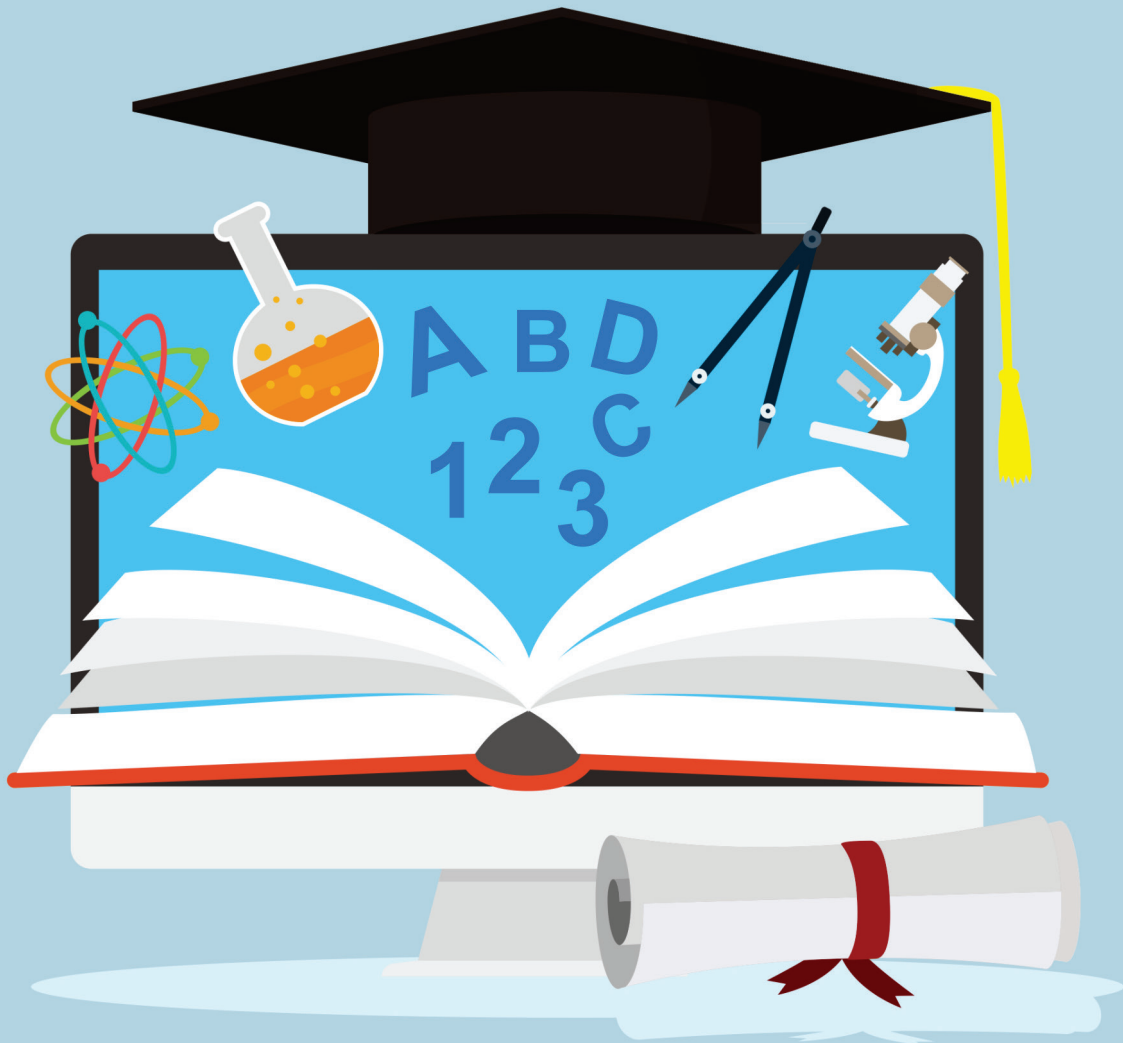




सत्यमेव जयते
Ministry of Education
Government of India

2 YEARS

NATIONAL EDUCATION POLICY (NEP, 2020) IMPLEMENTATION



Department of School Education & Literacy
Ministry of Education

November, 2022

INTRODUCTION

The National Education Policy 2020 clearly recognizes that providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The purpose of the education system according to NEP 2020, is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values

In keeping with this conviction of the NEP 2020, and in accordance with the path-breaking and multifarious provisions of the policy, the Department of School Education and Literacy has undertaken a wide range of interventions/initiatives across all levels of school education in the last two years since the NEP 2020 was released. All the significant initiatives along with many others have been documented here under six sections i.e., Foundational Stage, Preparatory Stage, Middle Stage, Secondary Stage, Cross Cutting themes and Coming Soon. For ease of navigation, the cross-cutting themes are further categorized as curriculum, pedagogy, assessment, inclusion, and several other key areas that lead to accessible, qualitative, equitable, joyful and engaging education. Links and details of all initiatives are also given at relevant places for immediate support.

This booklet is a collective contribution of all the Bureaus and autonomous organizations of the Department of School Education viz., Central Board of Secondary Education, National Council of Educational Research and Training, National Council for Teacher Education, National Institute of Open Schooling, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti. Special thanks are due to Ms. Tara Naorem, Chief Consultant, Samagra Shiksha for painstakingly compiling this enormous document.

The purpose of this document is to place before the school education ecosystem in states/UTs and all other school education stakeholders, the vast and multiple interventions in a nutshell, so that the details of implementation, benefits accrued, and the way forward, etc. can become a guiding light for adoption/ adaptation/learning experience for continuous transformation.

The "Two Years: NEP 2020 Implementation" booklet is thus a major milestone in the compilation and documentation of the efforts of the Department for taking forward the vision of the NEP 2020 for an equitable and vibrant knowledge society, by providing quality education for all.

September, 2022

**Department of School Education & Literacy
Ministry of Education
Government of India**

CONTENTS

SECTION 1

Foundational Stage

1.1	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)	10
1.2	Vidya Pravesh: Three-month Play-based School Preparation Programme	11
1.3	DIKSHA - dedicated vertical on Foundational Literacy and Numeracy (FLN)	12
1.4	NIPUN Bharat Mission Planning and Implementation Template (NBMPIT)	13
1.5	Foundational Literacy and Numeracy: CBSE	15
1.6	Foundational Reading Assessment Tool	16
1.7	Holistic Progress Card	17
1.8	NISHTHA ECCE (for Master Trainers)	19
1.9	Extension of PM Poshan to Balvatika in Primary Schools	20
1.10	Extension of BRC & CRC from Balvatika to Secondary Schools	21
1.11	Notification for purchase of 'Toys in conformity with Indian Standards'	22
1.12	Toy Based Pedagogy Handbook	24

SECTION 2

Preparatory Stage

2.1	Provision of Teaching Learning Materials	26
2.2	Provision of Teacher Resources	27
2.3	National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 3.0)	28
2.4	School Bag Policy	29
2.5	Shiksha Vani: Extensive use of Radio, Community radio, CBSE Podcast - Shiksha Vani, TV coherence	30
2.6	Benchmark Setting for Oral Reading Fluency (ORF) with Reading Comprehension: A Foundational Learning Study	31

SECTION 3

Middle Stage

3.1	National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 1.0)	34
3.2	Structured Assessments for Analyzing Learning (SAFAL)	36
3.3	Exposure of Vocational Education at Upper Primary level	37
3.4	Introduction of AI Based Learning Skills	38
3.5	Introduction of Vocational Exposure Education in CBSE	40

SECTION 4	41
Secondary Stage	41
4.1 Provision of Transport Facility	44
4.2 Support through NIOS/SIOS for Out of School Children at the Secondary level	45
4.3 Strengthening and expansion of Kasturba Gandhi Balika Vidyalayas (KGBV)	46
4.4 National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 2.0)	47
4.5 Introduced Indian Sign Language as first language subject at Secondary level	48
4.6 Setting up of Virtual Labs	49
4.7 Inclusion in Board Exams - Facilitating CWSN candidates	50
4.8 Teaching and learning Material (TLM): CBSE	51
4.9 Curtailing dropout rates and ensuring universal access through addition of new subjects in existing senior secondary schools	53
4.10 Examination Reforms	54
4.11 Introduction of Improvement Examination	55
4.12 IT Based Solutions for planning and governance - CBSE	56
4.13 Removing barriers between Academic and Vocational Subjects and Introduction of New Subjects	57
4.14 Introduction of Subjects at two levels	58
4.15 Removal of the Word 'Fail' by CBSE	59
SECTION 5	
Cross Cutting Themes	
A. Policy & Planning	62
5.1 SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education)	63
5.2 Alignment of Samagra Shiksha- Details of 86 Paras of NEP 2020 integrated in Samagra Shiksha	64
B. Access & Learning Recovery	83
5.3 Bringing Back Out of School Children	84
5.4 Out of School Bridge Course by NCERT	85
5.5 Alternative Academic Calendar linked to learning outcomes	86
5.6 Provision for Child Tracking under Samagra Shiksha	87
5.7 Support for State Commission for Protection of Child Rights (SCPCR)	88
5.8 Learning Recovery Package	89
5.9 Guideline on School Safety and Security	90
5.10 Guidelines for parent participation in home-based learning during school closure and beyond	91

C. Curriculum	92
5.11 Development of NCFs and SCFs	93
5.12 Digital Consultation for National Curriculum Framework (NCF)	95
5.13 Appointment of Language Teachers under Samagra Shiksha	97
5.14 Provision for Classroom cum Workshop for Vocational Education under Samagra Shiksha	98
5.15 Competency Based Education	99
5.16 Developing Learning Frameworks	100
5.17 Capacity building on Competency Based Assessment	101
5.18 Life Skills - Holistic Health and Well-being programme	102
5.19 Language Teaching and Learning	103
5.20 Integrating Knowledge of India	104
5.21 Introduction of Experiential Learning Pedagogy	105
5.22 Art-Integrated Education in CBSE	106
5.23 Promoting Story-Telling teaching and learning through Graphic Novels	107
5.24 Sports Integrated Education	108
5.25 Ek Bharat Shreshtha Bharat (EBSB) Programme and Bhasha Sangam	109
5.26 Kala Utsav 2021- integrating indigenous toys	110
5.27 Reading Campaign	112
D. Innovation in Schools	114
5.28 Participation by Schools in Toycathon /Hackathon	115
5.29 Innovation interventions in Schools	117
5.30 School Innovation Ambassadors	118
5.31 Vidya Amrit Portal (part of NDEAR Portal)	119
5.32 Entrepreneurship	120
E. Governance & Monitoring	121
5.33 Performance Grading Index of states and districts	122
5.34 Hubs of Learning	124
5.35 Standards Setting Authority (SSA): Standards for Excellence in School Education	125
5.36 Minimizing the Regulatory Compliance Burden on Citizens	127
5.37 CBSE: Interventions for reducing compliance burden and simplification of procedures in 23 areas	129
5.38 NIOS: Interventions for reducing compliance burden and simplification of procedures in 11 areas	138
5.39 NCERT: Interventions for reducing compliance burden and simplification of procedures in 11 areas	144
5.40 NCTE: Interventions for reducing compliance burden and simplification of procedures in 1 area	146

5.41	KVS: Interventions for reducing compliance burden and simplification of procedures in 2 areas	147
5.42	NVS: Interventions for reducing compliance burden and simplification of procedures in 1 area	148
5.43	Social Audit Guidelines	149
5.44	Guidelines developed by the Ministry of Education in the context of NEP 2020 and shared with States and UTs:	150
F.	Teachers & Teacher Education	155
5.45	Four Year Integrated Teacher Education Programme (ITEP)	156
5.46	National Professional Standards for Teachers (NPST)	157
5.47	National Mission for Mentoring (NMM)	159
5.48	Continuous Professional Development (CPD)	160
5.49	Capacity building on Competency Based Assessment	161
5.50	CTET: New initiatives for identification of teachers with high aptitude, skill sets and competency	162
5.51	Lifelong validity of CTET	163
G.	Inclusion & Outreach through Use of Technology	164
5.52	Inclusion	165
5.53	Provision of Stipend for CwSN Girls under Samagra Shiksha	166
5.54	Provision for identification camps for CwSN under Samagra Shiksha	167
5.55	MANODARPAN	168
5.56	Development of Quality learning content for learners with disabilities	169
5.57	CwSN e-content Guidelines	170
5.58	Talking Books: To develop Inclusive Education Resources	171
5.59	Inclusion in Board Exams - Facilitating CWSN candidates	172
5.60	Standardization of Indian Sign Language (ISL)	173
5.61	PM eVidya- For ensuring Equitable Education	174
5.62	Swayam Prabha TV channels: One class, One TV channel for grades 1 to 12	175
5.63	E-content made available in 32 Indian Languages	176
5.64	DIKSHA	177
5.65	Education for All and Lifelong Learning	179
5.66	Primer for Adult Education	180
5.67	National Digital Education Architecture (NDEAR)	181
5.68	NDEAR Vidya Samiksha Kendra (VSK)	183
5.69	DEEP (Digital Education and e-Resource Platform)	185
5.70	NIOS vertical with Teaching & Learning Material (TLM) on DIKSHA for wider dissemination	186
5.71	200 TV CHANNELS	187

H. Assessment	188
5.72 Provision for setting up of Assessment Cell at the SCERT under Samagra Shiksha	189
5.73 PARAKH – Equity and Excellence in Assessment	190
5.74 Learning Outcomes Based Item Bank	192
I. Community Engagement	193
5.75 Vidyanjali 2.0	194

SECTION 6

Recently Released

6.1 Foundational Learning Study (FLS)	196
6.2 Handbook for Early Identification and Intervention for Mental Health Problems in School Going Children and Adolescents	198
6.3 Prashast : A Screening Tools for Disabled	199
6.4 Shiksha Shabdkosh	200
6.5 National Curriculum Framework for the Foundational Stage	201

SECTION 7

Coming Soon

7.1 Guidelines for Gifted/talented Students	204
7.2 Experiential Learning Centre	206
7.3 NIOS Portal for Mainstreaming Out of School Children	207

SECTION 1

Foundational Stage

(3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8)

1.1 National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)

NEP Paras: 1.3, 1.4, 2.2, 2.5, 2.6 and 2.9

How Implemented:

Department of School Education and Literacy, Ministry of Education launched a National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. This Mission, which has been launched under the aegis of the centrally sponsored scheme of Samagra Shiksha, will focus on providing access and retaining children in foundational years of schooling; teacher capacity building; development of high quality and diversified Student and Teacher Resources/Learning Materials; and tracking the progress of each child in achieving learning outcomes.

Period of Implementation: From 2021-22 to 2026-27

Target Group: Children in the age group 3 to 9 years

Benefits:

- Reducing the dropouts and improve the transition rate
- Activity-based learning and conducive learning environment
- Innovative Pedagogies and Experiential Learning
- Empowered Teachers through intensive capacity building
- Holistic development of the child by focusing on different domains

Way Forward:

The Department has developed comprehensive guidelines to cover key technical aspects and administrative aspects for effectively setting up an implementation mechanism at the National, State, District, Block, and School levels. NIPUN Bharat is envisaged to involve all stakeholders including students, teachers, parents, and communities to achieve the goals in a time-bound manner.

1.2 Vidya Pravesh: Three-month Play-based School Preparation Programme

NEP Para: 2.5

How Implemented:

Vidya Pravesh, a Three-month Play-based School Preparation Programme for Grade-I Children has been developed as per the recommendations of the National Education Policy (NEP) 2020. The purpose is to help teachers ensure that all children are exposed to a warm and welcoming environment when they enter Grade-I, particularly during the Covid-19 pandemic, leading to their smooth transition to school. This programme is an integral part of NIPUN BHARAT- A National Mission on Foundational Literacy and Numeracy (FLN Mission) of the Government of India and well aligned to the key competencies and the Learning Outcomes of Preschool 3 (Balvatika). Vidya Pravesh 'Guidelines' and 'Module' have been developed and are available on NCERT's website which can be accessed using the following links:

- Vidya Pravesh Guidelines:
https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_Gradel.pdf.
- Vidya Pravesh Module: <https://ncert.nic.in/pdf/vidyapravesh.pdf>

The play-based pedagogy is a significant aspect of the programme that plays a vital role in creating a joyful and stress-free environment for children to learn, and also in addressing the learning needs of children with special needs or disabilities (Divyang). Focus is also given on learning in mother tongue or home language and allowing as many languages as children bring to the classroom, including sign language. The document suggests three months or 12 weeks preparation with a target to ensure that all children entering Grade-I are school ready. The Vidya Pravesh module is designed as an exemplar and the States/Union Territories/schools has been requested to ensure timely adoption/adaptation of the Vidya Pravesh Module so that the programme can be introduced in all schools of the country by the next academic session i.e., 2022-23.

Beneficiaries: Children entered Grade-I, their teachers and parents

Implemented since when:

Till now, 35 States/UTs except the state of Sikkim have implemented Vidya Pravesh from the year 2022-23.

1.3 DIKSHA - dedicated vertical on Foundational Literacy and Numeracy (FLN)

NEP Para: 2.6

How Implemented:

Under DIKSHA, a separate vertical for Foundational Literacy and Numeracy (FLN) resources has been developed for easy and quick accessibility to all FLN resources. These verticals have infographics, videos, worksheets, assessment tools and Alternative Academic Calendars based on key competencies and learning outcomes are available on DIKSHA FLN to assist and mentor States/UTs and teachers. All e-Resources have been developed according to the Learning Outcomes (LOs) given under each of the three Developmental Goals of the NIPUN Bharat Mission. So far, there are a total of 1662 e- resources related to FLN are uploaded on DIKSHA FLN portal that includes infographics and videos. All uploaded e-content are regularly been reviewed.

NIPUN Bharat Mission Implementation Guidelines, NIPUN Bharat Flipbook, Vidya Pravesh Guidelines, Vidya Pravesh Module, Guidelines for Parent Participation in Home-Based Learning during School Closure and Beyond, Alternative Academic Calendars (from Grade 1 to 3) and NIPUN Bharat Regional Workshop Resources are available on DIKSHA FLN portal as ready reference and use by different stakeholders.

Beneficiaries: Foundational stage children, teachers, parents, community, educational planners, educational implementers.

Implemented since when: DIKSHA FLN started in 2021

1.4 NIPUN Bharat Mission Planning and Implementation Template (NBMPIT)

NEP Para: 2.2

How Implemented:

NIPUN Bharat planning, and implementation template is a digital template developed to monitor the implementation of NIPUN Bharat Mission at state/district/block and school levels. It tries to cover all the components of NIPUN Bharat comprehensively. The design of the template is as follows:

I. Diagnostic & Goal setting

- Diagnosis of critical enablers
- Setting FLN Goals/Lakshyas

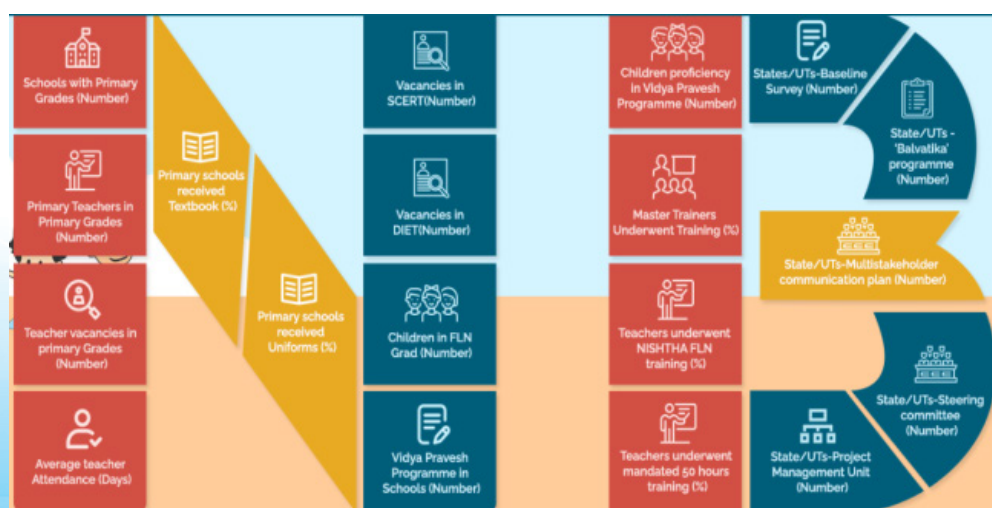
II. Academic Outcomes

- Providing high quality teaching & learning material
- Capacity building of teacher & teacher educators
- Student Assessment
- Multi-stakeholder communication & awareness plan

III. Administrative Outcomes

- Setting up institutional structure for implementation
- Management information system

Each indicator further has sub-indicators and has total 29 indicators to monitor. Each State/UT is expected to fill/update the data every quarter. In every quarter, it will be opened for states/UTs for 15 days to fill or update their data. National and States/UT wise of report can easily be generated within no time. NBMPIT is a dynamic template and is continuously been calibrated and modified as per the need, and feedback



ACHIEVEMENTS OF NEP IMPLEMENTATION

received from the States/UTs. It is centrally managed template where separate email ID and unique template login IDs have been created for each State/UTs. States/UTs had filled-up the data for the quarter January to-March, 2022. It is expected that all the data related to NIPUN Bharat Mission Implemented would be captured through NBMPIT only. Apart from monitoring, this will be a good tool to handhold and support the States/UTs.

Under NBMPIT, National Dashboard is also designed to provide the information at the National Level on key parameters of NIPUN Bharat Mission Implementation. NBMPIT will feed the data for dashboard and information will be available on real time basis.

Beneficiaries: Policy makers, Educational Administrators and NIPUN Bharat Mission implementers at the National, State/UT, District, Block and CRC level

Implemented since when: April, 2022

VECTOR BACKGROUND

1.5 Foundational Literacy and Numeracy: CBSE

NEP Para: 2.2

How Implemented:

- CBSE has developed online and blended teacher training modules and content as exemplar for CBSE affiliated schools for implementing the objectives of the FLN mission.
- Eight modules under three MOOCs (Massive Online Open Courses) have been prepared on FLN
- So far, 102182 teachers have registered for training on these modules. Out of these registered teachers, 62060 teachers have been trained on these modules.
- A microsite has been created which can be accessed at <http://cbseacademic.nic.in/fln/>.
- A question bank of 500 competency-based items/questions for each class from classes 1 to 5 is available at the CBSE FLN microsite.
- Sessions on NIPUN Bharat Guidelines have been conducted for CBSE schools.

Beneficiaries: More than 10 million students in classes I to V will be benefitted.

Implemented Since: 2021-22

Way Forward: Schools are being sensitized to use the available resources and more teachers will be trained to achieve objectives of FLN Mission by all the affiliated schools of CBSE.

1.6 Foundational Reading Assessment Tool

NEP Para: 2.2

How Implemented:

A Foundational Reading Course including reading assessment has been developed by CBSE with the support of Pratham Education Foundation and integrated for 'English Language' on CBSE FLN micro site. CBSE has engaged experts of 11 Indian languages for the review and enrichment of the material. As on date, material in 10 Indian languages has been successfully reviewed and uploaded for use.

Benefits:

- Assessment of children's foundational reading ability can be done by a simple assessment.
- The assessment can be used anytime anywhere by anyone.
- Ensures equity and equality among children's learning.
- Availability of reading material supported by easy-to-understand videos.
- Enhance and achieve literacy competency among students.

Beneficiaries: More than 10 million students in classes I to V will be benefitted.

Implemented Since: 2022-23

Way Forward:

- Reading material in the following Indian languages will be shortly integrated on CBSE FLN micro website: Hindi, Bengali, Tamil, Odia, Kannada, Gujarati, Assamese, Telugu, Urdu and Marathi.
- Translation in remaining languages will be done and schools will be advised to use this resource to augment the reading literacy of students in the foundational years and use this for various student enrichment activities like Storytelling Competition, Expression Series, Reading Challenge etc., conducted by the Board.

VECTOR BACKGROUND

1.7 Holistic Progress Card

NEP Para: 4.35

How Implemented:

Under Transforming Assessment for Student Development, NEP 2020 recommends preparation of Holistic Progress Card to provide a 360-degree, multidimensional report of progress that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. Subsequent to extensive deliberations, consultations and research on the subject, the CBSE committee on HPC has developed the Prototype of HPC (for classes 1 to 3) for piloting. The prototype has been reviewed by NCERT, UNICEF and experts from the field of ECCE. It has also been vetted by CBSE School Principals from a range of schools from Rural, Semi-urban, Urban schools as well as the Kendriya Vidyalaya. on Examination Reforms and Holistic Progress Card and Curriculum and Pedagogy on 6th April 2022.

The Pilot for the HPC was started in April 2022 in one section each of classes 1 to 3 covering 74 CBSE schools across the country. These include 25 KVs, 16 Government and 33 Private independent schools, including rural and urban schools. Principals and Teachers nominated by the schools participated in the training for the same. Implementation Guide for Teachers, Training Manual and videos and other resource material on HPC have been shared with the schools. Sample task-based lesson plan, and suggestive mapping of DGs, Competencies and LOs have been prepared and shared with pilot schools. CBSE HPC portal has been prepared in-house for facilitating schools to access digital version of HPC and is available for the schools involved in the pilot at <http://cbseit.in/cbse/2022/hpc/Home/Home>. Continuous handholding is being done on a daily basis. Feedback tool and observation tool for Principals and teachers is under finalization for collecting baseline and midline data for the report preparation by CBSE.

Benefits:

- A learner-centred, inter-disciplinary, flexible, task-based inclusive pedagogical and assessment tool
- Teachers and parents will equally participate for the achievement of competencies by student
- Enable society to participate in a student's development and progress
- Try to identify the uniqueness of each child (will not increase any burden)
- A collaborative endeavor between Parents, Teachers, Learners and Peers.
- Considers diverse aspects of the child's learning journey.

ACHIEVEMENTS OF NEP IMPLEMENTATION

Beneficiaries: Approximately 60 lakh students and teachers of classes 1 to 3 of 27,000 CBSE affiliated schools will eventually be benefitted. On completion of pilot and finalization of HPC, the same shall also be shared with states/UTs for adoption/adaptation as per need.

Implemented since: From 2022-23 in selected schools on pilot basis.

Way Forward:

- Framework preparation for classes 9 to 12 will be taken up.
- HPC prototype developed by CBSE will also be made available to all States and UTs, as per their requirement.

VECTOR BACKGROUND

1.8 NISHTHA ECCE (for Master Trainers)

NEP Para: 1.7

How Implemented:

The NISHTHA ECCE is designed for the master trainers of ECCE. The objective of the NISHTHA ECCE is to orient the master trainers, make them aware of pedagogical practices meant for the ECCE stage, ensure that all the teachers/Anganwadi workers follow the play and activity-based approach that will prepare children for class – 1 and finally, provide strategies for the holistic development of young children through developmental goals. The NISHTHA ECCE has six courses on Significance of the Early Years, Planning a Play-Based Learning Environment, Play-based Activities for Holistic Development, Partnerships with Parents and Communities, School Readiness and Birth to Three years- Early identification for intervention of special needs.

These courses are intended to help master trainers to understand the use of appropriate teaching-learning strategies that helps promote children's holistic development i.e., physical-motor, language and literacy, cognitive, social-emotional and creative development. These master trainers are expected to help the Preschool teachers/Anganwadi Workers maximize early learning opportunities in their preschool centers/Anganwadis. This help them further guide the ECCE functionaries, CDPOs and DPOs on how to orient and train the Anganwadi workers for improving the quality in the transactional processes in the preschool education centers/ Anganwadi and for bringing quality in the early childhood education programmes.

Beneficiaries: About 90,000 including CRC and BRC Coordinators, DIET Faculty (from DRU Branch for AE&NFE), POs, CDPOs and Supervisors from ICDS set up.

Implemented since when: launched on 29th July, 2022

Expected Benefits:

- Sensitization of master trainers on developmentally appropriate pedagogy for holistic development of children which will contribute for enhancing quality education at Foundational level.
- The training for master trainers to transact the content will be for 6 weeks (2 modules per week and assessment). Each module will be transacted through live interaction through ZOOM and DTH TV channels by the NRG from NCERT

1.9 Extension of PM Poshan to Balvatika in Primary Schools

NEP Para: 2.9

How Implemented:

As per the approval of Cabinet, the PM POSHAN scheme has been extended to cover all children enrolled in Balvatika (i.e. just before class I) in Government and Government Aided primary schools and attending school from 2022-23. Thus these children are entitled for one hot cooked meal on all schools days. Accordingly, for the year 2022-23, the Programme Approval Board of the PM POSHAN scheme has approved the proposal of States and UTs to cover 22.60 lakh children studying in Balvatika across the country.

The food norms are at par with the children studying in primary classes and are as under:

Sl. No.	Items	Primary
1	Food grains	100 gms
2	Pulses	20 gms
3	Vegetables	50 gms
4	Oil & fat	5 gms
5	Salt & condiments	As per need

Beneficiaries: 22.60 lakh children enrolled in Balvatika in Government and Government Aided Primary Schools.

Implemented since when: From 2022-23

1.10 Extension of BRC & CRC from Balvatika to Secondary Schools

NEP Para: 8.5 (d)

How Implemented:

BRCs and CRCs have a significant role in ensuring the implementation of the National Education Policy, 2020. Essentially, these institutions 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.

BRCs and CRCs were established in each block of every district under the erstwhile Sarva Shiksha Abhiyan to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities. Finally, with the implementation of the integrated scheme of Samagra Shiksha, the scope and functions of the BRCs and CRCs have been further expanded to cater to all levels of schooling i.e., pre-primary to senior secondary stage. The Department is also coming up shortly with a national framework for roles, responsibilities and monitoring of the BRCs and CRCs.

With the expansion of the on-site and monitoring support of BRC and CRC to pre-primary Balvatikas, they will be provided guidance for achieving developmental goals through classroom activities.

Beneficiaries: All students and Teachers in Government and Government Aided Schools.

Implemented since when: To be implemented from 2022-23

1.11 Notification for purchase of ‘Toys in conformity with Indian Standards’

NEP Paras: 4.27 & 4.29

How Implemented:

The Government has initiated the process for the preparation of National Curriculum Frameworks (NCFs) for School Education and Early Childhood Care and Education under the National Education Policy, 2020, which would, *inter-alia*, include curriculum development for use of toys in pedagogy and as learning resources in pre-school and school education.

Implementation of the toy-based pedagogy and carrying out the activities included in the NCERT textbooks would necessitate the availability and use of various kinds of toys for the children in schools. The State/UT Governments and Autonomous Organisations under the Ministry of Education would be purchasing/ preparing toys for children in the schools functioning under their respective jurisdiction. Since the toys would be used by children, it was felt essential to ensure that these toys are made of such material and quality as may not be harmful or hazardous to such children.

The Ministry of Commerce and Industry, Department for Promotion of Industry and Internal Trade has issued the Toys (Quality Control) Order, 2020 dated the 25th February, 2020 as amended vide the Toys (Quality Control) First Amendment Order, 2020 dated the 15th September, 2020 and the Toys (Quality Control) Second Amendment Order, 2020 dated the 11th December 2020 specifying the Indian Standard for toys.

All the States and Union Territory Governments have been advised vide this Ministry's Circular No. 11-29/2020-Sch.4 dated 11.02.2021 that the provisions of the aforesaid Toys (Quality Control) Order, as reproduced hereunder, may be followed scrupulously while purchasing/preparing toys for pre-schools and schools, including all public and private schools in the State/UT:

1. Conformity to standard and compulsory use of Standard Mark – The goods or articles specified in the column (1) of the Table below shall conform to the corresponding Indian Standard (s) mentioned in the column (2) of the Tables and shall bear the Standard Mark under a licence from the Bureau as per Scheme-1 of Schedule-II of BIS (Conformity Assessment) Regulations, 2018:

- Provided that nothing in this order shall apply to goods or articles meant for export.
- Provided further that nothing in this Order shall apply to goods or articles manufactured and sold by Artisans registered with Office of the Development Commissioner (Handicrafts), under Ministry of Textiles, Government of India.
- Provided further that nothing in this Order shall apply to goods or articles manufactured and sold by Registered proprietor and Authorized user of a

product registered as Geographical Indication by the Registrar of Geographical Indications, Office of Controller General of Patents, Designs and Trademarks (CGPDTM), under Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, Government of India.

