

INDEX

Chapter No.	Subject	Page No.
1	Early Childhood Care and Education: The Foundation of Learning	2
2	Foundational Literacy and Numeracy	4
3	Reintegrating Dropouts and Ensuring Universal Access to Education	7
4	Curriculum and Pedagogy in Schools	10
5	Teachers	22
6	Equitable and Inclusive Education	29
7	Efficient Resourcing and Effective Governance through School Complexes	36
8	Regulation and Accreditation of School Education	41
15	Teacher Education	48
19	Technology in Education	52
20	Vocational Education	58
21	Adult Education	61
23	Rashtriya Shiksha Aayog	64
	Way forward	68

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

Page No	Para no	Description
45	Early Childhood Care and Education: The Foundation of Learning (CHAPTER 1)	
49	P1.1.	<p>Curricular and Pedagogical Framework for Early Childhood Education:</p> <ul style="list-style-type: none"> • Expanding NCERT Mandate for development of Curricular and Pedagogical Framework for ECCE • Framework aimed at instilling multilingual skills • Incorporating numerous rich traditions, more localised arts, songs, stories, rhymes, puzzles, riddles, games, knowledge, customs, and innovations.
50	P.1.2	<p>Significant expansion and strengthening of facilities for early childhood education:</p> <ul style="list-style-type: none"> • Strengthening Anganwadi system as a robust component • Equipping each Anganwadi with at least one trained worker with skills in cognitive stimulations for multilevel education for 3-6 • Co-locating Angawadis with primary schools • Co-locating pre-schools for ages 3-6 with primary schools • Building stand-alone pre-schools. • Linking of Anganwadi Centres, pre-primary schools pedagogically, to a primary school as the lowest rung in the School Complex
51	P1.3	<p>Oversight of Early Childhood Education by the Ministry of Human Resource Development:</p> <ul style="list-style-type: none"> • MHRD to monitor from pre- primary school to primary school ECCE for curriculum and pedagogy and foundational aspects of education. • Developing detailed plan jointly in consultation with MWCD and MHFW by 2019 end by a special task force constituted by the MWCD, MHFW, and MHRD. • Planning and implementation of <u>ECCE curriculum and pedagogy in</u> Anganwadis and all pre-schools by MHRD
52	P1.4	<p>Design of learning-friendly environments:</p> <ul style="list-style-type: none"> • Creating quality physical infrastructure for Anganwadis, pre-schools, and primary schools • Developing learning materials through teacher/educator including children

Page No	Para no	Description
52	P1.5	Professionalisation of high-quality educators for early childhood education: <ul style="list-style-type: none"> • Preparing professionally qualified educators by States. • Creating facilities for Continuous Professional Development (CPD). • Providing 6-month training for current Anganwadis workers and educators handling pre-school
52 & 53	P1.6	Instituting an effective and quality regulatory system for ECCE: <ul style="list-style-type: none"> • Instituting quality regulation / accreditation system for ECCE for-pre-school education-private, public and all for quality standards.
53	P1.7	Generating demand from stakeholders for early childhood education: <ul style="list-style-type: none"> • Conducting advocacy programme for greater awareness for ECCE
53	P1.7	Extension of the RTE Act to include early childhood education: <ul style="list-style-type: none"> • Inclusion of free and compulsory pre-primary education for all 3-6 years in RTE Act • Public System to provide educational infrastructure, facilities, and educators to all children in 3-6 years,

Chapter 2: Foundational Literacy and Numeracy

Page No	Para no	Description
55	Foundational Literacy and Numeracy (CHAPTER 2)	
58	P2.1	<p>Expansion of midday meal programme:</p> <ul style="list-style-type: none"> • Providing breakfast and midday meal to pre-primary and primary school students • (Expenditure be linked to food costs and inflation in order to ensure the quality of food served)
59	P2.2	<p>Increased focus in school on foundational literacy and numeracy:</p> <ul style="list-style-type: none"> • Re-designing of Curriculum for Grades 1-5 for foundational literacy and numeracy for building love for reading and mathematics: <ul style="list-style-type: none"> o Having mathematics and reading hours every day for Grades 1, 2 and 3, and an additional writing hour for Grades 4 and 5. o Having “language weeks” and “mathematics weeks” o Having “language melas” “mathematics melas” o Having Weekly language and mathematics-focused assemblies; o Having Weekly activities around the library, (story-telling, theatre, writing, display of original writings, art by children). o Weekly fun puzzle-solving sessions that naturally inculcate logical and mathematical thinking.
59 & 60	P2.3	<p>Workbooks on language and mathematics:</p> <ul style="list-style-type: none"> • Workbook for Grades 1-5 for languages and mathematics in addition to textbook for help individualise instruction.
60	P2.4	<p>National repository of language and mathematics resources:</p> <ul style="list-style-type: none"> • National Teacher’s Portal (DIKSHA) to have resources on foundational literacy and numeracy. .
60	P2.5	<p>National Tutors Programme:</p> <ul style="list-style-type: none"> • Instituting a National Tutors Programme (NTP) where the best student performers will be drawn as tutors for five hours a week for younger students • Granting them certificate from the State each year indicating the hours of service.
60 & 61	P2.6	<p>Remedial Instructional Aides Programme:</p> <ul style="list-style-type: none"> • Instituting Remedial Instructional Aides Programme (RIAP) to draw instructors (especially women)

Page No	Para no	Description
		<ul style="list-style-type: none"> • IAs drawn from local communities graduated from Grade 12 (or the highest grade) good performers in their schools. • Training for them on foundational literacy and numeracy. • Crediting IAs for their IA service for B.Ed. and become teachers and become ECCE teachers in Anganwadis, pre-schools.
61	P2.7	<p>Encouragement of large-scale community and volunteer involvement:</p> <ul style="list-style-type: none"> • Engaging Volunteers (retired teachers, army officers, students, socially-conscious college graduates) to join the NTP and the RIAP on an unpaid basis, as a service model • NTP, RIAP to have two modes: <ul style="list-style-type: none"> o Conventional (consisting of peer tutors, and paid IAs from the local community) and o Volunteer; who would be awarded certificates by State govt / (GOI).
61	P2.8	<p>Management of the NTP and RIAP programmes:</p> <ul style="list-style-type: none"> • Teachers to assess the learning levels and identify students as tutors. • Teachers to work with principals to recruit IAs and volunteers for NTP and RIAP programmes.
61&62	P2.9	<p>Regular adaptive assessment:</p> <ul style="list-style-type: none"> • Developing system of adaptive assessment at all levels • Computer-based adaptive assessment in secondary schools eventually, by 2023, • with computers or tablets available in all schools, extended to cover every student in every school at the basic level and beyond
62	P2.10	<p>Piloting other technological interventions as aids to teachers:</p> <ul style="list-style-type: none"> • Providing technological interventions as learning aids.to teachers (computers, tablets, smartphones,) • loaded with apps and games in regional languages for literacy, numeracy and foundational curriculum, adaptive assessment and personalised learning.
62	P2.11	<p>School preparation module for all Grade 1 students:</p> <ul style="list-style-type: none"> • All Gr 1 Students to have a 3-months-long “school preparation module”, for learning readiness prior to starting Grade 1 syllabus. • NCERT to develop a curriculum framework, syllabus and pedagogical strategy for this • module would concentrate on play with alphabets,

