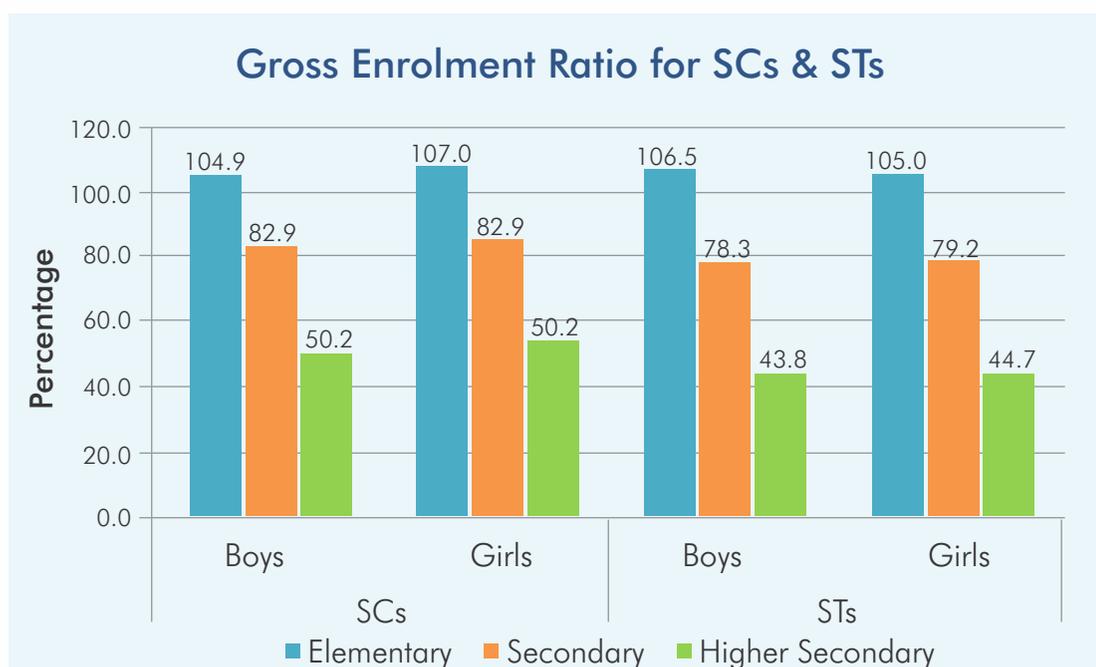
6.1 OVERALL TARGET

Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive so that participation and learning outcomes are equalised across all genders and social categories by 2030.

6.2 BACKGROUND

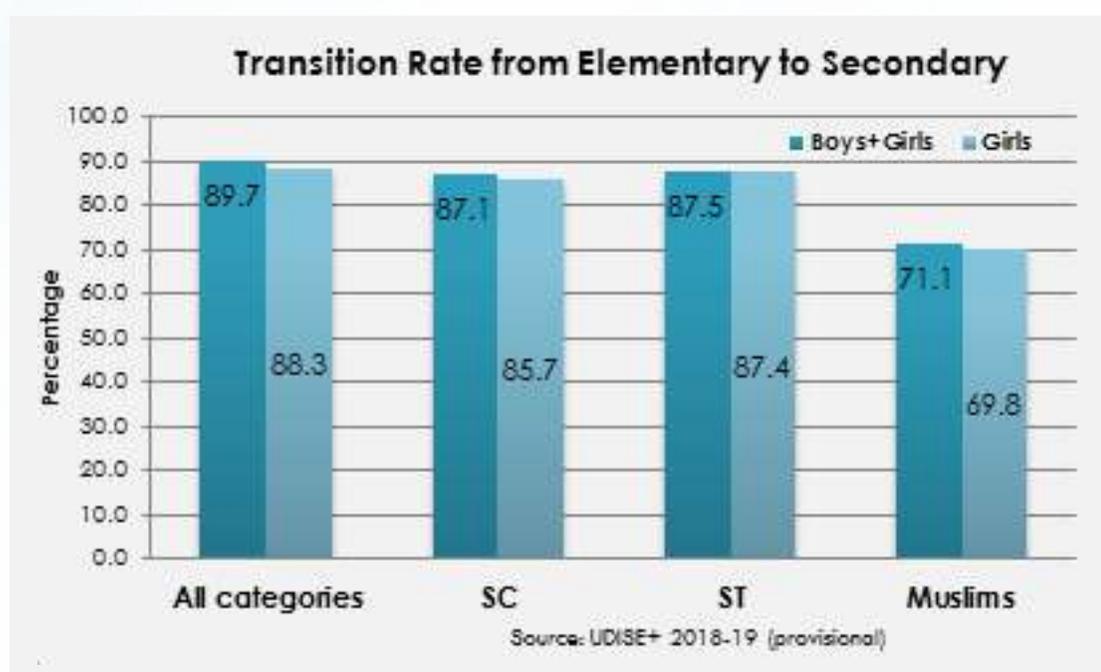
Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit all of India's children so that no child loses any opportunity to learn and excel because of the circumstances of birth or background.

The present status of Gross Enrolment Ratio (GER) at different schooling levels i.e. elementary, secondary and senior Secondary levels is shown in the given graph. The GER for boys and girls of SCs and STs at elementary level is more than the GER of all categories, whereas at secondary and senior secondary level the enrolment ratio needs more focus and improvement. The enrolment ratio for SCs to total enrolment at elementary level is 19.16%, at secondary level 18.46% and Senior Secondary level 17.20%. Similarly, the enrolment ratio for STs to total enrolment at elementary level is 10.52%, at secondary level 9.13% and Senior Secondary level 7.41%.



¹⁰UDISE+ 2018-19 (Provisional)

Low transition rate from elementary to secondary level among Girls in SC, ST & Muslim students is a huge challenge. Specific emphasis on transition of girls from elementary to secondary need more focused approach so that girls can continue their studies. Further, this is also pertinent to mention here that as per UDISE+2018-19, drop-out rate at secondary level is 17.9% which is a huge challenging factor to address the continuum of education among children. This needs to be addressed by retaining children in age appropriate classrooms by providing quality education. In respect to CWSN, a total 23.45 lakh CWSN children are enrolled at primary, upper primary, secondary and higher secondary level respectively.



The Sustainable Development Goal 4 prioritises inclusive and equitable education and makes the following commitment: by 2030, the signatories will “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

6.3 NEP RECOMMENDATIONS

- Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programs. This Chapter

¹¹UDISE+ 2017-18

may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education. **(NEP Para 6.1)**

- While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following sub-sections. **(NEP Para 6.2)**
 - According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper. **(NEP Para 6.2.1)**
 - A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus. **(NEP Para 6.2.2)**
 - Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and

academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions. **(NEP Para 6.2.3)**

- Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented. **(NEP Para 6.2.4)**
- The Policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. **(NEP Para 6.2.5)**
- Separate strategies will be formulated for focused attention for reducing the social category gaps in school education as outlined in the following sub-sections. **(NEP Para 6.2.6)**
- The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1–3 will be targeted in a concerted way for SEDGs. **(NEP Para 6.3)**
- In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country. **(NEP Para 6.4)**
- It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged.

Meanwhile, counsellors and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas. **(NEP Para 6.5)**

- Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape. **(NEP Para 6.6)**
- It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs. **(NEP Para 6.7)**
- In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable states to support and scale effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group. **(NEP Para 6.8)**
- Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all

children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas. **(NEP Para 6.9)**

- Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD. **(NEP Para 6.10)**
- To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities. **(NEP Para 6.11)**

- As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority. **(NEP Para 6.12)**
- Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities. **(NEP Para 6.13)**
- The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation. **(NEP Para 6.14)**
- Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of

children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1–12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available. **(NEP Para 6.15)**

- Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education. **(NEP Para 6.16)**
- Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defense forces. **(NEP Para 6.17)**
- All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a 'single window system', as per eligibility. **(NEP Para 6.18)**
- All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership,

administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students. **(NEP Para 6.19)**

- Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities. **(NEP Para 6.20)**

6.4 IMPLEMENTATION PLAN

6.4.1 Identification of SEDGs and SEZs (Ref para 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. **(Timeline 2021-23)**
- **Task 168:** MOE will prepare broad guidelines regarding minimum parameters for identifying Special Education Zones - SEZs. Areas where large population of low literacy SEDGs are concentrated, lower GAR, abnormal PTR, where mother tongue of majority SEDG learners is different from medium of instruction, low performance in NAS, malnutrition among children, etc. will be few of the minimum criteria. **(Timeline 2022-23)**
- **Task 169:** States/UTs to add their own specific criteria to Task 168 to identify their Special Education Zones, and notify the same. Specific interventions under Samagra Shiksha, such as scholarship, conditional cash transfers for incentivising parents, providing transport etc. will be designed by states/UTs to increase access of SEDGs to schools. Interventions for providing access to ECCE and Foundational literacy & numeracy to have specific focus on SEDGs. Priority to be accorded by States/ UTs to SEZs while planning interventions for SEDGs through additional concerted efforts and funding from Centre and States. **(Timeline 2022-23)**
- **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, that is, from pre-primary to class 5 level, to be able to identify and support children with disabilities. For this,

states will tie up with experts in the area, to develop valid models of early identification and support of such children, and also undertake IEC.

(Timeline 2021-22 onwards)

6.4.2 Gender (ref para 6.7 to 6.9)

- **Task 171:** Other than regular fund, MOE will prepare guidelines and make provision for setting up a 'Gender Inclusion Fund' especially for girls and transgender students. This fund will be utilised in Aspirational districts, SEZs, and/or other specified areas for promoting education of girls and transgender students. The Ministry will include in the guidelines for this Fund the establishment of gender and equity cell and special cell for inclusive education in all States/UTs and in DoSEL. **(Timeline: 2022-23)**
- **Task 172:** States/UTs will set up gender and equity cell and special cell for inclusive education and initiate systematic planning and interventions for these students. **(Timeline: 2022-23)**
- **Task 173:** Interventions such as barrier free infrastructure, installation of sanitary pad vending machine and incinerators, self-defence training, stipend for girls belonging to SEDG and transgender, special projects on equity, transport facilities, scholarships and incentives through conditional cash transfers will continue to be provided under Samagra Shiksha, as is being done at present. Funds will also enable states to support and scale effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. **(Timeline 2021-22 onwards)**
- **Task 174:** NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs, vocational skilling, special enrolment drives, retention drives, special projects on equity, remedial teaching for children from disadvantaged and vulnerable groups. The findings of these researches will be utilised to finetune all interventions for SEDGs. **(Timeline 2021-22 onwards)**
- **Task 175:** States/UTs will prepare their long-term plan up to 2030 and initiate implementation to ensure that all KGBVs are strengthened and expanded (up to grade 12) to cover the newly identified SEZs as well as Aspirational districts, to increase the participation of girls from socio economically disadvantaged backgrounds and girls with disabilities. **(Timeline 2021-30)**
- **Task 176:** States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs. Safety audits may be done by students and CRC/BRC. **(Timeline 2021-23)**
- **Task 177:** Additional JNVs and KVs will be set up across the country, especially in aspirational districts, SEZs and other disadvantaged regions. JNV and KV will

prepare a long-term plan in this regard covering the period up to 2030, and begin implementation from 2023-24 onwards. **(Timeline 2023-30)**

- **Task 178:** Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030. **(Timeline 2022-30)**

6.4.3 Inclusion and Equal participation of CWSN (Ref para 6.10 to 6.11)

- The priority area for action will be the inclusion and equal participation of children with disabilities in the school system. Children with disabilities will be enabled to fully participate in the regular schooling process from the ECCE to Grade 12.
- **Task 179:** All states/UTs will undertake a school-based analysis/survey with regard to hindrances to physical access for disabled children. Based on the findings, school wise plans for ensuring physical access for all children with disabilities will be enabled through barrier-free structures as per the RPWD Act. Adequate attention will be paid to the safety and security of children with disabilities. **(Timeline 2022-23)**
- **Task 180:** While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD to incorporate specific areas for syllabus, subjects, teaching, learning and assessment of children with disabilities. **(Timeline 2022-23)**
- **Task 181:** States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education. Based on the mapping, states/UTs will prioritise students who need them, and provide them assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports and vocational education. **(Timeline 2022-23 onwards)**
- **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 to work with all schools within that group/cluster/complex. Special educators can also be made available online to groups of schools. **(Timeline 2022-30)**
- **Task 183:** NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities (CwD) and inclusion. These modules will be developed for the purpose of pre service and in-service teacher training. **(Timeline 2022-23 onwards)**

- **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. These centres will support the rehabilitation and educational needs of such students and will assist parents/guardians in achieving high-quality home-schooling and skilling for them. **(Timeline 2022-23 onwards)**
- **Task 185:** NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. **(Timeline 2022-23)**

6.4.4 Provisions for special education or home-based opportunities (ref para 6.12 to 6.14): **(Timeline 2022-23 onwards)**

- **Task 186:** Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. States/UTs will undertake a random sample-based audit of home-based education for its efficiency and effectiveness. Guidelines and standards for home-based schooling shall be developed by the States/UTs based on this audit in line with the RPWD Act 2016. **(Timeline 2022-23)**
- **Task 187:** SCERTs will develop online orientation modules for parents/caregivers and take up wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs. **(Timeline 2022-23)**
- **Task 188:** States/UTs will formulate guidelines for conducting summative assessment for home-based schooling also in Task 198, and recommend appropriate tools, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities. **(Timeline 2022-23)**
- **Task 189:** NCTE will include an appropriate module on awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) as an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups. **(Timeline 2022-23)**

6.4.5 Alternative forms of schools and other measures for SEDGs (Ref para 6.15 to 6.20): **(Timeline 2022-23 onwards)**

- **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 within the pedagogies followed by these schools, with special focus on enabling

children studying in these schools to attain the learning outcomes defined for Grades 1–12. For this purpose, the State/UT school education departments will handhold the concerned departments to achieve these goals.

(Timeline 2022-30)

- **Task 191:** States/UTs will generate awareness among students in alternative forms of schools to appear for open school board examinations of NIOS/SIOS and thereafter enrol in higher education institutions. This will be done through webinars, social media, and by mobilizing PRIs and ULBs. **(Timeline 2022-25)**
- **Task 192:** The NISHTHA modules adapted in the local languages by SCERT will be extended by SCERTs as online training for teachers of alternative forms of schools, to develop their capacities in the teaching of science, mathematics, language, and social studies and also for orientation to new pedagogical practices. **(Timeline 2022-25)**
- **Task 193:** States/UTs will help the organisations looking after alternative forms of schools by making available to them the digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc., and other online teaching-learning materials, that have been developed by the state/UT so far. **(Timeline 2022-25)**
- **Task 194:** States/UTs will prepare year-wise plan for special focus on Scheduled Castes and Scheduled Tribes students by providing special hostels in dedicated regions through Samagra Shiksha and convergence of MSJE funds. **(Timeline 2022-30)**
- **Task 195:** SCERTs of States/UTs will develop special online/offline/blended bridge courses for Scheduled Castes and Scheduled Tribes and other SEDG students for ensuring that they are easily mainstreamed in age appropriate grades, and for taking care of learning loss in case of gap in attending school. These Bridge Courses will be prepared by SCERTs for all grades and subjects. **(Timeline 2022-30)**
- **Task 196:** DoSEL and states/UTs will work out and also integrate with existing schemes and with MSJE to provide financial assistance through scholarships based on economic-cum-merit criteria to students from all SEDGs in classes 11 and 12, to facilitate their entry into higher education. A single agency and website will be developed by DoSEL for coordinating all scholarships and other opportunities and schemes available to students from SEDGs. **(Timeline 2022-30)**
- **Task 197:** State/UT Governments will take up opening of NCC wings in their secondary and higher secondary schools, particularly for those located in tribal dominated areas. A systematic plan will be drawn up in this regard by state/UTs

in consultation with the NCC units in the state/UT, with timelines.