- 2. Certification and enforcement authority** – The Bureau shall be the certifying and enforcement authority for the goods or articles specified in column (1) of the following Table:

TABLE

Goods or articles	Indian Standard	Title of Indian Standard
(1)	(2)	(3)
Toys	IS 9873(Part 1): 2018	Safety of Toys Part 1 Safety Aspects Related to Mechanical and Physical Properties.
	IS 9873(Part 2): 2017	Safety of Toys Part 2 Flammability
	IS 9873(Part 3): 2017	Safety Requirements for Toys part 3 Migration of Certain Elements.
	IS 9873(Part 4): 2017	Safety of Toys Part 4 Swings, Slides and Similar Activity Toys for Indoor and Outdoor Family Domestic Use.
	IS 9873(Part 7): 2017	Safety of Toys Part 7 Requirements and Test Methods for Finger Paints.
	IS 9873(Part 9): 2017	Safety of Toys Part 9 Certain Phthalates Esters in Toys and Children's Products.
	IS 15644: 2006	Safety of Electric Toys.

VECTOR BACKGROUND

1.12 Toy Based Pedagogy Handbook

NEP Paras: 1.3, 4.25, 4.27 & 4.29

How Implemented:

Toy-Based Pedagogy is based on the principle that toys are not just for entertainment or recreation, but can also be used as a learning resource for the mental, physical, social and emotional development of the child. Toys can open up and ignite the mind of the child. An Expert Group was constituted on Toy-based Pedagogy and it has come out with the Guidelines for Curriculum Developers, Teachers, and Teacher Educators on Toy-based Pedagogy.

The guidelines on Toy-based Pedagogy have been designed to promote integration of toys and its pedagogy into the curriculum in School Education, Early Childhood Care and Education and Teacher Education. It also contains a road map for curriculum developers, teachers and teacher educators on the various aspects of toy-based pedagogy. The guidelines are in two parts i.e.:

- **Part-I** – contains comprehensive guidelines for teachers and curriculum developers spread over chapters on variety of indigenous toys, stage-wise perspective of toy-based pedagogy, experiential learning, mapping of toys with competencies at different stages and also the way forward.
- **Part-II** – contains annexures including lists and images of toys mapped with learning of different concepts and learning outcomes across the stages.

Taking insights from the Guidelines, two modules on Toy-based Pedagogy have been developed: 1) For the Secondary Stage Teachers and 2) For the Primary Stage Teachers. These two modules have been uploaded on DISKHA for teachers.

Beneficiaries: Teachers, Teacher Educators and Curriculum Developers across the school stages.

Way Forward:

This Guideline provides directions for the integration of toy-based pedagogy in school curriculum across the stages in all the subject areas. This will promote joyful and stress-free learning among children. It will also be helpful in reducing curriculum burden.

SECTION 2

Preparatory Stage

(Grades 3-5, covering ages 8-11)

2.1 Provision of Teaching Learning Materials

NEP Paras: 4.14, 4.31 & 4.32

How Implemented:

Aside from core learning material such as, textbooks aligned to learning outcomes, highly engaging, joyful, and innovative additional learning resources needs to be developed for the foundational stage. 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. if they are designed for instructional purposes. These TLMs are to be developed in all languages, including mother tongue/home languages.

Description and Benefits:

- Provision of upto Rs. 500 per child under Samagra Shiksha for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections to Class V in Government Schools.
- This is in addition to the Rs 300 that is provisioned per child from grade 1-8, for the purpose of prescribed textbooks.
- Around 6643 text books have been energized by States with QR codes tagged with e-content (available on DIKSHA), UTs & NCERT covering 85% of the prescribed textbooks for classes 1-12.

Beneficiaries: Students of classes Balvatika-Class V

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

2.2 Provision of Teacher Resources

NEP Paras: 2.7

How Implemented:

Under Samagra Shiksha, provision is provided for Teacher Manuals, Activity Handbooks and Resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies. State/UT are required to identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the objectives of the NIPUN Bharat Mission.

Description and Benefits: Provision of up to ₹ 150 per teacher teaching at Primary level is provided.

Beneficiaries: Teachers teaching at the Primary level

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

Way Forward:

- Teacher Manuals, Activity Handbooks, resource materials for teachers are prepared specifically on FLN in the local languages by SCERT.
- Teacher Manuals, Activity Handbooks, resource materials for teachers on FLN are QR coded or Energized with e-content tagging through DIKSHA.
- Special resource material for children with disabilities in FLN years is developed by SCERTs.

2.3 National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 3.0)

NEP Para: 2.9

How Implemented:

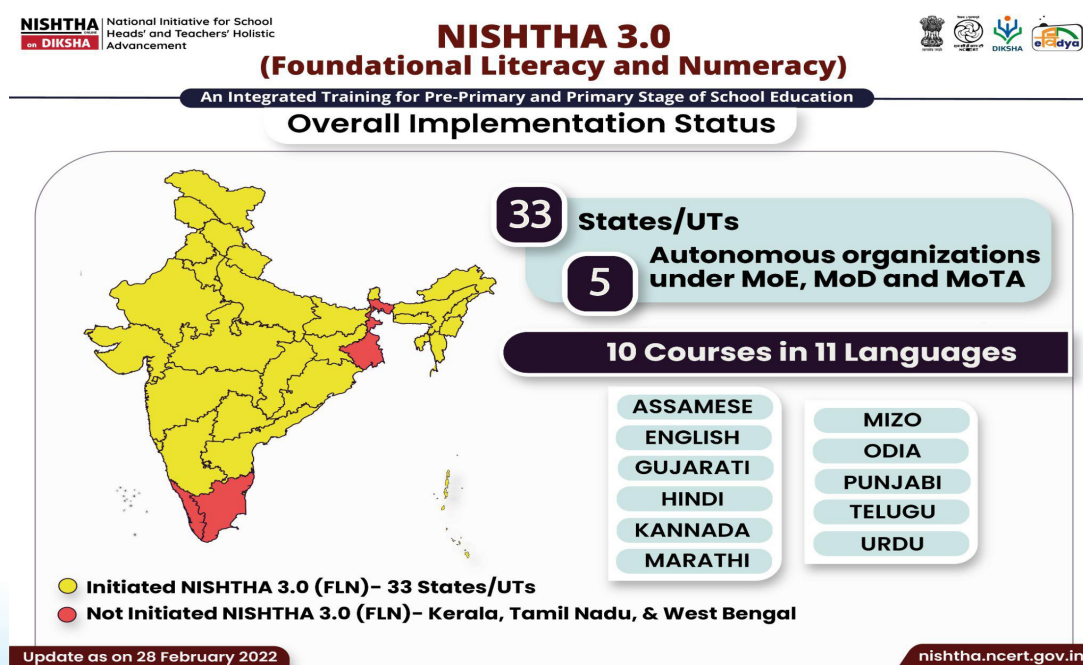
In 2021-22, NISHTHA has been extended to cover the Secondary Teachers and Teachers in the foundational years. NISHTHA 3.0 for foundational literacy and numeracy was launched on 7th September, 2021 by the Hon'ble Prime Minister. The training programme aims to cover 25 lakh teachers at the primary level across all states and UTs. A special package consisting of 12 modules have been developed for this purpose,

Date of implementation: launched on 7th September, 2021

Target Group: All teachers in Government and Government Aided Schools in the Foundational years.

Benefits:

- NISHTHA 3.0 (FLN): 12 courses initiated in 10 languages i.e., Hindi, English, Urdu, Gujarati, Telugu, Kannada, Marathi, Odia, Bengali and Mizo. As on date, 33 States and UTs and 8 autonomous organizations under MoE, MoD and MoTA have initiated this programme.



Way Forward:

In 2022-23, the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA) will be extended to Master Trainers for Anganwadi Workers in collaboration with the Department of Women and Child Development.

2.4 School Bag Policy

NEP Paras: 4.26 & 4.23

How Implemented:

Para 4.33 of NEP 2020 states that concerted efforts through changes in curriculum and pedagogy will be made by NCERT, SCERTs, schools and educators to significantly reduce the weight of school bags and textbooks. Further, para 4.26 of NEP states that 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.

School Bag Policy 2020 covers all the students ranging from pre-primary classes to Class 12 in all the schools. As per the policy, school shall offer two Languages and Mathematics in classes I and II and two Languages, Mathematics and Environmental Studies in Classes III, IV and V. School shall offer three Languages, Mathematics, Science and Social Science in classes VI to VIII. Subjects such as Computer Studies, Moral Education and General Knowledge, life skills, etc., need to be infused across subject areas and other activities in the school without additional textbooks. Health and Physical Education, work experience and Sports and Arts Education are the areas which help in the all-round development of children. These need to be given adequate space in the time table. Children should not be made to carry any textbook for these areas. Based on the above, the policy has recommended that:

1. All schools follow the universally accepted ratio of weight for school bag as 10% of the body weight of the student across classes 1 to 12 and suggest ways for monitoring and ensuring the same through a multi-pronged approach.
2. Total study time needs to be accounted. Total Homework time:
 - Primary: No homework upto Class II and a maximum of two hours a week from class III-V.
 - Middle School (from Classes VI- VIII): A maximum of one hour a day (about five to six hours a week).
 - Secondary and Higher Secondary: A maximum of two hours a day (about 10 to 12 hours a week).

Target Group: Students from pre-primary to class XII

Benefits Accrued:

- This school bag policy is in consonance with NEP, 2020 and promotes fun and vocational courses.
- The policy emphasizes good health and stress-free mind for children. Therefore, every school irrespective of its management (Government, Governmentaided, unaided) may ensure the implementation of School Bag Policy for the betterment of the children.

2.5 Shiksha Vani: Extensive use of Radio, Community radio, CBSE Podcast - Shiksha Vani, TV coherence

NEP Paras: 21.9, 23.6, 24.1, 24.2, 24.4 a, 24.4 d, 24.4 i & 24.4 e

How Implemented:

Under the PM e-VIDYA initiative of the Atma Nirbhar Bharat program, several other modes are used to reach out to the remotest corners. The on air modes known as Shiksha Vani includes: Radio, Community Radio and Podcasts. Radio and community radio are used as a means for education by the NCERT and NIOS. The Shiksha Vani podcast was developed by CBSE initially for audios of topics related to grades 9-12, but is now being extended to other grades.

Date of implementation: PM e-VIDYA programme was launched as a part of Atma Nirbhar Bharat in May, 2020.

Target Group: It provides multi modal learning access to students, teachers and parents, ensuring inclusion to overcome digital divide.

Benefits:

- Radio broadcast are used for children in remote areas that have no internet connectivity (especially for grades 1 to 5) to ensure continued access to quality education.
- All these radio content and podcasts are also hosted on DIKSHA to fulfil the aim of coherence in content. The programs are produced under Dhwanishala Series (Curricular based studio programmes) and Umang Series (Audio programmes for enrichment, infotainment and edutainment).
- 3,507 pieces of curriculum-based radio programmes (Classes 1 -12) disseminated/ broadcasted on 397 Radio Stations (11 GyanVani FM Radio Stations, 254 Community Radio Stations, 132 All India Radio stations) and Podcasts on iRadio and JioSaavn Mobile Apps.
- 1,341 live programs have been broadcast on iRadio.
- Mukta Vidya Vani is an audio streaming podcast and Radio Vahini is the community Radio of NIOS with 4 hours of daily live broadcast with 5 times repeat to make it 24x7 Radio broadcast.

Way Forward: More curriculum based radio programmes in all local languages will be introduced focusing on ensuring inclusion.

2.6 Benchmark Setting for Oral Reading Fluency (ORF) with Reading Comprehension: A Foundational Learning Study

2.6 Benchmark Setting for Oral Reading Fluency (ORF) with Reading Comprehension: A Foundational Learning Study

NEP Paras: 2.1 & 2.2

How Implemented:

A large-scale Foundational Learning Study (FLS) has been implemented by Ministry of Education in co-ordination with National Council of Educational Research and Training (NCERT) in March 2022. The FL Study was conducted in order to draw a first-hand understanding of the learning levels of the students at the foundational learning stage (at the end of Grade 3). The study is first of its kind in the world as it aims to set-up benchmarks for reading with comprehension in 22 Indian languages.

Objectives of the Study:

- To conduct a large-scale assessment of the foundational learning of grade 3 students to establish a baseline for the NIPUN Bharat mission
- To establish reading proficiency benchmarks for fluency with comprehension for each of the languages being assessed under the study
- To provide the data for SDG 4.1.1. (Covering aspects of foundational literacy and numeracy)

Coverage: FLS covered more than 90,000 grade 3 students from 10,000 schools.

Sampling:

- Sample included state government schools, government aided schools, private recognised and central government schools.
- Sample of more than 18,000 teachers also participated in the survey and gave responses to the questionnaires asked as a part of the study to obtain contextual information vis-à-vis which the learning levels of children can be understood more holistically.

Expected Benefits:

- Assess learning outcomes: The study aims to provide reliable and valid data about Grade 3 students to know what they are able to do in foundational literacy and numeracy and the extent of learning outcomes being achieved.
- Set baseline for NIPUN: The data derived from the FLS Study would help in establishing a baseline for the NIPUN Bharat mission.
- Set benchmarks: The Study also aims to establish reading proficiency benchmarks for fluency and comprehension for each of the languages (20 in number) being assessed under the study and proficiency benchmarks for numeracy.
- Report on SDG: This study will also provide data to report on SDG 4.1.1 indicators at the global level.

SECTION 3

Middle Stage

(Grades 6-8, covering ages 11-14)

3.1 National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 1.0)

NEP Paras: 2.9, 5.8 to 5.14 & 24.3 to 24.4 (g)

How Implemented:

The Department of School Education and Literacy launched on 21st August, 2019 as a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA– National Initiative for School Heads’ and Teachers’ Holistic Advancement, under Samagra Shiksha. In the wake of the COVID-19 pandemic, the NISHTHA programme was made 100% online and launched on 6th October 2020 at DIKSHA platform. There are 18 modules in this programme, each consisting of guidelines, primers; a training package with QR-coded e-content, videos, and other e-resources. It includes multiple approaches for interaction i.e., Text Modules along with videos, Live Sessions by National level Resource persons on DTH Swayam Prabha TV Channel, and Interactive Voice Response System. In addition, Assessment is in-built in every Module and Online Certificates are automatically generated for participants after completion of the course.

NISHTHA National Initiative for School Heads'and
on **DIKSHA** Teachers' Holistic Advancement



NISHTHA Online - Implementation Status

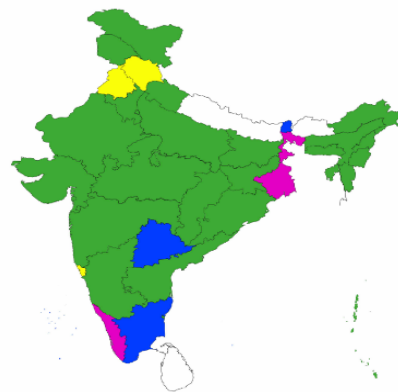
18 Modules in 11 Languages

30 States / UTs
8 Autonomous Organisations
under MoE, MoD and MoTA

Approx. 24 Lakh Teachers
5.1 Crore Course Enrollments
4.6 Crore Course Completions

- Completed NISHTHA online (27 States/UTs)
- NISHTHA online in progress (Goa , Himachal Pradesh , Punjab)
- Completed NISHTHA training (Lakshadweep , Sikkim , Tamil Nadu , Telangana)
- NISHTHA not Initiated (Kerala & West Bengal)

Update as on 16 May 2021



nishtha.ncert.gov.in

Date of Implementation: From 6th October 2020 onwards

Target Group: All elementary teachers

Benefit Accrued:

- 30 states & UTs and 8 autonomous (CBSE, KVS, NVS, AIES, Sainik Schools, CTSA, CICSE and EMRS) organisations under MoE, MoD and MoTA have conducted online NISHTHA courses in 11 languages (Assamese, Bengali, Bodo, English, Gujarati, Hindi, Kannada, Odia, Punjabi, Telugu, and Urdu).
- Around 24 lakh teachers have completed NISHTHA online training at the elementary level.

Way Forward:

In 2021-22, the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA) has been extended to Foundational Literacy and Numeracy and secondary level, with an aim to cover around 35 lakh Pre-primary, Primary and Secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students.

VECTOR BACKGROUND

3.2 Structured Assessments for Analyzing Learning (SAFAL)

NEP Para: 4.34

How Implemented:

- CBSE is introducing Structured Assessments for Analyzing Learning (SAFAL), a largescale assessment framework for classes 3, 5, and 8 that would act as a system-level check on the schooling system at a regional, state, and national level.
- This competency-based evaluation system will test the achievement of foundational skills and learning outcomes and moves away completely from rote memorization. The assessment will allow students, parents, and teachers to track academic progress throughout the school years.
- SAFAL as an evaluation tool will be completely focused on the assessment of core competencies among students, and the results generated would provide diagnostic data and insights for each school to use for development. The assessment blueprint for language defining the layout, structure, and number of items being tested has been developed and is under review. SAFAL is proposed to be conducted digitally. Development of an online assessment digital tool is at the final stage in collaboration with the Centre for Development of Advanced Computing (CDAC).
- The Assessment Frameworks have been developed. The assessment blueprints defining the layout, structure, and number of items being tested has been developed. SAFAL handbook has been released to the public. Competency-based test item development and its review for the Pilot study has been completed.

Target Group: Students in Classes 3, 5 and 8

Date of implementation: Launched on 29th July 2021, pilot in the session 2022-23

Benefits:

- Ensure implementation of Competency Based Learning.
- Establish a formal protocol to collect valid and reliable data to chart performance on competencies at and below the grade level and monitor progress.
- Measure school performance on key competencies.
- School level performance on key competencies and proficiency levels can be used to measure effectiveness of a system through systematic monitoring and reporting of learning levels.
- Identify areas of academic intervention for support/ management.
- School managements and school systems can use this data for targeting academic support and data-based management.

Way Forward:

- Item Writing Workshops for the session 2023-24 will be taken up.

3.3 Exposure of Vocational Education at Upper Primary level

NEP Paras: 16.4, 16.5 & 4.26

How Implemented:

The NEP 2020 emphasizes giving exposure to children on vocational education from middle level onwards at schools and through internships, bagless days, etc. The provision for providing exposure of Vocational Education to Upper Primary students has been made under the revamped centrally sponsored scheme of Samagra Shiksha. Exposure of Vocational Education to Upper Primary students has been approved for 6316 schools for the year 2021-22.

Date of Implementation: It is an ongoing program initiated in 2021-22 and will be expanded to cover all schools in a phased manner.

Target Group: This intervention covers students of Classes 6 to 8 in Government and Government Aided schools.

Benefits:

The pre-vocational education programme at Grades 6 to 8 will mainly focus on activity-based teaching-learning. It will not only reduce the boundaries between bookish knowledge and practical knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These activities would also foster the development of soft skills, such as aesthetic values, cooperation, teamwork, judicious use of raw materials, creativity, etc. The information about the various opportunities in the world of work will help children to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

Way forward:

Exposure of Vocational Education will be provided to all Upper Primary students in a phased manner. Also, NCERT will be integrating this aspect in the newly developed National Curriculum Framework for School Education.

VECTOR BACKGROUND

3.4 Introduction of AI Based Learning Skills

NEP Para: 23.2

How Implemented:

- **AI as a Skill Module for Middle School Students:** The Board has prepared and released the study module for AI for the students of class VI-VIII. The modules have been prepared by the teachers of CBSE schools and Industry partner INTEL. The module has been made available to the schools since 2019.
- **AI as a Skill Subject for Class 9 & 10:** With an aim to empower youth with relevant mindset and skillsets in an inclusive manner, CBSE collaborated with Intel to launch AI as a skill subject for classes 9 & 10 in March 2019. 65000+ of students have appeared in Board Examination for the last two years, of which 100% have passed.
- **AI as a Skill Subject in class 11 & 12:** AI Curriculum for CBSE classes XI and XII was facilitated by IBM in consultation with experts from CBSE, IIT Delhi, IIT Kharagpur, NASSCOM, Industry leaders and school representatives. **Student textbook/resources, Teacher Instruction Manual, Project Guide & Logbook** were developed with advice from ISTE (International Society for Technology in Education) & McQuarie University, Australia.
- To further enhance teaching and learning across classes 6 to 10 CBSE announced Artificial Intelligence as a multi-disciplinary integrated pedagogical approach. A handbook titled '**Artificial Intelligence Integration across Subjects**' had also been prepared in this regard. CBSE with support from Intel India has now curated a set of 200+ multi-disciplinary AI integrated Lesson Plans for each of the five core subjects – Hindi, English, Maths, Social studies and Science for classes VI-X with 40-45 Lesson Plans for each subject. Teacher trainings are being regularly conducted in which 2434 teachers have been trained so far.
- **A portal named 'AI for All' was launched by the Hon'ble PM on 29.07.2021.** This portal has been developed by CBSE in collaboration with Intel. This self-paced learning program which will help to help demystify AI in an inclusive manner is available in 11 different vernacular languages for anyone with digital access and compatible with various talkback applications used by visually impaired people. This portal has helped to demystify AI for more than 1.8+ million citizens from 36 States and Union Territories. With 3,00,000+ participation from 50+ age group and 43% female participation in the program.
- **The CBSE-IBM AI Enabled SEWA Program** was launched in September 2019 to enable students to learn Artificial Intelligence (AI) and gain hands on experience and knowledge through the method of Experiential Learning. 1,50,000 + students, 16,000 + teachers have been trained on AI. 1,000+ ideas have been received and 200 projects have been mentored so far. 100 students have been

provided IBM internships. With integration of AI as part of SEWA, students are given an opportunity to not just learn about AI but also to use their learning to develop solutions for community issues through AI based projects.

- **Global Teachers Academy for Digital Technologies** was conducted in 2021 in partnership with Chitkara University to train teachers through in depth 4-week certification training and provide additional support – over 10,000 teachers were engaged through the program.

Beneficiaries: Teachers and Students of CBSE affiliated schools

Implementation since when: 2020-21

Way Forward:

- To improve the teaching-learning process and to improve the evaluation process, a pool of readymade quality 'question-banks' shall be made available to teachers and examiners.
- CBSE in collaboration with Niti Aayog and Intel India is working to introduce the concept of integrating Artificial Intelligence and Tinkering across the curriculum – 'AIoT Integration across Curriculum'.
- CBSE in collaboration with IBM, shall be launching the **AI Start-up School Programme** on 24th August 2022. This programme will provide an exciting opportunity for students to build AI solutions addressing real problems of India as part of CBSE's AI Enabled SEWA program with IBM. This programme will empower the next generation of AI innovators and entrepreneurs by providing them with mentoring and global exposure to transform their ideas into ventures that address the world's most pressing challenges.

3.5 Introduction of Vocational Exposure Education in CBSE

NEP Para: 16.0

How Implemented:

- **Introduction of Skill Modules for Middle School Students:** The Board has introduced various Skill Modules for students of Middle school. These modules have been prepared by the teachers of CBSE schools and the respective Sector Skills Councils/Industry partners. These Skill Modules are: Coding; Data Science; Design Thinking and Innovation; Beauty & Wellness; Digital Citizenship; Augmented Reality/Virtual Reality (AR/VR); Handicrafts; Financial Literacy; Artificial Intelligence; Travel & Tourism; Mass-Media; Information Technology; Marketing/Commercial Application.
- In order to create awareness about various skill subjects being offered by the Board, CBSE has conducted **Capacity Building Programmes and Awareness Programmes** for teachers covering more than two lakh teachers (from July 2020 till June 2021) on online mode (approx. 1.2 Lakh) and through YouTube (approx. 70K).
- Various other **student enrichment programmes** like Youth Ideathon, Hackathon, AI Internship etc., have also been conducted for students. More than 80 programmes have also been conducted with students covering about 11,000 students.
- On the occasion of **World Youth Skills Day** (15.07.22), more than 9,000 people participated in a series of webinars conducted by CBSE on - Life Skills Delivery for Young People; Promoting Design Thinking & Innovation in Schools; and Skilling in schools and National Credit Framework.
- **Compendium of Careers and Education Pathways** has been prepared for the CBSE students, passing class XII with Skill subjects, which covers 39 skill subjects of CBSE and talks about in a nutshell about the skill and industry with stats, about the career pathway and the educational pathways.
- In partnership with National Skills Development Corporation (NSDC), CBSE conducted the **Junior Skills Championship** in which the students participated in identified 7-8 skill areas, such as, photography, gaming, design, etc. The launch program was attended by 10,897 people. It was followed up with 8 orientation webinars for CBSE schools, with more than 15,000 participants. The Championship witnessed 2 Lakh+ registrations across 10 skills and 3 groups. 161 students from 21 states & UTs were selected for the final round and 64 students were felicitated in various categories after the final round.
- 58 students from CBSE schools across the country also participated in '**Young Scientist Programme - YUva Vigyani Karyakram (YUVIKA) – 2022**', organized by ISRO.
- 2,938 schools across 28 states and 06 union territories across India submitted a total of 5,952 projects in the **AWS Young Builders Challenge 2021** (organised

by CBSE in collaboration with Amazon Web Services (AWS), AIM, NITI Aayog and Ministry of Education's Innovation Cell). 10 schools (from the top 100 in India) were invited to present their ideas at the concluding virtual showcase event in November 2021. 03 schools were also voted as the top public favorites, based on popular votes.

- Students of class VI-XII from CBSE schools participated in the **Smart India Hackathon (SIH) – 2022** organized by Ministry of Education's Innovation Cell (MIC), in coordination with AICTE and CBSE. 2,914 schools from across the country registered themselves and nominated 2,500+ teams who gave 2,727 ideas. After screening of the ideas, evaluation/vetting, 526 unique teams from various schools across the country were selected for the Grand Finale of SIH (Jr.) -2022. The Grand Finale of SIH (Jr.) - 2022, was held in online/virtual mode on 12th August 2022.
- **ATL Space Challenge 2021** (organized by AIM with ISRO & CBSE) witnessed over 6500 students participating in the challenge from 32 States/ UTs. This Challenge also had a heartening participation of over 35% from girl students. Out of 2500+ submissions, more than 65% are from CBSE schools. Also, more than 50% (42 in total) from top 75 innovators are from CBSE affiliated schools.
- In the **Atal Tinkering Lab (ATL) Marathon 2021-2022**, top 30 teams from 12 states (with 60% from Government schools) were selected as per the scores from the partners/incubators mentoring them in SEP (Student Entrepreneurship Program). 77% teams had at least 1 female team member and 7 teams were all-Girls teams. A total of 22 winners were from CBSE schools.
- 12,052 teams registered for participating in the '**CBSE Coding Challenge 2022**' (organized by CBSE in collaboration with Microsoft) and submitted 2,310 projects. The winners were announced on 29th June 2022 in an online event.
- CBSE and MOYAS, MOHFA, YuWaah-UNICEF and a multi-stakeholder consortium of over 950 partners conducted the **YoungWarrior 1.0 Movement** to engage 5 million young people to lead action against COVID-19 and impacted 50 million people. 1,47,115 students also attended various sessions.
- Orientation sessions on the **YoungWarriorNXT** (conducted by CBSE with UNICEF, YuWaah and Udhyam Learning Foundation) were attended by 200+ Principals from CBSE schools, thereafter 40 Master Trainers were trained who in turn trained around 800 teachers. These teachers have trained around 17,000 students of their respective schools on essential life and employability skills such as communication, problem solving, self-awareness and enable them to achieve success in both professional and personal life.
- CBSE (in collaboration with Udhyam Learning Foundation) conducted the '**Online Entrepreneurship Programme**' with about 40 schools and impacted more than 700 students. More than 300 unique business ideas were received and 100 most inspiring ideas have been compiled in a booklet which is available on the CBSE website.

ACHIEVEMENTS OF NEP IMPLEMENTATION

- Around 13,000 teachers have been trained as Innovation Ambassadors under the **'School Innovation Ambassador Training Programme'** being conducted by CBSE in collaboration with AICTE, Innovation Cell of the MoE and Ministry of Tribal Affairs.
- Around 5,900 teachers participated in the series of webinars from 27th January 2022 to 15th June 2022 for **'upskilling of teachers on new age technologies'** conducted by CBSE in collaboration with NASSCOM.
- CBSE in collaboration with ARM School Program conducted an awareness programme on **'Engaging and inspiring the learners in computing through Project-Based Learning'** on 9th February 2022. 3723 teachers participated in the online session whereas 1,710 watched the programme on YouTube.
- CBSE and UNICEF have launched the **'Passport to Earning (P2E) initiative'** for CBSE students, wherein they shall be upskilled with key 21st century skills mapped to CBSE's employability skills curriculum.
- CBSE, in collaboration with Jeevitam is conducting training programmes for teachers on **'Financial Literacy and Digital Tools Training'** across the country. The training module is based on the guidelines issued by National Centre for Financial Education. So far, 8,537 trainings have been conducted in 84 schools.
- CBSE in partnership with Google India organized training on **'Be Internet Awesome'**, a program dedicated to safeguarding learners and facilitators alike while exploring the online world. In the month of July 2022, 04 trainings were conducted with 2791 feedback & responses and 1765 students were trained. The second rounds of trainings are for IT/ICT teachers that will commence from September 2022.

Beneficiaries: Teachers and Students of CBSE affiliated schools.

Implementation since when: 2021.

Way Forward:

- Introducing more Skill Modules (at least 10 more) for the middle school students
- Developing e-lessons for the students by collecting and uploading videos of teachers
- Developing e-modules for the various skill subjects/courses.
- Developing an online aggregator platform for skilling/upskilling of teachers
- Setting up Skill Labs/Skill Centres/Skill Hubs in JNVs, KVs and EMRSs.
- Setting up School Innovation Councils (SIC) and mapping them with the Innovation Councils in the Higher Educational Institutes under AICTE.
- Upskill its teachers by conducting regular Capacity Building Programmes.

All the activities being undertaken by CBSE are aimed at making Skill (vocational) courses aspirational and at the same addressing the concerns of the parents about the mind-set by exposing them to various career opportunities available for students after skill subjects and also to the educational pathways after passing class XII with skill subjects.

SECTION 4

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)

4.1 Provision of Transport Facility

NEP Para: 6.4

How Implemented:

Samagra Shiksha provides for children's access to elementary and secondary schools through transport and escort facility for children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or children with special needs (CWSN).

To avail this facility, State/UT must notify the area/limits of neighbourhood in which transport/escort facility is to be provided to the specified categories of the children. Any student travelling a distance of more than 1.0 km for primary school, 3.0 km for attending upper primary school respectively as per the RTE rules, and more than 5.0 km for attending a secondary school, may be provided transportation facility by bus/mini-bus /auto/other mode of transport like motor boat, etc.to reach the school.

Description and Benefits:

- To increase access at the secondary level transport facility will be extended for areas where schools are not available within prescribed area or setting up of a new school is not feasible and there is no State scheme for supporting transport facility.
- Transport facility may be provided up to an average cost @ ₹ 6000/ per child per annum up to Class X.

Beneficiaries: Students at the secondary level

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

4.2 Support through NIOS/SIOS for Out of School Children at the Secondary level

NEP Para: 3.1

How Implemented:

At Secondary level, for out of school children in 16-19 years age group and belonging to Socially & Economically Disadvantaged Groups (SEDG), financial assistance is available under Samagra Shiksha to continue education through Open/Distance Learning mode under the Scheme, if it is not possible to mainstream them into formal school.

Description and Benefits:

- Recurring grant would be provided Upto Rs. 2000/- per child per grade per annum for completing education through the Open School System (NIOS/SIOS) at Secondary/ Senior Secondary stage for registration, accessing course material and certification.
- Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling.
- For SEDG Children of age group of 16-19 enrolled at NIOS/SIOS, financial support will be provided to the State/UTs for transferring it to the NIOS/ SIOS as per the norms of the scheme, so that the enrolled children do not have to bear the cost of undertaking the course/certification etc.

Beneficiaries: Out of School Children in 16-19 years age group

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

4.3 Strengthening and expansion of Kasturba Gandhi Balika Vidyalayas (KGBV)

NEP Para: 6.9

How Implemented:

Under Samagra Shiksha, one of the major goals under the Gender and Equity intervention is strengthening and expansion (up to Grade 12) of Kasturba Gandhi Balika Vidyalayas (KGBV) to increase the participation in quality schools of girls from socio-economically disadvantaged backgrounds. This would also facilitate smooth transition of girls from the Middle to the Secondary stage. Priority will also be given for up-gradation of KGBV where the Girls' Hostel has been established in the same campus and there is no secondary/Senior Secondary school in the vicinity.

Description and Benefits:

- Financial assistance provided for building as per SSOR/CPWD rates, whichever is lower.
- A recurring grant would be provided as detailed below to account for all expenses including manpower cost:
 - 1) for KGBVs for classes VI to VIII of up to ₹ 60 lakh per annum
 - 2) for KGBVs for classes VI to X of up to ₹ 80 lakh per annum
 - 3) for KGBVs for classes VI to XII of up to ₹ 1 crore per annum
 - 4) for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of up to ₹ 40 lakh per annum.
 - 5) In case of vacant posts, the Recurring Grant will be reduced accordingly.