Page No	Para no	Description
		words, colours, shapes, numbers, activities to be done at home.
63	P2.12	<p>The importance of parental participation:</p> <ul style="list-style-type: none"> • Meeting Parents at least twice every year to help track/optimize learning. • Teachers to give take-home worksheets, assignments to be completed in collaboration with parents
63	P2.13	<p>Redesign of teacher education for foundational literacy and numeracy:</p> <ul style="list-style-type: none"> • Emphasis on Teacher education and development, both pre-service and in-service for foundational literacy and numeracy, including the school preparation module, ECCE • All Grade 1 teachers to have a 5-day capacity development workshop for 3-month “school preparation module”.
63	P2.14	<p>Ensuring proper teacher deployment and teacher conditions, and a Pupil Teacher Ratio under 30:1 at every school:</p> <ul style="list-style-type: none"> • Ensuring PTR be less than 30:1. • teachers to spend their time with students rather than on administrative tasks
64	P2.15	<p>Expansion of public and school libraries and building a culture of reading and communication:</p> <ul style="list-style-type: none"> • Schools and school complexes to have a large selection of books in local languages
64	P2.16	<p>Role of social workers and counsellors:</p> <ul style="list-style-type: none"> • Hiring of social workers, counselors in school complexes to work with students, parents, teachers, tutors, IAs, and community members • to help ensure the retention in school and the mental health of all children.
64	P2.17	<ul style="list-style-type: none"> • Mobilisation of the local community and of volunteers: • Involving community, volunteer, have media campaigns and help recruit community members and volunteers for NTP & RIAP

Chapter 3: Reintegrating Dropouts and Ensuring Universal Access to Education

Page No.	Para No.	Description
67		Creating effective school infrastructure
67 and 68	P3.1.	<p>Addressing access gaps in infrastructure by</p> <ul style="list-style-type: none"> • Increasing the intake capacity of existing schools • Building new educational facilities • Consolidating existing stand-alone primary, upper primary, secondary, and higher secondary schools <p>Appropriate norms for the expansion, establishment, and consolidation of schools will be developed for each region/State/district</p>
	P.3.2	<p>Supporting transport facilities:</p> <ul style="list-style-type: none"> • School rationalization • Bicycles will be provided to older children, especially girls • Others - school buses, organised walking groups, paid walking escorts, or a transport allowance, will also be provided • cycle rickshaws could also be provided to local community members (such as a parent of a child in the school), who would be hired and paid a stipend
69	P.3.3	<p>Supporting hostel facilities:</p> <ul style="list-style-type: none"> • Build Free room and board facilities in the form of hostels - matching the standard of Navodaya Vidyalayas • KGBV will be strengthened and expanded to up to Grade 12
	P.3.4	<p>Ensuring security:</p> <ul style="list-style-type: none"> • Appropriate measures • building safe infrastructure • hiring security guards • maintaining connections with local police • school principals, social workers and local law enforcement will work together • The local police will work with the social workers to instruct parents and students
		Ensuring participation and learning
	P.3.5	<p>Monitoring students' attendance in school:</p> <p>Transparent and reliable systems for tracking attendance of all students will be set up at the local level</p>
	P.3.6	Monitoring students who may be falling behind

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • through adaptive assessments • set up personalised learning strategies • connecting them to NTP and RIAP
70	P.3.7	<p>Tracking out-of-school children:</p> <ul style="list-style-type: none"> • An appropriate area-specific and locally relevant mechanism • In most cases, social workers appointed to the school complex will take charge of managing the database, interfacing with the community
	P.3.8	<p>Role of social workers and counsellors:</p> <ul style="list-style-type: none"> • social workers appointed to the school complex will pro-actively meet with a) enrolled students having lengthy absences sb) enrolled students falling vastly behind, or c) children who have never enrolled or who have dropped out,: <ul style="list-style-type: none"> o to help ensure attendance/enrolment o connect them to remedial programmes o will also help in identifying and managing CWSN
	P.3.9	<p>Role of schools in children’s health</p> <ul style="list-style-type: none"> • schools, social workers, counsellors, and/or health workers will help instruct parents, students, and the community-at-large on good health, hygiene, cleanliness, and timely vaccination practices, • Hiring of health workers to school complexes will be prioritised in areas with widespread malnutrition, disease, and lack of sanitation
	P.3.10	<p>Second-chance education programmes for long-term out-of-school adolescents</p> <ul style="list-style-type: none"> • by establishing equivalency and bridging programmes, • including vocational education and skills development opportunities • Dropouts aged 15 and above - option to attend adult literacy programmes
71	P.3.11	<p>Enabling multiple pathways to learning:</p> <ul style="list-style-type: none"> • for all students, including CWSN/children of migrant workers • involving formal and non-formal education modes • and innovative educational platforms involving the use of technology • introduction of assessment on demand. • Open and Distance Learning (ODL) Programmes offered by the NIOS will be expanded as follows:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> o continue to offer Open Basic Education for learners aged above 14 years. o education at A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; o secondary education programmes that are equivalent to Grades 10 and 12; o vocational education courses/programmes; o and adult literacy and life-enrichment programmes. <ul style="list-style-type: none"> • States will be encouraged to develop State analogues by establishing State Institutes of Open Schooling (SIOS).
	P.3.12	<p>Allowing multiple models for schools, and loosening the input restrictions of the RTE Act:</p> <ul style="list-style-type: none"> • to allow alternative models of education such as gurukulas, paathshaalas, madrasas, and home schooling, the RTE Act requirements for schools will be made substantially less restrictive
72	P.3.13	<p>Extension of the RTE Act to include secondary education: (Grades 9-12; typically ages 14-18) will be included as an integral part of the RTE Act</p>