(Timeline 2022-30)

- **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, girl child and children with disabilities. States/UTs will guide schools, PRIs and ULBs to undertake local community mobilization too in this regard. **(Timeline 2022-30)**
- **Task 199:** While preparing the NCF, NCERT will ensure that clarity is given on the school curriculum to include material on human values, such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. Any biases and stereotypes in school curriculum will be removed. **(Timeline 2022-23)**

6.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
Task 168	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones -SEZs.	MOE	2022-23
Task 169	States/UTs to add their own specific criteria to the Task 168 to identify their Special Education Zones, and notify the same.	States/UTs	2022-23
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.	States/UTs	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.	MOE	2022-23
Task 172	States/UTs will set up gender and equity cell and special cell for inclusive education.	States/UTs	2022-23

Task number	Task	Responsibility	Timeline
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
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
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
Task 176	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	States/UTs	2021-23
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
Task 178	Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030.	KVS	2022-30 2030
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
Task 180	While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD, etc.	NCERT	2022-23
Task 181	States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education.	States/UTs	2022-23 onwards
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
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
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

Task number	Task	Responsibility	Timeline
Task 185	NIOS will develop high-quality modules to teach Indian Sign Language.	NIOS	2022-23
Task 186	Guidelines and standards for home-based schooling shall be developed by the states/UTs based.	States/UTs	2022-23
Task 187	SCERTs will develop online orientation modules for parents/caregivers.	SCERTs	2022-23
Task 188	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	States/UTs	2022-23
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.	NCTE	2022-23
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	2022-23
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
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
Task 193	States/UTs will make available digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc.	States/UTs	2022-25
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	States/UTs	2022-30
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

Task number	Task	Responsibility	Timeline
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
Task 197	State/UT Governments will take up opening of NCC wings, particularly in tribal dominated areas.	States/UTs	2022-30
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.	States/UTs	2022-30
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	2022-23

6.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> At least 50% KGBVs extended to class 12 (MOE, States & UTs) Additional KVs and JNVs set up across the country particularly in aspirational districts and SEZs (States and UTs). Gender Inclusion Fund activated 	<ul style="list-style-type: none"> 100% KGBVs extended to class 12 Review of implementation status of Gender Inclusion Fund. (MOE) Review of implementation of safety and security guidelines. (MOE)
<ul style="list-style-type: none"> Special educators appointed to 50% schools/school clusters (States/UTs) Focus on early identification and support – 50% school trained (Schools with support from SCERT) 	<ul style="list-style-type: none"> Special educators appointed to 100% schools/school clusters Focus on early identification and support – 100% school trained
<ul style="list-style-type: none"> Enhanced hostel facilities, particularly for girls (States/UTs) Provisions of bridge courses, fee waiver and scholarships (States and UTs) 	<ul style="list-style-type: none"> Review of implementation of policies for inclusive education for SEZs (States/UTs)



Chapter 7

Efficient Resourcing and Effective Governance
through School Complexes/Clusters

7.1 OVERALL TARGET

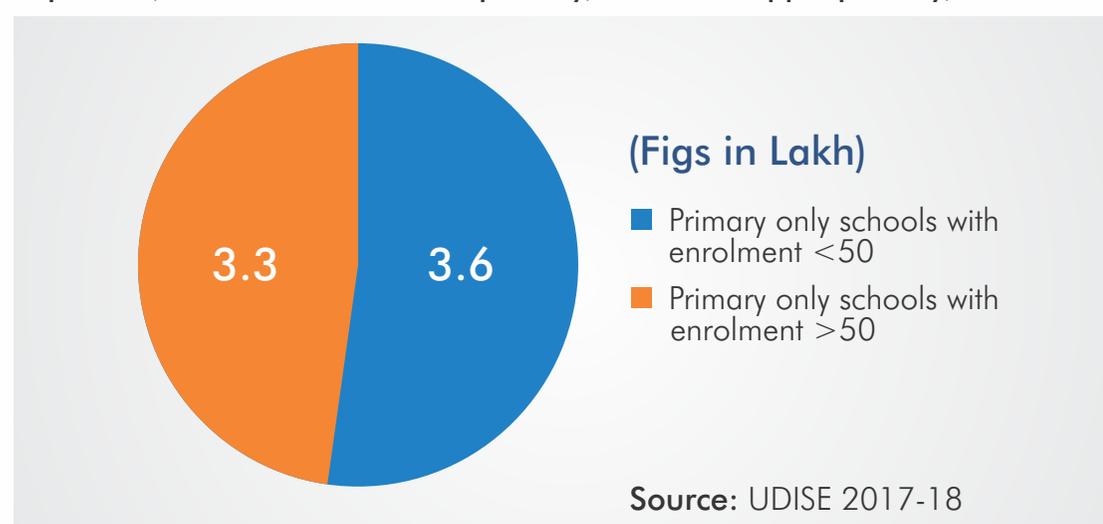
States to adopt innovative mechanisms to group and rationalize schools to facilitate the sharing of resources and render school governance more local, effective, and efficient by 2025

7.1 BACKGROUND

While the establishment of primary schools in every habitation across the country - driven by the Sarva Shiksha Abhiyan (SSA) and other important efforts across the States - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2017-18 data, nearly 28.03 % of India's public primary schools and 8% of India's upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion having below 6. Various studies point towards an optimal class size off 20-24, and the existence of both, multi-grade classrooms and small classes take away from the efficacy of classroom teaching. During the year 2017-18, there were 84,316 single-teacher schools, the majority of them (70,222) being primary schools serving Grades 1–5. A total of 4.65 crore students are enrolled in primary only government schools in India, and out of nearly 6.9 lakh primary only schools, nearly 3.6 lakh of them have a student population of less than 50.

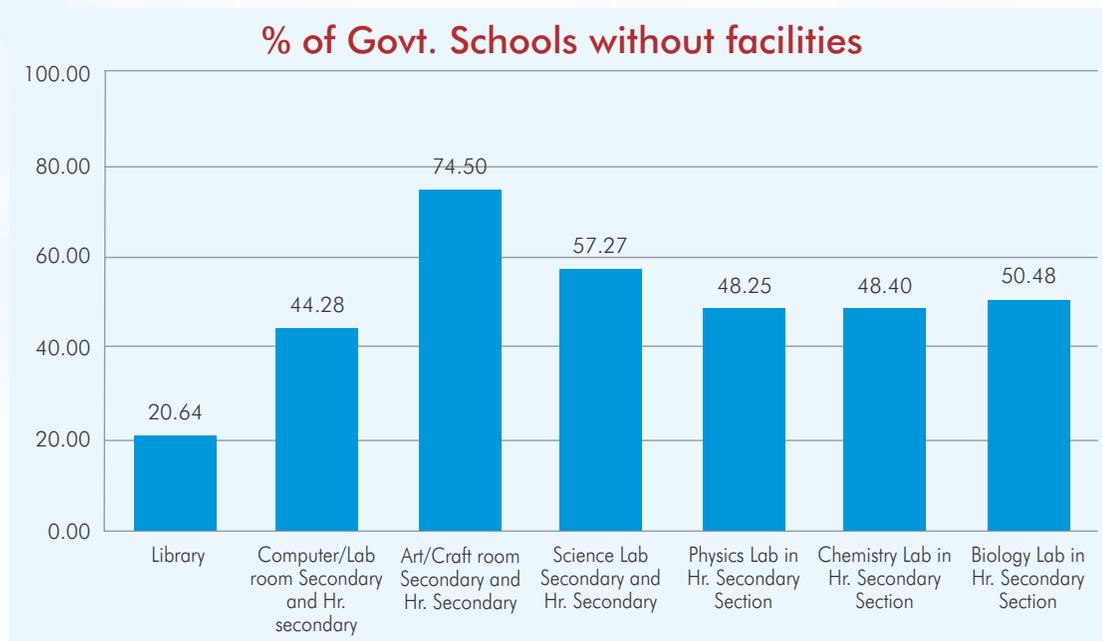
One possible mechanism for accomplishing efficient resourcing would be the establishment of school complexes/clusters, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood, in a radius of five to ten miles, as was first enunciated by the Education Commission (1964–66) but was left unimplemented.

At present, 97.27% habitations at primary, 96.82% at upper primary, 91.49% at

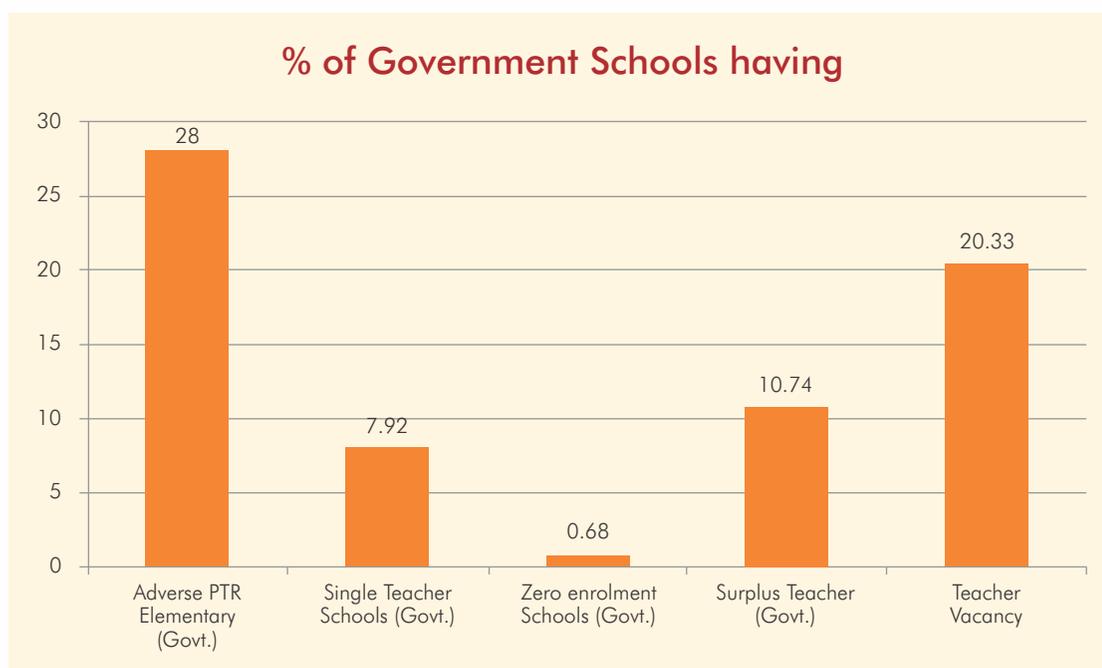


secondary and 68.36% at Senior Secondary are covered with schools .

However, following percentage of government secondary/higher secondary schools do not have basic infrastructure facilities. The details are given in the graph below:



In addition to the above, the number of schools having adverse PTR, single teacher schools, zero enrolment schools, surplus teachers etc. at the elementary level is given in the graph (UDISE 2017-18):



¹²AWP&B 2019-20, Samagra Shiksha, Ministry of Education (MoE)

¹³UDISE+ 2017-18

The State and UT wise analysis of vacancy of teachers highlights the major concern of quality of teaching.

■ Less than 10% ■ 10 to 20% ■ Above 20% □ Negligible



Source AWP&B, MHRD

Close to 30% of all schools in India have adverse pupil to teacher ratios, 20% have teacher vacancies and 10% have surplus teachers. In order to ensure optimum utilisation of these resources, States and UTs need to adopt innovative mechanism, available to them including adopting the system of school complexes.

7.3 NEP RECOMMENDATIONS

- While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under Samagra Shiksha Scheme and other important efforts across the states - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2016–17 data, nearly 28% of India's public primary schools and 14.8% of India's upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion having below 6; during the year 2016–17, there were 1,08,017 single-teacher schools, the majority of them (85743) being primary schools serving Grades 1–5. **(NEP Para 7.1)**
- These small school sizes have rendered it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and library books, are simply not available across schools. **(NEP Para 7.2)**

¹⁴Sources: AWP&B-2018-19, information as provided by the States/UTs

- The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned to the increases in the number of school or to the unified structure of the Samagra Shiksha Scheme. **(NEP Para 7.3)**
- Although consolidation of schools is an option that is often discussed, it must be carried out very judiciously, and only when it is ensured that there is no impact on access. Such measures are nevertheless likely to result only in limited consolidation, and would not solve the overall structural problem and challenges presented by the large numbers of small schools. **(NEP Para 7.4)**
- These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. The objective behind this intervention would be to ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d) cooperation and support across schools for the education of children with disabilities; and(e) improved governance of the schooling system is improved by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit. **(NEP Para 7.5)**
- One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers. This suggestion was first made by the Education Commission (1964–66) but was left unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever possible. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster. **(NEP Para 7.6)**

- The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner. **(NEP Para 7.7)**
- The governance of schools will also improve and become far more efficient with school complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the individual schools within it. The school complex/cluster will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular Framework (SCF). Under this organization, schools will gain in strength, will be able to exercise greater freedom, and will contribute towards making the complex more innovative and responsive. Meanwhile, the DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness. **(NEP Para 7.8)**
- The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs). The SCDP will also involve the plans of all other institutions associated with the school complex, such as vocational education institutions, and will be created by the principals and teachers of the school complex with the involvement of the SCMC and will be made available publicly. The plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources, school culture initiatives, teacher

development plans, and educational outcomes. It will detail the efforts to leverage the teachers and students across the school complex to develop vibrant learning communities. The SDP and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE. The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g., the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year) and long-term (3-5 years). It will also provide all other relevant support to the school complexes to achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g., financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools, which may be revised periodically.

(NEP Para 7.9)

- To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa, where possible.

(NEP Para 7.10)

- Every State/ will be encouraged to strengthen existing or establish “Bal Bhavans” where children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime boarding school, to partake in art-related, career-related, and play-related activities. Such Bal Bhavans may be incorporated as a part of school complexes/clusters if possible. **(NEP Para 7.11)**
- The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching/schooling hours and may be used as a “Samajik Chetna Kendra”. **(NEP Para 7.12)**

7.4 IMPLEMENTATION PLAN

7.4.1 Review the existing school ecosystem status to facilitate transition to new structures (Ref para 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.