Beneficiaries: Girl Students from the Middle to Secondary Stage.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

4.4 National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 2.0)

NEP Paras: 5.8 to 5.14 & 24.3 to 24.4g

How Implemented:

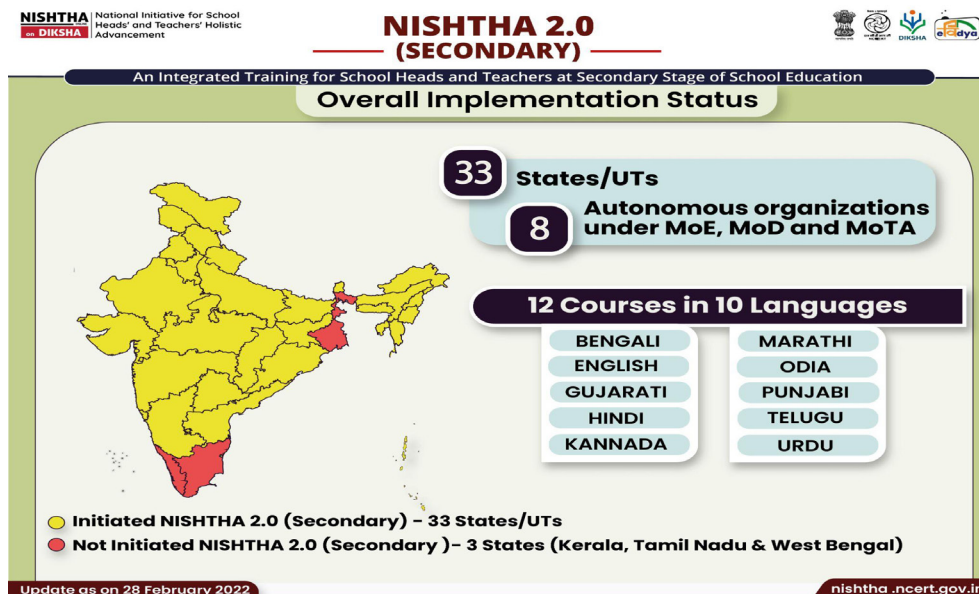
In 2021-22, NISHTHA was extended to cover the Secondary Teachers and Teachers teaching at the foundational years. Accordingly, NISHTHA 2.0 designed for secondary level teachers was launched by the Hon'ble Prime Minister on 29th July, 2021. The training programme aims to cover around 10 lakh secondary teachers across all states and UTs. NCERT had developed a package consisting of 68 modules including 12 Generic courses and 7 Pedagogy courses for NISHTHA 2.0.

Date of implementation: Secondary level launched on 29th July, 2021.

Target Group: All Secondary teachers and teachers in the Foundational years.

Benefits:

- NISHTHA 2.0 (Secondary level): 12 courses initiated in 10 languages i.e., Hindi, English, Urdu, Gujarati, Telugu, Kannada, Marathi, Odia, Bengali and Mizo. As on date, 33 States and UTs and 8 autonomous organizations under MoE, MoD and MoTA have initiated this programme.



Way Forward:

In 2022-23, the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA) will be extended to:

- Senior secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students;
- Educational Administrators; and
- Skill Development in collaboration with Ministry of Skill Development.

4.5 Introduced Indian Sign Language as first language subject at Secondary level

NEP Para: 4.22

How Implemented:

It is well established that a language is a right based need to support the deaf and hard of hearing persons for education, good communication and to express themselves in society in a better way. The number of Indian Sign Language (ISL) users is higher than the number of users of several scheduled languages. Meanwhile, ISL is increasingly used in mass media, education and on the internet. Recent legislation for people with disabilities has mandated the use of sign language in deaf education, in order to provide accessible information to deaf sign language users.

Policy level recommendation: In consonance with the need of hearing impaired persons and in line with the **NEP-2020** recommendation (**para 6.11**), which states that the initial school level education must be provided in the native language of the learners, NIOS has **introduced Indian Sign Language (ISL) as a language subject** at secondary level course in **2021** by the **Hon'ble Prime Minister** on 29 July 2021. NIOS is the first education board in India to introduce this course at secondary level.

Beneficiaries and Benefits: Deaf and hard of hearing persons can choose it as a language subject in lieu of any other language by deaf/hard of hearing learners. Other learners (except deaf/hard of hearing learners) who wish to study Indian Sign Language can opt this as an additional subject.

The course materials of ISL as a language subject has been developed with the unique aim to facilitate the hearing impaired learners to learn in their first and preferred language and understand deaf culture. It will help deaf and hard of hearing learners:

- in easy knowledge acquisition and comprehension,
- also help in minimising the dropout rate,
- can explain a range of facts about ISL and the community of ISL,
- develop understanding about important aspects of ISL and appreciate and enjoy the use of creativity in ISL, and
- can talk confidently in ISL about a range of persona, interpersonal and factual topics.

Recognition of efforts and Award: The National Institute of Open Schooling (NIOS) has been awarded the prestigious UNESCO King Sejong Literacy Prize 2021 for its programme on 'Enabling education of persons with disabilities (PWDs) through technology enabled inclusive learning material, with specific focus on Indian Sign Language (ISL) based content'.

4.6 Setting up of Virtual Labs

NEP Para: 24.4

How Implemented:

NEP 2020 recommends creating virtual laboratories so that all students have equal access to quality practical and hands-on experience - based learning experiences. Laboratory work is pivotal not only for teaching-learning of Science and Mathematics but also helpful in development of vocational skills. Though, there is no substitute to direct hands-on experiences of physical laboratory, but virtual laboratory has the great potential to enhance actual laboratory experiences. These e-resources can help students in visualizing the concepts in a better manner. Similarly, Virtual Labs can also assist teachers to improve the teaching strategies and provided a better learning environment for students to construct their knowledge.

As per the recommendation of NEP 2020 and the budget announcement for the year 2022-2023, the Ministry of Education plans to develop a large number of virtual labs within the framework of NDEAR-DIKSHA in collaboration with MeitY and Ministry of Skill Development and Entrepreneurship (MSDE). Accordingly, in vocational courses, to promote crucial critical thinking skills, to give space for creativity, **750 virtual labs in science and mathematics, and 75 skilling e-labs** for simulated learning environment, will be set-up in 2022-23.

The primary objectives of the project will be:

- To develop 750 Virtual labs especially in Science and Maths at the middle and secondary stage.
- To design 100 skilling e-labs for providing a simulated learning environment for vocational courses running in schools, comprising of theory and practical videos, interactive exercises, game-based exercises, virtual reality workshops and simulation.

Beneficiaries:

- Students, Teachers and Teacher Educators at Middle and Secondary stage. About 10 lakh teachers and 10 crore students will be benefitted.

Expected Benefits:

- Development of skills and competencies of school students and teachers which will have impact on quality of teaching-learning and assessment process.

4.7 Inclusion in Board Exams - Facilitating CWSN candidates

NEP Para: 6.13

How Implemented:

The NEP 2020 lays emphasis on undertaking specific actions including creating an ecosystem for appropriate assessment and certification of disabled learners. After the promulgation of the Rights of Persons with Disabilities (RPWD) Act, 2016, there was a felt need to address each of the 21 specific disabilities. For this purpose, CBSE aligned its examination bylaws to the benchmark disabilities mentioned in the Act in the year 2018. The Board came out with detailed guidelines for facilitating each disability for the Board examinations. Common exemptions for Class X Board exams for disabled examinees include exemption from third language and flexibility in the choice of subjects. The common exemptions for the class XII board include flexibility in the choice of subjects and Separate question papers and questions in lieu of practical components. Examples of disability-wise specific exemptions include – use of computers, use of a scribe, examination on the ground floor, permitting assistive devices, more options for skill subjects, etc.

Date of Implementation: In anticipation of the NEP 2020, this was introduced for the 2019 Board exams for the first time.

Target group: All disabled learners enrolled in CBSE schools.

Benefits:

- The Guidelines lays down very detailed Standard Operating Procedures and is highly self-explanatory.
- Disabled students are motivated to complete their studies right up to the senior secondary level.
- This contributes to the productivity of disabled learners and thereby in nation building.

It is heartening to note that the states/UTs and state secondary school boards of almost all states/UTs have adopted these facilitations as provided by CBSE for their students

4.8 Teaching and learning Material (TLM): CBSE

NEP Para: 4.32

CBSE prescribes textbooks of NCERT wherever available and develops its own TLM in the remaining. In the year 2021-22, CBSE has developed the following online textbooks, standards, study reports and other resources:

- Communicative Sanskrit for class IX
- Communicative English for class IX
- Legal Studies -XI
- Financial Markets Management – XII
- Financial Markets Management – XI
- Standards for Excellence in School Education
- Study of Existing Assessment Structure of CBSE Schools
- Essential Concepts Document (for classes 1 to 10)
- Handbook of Assessment and Evaluation
- Applied Mathematics XII
- Reading Literacy
- Handicrafts - Student Workbook – class VI to VIII
- Financial Literacy Student Workbook - class VI, VII, VIII
- Coding – class VI to VIII
- Data Science – class VIII to XII
- Artificial Intelligence - class VI to VIII
- Media – class VI
- Tourism – class VI
- Beauty & Wellness – class VI
- Design Thinking & Innovation – class VI
- Digital Citizenship – class VI to VIII
- Augmented Reality and Virtual Reality - Level I and Level II
- Food Nutrition & Dietetics – class XI and XII
- Library & Information Science – class XI and XII
- Yoga – class XI and XII
- Cost Accounting – class XI
- Early Childhood Care & Education – class XI and XII

ACHIEVEMENTS OF NEP IMPLEMENTATION

In addition to the above, Lesson Plans and Curriculum-aligned Question Banks of over 1500 items with their marking scheme have been developed for English, Science and Mathematics for classes 6-10.

Benefits:

- Written and designed by experts.
- Textbook committees keep up-to-date research in a particular subject area, which means that teachers and students are presented with the most valuable information in that subject field
- Textual resources provide age appropriate and systematically interlinked units teachers need to cover.
- Textual resources series provides teachers with a balanced, systematic presentation of information along with teaching procedures detailing what to do and when to do it.
- Supplements already existing resources with teachers

Implemented since: New textbooks developed in the year 2021-22

Way Forward:

More sample items and papers with detailed specifications (including images) are being created with the support of assessment experts.

VECTOR BACKGROUND

4.9 Curtailing dropout rates and ensuring universal access through addition of new subjects in existing senior secondary schools

NEP Para: 3.2 & 8.8

How Implemented:

One of the major goals under access and retention intervention of Samagra Shiksha is ensuring universal access and affording opportunity to all children of the country to obtain quality holistic education. This is being implemented through provision of effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary to Grade 12 by:

- Upgrading/Opening New Schools
- Strengthening of Existing Schools Communicative Sanskrit for class IX

Description and Benefits:

- In order to curtail dropout rates and ensuring universal access to education at all levels, support for infrastructure will be provided for addition of new subjects in existing senior secondary schools
- Preference will be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 aspirational districts identified by Niti Aayog etc.

Beneficiaries: Students at the secondary level

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

4.10 Examination Reforms

NEP Para: 4.37

How Implemented:

Examination reforms intended to achieve a transition from rote-learning based format to a competency-based is a major target for CBSE Board examination. The transition aims at examinations that test conceptual clarity, analytical skills, and application of knowledge to real-life situations. CBSE has started off this transition by progressively adding more application-oriented context/case-based questions in its Board examinations in a phased manner. **In 2023 Board exams**, CBSE will have 40% application-oriented/Source/Case-based questions for class X and 30% for class XII.

Benefits:

- Shift from rote memory-based assessment to application oriented and problem-solving based assessment linked with the real-life context
- Personalisation of Learning
- Objectivity of assessment is ensured through mapping of learning outcomes with questions
- Multiple assessment techniques used to verify competencies
- Provides concrete inputs to policy makers for improving the system

Beneficiaries: Around 7 million Students in classes IX -XII of the CBSE affiliated schools

Implemented since: 2020 onwards

Way Forward:

It is planned that 10 % application-oriented/Source/Case-based questions based on real life situations will be introduced in each successive year till the year 2025. This will take the percentage of competency-based questions to 60%.

4.11 Introduction of Improvement Examination

NEP Para: 4.37

How Implemented:

In order to make the Board Examinations less stressful for students, opportunity to appear in improvement examinations has been provided. Students may now improve their performance in a subject, even if they have passed in the subject in the same year. *(In earlier scheme, they were required to wait for one complete year).* This facility has been provided in the year 2021 Board Examinations for one subject and expanded to more than one subject in 2022 Board Examinations. Allowing students to sit in improvement examination implies that the question papers should be of a similar standard, so that the difference in marks achieved by the student could be solely attributed to his/her performance.

Benefits:

- Promotes learning at students' own pace
- Best performance is counted, therefore, reduces stress on students
- In line with Student Centric approach of education
- Equality of opportunity is ensured

Implemented since: 2021-22

Way Forward:

CBSE would increase the number of subjects in the years to come and cover all the subjects in a progressive manner.

4.12 IT Based Solutions for planning and governance - CBSE

NEP Para: 23.5

How Implemented:

CBSE has developed IT based solutions to reduce the education administration, planning and governance burden of teachers.

Some major IT based solutions are as follows:

- End to end online process from submission of list of candidate till provision of certificates to students pertaining to Board exams.
- Accessing certificates through Digi-Lockers
- IPS- Integrated Payment System
- DADS- Duplicate Academic Document System
- A Rapid Communication System between Schools and CBSE - CBSE has developed a Result Tabulation and Moderation Portal for reducing the burden of teachers in calculating results of classes X and XII for the year 2021.

Beneficiaries: 6 million Students of Class X and XII and around 1 million teachers.

Implemented since: 2021-22

4.13 Removing barriers between Academic and Vocational Subjects and Introduction of New Subjects

NEP Para: 16.5

How Implemented:

CBSE has constituted a committee consisting of Educationists and practicing Principals from various parts of the country for decoding the recommendation of NEP regarding no hard separation between subjects and its implementation in schools.

Currently, as per the scheme of studies of the Board, a student can take up a combination of subjects at Senior Secondary level, offered under the category of Academic and/ or Skill subjects, besides compulsory Language subject/s . The subjects in both the categories carry equal weightage. A student can choose from a wide range of subjects being offered by the Board, depending on what is offered by their school.

With the premise to enable a student to choose a subject at Secondary/ Senior Secondary level to suit his/her learning and interest, CBSE offers a variety of Skill Modules at the Middle School level. These Skill Modules are: Coding; Data Science; Design Thinking and Innovation; Beauty & Wellness; Digital Citizenship; Augmented Reality/Virtual Reality (AR/VR); Handicrafts; Financial Literacy; Artificial Intelligence; Travel & Tourism; Mass-Media; Information Technology; Marketing/Commercial Application.

CBSE in collaboration with Intel has prepared a self-paced learning program to help demystify AI in an inclusive manner which is offered through the portal 'AI for ALL'. This portal was inaugurated by Hon'ble Prime Minister of India on 29.07.2021. This 4-hour open content is available in 11 different vernacular languages for anyone with digital access and compatible with various talkback applications used by visually impaired people. This programme will also be available on the DIKSHA platform.

Date of Implementation: 2021.

Target Group: All CBSE affiliated schools.

Benefits:

These skill modules are aimed at developing awareness among the students about the various subjects being offered by CBSE at the Secondary and Senior Secondary levels and also about the emerging technologies and careers.

Way forward:

The Board also plans to introduce more modules to generate awareness about various subjects being offered at the Secondary/ Senior Secondary level to enable the students to match subjects with their career choices.

4.14 Introduction of Subjects at two levels

NEP Para: 4.38

How Implemented:

National Education Policy 2020 emphasized the need of offering subjects at two levels to introduce greater flexibility in options available to students suiting their future course of studies. In pursuance of NEP-2020, CBSE introduced Mathematics at two levels in classes IX to XII from the year 2019-20; English and Sanskrit (started in 2022) at two levels in classes IX-X to cater to diversity in students.

Beneficiaries:

Around 33 percent of students, who have registered for the board exams across India and abroad have chosen the newly introduced Basic Mathematics. In the year 2020, out of the 1,000 schools in Delhi, 1,11,001 students (73%) have opted for Basic Maths while 41,386 have opted for Standard Mathematics. An analysis of the performance of Delhi government schools showed an increase of almost 15 percentage points in the number of children passing mathematics is almost single-handedly responsible for the remarkable jump in the class 10 Board exam pass percentage of these schools in the year 2020.

Way forward:

The Board also plans to introduce more skill subjects at the Secondary/Senior Secondary level for the students.

4.15 Removal of the Word 'Fail' by CBSE

NEP Para: 4.37

How Implemented:

CBSE discontinued the practice of mentioning the words Fail and Compartment from its Mark Statements **from the year 2020** to alleviate the impact of these words on the psyche of the students. The words Fail or compartment tag students and they become fearful of being unable to attain success in that subject or class in general and choose to drop out.

Swapping negative words with more compassionate words which reflect room for improvement enables students to view results as an opportunity to recover. Hence, it was observed that removing words like 'Fail' and 'Compartment' helped in eliminating any kind of hard-hitting impact on a child's emotional intelligence.

Beneficiaries:

More than 3.5 million students appear in the Board examinations for classes X and XII.

Way forward:

CBSE would advise its schools to avoid these words in their internal summative and formative examinations conducted for all classes.

SECTION 5
Cross Cutting Themes

A. Policy & Planning

5.1 SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education)

NEP Paras: 27.1, 27.2 & 27.3

How Implemented:

SARTHAQ has been developed through a wide and intensive consultative process with States and UTs, Autonomous bodies, and suggestions received from all stakeholders; around 7177 suggestions/inputs were received from them. Further, a teacher's fest, 'Shikshak Parv' was specially organized from 8th to 25th September 2020 for discussing various recommendations of NEP 2020 and its implementation strategies, which attracted around 15 lakh suggestions. SARTHAQ was released on 8th April 2021, the major focus of SARTHAQ is to define activities in such a manner that clearly delineates goals, outcomes, and timeframe i.e., it links recommendations of NEP with 297 Tasks along with responsible agencies, timelines and 304 outputs of these Tasks. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per their needs and requirements.

Period of Implementation: From 2021-22 to 2030

Target Group: Children in the age group 3 to 18 years, States/UTs, educational administrators, autonomous bodies, schools, teachers, Parents, Communities.

Benefit Accrued:

It is envisaged that the implementation of SARTHAQ would benefit all stakeholders including 25 crore students, 15 lakh schools, 94 lakh teachers, Educational Administrators, Parents, and the community as education is the backbone of an equitable and just society.

Way Forward:

SARTHAQ keeps in mind the concurrent nature of education and adheres to the spirit of federalism. It takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner. SARTHAQ has also 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.

5.2 Alignment of Samagra Shiksha- Details of 86 Paras of NEP 2020 integrated in Samagra Shiksha

Covering 86 Paras of NEP 2020

How Implemented:

The revamped Samagra Shiksha Scheme has been aligned with the recommendations of the National Education Policy: 2020 (NEP: 2020). During the year 2021-22, the focus will be on enhancing the qualitative outcomes as envisaged in NEP 2020 and increase the effectiveness of the implementation of the Scheme. For this purpose, Key Performance Indicators (KPIs) have been developed for each intervention so that qualitative assessment of each intervention can be made. The scheme being an integrated scheme for school education, also aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs and different academic abilities, thereby making them active participants in the learning process.

Date of implementation: From 2021-22 to 2025-26

New Interventions incorporated: New interventions have been incorporated in the revamped Samagra Shiksha based on the recommendations of the National Education Policy 2020. These include:

- Provision of upto Rs. 500 per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Government Schools.
- National Mission on Foundational Literacy and Numeracy to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V - Provision of TLM upto Rs. 500 per child per annum, Rs. 150 per teacher for teacher manuals and resources, Rs. 10-20 lakh per district for assessment.
- Specific training modules under NISHTHA by NCERT to train Primary teachers on foundational Literacy and Numeracy.
- Training of Master Trainers and In-service teacher training for ECCE teachers.
- Strengthening of infrastructure of schools from pre-primary to senior secondary, earlier pre-primary was excluded.
- Incinerator and sanitary pad vending machines in all girls' hostels.
- Addition of new subjects instead of Stream in existing senior secondary schools.
- Transport facility has been extended to secondary level @ upto Rs. 6000 per annum.

- For out of school children at 16 to 19 years of age, support will be provided to SC, ST, disabled children, upto Rs. 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- Financial support for State Commission for Protection of Child Rights @ Rs. 50 per elementary school in the state, for protection of child rights and safety.
- Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains will be introduced in the form of Holistic Progress Card (HPC).
- Support for activities of PARAKH, the national assessment centre being set up at NCERT.
- Additional Sports grant of upto Rs. 25000 to schools in case at least 2 students of that school win a medal in Khelo India school games at the National level.
- Provision for Bagless days, school complexes, internships with local artisans, curriculum and pedagogical reforms etc., included.
- A new component Appointment of Language Teacher has been added in the scheme- components of training of teachers and bilingual books and teaching learning material added, besides support for salary of teachers.
- All Kasturba Gandhi Vikas Vidyalaya's (KGBV) to be upgraded to class XII.
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of upto Rs. 40 lakh per annum (earlier Rs. 25 lakh per annum).
- Training for 3 months for inculcating self-defence skills to be renamed as 'Rani Laxmibai Atma Raksha Prashikshan' and amount increased from Rs. 3000 to Rs. 5000 per month.
- Separate provision of stipend for Children With Special Needs (CWSN) girls @ Rs. 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.
- Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN.
- Provision for Establishment of New SCERT has been included and new DIETs in districts created upto 31st March 2020 (earlier it was till 31st March 2017)
- Setting up of assessment cell preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
- Provision for in-service teachers training from pre-primary to Class XII.
- The academic support of BRCs and CRCs extended for pre-primary and Secondary level also.

ACHIEVEMENTS OF NEP IMPLEMENTATION

- Support under Vocational Education extended to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- Provision of Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighbourhood. Provision of transport and assessment cost for schools serving as spokes.
- Provision of ICT labs, Smart classrooms including support for digital boards, smart classrooms, virtual classrooms and DTH channels have been provided.
- Child tracking provision included for students of Government and Government aided schools
- Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years.
- Residential schools and hostels for children in difficult circumstances/areas renamed as Netaji Subhash Chandra Bose Awasiya Vidyalaya and to be provided same financial and other support as KGBVs.

Quantifiable Benefits:

- To improve 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.
- Focus on learning outcomes by every child in every grade – Assessment of Quantitative, Verbal & Logical Reasoning Skills.
- Emphasis on Foundational Literacy and Numeracy – A national mission under Samagra Shiksha will be set up for improving Learning Outcomes by ensuring attainment of foundational literacy and numeracy by 2025 for students of classes I to V.
- Underserved areas (Samagra Shiksha) to be covered in a phased manner to improve the Gross Access Ratio (GAR).
- Infrastructure facilities will be provided in these schools to expand accessibility and quality of schooling.
- Standardized training programmes for In-service continuous professional development will be designed and provided through digital platforms such as SWAYAM/DIKSHA.
- DIKSHA with quality digital content to assist teachers will be available to address the challenges of multi lingual and diverse classrooms.
- Vocationalisation of education will be introduced from Class VI, with exposure to skills training appropriate to the age of the child.
- To achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalised across all genders and social categories.

- Schools to become inclusive in all respects with a culture of respect for various cultures, religions, languages, gender identities and human values.

The 86 paragraphs of NEP 2020 that have been integrated in Samagra Shiksha are as detailed in the table below:

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
Early Childhood Care and Education			
1.	1.1	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.	ECCE
	1.2	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.	ECCE
	1.3	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....	MMMER
	1.4	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
	1.5	For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers.	ECCE/ TLM

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	1.6	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.	ECCE/ FLN
	1.7	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	TE/NISHTHA
Foundational Literacy and Numeracy			
	2.1	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.	FLN
	2.2	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).	FLN
	2.3	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....	FLN/Teacher Recruitment
	2.4	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.	FLN

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	2.5	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.	FLN
	2.6	A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).	FLN/TLM/ DIKSHA
	2.7	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.	FLN/TE/NISHTHA
	2.8	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.	FLN/ Library Grant
Universal Access to Education at all Levels			
	3.2	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.	Access & Retention/ Infrastructure
	3.3	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.	Access & Retention/ Child tracking infrastructure/ Enrolment

ACHIEVEMENTS OF NEP IMPLEMENTATION

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	3.5	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.	Access & Retention / OoSC training through NIOS
	3.6	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.	Access & Retention
	3.7	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 extrahelp sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc.	Community Mobilisation
Quality and Innovation			
	4.4	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	Quality/NCF
	4.5	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.	Innovative Pedagogy, Quality & Innovation
	4.6	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.	Experimental hearing, quality & Innovation

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	4.7	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.	Art Education under Quality & Innovation
	4.8	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.	Special recruitment, integration (Sports Grant)
	4.9	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.	Guidance and Counselling under innovation/quality
	4.10	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.	Assessment Cell in SCERT, Assessment at National & state level
	4.11	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.	Quality Control Under Quality/Innovation
	4.12	Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.	ICT and Digital initiatives. Technology support to DIET & SCERT.

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	4.13	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.	Appointment of Language teachers
	4.14	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.	Revision of Text books (Quality & Innovation)
	4.15	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.	Quality & Innovation
	4.16	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.	Quality & Innovation
	4.17	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....	Curriculum Reforms (Quality & Innovation)
	4.23	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.	Curricular Reforms (Quality & Innovation)

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	4.24	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.	Curricular Reforms under Quality
	4.25	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.	Skills to be taught under Quality
	4.26	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.	Exposure to Vocational Skills under Innovation
	4.27	"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....	Curricular reforms under Quality and Innovation
	4.28	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.	Life Skills under Quality & Innovation

ACHIEVEMENTS OF NEP IMPLEMENTATION

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	4.29	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.....	Curricular reforms under Quality & Innovation
	4.31	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. A	Revision of text books (Quality & Innovation)
	4.32	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 crowd sourcing that incentivize experts to write such high-quality textbooks at cost price. S	Revision of text books under Quality/ Innovation
	4.44	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.	Support for gifted students/under Innovation
	4.45	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	State specific Projects/ RAA

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
Teachers and Teacher Training			
	5.4	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.	Support for salaries of Teachers/Financial
	5.5	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.	-do-
	5.6	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.	-do-
	5.7	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.	State Specific
	5.15	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.	In-service Teacher Training/ Training for In-service Teachers and Teacher Educators
	5.16	School Principals and school complex 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.	-do-

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	5.18	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).	Financial assistance for teacher salary and funding under innovations to undertake specific project
	5.19	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.	Teacher Recruitment / DIET/BITE/BRC/CRC
	5.21	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.	Support for salaries of Teachers/Financial
Gender, Equity and Inclusion			
	6.2	Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined.....	Special projects for equity
	6.4	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.....must be significantly strengthened across the country.	-do-

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	6.5	It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs.	-do-
	6.6	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.	-do-
	6.7	The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.	-do-
	6.9	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...	Equitable & Inclusive Education, KGBV, Subhash Chandra Bose Avasiya Vidyalaya
	6.10	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	-do-
	6.11	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.	-do-

ACHIEVEMENTS OF NEP IMPLEMENTATION

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	6.12	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.	Home Based Education (Inclusive Education)
	6.15	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.	Equitable and Inclusive Education
	6.16	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	Equitable and Inclusive Education
	6.17	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 defence forces.	-do-
	6.19	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.	In-service Teacher Training/ Training for In-service Teachers and Teacher Educators

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	6.20	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.	-do-
Efficient Resourcing and Effective Governance through School Complexes/ Clusters			
	7.5	Overall challenges presented by the large number of small schools will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools.	State Specific
	7.6	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.	-do-
	7.7	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....	-do-
	7.8	The governance of schools will also improve and become far more efficient with school complexes/clusters.	-do-
	7.9	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).	-do-

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
Standard Setting and Accreditation			
	8.5	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	SSSA (State Specific)
Strengthening of Teacher Education			
	15.10	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 a short span of time.	ICT/Digital Initiative + DIKSHA
	15.11	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.	State Specific
Vocational Education			
	16.1	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.	Vocational Education
	16.2	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.	Vocational Education

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
	16.3	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.	Vocational Education
	16.4	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...	Vocational Education
	16.5	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.	VE/Innovation
	16.6	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....	Vocational Education
	16.8	The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession..... This Framework will provide the basis for Recognition of Prior Learning.	Vocational Education
Multilingualism			
	22.2	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.	State Specific

Sl. No.	Para No.	Details of NEP Recommendation	Component/ Sub-Component of SS 2.0
ICT and Digital Education			
	24.2	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	ICT/Digital Initiative
	24.4	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; b) Digital infrastructure; c) Online teaching platform and tools; d) Content creation, digital repository, and dissemination; e) Addressing the digital divide; f) Virtual Labs; g) Training and incentives for teachers; h) Online assessment and examinations; i) Blended models of learning; j) Laying down standards:	-do-

VECTOR BACKGROUND

B. Access & Learning Recovery

5.3 Bringing Back Out of School Children

NEP Paras: 3.1, 3.2 & 3.3

How Implemented:

Department of School Education and Literacy issued guidelines for mainstreaming of Children of Migrant Labourers and out of school children on 13th July 2020 and 7th January 2021 respectively. Thereafter, a comprehensive COVID Action plan was shared with States/UTs and other stakeholders on 4th May 2021 for mitigating the loss of learning. Various focus areas and interventions for implementing this roadmap include:

1. Preventing dropouts, locating Out of School Children and mainstreaming them.
2. Tracking children and their learning levels.
3. Mitigating learning loss - Developing effective home-learning programmes.
4. Helping teachers reach the last child in the last mile using multiple modes - portal, apps, telecast/broadcast, online/offline etc.
5. Teacher capacity building.
6. Support to schools.
7. Systematic involvement of parents, community, local self-governments, volunteers, etc.
8. Ensuring the Health and safety of teachers and students in any intervention.

Date of Implementation: Launched in July 2021

Target Group: Out of School Children of the age group of 6 to 18 years

Benefit Accrued:

- Identification of Out of school children by the states and UTs including children of migrant labour
- Admission in government neighbourhood school without any procedural formality

Way Forward:

This Department has developed an online module for compiling the childwise data of Out of School children identified by each State/UT and their mapping with Special Training Centres (STC) on the PRABANDH Portal (<http://samagrashiksha.in>), for monitoring the progress of mainstreaming of OOSC.

5.4 Out of School Bridge Course by NCERT

NEP Para: 3.1

How Implemented:

NCERT has developed a bridge course for Out of School Children (OoSC) studying in special training centres under the provision of Right to Education Act, 2009. The course aims to bridge the learning gaps and help children to be mainstreamed in the regular school. It has been developed into 4 levels i.e., Level I- Readiness; Level II Aligning to Learning Outcomes of Class 1 and 2; Level III- Aligning to Learning Outcomes of Classes 3 to 5; and Level IV- Aligning to Learning Outcomes of Classes VI to VIII. Each level is divided into five stages: (i) Diagnostic; (ii) Basic; (iii) Intermediate; (iv) Grade Appropriate; and (v) Assessment. The bridge course also comes with a teacher handbook, which will help the teacher in transaction and assessment of the competencies to bridge the learning gap. There are a total of 14 books and a teacher handbook for this course. The Department of School Education and Literacy has issued guidelines for mainstreaming of Children of Migrant Labourers and out-of-school children on 13th July 2020 and 7th January 2021 respectively. Thereafter, a comprehensive COVID Action plan was also shared with States/UTs and other stakeholders on 4th May 2021 for mitigating the loss of learning.

Date of implementation: Has been made available to the States and UTs since July 2020

Target group: Out of school children of age group from 3 to 14 years

Benefits:

- To bring the out of school children back into the mainstream as early as possible and to prevent further students from dropping out.
- The bridge courses help in mitigating the impact of learning gaps and to ensure that children have access to education with quality and equity.
- The bridge course will also help in a smooth transition from pre-school to primary school.

5.5 Alternative Academic Calendar linked to learning outcomes

NEP Para: 4.5

How Implemented:

ACC 2021-22 includes some good practices, which teachers had used to reach out to students with no digital device. It also includes a variety of activities for children with no digital device along with suggestions to teachers for home visits or to take help from the community. Further, in addition to links for PMeVidya and guidelines related to digital education and Learning Enhancement, it includes assessment activities and questions based on learning outcomes for teachers. NCERT has implemented Alternative Academic Calendar (AAC) across the classes for 2020-21 to enable continuing of education during physical closure of schools during the pandemic.