Chapter 4: Curriculum and Pedagogy in Schools

Page No.	Para No.	Description
73		4.1 A new developmentally appropriate curriculum and pedagogical structure for school education: 5 + 3 + 3 + 4 design.
75	P.4.1.1	<p>Restructuring school curriculum and pedagogy in a new 5+3+3+4 design:</p> <ul style="list-style-type: none"> • 5 years of the Foundational Stage: 3 years of pre-primary school and Grades 1, 2. • 3 years of the Preparatory (or Latter Primary) Stage: Grades 3, 4, 5. • 3 years of the Middle (or Upper Primary) Stage: Grades 6, 7, 8. • 4 years of the High (or Secondary) Stage: Grades 9, 10, 11, 12. <p>Foundational Stage:</p> <ul style="list-style-type: none"> • Flexible, multilevel, play-based, activity-based, and discovery-based learning, <p>Preparatory Stage:</p> <ul style="list-style-type: none"> • Building on the curricular style of the Foundational Stage, • Gradually incorporate textbooks and formal classroom learning • The aim of this stage will be to lay the general groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics, <p>Middle Stage:</p> <ul style="list-style-type: none"> • Introduction of subject teachers for learning/discussion of the more abstract concepts in each subject across the sciences, mathematics, arts, social sciences, and humanities. • Experiential learning within each subject, and explorations of relations among different subjects <p>Secondary Stage:</p> <ul style="list-style-type: none"> • Comprise four years of multidisciplinary study • with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice. • Each year of the Secondary Stage will be divided into 2 semesters, for a total of 8 semesters. • Each student would take 5 to 6 subjects each

Page No.	Para No.	Description
		semester <ul style="list-style-type: none"> • Restructured to test only core concepts, principles, critical thinking, and other higher-order skills in each subject • A system of modular Board Examinations - restructured to test only core concepts, principles, critical thinking, and other higher-order skills in each subject • All stages will heavily incorporate Indian and local traditions, as well as ethical reasoning, socio-emotional learning, quantitative and logical reasoning, computational thinking and digital literacy, scientific temper, languages, and communication skills
76	4.2	Holistic development of learners
76	P4.2.1	Reorientation of the content and process of school education: <ul style="list-style-type: none"> • Curriculum will be reoriented to develop holistic learners and develop in learners higher order skills of critical thinking, creativity, logical deduction, collaboration/teamwork, social responsibility, multilingualism, quantitative reasoning, and digital literacy. • enabling learners to attain learning outcomes relating to all curricular areas, including sports, science, art, language, literature, and ethics education.
77	4.3	Reduce curriculum content to enhance essential learning and critical thinking
77	P4.3.1	Reduce curriculum load in each subject to its essential core content, in order to make space for more holistic, experiential, discussion-based, and analysis-based learning <ul style="list-style-type: none"> • Mandated contents in the curriculum will be reduced, in each subject area, to its core • Teaching and learning will strive to be conducted in a more interactive manner; • Classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.
78	4.4	Empower students through flexibility in course choices
78	P4.4.1	Increased flexibility in choice of subjects: <ul style="list-style-type: none"> • Increased flexibility and choice of subjects to study, particularly in secondary school
78	P4.4.2	No hard separation of content in terms of curricular, extra-curricular, or co-curricular areas: <ul style="list-style-type: none"> • All school subjects will be considered curricular rather than extra-curricular or co-curricular, including sports, yoga, dance, music, drawing, painting, sculpting,

Page No.	Para No.	Description
		<p>pottery making, woodworking, gardening, and electric work</p> <ul style="list-style-type: none"> • NCERT will prepare syllabi and textbooks as per the National Curriculum Framework, to incorporate these subjects • SCERTs may edit, supplement, and rewrite as per States' needs. • Physical education, the arts, and vocational crafts will be seriously incorporated throughout the school curriculum
78	P4.4.3	<p>No hard separation of arts and sciences:</p> <ul style="list-style-type: none"> • At all levels
79	P4.4.4	<p>No hard separation of “vocational” and “academic” streams:</p> <ul style="list-style-type: none"> • There will be no hard separation • Pre-vocational orientation - exposure to different vocations - will begin during the elementary stage. • All students will take vocational courses • will give learners in-depth exposure to areas such as agriculture, electronics, local trades and crafts, etc. • Schools will be provided adequate infrastructure and resources
79	4.5 Education in the local language/ mother tongue; multilingualism and the power of language	
80	P4.5.1	<p>Home language/mother tongue as medium of instruction:</p> <ul style="list-style-type: none"> • When possible, the medium of instruction - at least until Grade 5 but preferably till at least Grade 8 - will be the home language/mother tongue/local language • The home/local language shall continue to be taught as a language wherever possible. • High quality textbooks, including in science, will be made available in home languages via the Indian Translation and Interpretation Mission
80	P4.5.2	<p>Bilingual approach for those whose language is different from the primary medium of instruction:</p> <ul style="list-style-type: none"> • Flexible language approach in the classroom. • Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials
81	P4.5.3	<p>Exposure to three or more languages in schools:</p> <ul style="list-style-type: none"> • All students from pre-school and Grade 1 onwards will be exposed to three or more languages. • Aim of developing speaking proficiency in all three languages by Grade 3
81	P4.5.4	<p>Standardizing sign language:</p> <ul style="list-style-type: none"> • Indian Sign Language (ISL) will be standardized and

Page No.	Para No.	Description
		National and State curriculum materials developed.
83	P4.5.5	Continuation of the three-language formula in schools: <ul style="list-style-type: none"> • The three language formula will be continued
83	P4.5.6	Implementation of the three-language formula: <ul style="list-style-type: none"> • It must be better implemented in certain States, particularly Hindi- speaking States; • a major effort from both the Central and State governments to invest in language teachers in all regional languages
83	P4.5.7	Recruitment of teachers for language teaching <ul style="list-style-type: none"> • Special efforts will be made, and special schemes rolled out, to recruit teachers
84	P4.5.8	Learning science bilingually: <ul style="list-style-type: none"> • Students whose medium of instruction is the local/home language will begin to learn science bilingually in Grade 8 or earlier, so that by the end of Grade 10 they can speak about science both in their home language and English.
84	P4.5.9	Flexibility in the three-language formula: <ul style="list-style-type: none"> • students who wish to change one or more of the three languages they are studying may do so in Grade 6 or Grade 7, so long as they are able to still demonstrate proficiency in three languages (one language at the literature level) in their modular Board Examinations
84	P4.5.10	Foreign language offerings in secondary school: <ul style="list-style-type: none"> • available to interested students to choose as elective(s) during secondary school. • an elective and not in lieu of the three-language formula
84	P4.5.11	Approach to language learning and teaching: <ul style="list-style-type: none"> • Foundational stage <ul style="list-style-type: none"> o Languages will be taught in a fun and interactive style with an emphasis on functionality and interaction o Teaching would consist primarily of conversation • Preparatory stage <ul style="list-style-type: none"> o move on to more sophisticated reading and basic writing abilities in each language's script • Middle stage <ul style="list-style-type: none"> o Writing will be incorporated more extensively o Enhanced with the reading of and analysis of uplifting literature o These languages will also be enhanced through other arts -by playing and discussing music or film excerpts, or engaging in theatre in these