This will be a non-negotiable for effective implementation of NEP 2020.
(Timeline 2021-22)

- **Task 201:** State/UT shall prepare a short-term (upto 2025) and long-term (up to 2030) plan for laying down the roadmap for grouping/clustering schools into school complexes or any other format of grouping for efficient and effective sharing of infrastructure and resources for the benefit of the learners. These plans may preferably be based on present CRC system. However, if a better and more efficient rationalisation is possible, it may be undertaken by suitable changes in the schools that will be a part of the CRC. The guidelines for formation of CRC/BRC may be followed while effecting these changes.
(Timeline 2022-23)
- **Task 202:** Providing of infrastructure and resource requirements of these groups/clusters/complex of schools shall also form a part of the above plans, and states/UTs shall plan to provide these in a phased manner through Samagra Shiksha scheme by 2030. As a part of this exercise the states/UTs shall prepare detailed guidelines for the role and responsibilities of CRC/BRC.
(Timeline: 2022-30)
 - BRC/CRC have a significant role in ensuring the implementation of the National Education Policy, 2020
 - BRCs/URCs and CRCs are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions.
 - SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs within three years (NEP Para 8.5)
 - BRCs/URCs and CRCs are the main units providing training and on-site support to schools and teachers.
 - Given the significance of these structures, the programme will strengthen the faculty and infrastructure support to BRC/URC and CRCs.
 - States/UTs will prepare detailed Guidelines for the roles, responsibilities, selection criteria, functioning and reporting by CRC/BRC based on the requirements of the National Education Policy, 2020. These Guidelines will also lay down a rubrics of Key performance Indicators for assessing the performance of BRC/URC/CRC, which will include the following among others:
 - (i) regular academic inspection visits to school,
 - (ii) providing training and on-site support to schools and teachers,

- (iii) monitoring the number of hours of teaching by teachers in a week
- (iv) ensuring introduction and sustenance of innovative pedagogies in schools (art-integrated/sport-integrated/activity-based/experiential/story-telling-based/ICT-integrated learning, etc.),
- (v) ensuring effective use of all TLM provided to schools
- (vi) facilitating and guiding preparation of no cost or low cost teaching aids/tools by school teachers
- (vii) ensuring continuous and effective integration of ICT through efficient use of ICT equipment and ICT based educational resources
- (viii) monitoring the progress of Foundational Literacy and Numeracy
- (ix) ensuring learning enhancement activities/learning enrichment activities in school,
- (x) ensuring individualized support for CWSN and slow learners,
- (xi) ensuring 50 hours of CPD for all teachers and head teachers,
- (xii) ensuring all directions, circulars, information, etc. percolates down to the last teacher in the last school,
- (xiii) ensuring constructive parental/volunteer engagement by schools,
- (xiv) ensuring schools are undertaking safety audit
- (xv) ensuring timely and correct reporting on KPIs by schools,
- (xvi) ensuring timely and correct reporting by BRC/CRC to district/state level,
 - o The reporting by CRC/BRC must be App based, hence States/UTs may prepare Apps based on CRC.BRC guidelines in the local language.
- **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, formation of School Group/Cluster/Complex Management Committee and for the functioning of these groups/complex of schools. The implementation of these guidelines for grouping schools shall be completed in a phased manner by 2025-26, while provisioning of adequate resources shall be completed by 2030. **(Timeline: 2022-26)**
- The guidelines will also contain among others, mechanisms for training of school heads, teachers, scheduling of time table keeping in view travel distances and time and ensuring real time biometric attendance of all teachers who are shared within the school complex. State and UT Govt. will also explore innovative mechanisms in these grouped schools to ensure effective and efficient sharing of infrastructure, teachers, resources, counsellors etc. Use of GIS

Mapping, local area mapping, community involvement for logistically feasible grouping of schools can be a part of these guidelines/framework. Infrastructure for adult and vocational education will be integrated with school complexes. Mutually beneficial linkages between schools and higher education institutions shall also be a part of the guidelines.

7.4.2 Setting up of School Complexes (Ref para 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. **(Timeline: 2023-24)**

7.4.3 Twinning of Schools, Bal Bhavan, Samajik Chetna Kendras (ref para 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; wherever twinning is not possible for any reason, partnerships hubs maybe formed between 4-5 schools located near to each other. These guidelines will include objectives of the twinning/partnership process and activities that can be undertaken jointly by the partners. The CBSE has prepared very detailed guidelines on clustering 4-5 schools into Hubs of Learning in March 2019. These guidelines can be used as the base for undertaking this task by schools. The circular of CBSE in this regard can be seen at http://cbse.nic.in/newsite/attach/hubs%20of%20learning%2015.3.19_final.pdf. **(Timeline 2021-23)**
- **Task 206:** States and UTs will take up strengthening of existing Bal Bhavans to make them centers of joyful, cognitive/psychomotor/affective engagement venues for young learners, for learning new skills and crafts, and exhibiting talent. Existing Bal Bhavans will therefore provide art, career and play related activities and will be integral part of school/clusters. The Head school in a school complex/cluster can also be provided with few facilities for the cluster/group school students, and can be set up as a special day time boarding schools on weekends for undertaking joyful art and play related activities by children. **(Timeline: 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/CTSA/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. This exercise will be taken in a grade appropriate manner and SCERTs will prepare the framework of this experiential

learning activity. Students will require to conduct interviews, visit places, identify old structures, meet the aged, understand the local culture/traditions, etc. for this. As a natural corollary to this, States/UTs will ensure that important events such as founding days of the village/town/area are celebrated by the school with the community; alumni may be honoured on the occasion. This will bring in a strong sense of history, a feeling of pride and belonging among students and teachers to remain rooted in the local culture. For this NCERT will develop broad framework in NCFSE, while States/UTs may develop guidelines and disseminate so that the exercise is initiated in 2022-23 academic session onwards. **(Timeline: 2022-23)**

- **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. **(Timeline: 2022-23)**
- **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. SCERTs will prepare detailed implementation plans and ensure convergence of all educational activities – from school education, to ICT based activities, to adult education, to sports, etc. The states/UTs will begin implementing this task from 2022-23. **(Timeline: 2023-24)**

7.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 200	Unified administrative structure for primary, secondary and senior secondary schools under Samagra Shiksha will be ensured by all States and UTs.	States/UTs	2021-22
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.	States/UTs	2022-23
Task 202	Providing of infrastructure and resource requirements of these groups/clusters/complex of schools shall also form a part of the above plans.	States/UTs	2022-30
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

Task number	Task	Responsibility	Timeline
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
Task 205	All States partnering and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the state/UT.	States/UTs	2021-30
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
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/ CTSA/ BOAs	2022-23
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, SCERT	2022-23
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

7.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • School groupings/school clusters/complex to be implemented in all States and UTs. 	
<ul style="list-style-type: none"> • States will ensure that at least 50% schools have adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc. (States and UTs) 	<p>Adequate infrastructure and resources to be available in 100% School groupings/school clusters/complex.</p>
<ul style="list-style-type: none"> • At least 50% States and UTs to adopt the concept of Samajik Chetna Kendras. 	<ul style="list-style-type: none"> • 100% States and UTs to adopt the concept of Samajik Chetna Kendras. • Bal Bhavans strengthened and expanded. (States & UTs)



Chapter 8

Regulation and Accreditation of School Education

8.1 OVERALL TARGET

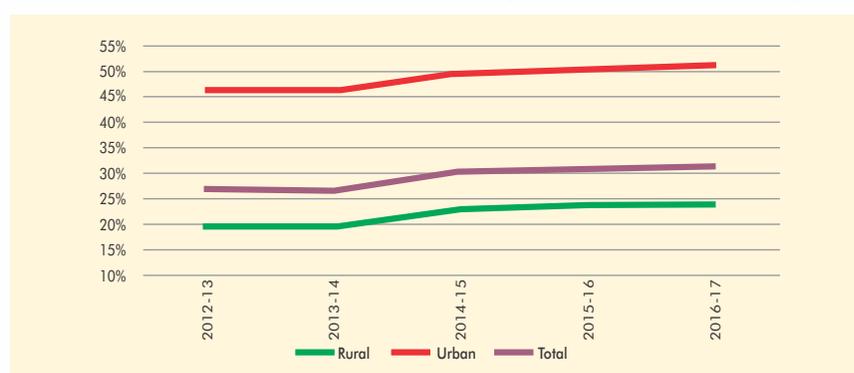
India's school education system is invigorated through effective regulation and accreditation mechanisms that ensure integrity and transparency and foster quality and innovation for continually improving educational outcomes.

- To achieve the SDG goal 4 of universalization secondary education by 2030 for all, continuous efforts will be made to universalise pre-primary to secondary education for the next 5 years i.e. 2025 and simultaneously increasing access to Higher Secondary level.
- Establishment of National Assessment Centre PARAKH by the end of 2021
- Establishment of SSSA as a regulatory body that sets the standards and provides certification to private schools, in States and UTs

8.1 BACKGROUND

The Right to Education Act, 2009, lays down norms and standards for schools, including infrastructure norms, minimum teacher qualifications, pupil-teacher ratios and curricular standards. However, some aspects of private school operations continue to be governed almost exclusively by State laws, such as fee fixation and inspection of schools. The landmark judgment in the T.M.A. Pai case in 2003 established that while private schools had the broad autonomy to fix their admission policy and fee structure, profiteering was disallowed and private schools could only make a 'reasonable surplus'. At present, 62 Centre/State Boards are functional and the boards are expected to provide some regulatory framework/norms/standards for maintaining required parameters for efficient functioning of schools. However, the focus of these boards is more on examination rather than providing enabling regulatory environment.

At present, more than 50% students in States like Uttar Pradesh, Haryana, Nagaland and Manipur attending private schools at secondary level ; and States like Andhra Pradesh, Haryana, Rajasthan, Manipur, Nagaland, Telangana, and Uttar Pradesh in India have more than 50% of students attending private schools at higher secondary grades.



¹⁵Source: COBSE Website accessed in January 2020.

¹⁶Uttar Pradesh 66.5%, Haryana 57.5%, Nagaland 69.7% and Manipur 72.6% as per UDISE+ 2018+19 (provisional)

¹⁷Andhra Pradesh 71.9%, Haryana 62.3, Rajasthan 50.4%, Manipur 69%, Nagaland 72.2%, Telangana 67.7% and Uttar Pradesh 63.5% as per UDISE+ 2018+19 (provisional)

We can also see a year-on-year increase in the proportion of children (aged 6-14) enrolled in private schools. The percentage of children (aged 6-14) enrolled in private schools was ~26% in 2013 and is almost at 31% in 2018 . Given this increase in the proportion of students who are attending private schools (close to 33% according to U-DISE 2017-18), there is a need to ensure a robust system of accreditation and an enabling regulatory environment. The current regulation and inspection are extremely input-focused with no focus on learning outcome indicators. It becomes very important to collect national level learning data for private schools as well and modify the regulatory framework to stress on outcome markers.

8.3 NEP RECOMMENDATIONS

- The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes. **(NEP Para 8.1)**
- At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions, and policymaking - are handled by a single body, i.e., the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power; it also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform. **(NEP Para 8.2)**
- The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education. **(NEP Para 8.3)**
- The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to

¹⁸U-DISE Data 2012-2018

play a significant and beneficial role. **(NEP Para 8.4)**

- The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:
 - The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests.
 - The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision.
 - An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.
 - Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the

heavy load of regulatory mandates currently borne by schools.

- o Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders. The SCERT will also lead a “change management process” for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State. **(NEP Para 8.5)**
- The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Each stakeholder and participant of the education system will be accountable to perform their role with the highest level of integrity, full commitment, and exemplary work ethic. Each role of the system will have explicitly articulated role expectations and rigorous assessment of their performance vis-à-vis these expectations. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to `mark of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. All functionaries will be responsible to ensure that this development, performance, and accountability system is run with high integrity, and systematically, within their span of control. **(NEP Para 8.6)**
- Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the school website and on the SSSA website - for both public and private schools - would include (at the very least) information on the numbers of classrooms, students, and teachers, subjects

taught, any fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For schools controlled/managed/aided by the central government, the CBSE in consultation with the MOE shall prepare a framework. All the education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector. **(NEP Para 8.7)**

- The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings and experiences gained in the last decade. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, 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). The overemphasis on inputs, and the mechanistic nature of their specifications— physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc. These mandates will be adjusted and loosened, leaving suitable flexibility for each school to make its own decisions based on local needs and constraints, while ensuring safety, security, and a pleasant and productive learning space. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring free, equitable, and quality primary and secondary education for all children. **(NEP Para 8.8)**
- The aim of the public-school education system will be to impart the highest quality education so that it becomes the most attractive option for parents from all walks of life for educating their children. **(NEP Para 8.9)**
- For a periodic 'health check-up' of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Until the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS. **(NEP Para 8.10)**

- Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority. **(NEP Para 8.11)**

8.4 IMPLEMENTATION PLAN

8.4.2 Improvement in regulatory and governance system (ref. para. 8.1 to 8.4) (Timeline: 2022-23)

- **Task 210:** States/UTs through SCERTs will undertake a detailed exercise and consultation process to prepare regulations to ensure empowerment of schools and enforcement of transparent and online public disclosure of all finances, procedures and educational outcomes, by all schools in the region – whether public or private, and following any recognized secondary Board of education (Indian or international). These regulations and online self-disclosure system should become functional in all states/UTs by 2022-23. **(Timeline: 2021-23)**
- **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) **(Timeline: 2022-24)**

8.4.2 Setting up of regulatory and governance systems (Ref para 8.5): (Timeline: 2024-25)

- **Task 212:** States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, progress in achievement of learning outcomes, innovative classroom practices, following of NCFSE, and sound processes of governance), which shall be followed by all schools in the state/UT, irrespective of Board of affiliation (except KVS and JNV schools). SSSA will establish an effective, quality self-regulation or accreditation system to ensure that all schools private, public, and philanthropic follow these minimal professional and quality standards. The SSSA will provide a digital platform for self-disclosure by all schools on an annual basis. Certain areas of this self-disclosure shall also be integrated with the UDISE+ in an aggregated format. **(Timeline: 2021-23)**

- **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). These functions shall be fully separated by all states/UTs by 2023. **(Timeline: 2021-23)**

(i) **Role of SSSA**

- An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education, for all schools, including - private, public, and philanthropic - to ensure compliance with essential quality standards.
- Criteria for self-declaration by the schools will be developed by the SSSAs; the requirements and criteria of self-declaration to start a school will also be developed simultaneously by all the SSSAs.
- Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools by SSA.
- The SSSAs will also set up a mechanism of accreditation in consultation with SCERTs; schools and other organizations with capacity and credibility will be provided the orientation to be able to do audits of the accreditation. Accreditation bodies will be identified and assigned by SSSA as per the requirement and number of schools in their respective States.
- SSSA to develop effective mechanism for redressal of complaints or grievances from stakeholders or others arising out of the information placed by the schools on the public domain.
- SSSA will also develop an innovative mechanism for getting feedback from randomly selected students of the school on hand on an anonymized basis.
- Right from its inception, suitable technology integration will be done for 100% functioning of the SSSA to ensure efficiency and effectiveness.
- SSSAs will ensure that all public disclosures are available on the websites of the schools and as well as on portal/website of SSSA. (All States/UTs to have SSSA websites by 2023).
- SSSAs shall be fully empowered to enforce the regulatory regime, including by withdrawing approval to operate schools, i.e. shutting down schools, if the basic minimal parameters for self-disclosure and/or accreditation are not satisfied.
- For schools to get affiliated to any Board of Assessment, the pre-condition would be self-disclosure on SSSA portal/website. BOAs can also fix levels of accreditation as criteria.

- States/UTs may like to consider setting up SSSA in their BOAs or within SCERTs for more effective coordination.

(ii) **Role of SCERT**

- SCERT will be the apex body for academic matters in the state;
- **Task 214:** SCERT will lead a “change management process” for the reinvigoration of CRCs, BRCs, and DIETs to change the capacity and work culture of these institutions within 3 years, developing them into vibrant institutions of excellence. For this, SCERTs will develop an overall strategic plan, and an institution wise action plan by 2021-22 and begin its implementation from 2022-23. The plan will include among others, capacity building, norms for recruitment/deputation, functions/roles and responsibilities, IT based-solutions for administration, planning and governance of these institutions, etc. **(Timeline: 2021-24)**
- **Task 215:** School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines developed by NIEPA and NCERT. SQAAF will be implemented and used by SSSA for regulation based on accreditation. SQAAF will be developed in consultation with various stakeholders, specially teachers and students. Common regulatory regime will be there for public and private schools. **(Timeline: 2021-23)**
- SCERT to develop any additional parameters/dimensions from time to time with objective of improving educational outcomes.