Target group: Children in the age group 6 to 18 years, teachers at all the school stages, and parents

Benefits:

- Provides a road map for continuing teaching-learning across the classes and subject areas in the pandemic period.
- All the activities given in the AAC are based on learning outcomes hence it rationalizes the curriculum burden.
- It guides teachers and parents on the conduct of activities with students with digital or without digital devices.
- It provides guidelines for teachers on using a variety of ICT tools.
- It guides teachers on assessment activities and developing assessment questions based on learning outcomes.
- It guides teachers and parents in conducting activities that reduce the stress and anxiety of their children.
- It provides adequate space for art, health, physical education, and yoga in the Calendar in an integrated manner.

5.6 Provision for Child Tracking under Samagra Shiksha

NEP Para: 3.3

How Implemented:

As per the Samagra Shiksha framework, tracking and reporting schooling status of children would require a proper identification of children who are out of school in the course of micro-planning. In other words, it will require tracking of all children in the school education system. Thus, the State and UT may track the schooling status of these students through U-DISE+. The student wise data from Grade ECCE to grade 12 which can grow as a Child Tracking System will be collected and maintained by the respective State/UT. Accordingly,

Description and Benefits:

- For child tracking of students' up to ₹ 3 per student may be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same.

Beneficiaries: Students in all Government and Government aided schools

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.7 Support for State Commission for Protection of Child Rights (SCPCR)

NEP Para: 8.11

How Implemented:

The SCPCR under section 17 (Constitution of State Commission for Protection of Child Rights) of the Commission for Protection of Child Rights Act 2005, shall in addition to the functions assigned to them under section 13 (Functions of Commission) of the Act also perform the following functions:

- Examine and review the safe guards for rights provided by this Act and recommend measures for their effective implementation
- Inquire in to complaints relating to child's rights to Free and Compulsory Education
- Take necessary steps as provided under section 15 (Steps after inquiry) and Section 24 (Application of certain provisions relating to National Commission for Protection of Child Rights to State Commissions) of the said commission for protection of child rights act.

Description and Benefits:

Samagra Shiksha supports financial assistance to SCPCR at the rate of Rs. 50 per elementary school for all government, government aided and Private schools. Financial provision will be available for the SCPCR to undertake status studies/interventions on the implementation of provisions of RTE Act and suggest appropriate measures to improve the situation.

Beneficiaries: All students at the elementary level

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.8 Learning Recovery Package

NEP Paras: 3.1, 3.2 & 3.3

How Implemented:

Several initiatives have been taken up by the Department in the year 2021-22 to ensure that the school going students do not lag behind in their studies during this COVID-19 pandemic. In this regard, a comprehensive COVID action plan had been shared with the States and UTs on 4th May 2021, outlining the role of local bodies, formation of nodal group at village/town level, conducting door-to-door/helpdesk-based/app based survey to identify out of school children, their mainstreaming and resource sharing.

The learning recovery package issued in February 2022 was aimed at learning recovery and delineated the action to be undertaken by each stakeholder, indicative annual calendar of activities, existing interventions which can be utilized and some additional components with funding as a onetime measure. Subsequently, as the schools started to reopen, a financial learning recovery package was offered to states/UTs as a part of the Samagra Shiksha scheme. As a part of the learning recovery package for 2022-23, aside from the existing interventions under Samagra Shiksha, some additional components have been identified for funding as a onetime measure. The additional components identified are:

- 1) Learning Enhancement Package for all students in Government Schools
- 2) Teacher Resource Package for all Government Primary School Teachers
- 3) Foundational Learning Study for establishing minimum reading benchmarks in different Indian languages for children at Grade 3 level
- 4) ICT Facility for each Block Resource Centre (BRC)
- 5) Strengthening of Cluster Resource Centres (CRCs) through mobility support

Date of implementation: In financial year 2022-23

Target Group: Stakeholders in all States and UTs

Benefits: Majority of the States and UTs have availed these additional components which were provided as a onetime measure under the Learning Recovery Package for 2022-23 and the details are as provided below:

Learning Enhancement Package for all students in Government Schools	All States and UTs except the UT of Ladakh
Teacher Resource Package	33 States and UTs except Gujarat, Meghalaya and Nagaland
ICT facility for BRCs	All States and UTs except the UT of Lakshadweep
Strengthening of CRC for Mobility Support	All States and UTs except the UT of Lakshadweep

5.9 Guideline on School Safety and Security

NEP Para: 8.11

How Implemented:

The Department of School Education and Literacy has developed a comprehensive guideline on 'School Safety and Security', for fixing accountability of the School Management in the matter of safety of children studying in schools, through wide and intensive consultative process with States and UTs, Autonomous bodies and other Ministries/Departments. This guideline has been developed following: an 'accountability framework' with the help of existing legal provisions; a 'whole school approach' by integrating safety and security aspects in education itself; and 'addressing multi-sectoral concerns' to further create a safe society also giving recommendations for the other Ministries and Departments. It includes Laws and Acts applicable in the context of school safety and security at the state and national levels for creating awareness among various stakeholders to further strengthen the implementation of legal provisions in this area. It also recommends state-level educational institutions to come forward to not only conduct special awareness and capacity building programmes for school heads, teachers, parents, students and teacher educators but also to integrate pandemic challenges, concerns and actions into the other regular capacity building programmes. Most importantly, the guidelines recognizes that Accountability is an obligation of the School Management, Principal, and Teacher to adhere to the Laws/norms/guidelines; accept responsibility towards providing safety conditions for children in school; account for their activities; to disclose the actions and impacts in a transparent manner; and most importantly to be held legally responsible in case of any negligence.

Date of Implementation: From 2021-22 onwards

Target Group: School Managements, School Heads/Principals, Teachers, Parents, Students and States/UTs.

Benefits:

- It is envisaged that this comprehensive guideline on School Safety and Security would address the expectations of all practitioners and managements and enable them to take appropriate action wherever necessary.

5.10 Guidelines for parent participation in home-based learning during school closure and beyond

NEP Para: 3.3

How Implemented:

It is understood that the role of parents and caregivers besides school, teachers, community, and volunteers is pivotal in supporting Home-based learning for their children, especially during this period of Covid-19. In view of this, Guidelines for Parent Participation in Home-based Learning during school closure and beyond have been developed. The guidelines provide simple and suggestive tips for parents and other caregivers to facilitate children in Home-based learning and in creating a safe, engaging and positive environment. These suggestive activities are in accordance with the various stages of school education i.e. Foundation Stage (Age 3-8yrs), Preparatory Stage (Age 8-11 yrs), Middle Stage (Age 11-14yrs), and Secondary Stage from Adolescent to Adult age (Age 14- 18 years). The guidelines emphasize the need for parents to create a safe and engaging environment and a positive learning environment, have realistic expectations from the child, take care of health and eat healthy, while at the same time having fun with children.

Date of Implementation: The Guidelines have been released on 18.06.2021.

Target Group: Parents/ Caregivers of nearly 26 crore children

Benefit Accrued:

- Provide the parents/Caregivers with deeper insight and involvement for holistic development of their wards.

Way Forward:

- States and UTs have been requested to disseminate these guidelines to all stakeholders on a wide scale and to translate the document into regional languages and use local context for easy access, understanding and widespread use. More awareness programs for parents/caregivers are to be conducted.

C. Curriculum

5.11 Development of NCFs and SCFs

NEP Paras: 1.3, 4.30, 5.28 & 21.5

How Implemented:

As per National Education Policy, 2020, the following four NCFs will be developed:

1. National Curriculum Framework for Early Childhood Care and Education (NCFECCE)
2. National Curriculum Framework for School Education (NCFSE)
3. National Curriculum Framework for Teacher Education (NCFTE) and
4. National Curriculum Framework for Adult Education (NCFAE)

The development of four curriculum frameworks will be done in collaboration with states/UTs through a Tech Platform. In this regard, a comprehensive strategy document has been prepared jointly by the Ministry of Education (MoE) and NCERT. As per this, all states/UTs will first prepare their State Curriculum Frameworks (SCFs) passing through the process of district-level consultations, mobile app surveys, and development of position papers by the State Focus Groups in 25 identified areas/themes as per the NEP, 2020. These draft SCFs will provide inputs to the development of NCFs. Autonomous organisations of MoE will also undertake this process to provide inputs for the NCFs.

Target group: Students, Parents, Teachers, Teacher Educators, Community Members, Civil Society Groups, etc.

Benefits: The four National Curriculum Frameworks, viz, NCFECCE, NCFSE, NCFTE, and NCFAE will provide broad guidelines in the area of ECCE, School Education, Teacher Education, and Adult Education for quality and equitable education. This will help the education system in states/UT to restructure stages of curriculum and pedagogy as proposed in NEP, 2020.

Present Status of NCF

- In view of taking the inputs from the grass root levels, **District Level Consultations** were held by the States, UTs and NCERT.
- States and UTs also conducted **mobile app survey** with around 3000 people including teachers, students, parents, non-literates etc., in each of the states and UTs going **up to the block level**.
- **25 themes** have been identified from the NEP 2020 to set up Focus Groups, so that States, UTs and NCERT will come out with research and evidence-based position papers.
- **Themes are divided three categories:** 1. Curriculum and Pedagogy 2. Cross-cutting Issues 3. Other important areas of NEP, 2020 focusing on systemic changes and reforms.

ACHIEVEMENTS OF NEP IMPLEMENTATION

- 7 **National Steering Committee (NSC)** meetings have been held between 2021 up to 2022.
- A mandate group has been constituted. **Mandate Group** under the guidance of NSC has given detailed guidelines for the development of these position papers; Mandate Document **was released on 29th April 2022 at Bengaluru**. The document can be accessed at <https://ncert.nic.in/pdf/Mandate-NCF.pdf>.
- Majority of States/UTs have prepared their **State Focus Group Position Papers in 25 identified areas/themes** as per the NEP, 2020.
- National Focus Groups have contributed their draft position papers across 25 themes.
- With an objective to conduct this process in paper less manner, **a robust Tech Platform has been created** to provide space for collecting inputs from the grassroot levels for the NCFs.
- All the **District Consultation Reports (DCRs) and position papers** submitted by the respective states are available on the **Tech Platform**.
- Four Stage-wise groups and one Integration group have been set to analyse the data to provide specific input focusing on curriculum, pedagogy, and assessment for all the four stages- Foundation, Preparatory, Middle and Secondary.
- **Citizen-centric survey is being planned at the National level for all stakeholders.**

Expected benefits

- The four National Curriculum Frameworks, viz, NCFECCE, NCFSE, NCFTE and NCF AE will provide broad guidelines in ECCE, School Education, Teacher Education and Adult Education for quality and equitable education.
- This will help the education system in states/UT to restructure stages of curriculum and pedagogy as proposed in NEP, 2020 developing syllabus and local flavour textbooks simultaneously keeping in view the concerns of curriculum load. These frameworks will help states/UTs to implement NEP, 2020 concerns in school education in letter and spirit.

Beneficiaries: Students, Parents, Teachers, Teacher Educators, Community Members, Civil Society Groups, etc.

Implemented since when:

- Process started from May 2022.
- More than 2 lakh stakeholders have provided inputs for the NCFs.

5.12 Digital Consultation for National Curriculum Framework (NCF)

NEP Paras: 4.30,1.3, 5.28 & 21.5

How Implemented:

- NEP 2020 aims to promote holistic development of an individual and aims to make high quality education accessible to everyone. National Curriculum Framework (NCF) creates roadmap for the education system to make the NEP's vision and spirit a reality.
- As per the vision of NEP 2020, process for development of following 4 NCFs has been initiated using bottom-up approach wherein States and UTs are also involved in providing the inputs:
 - Early Childhood Care and Education (ECCE)
 - School Education,
 - Teacher Education and
 - Adult Education

Salient Features of this Process

- National Steering Committee is in place to oversee the whole process
- Paperless Data Collection (National Tech Platform)
- Bottom-Up Approach (Block- District - State - National level)
- Digital inputs for formulation of NCFs
- **Collaborative & Participatory approach** (*with States/UTs, Autonomous & Ancillary bodies under various Ministries, Civil Society Organisations and Different Ministries of Government of India*)

Highlights of the Process: Widespread consultations with multiple stakeholders

- Teachers, school principals, anganwadi teachers, teacher educators, parents, community members, students, non-literates, neo literates, and education experts
- District-level consultations in every district of the country
- More than 700 State-level Expert Groups in States and UTs across subjects and cross cutting themes
- 25 National-level expert groups including international experts
- Consultations with concerned ministries and various institutions working in education.

Coverage: NCF Tech Platform Dashboard Status

- Total District coverage: **741**
- District Consultation report (DCR) generated: **1512** (27 States/UTs have completed; except Kerala, Tamil Nadu, Telangana, Puducherry & West Bengal))
- Number of Position Papers submitted by the State Focus Groups: **654**
- Mobile App survey responses received across States/UTs: **1,31,556**

VECTOR BACKGROUND

5.13 Appointment of Language Teachers under Samagra Shiksha

NEP Para: 4.12

How Implemented:

Under Samagra Shiksha, financial assistance as Honorarium is admissible to the North Eastern States and Non-Hindi speaking states for appointment of language teachers for covering students of Classes I to XII. This assistance is admissible based on the prevailing salary structure of Hindi Teachers employed in the Schools of the State/UT. State Governments are required to ensure that Minimum qualifications for appointment of a language teacher shall be as per norms of Right of Children to Free and Compulsory Education Act, 2009 and qualifications as prescribed by NCTE. Further, provision for in-service training is also available as per norms of in-service training.

Description and Benefits:

- Assistance would be given up to ₹ 30, 000 per month not exceeding the amount of salary paid to regular language teachers in the respective States ₹ 150 per student for schools having provision of Hindi teacher, for provision of bilingual teaching learning material and books.
- Continuous professional development of teachers will be provided as per the norms of in-service-teacher training norms.

Beneficiaries: All students of Classes I to XII.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.14 Provision for Classroom cum Workshop for Vocational Education under Samagra Shiksha

NEP Para: 16.4

How Implemented:

The primary goal of Vocational Education under Samagra Shiksha is integration of Vocational education with general academic education in all secondary/senior secondary schools as well as enhancing the employability and entrepreneurial abilities of the students and Providing exposure to work environment. Accordingly, Vocational Education is to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional/mandatory subject at the secondary level and as compulsory (elective) at the Senior Secondary level. Under this, provision is provided for Classroom cum workshop for Vocational Education in schools Hub for other schools in the neighborhood. Further, provision is provided for transport and assessment cost for schools serving as spokes.

Description and Benefits:

- Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education.
- Wherever available, ITI may be used as Hubs.
- For transportation of students from spoke schools to Hub School, ₹ 3000 per student per

Beneficiaries: Students at the Secondary stage.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.15 Competency Based Education

NEP Para: 4.6

How Implemented:

The Board has adopted the Learning Outcomes given by NCERT to implement Competency Based Education (CBE). Experiential Learning pedagogy has been mandated by the Board as a necessary requirement for implementing CBE.

CBSE has also initiated Centre of Excellence in Assessment (CEA). Multiple resources have been prepared for facilitating the implementation of CBE in CBSE Schools. A microsite **CBE resources** is available at the link <https://cbseacademic.nic.in/cbe/>

Benefits:

- Discourages rote memorisation
- Holistic as it is not limited to cognitive elements only, rather encompasses functional (involving technical skills) as well as interpersonal (e. g. social, ethical, organizational skills) aspects.
- Learner-centred and adaptive to his/her changing needs as well as needs of teachers and society.
- Enables learners to acquire and apply the knowledge, skills and attitudes underpinned by values to situations they encounter in everyday life
- Increases reliability and authenticity of assessments
- More inclusive
- Provides better motivation

Beneficiaries: More than 20 million students in classes I to XII will be benefitted.

Implemented Since: 2019 onwards

Way Forward:

- PRAYOG, Pradhancharya Yojna for Growth will be launched for enabling CBSE Principals to understand and implement Competency Based Education (CBE).
- Centre for Excellence in Assessment would work on various aspects of Competency Based Assessment such as development of highly valid, reliable and objective items tested using Item Response Theory (IRT).
- Training of teachers will be taken up.
- Sensitization of schools on use of Assessment Frameworks for their continuous internal examination will be done.

5.16 Developing Learning Frameworks

NEP Para: 4.6

How Implemented:

In the year 2021-22, CBSE collaborated with Azim Premji University and Educational Initiatives to develop Learning Frameworks to implement Competency-based education (CBE) for Science, Mathematics, English, Hindi and Social Science for Classes 9-10 and 12 main subjects for classes 11-12. The Frameworks comprises of explicitly stated knowledge, skills and dispositions that an education system should try to achieve. These would enable teachers, learners and other stakeholders to track the learning levels of students and serve as a common benchmark for teaching, learning and assessment across the country. The English, Science, Mathematics, Social Science and Hindi Learning Frameworks for classes IX-X are complete.

Competency-based education learning frameworks for the major subjects in classes XI and XII are being prepared. The work of engaging with stakeholders through consultation programmes is underway.

Benefits:

- Develop shared understanding of the competencies to be acquired and assessed.
- Enhancement of the quality of assessment (both formative and summative).
- Availability of high-quality sample competency-based assessments for teachers.
- Help teachers to prioritize some of the essential concepts in the topic to be taught.
- Facilitation of enduring learning which can be useful throughout students' lifetime.

Beneficiaries: Around 4 million students in classes IX –XII

Implemented Since: 2021-22

Way Forward:

Learning Frameworks for English, Mathematics, Science, Hindi and Social Science for classes IX-X have been completed and English Core, Chemistry, Physics, Mathematics, Economics, Business Studies, Accountancy, Biology, Hindi Core, History, Computer Science, and Geography for classes XI-XII will be completed by the end of the current academic year.

They will be synchronized with the new National Curriculum Framework as and when it is launched.

5.17 Capacity building on Competency Based Assessment

NEP Para: 4.6

How Implemented:

In collaboration with British Council, training on Item Writing was delivered by Alpha Plus for 180 teachers. Further, 1000 teachers were given training through cascade model by British Council and CBSE- COE. Training for CBE pedagogy was done in partnership with Cambridge University for 320 teachers, and 1000 more teachers were trained through cascade model by British Council and CBSE-COE. Further, CBSE in collaboration with Azim Premji University conducted Training for Item Writers for CBSE examination experts and Item Writers for CTET.

In collaboration with Educational Initiatives, Webinar series on writing of MCQ for teachers and trainings for evaluators have been conducted. A total of 2,61,728 teachers joined these webinars in five major subjects. Further, 120 Experts from the Examination Department were trained on developing MCQs in 2021-22 and more than 1800 teachers have been trained from 18th to 30th April 2022 for Item Writing and Item Reviewing.

Benefits:

- Better capacities developed by teachers for using competency-based assessments to improve classroom instruction, diagnose misconceptions, and apply principles of the science of learning to classroom practices.
- Improve modalities of assessment, continuous professional development of teachers, and development of learning communities engaged in improving assessment practices.
- High quality questions (valid, reliable and understanding based) will support in generating insights and feedback for schools/parents and students on the basis of students' data.

Beneficiaries: Teachers of classes VI to XII

Implemented Since: 2021-22

Way Forward:

- The capacity building workshops will cover identified applicable innovative practices and curriculum intervention.
- A video course for teachers on competency-based assessment is being developed.
- Programmes on the art and science of question making to be undertaken and it will be completed by 2022.
- CBSE will organize regular Programmes for teachers for capacity building.

5.18 Life Skills - Holistic Health and Well-being programme

NEP Para: 4.4

How Implemented:

The CBSE Curriculum not only focuses on cognitive development, but also on building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.

The CBSE has launched the **Adolescent Peer Educators Leadership Program in Life Skills, Holistic Health and Wellbeing** for schools across the country which shall build up chains of Peer Educators for mutual learning and peer review. Around 9000 students and 4200 teachers from 2560 CBSE schools across the country have enrolled for the initial phase of online orientation programmes. Out of this 4968 students and 2484 teachers have trained. For the second phase, 950 schools have registered themselves for this training programme.

Benefits:

- Empowerment of the learners and peer educators as stakeholders of school health, safety and wellbeing.
- Promotion of life skills, wellbeing, mental health, safety, hygiene, sanitation, and nutrition, minimizing high risk behavior.
- Amplification in building resilience, self-esteem, social sensitivity, enhanced ability to plan and set goals.

Beneficiaries: More than 20 million students in classes I to XII will be benefitted.

Implemented since: 2021

Way Forward:

The nominated students from the registered schools are being trained in batches on 4 modules and 8 themes with 8-hour training sessions spread across 4 days. The training for the schools which registered in the second phase will begin in the last quarter of the year. Eventually, the benefit of this programme will reach all the affiliated schools of CBSE.

5.19 Language Teaching and Learning

NEP Paras: 4.11 & 4.38

How Implemented:

CBSE Curriculum offers 39 languages including 29 Indian regional languages, in classes IX-X to facilitate multilingual education (NEP Para 4.11). The Board prescribes three language formula for language education till class eight and flexibility to study three languages till class XII has been provided. The Board offers Hindi, Urdu and Telugu at two levels and has also started offering Sanskrit at two levels in classes IX-X from the year 2022-23 to suit the needs of students as per the recommendations of NEP-2020. The Board has also started offering the regional language Kokborok from the state of Tripura for the benefit of students with effect from the Academic Session 2022-23.

Benefits:

- Promotes and strengthen national integration
- Enhanced communication skills
- Increased vocational opportunities
- Improved cognitive functioning

Beneficiaries: More than 20 million students in classes I to XII will be benefitted.

Implemented since: Continuous Activity

Way Forward:

Schools will be sensitised to encourage the participation of larger number of students in programmes such as Matribhasha Diwas, Reading Mission to read books in different Indian Languages and Bhasha Sangam Programme.

5.20 Integrating Knowledge of India

NEP Para: 4.23, 4.27

How Implemented:

National Institute of Open Schooling (NIOS) has launched 'Bhartiya Jnana Parampara' stream to provide an opportunity for interested learners to continue their learning in the Gurukul System. The objective of the new stream '**Bhartiya Jnana Parampra**' is reviving the Vedic Education, Sanskrit Language and literature, Indian Philosophy and many other areas of ancient Indian Knowledge. Under this stream, NIOS has developed five courses i.e., **Veda Adhyayan, Sanskrit Vyakaran, Bhartiya Darshan, Sanskrit Sahitya; and Sanskrit (Language Subject) at both Secondary and Senior Secondary levels** in both Sanskrit and Hindi medium.

Description and benefits:

The following initiatives have been taken post NEP in the year 2021-2022:

1. Translation of *Sanskrit Sahitya* course into English medium at both the Secondary and Senior Secondary level. In this course, learners will be acquainted with the importance of *vidya* and speech, knowledge of literature and scriptures, Sanskrit stories, moral education, Vedas, knowledge of Puranas and their purpose, origin of poetry and its features and purposes, mutual coordination of *Vedas, Puranas* and poems.
2. Development of Curriculum in *Natyakala* at both Secondary and Senior Secondary level. This course is under development and will be completed by December, 2022. *Natyakala* courses include many areas of ancient Indian knowledge like- origin and development of theatre, folk arts, folk songs, introduction of *Natyashastra* of Bharat, Aesthetics, modern theatre, world theatre, etc.
3. Establishment of 'Indian Knowledge Tradition Centre' at NIOS Headquarters on 5th May 2022 for the propagation of Indian Knowledge Tradition. The Indian Knowledge Tradition Center will play an important role in coordinating with various Gurukuls, educational institutions, academicians and seekers of Indian knowledge tradition in the country.

Beneficiaries

In these courses, learners will learn about Vedic Education, Sanskrit Language and literature, Indian Philosophy and many other areas of Indian traditional knowledge, folk and tribal art, existing in different regions of India. The '**Bhartiya Jnana Parampra**' stream has been widely accepted and appreciated by learners and *Gurukuls*. It has given an opportunity to the learners who are not certified but want to continue their learning in the area of Vedic studies.

5.21 Introduction of Experiential Learning Pedagogy

NEP Para: 4.6

How Implemented:

In order to promote self-thinking, creativity and effective study skills among students and to make them lifelong learners, CBSE has introduced Experiential Learning as a mandatory pedagogy based on arts-integrated, sports-integrated education and story-telling-based pedagogy. Accordingly, schools plan the curricular activities in such a way which enables students to connect the content of their learning areas and subjects with their own lives and also the world around them.

A handbook on Experiential Learning along with a two-week online training module as well as a document on the guidelines for **Arts Integration- towards Experiential Learning** has been prepared. This document contains details about the importance of Arts, Arts as a pedagogical tool for experiential and joyful learning, guidelines for Art- Integrated Learning for teachers and principals and also a suggestive list of activities and projects for reference. The idea is to focus on holistic education with such initiatives. CBSE has undertaken teacher capacity building on this pedagogy for all its schools.

CBSE has also initiated mandatory Art-integrated project work for classes I to X to promote Art Integrated Learning in schools and to make teaching-learning competency-Based and joyful. The project needs to integrate any art form of the paired state under Ek Bharat Shreshtha Bharat.

Benefits:

- Learning is deep, meaningful and relevant
- Increases motivation and engagement
- Builds Socio-emotional Skills
- Promotes Life-Long learning
- Expands Critical Thinking Skills
- Lots of brain activation
- Learning from mistakes
- Multisensory

Beneficiaries: More than 20 million students in classes I to XII will be benefitted.

Way Forward: More resource material will be prepared.

5.22 Art-Integrated Education in CBSE

NEP Paras: 4.7, 4.15, 4.16, 4.20 & 4.29

How Implemented:

Vide Circular No. Acad-12/2019 dated 8th March 2019, CBSE guidelines on Art-Integrated learning were released by CBSE to initiate the implementation of Art-Integrated Education in its schools. Subsequently, a mandatory Art-Integrated Project aligned with Ek Bharat Shreshtha Bharat (EBSB) was introduced as part of Subject Enrichment Activities for Internal Assessment for classes 1st to 10th vide circular no. Acad-33/2020 dated 14th May 2020. A portal named KALASETU was launched at www.cbse.nic.in for reporting of the implementation of Art-Integrated Learning and Projects by CBSE Schools. Art-Integrated Exemplar Online Competition for teachers was organized from 14th October to 14th November 2020 and another Competition was organized on 8th-9th April 2021. The aim of this initiative is to create joyful classrooms and help imbibe the Indian ethos through the 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.

Date of implementation: Art-integrated projects were made mandatory for every student studying in CBSE schools in grades 1-10 from 2020-21 academic sessions.

Target Group: Students and Teachers of classes 1st to 12th

Benefits:

- In the 2021-22 sessions, more than 1.8 crore students have completed arts-integrated projects till secondary level classes.
- Approximately 10,000 teachers participated in both competitions displaying their creative exemplars on Art-Integrated Learning.
- Ready Resource for students and teachers for Cultural Mapping.
- A deeper understanding of topics and concepts through investigation and exploration, critical thinking and creativity, Awareness of art and culture as the basis for experiencing the learning of concepts across subjects.

5.23 Promoting Story-Telling teaching and learning through Graphic Novels

NEP Paras: 4.7, 4.15, 4.16, 4.20 & 4.29

How Implemented:

With the aim of explaining difficult concepts in a joyful and engaging manner, it was initially decided to develop fictitious story-based graphic novels on the demystification of two 21st century skills – critical thinking and problem-solving. Two graphic novels were thus developed – ‘Cogito’ to help understand what is critical thinking, and ‘The Question Book’ to elucidate the aspects of problem-solving. These were developed in-house by CBSE and uploaded on DIKSHA. Subsequently, a group of 70 CBSE schools led by Director Education MSMSII Museum, Jaipur offered to develop 100 Graphic Novels in English and Hindi for various topics from the NCERT syllabus of grades 6-12. This group came together on 29th July 2020, on the day of the launch of NEP, 2020. Seventy schools from different parts of the country were given orientation about the concept of promoting storytelling as a pedagogical tool along with art integration and enhancement of application-based learning by CBSE. 45 of these schools actively participated and produced over 100 graphic novels. These have been curated by NCERT and uploaded on DIKSHA Portal.

Date of implementation: The first set of graphic novels – Cogito and The Question Book – was launched in March 2020. The next set of about 100 graphic novels were launched in April 2021

Target Group: Students and teachers of grades 6-12 and their parents.

Benefits:

- Students who found textbooks uninteresting or had difficulty in reading long text. These novels are a boon for them.
- For teachers, these novels have become powerful teaching aids as they can now lead the students to application-based learning in an interesting manner. Extensive sessions were conducted to train the teachers on how to use these Graphic Novels as teaching aids.

VECTOR BACKGROUND

5.24 Sports Integrated Education

NEP Para: 4.8

How Implemented:

- Sports-integration utilizing physical activities
- Promoting indigenous sports
- Sports integration in teaching Life skills
- Encourage student's participation in Khelo India

How Implemented:

- Under Samagra Shiksha, financial support is provided to schools for procurement of Sports equipment.
- **Additional grant of upto Rs. 25000/ are provided to schools in cases where at least 2 students of a particular school win the medal in Khelo India National school games competition.**
- Students are encouraged to achieve Fitness norms as per Fit India Mission and also in District/State/National level sports events.
- Schools are also asked to participate in School Fitness Ratings.
- Schools to include compulsory sports/physical education period in schools.

Beneficiaries: All students of classes I-XII

Implemented Since when:

- Support for Sports Grant was initiated in 2020
- Provision for Additional Grant started from 2022.

VECTOR BACKGROUND

5.25 Ek Bharat Shreshtha Bharat (EBSB) Programme and Bhasha Sangam

NEP Para: 4.16

How Implemented:

1. EBSB:

- EBSB has been mooted and implemented since 2015.
- **The Department has revised the guidelines of EBSB in line with NEP, 2020.**
- Students across the country are participating in the various school and State level EBSB activities and also visiting to the partnering States/UTs as well.
- Participation in the program would help in instilling a sense of unity as well as make them aware about the beautiful cultural heritage and diversity of India, which would serve as a wonderful icebreaker as they meet people from other parts of India.



2. Bhasha Sangam:

- Bhasha Sangam initiative is yet another effort to promote Indian languages as envisioned in the National Education Policy 2020.
- The objective is to introduce school students to all the 22 languages of scheduled VIII of the Constitution of India and to enhance linguistic tolerance, respect and to promote national integration.
- Under this, NCERT has prepared 100 sentences in the form of booklets in the languages under VIII schedule of India constitution. Students can learn any of the language with the help of the booklets and can evaluate their performance by participating in the Bhasha Sangam quiz available at DIKSHA and take Sankalp.
- 100 sentences are presented in audio and video form with Indian Sign Language.

Beneficiaries: Students enrolled in all the schools across the country.

Implemented since when:

- Revised EBSB guidelines based on NEP 2020 were implemented from 20th November, 2020
- Bhasha Sangam from 1st November 2021

5.26 Kala Utsav 2021- integrating indigenous toys

How Implemented:

Kala Utsav is an initiative of the Department of School Education and Literacy (DSE&L), Ministry of Education (MoE), Government of India (GoI), launched in 2015, to promote arts in education by nurturing and showcasing the artistic talent of school students in the country. The Utsav (festival) gives students an opportunity to understand and celebrate cultural diversity at the school, district, state and national level. Kala Utsav not only touches the life of students, but also creates awareness about India's rich cultural traditions and practices among different stakeholders. Further, this can help in fulfilling the National Education Policy 2020 (NEP) recommendations, of creating active networking among artists, artisans, art institutions and schools. Another important aspect highlighted in the Policy is, "Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system." 'Kala Utsav' is a step towards achieving this goal.

Kala Utsav is not designed as one-time activity but the beginning of a complete process of identifying, exploring, understanding, practicing, evolving and showcasing the artistic talent. It helps students in identifying and understanding our tangible and intangible cultural expressions. Once part of the process, the participants do not just perform a piece from their living traditions, but rather live that cultural experience. It helps in enhancing various skills of the participants and prepares them as ambassadors of our culture.

In view of the importance that India is placing on joyful and play-based learning and the use of toys in pedagogy, the Kala Utsav has created a completely new section of talent hunting in the area of developing low-cost and eco-friendly indigenous toys by children.

Date of Implementation: Kala Utsav 2021 is 7th in the row of this legacy and was conducted through virtual mode in January, 2021.