Page No.	Para No.	Description
		languages
85	P4.5.12	<p>Course on the Languages of India:</p> <ul style="list-style-type: none"> • Every student in the country will take a fun course on “The Languages of India” sometime in Grades 6-8. • They will learn to say a few lines in every major language of India (greetings and other useful or fun phrases), and a bit about the literature • NCERT, and SCERTs will be tasked with designing this important course.
86	4.5.13	<p>Incorporation of relevant excerpts from great works of Indian literature throughout the curriculum</p> <ul style="list-style-type: none"> • Will be incorporated throughout the curriculum across all subjects
86	P4.5.14	<p>Study of Sanskrit and knowledge of its extensive literature:</p> <ul style="list-style-type: none"> • Facilities for the study of Sanskrit, its scientific nature, and including samplings of diverse ancient and medieval writings in Sanskrit from a diverse set of authors (e.g. the plays of Kalidasa and Bhasa), will be made widely available in schools • Relevant, history-changing Sanskrit writings will be integrated in various school subjects • Sanskrit will be offered at all levels of school as one of the optional languages • Sanskrit textbooks at the Foundational and Middle school level may be rewritten in Simple Standard Sanskrit (SSS) in order to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.
87	P4.5.15	<p>Make available courses on all classical languages of India</p> <ul style="list-style-type: none"> • The teaching of other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools
87	P4.5.16	<p>A two-year relevant course on a classical language:</p> <ul style="list-style-type: none"> • all students in all schools, public or private, will take at least two years of a classical language of India in Grades 6-8, with the option to continue through secondary education and university
88	P4.6	Curricular integration of essential subject and skills
88	P4.6.1	Scientific temper
88	P4.6.1.1	<p>Inculcate Scientific temper and encourage evidence-based thinking throughout the curriculum:</p> <ul style="list-style-type: none"> • Evidence-based reasoning and the scientific method

Page No.	Para No.	Description
		will be incorporated throughout the school curriculum - in science as well as in traditionally “non-science” subjects - in order to encourage rational, analytical, logical, and quantitative thinking in all aspects of the curriculum.
89	P4.6.2	Art and aesthetics
89	P4.6.2.1	<p>Music and art experiences in the early years:</p> <ul style="list-style-type: none"> • Every student from the Foundational stage onwards will have basic exposure to the notes, scales, ragas, and rhythms of classical Indian music (Carnatic and/or Hindustani) through vocal exercises, singing, and clapping, as well as in local folk music, art, and craft in a hands-on way; they will have exposure to both vocal and instrumental music • Simple, inexpensive hand instruments such as shakers and xylophones would be available in pre-schools and schools
90	P4.6.2.2	<p>Taking up at least one art for deeper study:</p> <ul style="list-style-type: none"> • students will be strongly encouraged to take up at least one such art more deeply
90	P4.6.2.3	<p>Technology use for bringing the arts to more students:</p> <ul style="list-style-type: none"> • For example, professionally recorded classes/demonstrations by great, famous artists of the country could be played on video screens or projectors
90	P4.6.2.4	<p>Interaction with local artists:</p> <ul style="list-style-type: none"> • Local artists and crafts-persons will be recruited and utilised in schools - from short demonstrations to full-fledged classes
90	P4.6.3	Oral and written communication
90	P4.6.3.1	<p>“Show and tell” sessions in the Foundational and Preparatory years:</p> <ul style="list-style-type: none"> • All students in primary school, starting in Grade 1, will have the opportunity to participate in an enjoyable “show and tell” session at least once every week. • In middle school, such show-and-tell sessions would be limited to a one-period-per-week course
91	P4.6.3.2	<p>Incorporation of communication in every subject in the Middle and Secondary years:</p> <ul style="list-style-type: none"> • Communication in front of one’s peers will continue with the aim to discuss more sophisticated and course-specific topics • Students will also formally learn to talk about social, scientific, technological, agricultural, medical, and environmental problems facing India and the world

Page No.	Para No.	Description
92	P4.6.4	Physical education, wellness, and sports
92	P4.6.4.1	<p>Incorporating physical education, mind-and-body wellness, and sports into the curriculum starting at the Foundational stage:</p> <ul style="list-style-type: none"> • regular periods and opportunities to participate in physical activity and exercise, including sports, games, yoga, martial arts, dance, gardening, and more • Playgrounds and sports fields will be available - if not on the school grounds, then within the school complex region, with suitable transport provided if needed • Joint sports activities and competitions between schools within the school complex
92	P4.6.5	Problem-solving and logical reasoning
94	P4.6.5.1	<p>Seriously incorporating games, puzzles, and problem-solving activities into the curriculum:</p> <ul style="list-style-type: none"> • Games, puzzles, and problem-solving activities, including word puzzles, that involve spatial reasoning, wordplay, strategy, logic, arithmetic, and play with large numbers, will be seriously incorporated throughout the curriculum
94	P4.6.6	Vocational exposure and skills
94	P4.6.6.1	<p>Vocational exposure:</p> <ul style="list-style-type: none"> • Basic knowledge of various livelihoods and life-skills (such as gardening, pottery, wood-work, electric work, and many others) will be taught at the Foundational and Elementary level, • Some vocational arts, such as gardening or work with clay, will even be introduced in the foundational years (ages 3-8), so that experiential learning through working with one's hands is completely integrated.
95	P4.6.6.2	<p>Survey course on vocational skills and crafts in Grades 6, 7, or 8:</p> <ul style="list-style-type: none"> • a fun year-long 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.,
95	P4.6.6.3	<p>Include ample vocational course options for all in secondary school curriculum:</p> <ul style="list-style-type: none"> • Vocational courses in addition to more traditional academic courses will be offered in Grades 9-12 in secondary school • allowed to mix and match academics with skills education, with sports and arts, and with soft skills training.
95	P4.6.7	Digital literacy and computational thinking
95	P4.6.7.	Integration of digital literacy:

Page No.	Para No.	Description
	1	<ul style="list-style-type: none"> • curricula will be developed for: <ul style="list-style-type: none"> o Computational thinking o Programming and other computer-based activities.
95	P4.6.8	Ethical and moral reasoning
96	P4.6.8. 1	Incorporation of basic ethical and moral reasoning throughout the school curriculum: <ul style="list-style-type: none"> • Will be promoted through direct as well as indirect methods. • Direct method - classroom activities, discussions and readings specifically designed to address ethical and moral awareness and reasoning. • Indirect method - the contents of languages, literature, history, and the social sciences will incorporate discussions particularly aimed at addressing ethical and moral principles and values such as patriotism, sacrifice, nonviolence, truth, honesty, peace, forgiveness, tolerance, mercy, sympathy, equality and fraternity.
96	P4.6.8. 2	Incorporation of ethical and moral principles and values:
96	P4.6.8. 3	Development of Constitutional values: <ul style="list-style-type: none"> • The process and the content of education at all levels will also aim to develop Constitutional values
97	P4.6.8. 4	Development of ideas of personal freedom and responsibility among students:
97	P4.6.8. 5	Basic health and safety training, as a service to oneself and to those around us: <ul style="list-style-type: none"> • including preventative health, mental health, nutrition, personal and public hygiene, and first-aid • Sex education will also be included in secondary school
97	P4.6.8. 6	Socio-emotional learning <ul style="list-style-type: none"> • Explicit training in socio-emotional skills ensures higher levels of attention and emotional and cognitive regulation
97	P4.6.8. 7	Inspiring lessons from the literature and people of India: <ul style="list-style-type: none"> • Children will have the opportunity to read and learn from <ul style="list-style-type: none"> o the original stories of the Panchatantra, Jataka, Hitopadesh, etc. tales from the Indian tradition. o Excerpts from the Indian Constitution o Highlights from the lives of great Indians of history o Heroes from all over the world in various disciplines
98	P4.6.8.	Courses on ethical and moral reasoning:

Page No.	Para No.	Description
	8	<ul style="list-style-type: none"> A one-year course on ethical and moral reasoning will be required for all students sometime in Grades 6-8
98	P4.6.9	Knowledge of India
99	P4.6.9.1	Incorporation of Indian knowledge systems into the curriculum: <ul style="list-style-type: none"> Will be incorporated in an accurate and engaging manner, wherever relevant, into the existing school curriculum and textbooks
99	P4.6.9.2	Inclusion of local and tribal knowledge systems in the curriculum and textbooks: <ul style="list-style-type: none"> In regions where such knowledge systems may hold a greater relevance
99	P4.6.9.3	Course on Indian knowledge systems: <ul style="list-style-type: none"> Will be available as an elective to students in secondary school
99	P4.6.10	Current affairs
100	P4.6.10 .1	Course on critical issues facing the community, the country, and the world for all students in Grades 7-8: <ul style="list-style-type: none"> Students in Grades 7 and 8 will take a course (one period per week, for one session) on Critical Issues facing humans in their communities and around the world
100	P4.6.10 .2	Course on current affairs for all students in Grades 9-12: <ul style="list-style-type: none"> One period each week, and be sourced from current newspapers, journals/magazines, books, and even films. Teachers of current affairs within the same geographical region may consult with each other periodically to discuss what will be taught in the forthcoming month's current affairs classes.
101	P4.7 National Curriculum Framework	
101	P4.7.1	Revision of the National Curriculum Framework: <ul style="list-style-type: none"> This document will be revisited and updated by the end of 2020
101	P4.8 National textbooks with local content and flavor.	
102	P4.8.1	Revision of NCERT textbooks: <ul style="list-style-type: none"> NCERT textbooks will be revised to first contain only the essential core material in each subject, keeping in mind a constructivist, discovery-based, analysis-based, engaging, and enjoyable style of learning in accordance with the revised NCF
102	P4.8.2	Preparation of textbooks at the State level: <ul style="list-style-type: none"> SCERTs in each State will be encouraged to prepare textbooks that contain: <ul style="list-style-type: none"> NCERT core material.

Page No.	Para No.	Description
		o Any NCERT supplementary material deemed of interest.
102	P4.8.3	Textbooks and materials for additional subjects: <ul style="list-style-type: none"> • NCERT/SCERT textbooks and teaching-learning materials will be developed for additional subjects as well, e.g. computer science, music, and literature.
102	P4.8.4	High quality translations: <ul style="list-style-type: none"> • An Indian Institute of Translation and Interpretation (IITI) will be established as a constituent unit of one of the existing national- level institutions or in a Central University, in collaboration with States, to carry out high quality translations of materials. • In particular, through the IITI, all NCERT-developed textbooks and nationally recommended teaching-learning materials (with collaboration from SCERTs) will be made available in all major Indian languages.
103	P4.8.5	Innovative textbook development for increased choice of textbooks in schools: <ul style="list-style-type: none"> • Both public and private schemes will be developed to give incentives or prizes to authors for excellent textbooks • Such textbooks will be approved by an autonomous body of experts nationally and in each State • Such textbooks would also be available to teachers and students at minimal cost, i.e., at the cost of printing.
104	P4.9	Transforming assessment for student development <ul style="list-style-type: none"> • The National Testing Agency (NTA) (see P4.9.6) will work to offer high quality common modular entrance examinations multiple times each year in various subjects, from logic, quantitative reasoning, and languages, to more specialised subject examinations in the sciences, arts, and vocational subjects, so that most universities may use these common entrance examinations, rather than having hundreds of universities devising their own examinations. • NTA to serve as a premiere, expert, autonomous testing organisation to conduct entrance examinations for admissions and fellowships in higher educational institutions.
106	P4.9.1	A new paradigm of assessment for learning and development: <ul style="list-style-type: none"> • Guidelines will be prepared by NCERT, and teachers will be prepared, for a transformation in the assessment system by 2022, to align with the NCF 2020. • The focus will be on formative assessment, i.e.,

Page No.	Para No.	Description
		<p>assessment for learning.</p> <ul style="list-style-type: none"> • To primarily test core concepts and skills along with higher order capacities such as critical thinking, analysis, and conceptual clarity rather than rote memorisation. • Approach will be used across all examinations - from schools to “entrance examinations” to National or State-level achievement surveys to university examinations and examinations for employment.
107	P4.9.2	<p>Formative assessment to continually improve teaching-learning processes:</p> <ul style="list-style-type: none"> • assessment of learning will be carried at least once a month, in all domains • Over time, online question banks of higher order questions will be made available to teachers and students. • Open book examinations may be used as well • Portfolios may be used in the Secondary Stage • Teachers will prepare their own quizzes, examinations, and portfolio assessments in this spirit to track students’ progress
107	P4.9.3	<p>Piloting adaptive computerised testing:</p> <ul style="list-style-type: none"> • Assessment at all levels - especially during the Middle and Secondary stages - may also be conducted in an adaptive computer- assisted manner. • Formal official assessments, such as Board and entrance examinations, could eventually be conducted in this manner
107	P4.9.4	<p>Census examinations in Grades 3, 5, and 8:</p> <ul style="list-style-type: none"> • All students will take State census examinations in Grades 3, 5, and 8 in addition to the Board Examinations in Grades 10 and 12. • Would test core concepts and knowledge from the national and local curricula, along with relevant higher order skills. • Grade 3 census examination, in particular, would test basic literacy, numeracy, and other foundational skills
108	P4.9.5	<p>Restructuring of Board Examinations:</p> <ul style="list-style-type: none"> • Restructured to test only core concepts, skills, and higher order capacities. • All students will be allowed to take Board Examinations on up to two occasions during any given school year. • When computerised adaptive testing becomes widely available, multiple attempts for Board Examinations could be allowed. • The Policy envisions shifting, as soon as is possible, to