8.4.3 Regulatory Mechanism for Central/Govt. Schools (Ref para 8.6 to 8.7): (Timeline 2021-22 onwards)

- **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 (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance). KVS/JNV/CTSA will come out with detailed guidelines on grievance redressal mechanism based on self-disclosure. The private and state government schools affiliated to CBSE will mandatorily follow the directions of the SSSA of the state/UT they are located in. However, for private and state government schools affiliated to CBSE, the Board can also have few special parameters for online self-disclosure in addition to those of their respective SSSAs for the purpose of examination registrations, extension of affiliation, etc. CBSE will need to modify its Affiliation and Examination Byelaws accordingly. **(Timeline: 2021-23)**

8.4.4 Universal, free and compulsory access to high-quality and equitable schooling (ref para 8.8): (Timeline 2030)

- **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). In this plan, the tasks and actions to be taken along with budget and timelines for achievement of various recommendations of NEP 2020 shall be detailed out carefully and strategically to ensure universal access to education from pre-school to grade 12 for all children. This plan will be operationalised on priority by 2022, and not later than 2023 by all states/UTs. **(Timeline 2021-23)**

8.4.5 Assessment of the system/Setting-up of PARAKH (Ref para 8.10) (Timeline 2021-22 onwards)

- **Task 218:** MOE/NCERT will prepare framework/guidelines for the holistic assessment of the education governance system at state/district/block/cluster/school levels. Assessment system will be objective and developmentally oriented, while ensuring accountability. NCERT and NIEPA will build further on the already developed systems of Shala Siddhi, PINDICS, etc. It will have multiple sources of feedback and assessment, to ensure a full view of the performance. The assessment will not be 'reductionist' or 'simplistic'. It will also recognize that education requires team-work, particularly at the level of the school. This framework will then be made online to facilitate the states/UTs to participate in self-assessment. **(Timeline 2022-23)**
- **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. These surveys will test achievement of grade appropriate competencies in Mathematics/Science/Reading literacy in particular for grades 3, 5, 8 and 10. **(Timeline 2022-onwards)**
- **Task 220:** For conduct of NAS, CBSE/NCERT will expand coverage and enhance reliability check. **(Timeline 2021-22)**
 - o **NAS will also ensure the following:**
 - a) a wider coverage of students in government, government aided and private schools
 - b) third party administration/observation
 - c) Introducing of measures to improve data quality (e.g., sharing multiple

sample frames with States, creating multiple test booklets, independent process and data audits, etc.)

d) enabling comparability of results across cycles.

8.4.6 School safety framework (ref para 8.11): (Timeline: 2021-22 onwards)

- **Task 221:** A school safety framework will be designed by DoSEL at national level. All States/UTs shall adopt/adapt this framework by considering it as the minimum requirement, and by adding to it as per local requirements and ensure its implementation on priority. **(Timeline 2021-22)**
- **Task 222:** Online programmes for generating awareness of child rights will be developed by SCERT and enforcement of child rights in schools will be assured by the regulatory system. **(Timeline 2022-23)**

8.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 210	States/UTs through SCERTs will prepare regulations to ensure empowerment of schools and enforcement of transparency and online public disclosure.	SCERT	2021-23
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)	States/UTs	2022-24
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.	States/UTs	2021-23
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).	States/UTs	2021-23
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

Task number	Task	Responsibility	Timeline
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
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.	CBSE, MOE, JNV, KVS, CTSA	2021-23
Task 217	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	
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
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
Task 220	For the conduct of NAS, CBSE/NCERT will expand coverage and enhance reliability check.	CBSE, NCERT	2021-22
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
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	2022-23

8.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • SSSA set up in all states/UTs. • School Quality Assessment and Accreditation Framework (SQAAF) will be developed in all states/UTs. (SCERTs) • Robust and easily accessible public grievance and redressal mechanism set up by all SSSAs. (SSSA) 	<ul style="list-style-type: none"> • Review of implementation (MOE)
<ul style="list-style-type: none"> • Online system of public disclosure will be developed by SSSA for all schools in their respective States and UTs. (States and UTs) • SSSA will also develop online self-disclosure framework for giving permission to start new schools. (States and UTs) • SCERTs, DIETs, BITEs, BRCs and CRCs will be strengthened to provide the necessary academic support to the schools. (States and UTs) 	
<ul style="list-style-type: none"> • PARAKH an autonomous body will conduct NAS 2023 based on competency-based items, focusing on higher-order skills and deep analysis of data on student learning achievement and through third party administration. (MOE) • Question banks will be developed and placed on DIKSHA (SCERTs and School Boards) • Robust data monitoring/learning management system will be developed to track progress of students in 50% states/UTs. (States/UTs) 	<ul style="list-style-type: none"> • All school Boards will become compliant to norms/standards/guidelines laid down by PARAKH • Robust data monitoring/learning management system will be developed to track progress of students in 100% states/UTs.



Chapter 9

Teacher Education

9.1 OVERALL TARGET

Ensuring that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers.

9.2 BACKGROUND

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. NCTE, unlike all other regulatory bodies has a peculiar organizational structure and hierarchy of powers. It has been so structured that its regional Committees are all powerful in the grant of approval to new institutions and also in terms of termination of an erring institution as well.

At present (as on 31.03.2019), there are 16728 Teacher Education Institutions across the country with the intake capacity of 1961184 students, many of these are of poor quality or do not prescribe to standards. The growth of TEIs is quite striking with around 92% of the TEIs in the private sector, 6% in the Govt. aided sector and hardly 2% TEIs in the Govt. sector. However, the progress of teacher education institutes over the years has been skewed and uneven across States and Regions. The trend shows that the regulatory authority could exercise little control over the fast expansion of TEIs. This resulted in limited supply of qualified teacher educators whose demand had gone up due to steep rise in the number of elementary and secondary teacher education institutions leaving an unbridged gap between the demand and supply of teacher educators. It may also be noted that while TEIs grew at a fast pace and on a large scale in many States, in others such as the North Eastern States and some States in the Eastern and Western region like Bihar, Jharkhand, Odisha and Chhattisgarh, their number expanded at a slow pace, leaving these States heavily under served and suffering from shortage of trained teachers.

9.3 NEP RECOMMENDATIONS

- Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and

¹⁹As per data from NCTE

development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. **(NEP Para 15.1)**

- According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. **(NEP Para 15.2)**
- In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. **(NEP Para 15.3)**
- As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. **(NEP Para 15.4)**
- The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and

education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes. **(NEP Para 15.5)**

- HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc. **(NEP Para 15.6)**
- In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country. **(NEP Para 15.7)**
- The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development. **(NEP Para 15.8)**
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose. **(NEP Para 15.9)**
- In-service continuous professional development for college and university

teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within short span of time.

(NEP Para 15.10)

- A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

(NEP Para 15.11)

9.4 IMPLEMENTATION PLAN

9.4.1 Teacher Education Programmes (Ref para 15.1 to 15.7)

- In accordance with Task 159 of chapter 5, all Teacher education programmes will be conducted within composite multi-disciplinary institutions by 2030, and NCTE will develop curriculum and guidelines for all HEIs to adopt the 4-year B.Ed. program which shall serve as the minimal degree qualification for school teachers
- NCTE will prepare detailed action plan as per following for the recommendations mentioned above:
 - In accordance with Task 142 in chapter 5, a scheme for scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to B.Ed. programmes. This will be implemented by the states/UTs/TEIs.
 - In accordance with Task 162 in chapter 5, NCTE to design a 1-year B.Ed. programme for particularly outstanding candidates who have received a 4-year undergraduate degree in a specialised subject.
- **Task 223:** National Testing Agency will design and conduct a national common entrance test for entry to these 4-year integrated B.Ed courses. For this NCTE will prepare guidelines that will be issued for all states/UTs to follow.
(Timeline 2021-22)

9.4.2 Teacher Education Institutions (ref para 15.8 to 15.9)

- In accordance with Task 166 in chapter 5, NHERC/NCTE will work out the modalities for phasing out the standalone/dysfunctional/substandard TEIs.
- **Task 224:** NCTE will coordinate with UGC for ensuring that credit-based courses in teaching/education/pedagogy/writing are offered to all fresh Ph.D.

entrants during their doctoral training period, teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose. **(Timeline 2022-24)**

9.4.3 Training (Ref para 15.10 to 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 for conducting CPD and other training programmes. This plan will include teachers from pre-primary to higher secondary and school heads and Principals. The CPD will preferably be undertaken through digital modes, such as Swayam Prabha, SWAYAM/DIKSHA by the states/UTs. **(Timeline 2021-25)**
- **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. For this purpose, technology-based solutions will be used effectively to prepare national database of Mentors and facilitating online linkages to Mentees. Mentors will be identified on priority for teachers teaching foundational stages. **(Timeline 2022-23)**

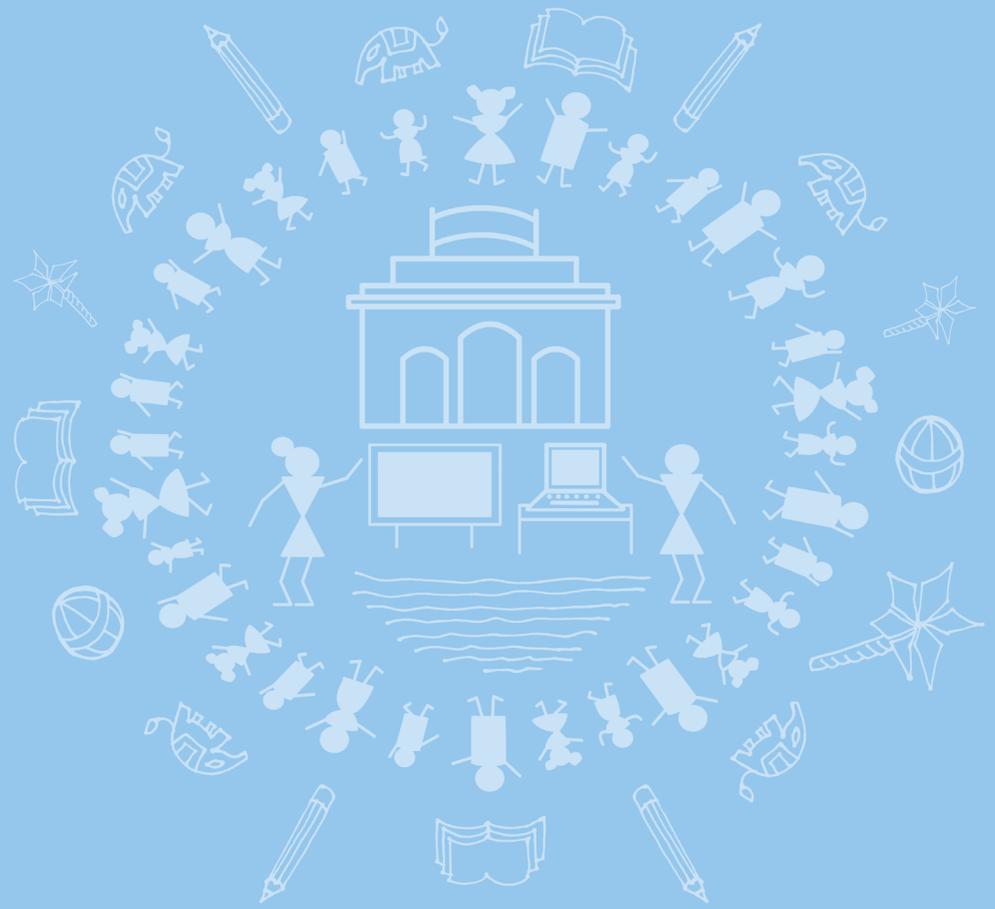
9.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
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
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	2021-25

Task number	Task	Responsibility	Timeline
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.	DoHE, NCTE	2022-23

9.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • 4-year B.Ed. integrated will be a preferred course for teacher education aspirants. (NCTE) • Entrance tests for admission to TEIs conducted by NTA and adopted by Universities and multi-disciplinary Institutions for 4 year Integrated B.Ed programmes. 	<ul style="list-style-type: none"> • The 4-year integrated B.Ed. will be offered by multidisciplinary HEIs and will become the minimal degree qualification for school teachers.
<ul style="list-style-type: none"> • Public stand-alone TEIs will be move towards multidisciplinary higher educational institutions. (HEIs, HECI) • Such HEIs will ensure the availability of a range of experts in education and related disciplines as well as specialised subjects. (HEIs) • Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach. (HEI) • A robust regulatory and accreditation system in TEIs will be in place. (NCTE) 	<ul style="list-style-type: none"> • Standalone/dysfunctional/substandard TEIs will be phased out from the system. (HECI/NCTE)
<ul style="list-style-type: none"> • Customised teacher education programmes to attract outstanding students will be available. (NCTE/HECI) • A National Mission for Mentoring will be set up. (NCTE) 	





Chapter 10

Reimagining Vocational Education

10.1 TARGET

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.

10.2 BACKGROUND

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education; this may be compared to other countries such as the USA where the number is 52%, Germany 75%, and South Korea as high as 96%. These numbers only underline the urgency or the need to hasten the spread of vocational education in India. One of the primary reasons for the small numbers of students receiving vocational education is the unfortunate fact that vocational education has in the past focused largely on dropouts (Grade 8 and upwards) and on Grades 11–12. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from ‘mainstream’ or ‘academic’ education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

The lack of planning and the poor delivery of vocational education in the past has contributed to the creation of a social status hierarchy in which vocational education is perceived to be inferior to mainstream education, meant largely for students who are unable to cope with the latter.

- a) The low social status accorded to the vocational education has always been a deterrent in popularisation of vocational education. There is a need to develop appropriate strategies for popularizing the role and importance of Vocationalisation of Education in schools and to make it socially acceptable. Integrating vocational education with formal education would help in making applied learning popular in the schools. Skill development is the shared responsibility of the Government and the Industry. Government, Industry Associations, Community Members, Parents and Teachers should encourage students to develop a positive attitude towards vocational education. Also, there is a need to modify the recruitment rules of both government and private jobs so that due recognition could be given to the formally skilled people, which would also encourage students to opt for vocational education.

- b) The non-availability of good quality vocational teachers/ trainers is a major issue in imparting quality vocational education and training. Industry should play a major role in the training and assessment of skills of the students. Currently, there are about 18000 vocational trainers in schools and there would be a need of around 1.5 lakh trainers if 50% of the learners are to be covered by 2025. The outcome-based approach for preparing quality vocational teachers and trainers would need to be adopted by the Teacher Training Institutions so that professional and experienced teachers could be prepared to teach vocational subjects. It has been observed that the assessment of skills by the Industry leads to better acceptance of the students in the work force. A large number of assessors from the industry would be needed for conducting skill assessments of the learners in the schools. A standing panel of industry experts with the respective education boards would be the need of the hour for carrying out assessment of school students.
- c) The Government is implementing the scheme of Vocationalisation of School Education under the umbrella of 'Samagra Shiksha - an integrated scheme for school education'. The scheme seeks to integrate vocational education with general academic education with an aim to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. The scheme covers Government and Government aided schools. The scheme has been implemented in 10160 schools with reported enrolment of more than 12 lakh students. National Institute of Open Schooling (NIOS) is also implementing various Certificate and Diploma courses for various vocational subjects through their 1379 AVI (Accredited Vocational Institutes). 5% of the cumulative enrolment of 27 Lakh in NIOS is under vocational courses.