Beneficiaries:

- Kala Utsav National Award ceremony was held on 18th January, 2022, virtually.
- There were 54 winners in nine categories, namely; (i) Vocal Music– Classical, (ii) Vocal Music– Traditional Folk, (iii) Instrumental Music– Classical, (iv) Instrumental Music– Traditional Folk, (v) Dance– Classical, (vi) Dance– Folk, (vii), Visual Arts (2-dimensional), (viii) Visual Arts (3-dimensional) and (ix) Indigenous Toys and Games.

- 33 States and UTs participate in Kala Utsav 2021. Apart from the states, there were entries from the KVS and NVS in all the nine categories.

Way Forward:

- Inclusion of theatre /theatrical performances as one of the categories in competitions.
- Research to track the status of participating students of previous years and their artistic activities for the future planning of resources.
- Scholarship to the deserving students to pursue their higher education in arts is another important direction to explore.
- Planning of vocational courses, based on the Indian Art and Crafts. The courses can also be opted by the students of other streams, as recommended by the NEP 2020.
- Stage wise mapping of the art and craft traditions as educational resource and integration and promotion of the Indian Knowledge, Traditions and Practices in across the school curriculum.

Some glimpses of Kala Utsav:



5.27 Reading Campaign

How Implemented: Reading is the foundation of learning, which motivates students to read books independently, develops creativity, critical thinking, vocabulary and the ability to express both verbally and in writing. It helps children to relate to their surroundings and real-life situation. There is a need to create an enabling environment in which students read for pleasure and develop their skills through a process that is enjoyable, sustainable and remains with them for life. The contribution of reading in improving learning outcomes has been demonstrated in various research studies.

Date of Implementation: 100 days starting from 1st January, 2022

Target Group: Children studying in Balvatika to Grade VIII were part of this campaign. They were further categorized in three groups class wise as:

- Balvatika to Grade II
- Grade III to Grade V
- Grade VI to VIII

Strategy for the Campaign:

- The Reading Campaign aimed to have participation of all stakeholders at national and state level including children, teachers, parents, community, educational administrators, etc.
- The 100 days campaign was continued for fourteen weeks and one activity per week per group was designed with the focus on making reading enjoyable and built lifelong association with the joy of reading.
- The development goal/learning outcomes to be achieved by this campaign were also given in the activity calendar. The weekly calendar of activities was prepared class wise; activities which should be done by children with the help of teachers, parents, peers, siblings or other family members were listed.
- In order to make the campaign effective, there was only one activity per week so that children could repeat the activity in the given week and ultimately be able to understand and conduct it independently with peers and siblings. The activities designed were kept simple and enjoyable and could be easily conducted with the materials/resources available at home.

Suggested Activities:

- Undertake intensive awareness drive for reading campaign, parents, teachers, students, community members, SCERTs, DIETs and local bodies to have active participation in this campaign.

- At state level also story telling sessions may be initiated by popular people/ celebrities. Story sessions by parents/ grandparents may be encouraged. Local folklores, songs, rhymes etc., may be promoted by involving local artists.
- Provide grade appropriate additional reading materials, library books to the students for promoting reading habits.
- Organise reading melas at panchayat/cluster/block level and involve School Management Committees (SMCs), volunteers to conduct reading activities.
- Ensure that activity calendar is followed in these 100 days and good quality photos, videos, and testimonials are uploaded in Google tracker.
- Partnership with CSOs, FM channels, local radio/TV channels, Newspapers (local and regional).

Achievements:

- All States and UTs except for 4 States i.e., Kerala, Ladakh, Tamil Nadu and Uttarakhand have participated in the Reading Campaign.
- A total number of 1.5 to 2 crore children from Balvatika to Class 8 have participated in each week of the campaign.

Some glimpses of children participating in the Reading Campaign:



VECTOR BACKGROUND

D. Innovation in Schools

5.28 Participation by Schools in Toycathon / Hackathon

Developing a culture of innovation and the active imbibing of 21st Century skills

NEP Paras: 1.2, 1.6, 2.5, 4.4, 4.6, 4.7 & 4.8

How Implemented:

Toycathon-2021 was conceived by the Centre for Innovation, Ministry of Education to challenge India's innovative minds to conceptualize novel Toys and Games based on Bharatiya civilization, history, culture, mythology, and ethos under the Aatma Nirbhar Bharat programme. It was for the first time that the school sector participated in a hackathon at the national level. The school sector has served the dual purpose of kindling innovative and creative ideas by school children and their imbibing of the 21st Century learning skills, such as critical thinking, collaboration, creativity, communication, problem-solving, etc. Toycathon was conducted jointly by the Ministry of Education, WCD, MSME, DPIIT, Textiles, I&B, and AICTE to crowd-source innovative toys and games ideas.

The themes on which ideas were invited included:

- Toy/Games concepts based on Indian civilization, heritage, culture, mythology, history, ethos, technology, ethnicity, national heroes, and important events
- Inculcate positive behaviour and good values ('Sanskaar')
- Toys for specially-abled/ Divyang children
- Boosting physical and mental fitness
- Using eco-friendly, indigenous, non-hazardous, or recycled material
- Focus on promoting Vedic Mathematics
- Encouraging national unity and respecting cultural diversity.
- Supporting missions like Beti Bachao Beti Padhao, Environment Conservation, Climate Change, Digital India, Skill India, Ek Bharat Shreshtha Bharat.
- Rediscovering/redesigning traditional Indian toys
- Toys for pedagogy (for teaching students' difficult concepts in Math, Science, Languages, Social Sciences, etc.)

The Toycathon saw huge participation by school students. The figures for the school education sector are as follows:

- 7252 Total Teams Registered
- 10029 Total Female Participants
- 11734 Total Male Participants
- 12509 Total Mentors

ACHIEVEMENTS OF NEP IMPLEMENTATION

Of the above the statistics for school students who reached the grand finale is as follows:

- 378 Total Teams
- 350 Female Participants
- 1134 Male Participants
- 720 Mentors

Target Group: School Students, Students, and faculty from Higher education institutions, StartupProfessionals

Benefits:

- Through conceptualizing new and innovative toys by students using local materials which are economical, affordable, safe, environment friendly, and of exceptionally high quality for both Indian and global markets, it has kindled the innovative and creative spirit of students.
- More than 200 CBSE teachers were trained in developing problem statements relevant to the present-day requirements. This kind of exposure has led to increased awareness of the need to develop higher-order thinking skills amongst students.

VECTOR BACKGROUND

5.29 Innovation interventions in Schools

NEP Para: 2.6

Area of Reform / Initiative:

- Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions
- Less content more towards learning about how to think critically and solve problems, be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields

How Implemented:

Samagra Shiksha scheme seeks to support innovations in education sector from each State /UT which significantly contribute to the improvement of learning outcomes or overall condition and quality of education.

- During the PAB, States & UTs were given the flexibility in proposing their local, specific quality contexts along with well-defined parameters which would lead to healthy teaching-learning processes and improved learning outcomes.
- Some of the State Specific innovations undertaken by States/UTs are:
- Set up of Virtual Lab/ Robotic Lab/Tinkering Lab
- Workshop of Artificial intelligence /Coding
- Twining of schools
- Organic Farming
- E-Samvad
- BALA,TLM Park
- Establishment of Digital Studio
- Education Innovation Fair
- Yoga Olympiad

Beneficiaries: All students of classes' I-XII

Implemented Since when: April, 2020

VECTOR BACKGROUND

5.30 School Innovation Ambassadors

Developing a culture of innovation and active imbibing of 21st Century skills

NEP Paras: 4.23, 4.25 & 4.29

How Implemented: The recent disruptions in the way we think about delivering school education have led to a great deal of introspection. It is realised that the coming decades will require children to become adept at handling real-life situations from a very young age and for this, the skills required are very different from those acquired through the chalk and board and rote-learning methods. Children will need to learn through hands-on experiences created by them in a learning environment. The School Innovation Ambassador Training Program (SIATP) is a step in this direction and is being implemented jointly by the Central Board of Secondary Education and the Ministry of Education's Innovation Cell in coordination with the Tribal Affairs Ministry and the All India Council for Technical Education. Under SIATP the school teachers across the country will be trained to nurture the young school students on Ideation, IPR, product development, design thinking, problem-solving and critical thinking.

Date of Implementation: This programme was launched by the Hon'ble Education Minister on 10th July 2021. The first batch of training for 12000 teachers that started on 20th July 2021 has been completed.

Target Group: 50,000 School Teachers of almost 18,000 CBSE and Eklavya Model Residential Schools.

Benefits Accrued:

- Under this program, the teachers shall be trained on the following five modules: Design Thinking & Innovation, Idea generation & Ideal hand-holding, Intellectual Property Rights, Product / Prototype development and Finance, HR and Sales.
- The trained teachers are expected to usher in a culture of innovation and creative competency in their schools.

5.31 Vidya Amrit Portal (part of NDEAR Portal)

NEP Para: 24.4 b

How Implemented:

Micro-improvements cater to the objective of making the improvement process easy, simple, and achievable for every teacher and leader in the education system. The approach uses the 'learning by doing' concept. Micro Improvements are enabled through Digital Projects and are available to leaders at all levels through the National Infrastructure for Education - DIKSHA. This is aligned to the 'Learn - Do- Practice' of NDEAR (Building Block 9 under the Manage Learn scenario for Administrator Persona).

Translating the learning from workshops to workspace has been a perennial challenge. Several states are now adopting the micro-improvement approach to design their flagship programs with the singular motto of 'Learn To Improve'. In September 2021, Uttar Pradesh became the first state to use the approach under Mission Prerna. The state enabled its school heads to design and implement a project to celebrate, appreciate and motivate teachers on the occasion of Shikshak Parv.

In January 2022, a 100-day Reading Campaign was launched by the Ministry of Education. Headmasters and School Heads in the states of Bihar, Gujarat, Chhattisgarh, Madhya Pradesh and Puducherry applied the micro improvements approach to implement the campaign. In pilot mode, more than 50,000 improvement projects were undertaken reflecting the positive energy the approach has been able to create.

In July 2022 the Vidya Amrit portal was launched for all states/UTs to participate in and encourage their schools to share for the benefit of others all the steps/processes undertaken for micro-improvements by them.

Target Group: Schools, Teachers, Students, Administrators across country

Benefits:

It is an approach that helps the stakeholder to break down a big idea into clear actionable tasks & modify it to suit their context. It bridges the gap between concepts, evidence and practice.

Way Forward:

The frequent wins experienced through micro-level changes in school eventually feed into a continuous improvement cycle across the education system. Making micro improvements each day repetitively over a period of time will also lead to compounding growth and mega impact across the system. Thus it brings a huge opportunity to transform various 'learning' initiatives into 'learning to improve' initiatives.

5.32 Entrepreneurship

NEP Para: 5.6

How Implemented:

Entrepreneurship is all about starting, designing, launching, and managing a business enterprise. This course will provide learners with a basic understanding of entrepreneurship, its types, and its characteristics. In addition to that, it also intends to familiarise learners with various concepts like innovation, value addition, theories of motivation, the process of setting up an enterprise, and also to acquaint them with the entrepreneurial eco-system and government support available for setting up of enterprises. The course contents broadly include Entrepreneurship, Creativity and Innovation, Entrepreneurial Motivation, Entrepreneurial Opportunities, MSME, and Entrepreneurial Ecosystem and Project Work.

Target Group: Secondary level learners of NIOS

Benefits:

This course would inculcate the idea of starting one's own business early in life. Government of India and state governments are creating a supportive entrepreneurial ecosystem and providing incentives and infrastructural facilities through a single-window system. This course would acquaint learners with such incentives and enable them to make use of the facilities provided. Innovation is important to sustain and improve any business enterprise. The basic idea is to instill curiosity towards entrepreneurship and learners instead of seeking employment would rather be generating employment opportunities for others as well.

Way forward:

This course will be offered through various platforms like SWAYAM MOOCs to provide wider access to the learners. Besides providing Teaching Learning Materials (including pdfs, audios, videos, worksheets) on the NIOS website this Course would also be available for live classes on the Virtual Open School platform of NIOS with integrated advanced features such as artificial intelligence and virtual reality that would further contribute towards making learners ready to face the world of work

VECTOR BACKGROUND

E. Governance & Monitoring

5.33 Performance Grading Index of states and districts

NEP Paras: 1.3, 4.30, 5.28 & 21.5

How Implemented:

I. PGI of States:

- The Indian Education System is one of the largest in the world with more than 15 lakh schools, 96 lakh teachers, and 26 crore students of pre-primary to higher secondary levels from varied socio-economic backgrounds. A uniform system of performance monitoring including indicators on learning outcomes, access outcomes, infrastructure outcomes, and governance process-related indicators was developed and finalized after further consultation with the education departments of the States/UTs. The PGI: State report for the reference years 2017-18, 2018-19, and 2019-20 have been released and are available in the public domain.
- <https://pgi.udiseplus.gov.in/#/home>In addition to State PGI, 83 indicator-based PGI: District has been finalized to grade the performance of all districts in school education.

II. PGI-Districts:

- In view of the extensive use of PGI ranking of states by the centre and the states to monitor progress, it was decided in 2021 to make PGI ranking more granular; therefore, PGI-District was launched.
- PGI District assesses the performance of the school education system at the District Level as well as Intra State level. The indicator wise score shows the areas where a district needs to improve like bridging the social category gaps in access, participation and learning outcomes in all levels of school education particularly for socio-economically disadvantaged groups. Moreover, this tool will be useful for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access and at the same time streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.
- The PGI-D report for 2018-and 2019 can be accessed at <https://pgi.udiseplus.gov.in/#/home>

Target group: States and UTs, District administration, State, Teachers, Students and Parents,

Benefit Accrued: The PGI helps all the stakeholders in the school education system,

including the students, parents, teachers, and administrators of the school education system from the block, district, state, and national levels. The indicator-wise PGI score shows the areas where a State needs to improve. The District PGI is expected to help the state education departments to identify gaps at the district level and improve their performance in a decentralized manner. The PGI provides the States deeper insight and drives improvement at the district level.

Way Forward:

- The PGI district would propel the States to strengthen data monitoring systems at the district level. PGI for SCER/DIETs/CRC/BRC shall be planned.
- UDISE+ will be further strengthened and expanded by DoSEL to include District Level Performance Grading Indices.
- The crucial role of Teacher education institutions, that is, SCERTs/DIETs/CRC/BRC is next under consideration for developing a system for PGI ranking.

5.34 Hubs of Learning

NEP Para: 7.6

How Implemented:

CBSE has mandated to form groups of 4-6 neighborhood schools for collaborative growth, known as **Hubs of Learning**. The idea was conceived to bring equity in education among all the affiliated schools. Schools are encouraged to form collaborative 'Communities of Practice'.

The main aim of this collaborative partnership between schools is to create an ecosystem for the schools to effectively take up all round self-improvement and it will allow not only exposure to best practices, but also the possibility of adaptation or even replication of these practices.

Benefits:

- It brings together schools for resource sharing, academic collaboration, professional development of teachers and staff, systemic reforms, building a sense of community and understanding, implementing joyful and experiential learning, art-integration, implementing examination reforms and many other progressive pedagogies.
- It creates mutual trust and sensitivity among parents, teachers and students to support and resolve the issues/concerns within the school system.
- It enables a group of schools to work together throughout the year, sharing infrastructure, resources, best practices and help each other while acting as change-makers in the localities.
- It fosters partnerships, celebrate success, analyse failure and engage in mutually beneficial practices to facilitate change in the school culture.

Beneficiaries: CBSE affiliated schools

Way Forward:

CBSE would encourage its hubs to actively engage in the following domains:

- Engaging Learners
- Principal, Teachers & School Management
- Enabling Resources including exchanging faculty
- Arts & Sports Education
- Community Engagement
- Safety and Security

5.35 Standards Setting Authority (SSA): Standards for Excellence in School Education

NEP Para: 8.1

How Implemented:

CBSE has been mandated to act as Standards Setting Authority (SSA) for Kendriya Vidyalayas, Navodaya Vidyalayas, Private Independent Schools and Government Schools affiliated with the Board and frame parameters for the assessment of quality interventions by these schools.

It covers different areas of school functioning like curriculum, pedagogy, assessment, infrastructure, inclusive practices, human resources, management and governance, leadership, etc.

In the year 2021-22, CBSE has completed the following activities:

- **Conducted Pilot Study** in 204 different schools representing KVs, JNVs, government, rural area and urban area schools. Schools have agreed that the SQAA will enable schools to identify the gaps in their processes and practices and bring whole school transformation.
- **Development of IT Platform:** For successful implementation, IT platform developed on DIKSHA.
- **Development of Playbook:** Detailed guidelines developed for the implementation of the framework along with resources and processes.
- **Training of KV and JNV Principals:** 25 principals each from KVS and NVS trained on framework.
- **Training of mentors:** A group of Principals trained as mentors for providing support to the schools.

Benefits:

- The quality assessment framework will enable schools to evaluate themselves against the defined standards and embed transformational change and provide the schools with qualitative benchmarks around which they can charter their own self-improvement.
- Focuses on continuous school improvement and quality performance and enable schools to charter self-improvement plans.
- It will enable schools to establish an expected level of excellence in all aspects of its functioning.

Beneficiaries: All the 27000 schools affiliated to CBSE

Implemented since: Pilot is being undertaken in the year 2022-23

Way Forward:

- Small scale pilot studies to be undertaken by KVs and JNVs on DIKSHA to set the tone for the smooth implementation of the framework.
- Development of Digitized Self-Paced Learning Material to enable schools to understand the framework, undertake self-assessment and make improvement plans.
- Advocacy Programmes to be conducted across the country to create awareness about standards driven school improvement programme.

5.36 Minimizing the Regulatory Compliance Burden on Citizens

NEP Para: 23.5

How Implemented and Date of Implementation:

Para 23.5 of NEP 2020 states – “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.” In the spirit of these provisions and in order to translate the Atma Nirbhar Bharat Abhiyan into a reality, the next generation of reforms relating to minimizing regulatory burden on citizens has been taken up by the Ministry of Education on a mission mode. Making the process of admissions, affiliation, inspection, teacher recruitment, and teacher transfer online/transparent and time-bound are among the key priorities. Department of School Education has identified a total of 59 burdensome compliances/activities covering its Autonomous Bodies. Of the total of 59 identified activities, 52 activities have been made less burdensome through simplification of processes by 31st July 2021.

Target Group: Schools, students, and teachers across the country.

Benefits:

All autonomous bodies under DoSEL have initiated several such measures for services like admissions, examinations, affiliation, etc., which has significantly improved efficiency in the delivery of services. Some of the major reforms are highlighted below:

- Improved efficiency in school administration: Autonomous bodies under the Department of School Education & Literacy have made the process of admissions, teacher recruitment, and teacher transfer online and have implemented student management information systems.
- Digi-locker facility introduced by CBSE for all students for accessing certificates and mark sheets has benefitted around 4 crore students;
- Affiliation and inspection process re-engineering: More than 24000 CBSE affiliated schools in India and abroad applying for an extension of affiliation, up-gradation, additional subjects, etc will benefit from this.
- Data availability and data sharing through UDISE+: One of the largest Management Information Systems on School Education covering more than 15 lakh schools, 92 lakh teachers, and 25 crore children, UDISE+ facilitates real-time online School Directory Management.
- Online availability of teaching-learning material has facilitated the education of school children across States/UTs, particularly home-learning during the Covid-19 pandemic:

ACHIEVEMENTS OF NEP IMPLEMENTATION

- 1) Digital Infrastructure for Knowledge Sharing (DIKSHA) user interface developed to enable learners and teachers across the country to access curricula of NCERT, CBSE, and SCERTs online
- 2) ~1.85 lakh pieces of e-content onboarded and high traffic on the portal
- 3) (~2,200 crore hits since lockdown) showcases its increased usage
- 4) NISHTHA training of teachers has been enabled online on DIKSHA with about 24 lakh teachers benefitting from it.

Way Forward:

- Reforms in governance are a continuous process and attempt is being made to simplify all processes involving schools and citizens at large.
- A citizen services corner will be provided on the Department's website for ease of access to various services offered by the Autonomous Bodies.

VECTOR BACKGROUND

5.37 CBSE: Interventions for reducing compliance burden and simplification of procedures in 23 areas

NEP Para: 23.5

How Implemented:

The Central Board of Secondary Education (CBSE) is an autonomous body of DoSEL with the main mandate of affiliating schools for the purpose of conducting Board examinations in classes X and XII. As of 31st July, 2021, CBSE has 25606 schools affiliated to it, of which 254 schools are located in 30 countries of the world. It has approximately 2 crore students and 9 lakh teachers in these schools. CBSE has always been the avant-garde in the school boards ecosystem of India and has experimented with and implemented cutting-edge technology for most of its processes of administration and governance of schools, examination systems, teacher training, etc. It is estimated that the Board saves more than Rs. 100 crores worth of paper by the extensive use of technology.

Date of Implementation: There has been an impetus for identifying newer and newer areas for the use of technology, re-engineering, and simplification of processes in the last couple of years.

Benefits: More than 150-200 difficult processes/steps have been re-engineered and a number of steps and time taken have been drastically brought down. Below is a summary of the 23 areas of intervention for simplification/re-engineering of processes and reduction in compliance burden by students and schools.

Before simplification / re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
1. AFFILIATION AND UPGRADATION OF SCHOOL	
<ul style="list-style-type: none"> • Online application and fees submission through the Online School Affiliation & Monitoring System (OSAMS) • Submission of District Education Officer Certificate to CBSE and 12-15 other certificates to DEO • Scrutiny of the online application • Communication of deficiencies, if any • Constitution of Inspection committee (IC) 	<ul style="list-style-type: none"> • End to End flow is online and paperless. • The online affiliation system has been re-engineered as School Affiliation re-engineered Automation System (SARAS). • The new system is completely data driven, modular and having state-of-art technology {Artificial Intelligence (AI) /Machine Learning (ML)} implementation. • Documents submitted by the schools are being read automatically by AI/ML

<ul style="list-style-type: none"> • Physical inspection of school • Once again, communication of deficiencies • On the basis of the report of the IC and documents submitted by the school further decision taken. • Post-affiliation, school had to fill OASIS data on time or pay late fees. • TA/DA bills of Inspection Committee used to be processed manually. • In case of rejection of application the school was given one chance to rectify the deficiencies. • The school also had to remit an Inspection fee of Rs. 50,000/- • And there were more than 50 different processes involved and the whole process would take from 9-12 months. 	<ul style="list-style-type: none"> • The system relies on self-certification with minimum supporting documents to be uploaded • Any school not fulfilling the CBSE mandatory requirements are rejected by the intelligent application form thereby saving lot of money and time both for CBSE as well as schools. • The system has Progress panel for self-monitoring by Schools • Schools that apply for Upgradation have to fill minimum data as most data is pre populated from the OASIS (Single source of truth). • SAMA-School Area Measurement Application developed to automatically measure area as per norms of CBSE • Affiliation number/School number allocation is automatically generated. • Virtual Inspection of Schools (VIOS) developed and implemented for schools who apply for upgradation. • All schools applying for fresh affiliation will undergo 100% physical inspection. • No inspection will be carried out for government and foreign schools. Their competent authority/ embassy certificate will be sufficient for grant of fresh school affiliation.
	<ul style="list-style-type: none"> • In case of upgradation of already affiliated schools the inspection will be in 3%-5% random cases based on rubrics. The inspection mode is virtual only. • Now new schools will not have to pay OASIS late filing fee as all their data is automatically transferred to OASIS and grant letter of affiliation is released only after necessary OASIS data is complete. • Now TA/DA of IC team is paid online.

	<ul style="list-style-type: none"> • In case of rejection there is provision to Review the decision by Review committee virtually through VIOS. No additional fee for Inspection is charged. • Availability of all communications and availability of status of applications through progress bar on real time basis to schools on their dashboards. • 1 -100 days is the maximum time for disposal for all types of applications.
<h2>2. PERMISSION FOR RUNNING SCHOOL IN SHIFTS</h2>	
<ul style="list-style-type: none"> • Online School Affiliation & Monitoring System (OSAMS) and pay required fees online • Submit Certificate duly signed by the District Education Officer (DEO). • Scrutiny of the online application • Communication of deficiencies • Constitution of Inspection committee (IC) in 100% cases of extension of affiliation • Inspection committee had to physically visit the school • Further decision based on IC report. • Along with application fee, the school also had to remit an Inspection fee of Rs. 50,000/- 	<ul style="list-style-type: none"> • End to End flow is online and paperless. • Since, schools which apply for Extension of Affiliation are already affiliated with the Board, inspection is conducted in 3%-5% cases (randomly selected based on rubrics) through virtual inspection. • 95 to 97% of cases are granted extension in single step. • No inspection is done for government and foreign schools. • Schools have to mandatorily update OASIS online before applying for extension of affiliation • Minimum data needs to be filled as most data is pre populated.
	<ul style="list-style-type: none"> • Previous year's results of the school are displayed along with other parameters like teacher student ratio, student section ratio, theory practical marks correlation etc. This data can be used by the school to improve its teaching learning processes. • No additional fee for Inspection is charged. • Only Fire safety and Building safety certificates are uploaded by the school which is read automatically by AI/ML

3. PERMISSION FOR ADDITIONAL SUBJECT	
<ul style="list-style-type: none"> • For offering any new subject to their student's schools had to take permission from CBSE. • Schools applying for additional subject had to submit an online application with prescribed fee. • For non-science subjects, applications were Granted on the basis of the information physically furnished by the school • In case of Science/Practical subjects, an Inspection committee was constituted to assess the labs/ other facilities and final decision was taken accordingly. • Inspection committee had to physically visit the school 	<ul style="list-style-type: none"> • End to End flow is online and paperless. • All schools allowed to offer any subject (except science) just by updating their OASIS data without paying any fees. No further permission is required from CBSE. • Schools which apply for Additional Science Subjects only need to upload details regarding Labs (GPS enabled photos) along with system generated self-certification form signed by the Manager/Principal • No inspection is conducted. • Permission for science subjects is granted based on self-certification by school in a simple one step process.
4. PERMISSION FOR SECTION INCREASE	
5. PERMISSION FOR RUNNING SCHOOL IN SHIFTS	
<ul style="list-style-type: none"> • Used to submit an online application with prescribed fee. • Inspection committee constituted in 100% cases • Inspection committee had to physically visit the school. • Decision taken on the basis of the Inspection report • Only submitting of application was online. • Remaining process was done on paper files. 	<ul style="list-style-type: none"> • End to end flow is online and paperless • Schools apply for increase in section and additional shift with the permission from the State Government • Fill online form which is partially pre-populated. • Submit details regarding valid Building & Fire safety certificate and details of separate Teachers for second shift. • Details of Additional rooms, Additional Teachers are filled in online form
	<ul style="list-style-type: none"> • System generated self-certificate is signed by the Manager/Principal. • In 95% cases no inspection is done and permission is granted in simple one step process. • No inspection is done for government and foreign schools. • In 5% cases (based on rubrics) virtual inspection is being done

6. PERMISSION FOR CHANGE OF NAME OF SCHOOL/SOCIETY	
<ul style="list-style-type: none"> • Submit an online application along with permission from the concerned authority of the State/UT Government and prescribed fee. • The decision taken on the basis of the documents furnished by the school. • The schools had to apply separately for change of name of society and change of name of school and pay separate fees. Even though in most cases both society and school name would change at the same time. • Only submitting of application was online. • Remaining process was done on paper files. 	<ul style="list-style-type: none"> • End to end flow is online and paperless • Application after permission for the same from the State Government • They are required to Fill and submit online application with online fees payment. • System generated self-certification form signed by the Manager/Principal. • No Inspection to be done. • Single application for change of name of school as well as society with single fee payment.
7. PERMISSION FOR SHIFTING OF SCHOOL	
<ul style="list-style-type: none"> • Submit an online application along with permission obtained from the concerned State/UT Government and prescribed fee. • Physical inspection of the school • Decision on the application taken on the basis of the Inspection report • Only submitting of application was online. • Remaining process was done on paper files. 	<ul style="list-style-type: none"> • Online Application Form, along with system generated self-certification form, signed by the Manager/Principal. • The schools which apply for permission for shifting of school are required to have NOC, Recognition Certificate, and Land Certificate as per norms of CBSE Affiliation bye-laws, valid Building & Fire safety certificate from competent authority and permission from the State Government • These are read by AI/ML. • There will be 100% Physical Inspection in such cases. • Except physical inspection, end to end flow is online and paperless
8. PERMISSION FOR RESTORATION OF AFFILIATION	
<ul style="list-style-type: none"> • Submission of an online application along with prescribed fee paid online. • Physical inspection in all cases • The decision taken on the basis of the Inspection report • Only submitting of application was online. • Remaining process was done on paper files. 	<ul style="list-style-type: none"> • Submit Online Application Form. • System generated self-certification form signed by the Manager/Principal. • There will be 100% physical Inspection in such cases. • Except physical inspection, end to end flow is online and paperless

9. TRANSFER OF SCHOOL FROM ONE SOCIETY TO ANOTHER	
<ul style="list-style-type: none"> • Submit an online application along with permission from the State/UT Government and prescribed fee. • The decision on the application was taken on the basis of the documents furnished by the school. • Only submitting of application was online. • Remaining process was done on paper files. 	<ul style="list-style-type: none"> • End to end flow is online and paperless • Application after permission from the State Government • Online application form. • System generated self-certification form signed by the Manager/Principal. • No inspection is done and permission is granted in simple one step process.
10. PERMISSION FOR CLOSURE OF SCHOOL	
<ul style="list-style-type: none"> • Submit an application containing the reasons of closure and an express approval from the Appropriate Government. 	<ul style="list-style-type: none"> • This category of application is not available online • The schools which apply for closure of school are required to give written intimation regarding the same in a one step process. • No fee is charged in such cases.
11. PREPONEMENT OF ACADEMIC SESSION	
<ul style="list-style-type: none"> • For preponement of session, the schools were required to submit an online application. • Additional preponement fee of Rs. 5,00,000/- (Rs. 5 lakhs) for an academic session was being charged previously. 	<ul style="list-style-type: none"> • The schools which have applied for Affiliation upto March, 2021 are being automatically granted Affiliation w.e.f. 01.04.2021 (i.e. with preponement of session). • No additional fee is charged for preponement of session.
12. IN-SERVICE TRAINING OF TEACHERS	
<ul style="list-style-type: none"> • Previously, training of teachers was being conducted in offline mode. • The reach therefore was very limited. 	<ul style="list-style-type: none"> • Introduced comprehensive training management system (TMS). • Online schedule of trainings is published • Principals and Teachers of CBSE Affiliated schools can register online for various training programs and can pay fees online. • e-Certificates to teachers are also being provided through this portal. • Beneficiaries have increased from 01 lakh teachers annually to 04-05 lakhs teachers annually through online session.

13. ISSUANCE OF MARK SHEET / PASSING CERTIFICATE / MIGRATION CERTIFICATE TO THE REGULAR CANDIDATES	
<ul style="list-style-type: none"> • Earlier hard copies of certificates were provided on application by students through schools only once. • It used to take 1 week to deliver mark sheets to schools. • It used to take 1 month to deliver migration and certificates to schools. • CBSE also issues migration and passing certificates to the students and entire exercise gets completed within 15 days of period. • This entire exercise is made with physical instruments and requires lots of managerial as well as administrative efforts. 	<ul style="list-style-type: none"> • From 2016 the Mark sheet/Passing Certificate/ Migration Certificates etc. to Class X and XII regular candidates are being issued online through Parinam Manjusha • It has been integrated with Digi-locker and all certificates are available real-time to the students immediately on announcement of results. • Results from 2004 to till date are available on Parinam Manjusha integrated with Digi-locker. • Any student from previous years can also download QR coded academic documents. • This can also be authenticated online.
	<ul style="list-style-type: none"> • For students who are currently in foreign countries who do not have access to Aadhar or Indian mobile, face matching technology has been introduced for students with which they can download their duly verified academic documents from their place only. This has become very successful for its ease and smoothness.
14. REGISTRATION OF REGULAR STUDENTS IN CLASSES 9 AND 11 BY THE SCHOOL	
<ul style="list-style-type: none"> • Earlier the data was collected through online portal from schools and they had to submit hard copy after finalization of data to their concerned Regional Offices. • Done to keep track of their students and their subject options. 	<ul style="list-style-type: none"> • Entire system has now been transformed into an online system including for payment of fees. • Through this system Students' Data and fees, is being received timely and accurately.
15. SUBMISSION OF LOC IN CLASS 10 & 12 BY THE SCHOOL FOR REGULAR CANDIDATES	
<ul style="list-style-type: none"> • Earlier the data was collected through online portal from schools and they had to submit hard copy after finalization of data to their concerned Regional Offices. • Done to keep track of their students and their subject options for appearing in board examinations. 	<ul style="list-style-type: none"> • Entire system has been digitized including payment of fees. • Schools also have the option to add/modify/delete data through LOC Portal.