Page No.	Para No.	Description
		<p>a “modular Board Examinations” approach, where Board examinations are offered each semester in a range of subjects.</p> <ul style="list-style-type: none"> • Each student over the duration of secondary school would be required to take Board Examinations as follows: <ul style="list-style-type: none"> o 2 in mathematics, o 2 in science, o 1 in Indian history, o 1 in world history, o 1 in knowledge of contemporary India, o 1 in ethics and philosophy, o 1 in economics, o 1 in business/commerce, o 1 in digital literacy/computational thinking, o 1 in art, o 1 in physical education, and o 2 in vocational subjects. • In addition, each student would be required to take <ul style="list-style-type: none"> o 3 basic language Board Examinations o at least 1 additional Board Examination in a language of India at the literature level. • Additional Board Examinations in various other subjects, including more advanced subjects in <ul style="list-style-type: none"> o mathematics, o statistics, o science, o computer programming, o history, o art, o language, o and vocational subjects. • Students will be expected to take a total of at least 24 subject Board Examinations. • On average three a semester. • Practical portions of certain Board Examinations would be assessed locally. • Grades for the written and practical portions would be listed separately on a student’s assessment report. • Students will be taking 40+ semester courses during secondary school, so 15 or more semester courses could be decided completely locally by the student and assessed locally by the school, including subjects that would traditionally have been considered co-curricular or extra-curricular.
109	P4.9.6	National Testing Agency strengthened to conduct

Page No.	Para No.	Description
		<p>college and university entrance examinations:</p> <ul style="list-style-type: none"> • The NTA tests will aim to assess essential concepts, knowledge, and higher order skills from the national common curriculum as per the NCF in each subject, for the purpose of aiding colleges and universities in their admissions decisions. • The NTA will institute processes which would ease admissions into higher education programmes (e.g. directly sending scores to the institution). • The NTA will establish test centres across the country. • The preferred modality will be computer-based testing. • the NTA may also serve as a storehouse for assessment data in the country, which it may use and make available to external academics for educational research purposes.
110	P4.10	Support of students with singular interests and talents
111	P4.10.1	<p>Identify and foster singular interests and talents:</p> <ul style="list-style-type: none"> • Identify students with singular interests and talents and help support such students through supplementary enrichment material, projects, guidance, and encouragement.
111	P4.10.2	<p>Establish topic-centered and project-based clubs at the school, school complex, block, and district levels:</p> <ul style="list-style-type: none"> • Project-based Clubs and Circles in Mathematics, Science, Music, Chess, Poetry, Language, Literature, Debate, Sports, etc. will be set up and funded.
111	P4.10.3	<p>Establish a system of centrally funded topic-based residential summer programmes across the country in various subjects for students with singular interests and talents</p>
111	P4.10.4	<p>Olympiads and competitions:</p> <ul style="list-style-type: none"> • In various subjects will be strengthened across the country, with clear coordination and progression from school to local to State to national levels • Can be criteria for admissions into undergraduate programmes
112	P4.10.5	<p>Internet-based apps, assessments, and online communities for students with singular interests and talents.</p>

Chapter 5: Teachers

Page No.	Para No.	Description
121	P5.1 Effective teacher recruitment and deployment	
121	P5.1.1	<p>Merit-based scholarships to encourage outstanding students to enter the teaching profession:</p> <ul style="list-style-type: none"> • Large number of scholarships for high-performing high school students, to study at outstanding four-year integrated B.Ed. programmes • especially targeted at outstanding students from underprivileged backgrounds; • Special merit-based scholarships will also be instituted, for students from underprivileged, rural, or tribal areas
121	P5.1.2	<p>Teacher recruitment process:</p> <ul style="list-style-type: none"> • will be rigorous and transparent. • The TET will be the first screening for recruitment • present TETs will be improved and strengthened • TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle, and Secondary) of school education • for subject teachers, NTA test scores in relevant subjects will also be factored suitably in the recruitment process • requirement of qualifying through the TETs (either State or Central level examinations) and NTA examinations will be made mandatory also for teachers of private schools with immediate effect. • A second screening for aspiring teachers will be instituted, that would involve an interview and a short 5-7 minute teaching demonstration
122	P5.1.3	<p>Achieving desired Pupil Teacher Ratios:</p> <ul style="list-style-type: none"> • practice of assigning teachers to schools based on PT ratios will be replaced by a careful assignment system based on the educational needs of the children. • Adequate numbers of teachers will be recruited and deployed in school complexes to ensure that all subject-teaching needs at every school in the complex are met. • Teachers in subjects such as art, music, vocational crafts, sports, and yoga will be shared across the school complex,