10.3 NEP RECOMMENDATIONS (related to school education)

- The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India. **(NEP Para 16.1)**
- One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not

designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013. **(NEP Para 16.2)**

- Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagining of how vocational education is offered to students in the future. **(NEP Para 16.3)**
- This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labor and importance of various vocations involving /Indian arts and artisanship. **(NEP Para 16.4)**
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to

students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

(NEP Para 16.5)

- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MOE will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. **(NEP Para 16.6)**
- Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries. **(NEP Para 16.7)**
- The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education. **(NEP Para 16.8)**

10.4 IMPLEMENTATION PLAN

10.4.1 Expansion and strengthening of vocational education (ref para 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. From 2022-23 onwards PSSCIVE will undertake regular teacher training for vocational education, preferably through online/digital mode. PSSCIVE will train Key resource Persons from States/UTs and also prepare engaging online training modules for self-learning as well. **(Timeline: 2022-23)**
- **Task 228:** States/UTs will organise awareness programmes to change the general attitude towards Vocational Education. Such public awareness to de-stigmatise Vocational Education will be done through online/digital modes,

through training of school teachers, and through use of social media platforms. For motivating students/parents/teachers, compilation and sharing of good practices in vocational education shall be done for image building through digital media. **(Timeline: 2022-23 onwards)**

- **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 will also prepare detailed curricular framework for vocational education in schools. NCERT will take the views of CBSE and other BOAs for integrating vocational courses in the educational offerings of all secondary schools in a phased manner over the next decade. **(Timeline: 2022-23)**
- **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. **(Timeline: 2022)**
- **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. These guidelines will also provide framework for secondary schools to collaborate with ITIs, polytechnics, local industry, etc. **(Timeline: 2022-23)**
- **Task 232:** Based on guidelines, states/UTs/CBSE/BOAs/KVS/JNV/CTSA will undertake its implementation from 2022-24 academic session onwards. Use of local 'Skills Knowledge Providers (SKP)' by states/UTs will also help ensure that students are trained for vocations of relevance in the local area, and improve the likelihood of them finding jobs locally after Grade 12. **(Timeline: 2023-24)**
- **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, courses on digital and financial literacy, entrepreneurship etc. as a part of the vocationalisation of education. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes. **(Timeline: 2022-25)**
- **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. The local artisans would be involved for providing training in such arts and crafts. States will develop their own framework for this. **(Timeline: 2022-23)**

- **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. **(Timeline: 2022-23)**

10.4.2 Curriculum and assessment:

- **Task 236:** Assessment of vocational education will necessarily be split into two parts- the practical part by certified external assessors and the remaining by the educational institution and/or the BOA. A suitable framework for this needs to be created by the NCIVE, working in conjunction with PSSCIVE and with CBSE, State-level institutions and BOAs. **(Timeline: 2022-23)**

10.4.3 Teachers, trainers and training:

- **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. Apart from regular teachers who are trained in imparting vocational education, trainers will be drawn from different sections of society for their expertise in different vocations as a guest faculty. External trainers, who are experts in their vocations, can also be invited to act as master trainers in the online courses for local teachers, who will be mentored at CRCs, BRCs and DIETs. **(Timeline: 2022-25)**

10.4.4 Guidance for making Informed Choices

- **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 so that children can make a career choice based on their interest, aspiration and abilities. **(Timeline: 2022-23)**
- **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 to provide guidance to the students of classes VII and X for career choice. **(Timeline: 2022-25)**

10.4.5 ODL to expand the coverage

- **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 to get correct data for pro- actively pursuing students to complete schooling. **(Timeline: 2022-25)**
- **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. **(Timeline: 2022-25)**

- **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. This will be introduced in a phase wise manner from 2022-23 academic session onwards. **(Timeline: 2022-25)**

10.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
Task 228	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	States/UTs	2022-23 onwards
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
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
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

Task number	Task	Responsibility	Timeline
Task 232	Based on guidelines of DoSEL, states/UTs/CBSE/BOAs will undertake its implementation from 2022-2023 academic session onwards.	States/UTs, CBSE, BoAs	2023-24
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.	States/UTs	2022-25
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. 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
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
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
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
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	2022-23
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

Task number	Task	Responsibility	Timeline
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
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
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

10.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • 50% Students at Middle level will be provided vocational exposure (States & UTs) 	<ul style="list-style-type: none"> • Expansion of vocational education (MOE) • Covering all students enrolled at Middle level for vocational crafts (MOE, States and UTs)
<ul style="list-style-type: none"> • Counsellors available to support students (Schools) • Vocational Education courses available in 50% of secondary/senior secondary schools/clusters 	<ul style="list-style-type: none"> • Vocational Education courses available in 100% of secondary/senior secondary schools/clusters
<ul style="list-style-type: none"> • Framework for assessment (NCIVE) 	
<ul style="list-style-type: none"> • Training at DIETs, CRCs, and BRCs (SCERTs) 	
<ul style="list-style-type: none"> • Development of pool of master trainers in various sectors for training teacher/trainers in schools (NCERT/ PSSCIVE/ NSDC/ States/UT) 	
<ul style="list-style-type: none"> • Development of pool of assessors for conducting skill assessment of school students. (State /UT/School Education Board /NCERT/PSSCIVE/ NSDC) 	



Chapter 11

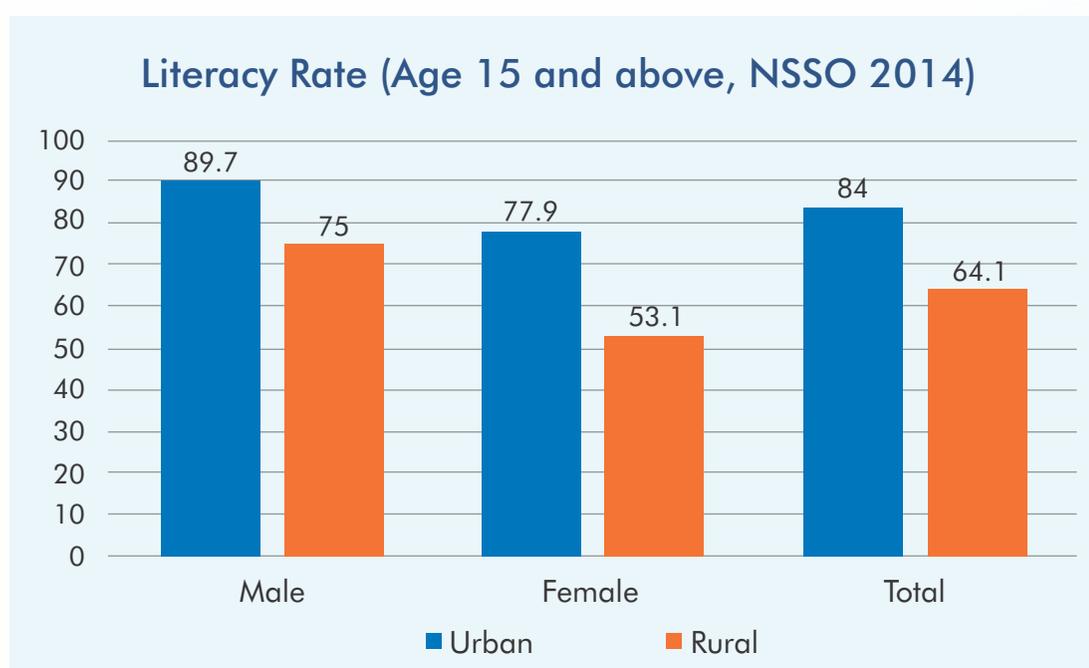
Adult Education and Lifelong Learning

11.1 OVERALL TARGET

Achieve 100% youth and adult literacy rates by 2030, and significantly expand adult and continuing education programmes.

11.2 BACKGROUND

The abilities to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as fundamental rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP. The Sustainable Development Goal 4.6 of the United Nations states “By 2030 ensure that all youth and adults, both men and women, achieve literacy and numeracy”. It is estimated that as per Census 2011, there were about 25 crore illiterate adults in the Country. India has made tremendous strides in literacy since Independence with 84% literacy rate in Urban areas and 64.1% in rural areas (Age 15 and above, NSSO 2014). However, there are still equity gaps based on geography (urban vs rural) and gender (male vs female).



To reduce this gap, the number of beneficiaries in Adult Education Program (Sakshar Bharat) have increased from 1.07 Crore in 2014-15 to 1.93 Crore in 2016-17.

²⁰As per NSSO 2014, sourced from MOE's Statistics Handbook

²¹MOE Statistics Handbook

11.3 NEP RECOMMENDATIONS

- The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP. **(NEP Para 21.1)**
- Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education. **(NEP Para 21.2)**
- Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day. **(NEP Para 21.3)**
- Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy. **(NEP Para 21.4)**

- First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children. **(NEP Para 21.5)**
- Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc. **(NEP Para 21.6)**
- Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education. **(NEP Para 21.7)**

- Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations. **(NEP Para 21.8)**
- Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions- schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children’s libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries. **(NEP Para 21.9)**
- Finally, technology will be leveraged to strengthen and even undertake all the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowdsourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode. **(NEP Para 21.10)**

11.4 IMPLEMENTATION PLAN

11.4.1 Community Participation and Awareness (ref para 21.1 to 21.4): (Timeline 2021-22)

- **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. This survey will be done in combination with the survey at Task 60 meant for identifying Out of School Children.
(Timeline: 2021-22)
- **Task 244:** States/UTs will design a systematic and intensive awareness drive/campaign for community involvement and volunteerism to be undertaken to promote adult literacy. This awareness drive will rely upon social media, Internet, discussions and information on digital modes including TV and Radio, in schools through school children, and through optimal involvement of PRIs, ULBs, NCC, NYKS and NSS and other college students. This awareness drive will be initiated in 2021-22 and will continue in various creative formats that rely largely on social media for ensuring the success of the program.
(Timeline: 2021-25)

11.4.2 Adult Education Curriculum Framework (ref para 21.5): (Timeline 2021-22)

- **Task 245:** NCERT will set up a constituent body dedicated to Adult Education within the organisation. (Timeline: 2021-22)
- **Task 246:** This 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). It will also delineate clear and measurable learning Outcomes for functional literacy on which adult learners can be assessed. The framework to be flexible enough to accommodate local needs (including employment needs), with a clear view also to incorporate local art, literature, language, culture, knowledge, interests, and customs. (Timeline: 2022-23)
- **Framework will include the following 5 types of programmes.**
 - a. **Foundational literacy and numeracy:** The material in this programme will initially cover basic reading and writing (including of numbers) so that the learner may successfully carry out essential daily activities outside of the home, including reading signs, price tags, receipts, license plates, etc., as well as filling out forms, addressing envelopes to mail, etc. The learners will also be able to read booklets, newspapers, read and write letters, fill out survey forms etc. and creating awareness about various social issues

- relating to adults such as parenting, child marriage, women's rights, or alcoholism.
- b. **Critical life skills:** This programme will be intended for neo-literates to learn essential life skills for modern times: how to open a bank account and carry out basic financial transactions; how to use a computer or tablet/smartphone to connect to the internet in order to send e-mails, learn to browse websites, or conduct business; how to discern the uses and dangers of the internet (especially for children and adolescents); how to help in children's education, and other useful parenting skills for the 21st century; how to manage accounts for home and commercial purposes; basic health care and nutritional awareness; and family welfare.
 - c. **Basic education:** The thrust of the Basic Education Programme will be to enable neo-literates to continue learning beyond basic literacy and numeracy, and acquire education equivalent to the Preparatory, Middle and secondary stages of education through either the open learning system. The competency levels developed by NCFAE, will form the basis for organisation of the programme as well as for certification.
 - d. **Vocational skills development:** The Vocational Skills Development Programme will be a blended mode programme, that is, an online programme with a component for practical training, and it will aim at equipping non- and neo-literate adults with vocational skills to improve their living conditions and earning capabilities. Under the programme, skill development training may relate to vocations such as carpentry, plumbing, electrical and electronics, tailoring and embroidery, cosmetology and beauty, health care, etc. The Vocational Skills Programme courses in each local region will be guided by a study of local demand for each vocation and the employment needs of the region.
 - e. **Continuing education:** The Continuing Education Programme (CEP) will provide lifelong-learning opportunities to neo-literates and other targeted beneficiaries. The programme will involve short-term thematic courses on, e.g.: health awareness/care; food and nutrition; water conservation and drinking water; sanitation; education; AIDS/STD; consumer awareness/rights; legal literacy; group discussions on various social issues of the day; vocational and skill development; readings and discussions of great literature (including local literature such as poetry in the local language); sports, recreation, and cultural activities; teaching of music; technology demonstration and use; electoral literacy and voting; and other topics (such as continuations of material in (a)-(d) above) that may be of interest to local learners.

- **Task 247:** The NIOS and Department of Adult Education in HEIs will be the central and main organisation 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, NIOS 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 in Hindi, and will also develop a mechanism for online assessment and certification of adult learners who undertake these programmes. In particular, NIOS will make available courses/programmes of study with respect to vocational skills development, basic education, and continuing education. **(Timeline: 2021-25)**
- **Task 248:** SCERTs will use this framework developed by NCERT to prepare content for each aspect of the framework (consisting of 5 components as mentioned above) 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 will clearly lay down the portions that can be undertaken in digital mode, and the portions that will require practical or face-to-face learning. SCERTs will accordingly prepare model schedules for districts to follow or adapt. Since most of the adult learning will take place through digital modes, expert adult education instructors will need to be identified and trained by the State for preparing e-content for learners as well as for educators. **(Timeline: 2021-23)**

11.4.3 Ensuring infrastructure, Resources and technology (Ref para 21.6 to 21.8)

- **Task 249:** States and UTs will ensure appropriate institutional structures for adult education in accordance with the Padhna Likhna Abhiyan scheme. For this, States/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. **(Timeline 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. The schools to be utilised for this purpose shall be carefully identified based on the number of illiterates enrolled in that area and availability of computer labs and other ICT equipment and connectivity for conducting virtual/online classes. The guidelines should come into force in all states/UTs by 2022-23 academic session. **(Timeline 2022-23)**

- **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 for collaboration, that can be adopted/adapted by the states/UTs for implementation. **(Timeline 2022-25)**
- **Task 252:** States/UTs will require to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as voluntary teachers/tutors. Teachers/tutors will be connected to the adult learners through IT based solutions. States/UTs will draw out a schedule for covering all adult illiterates with adult education before 2030 in this manner. The schedule will be strictly followed and monitored through IT based tools at the state level. **(Timeline 2022-30)**
- **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. States/UTs will also draw up a framework to engage qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors. States may decide to also work with NGOs and other community organizations to enhance efforts towards literacy and adult education. **(Timeline 2022-23)**

11.4.4 Accessibility of books, reading and Technology (Ref para 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. For this, states/UTs will also devise various means of book contribution – both online and offline – such as, through CSR, donation of books, identifying free online books/resources and preparing an online e-library that is accessible to the learners, setting up rural libraries, mobile libraries, establishing social book clubs across subjects, etc. **(Timeline 2022-25)**
- **Task 255:** The DoSEL and States/UTs will take steps to ensure that digital content in particular, are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. For this, the National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages. **(Timeline 2022-25)**

- **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. **(Timeline 2023-30)**
- **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. **(Timeline 2021-22)**
- **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. **(Timeline 2021-22 onwards)**

11.5 MAJOR TASKS AND TIMELINES

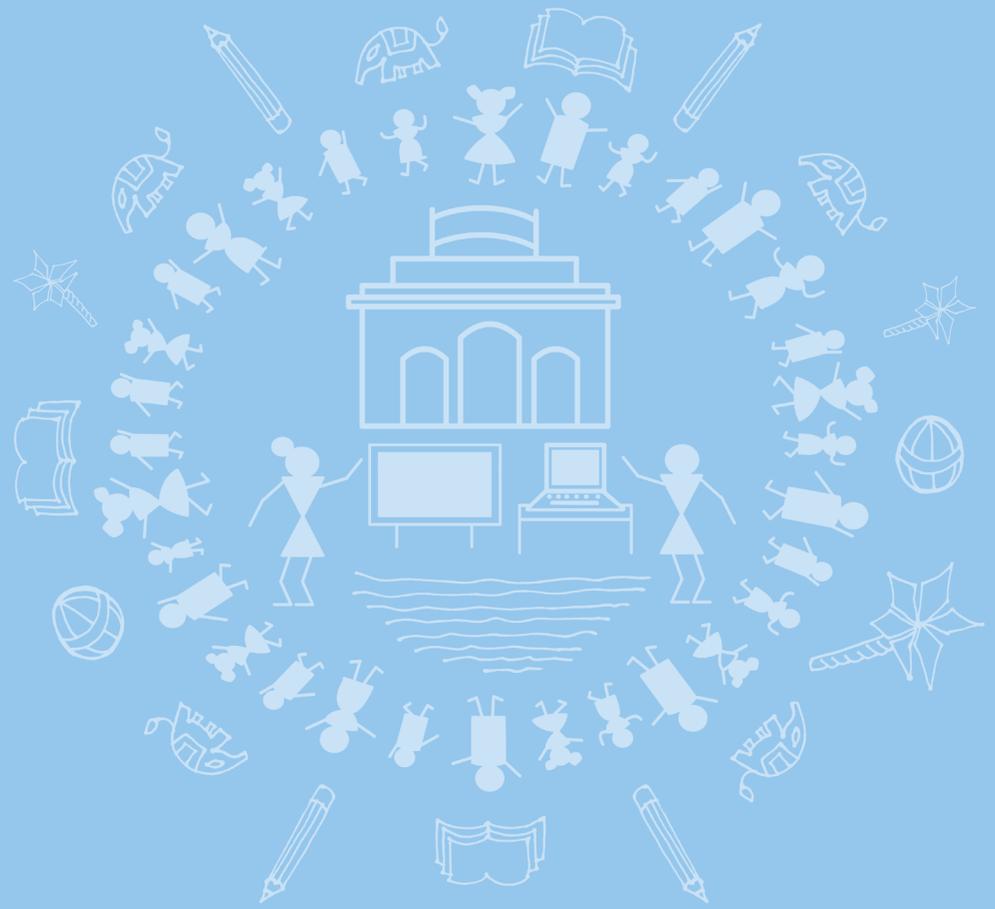
Task number	Task	Responsibility	Timeline
Task 243	States/UTs will make efforts to undertake a survey of non-literate adults through the census survey to be conducted in 2021. Only if that is not possible, an app-based survey to identify the non-literate members of the community may be undertaken.	States/UTs	2021-22
Task 244	States/UTs will design a systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	States/UTs	2021-25
Task 245	NCERT will set up a constituent body dedicated to Adult Education within the organisation.	NCERT	2021-22
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	2022-23
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	NIOS and Department of Adult Education in HEIs	2021-25