16. REGISTRATION IN CLASS 10TH/12TH AS PRIVATE CANDIDATES	
<ul style="list-style-type: none"> • Earlier candidates who could not continue their studies from regular school), need to fill up a form and deposit the same to the concerned regional office of CBSE. • The facility of depositing fee was available in designated bank only. 	<ul style="list-style-type: none"> • Whole process of Registration of Class 10th/ 12th candidates who appear as private candidates has been made online including payment of fees. • This will benefit more than lakh students. • All records are also available online.
17. ISSUANCE OF DUPLICATE MARKSHEET/ PASS CERTIFICATE/ MIGRATION CERTIFICATES	
<ul style="list-style-type: none"> • Earlier request for duplicate mark sheet/pass certificate/migration were made in hard copy along with requisite fee in the form of DD to the concerned Regional Offices located in 16 cities across country • The other option was to submit their application in person. • The certificate/document was issued through speed post or by hand. • The process was time consuming, harassing and expensive. 	<ul style="list-style-type: none"> • The process has been made completely online • The candidate can apply on the Duplicate Academic Document System and submit the prescribed fee online. • The duplicate document is issued to the candidate in the desired mode - digital or printed. • This will benefit more than lakh students for the purpose of admission/ employment both in the country/ overseas.
18. ISSUANCE/ UPLOADING OF MARKSHEET/ PASS CERTIFICATE TO PRIVATE CANDIDATES	
<ul style="list-style-type: none"> • Earlier hard copies of certificates were provided to the students through respective centres only once. • It used to take 1 week to deliver mark sheets to respective centres 	<ul style="list-style-type: none"> • Mark sheet/Passing Certificate/ Migration Certificates etc. issued online to Class X and XII private candidates through Parinam Manjusha integrated with Digi-locker immediately after the results are declared.
19. VERIFICATION OF MARKS	
<ul style="list-style-type: none"> • Previously, only the facility for making request for verification of marks was available for X and XII students. • Thereafter complete verification was done by the CBSE and mistake letter was sent by post. 	<ul style="list-style-type: none"> • Complete end to end solution • Request of verification of marks along with applicable fees is collected online through Online verification portal developed by IT department. • Results/Mistake letters are being sent online on registered email id of students.

20. PROVIDING PHOTOCOPY OF ANSWER SHEETS	
<ul style="list-style-type: none"> Previously, only the facility for making request for photocopy of answer books was available. Thereafter, the photocopy of answer book was sent to the candidate on his/her registered email id. 	<ul style="list-style-type: none"> An End to End process developed where the entire process from receipt of application, payment of fees to declaration of re-evaluation result has been made online and automated. Photocopy is now made available in the login account of the candidate in addition to providing on registered email-id.
21. RE-EVALUATION OF ANSWER SCRIPTS	
<ul style="list-style-type: none"> Previously, the facility for making request for re-evaluation only was online. Thereafter, re-evaluation was done by the CBSE and letter was sent by post. 	<ul style="list-style-type: none"> Now information at every stage is being provided to the candidates through online system.
22. APPLICATION FOR CBSE SCHOLARSHIP, PROCESSING AND DISBURSAL OF PAYMENT	
<p>Earlier, only the facility of submitting application for scholarship was available online.</p>	<ul style="list-style-type: none"> Complete process for receipt of application and processing has been made online from end to end. Further, the disbursement of payment relating to scholarship will also become online from this year.
23. REVAMPING CBSE WEBSITE	
<ul style="list-style-type: none"> The CBSE website is highly dynamic and regularly updated. A need was felt to make its architecture easy to navigate for all stakeholders. 	<ul style="list-style-type: none"> The website of CBSE has been enriched, updated and revamped and made extremely stakeholder friendly. The website is bilingual. Distributed architecture for different stakeholders – students, teachers, schools, parents, applicants, etc. Information categorization has been done. It is disable friendly also

5.38 NIOS: Interventions for reducing compliance burden and simplification of procedures in 11 areas

NEP Para: 23.5

How Implemented:

NIOS is an autonomous body of DoSEL Envisages schooling by providing a learning continuum based on a graded curriculum ensuring the quality of education for children, neo-literates, school drop-outs/left-outs and NFE completers. It caters to the needs of a heterogeneous group of learners up to the pre-degree level. It provides opportunities to interested learners by making available the following Courses/Programmes of Study through open and distance learning (ODL) mode: Open Basic Education (OBE) Programme for 14+ years age group; adolescents and adults at A, B and C levels that are equivalent to classes III, V and VIII of the formal school system; Secondary Education Course; Senior Secondary Education Course; Vocational Education Courses/ Programmes, and Life Enrichment Programmes. For the implementation of the OBE programme, the NIOS has a partnership with about 853 Agencies providing facilities at their study centres. As of 31.7.21, NIOS has a total of 26,67,684 students registered for undergoing various courses. It is a sort of academic input relationship with partnering agencies. Since students hardly have any contact with the NIOS HQ, it was deemed very crucial to give them a smooth, hassle-free experience in all their interactions with the organisation.

Benefits: Extensive simplification and re-engineering of processes has been undertaken to reduce the compliance burden in 11 areas. It is estimated that more than 100 processes involved have been re-engineered. A summary of the 'Before and After' picture of these 11 areas is given below:

Before simplification / re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
1. ADMISSION OF STUDENTS IN SECONDARY & SR SECONDARY COURSES	
<ul style="list-style-type: none"> • Submit details through offline as well as semi-online mode of registration. • This process was time taking. • Several instances of students being approached by touts or agents for admission in various courses run by the Institute. • Identity cards were sent to the students either by post or through their respective study centres from the NIOS regional centres and NIOS HQ. 	<ul style="list-style-type: none"> • Timeline reduced from months to almost a week. • 100% online registration, online uploading of supporting documents • 100% online fee payment. • The supporting documents are verified online and the admission is confirmed. • The Identity card is generated at the time of admission confirmation.

<ul style="list-style-type: none"> Admission fee payment through DD/ Cheques. 	<ul style="list-style-type: none"> NIOS has developed a Personalized dashboard for each student registered in Academic course (Secondary and/or Senior Secondary). Using the dashboard, the student can get the complete status of his/her activities and communications in the entire five years of the student life cycle in NIOS.
<h2>2. ADMISSION OF STUDENTS IN OPEN BASIC EDUCATION</h2>	
<ul style="list-style-type: none"> Admissions done by the Accredited Agencies (AAs) of NIOS through offline mode. The admission session starts from 1st April every year. The admission data was sent to NIOS HQ through the NIOS regional centres by the agencies till the month of July/ August every year. Most agencies used to keep updating the admission data till the beginning of exams in the month of February of next year. No supporting documents for admission were sent to NIOS Identity cards were issued offline to the students by the Accredited OBE Agency (AA) only. Admission fee payment to the Accredited OBE Agency (AA) only. The Accredited OBE Agency (AA) used to submit the admission fee payment to NIOS in bulk through DD/Cheques. 	<ul style="list-style-type: none"> The timeline reduced from almost six months to a week. 100% online registration, online uploading of supporting documents 100% online fee payment The flow of the registration form is now from Student to NIOS portal. After approval by Regional Centre and the OBE Accredited Agency can see the admission of the student. Supporting documents are verified by the NIOS officials online. The Identity card is generated at the time of admission confirmation. Personalized dashboard for each student registered in OBE course
<h2>3. ADMISSION OF STUDENTS IN VOCATIONAL COURSES</h2>	
<ul style="list-style-type: none"> Admissions were done by the Accredited Vocational Institutes (AVIs) of NIOS through offline mode. There are two admission sessions - in January and July - every year. Admission data was sent to NIOS HQ through the NIOS regional centres by the AVIs till the month of July/August every year. Most of the AVIs used to keep updating the admission data till the beginning of exams in the month of Oct/Nov. Limited supporting documents for admission were sent to NIOS. 	<ul style="list-style-type: none"> The timeline reduced from almost six months to a week. 100% online admission process Online uploading of supporting documents 100% online fee payment Flow of the registration form is from Student to NIOS portal. The registration form is then viewed, verified and approved by Regional Centre and only then the Accredited Vocational Institute (AVI) can see the admission of the student. The supporting documents are verified by the NIOS officials online.

<ul style="list-style-type: none"> • Identity cards were issued by NIOS, then sent to the AVIs who issued it to students. • Admission fee payment done to the AVIs only. • The Accredited Vocational Institute (AVI) used to submit the admission fee payment to NIOS in bulk through DD/Cheques. 	<ul style="list-style-type: none"> • The Identity card is generated at the time of admission confirmation. • Personalized dashboard for each student registered in Vocational course.
<h3>4. OPEN BASIC EDUCATION (OBE)</h3>	
<ul style="list-style-type: none"> • Fill printed examination form by mentioning the enrolment number, course, subject codes, etc. • Submitted in each exam session (once a year) by the students. • OBE agency used to collect examination forms and submit the same to the regional centre. • Regional Centre used to prepare the data of all the received examination forms and then submits the data to NIOS HQ for further processing. • The above offline process was time consuming and there were chances of delays in submission of examination forms. 	<ul style="list-style-type: none"> • Now 100% online and transparent. • The NIOS registered students are automatically marked as eligible for examination by the OBE agency. • There is no need to fill exhaustive details by the students. • The students can download their result from their personalized dashboard on the student portal.
<h3>5. PUBLIC EXAMINATION: SECONDARY AND SENIOR SECONDARY</h3>	
<ul style="list-style-type: none"> • Fill printed examination form by mentioning the enrolment number, course, subject codes, etc. in each exam session (twice a year). • Demand draft of the requisite examination fee submitted at the study centre by the students. • Each study centre collected all the examination forms and the demand drafts and submitted to the Regional centre. • Regional Centre used to compile and then submit the data to NIOS HQ for further processing and generating the examination hall ticket for each student. • The above offline process was time consuming and there were chances of delays in submission of examination forms, in reconciliation of examination fee to NIOS. 	<ul style="list-style-type: none"> • The registration for Public Examination is made 100% online and transparent. • The NIOS student visits the portal and selects the option to pay the exam fee online. • During the exam fee payment process, the student selects the subjects in which he/she want to appear in the public exams. • The system then generates the examination hall ticket. • The students can download the examination hall tickets from their personalized dashboard. • The online process for registration to public examination has reduced the time lag and delays in submission of examination form/data to NIOS HQ. • It has also streamlined the entire process of registration for examination.

6. PUBLIC EXAMINATION: VOCATIONAL EDUCATION

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| <ul style="list-style-type: none"> • Fill printed examination form by mentioning the enrolment number, course, subject codes, etc. in each exam session (twice a year) • Demand draft was submitted at the vocational study centre. • Vocational study centre used to compile and submit to the Regional centre. • Regional Centre used to compile and then submit to NIOS HQ for further processing. • The above offline process was time consuming for both students and NIOS. | <ul style="list-style-type: none"> • Now 100% online and transparent. • Student visits the portal, is provided pre-filled form, and pays the exam fee online. • The system then generates the examination hall ticket. • The students can download the examination hall tickets from their personalized dashboard. |
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7. ON-DEMAND EXAMINATION: SECONDARY AND SENIOR SECONDARY

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| <ul style="list-style-type: none"> • Students used to book the seat for on-demand examination online by selecting the exam centre out of the list of available designated KVs and Regional Centres as the exam centres. • The on-demand examination system allowed the students to block the seat for the ODE for a day or two. | <ul style="list-style-type: none"> • The system allows the on-demand exam seat booking based on the First-cum-First-serve policy. • The system does not allow the students to block the seat for ODE. • The student can only book the seat by paying the exam fee. Until the exam fee is paid the on-demand exam seat is not booked. • The process brought more transparency in seat booking for exams and also in the fee reconciliation. |
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8. STUDENT E-SERVICES: E-SERVICES RELATED WITH ADMISSION, EXAMINATION, RESULT AND RE-EVALUATION

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| <ul style="list-style-type: none"> • For getting the corrections done in the basic details submitted by the students at the time of registration, the students would submit the request application along with the supporting documents and the requisite fee in form of demand draft or cheque to the study centre (AI). • The study centre used to collect all such requests and submit to the concerned regional centre. • The regional centre used to collect all such requests to NIOS HQ. | <ul style="list-style-type: none"> • Learners are now using the e-services for various corrections and for various other facilities like adding a subject, adding TOC etc. • The online e-service request submitted by the student is submitted along with the online uploaded supporting documents and the online fee payment. • The entire processes of e-services are now responded within a week or two depending on the number of requests received by the regional centre. • The student can now track the status of the e-service request through his/her dashboard. |
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<ul style="list-style-type: none"> • NIOS HQ used to process all the received requests by sending the requests to the concerned departments like Admission, Examination, Result etc. • After getting response from all the departments, the correction requests are sent back to the concerned regional centres and then from regional centre to the concerned study centre. • Study centre then used to inform the students about the correction of the data. • Usually, it would take around 2 to 6 months to complete the process. 	
<p>9. ONLINE FEEDBACK AND GRIEVANCES SYSTEM</p>	
<ul style="list-style-type: none"> • Grievances submitted by students either through email or through written request. • Though responded through email or through written reply but responses were not aggregated nor summarized for further analysis. • There were delays in responding to the grievances. 	<ul style="list-style-type: none"> • Entire complaint process right from email verification to closure of complaint is automated end to end. • The system allows NIOS to enhance satisfaction of students, parents, alumni, management and all stake holders through comprehensive grievance management service. • This system is highly sophisticated -enforces optimal strategies to ensure the grievance gets attended within desired timeline or gets escalated to higher authorities for proper attention and intervention. • Grievance Redressal System is faster and ensures that the complaint lodged reaches the right person.
<p>10. INSPECTION OF SCHOOLS FOR EXAM CENTRE</p>	
<ul style="list-style-type: none"> • Download the application form from the NIOS website and submit filled form to respective NIOS Regional Centre along with the required supporting documents • Documents and the application forms were then verified by the Regional Centre. • Exam Centre Fixation Committee would then recommend or not recommend the school to act as exam centre for NIOS. 	<ul style="list-style-type: none"> • 100% online Registration for Exam Centre system allows the schools to fill their application form for registration to act as exam centre for public exams, upload the required supporting documents, track the status of the application online. • MoU has been signed with KVS and NVS for providing their schools to act as NIOS Exam centres. • This has enhanced the accountability and traceability resulting in enhancing the transparency within the system.

<ul style="list-style-type: none"> • Report along with the comments for recommendation/rejection sent from NIOS Regional Centre to NIOS HQ. • At NIOS HQ, the cases for recommendation for Exam Centre of the school were presented to the competent committee (Director Evaluation) for approval. • Entire centre material including the photo attendance sheets, nominal roll, list of students appearing in the exams was printed and dispatched from NIOS HQ to all the exam centres through post. 	<ul style="list-style-type: none"> • Verification of the school credentials is easy hence the time gap is reduced. • With the MoU with KVS and NVS, Government internal resources are utilized and the revenue is shared with KVS and other government organizations. • Dashboard for each exam centre is created which provides the facility to send the notifications directly from NIOS HQ and Regional Centre to the exam centres. • The entire center material is now sent to the exam centres through their dashboard on the portal itself.
<h3>11. INSPECTION OF SCHOOLS FOR STUDY CENTRE</h3>	
<ul style="list-style-type: none"> • Earlier paper-based offline accreditation system used. • Download and fill the application form from the NIOS website and submit the form to their respective NIOS Regional Centre along with the required supporting documents and demand draft. • These documents were then verified by the Regional Centre • Next Regional Centre used to constitute a committee to visit the school/institute and submit the report along with the supporting documents, photos and videos of the school/institute visited. • Recommendation/rejection of the school/institute were sent from NIOS Regional Centre to NIOS HQ for further processing. • At NIOS HQ, the cases for accreditation/rejection of the school/institute were presented to the competent committee (AAC) for approval. 	<ul style="list-style-type: none"> • This system focuses on end to end automating the accreditation process right from registration to its accreditation. • 100% online e-accreditation system allows the schools/institutes to fill their application form for registration online, upload the required supporting documents only and pay the registration fee for accreditation online, track the status of the application online. • There is a mobile app for online inspections during the visit to the registered school/institute for accreditation • Submission of the inspection reports directly from the location

5.39 NCERT: Interventions for reducing compliance burden and simplification of procedures in 11 areas

NEP Para: 23.5

How Implemented:

NCERT is an autonomous body of the Department of School Education and Literacy. As a part of its mandate, it runs B.Ed programmes in its Regional Institutes of Education along with Demonstration Multi-purpose schools. Aside from pre-service training, NCERT also undertakes in-service training. One of the most coveted merit-based scholarships is the NTSE, which is also administered by NCERT. The organisation identified 11 areas for simplification of procedures and reduction of the compliance burden and the modifications made thereafter are summarized below:

Before simplification / re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
1. ADMISSION TO 4-YEAR INTEGRATED B.A-B.ED AND B.SC-B.ED COURSES IN REGIONAL INSTITUTES OF EDUCATION RIEs 2. ADMISSION TO B.ED (RIE) 3. ADMISSION TO M.ED (RIE) 4. ADMISSION TO INTEGRATED B.ED-M.ED (RIE)	
<ul style="list-style-type: none"> • Offline certificate submission for counseling. • Physical presence was required for counseling. 	<ul style="list-style-type: none"> • Online submission of certificates/documents. • Online counseling hence physical presence is not required.
5. ADMISSION TO LKG, UKG AND CLASSES - I TO VIII IN DEMONSTRATION MULTI-PURPOSE SCHOOLS (DMS) 6. ADMISSION TO CLASSES IX AND X IN DMS 7. ADMISSION TO CLASS XI AND XII SCIENCE IN DMS 8. ADMISSION TO CLASS XI AND XII HUMANITIES IN DMS	
<ul style="list-style-type: none"> • Physical Admission Form submission. • Certificate Submission. • Offline Fee payment. 	<ul style="list-style-type: none"> • Online Admission form submission. • Submission of relevant documents online. • Online fee payment. • Computerised selection for admission to different classes. • Online result declaration.

9. NATIONAL TALENT SEARCH EXAMINATION (NTSE)	
<ul style="list-style-type: none"> Used to get feedback on Answer key of NTS Exam through email. 	<ul style="list-style-type: none"> Online system for feedback on answer key of NTS Exam. Candidates can now submit question wise feedback for MAT and SAT. Question wise clarification is provided on feedback received from the candidate.
10. DIPLOMA IN VOCATIONAL EDUCATION (Distance Mode)	
<ul style="list-style-type: none"> Offline application for admission. Offline application fee payment. 	<ul style="list-style-type: none"> Submission of application through online mode. Online application fee payment.
11. DIPLOMA COURSE IN TEACHING OF SCIENCE AT UPPER PRIMARY STAGE	
<ul style="list-style-type: none"> Launched in 2019 	<ul style="list-style-type: none"> Fully online Diploma course. All activities starting from Admission to award of diploma are online and completely paperless from end to end.

5.40 NCTE: Interventions for reducing compliance burden and simplification of procedures in 1 area

NEP Para: 23.5

How Implemented:

National Council for Teacher Education (NCTE) is a statutory body of Government of India, mandated with planned and coordinated development of the Teacher Education Sector. The recognition of Teacher Education Institutions (TEIs) for running various Teacher Training Programmes is under the purview of NCTE. Online Teacher Pupil Registration Management System (OTPRMS) is a certificate issued by NCTE to certify that the TEI, for which the applicant has applied, has been recognised by NCTE for the said course in the said session. This was introduced by NCTE on 26.07.2019.

Before simplification / re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
ONLINE TEACHER PUPIL REGISTRATION MANAGEMENT SYSTEM (OTPRMS)	
<ul style="list-style-type: none"> • A registration fee of Rs. 200 was charged from candidates for obtaining OTPRMS Certificates. • The process was offline and time-taking 	<ul style="list-style-type: none"> • The registration fee of Rs. 200 payable for obtaining OTPRMS Certificate issued by NCTE has been waived off. • The entire process from end to end is online and paperless. The issued OTPRMS certificates have been linked with Digi-Locker.

5.41 KVS: Interventions for reducing compliance burden and simplification of procedures in 2 areas

NEP Para: 23.5

How Implemented: Kendriya Vidyalaya Sangathan is an autonomous organization of the Department of School Education and Literacy, Ministry of Education, Government of India with the primary aim to provide, establish, endow, maintain, control, and manage the central schools (Kendriya Vidyalayas) located all over India and abroad. There are 2 G2C activities of KVS reported by the Ministry for reducing regulatory compliances i.e. Admission application and Admissions under RTE. The implementation of the above 02 activities have been done as follows:

Before simplification/re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
<ul style="list-style-type: none"> ○ ADMISSION APPLICATION ○ ADMISSIONS UNDER SECTION 12 (1) (C) OF RTE ACT 	
<ul style="list-style-type: none"> • Parents apply for admission through physical form • Schools maintain the physical forms submitted • Paper-based lottery at KVs • Manual and less transparent process • There were a total of 4 processes involved before March 2021. • Before March 2021 the time span to complete the processes was approximately 30 days. 	<ul style="list-style-type: none"> • Parents can now apply for admission through web portal • Computer generated lottery and waitlist published on school website • Transparent and automated process • Now there are only two processes involved. The time span required to complete all processes is reduced to approximately 10 days.

5.42 NVS: Interventions for reducing compliance burden and simplification of procedures in 1 area

NEP Para: 23.5

How Implemented:

Navodaya Vidyalaya Samiti is an autonomous organization under the Ministry of Education. As of date, 661 Jawahar Navodaya Vidyalayas (JNV) are sanctioned. In JNVs, modern quality education is provided to talented students, predominantly from rural areas. Admission in JNVs is made on the basis of a selection test conducted by an external agency, at present by CBSE. The selection test is of non-verbal nature, class neutral, and designed so as to ensure that talented children from rural areas are able to compete without facing any disadvantage. Admission is also done in Classes IX & XI for filling the vacant seats if any.

The online application process was started from the session 2018-19 on a trial basis and is made smooth from 2020. Notification for admission is released in 20 languages and the same is uploaded in the online application portal for dissemination of information. The printing cost of applications is saved through the present online process. The physical collection of applications manually followed by manual scrutiny of applications is completely stopped and through technology intervention, an auto-check system is introduced to allow only the eligible candidates to apply. Physical distribution of admit cards that were followed in the past is discontinued and admit cards are being downloaded by the candidates from the online portal directly. The select list is also displayed through the portal itself.

Before simplification / re-engineering and reduction of compliance burden	After simplification / re-engineering and reduction of compliance burden
ADMISSION OF STUDENTS IN JAWAHAR NAVODAYA VIDYALAYAS	
<ul style="list-style-type: none"> • Printing Prospectus-cum-application form • Distribution of Prospectus-cum-application form • Collection of filled in Physical application from parents by Head Master • Manual Verification of details in application form by BEO • Collection of verified application through BEO by Principal • Manual Scrutiny of Application & Bio-Data preparation • Manual Allotment of Roll Number to all candidates • Manual Distribution of Admit Card to all candidates • Declaration of select list of candidates JNV wise 	<ul style="list-style-type: none"> • Only online procedure is followed from application stage till select list is released. • It is entirely paperless

5.43 Social Audit Guidelines

NEP Para: 8.5

How Implemented:

Checking, monitoring and verification of the implementation of the interventions of Samagra Shiksha would be facilitated by Social Audit. This audit is to be carried out by the community and the entire Gram Sabha with the help of stakeholders like the Local Authority, SMC members, SHGs, Youth Clubs, etc. The norms of Samagra Shiksha also emphasize on careful monitoring of provisions of Gender and Inclusion. Hence, Social Audit to cover 20% of schools per year is mandatory so that all schools are covered in a period of Five years. This audit will help in monitoring the implementation of the scheme and ensuring transparency, accountability at all levels.

Implemented since when: Guidelines issued on 8th February, 2022.

Way Forward:

- a) Appoint a Nodal Officer for Social Audit. The Nodal Officer will coordinate with the Ministry of Education, State Education Department, SIS and Social Audit Unit (SAU) to facilitate the Social Audit Process.
- b) A one-day workshop/orientation programme on Social Audit will be held at the National level with the Nodal Officers of the States/UTs designated for Social Audit in the month of March/April, 2022.
- c) State/UT will sign an MoU/agreement with the SAU established in the respective State/UT, as a Society under the Societies Registration Act. The SAU of a neighbouring State may be selected, if the State/UT does not have a SAU.
- d) The State/UT Government will organize a briefing and planning meeting initially, with the State Government officials including the designated officer for Social Audit, officials from SAU, etc. Representative/s from the Ministry of Education may also be invited to participate in the meeting.
- e) The SAU will share the district wise list of master trainers and cluster wise social auditors with the Nodal Officer. The district wise master trainers will be mapped with the cluster/s of the respective districts.
- f) Training will be provided to master trainers at the State/UT level in coordination with NIRD/SIRD/SAU and School Education Department. The Master Trainers will then be deployed at the district level to provide training to all the identified Cluster Social Auditors (CSAS) for Samagra Shiksha.
- g) The District/Block authorities will be asked to identify the list of Social Audit Facilitation Team (SAFT) for each cluster. The team will visit the schools and facilitate the Social Audit for the scheme. The tenure of SAFT will be 3 years from its constitution.
- h) The Master Trainers and CSAS will also provide training to SAFT members in conjunction with DIET by July 2022.
- i) The Cluster Social Auditor (CSA) deployed by the SAU at each cluster will intimate Gram Panchayat about the schedule of conducting Social Audit in the schools under their jurisdiction. The BEO shall also notify the schedule to Gram Panchayat in writing and ensure that it is advertised publicly in order to maximise the community participation in public hearings at Village/Cluster and Block level i.e., at Gram Sabha and at Block Panchayat Samiti respectively.

5.44 Guidelines developed by the Ministry of Education in the context of NEP 2020 and shared with States and UTs:

Sl. No.	Guidelines	Links of Website
1.	SARTHAQ: Students' and Teachers' Holistic Advancement through Quality Education	Part 1: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/SARTHAQ_Part-1_updated.pdf Part 2: https://dse.education.gov.in/sites/default/files/SARTHAQ_Part_2.pdf
2.	PRAGYATA guideline on Digital Education	pragyata-guidelines_0.pdf (education.gov.in)
3.	Learning Enhancement Guidelines for Continuous Learning	pragyata-guidelines_0.pdf (education.gov.in)
4.	Alternative Academic Calendar from Primary to Senior Secondary Level	https://ncert.nic.in/alternative-academic-calendar.php
5.	Guidelines for continuing education of Children of Migrant Labourers	https://samagra.education.gov.in/docs/Migrant_about_guideline.pdf
6.	SOP/Guidelines for re-opening of schools	https://www.education.gov.in/sites/upload_files/mhrd/files/Modifications_SoP.pdf
7.	Guidelines for School re-opening on Learning with Social Distancing	https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf
8.	Continuous Learning Plan (CLP)	https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
9.	NCTE guidelines for TEIs	https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf
10.	Guidelines for identification and bringing back Out of School Children and addressing concerns on School Re-opening	https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf

Sl. No.	Guidelines	Links of Website
11.	COVID response in school education: action plan for access, retention, continuous learning, capacity building and stakeholder engagement	https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf
12.	Guideline for "Parent Participation in Homebased Learning during School closure and beyond"	https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf
13.	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT)	https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
14.	Guidelines for Children of Migrant Labourers: Focuses on providing admission to the inmigrant children in the nearby government schools without the requirement of submitting any document except an identity card.	https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf
15.	School Bag Policy	https://www.education.gov.in/sites/upload_files/mhrd/files/School_Bag_Policy_2020.pdf
16.	Vidya Pravesh: A 3-month play-based 'school preparation module' developed by NCERT for all students entering Grade 1 students that will bring the concept of play schools to villages too	https://ncert.nic.in/pdf/vidyapravesh.pdf
17.	Initiatives for Indian-Sign Language – For the first time Indian-Sign Language has been introduced as a language subject at secondary level, also over 1200 e=contents have been developed in sign language by NIOS and NCERT.	https://nios.ac.in/online-course-material/course-material-for-divyang-students/isl_230.aspx

ACHIEVEMENTS OF NEP IMPLEMENTATION

Sl. No.	Guidelines	Links of Website
18.	SAFAL (Structured Assessment for Analysing Learning levels) -Competency-based assessment to be introduced in CBSE schools for grades 3, 5 and 8 with focus on testing core concepts, application-based questions and higher order thinking skills.	http://cbseacademic.nic.in/web_material/Manuals/Safal_handbook.pdf
19.	Artificial Intelligence for All - A 4-hour self-learning journey to help demystify and create a basic understanding of AI for everyone, launched by CBSE, Ministry of Education, and Intel India	http://cbseacademic.nic.in/web_material/Circulars/2021/56_Circular_2021.pdf
20.	NDEAR (National Digital Education Architecture) – A unifying national digital infrastructure to energise and catalyse the education ecosystem that will be open, interoperable, evolvable and public	https://www.ndear.gov.in/
21.	Samagra Shiksha– Approval given for continuation till March 2026 with a total financial outlay of Rs.2,94,283.04 crore which includes Central share of Rs.1,85,398.32 crore. Has been aligned to NEP 2020 recommendations.	https://samagra.education.gov.in/about.html
22.	Performance Grading Index 2019-20 for grading of states and UTs	https://pgi.udiseplus.gov.in/#/home
23.	Performance Grading Index- Districts (PGI-D) 2018-19 & 2019-20	https://pgi.udiseplus.gov.in/#/home

Sl. No.	Guidelines	Links of Website
24.	Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020 have been issued.	https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf
25.	Participation by schools in Toycathon/Hackathon. Developing a culture of innovation and active imbibing of 21st Century skills.	https://toycathon.mic.gov.in/
26.	Guidelines for Art-Integrated Education issued by CBSE	http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf
27.	Promoting Story-Telling teaching and learning through Graphic Novels	https://diksha.gov.in/
28.	Revised guidelines for library grant and promotion of reading	https://samagra.education.gov.in/docs/revised_guidelines_for_promotion_Library_Reading%20.pdf
29.	Guidelines for development of e-content for CWSN have been issued, so they can have anytime, anywhere access to learning resources.	https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf
30.	Continuous Professional Development (CPD)- launch of various courses for teachers on IT and ET, E-hazard management, Knowledge of India, COVID safety protocols etc.	https://diksha.gov.in/
31.	Introduction of Experiential Learning pedagogy	https://diksha.gov.in/
32.	DIKSHA: One Nation One digital platform for school education:	https://diksha.gov.in/
33.	Learning Outcomes Based Item Bank have been created and uploaded on DIKSHA platform.	https://diksha.gov.in/

ACHIEVEMENTS OF NEP IMPLEMENTATION

Sl. No.	Guidelines	Links of Website
34.	E-content made available in 32 Indian Languages on DIKSHA	https://diksha.gov.in/
35.	PM eVidya- For ensuring Equitable Education through multiple modes	https://pmevidya.education.gov.in/
36.	Swayam Prabha TV channels: one class, one TV channel for grades 1 to 12	https://www.swayamprabha.gov.in/
37.	Shiksha Vani: Extensive use of Radio, Community radio, CBSE Podcast - Shiksha Vani, TV with coherence	http://cbseacademic.nic.in/web_material/Circulars/2019/18_Circular_2019.pdf
38.	Exposure of Vocational Education at Upper Primary Level: More than 6000 schools approved in 2021-22.	https://samagra.education.gov.in/vocational.html
39.	Guidelines on School Safety and Security	https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf
40.	Guidelines on Reading Campaign	https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf
41.	National Achievement Survey 2021 Report Card	https://nas.gov.in/report-card/2021
42.	Low Performing District Primer	https://cbseitms.nic.in/lpd/assets/pdf/Mission_Education.pdf
43.	NCF Mandate Document	https://ncert.nic.in/pdf/Mandate-NCF.pdf
44.	Guidelines for Social Audit of Samagra Shiksha	https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf

VECTOR BACKGROUND

F. Teachers & Teacher Education

5.45 Four Year Integrated Teacher Education Programme (ITEP)

NEP Para: 15.5

How Implemented:

- ITEP is a 4-year duration programme after Secondary or equivalent in which admission will be through National Common Entrance Test (NCET) conducted by NTA.
- It will be offered in multidisciplinary HEIs.
- By 2030, it will become the minimal degree qualification for schoolteachers.
- It will be based on new Curricular and Pedagogical Structure of 5+3+3+4.
- It will be an Integrated Dual Major Bachelor Degree in a Discipline and Education in line with the Credit Based Structure of UGC - FYUP.