Page No.	Para No.	Description
122	P5.1.4	Ensuring both local teachers as well as diversity: <ul style="list-style-type: none"> • strong preference will be given to local teachers and to teachers fluent in the local language, • There will also be a strong imperative to recruit an increased number of female teachers, including local female teachers.
122	P5.1.5	Deployment of teachers to a particular school complex: <ul style="list-style-type: none"> • Teachers will be recruited to the district, and then deployed to the school complex, and then, as per school needs, to individual schools.
123	P5.1.6	Incentives to teach in rural areas: <ul style="list-style-type: none"> • incentives will be developed for excellent teachers to desire teaching jobs in schools in rural, tribal, and remote areas
123	P5.1.7	Halting / slowing teacher transfers to ensure continuity of teacher- student-community relationships: <ul style="list-style-type: none"> • teachers will ideally not be transferred out of the school complex • one-time adjustment of teacher placements may be carried out in accordance with their wishes,
123	P5.1.8	Stopping the practice of para-teachers: <ul style="list-style-type: none"> • “para-teacher” (Shikshakarmi, Shikshamitra, etc.) systems across the country will be stopped by 2022.
123	P5.1.9	Induction of freshly trained teachers into schools: <ul style="list-style-type: none"> • All fresh teachers, in their first two years of teaching, will be registered with a centre for CPD such as the BRC, CRC, BITE, or DIET, • Teacher induction could also be designed as blended learning, with some face-to-face meetings and school-based mentoring
124	P5.1.10	Teacher-requirement planning: <ul style="list-style-type: none"> • through a robust process • will be undertaken immediately, along with the demarcation of school complexes, • then once again every five years at the Centre as well as at the State levels.
124	5.2 School environment and culture that is conducive to quality education	
125	P5.2.1	Adequate physical infrastructure, facilities, and learning resources:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • State governments will review all schools against clearly stated norms for essential facilities and safe and attractive learning environments and achieve them by 2022. • Funding will be allocated by the Centre and State governments on a priority basis for the design, development, and maintenance of infrastructure and resources that are effective and conducive to learning. • Electricity connections will be provided to all schools that do not already have them, by 2022, • All schools will also be provided with computers and internet connectivity • infrastructure and materials to support differently-abled students, safe drinking water on the school premises, functioning toilets with running water, separate for girls and boys, and basic hand washing facilities by 2022. • infrastructure and teaching materials necessary to teach students effectively include functioning classroom boards, vibrant school libraries, equipment for use in science experiments and laboratories, material for arts/crafts and vocational training classes, computer rooms, as well as suitable classrooms with adequate furniture. • Consultations will be held with leading educators, cognitive scientists, artists, and architects on Learning Space Designs that optimise learning and are inviting, and that take into consideration and incorporate local cultures, arts, and traditions. New schools will be constructed keeping in view these designs.
125	P5.2.2	Caring and inclusive school culture
126	P5.2.3	<p>Ensuring that teachers are able to teach with full dedication and at full capacity - no non-teaching activities</p> <ul style="list-style-type: none"> • Aside from the minimal Supreme Court directives related to election duty and conducting surveys, teachers will not participate in any non-teaching activities during school hours that affect their capacities as teachers - e.g. cooking midday meals, participating in vaccination campaigns, procuring school supplies, or any other time-consuming administrative assignments.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> For any non-teaching jobs at schools, staff must be deployed as needed and shared across the school complex.
126	P5.2.4	Remedial education: <ul style="list-style-type: none"> Remedial programmes will be established at all levels to help teachers in ensuring that all students are achieving their potential. Teachers will manage school remedial programmes, such as the NTP and the RIAP. They will help identify students who require the services of peer tutors and IAs and connect them with tutors and aides on an expedited basis.
126	P5.2.5	Rejuvenating academic support institutions (SCERT, BITE, DIET, BRC, CRC, CTE, IASE): <ul style="list-style-type: none"> A well-connected, well-resourced network of these support institutions at the district and sub-district levels
127	P5.2.6	Community connect: <ul style="list-style-type: none"> every teacher by rotation will have the opportunity to serve and connect with their community by being on the SMC and SCMC.
127	P5.2.7	Materials for teachers in Indian languages: <ul style="list-style-type: none"> Developing high-quality material for teachers and teacher educators in Indian languages Material will be produced in print or in digital form. Teachers and teacher educators will be encouraged to develop material in local languages.
127	5.3 Continuous professional development	
128	P5.3.1	Flexible and modular approach to continuous professional development for teachers: <ul style="list-style-type: none"> access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas, even leading to professional degrees (including an M.A. in Education or M.Ed. degrees). must be offered in a range of formats including part time, evening, blended, and online in addition to full time programmes either by Departments of Education at Universities or at Centres of Professional Development that are accredited.
128	P5.3.2	Revamping continuous professional development:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • A well-integrated CPD curriculum will be developed for all stages and subjects • Teachers must be able to choose what they want to learn, the content as well as the delivery methods. • Teachers will complete, at minimum, 50 hours of CPD training per year, across all platforms, as per their choosing
129	P5.3.3	Self-directed personal development of teachers: <ul style="list-style-type: none"> • All States should adopt a technology-based system for enabling choice-based CPD and to track the professional trajectory of each teacher. • CPD must be delivered within school complexes by making use of the nearest CRCs,
129	P5.3.4	Online resources for continuous professional development: <ul style="list-style-type: none"> • Teachers will be given access to the internet and to technology platforms both at school and from their homes. • There will be no centralised determination of the curriculum, no cascade-model training and no rigid norms.
129	P5.3.5	In-school teacher development processes: <ul style="list-style-type: none"> • principal will be responsible for building strong in-school teacher development processes and a supportive school culture
129	P5.3.6	Recognising outstanding teachers: <ul style="list-style-type: none"> • will be given awards annually at ceremonies at the school, school complex, district, State, and national levels
130	5.4 Career management	
130	P5.4.1	Tenure track system of hiring teachers: <ul style="list-style-type: none"> • teachers will be on a three-year probationary/tenure track period followed by a performance-based confirmation. • Confirmation/tenure decisions will be made based on multiple factors including peer review, dedication, and classroom evaluation. • framework for this review will be set up by the SCERTs.
130	P5.4.2	Parity in service conditions across all stages of school education: <ul style="list-style-type: none"> • pay and service conditions of teachers have to be

Page No.	Para No.	Description
		<p>commensurate with their social and professional responsibilities,</p> <ul style="list-style-type: none"> • All teachers, from Foundational stage teachers to Secondary school teachers, will be recruited with standard service conditions as per their work requirements and the same salary structure. • All teachers will have the opportunity to progress in their career (in terms of salary, promotions, etc.) while remaining as teachers in the same stage of education
130	P5.4.3	<p>Professional progression via promotions and salary increases:</p> <ul style="list-style-type: none"> • have a clearly-defined promotion-and-salary ladder to mark milestones in professional development • at least five promotional levels as a teacher in each stage, which may be labelled Early Teacher (without tenure), Early Teacher (with tenure), Proficient Teacher, Expert Teacher, and Master Teacher
131	P5.4.4	<p>Professional standards for teachers:</p> <ul style="list-style-type: none"> • A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, coordinated by the NCTE and NCERT, while involving the SCERTs, • Each State may then develop its own State Professional Standards for Teachers (SPST), coordinated by the SCERT; • The professional standards will be reviewed and revised nationally and then at the State level in 2030, and thereafter every ten years, • Performance Indicators for Elementary School Teachers (PINDICS) already developed by NCERT can be a useful document to serve as a starting point for this exercise.
132	P5.4.5	<p>Periodic (annual or higher frequency) performance appraisal of teachers:</p> <ul style="list-style-type: none"> • The SPST will form the basis for the performance appraisal of teachers • will be carried out by the head teacher and the head of the school complex, and similarly for the head teacher by the head of the school complex and the Block Education Officer (BEO). • The appraisal must be endorsed by the SMC.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> The details of this process will delineated by the SCERTs by 2022 for each State.
133	P5.4.6	<p>Professional progression via vertical mobility:</p> <ul style="list-style-type: none"> After outstanding and clearly-defined accomplishments as a teacher, school teachers may choose to <ul style="list-style-type: none"> Enter educational administration, or Become teacher educators. The professional standards to enter educational administration or teacher education will again be set by the NPST and SPSTs,
133	5.5 Approach to teacher education	
1.34	P5.5.1	<p>Moving teacher education into the university system; the four-year integrated B.Ed. programme:</p> <ul style="list-style-type: none"> will take place within the university/higher education system as a stage-specific, 4-year integrated B.Ed. programme, combining content, pedagogy, and practical training will be offered at the university level as a dual-degree Every B.Ed. programme will be affiliated with 10-15 local schools where student- teacher internships would take place. The different tracks that teachers will be prepared for in a B.Ed. programme will include: <ul style="list-style-type: none"> Foundational and Preparatory school generalist teachers; Subject teachers for Middle and Secondary school; Special education teachers; Art teachers (including visual and performing arts); Teachers for vocational education; and Physical education teachers.
135	P5.5.2	<p>The two-year B.Ed. programme for lateral entry into teaching:</p> <ul style="list-style-type: none"> will be offered to Bachelor’s degree holders in various disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and Secondary education, It will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), etc. till the four-year degree is seeded at universities,