Task number	Task	Responsibility	Timeline
	mechanisms for outreach through them. They will undertake to develop online modules for each of the five components of Adult 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.	SCERTs	2021-23
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.	States/UTs, SCERTs	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.	States/UTs	2022-23
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
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
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	

Task number	Task	Responsibility	Timeline
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
Task 255	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	DoSEL and States/UTs	2022-25
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
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
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.	States/UTs	2021-22 onwards

11.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
Number of Learners enrolment by 2025 - 5.5 crore	100% adult literacy achieved.
<p>Online/digital material for adult learners available for all AE modules in local languages.</p> <ul style="list-style-type: none"> • AECs within school complexes (States/UTs) • All AECs well stocked (States/UTs) • Technology based and other innovative delivery mechanisms for adult education (States/UTs, NIOS, HEIs) 	<ul style="list-style-type: none"> • To review the achievement of targets and implement continuous learning (MOE, States and UTs)
<ul style="list-style-type: none"> • Review of status of setting up of libraries (MOE, States & UTs) • All States have adapted MOE's technology platform for coordinating the volunteers for the adult literacy program (States/ UTs) 	





Chapter 12

Promotion of Indian Languages, Arts, and Culture

12.1 OVERALL TARGET

Ensure the preservation, growth, and vibrancy of all Indian languages.

12.2 BACKGROUND

The earliest form of speech in India were reflected in the texts such as Rig-Veda, the Brahmanas, and the Upanishads - the oldest preserved treatises from which the Indian "literary" traditions of verse have sprung. The Indian literary tradition demonstrated that early Indian creative writers interacted very closely with critical thinkers, and a very rich interpretive tradition developed just as they excelled in literary creativity in a number of genres – beginning from poetry and in its epic form to story-telling as well as to the dramas. The Indian linguistic space, as it exists today in truncated form in the South Asian subcontinent – after its independence in 1947, has been a new geo-political identity.

The Eighth Schedule of the Constitution consists of the following 22 languages – Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithili and Dogri. Of these languages, 14 were initially included in the Constitution. Sindhi language was added in 1967. Thereafter three more languages viz., Konkani, Manipuri and Nepali were included in 1992. Subsequently, Bodo, Dogri, Maithili and Santhali were added in 2004. According to Census 2011, around 19569 languages or dialects are spoken in India as mother tongues. There are 121 languages which are spoken by 10,000 or more people in India. The 121 languages are presented in two parts — languages included in the Eighth Schedule of the Indian Constitution, comprising 22 languages and languages not included in the Eighth Schedule, comprising of 99 languages plus the category "total of other languages", which includes all other languages and mother tongues which returned less than 10,000 speakers each at the all-India level or were not identifiable on the basis of the linguistic information available.

Language is the medium of growth which provides capacity for preservation and communication of intellectual life. Further, at higher levels, language also provides the medium of free thinking and research. We need language to learn, to retain and to recall our knowledge. It is the primary need of the child. Furthermore, as knowledge develops and is acquired from across the world, there needs to be adequate vocabulary across Indian languages to keep pace with these developments.

12.3 NEP RECOMMENDATIONS (related to school education)

- India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic

²²<https://rajbhasha.gov.in/en/languages-included-eighth-schedule-indian-constitution>

²³https://censusindia.gov.in/2011Census/C-16_25062018_NEW.pdf

expressions, arte facts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy. **(NEP Para 22.1)**

- The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. **(NEP Para 22.2)**
- The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education. **(NEP Para 22.3)**
- Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'apnapan' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages. **(NEP Para 22.4)**
- Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO

has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture. **(NEP Para 22.5)**

- Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity. **(NEP Para 22.6)**
- Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning. **(NEP Para 22.7)**
- A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, crafts persons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can

choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths. **(NEP Para 22.8)**

12.4 IMPLEMENTATION PLAN

- **Task 259:** Aside from a position paper, NCERT will also 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 and framework for developing teacher handbooks for teaching these courses with the help of innovative pedagogy in an engaging manner. **(Timeline: 2023-24)**
- **Task 260:** On the basis of the NCERT guidelines, SCERTs will take up the development of Indian language textbooks in three areas:
 - Development of teacher handbooks
 - Development of material for teacher professional development (preferably through digital modes only).
 - 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. **(Timeline: 2022-25)**
- **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 to learners in India and abroad. **(Timeline: 2022-25).**
- **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. **(Timeline: 2022-24).**
- **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 that need to be undertaken are as follows: **(Timeline: 2023-30).**
 - NCERT and SCERTs will include India's rich culture and heritage in the

- o 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 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.
 - 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 up other innovative activities on their own too.
 - o Guidelines for EBSB shall be modified to include some of the key areas mentioned here, by DoSEL.
- **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. (Timeline: 2022-23).

12.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
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.	NCERT	2022-25

Task number	Task	Responsibility	Timeline
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
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.	SCERTs	2022-24
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
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

12.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • Development of guidelines, textbooks and other material to aid the promotion of Indian languages • Offering of face-to-face and online courses (NCERT) 	
<ul style="list-style-type: none"> • Indian languages and ancient Indian literature Online courses for students in India and abroad (at least 10 countries) (NIOS) 	<ul style="list-style-type: none"> • Indian languages and ancient Indian literature Online courses for students in several countries abroad
<ul style="list-style-type: none"> • Comprehensive updated dictionary of Indian languages published; curricula to include the standard terminology (Regional Bodies) 	
<ul style="list-style-type: none"> • All NCERT-developed textbooks and nationally recommended teaching-learning materials (with collaboration from SCERTs) available in all major Indian languages (NCERT, SCERTs, IIT) 	
<ul style="list-style-type: none"> • Active involvement of all states/UTs in EBSB activities through Curricular Framework, Textbooks, Repositories, exchanges, etc. 	



Chapter 13

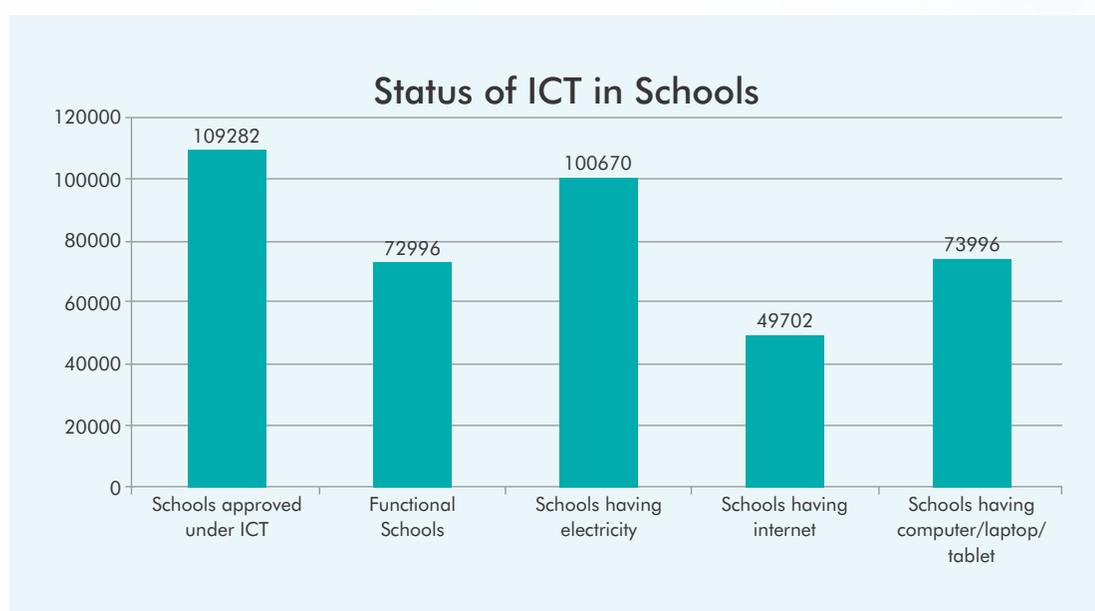
Technology - Use and Integration

13.1 OVERALL TARGET

Appropriate use of technology in all levels of education - to improve student learning outcomes, teaching learning and evaluation processes at scale; enhance educational access to disadvantaged groups; increase availability of data to enhance understanding of how children learn and streamline educational planning, administration and management

13.2 BACKGROUND

With reference to School Education, over the years, through several interventions, Government has been able to appreciably enhance access and familiarity to ICT among the students and teachers. As on date, almost 65% of secondary and senior secondary schools have been covered by ICT scheme of Government of India.



Source: PRABANDH & UDISE+ 2018-19

(Note: Data for schools of Govt. & Govt Aided Schools)

Just as in the case of the overall education scenario, the focus of ICT now needs to shift towards quality aspects to enhance learning outcomes. In order to achieve this along with the hardware, easy access to high-quality e-content and educational software powered by latest technology is critical to achieving improvement in student learning outcomes. This software connected with modern network system to monitor the usage of hardware and e-content also needs to be developed.

DIKSHA is the national platform for school education available for all states and the central government for grades 1 to 12, and was launched in September 2017. DIKSHA can be accessed through a web-portal and mobile application. DIKSHA provides access to a large number of curriculum linked e-content through several use

cases and solutions such as QR coded Energized Textbooks (ETBs), courses for teachers, quizzes and others. As of July 2020, it is estimated that over 45 crore ETBs are being printed this year in India by 35 states and Union Territories, with more than 30 crore content plays and 200 crore page hits already on DIKSHA.

As part of PM eVidya announced under the Atma Nirbhar Bharat programme, DIKSHA is the 'one nation; one digital platform' for school education in India. DIKSHA is being transformed into a platform for diverse and rich curriculum linked e-content requirements of learners and teachers for all states/UTs accessible across digital devices (laptop/mobile/desktop/tablets, TV and radio) in order to have coherence of access and learning experience. At the same time, DIKSHA is designed to inherently support states/UTs to exercise autonomy, independence and choice to craft and run learning programs to suit their needs and achieve their goals, by using solutions, tools and data on the platform.

In April, 2020 VidyaDaan was launched as a national content contribution program that leverages the DIKSHA platform and tools to seek and allow contribution/donation of e-learning resources for school education by educational bodies, private bodies, and individual experts.

13.3 NEP RECOMMENDATIONS (related to school education)

- India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional. **(NEP Para 23.1)**
- Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts. **(NEP Para 23.2)**
- Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An

autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

- o provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- o build intellectual and institutional capacities in educational technology;
- o envision strategic thrust areas in this domain; and
- o articulate new directions for research and innovation.

(NEP Para 23.3)

- To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners. **(NEP Para 23.4)**
- The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc. **(NEP Para 23.5)**
- A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and Divyang students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made

available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content. **(NEP Para 23.6)**

- Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies. **(NEP Para 23.7)**
- This policy has been formulated at a time when an unquestionably disruptive technology -Artificial Intelligence (AI) 3D/7D Virtual Reality-has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MOE. Based on these inputs, MOE will formally identify those technologies whose emergence demands responses from the education system. **(NEP Para 23.8)**
- As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace's awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MOE. Appropriate instructional and discussion materials will also be prepared for continuing education. **(NEP Para 23.12)**
- Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are

expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

(NEP Para 23.13)

13.4 IMPLEMENTATION PLAN

- **Task 265:** CIET in NCERT will need to be strengthened to become the central hub for promoting, developing and expanding all initiatives related to education technology for school education sector. CIET in that sense will also become the policy advising body to DoSEL with regard to Ed Tech in school education. For enabling and strengthening CIET, NCERT/CIET will form an expert committee under the aegis of DoSEL to study the present structure, resources, functioning, etc. of CIET, the way forward for becoming a vibrant support to DoSEL for promoting, developing and expanding all initiatives related to education technology for school education sector, and the gaps that need to be filled to reach there. Based on the findings of this committee, NCERT/CIET will prepare its action plan, timelines and budget and convey to DoSEL for approval. If need be, a special sub-head will be created for CIET from the 2021-22 budget onwards for this purpose. **(Timeline: 2021-22)**
- **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. **(Timeline: 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. Also, NCERT and SCERTs will contribute all books/resources prepared by them to NDL for enriching it. **(Timeline: 2021-25)**
- **Task 268:** The ICT scheme under Samagra Shiksha will be strengthened to include greater flexibility for States on the type of technology to deploy and accommodate differential funding for schools based on student enrolment. Schools will be funded under this scheme in a systematic and time bound fashion, to usher in ICT integration with classroom transactions. States/UTs will prepare a school wise roadmap to ensure this integration before 2030. **(Timeline: 2021-23)**
- **Task 269:** UDISE+ will be further strengthened and expanded by DoSEL to include District level and School level Performance Grading Indices. **(Timeline: 2021-23)**
- **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. **(Timeline: 2020-23)**

13.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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.	NCERT	2021-22
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
Task 267	National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.	NCERT and SCERTs	2021-25
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
Task 269	UDISE+ will be further strengthened and expanded by DoSEL to include District level and School level Performance Grading Indices.	DoSEL	2021-23
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

13.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • All States have integrated EdTech in their teaching learning process based on their context and needs (for remediation, tech for assessments, teacher aids, teacher professional development, etc). (States/UTs) • All allocated budget under ICT @Schools scheme have been utilized by the States (States/UTs) 	
	<ul style="list-style-type: none"> • All Government and Aided Secondary and Senior Secondary Schools will have two smart classrooms each. Same facilities will also be provided to KVs, NVs and CTSA. (MOE)
<ul style="list-style-type: none"> • Programmes for capacity building of teachers will ensure 100% teachers are trained on the integration of ICT in school education (States/UTs) • Healthy competition amongst states/UTs for PGI rankings at state/district/school level 	



Chapter 14

Online and Digital Education:
Ensuring Equitable Use of Technology

14.1 OVERALL TARGET

Appropriate use of technology in all levels of education – to improve student learning outcomes, teaching learning and evaluation processes at scale; enhance educational access to disadvantaged groups; increase availability of data to enhance understanding of how children learn and streamline educational planning, administration and management

14.2 BACKGROUND

With reference to School Education, over the years, through several interventions, Government has been able to appreciably enhance access and familiarity to ICT among the students and teachers.

As far as e-content is concerned, the Digital Infrastructure for Knowledge Sharing (DIKSHA) is being envisaged as One Nation, One Digital Platform. This will become a single point access of all e-content relating to school education. E-pathshala, NROER and similar other portals hosting e-content and digitised text books are being integrated with DIKSHA. Some States (e.g. Tamil Nadu, Andhra Pradesh, Uttar Pradesh, Maharashtra) are already contributing actively in the process of e-content creation and uploading it on DIKSHA. The platform has so far been used as a supplementary to school education and as an aid to teachers for teaching and students for learning. However, given the impact of pandemic on school education, DIKSHA has remodelled itself to become the main platform for providing learning and schooling from home.