Target Group: Prospective Teachers

Benefits:

- Four-year ITEP will be available for all students after secondary that choose teaching as a profession by choice.
- Apart from preparing teachers, the disciplinary knowledge gained in different subjects would help and ensure the admission of student-teachers to higher studies in that disciplinary stream and for higher professional qualification.
- Students will have the flexibility to choose inter/intra-disciplinary subjects which will be taught in a multidisciplinary environment.
- Prospective teachers passing out of this course will be grounded in Indian values and traditions, instilled with the needs of 21st century on global standards, and therefore will be largely helpful in shaping the future of New India.

Way Forward:

NCTE has conceptualized the plan of action to launch the Integrated Teacher Education Programme in pilot mode from the Academic year 2023-24. A total of 195 applications have been received from State/Central Government institutions for the pilot study.

5.46 National Professional Standards for Teachers (NPST)

NEP Para: 5.20

How Implemented:

- Announced in the Budget 2021 as a mandate of Ministry of Education (MoE).
- It is a statement of quality and defines competencies of teachers at different stages/levels and performance appraisal based on those competencies.
- To carry out this task, MoE has further assigned this responsibility to National Council for Teacher Education (NCTE).
- To prepare the document, 5 levels of research was carried out namely: Digital Consultation through MyNEP portal, Pre study with targeted audience and A report on Comparative study of NPST document of UK-England, Australia, UAE and UNESCO Global Standards was prepared. Based on this, a preliminary draft on NPST was developed and released for public review on NCTE website and on MyGov portal on 17th November, 2021.
- 15 Open House and 5 In–House Discussions conducted.
- Consultations were held to gather the inputs/ideas on preliminary draft on NPST from the ground level functionaries as a bottom-up approach.
- The inputs/suggestions received from the stakeholders were then used to prepare a final draft of NPST and placed before the committee constituted for NPST on 29th March 2022 which was approved as Field Trial Version.
- The same was submitted and approved by MoE for piloting in a controlled manner in schools as per NAS Results including schools from top and below.

Target Group: Teachers (In-service and Pre-service both)

Benefits:

- National Professional Standards for Teachers (NPST) sets out to achieve the NEP 2020 aim for equitable access to the highest-quality education for all learners
- NPST will ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.
- The standards define what effective teaching looks like and what competencies are required to practice as a teacher in 21st century schools at each stage of teaching career.

ACHIEVEMENTS OF NEP IMPLEMENTATION

- NPST will aim to improve the teachers' personal and professional development by providing them an understanding of what is expected in terms of their performance and what needs to be done to enhance the same.
- NPST will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.

Way Forward:

NPST is being tested in Pilot Mode in a controlled manner in 75 schools (KVs, JNV & CBSE) during 2022–2023. After incorporating the learnings from the pilot, the final standards shall be prepared.

VECTOR BACKGROUND

5.47 National Mission for Mentoring (NMM)

NEP Para: 15.11

How Implemented:

- Announced in the Budget 2021 as a mandate of the Ministry of Education (MoE).
- It states the creation of a large pool of outstanding senior/retired professionals willing to provide mentoring to school teachers.
- NCTE has been assigned with the responsibility by MoE to design and develop the modalities of NMM.
- After conducting 5 levels of research: Initially, Digital Consultation through "MyNEP2020", 1839 comments/suggestions were received from various stakeholders on NMM.
- An expert committee was formed on 20th September, 2021 to work out the modalities for designing the draft on NMM, then initial deliberations were held through regular meetings, In-house discussions and workshops.
- Series of 15 Open Houses conducted across India on draft bluebook on Mentoring which was placed on NCTE website and MyGOV portal on 3rd November, 2021.
- The draft of the bluebook on mentoring has been submitted to MoE for approval on 31st March, 2022.
- Approval received from MoE to run the pilot in 30 Institutions (15 KVs and 10 JNVs). Re-identification & selection of these pilot institutions based on the NAS 2021 result are in the process. Out of these, 5 institutions are to be selected for the pilot run from CBSE.

Target Group: School Teachers (In-service)

Benefits:

- Mentoring is a process for the informal/formal transmission of knowledge and provides psycho-social support to school teachers as relevant to work, career, & professional development.
- NMM is an innovative approach to the professional development of school teachers as it contributes to realizing 21st-century developmental goals of our nation such as SDG4.
- NMM brings an opportunity to leverage cross-learning amongst School Teachers leading to their continuous professional development.

Way Forward:

National Mission for Mentoring is in Pilot mode in 30 Institutions (15 KVs, 10 JNVs & 5 CBSE schools) during FY 2022–2023. It will be finalized based on the learnings from the pilot.

5.48 Continuous Professional Development (CPD)

NEP Paras: 5.15 & 5.16

How Implemented:

NEP 2020 emphasises the continuous professional development of school heads and teachers to meet the needs of enriched teaching-learning processes for quality education. Also, it has been highlighted in NEP 2020, that each teacher and school principal is expected to participate in at least 50 hours of continuous professional development every year for their own professional development, driven by their own interests. To realise this goal, NCERT has developed a series of courses for continuous professional development and delivered through DIKSHA. The current courses are:

- Environmental Hazards of Electronic Waste (e-waste)
- COVID 19 -Responsive Behavior
- Action Research
- Urdu Language Script Learning

Date of Implementation: 6th October 2020

Target group: Teachers and School Heads at all Stages in Schools under States/ UTs and schools under the MoE, MoD, MoTA (CBSE, CICSE, KVS, NVS, EMRS, AEES, CTSA, Sainik Schools) and Teacher Educators

Benefits accrued: States/ UTs have run these courses on DIKSHA. More than 2 lakh participants have undertaken these courses so far.

Way forward: More courses for the target groups based on NEP recommendations are proposed to be implemented during 2021-22.

5.49 Capacity building on Competency Based Assessment

NEP Para: 4.6

In collaboration with British Council, training on Item Writing was delivered by Alpha Plus for 180 teachers. Further, 1000 teachers were given training through cascade model by British Council and CBSE- COE. Training for CBE pedagogy was done in partnership with Cambridge University for 320 teachers, and 1000 more teachers were trained through cascade model by British Council and CBSE-COE. Further, CBSE in collaboration with Azim Premji University conducted Training for Item Writers for CBSE examination experts and Item Writers for CTET.

In collaboration with Educational Initiatives, Webinar series on writing of MCQ for teachers and trainings for evaluators have been conducted. A total of 2,61,728 teachers joined these webinars in five major subjects. Further, 120 Experts from the Examination Department were trained on developing MCQs in 2021-22 and more than 1800 teachers have been trained from 18th to 30th April 2022 for Item Writing and Item Reviewing.

Benefits:

- Better capacities developed by teachers for using competency-based assessments to improve classroom instruction, diagnose misconceptions, and apply principles of the science of learning to classroom practices.
- Improve modalities of assessment, continuous professional development of teachers, and development of learning communities engaged in improving assessment practices.
- High quality questions (valid, reliable and understanding based) will support in generating insights and feedback for schools/parents and students on the basis of students' data.

Beneficiaries: Teachers of classes VI to XII

Implemented Since: 2021-22

Way Forward:

- The capacity building workshops will cover identified applicable innovative practices and curriculum intervention.
- A video course for teachers on competency-based assessment is being developed.
- Programmes on the art and science of question making to be undertaken and it will be completed by 2022.
- CBSE will organize regular Programmes for teachers for capacity building.

5.50 CTET: New initiatives for identification of teachers with high aptitude, skill sets and competency

NEP Para: 5.4

In line with the Policy's vision and specific recommendations, the CBSE has initiated action research where a qualitative and quantitative review of the CTET papers and data was undertaken (last 2 cycles). This review has substantiated the need for streamlining the test paper development process of CTET examination. An Academic Committee comprising experts from the University of Delhi, Azim Premji University, Central Square Foundation and CBSE has been constituted to further support this process.

Benefits:

- Improve the quality of CTET by incorporating items suitably paired with required competencies in prospective teachers.
- Will help regulatory bodies to rate Teacher Training Institutes.
- Standardize the process of developing quality items.
- Standardize the teacher education system as various institutes have differential quality of teaching and learning

Beneficiaries: Prospective Teachers

Implemented since: 2021-22

Way Forward:

- Development of a blueprint/paper design that would be translated by experts into good quality question papers.
- Development of Sample Question Paper for test item writers, reviewers and translators.
- Capacity Building of experts i.e., item writers, reviewers, translators.

5.51 Lifelong validity of CTET

NEP Para: 5.4

How Implemented:

In accordance with the provisions of sub-section (1) of section 23 of RTE Act 2009, NCTE laid down Teacher Eligibility Test (TET) as one of the minimum qualifications for a person to be eligible for appointment as a teacher in Class I to VIII vide notification dated 23.8.2010. At the central level, TET is conducted by CBSE and termed as Central Teacher Eligibility Test (CTET). Further, NEP 2020 envisages that TET will be strengthened to inculcate better test material, both in terms of content and pedagogy. TET will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle, and Secondary) of school education. Subsequently, TET Guidelines dated 11.02.2011 were amended on 09.06.2021. Earlier the validity for TET was for a maximum of seven years.

Date of implementation: From 9th of June, 2021

Target group: Student teachers, teachers

Benefits:

The validity of the CTET certificate is a lifetime. The pass percentage of teachers in CTET has improved over the years i.e., 16.84% in July 2019 to 33.94% in January 2021. This will be a positive step in increasing the employment opportunities for candidates aspiring to make a career in the teaching field. A large group of prospective teachers shall be benefitted whose period of seven years of the TET Certificate has elapsed. It would also reduce the stress of passing the TET again from the ones who have already done it.

VECTOR BACKGROUND

G. Inclusion & Outreach through Use of Technology

5.52 Inclusion

NEP Para: 6.2.5

How Implemented:

CBSE has mandated inclusive education in its schools. The Board has released a Handbook of Inclusive Education for teachers for empowering them to understand the nuances of inclusion and implement it successfully.

CBSE being sensitive to the needs of disabled students extends several exemptions/ concessions to candidates with disabilities as defined in 'The Rights of Persons with Disabilities Act, 2016' and 'Guidelines for conducting written examination for persons with benchmark disabilities, 2018', issued by Ministry of Social Justice and Empowerment as per Office Memorandum dated 29th August, 2018. Following are some of the facilities extended to the CWSN:

- Facility of Scribe and compensatory Time
- Use of Computer or Laptop in writing exams
- Provision of Reader in case the student does not want the facility of a Scribe
- Relaxation in mandatory attendance
- Separate Question paper and questions in lieu of practical component
- Flexibility in choosing subjects

The Board also allows students suffering from Type 1 Diabetes to carry eatables (*sugar tablets/ chocolate/candy/ fruits/ sandwich/ water bottle*) with them to the examination centre. In the year 2021-22, CBSE has conducted 309 training programmes on Inclusive Education and 1,27,732 teachers from the affiliated schools have participated in it.

Benefits:

- Students with disabilities show better performance and improved skills through inclusive education.
- Students with disabilities (SWD), get a better academic influence, learn better social communication and interaction skills and develop into contributing members of society.
- Children learn to respect their own individuality and also that of others.
- Students enhance their emotional quotient as they develop patience, tolerance and compassion for their peers.
- Learn to accept the strengths and weaknesses of others.

Beneficiaries: 20 million students in CBSE schools

Implemented since: Continuous process

Way Forward:

CBSE would conduct surveys in its schools to know the prevalence of different kinds of special conditions in students and the effectiveness of the steps taken by schools to address these special needs. After analysis of survey, suitable policy modification will be done to address the issue of inclusion in schools.

5.53 Provision of Stipend for CwSN Girls under Samagra Shiksha

NEP Para: 6.2.5

How Implemented:

In the Samagra Shiksha scheme, provision for Children with Special Needs (CwSN) is provided under Inclusive Education to ensure full equity and inclusion such that all students are able to thrive in the education system. The key thrust of the Programme is to provide inclusive education to all children with special needs in general schools. To supplement this effort, provision for stipend for CwSN girls is provided in addition to the student component from pre-primary to senior secondary level. Further, funding is based on data of CWSN provided under UDISE+.

Description and Benefits:

- Provision of stipend for CWSN girls @ ₹ 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.

Beneficiaries: All CwSN Girls studying in government, government aided and local body schools.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.54 Provision for identification camps for CwSN under Samagra Shiksha

NEP Para: 6.9

How Implemented:

Under Samagra Shiksha scheme, assessment support for identification of disabilities as per RPwD Act, 2016 is provided under Inclusive education. These camps will be held for early identification of disabilities and the data of identified children shall be maintained by the States/UTs for all categories of disabilities defined under the RPwD Act. Accordingly, the annual identification camps to be conducted at block level, followed by appropriate educational placement based on the assessment.

Description and Benefits:

- **Funding support:** Upto Rs. 10,000/block for elementary level.

Upto Rs. 10,000/ block for secondary level

Beneficiaries: All CwSN students studying in government, government aided and local body schools.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.55 MANODARPAN

To provide psychosocial support to students, teachers and families for mental health and emotional well-being during the COVID-19 and beyond Atmanirbhar Bharat Abhiyan

NEP Paras: 4.11, 4.12, 4.13, 22.8, 24.2 & 24.4 (e)

How Implemented:

Manodarpan is also an initiative of the Department of SE&L under the Atma Nirbhar Bharat programme. To begin with, a Working Group was set up in DoSEL, to monitor and promote mental health and provide psychosocial support to students. Experts from fields of education, mental health, child and adolescent psychology are members of the Working Group. This group has also held wide consultation with stakeholders and that is how Manodarpan was launched. A dedicated Manodarpan Cell has been set up in NCERT to carry out the activities. At present it consists of the following components:

- Webpage <https://manodarpan.education.gov.in> on MoE website – containing, audios, videos, advisory, motivational posters, practical tips podcasts, FAQs, etc.
- Advisory for school/college students, teachers and parents.
- National Toll-Free Tele Counseling helpline-8448440632. More than 500 counselors have voluntarily enrolled to provide tele-counseling services from all over the country and about 100 were mapped for 1st phase.
- Handbook on 21st Century life skills for school students to face real-life challenges.
- Manual on mental health for sensitizing parents and teachers along with students
- Webinars, audio-visual resources, videos, posters, comics, flyers, and podcasts.

Date of Implementation: Announced as an initiative on 17th May 2020 by Hon'ble Finance Minister and Manodarpan was launched on 21st July 2020.

Target Group: Children, Adolescents and Youth and their parents and teachers

Benefits Accrued:

- Use of technology to reach out to the unreached for counselling on mental health and well-being.
- Supporting and providing guidance to the callers on psychosocial issues through National Toll-free Helpline.

5.56 Development of Quality learning content for learners with disabilities

NEP Para: 6.11

How Implemented:

The National Education Policy (NEP) 2020 also envisages education as the foremost primary measure to achieve economic and social mobility, inclusion and equality. It highlights the inclusive practices by making corresponding changes in curriculum, pedagogies, continuous assessment and student support systems, to ensure quality education.

In consonance with the ***National Education Policies 2020***, National Institute of Open Schooling (NIOS) seeks THE way forward to remove barriers to learning and participation that can hinder or exclude pupils with special educational needs. In this regard, the following initiatives have been undertaken, especially for making learning contents available for the education and skilling of people with disabilities:

- **ISL (Indian Sign Language)** contents for Deaf and hard of hearing learners: NIOS has already developed 805 ISL Videos in different subjects at secondary and senior secondary level, as per the curriculum, in order to provide quality and accessible education to the deaf and hard of hearing learners. ISL videos are developed for all areas of course curriculum i.e. theoretical, practical and life skill.
- **Talking books/ePub:** Through the use of modern means of information and communication technology, the introduction of talking books and ePubs has leveraged the education of learners with blindness and low vision in a great way. NIOS has also developed Talking books in 46 academic subjects for the learners with visual impairment at secondary and senior secondary level.
- These videos can be found on the YouTube Channel of NIOS and are available on the DIKSHA Portal.

Beneficiaries and Benefits: These inclusively designed learning materials will help promote education of learners with disabilities especially for learners at the secondary and senior secondary level.

These course materials have been developed with the unique aim to ensure equitable and universal access, provide quality holistic education, enhance Gross Enrolment Ratio and minimize the dropout rate.

Recognition of efforts and Award: The National Institute of Open Schooling (NIOS) has been awarded prestigious UNESCO King Sejong Literacy Prize 2021 for its programme on 'Enabling education of persons with disabilities (PWDs) through technology enabled inclusive learning material, with specific focus on Indian Sign Language (ISL) based content'.

5.57 CwSN e-content Guidelines

NEP Paras: 4.43- 4.45, 24.2 & 24 (e)

How Implemented:

PM eVIDYA programme envisages development of special e-content for visually and hearing impaired students, along with extensive use of radio, community radio and podcasts and the uploading of QR coded energized digital textbook for grades 1 to 12 on DIKSHA portal. In pursuance of the vision for providing accessible e-content to Divyang students, Guidelines have been prepared with the specific goal of developing teaching-learning e-content for Children with Special Needs.

Date of Implementation: Guidelines released on 8th June 2021

Target group: Children with Disabilities as specified under the Rights of Persons with Disability (RPwD) Act 2016.

Benefits:

Policy measures are recommended for encouraging and sustaining accessibility in the long run which ensures the strengthening of supplementary educational resources for students with disabilities.

- Accessible Digital Textbooks based on UDL Principles to meet learning needs of ALL learners
- Sign language videos for deaf learners
- Supplementary e-content -This includes other forms of e-content, excluding 1 and 2 above.

A prime focus has been given on the skills relating to personal adequacy in daily living as it will benefit them in improving/developing communication and language, Literacy and simple arithmetic skills, awareness about the physical and social environment, Psychomotor coordination, Cognitive functions, etc.

Way forward: Implementing the Guidelines will ensure multiple aspects, including revamping of the current schooling structure and radical reforms in the curriculum. Also, it will help in enhancing the use of digital technology to provide accessible content to Divyang students.

5.58 Talking Books: To develop Inclusive Education Resources

NEP Para: 6.1

How Implemented:

National Education Policy, 2020 has recommended education for Persons with Disabilities (Divyangjan). In accordance with the recommendation of the National Education Policy, 2020 for the development of inclusively designed learning materials for the education of Persons with Disabilities (Divyangjan), NIOS has taken steps to develop appropriate and accessible course materials for deaf and hard of hearing learners and learners with blindness and low vision.

- For visually impaired learners: Talking books in daisy format have already been developed for 14 subjects at the senior secondary level.
- For learners with disabilities in general: General guidelines were issued for exemptions and concessions on examinations to meet the needs of students with disabilities.

Date of Implementation: Launched in 2021-22

Target Group: This initiative will boost the learning of 50 lakh population with blindness and low vision.

Benefits Accrued:

- Talking books will support in enhancing vital literacy skills such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension.
- Overall these initiatives will help to cater to the need of learners with disabilities and ensure equitable and universal access, providing quality holistic education and Enhancing Gross Enrolment Ratio.

Way Forward:

Contents in talking books in daisy format shall be developed in 9 subjects on priority and more subjects will be added in subsequent stages.

5.59 Inclusion in Board Exams - Facilitating CWSN candidates

NEP Para: 6.13

How Implemented:

The NEP 2020 lays emphasis on undertaking specific actions including creating an ecosystem for appropriate assessment and certification of disabled learners. After the promulgation of the Rights of Persons with Disabilities (RPWD) Act, 2016, there was a felt need to address each of the 21 specific disabilities. For this purpose, CBSE aligned its examination bylaws to the benchmark disabilities mentioned in the Act in the year 2018. The Board came out with detailed guidelines for facilitating each disability for the Board examinations. Common exemptions for Class X Board exams for disabled examinees include exemption from third language and flexibility in the choice of subjects. The common exemptions for the class XII board include flexibility in the choice of subjects and Separate question papers and questions in lieu of practical components. Examples of disability-wise specific exemptions include – use of computers, use of a scribe, examination on the ground floor, permitting assistive devices, more options for skill subjects, etc.

Date of Implementation: In anticipation of the NEP 2020, this was introduced for the 2019 Board exams for the first time in CBSE. However, the states/UTs have adopted the guidelines in 2021-22.

Target group: All disabled learners enrolled in CBSE schools.

Benefits:

- The Guidelines lays down very detailed Standard Operating Procedures and is highly self-explanatory.
- Disabled students are motivated to complete their studies right up to the Senior secondary level.
- This contributes to the productivity of disabled learners and thereby in nation building.

5.60 Standardization of Indian Sign Language (ISL)

NEP Para: 4.22

How Implemented:

In accordance with the recommendation of the National Education Policy, 2020 for inclusive education without any barrier for Persons with Disabilities (Divyangjan); NIOS has taken steps to standardise ISL for deaf and hard of hearing learners.

- For understanding the variation in Indian Sign Language, NIOS organised two workshops involving deaf learners at Kochi, Kerala, and at Ranchi, Jharkhand.
- The identification of core committee members from various national and regional level organisations has been done. The committee members consist of experts having a global reputation and representation of different geographical variations.
- NIOS has developed 804 ISL videos in different subjects at secondary and senior secondary level courses. It will help the standardisation process.
- NIOS is delivering a one-hour live program in Indian Sign Language twice a week on PM e-Vidya 10 TV Channel since September 2020.
- To strengthen the standardisation process, NIOS has developed course material in Indian Sign language as a language subject at the secondary level and this course will be offered from the upcoming academic session.

Date of Implementation: Launched on 29th July, 2021

Target Group: Deaf and hard-of -hearing learners.

Benefits accrued:

It will help the deaf and hard of hearing persons to communicate easily and effectively and also help them to interact with the world around them, develop understanding about culture and communities and make significant contributions to society. Standardisation will help to create quality human resources in education, training, and industry and thereby help in the quality lifestyle of the hearing-impaired population.

5.61 PM eVidya- For ensuring Equitable Education

NEP Para: 15.11

How Implemented:

The progress of India in the coming decades will be fuelled by the participation of a young population who should be able to tap into the opportunities offered by a growing economy that is becoming increasingly digital. Hence, the need of creating an open, interoperable, evolvable, public digital education infrastructure sector that can be used by multiple platforms and point solutions, to solve 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.

Date of Implementation: Launched as a part of Atma Nirbhar Bharat in May 2020

Target group: It provides multi-modal learning access to students, teachers, parents ensuring inclusion to overcome the digital divide.

Benefits:

DIKSHA for school education in states/UTs: One Nation, One Digital Platform; About 1.9 lakhs resources have been developed in 32 Indian languages and uploaded on DIKSHA. DIKSHA sees 5 crores page hits on an average per day since October 2020. One earmarked SWAYAM PRABHA DTH TV channel per class from 1 to 12 (one class, one channel) Extensive use of Radio, Community radio, CBSE Podcast- Shiksha Vani, TV coherence, etc. NIOS delivers 3 hours of live video programmes every day on PM e-vidya 10 and 12 channels for providing continuous learning support for learners at the Secondary and Senior Secondary level including Vocational Courses and Indian Sign Language based content w.e.f. 01.04.2021. These channels can be accessed through DD, Dish TV, Jio App, and Jio TV App. The special e-content for visually and hearing-impaired students is also available on the platform.

Way forward: PM e-VIDYA will fulfill the vision of making India a hub of digital learning by addressing the digital divide and enabling equitable learning through a multimodal system of education that provides coherent access to these digital resources through portals, apps and broadcast.

5.62 Swayam Prabha TV channels: One class, One TV channel for grades 1 to 12

NEP Paras: 21.9, 23.6, 24.1, 24.2, 24.4 a, 24.4 d, 24.4 e & 24.4 i

How Implemented:

Under the PM e-VIDYA initiative of the Atma Nirbhar Bharat program, 12 TV channels of SWAYAM PRABHA are earmarked for classes 1-12 as one TV channel per class. The content for these channels is mostly prepared in-house by the NCERT in its own production studios. A monthly calendar of programs per class, per day is disseminated on various social media platforms and content is systematically and sequentially broadcasted on each channel. NCERT develops content in Hindi and English. NCERT has also given slots to other states on these TV channels to broadcast the content prepared by them in local languages.

Date of implementation: Started on 1st October, 2020.

Target Group: It provides multi modal learning access to students, teachers, parents ensuring inclusion to overcome digital divide.

Benefits:

- Outreach to remotest corners of the country.
- Till 30th June 2022: 30,655 calls received through PM e-VIDYA IVRS
- On Channel 1 to 10: 2 hours fresh slot with 11 times repeat is transmitted.
- On Channel 11 and 12: 3 hours fresh slot with 8 times repeat is transmitted.
- Subjects like yoga, cyber safety and security, ICT tools, guidance and counselling, inclusive education included in the transmission schedule.

Way Forward:

These are DTH channels that use the GSAT-15 satellite to broadcast high-quality educational content. The overall cost, both for the broadcaster and the viewers, is much lower than broadcasting through regular TV channels on a commercial basis. The Ministry of Education has shown the way for states/UTs that are not able to reach the last child in the last mile due to lack of connectivity for various reasons. These DTH channels are able to reach the remotest corners of the country. It is envisaged that these will be continued to be used for blended learning even post-pandemic.

'One class-one TV channel' programme of **PM e-VIDYA will be expanded from 12 to 200 TV channels** (Budget 2022-23). This will enable all states to provide supplementary education in regional languages for classes 1-12. This will be implemented through BISAG-N, MeitY. These channels will be dedicated for the educational purposes and in the true spirit of federalism, will be made available to States/UTs and other educational bodies for their optimum utilization.

5.63 E-content made available in 32 Indian Languages

NEP Paras: 4.11, 4.12, 4.13, 4.14, 22.8, 24.2, 24.4 c & 24.4 e

How Implemented:

Under the PM e-VIDYA initiative of the Atma Nirbhar Bharat program, DIKSHA platform is providing access, anytime, anywhere, to learning resources. These resources have been mostly developed by NCERT and SCERTs with the help of teachers. Each of the 35 states/UTs that have onboarded on DIKSHA have their own vertical or share a vertical with the state whose curriculum and Board of Secondary Exams they follow. While NCERT creates e-content in Hindi and English, each of the states/UTs have created e-content in their own medium of instruction/local languages. E-content is available as textbooks, audios, videos, item banks, teacher training modules, lesson plans, Learning Outcomes mapped to content, teacher handbooks, etc. At present, e-content is available in 32 Indian languages as well as four foreign languages.

Date of implementation: The PM e-VIDYA programme was launched as a part of Atma Nirbhar Bharat in May, 2020.

Target Group: The DIKSHA platform offers engaging learning material, relevant to the prescribed school curriculum, for students and teachers of grades 1-12 and their parents.

Benefits:

- The prescribed Textbooks of NCERT/states have been mapped with QR Codes. Each QR code is tagged to related video based e-Contents. These are known as Energized Textbooks. These QR codes can be scanned easily by a simple bar code reader or by the DIKSHA App to access anytime, anywhere digital content. It can be accessed at <https://diksha.gov.in>
- The 32 Indian languages in which the e-contents are available include: Awadhi, Bhojpuri, Bangla, Bhutia, Bodo, Brij, Bundelkhandi, Chhattisgarhi, English, Gondi-Dantewada, Gondi-Kanker, Gujarati, Halbi, Hindi, Kannada, Kashmiri Khaasi, Konkani, Kudukh, Lepcha, Malayalam, Manipuri, Marathi, Mizo, Mythili, Odia, Punjabi, Sanskrit, Sargujia, Tamil, Telugu, and Urdu.
- The four foreign languages for which e-content is available on DIKSHA are: French, German, Japanese and Persian
- Almost 6463 Energized Textbooks developed by states/UTs and NCERT are available on DIKSHA, which is nearly 80% of the prescribed textbooks for grades 1-12.
- 2,88,322 pieces of e-content are live on DIKSHA

Way Forward: Contents will be made available in all local languages of the States/UTs.

5.64 DIKSHA

NEP Para: 15.11

How Implemented:

DIKSHA started out as a Teacher Professional Development platform in 2017, but looking to the need of the hour, it quickly evolved into a teaching-learning repository of engaging e-content. The pandemic became an opportunity for DIKSHA to expand like never before and transform itself into the one nation, one digital education platform that it is today. This platform has been jointly developed by DoSEL and Ek Step (a CSO) as a part of its CSR initiative and is hosted through NCERT. Types of content/use cases on DIKSHA:

- Energised textbooks (QR coded and each QR code tagged with e-content) of NCERT and of states/UTs – a total of 6500 prescribed textbooks from the country have become energized, including 359 NCERT textbooks.
- Question banks
- Audios/videos curated by expert teachers and mapped to curriculum
- Teacher Training modules by NCERT – NISHTHA – so far almost 42 lakhs elementary teachers trained
- Teacher training modules by states/UTs
- ChatBot - WhatsApp, App, and web-enabled TARA ChatBot launched on 23.3.21. This Bot helps a visitor to DIKSHA easily navigate to the required place.
- Vidyadaan or crowdsourcing of e-content on DIKSHA -40,000 content pieces have been crowdsourced
- Radio and TV coherence - the same e-content that is available on one digital platform is being made available on other digital platforms too.
- Integrated Voice Response System: IVRS system started from 5th March, 2021 with a toll-free number 8800440559. This also helps the student/teacher to easily navigate through DIKSHA.

Date of Implementation: Though DIKSHA was initiated in 2017, it was expanded at a very fast pace after its inclusion under the Atma Nirbhar Bharat Programme in May 2020.

Target group: Teachers, students, schools from grade 1-12

Benefits:

- More than 2.96 lakh pieces of e-content are live on DIKSHA as of date.
- E-Content is available in 36 Indian languages, including Indian Sign Language (ISL).
- 600 ISL videos have been uploaded on DIKSHA.

DIKSHA page hits and learning sessions as on date are:

- Page hits on DIKSHA– 22 billion
- Total Learning sessions on DIKSHA – 5 billion
- Total Learning in minutes on DIKSHA – 59 billion

Way Forward:

- DIKSHA has shown the capability for several use cases – such as Control and Command Centre of Gujarat, Energised schooling, Quizzes, etc. It is a highly evolvable and scalable architecture; therefore there is huge potential to innovate.
- DIKSHA is NDEAR compliant and has in fact inspired the architecture of NDEAR
- Going forward, this will be one of the most important Building blocks of NDEAR related to teaching and learning resources and educational governance.

VECTOR BACKGROUND

5.65 Education for All and Lifelong Learning

NEP Chapter 21

How Implemented:

Aligned with the recommendations of National Education Policy- 2020 and in pursuance of the relevant Budget Announcement for FY 2021-22, a new centrally sponsored scheme on 'Education for All' (Adult Education) – "New India Literacy Programme" has been designed. The scheme will have five components of 'Education for All' as recommended by NEP i.e. (i) Foundational Literacy and Numeracy, (ii) Critical Life Skills, (iii) Basic Education (Equivalency), (iv) Vocational Skill Development and (v) Continuing Education.

As per NEP, 2020 a constituent unit of NCERT dedicated to 'Education for All' has been established with nomenclature as National Centre for Literacy (NCL) vide their Order No.PS(S)/1-1/2021/8482856 dated 17th March 2021. NCERT has prepared the primer for foundational literacy of adults and it has been shared with states. The scheme relies heavily on the use of technology for planning, monitoring, outreach and training.

Period of Implementation: FYs 2021-22 to 2025-26.

Target Group: To cover 5 crore, non-literate adults, in the age group of 15 years and above in both online and offline mode in the country.

Benefits:

The scheme will cover 5(five) components of 'Education for All' i.e. Foundational Literacy & Numeracy, Critical Life Skills, Basic Education (Equivalency), Vocational Skill Development and Continuing Education

Way forward:

The scheme will use IT-Based platforms and school systems to reach out to the maximum number of non-literates.

5.66 Primer for Adult Education

NEP Para: 21.5

How Implemented:

As per the mandate of NEP a National Centre for Adult Literacy (NCAL) has been established in NCERT. This cell will be mainly responsible for the development of Primers, other online and offline learning resources and the development of the first National Curriculum Framework for Adult Education. The NCAL has prepared Primers on Foundational Literacy and Numeracy (FLN) in Hindi. Process for the preparation of EPrimers, E-contents Audio-Video of Adult Education is also going on.

Date of implementation: The first Primer on foundational literacy and numeracy for adult learners was prepared by NCERT and circulated to States and UTs on 30th December 2020.

Target group: Non-literates of 15 years and above age group

Benefits:

- The Primer has been circulated to the states/UTs to assist them in developing their own Primers in the local language.
- The Primer covers all areas related to foundational literacy and numeracy by relating them to various real-life situations to sustain the interest of the learners.
- Primers help not only the non-literate in attaining literacy skills, but they also help the volunteer teacher to teach the non-literates in a systematic fashion.
- Reduction in illiteracy on our journey towards 100% literacy in the country by 2030 as recommended by NEP 2020 in para 21.4 and as per the mandate of SDG 4.6 of UNESCO.