This change was possible because of the highly scalable and flexible nature of infrastructure capabilities of DIKSHA. DIKSHA is also hosting the training modules for 42 lakh teachers in the country for NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement which is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training". It aims to build competencies among all the teachers and school principals at the elementary stage. Each State and Central Institutions (CBSE, NCERT, NIOS) have the independence to define their curriculum scope and bring content in their local language. Tech Savvy teachers from each state are primary contributors of digital content mapped to their own curriculum needs.

DIKSHA's capability to deliver courses is used for training of teachers by various states as a supplementary tool so far. 15 states have started to prepare for online training of teachers using DIKSHA's training infrastructure. Uttar Pradesh, Jharkhand, Madhya Pradesh, CBSE, Chandigarh are already in advanced state preparation for delivering completely online training to teachers.

The evolution of DIKSHA as One India, One Platform will be possible due to the capabilities of the platform as it is a central infrastructure for decentralized choice and

use. It has browser and app capabilities. It is built on sophisticated technology, made in India, made for India, which incorporates the latest in AI/ML and other internet technologies, including telemetry which captures detailed usage data. Tools, such as, two-way video and two-way-audio interface for holding online classes and online assessment will be possible due to scalable nature of platform.

Platform's extensive data architecture such as machine-readable telemetry, graph-based taxonomy and content models, unstructured massively scalable content storage, allows the platform to fully leverage AI/ML open technologies. The platform takes advantage of a massively scalable data pipeline to allow both batch-oriented and streaming data analytics to be performed. The platform takes advantage of latest AI/ML technologies integrating platforms such as Tensorflow and other open-source capabilities to perform supervised and unsupervised learning, neural networks, predictions, recommendations, machine translations for Indian languages, video/text translations, etc.

14.3 NEP RECOMMENDATIONS

- New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. **(NEP Para 24.1)**
- However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity. **(NEP Para 24.2)**
- Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science

practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning. **(NEP para 24.3)**

- Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:
 - (a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.
 - (b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
 - (c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.
 - (d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.
 - (e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational

programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

- (f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPURABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.
 - (g) Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.
 - (h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.
 - (i) Blended models of learning: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.
 - (i) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc. **(NEP para 24.4)**
- **Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity**

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the

Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc. (NEP para 24.5)

14.4 IMPLEMENTATION PLAN

14.4.1 Pilot studies (Ref Para 24.1 and 24.4 a):

- **Task 271:** CIET/NCERT/SCERT will conduct various pilot studies to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas. The results of these pilot studies will be publicly communicated and used for continuous improvement. (Timeline 2023-25)

14.4.2 Addressing the digital divide (NEP Para 24.2 and 24.4 e)

- **Task 272:** CIET/NCERT/SCERTs will ensure that e-learning resources for pre-school to grades 12 are made available centrally, as well as by states/UTs in local languages. This content will be prepared with the central idea of focusing on competencies and the attainment of outcomes of learning. Therefore, DIKSHA will contain e-resources under six component categories to begin with. 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. (Timeline: 2021-22)
- The six categories of components under DIKSHA are as follows:
 - Part A - Content based on SCERT Textbooks for grades 1 to 12 in local medium/s of instruction – including, E-content tagged to the QR codes of Energized Textbooks or ETBs, and chapter/module/topic wise content for all subjects/grades to study each topic as a course; this will be prepared by the SCERTs.
 - Part B – Content based on NCERT/NIOS Textbooks for grades 1 to 12 in Hindi and English – including, E-content tagged to the QR codes of Energized Textbooks or ETBs, and chapter/module/topic wise content for all subjects/grades to study each topic as a course; this will be prepared by NCERT (along with CBSE/KVS/JNV/CTSA) and NIOS
 - Part C - Standardized criterion referenced test items, and item banks of questions based on higher order thinking prepared by the Central and

- state level to test achievement of Learning Outcomes in each grade, to be released from time to time.
- Part D- Systematic teacher capacity building modules by NCERT and SCERTs
 - Part E – Virtual Laboratories and other e-content based on AR/VR will also be prepared by NCERT and SCERTs.
 - Part F – Vidyadaan or portal for states/UTs to call for systematic contribution of identified category of e-content form individuals, organisations, teachers, experts, etc.
- **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. For this, concerted efforts will be made by all states/UTs in consultation with NCERT through DIKSHA. States/UTs will prepare strict action plans for achieving this not later than 2021-22 academic session. **(Timeline: 2021-22)**
 - **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. **(Timeline: 2021-22)**

Digital Devices (NEP Para 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 (as mentioned in Task 278). States/UTs will plan accordingly for projecting before the Samagra Shiksha PAB from 2021-22 financial year onwards. **(Timeline: 2021-22 onwards)**
- **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. These devices once made available, can be considered for partial sponsoring to meritorious students from SEDG categories. **(Timeline: 2021-25)**

14.4.4 Digital infrastructure (NEP Para 24.4 b)

- As mentioned in Task 280, DoSEL will collaborate with NIC and MEITY to provide open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

14.4.5 Online teaching platform and tools (NEP Para 24.4 c)

- **Task 277:** To begin with, 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. (Timeline: 2021-22)

14.4.6 Training and incentives for teachers (NEP Para 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. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other by building AI based solutions. The created content will have a mechanism for evaluation so that there is incentive for better creations and it can also weed out extra content not useful to children. (Timeline: 2021-25)

14.4.7 Content creation, digital repository, and dissemination (NEP Para 24.4 d)

- **Task 279:** Aside from undertaking e-content creation as mentioned in Task 283 and para 14.4.3, based on NETF recommendations and pilot studies, digital repository of innovative content will be created, including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality, with a clear public system for ratings by users on effectiveness and quality. For fun-based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be promoted. This work will be undertaken by NCERT and SCERT in collaboration with Commerce Ministry, MEITY, etc. over a period of time. (Timeline: 2021-25)

14.4.8 Virtual Labs (NEP Para 24.4 f)

- **Task 280:** NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPARBHA for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. (Timeline: 2021-23)

14.4.9 Online assessment and examinations (NEP Para 24.3 and 24.4 h)

- **Task 281:** The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Mechanisms will be developed for online assessment and examinations for both summative and formative assessment. (Timeline 2025-30)

14.4.10 Blended learning (NEP Para 24.4 i)

- **Task 282:** The COVID-19 pandemic has taught many lessons regarding how to build resilience in education. One very strong learning is that online education must be continued in a blended mode in all grades at all times, so that transition to fully online education is smooth in case of a challenging situation like the present pandemic. For ensuring this, 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. **(Timeline: 2022-23)**
- **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. **(Timeline: 2022-24)**

14.4.11 Laying down standards (NEP para 24.4 j)

- **Task 284:** DoSEL will take up with NETF, after its formation by DoHE, the matter of setting standards of content, technology, and pedagogy for online/digital teaching-learning in school education. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc. **(Timeline: 2022-24)**

14.4.12 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity (NEP Para 24.5)

- **Task 285:** A dedicated Online and Digital Education 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. **(Timeline: 2021-22)**

14.4 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	NCERT and SCERTs	2023-25
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	NCERT and SCERTs	2021-22

Task number	Task	Responsibility	Timeline
Task 271	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	NCERT and SCERTs	2023-25
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
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
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
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
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
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.	DoSEL	2021-22

Task number	Task	Responsibility	Timeline
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
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
Task 280	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPARBHA for creating virtual labs.	NCERT and SCERTs	2021-23
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
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.	CBSE, KVS, JNV, CTSA	2022-23
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
Task 284	DoSEL will take up with NETF, setting standards of content, technology, and pedagogy for online/digital teaching-learning in school education.	DoSEL	2022-24

Task number	Task	Responsibility	Timeline
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.	MOE	2021-22

14.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> • Studies will be put to action and experimentation 	<ul style="list-style-type: none"> • Continuous studies based on evidence and gaps identified.
<ul style="list-style-type: none"> • Enhanced and improved version 2.0 of e-learning repository 	<ul style="list-style-type: none"> • Enhanced and improved version 3.0 of e-learning repository, including AR/VR content and virtual labs
<ul style="list-style-type: none"> • Phase 1: Facilitating SEDG students and teachers to afford suitable digital devices, such as tablets with pre-loaded content. 	<ul style="list-style-type: none"> • Phase 2: Facilitating SEDG students and teachers to afford suitable digital devices, such as tablets with pre-loaded content.



Chapter 15

Financing: Affordable and Quality Education for All

15.1 OVERALL TARGET

Efficacy and efficiency of fund flow will be ensured through a robust online mechanism; Focus of provision of funds will be on providing access, infrastructure facilities, improving learning outcomes, nutrition, professional development of teachers, strengthening of teacher education institutions, expansion of vocational education etc.

15.2 BACKGROUND

The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Public spending on education has not yet even come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has hovered around 4.38% of GDP (Analysis of Budgeted Expenditure 2016-17); and only around 10% of the total Government spending goes towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries. **(NEP Para 25.1)**

While the NEP has made excellent recommendations to transform the quality of school education, India is too complicated for a one-size-fits all policy. Hence, increase in expenditure of even the well-intentioned inputs is no guarantee for improved key outcomes in school education.

15.3 NEP RECOMMENDATIONS

- The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries. **(NEP Para 26.1)**
- In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the

States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth. **(NEP Para 26.2)**

- In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups. **(NEP Para 26.3)**
- In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education. **(NEP Para 26.4)**
- Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and stream lined so that the disbursement mechanism may not lead to high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance-based funding to State / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds. **(NEP Para 26.5)**

- The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences. **(NEP Para 26.6)**
- The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored. **(NEP Para 26.7)**

15.4 IMPLEMENTATION PLAN

15.4.1 Effective and efficient use of Funds

- **Task 286:** Key thrust areas for financing will be (i) expanding and continually improving early childhood education; (ii) ensuring foundational literacy and numeracy; (iii) providing adequate and appropriate resourcing of school complexes; (iv) providing food and nutrition (breakfast and midday meals); (v) investing in teacher education and continuing professional development of teachers; (vi) Curriculum reforms and development of textbooks (vii) Assessing the learning achievements of students (viii) exposure to vocational education etc. Funds will be provided for learning resources, nutritional support, adequate staffing, teacher development, and to ensure an equitable high-quality education for underprivileged and underrepresented groups. Matters of student safety and well-being will be given priority. In addition, States/UTs will be encouraged to use various mechanisms for funding innovative initiatives, such as through CSR funds, PPP mode, etc. In this backdrop, all 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. **(Timeline: 2021-22)**
- **Task 287:** A robust online mechanism will be developed by DoSEL to monitor the timely fund flow and its proper utilisation by states/UTs. **(Timeline: 2021-22)**
- **Task 288:** The Guidelines/framework for encouraging and incentivising Private and philanthropic activity based on best practises prepared by states/UTs will be utilised as a model for other states/UTs to prepare their own guidelines and begin implementation. (Reference Tasks 81 and 224) **(Timeline: 2022-23)**

15.4.2 Focusing on outcomes and delivering better value for money

- **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 with their mandate in functioning. Representatives from States/UTs who have actively pursued convergence on the field will also be co-opted to this committee. This committee will make recommendations from time to time for various convergences. **(Timeline: 2021-22)**
- **Task 290:** MOE/ Central Government will take up a systematic exercise to delineate important outcomes related goals for each State/ UT for quality (for example, % of children achieving foundational skills by Class 3), equity (e.g., gap in performance between SC and General Category) and access (e.g., school completion rate of disadvantaged section) based on data reported by state/UT in UDISE+. States/UTs will be funded through Samagra Shiksha for improving the quality of outcomes. **(Timeline: 2021-22 onwards)**
- **Task 291:** DoSEL will create more incentives for States/ UTs to improve their performance, such as district and school level PGI. Readiness Index for Digital Education (RIDE). A % of central funding will be linked to improvements in key outcomes of these indices which could be spent by the States/ UTs on their discretion. **(Timeline: 2022-23)**

15.4.3 Seek greater private participation through a robust PPP framework

- **Task 292:** Local bodies like South Delhi Municipal Corporation are already running schools under the innovative PPP scheme. There are States like Chhattisgarh which have also experimented with PPP. Each state/UT will develop its own PPP policy, if desired, for setting up new schools based on the local need. **(Timeline: 2022-24).**

15.5 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
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
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

²⁴https://indianeconomy.columbia.edu/sites/default/files/content/201906_Muralidharan_Education.pdf

Task number	Task	Responsibility	Timeline
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
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
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
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
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

15.6 LONG TERM ACHIEVEMENTS

Achievement by 2025	Achievement by 2030
<ul style="list-style-type: none"> Adequate funds will be provided for learning resources, nutritional support, adequate staffing, teacher development, and to ensure an equitable high-quality education for underprivileged and underrepresented groups and other important aspects of education to achieve the goals and targets of SDG 4. (States/ UTs) 	<ul style="list-style-type: none"> Target of 6% of GDP will be achieved by Central government and all State Governments. (States/ UTs)
<ul style="list-style-type: none"> A % of funding for States is linked to the improvement of key outcomes (MOE) 	<ul style="list-style-type: none"> At least 50% states/UTs achieve 100% key outcomes. Rest of states/UTs achieve at least 50% of key outcomes.



Chapter 16

Implementation

16.1 OVERALL TARGET

(i) Implementation of the National Education Policy, 2020 in a synchronized and systematic manner by all stakeholders (ii) Yearly joint review of the progress made in the implementation of the Policy to be undertaken (iii) Evaluation of the Policy and fine tuning as well as major changes, if called for, to be done by 2030 (iv) Comprehensive review of the Policy to be undertaken after 2040.

16.2 NEP RECOMMENDATIONS

- Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MOE, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. **(NEP Para 27.1)**
- Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions. **(NEP Para 27.2)**

- Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MOE and the States, and reviews will be shared with CAGE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken. **(NEP Para 27.3)**

16.3 IMPLEMENTATION PLAN

- **Task 293:** DoSEL will set up subject-wise implementation committee. This implementation committee will consist of representatives of the ministry, NCERT, CBSE, NIOS, NCTE, KVS, JNV, CTSA and other relevant ministries, along with some subject experts. This implementation committee will finetune this implementation plan and guide and supervise the actual implementation at the centre and by the states/UTs. **(Timeline: 2021-22)**
- **Task 294:** States/UTs will set-up similar subject-wise implementation committees of experts, both to finetune implementation plans developed by them in accordance and in sync with this Implementation Plan, and to ensure implementation of the Policy as per the principles laid down in NEP 2020. **(Timeline: 2021-22)**
- **Task 295:** The implementation plan for NEP would certainly require amendments in certain sections of the RTE Act, 2009 (which is the vehicle for elementary education) for its smooth implementation. This task will be undertaken immediately by initiating consultations and discussions, followed by finalising the draft amendment and taking to the Legislature. **(Timeline: 2021-23)**
- The sections of the RTE Act need amendment as follows:
 - Section 2 (n): Where the definition of school has been defined, alternate model of schools as mentioned in NEP are required to be added.
 - Section 3: A child with disability referred to in sub-clause to be in line with the RPwD Act, 2016 which emphasizes on adapting the disabilities covered as per the Schedule of Disabilities mentioned in the Rights of Persons with Disabilities (RPwD) Act, 2016.
 - Section 23: Qualifications for appointment and terms and conditions of service of teachers to acquire ECCE qualifications with minimal disruption to their current work.