Way Forward:

- AE Bureau, NCAL, NIOS, and DAE will collaborate with various Ministries/ Departments to prepare Teaching-Learning materials (TLM)/Primers for Critical Life Skills, Basic Education, and Continuing Education under convergence.
- TLM/Courses for Vocational Skills Development will be provided by the Ministry of Skill Development & Entrepreneurship for the beneficiaries of NILP.

5.67 National Digital Education Architecture (NDEAR)

NEP Para: 24.4 b

How implemented:

To fulfill the vision in National Education Policy, 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 to ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- enable existing digital systems to upgrade and become interoperable at Centre and States level and create new digital tools and solutions to support teaching and learning activities to achieve universal access to quality education
- provide diverse content and learning materials for different learners across the country in multiple languages;
- provide varied learning and teaching methodologies;
- provide training material for upskilling of teachers;
- provide multimodal access - across devices types and distribution channels namely TV, radio, mobile, computer; synchronous and asynchronous and;
- support educational planning, governance and administrative activities of the Centre and the States/ Union Territories by providing reliable data on programs and policies being implemented at different levels - school, district, state and Center.

Date of implementation: 29 July, 2021

Target Group:

- **Learners:** 26.44 Crore school going students willing to learn formally or informally plus anyone else willing to study including parents.
- **Teachers:** 96.96 lakh teachers plus, informal teachers, teacher trainers, pedagogists, education experts, community volunteers, and parents.
- **Administrators:** Central and State Governments and the various entities, School Boards, Autonomous Organizations, Schools and School Administrators - both Private and Public.

Benefits:

- Real time picture of Availability of teachers, schools and students registries which will result in a single source of truth and avoid duplication of efforts and data by Government schools and other agencies.
- A highly unified and interoperable environment for different websites, portals, LMS, databases etc. hosted by different entities.
- Digital content and LMS for schools, students and teachers.
- It will bridge the gap between different stakeholder's eco systems through digital highways.
- A sand box environment for boosting digital innovation in the education sector.
- Bring Innovation by providing a network environment which will allow eco system players to access and build on the solutions and programmes of other stakeholders.
- The availability of Basic buildings blocks of future which will allow current environment to work in a more efficient way and will be used by Government, civil societies, private organisations and others to develop platforms solutions for students, teacher, parents, administrators and community.
- The availability of easily accessible multi layered eco-system of information (school-wise, block-wise, district-wise, constituency-wise, state-wise and region-wise).
- This will catalyze and energize all the stakeholders to build, create, contribute and cooperate in the education sector.

Way Forward:

- The challenges of the Indian education system will continue to evolve with time. To meet these challenges, solutions must evolve as well. Recognizing this fact, NDEAR would endure and be relevant for future generations
- Digital architecture is incomplete without principles to govern data. In NDEAR, data will be required to improve solutions, policies and programmes. In addition, given the users and user interactions, data of individuals and particularly children will be addressed with care.

5.68 NDEAR Vidya Samiksha Kendra (VSK)

NEP Para: 24.4 (b)

How Implemented:

NEP 2020 caters to a multitude of requirements along with many schemes run by the Ministry of Education that benefit different facets of education & stakeholders. But running multiple schemes brings in challenges in effective implementation due to lack of:

1. **Visibility to stakeholders** - 'Ability to See' what's going on in almost real time
2. **Insights about what's happening** - 'Ability to Make Sense' of what's working/ what's not
3. **Coordination in driving improvements** - 'Ability to Amplify Actions' through timely, coordinated efforts based on data & insights

Keeping in view the challenges faced, a comprehensive system through which the relevant stakeholders will be able to track and monitor the overall information of education is required. The critical currency to successfully implement various schemes at scale is **Data**. All stakeholders involved at all levels of hierarchy are dealing with data. The ability to effectively collect, monitor, correlate, and analyse data will lead to timely actions to implement schemes.

Today, programs across various government bodies may run in independent silos. Integrating various data sets and breaking through the barrier of operating in silos will help us effectively leverage different entities towards a common goal.

The implementing body is NCERT, SCERTs and Samagra Shiksha Functionaries in States/UTs. DoSE&L, MoE has also allotted INR 5Cr. for implementation of VSK in FY 2022-2023.

Date of implementation: D.O. letter dated 24th May 2022 was sent to all States/ UTs by Dept. of School Education and Literacy (DoSE&L), Ministry of Education to set up NDEAR compliant Vidya Samiksha Kendra (VSK)

Target Group: Schools, Teachers, Students, Administrators across country

Benefits:

The main benefits of the NDEAR compliant VSK are:

1. Phygitize the data (digitise data from physical documents like attendance register, marks sheet etc) which significantly reduces the time from data collection to data entry
2. Handle the data processing and cleaning in an automated way and enable people to download datasets to further analyse that data

ACHIEVEMENTS OF NEP IMPLEMENTATION

3. Integrate and analyse varying datasets to observe impact across different metrics
4. Distribute the data at various levels and to all stakeholders, to solve challenges across levels

Way Forward:

The NDEAR compliant VSK is an institutional avenue that **enables integrated** and **shared 'seeing'** for amplifying **data-based decision making** to **drive action** by **key stakeholders** for the **success** of their programs.

VSK can be a "*Force Multiplier*" that multiplies the existing capabilities of people or systems, enabling transformative impact towards outcomes.

VECTOR BACKGROUND

5.69 DEEP (Digital Education and e-Resource Platform)

NEP Para: 24.4 b

DEEP (Digital Education and E-Resource Platform) is a virtual platform of NIOS for learners, teachers and avid readers. It provides an accessible, stimulating and fascinating world of knowledge. It is a digital library launched by National Institute of Open Schooling (NIOS), as an e-resource that helps learners, teachers and other interested people to access relevant collection of materials such as books, magazines, journals, articles, images, audio files and videos in digital form.

Description and Benefits:

DEEP is a first of its kind innovative and productive e-library for under graduate learners. It is an e-library which intends to enable learners with access to manifold information documents including study material of 75 different subjects, 12 thousand e-books, which includes different databases, two thousand five hundred magazines, journals and periodicals. Various reference books including dictionaries, encyclopedias and directories are also available on this platform. Video lectures and access points for educational TV channels have also been made available on the platform.

This digital repository aims to fulfill the needs and requirement of information seekers from pre-college level to subject experts.

Beneficiaries:

DEEP will facilitate NIOS learners and since it is an open access platform it is also available for learners across the globe, teachers and avid readers.

DEEP also targets to provide users with group-specific services such as examination preparatory materials for school, college students and job aspirants. E-library is designed to hold content of any language and provides interface support for 10 most widely used Indian languages. Job seekers, business entrepreneurs, budding entrepreneurs and those looking to advance their careers can benefit from this digital resource.

Implemented since when:

- Launched on 8th March 2022.
- As on 15th July, 2022, 54230 visitors have utilized the services of DEEP.

5.70 NIOS vertical with Teaching & Learning Material (TLM) on DIKSHA for wider dissemination

NEP Para: 24.2

How implemented:

In accordance to provide Quality Education free of cost, DIKSHA is a national platform for school education. DIKSHA was developed based on the core principles of open architecture, open access, open licensing diversity, choice, and autonomy as outlined in the Strategy and Approach Paper for the National Teacher Platform.

Date of Implementation: NIOS on-boarded on DIKSHA in Nov 2020 and the content uploading started from January 2021.

Target group: This initiative will boost the Open Schooling Learners as well as the General Learners including the Children with Special needs in pursuing Secondary, Sr. Secondary, and Vocational education free of cost.

Benefits:

At Present the following contents in English and Hindi Medium in the form of Text, Video, and Sign Language are available on DIKSHA Platform for the benefit of the Learners

- 21 subjects of Secondary level comprising 763 content pieces
- 32 subjects of Senior Secondary level comprising 1333 content pieces
- 191 videos in ISL medium for 7 subjects of Secondary and Senior Secondary level.

Way forward:

In the near future, more content in other Regional Languages will be uploaded for the benefit of the Regional Medium Learners. Apart from Secondary and Senior Secondary the NSQF Compliant Vocational courses will also be uploaded for the benefits of the Learners pursuing Vocational courses. More videos in Indian Sign Language will be added for the benefit of the Children with special needs. Talking books for the Blind Learners will be made available at DIKSHA Platform.

5.71 200 TV CHANNELS

NEP Para: 24.2

How Implemented:

Due to the pandemic-induced closure of schools, our children, particularly in the rural areas, and those from Scheduled Castes and Scheduled Tribes, and other weaker sections, have lost almost 2 years of formal education. Mostly, these are children in government schools. Recognizing the need to impart supplementary teaching and to build a resilient mechanism for education delivery, 'one class-one TV channel' programme of PM e-VIDYA will now be expanded from 12 to 200 TV channels. This will enable all states to provide supplementary education in regional languages for classes 1-12. This expansion from 12 to 200 channels will lead to the provision of educational content in all regional languages and as a result the number of beneficiaries across the nation will be increased.

Implementation Strategy:

This will be implemented through BISAG-N, MeitY. These 200 channels will be dedicated for the educational purposes and in the true spirit of federalism, will be made available for hosting their content to States/UTs and other educational bodies for their optimum utilization. The work will be coordinated by CIET-NCERT under the aegis of MoE with the help of States/UTs and other Educational Bodies for development of quality contents, scheduling and sharing the contents for telecast/broadcast. CIET, NCERT will create an SOP and share with all the stakeholders. ISRO-MoD will provide transponders for telecast to BISAG-N, MeitY. BISAG-N, MeitY will provide telecast facility and will help in telecasting the contents over the network as well as encoders to Channel Coordinators (States/UTs/Autonomous Bodies) for supporting live telecast. DD-Prashar Bharti, MI&B will help in branding/co-branding of 200 PM e-VIDYA channels. MoUs between and among parties shall be signed for sharing of respective responsibilities and for smooth functioning of the channels.

VECTOR BACKGROUND

H. Assessment

5.72 Provision for setting up of Assessment Cell at the SCERT under Samagra Shiksha

NEP Para: 4.34

How Implemented:

Under Samagra Shiksha, provision is provided for setting up of assessment cell preferably at SCERT. States and UTs may set up Assessment Cell preferably in the SCERT. In the case of UTs where there is no SCERT, the Assess Cell maybe established either at the State Project Office (SPO) or DIET, etc., and provision of funds can be availed accordingly.

The main objectives for establishing an assessment cell are as follows:

- To develop and conduct various achievement surveys, data collection, analysis and disseminate the performance of students on a regular basis.
- To develop assessment tools and item banks in order to diagnose the learning gaps of students studying at different school levels.
- For capacity building of various stakeholders including faculties in SCERTs and DIETs to develop high-quality assessment tools and test items.
- To work out intervention strategies on various aspects such as, improved teacher training, curriculum revisions, school leadership programs, school standards, etc.

Description and Benefits:

- Up to ₹ 50 lakh recurring cost per annum for setting up of an assessment cell at the state level.

Beneficiaries: All stakeholders i.e., Students, Teachers, Educational Administrators, etc.

Date of Implementation: Since launch of Samagra Shiksha 2.0 in July 2021

5.73 PARAKH – Equity and Excellence in Assessment

NEP Para: 4.41

Conception of National Assessment Centre (PARAKH)

The National Educational Policy 2020 envisages setting up of a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), to be an autonomous, expert body that performs at the highest standards to ensure that high-quality assessments are conducted across geographies and in different school types. As per letter Number 19-7 /2019-IS.8.Part (2/IS.1) dated November 9th, 2021; it was stated that a National Assessment Centre named PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to be set up under Ministry of Education (MoE) that fulfills the basic objectives of setting norms, standards and guidelines for student assessment and evaluation for all recognized school boards of India along with other activities as mandated by Para 4.41 of NEP 2020.

It has been decided by MoE that PARAKH will be set up as constituent body of NCERT with relative autonomy and delegation of powers so that it is able to function without being dependent. The funding of PARAKH will be done through the National Component of STARS Project which is being implement in six participating states till completion of the Project i.e., FY-2024-25. To begin with, the Educational Survey Division, of National Institute of Education, NCERT New Delhi will function as PARAKH and from this strategic expansion may take place in a phased manner.

Mandate of PARAKH

The key mandate for PARAKH will be to provide technical support for learning assessments, strengthen the National Achievement Survey, build capacity to improve the assessment ecosystem, monitor and report on learning outcomes in the country, guide examination boards, and create partnerships and networks. PARAKH will be established as a technical organization with knowledge of assessment standards and skills, as well as a robust understanding of policymaking and implementation. It will be a thought leader in the field of learning assessment and be the home of assessment experts who have a deep understanding of education and how children learn. Its team will consist of leading assessment experts with a deep understanding of the education system in India and internationally. PARAKH will eventually become the national single-window source for all assessment related information and expertise, with a mandate to support learning assessment in all forms, both nationally and where applicable, internationally.

Way forward:

- To help in the Setting up and Strengthening the National Assessment Centre (PARAKH), NCERT is in the process of hiring the services of an agency.
- The activities proposed for the year 2022-23 was presented to the Programme Advisory Board (PAB) held for PARAKH.
- Scheduling activities as per the timelines. Engaging in Research, Training and Extension related activities in Assessment and Examination Reforms.
- Coordination and Consultation with State Directorates of Education, States Education Boards for Implementation of the action plan.

5.74 Learning Outcomes Based Item Bank

NEP Paras: 1.3, 4.30, 5.28 & 21.5

How Implemented:

Ten Test items for each LO for class-I to V have been developed in Mathematics, English, and Hindi and for classes 3 to 5 in EVS. A variety of questions have been included like activity questions, subjective questions, questions that require reasoning, etc. A total of 4344 assessment questions have been developed (1177 in Mathematics, 437 in EVS, 1969 in Hindi, and 761 in English). A metadata sheet based on the same was also developed for the purpose of referencing and to be uploaded on the DIKSHA Portal. It is an integral part of the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat Mission) and will help achieve its objectives.

Date of Implementation: Test Items available on the DIKSHA platform since 2021

Target group: Students from Grades 1-5, Teachers, Parents, and Educational Administrators

Benefits accrued:

It is very important that children achieve learning outcomes at their grade level as they are arranged spirally. In order to assess the learning levels of children, assessment items have been developed for each learning outcome so that the teachers can get an idea of using competency-based assessment items. Later, teachers can design similar competency-based assessment items to help each child achieve learning outcomes.

Way forward:

These test items would help teachers so that they can develop their own assessment items to test the achievement of learning outcomes by children.

VECTOR BACKGROUND

I. Community Engagement

5.75 Vidyanjali 2.0

NEP Paras: 2.7, 2.9, 3.6, 3.7, 21.3, 21.7, 21.8 & 21.9

How Implemented:

The National Educational Policy (NEP) 2020 seeks to introduce and bring about a transformative change across all levels of education in India, including through active involvement of the community as well as philanthropic sector in the attainment of its goals and objectives. The NEP, 2020, in different chapters, lays emphasis on volunteer participation. To connect the Government and Government aided schools through a volunteer management program, the Department of School Education and Literacy, Ministry of Education has revamped the Vidyanjali web portal. The newly introduced portal - Vidyanjali 2.0 – will help the volunteers interact and connect directly with schools of their choice to share their knowledge and skills as well as contribute in the form of assets/material/equipment. Upon the expression of interest by a volunteer, the school authorities will assess the suitability of the volunteer for the service/activity and/or the specifications of the assets/material/equipment in accordance with the procedure as set out in these guidelines.

Beneficiaries:

- Schools and Students across the country.
- So far, 258892 schools have onboarded and 35555 volunteers are providing their services through the Vidyanjali portal. Volunteers have expressed interest in several areas such as subject assistance, mentoring of gifted children, teaching vocational skills, assistance for basic civil infrastructure and other classroom needs.

Implemented since when: Pilot initiated in September, 2021.

Benefits: Vidyanjali 2.0, a volunteer management program, will benefit all government and government-aided schools and students. It will help the community/volunteers to interact and connect directly with the Government and Government aided schools of their choices and share their knowledge and skills and/or contribute in the form of assets/material/equipment to meet the requirement of the schools.

Way forward: State/UT capacity building is being undertaken to implementing the program. Citizens, NGOs, and other organisation will be encouraged to participate in the program leading to improvement in school infrastructure and learning levels of children.

SECTION 6
Recently Released

6.1 Foundational Learning Study (FLS)

NEP Para: 2.2

How Implemented:

National Education Policy (2020) gives paramount importance to the ability to read and write, and perform basic operations with numbers at foundational level as it is an indispensable prerequisite for all future schooling and lifelong learning. Attaining foundational literacy and numeracy for all children has thus become a national mission, under the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat. The FLN Mission aims to ensure that all the children by the end of Grade 3 achieve foundational learning standards by the year 2026-27.

NIPUN Bharat guidelines specifically mentions conduct of a Foundational Learning Study (FLS), for benchmarking in Indian Languages with an objective to conduct a system level diagnostic study that provides data on achievement levels across foundational skills in literacy and numeracy up to grade 3 for establishing baseline and setting benchmarks under NIPUN Bharat Mission.

The specific objectives of the foundational learning study are as follows:

- To conduct a large-scale assessment of the foundational learning of grade 3 students to establish a baseline for the NIPUN Bharat mission
- To establish reading proficiency benchmarks for fluency with comprehension for each of the languages being assessed under the study
- To provide the data for SDG 4.1.1. (covering aspects of foundational literacy and numeracy)

Union of India conducted its first ever large-scale study to assess foundational skills of students in grade 3 in government and private schools from 23rd to 26th March and 4th to 6th April, 2022 across all Indian States and Union Territories to understand the system level preparedness and functioning. The study was led by National Council of Educational Research and Training (NCERT) under the guidance of Ministry of Education and in collaboration with UNICEF and state/UTs. The study was conducted in 20 languages covering nearly all medium of instruction in the country.

Benefits:

Foundational Learning Study covered approximately 86,000 grade 3 students from 10,000 schools. The Study sample included state government schools, government aided schools, private recognised and central government schools. More than 18,000 teachers participated in the research. FLS was conducted in 20 languages which are being used as a medium of instruction in respective state/UTs. The Study assessed learning competencies at the foundational stage in the children and the findings

will be used to plan systematic interventions. The study is quite unique as it is first time in the entire world that oral reading fluency with comprehension and numeracy benchmarks based on Global Proficiency Framework are set for 20 languages with the largest sample ever for one-on-one basis assessment.

The Foundational Learning Study (FLS) is a school-based performance assessment. Selected sample of children from grade 3 were assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally. Several foundational literacy skills including oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension were assessed as part of assessment. For foundational numeracy, number identification and comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling are included.

The results for the Foundational Learning Study were published on 06th September, 2022 in the form of national, state and district reports. The reports can be accessed at: https://dse.education.gov.in/fls_2022 .

6.2 Handbook for Early Identification and Intervention for Mental Health Problems in School Going Children and Adolescents

NEP Para: 4.28

In order to foster emotional and behavioral safety climate in schools, there is a strong growing need to equip teachers and allied caregivers with requisite information and skills to facilitate early identification and basic intervention of mental health conditions in children. Progressive schools, therefore, need to ensure that learning and holistic development takes place in a safe, secure and a happy environment for every child.

Handbook for Teachers and Allied Stakeholders for Early Identification and Intervention for Mental Health Problems in School Going Children and Adolescents has been launched on 06th September, 2022. This is a comprehensive handbook specifically designed for teachers to make them more aware, empowered, and enhance sensitivity towards mental health issues and concerns, and feel empowered in preventing illness and promoting wellness in schools.

The handbook contains the following broad aspects:

- **Section A:** A Whole School Approach, Prevention, Promotion and Management of Mental Health and Wellbeing, Education for self-reliance. School Structure, Ethos, Roles and Responsibilities.
- **Section B:** Early Identification and Management of Common Mental Health Concerns, Flag Signs and Risk Factors, What Teachers can do, Advice for Parents Common Emotional and Behavioral Emergencies in Schools.
- **Section C:** Planning Sensitization & Collaboration with Stakeholders, Emerging Concerns for Children with Special Circumstances: Mental Health Perspectives.

Benefits:

- Mental Health Survey throws light on the present day reality of the wide range of students' concerns in their personal, emotional, social life, challenges related to educational and career choices, dealing with the stress and anxiety related to competitions, academics, etc.
- It provides important leads in the area of mental health and well-being of students that can be the basis for taking up related work in school curriculum, teacher education curriculum, and other areas related to education of children.

6.3 Prashast : A Screening Tools for Disabled

NEP Paras: 6.1 & 6.11

How Implemented:

The NEP-2020, section 6.13, states, that most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better are the chances of progress. Teachers must be helped to identify children with disabilities early and plan specifically for their mitigation. Keeping view the dearth of a uniform disability screening tool covering the 21 disabilities, including the benchmark disabilities as per the RPWD Act 2016 and acting on the vision of NEP-2020, NCERT has developed the Disability Screening Checklist for Schools (DSCS).

Prashast : A Disability Screening Checklist for Schools' mobile app and booklet has been launched by the Department. The DSCS is a scientific screening checklist to be used by regular teachers at all levels of schooling, to screen all school children at the earliest, so that the school wise disability screening data is shared with authorities, for further use in assessment and certification camps. For its wider use the tool has been made available in digital form as an App. At present, the DSCS is to be implemented in small scale manually. It is planned to design a web and mobile application for promoting its large scale and free use.

Beneficiaries: Students, Teachers, Parents, Educational Administrators are beneficiaries. As per census 2011 (updated in 2016), out of the 121 Cr population in India, 2.68 Cr persons are disabled, which is 2.21% of the total population. Out of this about 2.21 %, around 7.62 % are considered as children. The beneficiary of DSCS are largely school students exhibiting behaviours and characteristics associated with disability conditions, teachers delivering the content, educational administrators and professionals engaged in the assessment and certification camps.

Implemented since when: A Disability Screening Checklist for Schools' mobile app and booklet has been launched on 06th September, 2022. *Prashast* booklet is available at the NCERT website and can be accessed at https://ncert.nic.in/pdf/DSCS_draft.pdf

Way Forward: The current web and mobile of the screening tool for disability will facilitate the real time screening without undesired time delays in manual screening using paper pen. The app will allow the teachers (both regular and special), educational administrators, counselors and primary health centre workers to actively participate in the school level screening of disabilities. The app will collate the school level screening data of twenty one disabilities recognized in RPwD Act 2016, and which will be shared with the functionaries engaged in assessment and identification camps at cluster and block level, for facilitating the certification of disabilities, in harmony with the Samagra Shiksha goals. The DSCS will not only have the provision of uploading the disability certificate but will also recommend the provisions available under Samagra Shiksha to address the special needs arising due to disability conditions. Series of continuous professional development of stakeholders shall be organized in face to face, online and blended mode for orientation and smooth administration and use of this web tool.

6.4 Shiksha Shabdkosh

How Implemented:

- A document on glossary of various terminologies in School Education called 'Shiksha Shabdkosh' has been developed, which is a compilation of all terms which have been used in the context of school education which may not immediately be apparent to many people who are new to the sector.
- The Shiksha Shabdkosh was launched on the occasion of Shikshak Parv 2022 on 06th September, 2022.
- The aim of developing this Glossary is to help readers familiarize themselves with key terms used in the School Education sector.
- The Shabdkosh includes terms and references which are widely used by educationists, educational administrators, teachers, examiners, etc.
- It consists of terms relating to various themes such as Education Indicators, Access, Equity and Inclusiveness, Quality, Curriculum, Assessment, Teachers, Teacher Education, Digital Technology, Governance, Monitoring, Vocational Education, Skilling and various schemes of the Government of India.
- Given the strong connection between concepts and practice, such a Glossary will contribute to productive reflection within national as well as regional education system.
- The document is, thus, intended as a working reference tool that can be used in a range of activities and at the same time help in stimulating reflections among stakeholders in the education sector.

Beneficiaries: All Stakeholders of School Education.

6.5 National Curriculum Framework for the Foundational Stage

NEP Para: 4.30

How Implemented:

The National Education Policy (NEP) 2020 is transforming education in India. It has set our education system on a path to delivering the highest quality education for all, with equity and inclusion. Amongst the most transformative aspects of NEP 2020 is the new 5+3+3+4 curricular structure which integrates Early Childhood Care and Education for all children of ages 3 to 8. Early childhood lays the foundation for life-long learning and development - it is a key determinant of the quality of overall life. The National Curriculum Framework (NCF) is one of the key components of NEP 2020, that enables and energizes this transformation, informed by the aims, principles, and approach of NEP 2020.

National Curriculum Framework for Foundational Stage, launched on 20th October, 2022, is the first ever integrated Curriculum Framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education. This framework is expected to deliver the highest quality Foundational Education, across all types of institutions in the country. This Foundational Stage framework will also guide the preparation of the Teachers for this Stage of education.

The Foundational Stage envisions an integrated approach to Early Childhood Care and Education; for children between ages 3-8. All studies and researches related to the early period of development of a child, unambiguously lead to the conclusion that high-quality care and education during this period has a lifetime of positive consequences for all individuals and thus, the nation.

National Curriculum Framework for Foundational Stage, uses 'play,' at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child.

This NCF is based on cutting-edge research from across the world in multiple disciplines which includes among other things better understanding in the fields of neurosciences, brain study, and cognitive sciences. Further, the accumulated insights from the practice of Early Childhood Care and Education, and the wisdom and knowledge from diverse Indian traditions are also important considerations. It also lays a clear path for the goal of achieving foundational literacy and numeracy as articulated in NEP 2020, with age-appropriate strategies.

Benefits:

To ensure that this NCF is responsive to the needs and aspirations of the nation, and is also informed by the very best experience and knowledge, a widespread

ACHIEVEMENTS OF NEP IMPLEMENTATION

consultation was conducted across the country. This process was benefited from the engagement of over 10 lakh interested citizens including students and parents, and over 1.3 lakh teachers and educationists from across the country, over 1550 district level consultations from 32 States and Union Territories, and 35 groups of institutions. These consultations were in addition to over 500 papers on 25 specifically relevant themes written by groups constituted by the States and Union Territories which all together had over 4000 experts, and 25 papers on these themes developed by expert groups with over 175 members, constituted by the National Council for Educational Research and Training.

The NCF has an institutional focus, the importance of the home environment cannot be overemphasized - including family, extended family, neighbours, and others in the close community - all of whom have a very significant impact on the child, particularly in this age cohort of 3-8 years. Hence, this NCF will deal with the role of teachers as well as parents and communities in enabling and enhancing the developmental outcomes that are sought during this stage.

National Curriculum Framework for the Foundational Stage is available on the link below: https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

VECTOR BACKGROUND

SECTION 7
Coming Soon

7.1 Guidelines for Gifted/talented Students

NEP Para: 4.43

How Implemented:

The Pradhan Mantri Innovative Learning Programme - DHRUV was initiated by Ministry of Education, Government of India in October 2019, to identify and mentor gifted and talented students across the country by renowned experts drawn from different areas, so that these children can realize their complete potential and contribute to the society. Under this, 60 outstandingly talented students were selected in the first batch of DHRUV programme for two streams: Science and Performing Arts. The students were broadly chosen from classes 9 to 12, from all schools including government and private from different parts of the country.

To extend this programme, extensive guidelines are being developed by seeking inputs from multiple stakeholders and incorporating them in draft guidelines. In these guidelines, the provisions of NEP Paras 4.43 to 4.46 provide the framework that should be adopted for nurturing giftedness.

- **At the school level-** 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.
- **At the levels of schools, school complexes, districts, and beyond** - Topic-centered and Project-based Clubs and Circles will be encouraged and supported. Examples include Science Circles, Math Circles, Music Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs and so on.
- **At the national level** - High-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admissions process to attract the very best students and teachers to these programmes from across the country including from socioeconomically disadvantaged groups.

To implement this, NCERT will develop a framework to enable States/UTs to develop enrichment material for identified students, both online and offline.

Target Group: The identification and nurturance of gifted students will benefit students in all schools, from all socioeconomic backgrounds, and in different classes. Through competitions, there will be multiple entry points in the program for gifted students, drawn from various subjects. The development of gifted education will also impact teachers as direct stakeholders who will be trained to identify giftedness. The nationwide implementation of the programme will also include 2e students, i.e., students with disabilities who have been identified as gifted and talented.

Benefits:

India has a huge untapped talent pool, where millions remain unidentified. In pursuance of the vision envisaged by Para 4.43 of NEP to discover, nurture and foster innate talents of students, the Gifted Education program will help harness the ability dividend of the country by transforming high abilities of students into proficiency. Their nurturance will further contribute in pushing the frontiers of knowledge and support the mentored students in setting standards of excellence in all walks of life. Timely identification and talent development will contribute to the betterment of society and help unleash their potential in building an Atma-Nirbhar Bharat.

VECTOR BACKGROUND

7.2 Experiential Learning Centre

NEP Paras: 4.1 & 23.6

How Implemented:

The National Education Policy (NEP) 2020 while addressing the needs and interest of learners at different stages envisions that learning should be holistic, integrated, enjoyable and engaging in nature. NEP-2020 also, advocates that “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”. The NEP-2020 while emphasizing on technology use and integration states that a rich variety of educational software will be developed and made available for students and teachers at all levels. It says, creation of virtual labs will help all students to have equal access to quality practical and hands-on experiments-based learning experiences. To realize the policy goals an **Experiential Learning Center (ELC)** has been set up at CIET-NCERT to facilitate teaching learning in a more interactive manner embedded with fun, creative, collaborative and exploratory activities for students for deeper and more experiential learning, (NEP-2022).

This experiential learning center is equipped with **Virtual Reality-based immersive educational platform** that commutes the students to the mesmeric realistic & memorable experience by stimulation & motivational fun based learning through the ergonomic device. Students can explore the depth of science content into reality through the a virtual system that takes them into the realistic 360° & 3D enjoyable pragmatic adventure feeling with the pail of knowledge to bring the significant transformation of education along with continuous guidance given by a teacher or educator and through self-exploration. This complete center is having VR Classroom which includes 2.5K/4K resolution HMD standalone 15 VR headset, 15 bean bags, Teacher’s device, Storage Case, Charging Console, Application, more than 575 curriculums based 3D, 360 degree Virtual tours for students in the age group 5 to 16 years. The center is also equipped with curriculum based 100 AR contents, talking books and 200+ virtual labs.

Implemented Since When: ELC was set up in July and is being piloted before its scheduled launch in later in the year 2022. Post launch, it will be scaled up covering students and teachers at Middle and Secondary level.

Target: ELC will be used for providing exposure to nearly 10 core students, orientation of 10 lakh teachers and teacher educators.

Way Forward:

This Experiential Learning Center shall be used for research and development purposes as well. More and more continuous professional development programme shall be organized using technology– Online, On-air and face to face mode to cover the stakeholders from States/UTs and Central organizations, which will help its wider use by stakeholders. Pilot studies on use cases will help to scale the initiative.

7.3 NIOS Portal for Mainstreaming Out of School Children

NEP Paras: 3.2, 3.3, 3.4, 3.5, 3.6 & 3.7

How Implemented:

The NIOS aims to work in conjunction with the State Education Departments in every State/UT in the following manner:

- MoU will be signed with the State/UT to bring back out-of-school children from the formal education system in the fold of NIOS for continuing education.
- Identified Out of school children from every state and UT shall be registered in NIOS in the age appropriate level of schooling like grade 3, 5, 8, 10 and 12. The process shall be as follows:
 - 1) The registration process shall be done by the state/UT education department/s.
 - 2) The cost of the registration, examination of out of school children shall be borne by the respective state/UT.
 - 3) The state/UT will have the responsibility to identify the schools which will act as the registered study centre for NIOS for the purpose of imparting education to the registered out- of- school children.
 - 4) The identified schools/Study centres will help the registered learners to complete their assignments, conduct practical exams and also prepare them for Theory Exams which will be conducted by NIOS.

Creation of a Dedicated web Portal by NIOS

A dedicated web portal has been developed to cater to the need for registration of out of school children across the country. The portal will:

- Help register, track, monitor and certify the out of school children.
- This entire process will be dealt through the state education department.
- Every State/UT will have a dedicated dashboard to monitor the registration and to track the registered out of school children.
- Every child registered on the portal through the state education department on the dedicated web portal will be assigned a permanent unique ID which will be helpful to identify the learner even after completion of the course from NIOS.
- Analytical dashboards will be available for the Ministry officials, NIOS officials, state, district and block level officials to monitor the entire learner base through the dedicated portal.



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