- Section 31 and 32: Monitoring of child's right to education which need to be realigned with the roles and responsibility of Counsellors and safety and security of children.
- Section 21 and 22: School Management Committee and School Development Plan for realigning the roles and responsibilities of School Complex Management Committees (SCMC) in preparing school development plan in the context of school complexes/clusters.
- Section 25: Review of Pupil Teacher Ratio (PTR)
- The other major focus areas of the implementation plan, which need to be included in the RTE Act include:
 - To allow alternative models of education (the requirements for schools to be made less restrictive enabling open school courses equivalent to class 3,5 and 8 (b) establishment of school complexes/clusters,
 - Curriculum and evaluation procedure by emphasizing on holistic report card
 - Other models for schools will also be piloted, such as philanthropic-public partnerships
 - Standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance
- The Ministry will take up evaluation of the Policy and its further fine tuning as well as major changes, if called for, to be done by 2030; these will be based on the experience of implementing the policy so far.
- Comprehensive review of the Policy will be undertaken by the ministry after 2040.
- **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: **(Timeline: 2021 onwards)**
 - 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.

- **Task 297:** To generate awareness and wide dissemination about innovative pedagogies, puzzles, games etc. for students and teachers, hackathons may be organised at national and state level. **(Timeline: 2021-22)**

16.4 MAJOR TASKS AND TIMELINES

Task number	Task	Responsibility	Timeline
Task 293	DoSEL will set up subject-wise implementation committee.	DoSEL	2021-22
Task 294	States/UTs will set-up similar subject-wise implementation committees.	States/UTs	2021-22
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
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: (Timeline: 2021 onwards) 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.	States/UTs	2021 onwards
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

16.5 LONG TERM ACHIEVEMENTS

The long-term achievements would be based on the strategic planning and implemented as mentioned in various chapters with timeline in a phased manner till 2030. A detailed mode of implementation in the existing schemes i.e. Samagra Shiksha, Mid-day Meal, Adult Education of department of school education and literacy to be aligned with NEP 2020 to ensure achieving the goals envisaged in NEP in a time bound manner is given in chapter 17 of this document.



Chapter 17

Mode of Implementation:
Samagra Shiksha, Mid-day Meal, Adult Education

17.1 OVERALL TARGET

The existing schemes i.e. Samagra Shiksha, Mid-day Meal, Adult Education of department of school education and literacy to be aligned with NEP 2020 to ensure achieving the goals envisaged in NEP in a time bound manner.

17.2 BACKGROUND OF EXISTING SCHEMES

I. SAMAGRA SHIKSHA

The erstwhile schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE) were the three major flagship school education development programmes of the Ministry Of Education (MOE), Government of India being implemented in partnership with State/UTs. While the SSA covered the elementary level (grades IV-VIII), the RMSA covered grades IX-X (IX-XII for certain components). CSSTE aimed to provide infrastructural and institutional support to Government TEIs to enhance the quality of teachers across classes I-X.

The Union Budget, 2018-19, had proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 was, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumed the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agencies for teacher training.

The focus of interventions will be the teacher and use of technology to deliver quality education. The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure

Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiv) National Component. It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWEs affected districts, Special Focus Districts (SFDs), Border areas and the 115 Aspirational districts.

The Department has undertaken various new initiatives to bring reforms in the school eco system.

- 1) **Performance Grading Index (PGI)** has been designed to catalyse transformational change in the field of school education. It will grade all States and UTs on their performance across 70 indicators on school education and will identify gaps thereby enabling all States & UTs to design appropriate interventions to bridge them.
- 2) **UDISE+ (Unified District Information on School Education Plus)** has been launched by leveraging the power of information technology to ensure reliable and real time data collection on all parameters relating to school education. It includes visualisation maps, big data analytics, data verification tools using mobile apps and an MIS for the Samagra Shiksha.
- 3) **The RTE (Amendment) Act, 2019 amending the no detention policy of the RTE Act, 2009 has been enacted by Parliament and notified on 11.1.2019.** Under this, if a student fails in second attempt, he/she can be detained in Class 5 or 8 or both, or the State can decide not to detain the child. This will pave the way for improvement in learning outcomes of children.
- 4) **Learning Outcomes:** Rules to the RTE Act were amended in February, 2017 to include, the class wise, subject wise Learning Outcomes till Class VIII, thereby emphasising the importance of quality education. In this regard, Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have been developed. These are the basic levels of learning that children should achieve at the end of each class.
- 5) Learning outcomes for secondary stage for the subjects of Languages (English, Hindi, Sanskrit and Urdu), Science, Social Science, Mathematics, Health and Physical Education, and Art Education are being developed by NCERT and shared with all States and UTs.

- 6) **The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)**, has been launched to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. Through this integrated programme, teachers, the heads of schools and others involved in the running of schools will be oriented towards competency based higher order thinking skills, awareness about the diverse and multilingual need of students and to carry out assessments accordingly. The training programme is being conducted in collaborative manner by NCERT and NIEPA with all the States and UTs.
- 7) **Shagun Repository**: The repository has been designed for showcasing the multitude of innovative and successful models being implemented by all States & UTs in diverse circumstances. It enables these successful initiatives to be replicated and taken to scale. This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images.
- 8) **PRABANDH** (PRoject Appraisal, Budgeting Achievements and Data Handling System): A System has enabled in which States and UTs may view the status of Gol Releases, approved outlays, coverage as per UDISE, school wise list of approvals, gaps, cancellations in approvals etc. under Samagra Shiksha. In addition, on line submission of Monthly Progress Reports, physical as well as financial, can also be made by the respective State/UTs.

II. MID DAY MEAL (MDM)

With a view to enhance enrolment, attendance, retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on 15th August, 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools', popularly known as Mid-Day Meal Scheme covers all school children studying in I - VIII classes in Government and Government-aided schools, Special Training Centres (STCs) and Madrasas & Maktabas supported under Samagra Shiksha. Content and coverage of the scheme has been revised from time to time.

The objectives of the Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

- o Improving the nutritional status of children studying in classes I – VIII in Government and Government-aided schools, Special Training Centers (STCs) and Madrasas & Maktabas supported under Samagra Shiksha.

- Encouraging poor children belonging to disadvantaged sections to attend school more regularly and help them concentrate on classroom activities.
- Providing nutritional support to children of elementary stage in drought-affected areas during summer vacations.

III. ADULT EDUCATION

Recognizing that literacy is a force multiplier for all actions of social development, the Saakshar Bharat programme was launched as the national adult education programme of India on 8th September 2009, the 'International Literacy Day', and was extended till 31st March, 2018. The programme aimed at achieving 80% national literacy level and reducing the gender gap (between male and female) of literacy to the level of 10 percent points.

17.3 CONVERGENCE WITH OTHER LINE MINISTRIES/SCHEMES

Based on NEP recommendations and existing alignment with other schemes of line ministries, it is proposed that convergence among various schemes would be an effective tool to ensure optimal utilisation of resources and efficient implementation of centrally sponsored schemes of focused aim and target group. Few convergence areas/schemes identified are as below:

- Mid-Day-Meal scheme of the Department of School Education and Literacy for providing a noon meal to children at the elementary stage of education.
- Pre-nursery education through the Anganwadi centres under the Umbrella Integrated Child Development Scheme (ICDS) of the Ministry of Women & Child Development.
- National Rural Drinking Water Programme and Swachh Bharat Mission under the Ministry of Drinking Water and Sanitation for providing toilets and drinking water facilities in schools.
- National Child Labour Project (NCLP) of the Ministry of Labour to promote successful mainstreaming into regular schools of all children who have been withdrawn from child labour and rehabilitated.
- Residential facilities for SC and ST children by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.
- Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementation of Persons with Disabilities Act, 2016 (SIPDA) by Ministry of Social Justice and Empowerment.
- School Health Programme (SHP) under Ayushman Bharat, which is a joint initiative of the Ministry of Health & Family Welfare (MoHFW) and the Ministry of Education (MoE). The SHP programme will be implemented in government and government aided schools in 200 districts (including 115 aspirational districts) of the country in the first phase of the implementation.



Interventions of existing schemes of Samagra Shiksha and Mid-day meal have been aligned with NEP 2020 and will be shared separately.

All information relating to various schemes and initiatives of the Department of School Education and Literacy (DoSE&L) is available on the website: <http://seshagun.gov.in>

CONCLUSION

This implementation plan takes care of the spirit and intent of the Policy in the short term as well as medium and long term. This Plan will be honed and value additions will be done as we progress. This plan is proposed to be implemented in a phased manner. For phased implementation, the prioritisation of the activities to be undertaken is done and accordingly presented. While selecting the activities to be undertaken, the criteria of comprehensiveness – which means addressing the entire school system in totality was kept in mind. Attempt has been made to propose activities in a manner, such that it will be built upon the existing structure rather than creating new structures. The strength of this implementation plan is building on what already exists - particularly structures and institutions (except in cases wherein new structure is inevitable); therefore, this Plan prioritises strengthening of what exists.

Since education is a concurrent subject, care has been taken to design activities in such a manner that cohesive implementation and joint monitoring can be done. The implementation plan includes some very critical components necessary for any educational reform, which are as follow:

1. Current status of implementation of earlier policies, database, etc. in the particular area- e.g. Early Child Care and Education (ECCE), Foundational Literacy and Numeracy. This is captured as background information in the plan for every theme, though briefly, so as not to take away from the actual plan itself.
2. Development of Curriculum Frameworks for ECCE, for the entire school education (with new pedagogic structure), Teacher Education and Adult Education which will provide new directions to school education in the country focussing on experiential learning.
3. Development of new syllabi and textbooks with rationalised curriculum for the entire school stages.
4. Conduct of surveys for out of school children and constitution of committees for the review of RTE 2009 Act.
5. Establishment of National Assessment Centre and development of necessary guidelines and document for bringing Examination Reform.
6. Development of syllabi and textbooks in different languages focussing on cultural and social values in view of promoting multilingualism and preserving our language resources,
7. Development of guidelines and support material for creating awareness and capacity building programmes in the area of nurturance of gifted children, out-of-school children, vocational education, Technology –integration in teaching and learning, etc.
8. Follow up and support mechanism, which is an in-built component of this implementation plan for every theme.

Though timelines have been mentioned, these are estimated timelines and will depend on the date of launch of NEP, availability of budget and other resources. However, efforts will be made to make only minor deviations from the timelines, if required.

As is evident, there is a shift in the way we do education:

- a. From content (demonstrated by rote learning and marks) to competency in concepts demonstrated through learning outcomes
- b. From completing textbooks and syllabus to ensuring coverage of modules
- c. From summative assessments as a benchmark of progress to ensuring progress of each child in achieving all pre-defined competencies
- d. From training of teachers to empowering them to build competence of the learner

The central focus and emphasis of the NEP in the area of curriculum and its transactions are as follows:

- All children achieving foundational literacy and numeracy by grade 3
- Grades 3, 5 and 8 to lay foundation for secondary school, therefore, very close monitoring to be done
- Measuring levels of proficiency achieved at every level, for every subject/module, for every competency, is the unique way to achieve this
- Tracking progress of each child
- Regional language plus English- bilingual approach for Science and Maths
- Technology is the best way to measure, track and standardize the nation's basic learning requirements and achievements
- Curriculum will not be textbook based, instead it is to be competency based and will be taught as modules based on National Curriculum Framework or NCF
- Center and states shall have to collaboratively put their force behind this.

Attempts have been made to make this plan realistic, flexible and collaborative. It is hoped that this plan will be able to translate the vision of the policy in the field and will reach to grass root level creating adequate awareness and necessary skills among concerned stakeholders, thereby transforming the school education in the country.

ACKNOWLEDGEMENT

This document would not have been possible without the support and guidance of **Shri Ramesh Pokhriyal 'Nishank'**, Hon'ble Minister of Education, Government of India and **Shri. Sanjay Shamrao Dhotre**, Hon'ble Minister of State for Education, Government of India.

SARTHAQ DOCUMENT TEAM @ MoE

Anita Karwal

Secretary, Department of School Education & Literacy
Govt. of India

Maneesh Garg

Joint Secretary, Samagra Shiksha
Department of School Education & Literacy
Govt. of India

Rashi Sharma

Director, Samagra Shiksha
Department of School Education & Literacy
Govt. of India

Purabi Pattanayak

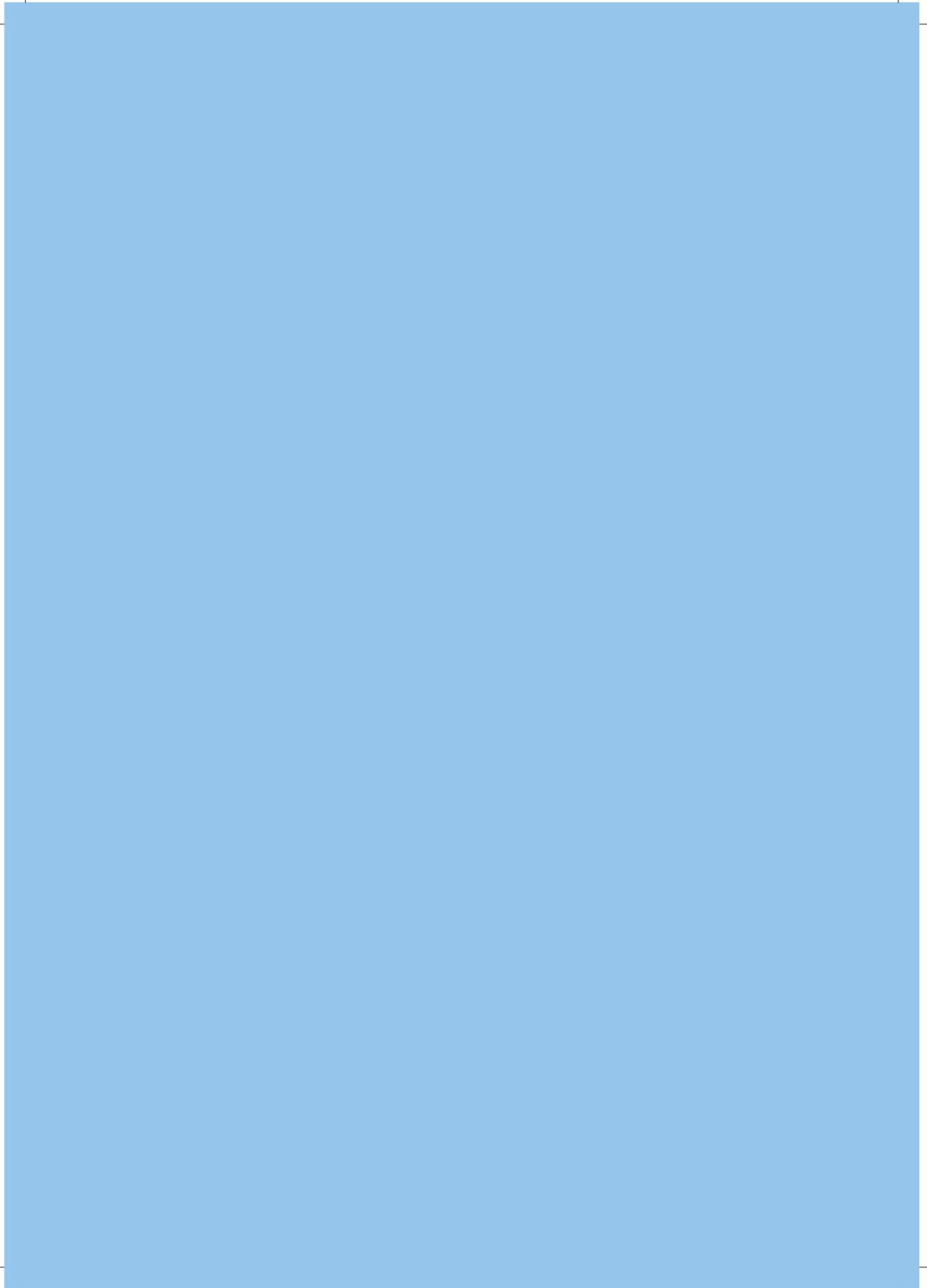
Chief Consultant, Samagra Shiksha
Department of School Education & Literacy
Govt. of India

Taramani Naorem

Chief Consultant, Samagra Shiksha
Department of School Education & Literacy
Govt. of India

Special thanks to the NCERT, CBSE and all States/UTs for the valuable and timely suggestions.







सत्यमेव जयते

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