Page No.	Para No.	Description
		<ul style="list-style-type: none"> the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. programme.
135	P5.5.3	<p>Specialised instructors for specialised subjects:</p> <ul style="list-style-type: none"> In the case of certain specialised subjects or expertise of a local nature - including but not limited to local traditional art, music, vocational crafts, language, poetry, literature, or business - a well-respected local expert may be hired as a “Specialised Instructor” to teach in a school or a school complex,
136	P5.5.4	<p>Closing down substandard standalone teacher education institutions:</p> <ul style="list-style-type: none"> will be immediately initiated through mandatory accreditation of all TEIs as multidisciplinary HEIs within the next 3-5 years. A sound legal strategy will be put in place by the Rashtriya Shiksha Aayog (RSA), in collaboration with the National Higher Education Regulatory Authority (NHERA).
136	P5.5.5	<p>Pedagogical aspects of the four-year integrated B.Ed. programme:</p> <ul style="list-style-type: none"> Teachers-in-training will learn about learning-centred and collaborative learning strategies and they will be taught techniques to simultaneously teach students at multiple levels.
136	P5.5.6	<p>Specialist teachers:</p> <ul style="list-style-type: none"> requirements include subject teaching for CWSN at the Middle and Secondary school level, education of children with singular interests and talents, and teaching for specific learning disabilities. They will be offered as certificate courses, in the in-service mode, either full time or as part time / blended courses - again, necessarily, at multidisciplinary colleges or universities.

Chapter 6: Equitable and Inclusive Education

Page No.	Para No.	Description
137	Equitable and Inclusive Education (CHAPTER 6)	
141	P6.1.1	<p>Emphasis on the Policy actions of Chapters 1-3 for students from Underrepresented groups (URG):</p> <ul style="list-style-type: none"> • Need for targeted support for URG on critical educational issues raised in Chapters 1-3, relating to ECCE, foundational literacy/numeracy,
141	P 6.1.2	<p>Establishment of Special Education Zones:</p> <ul style="list-style-type: none"> • Setting up of Special Education Zones in disadvantaged regions • States to declare any clearly definable area as a SEZ based on social socio-economic indicators (e.g. tribal districts of Madhya Pradesh) with close monitoring by both State & Centre. • Central government to support extra investment and per-child expenditure in the ratio of 2:1 for each rupee spent by the State in these Zones. • These extra investments will be spent on improving educational outcomes, infrastructure, learning resources, and teacher capacity
141 & 142	P 6.1.3	<p>Availability and capacity development of teachers:</p> <ul style="list-style-type: none"> • Inclusive education as integral part for pre-service and in-service teachers including for Anganwadi workers, pre-school and school teachers, and other education functionaries. • States and districts to develop customised training modules based on their specific contexts. • Universities be encouraged to offer certificate courses on topics related to equity and inclusiveness, • Alternate pathways for recruitment of teachers from URG on “recruitment followed by training” model • Pupil-Teacher Ratio in schools with a high proportion of learners from URGs should not be more than 25:1.
142	P 6.1.4	<p>Creation of inclusive school environments:</p> <ul style="list-style-type: none"> • Establishing mechanisms: Schools will define rules to ensure privacy, dignity, safety, and access to all

Page No.	Para No.	Description
		<p>school resources, activities, and events with sense of inclusivity for learners from URG.</p> <ul style="list-style-type: none"> • Developing criteria on equity and inclusiveness for schools to follow and during accreditation weightage be given. • Sensitising learners through inclusion of narratives (equity, empathy, helpfulness, service and so) - add in the curriculum. • School curricula, especially textbooks be free from hidden bias
142	P 6.1.5	<p>Maintenance of databases:</p> <ul style="list-style-type: none"> • Maintaining updated Data for each student in the National Repository of Educational Data (NRED). • National Institute of Educational Planning and Administration (NIEPA) to devise mechanism to track students from educationally URGs. • Setting up of Central Educational Statistics Division (CESD), within NIPEA, for data analysis, design, delivery of initiatives.
143	P 6.1.6	<p>Financial support to individual students:</p> <ul style="list-style-type: none"> • Creating special National Fund for scholarships and developing resources and facilities for URG. • Students be able to apply from a single national agency or a “single window” system - Data will be linked to the NRED. • Recruiting talented from URGs to participate in NTP and RIAP as educational role models, tutors, instructional aides. • Providing Breakfast (in addition to midday meals), • Internship opportunities under various departments concerned with the development of URG.
144	P 6.1.7	<p>Targeted funding and support for inclusion and access to districts and institutions:</p> <ul style="list-style-type: none"> • Providing financial assistance for districts for implementing targeted interventions including infrastructure with autonomy to spend funds on aspects identified by the respective district stakeholders • Funding will be made available for independent research on inclusive education with focus on URG.
144 & 145	P 6.1.8	<p>Coordinated and integrated policy implementation to support underrepresented groups:</p>

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • Ensuring equitable educational opportunities by the MHRD for increased participation of URGs in education. • Developing an enabling ecosystem for participation of URGs by specific Ministries dedicated to empowerment of specific groups, health and nutrition in early years, transport facilities etc.
146	P 6.2.1	<p>Partnerships with States and community organisations for girls' education:</p> <ul style="list-style-type: none"> • Developing a 'Gender-Inclusion Fund' to provide equitable education for 100% participation of girls in the schooling system and a high participation rate in higher education; • Two funding streams - Formula and discretionary grants. <ul style="list-style-type: none"> o Formula grants be available to States to implement priorities determined by central government. o Discretionary funds will enable States to support community- based interventions • States will detail out their plan to consult civil society as a component of its efforts to close the gender gap in education.
146	P 6.2.2	<p>Fostering women's participation and leadership in education:</p> <ul style="list-style-type: none"> • Facilitating hiring and retention of women in education by way of amended Maternity Benefit Act, creche facilities. • Developing alternate pathways for female teacher recruitment, for example, in remote areas with low proportions of female teachers, scholarships be offered to the best female students and IAs and preferentially employ after education.
146 & 147	P 6.2.3	<p>Prioritising school safety and security:</p> <ul style="list-style-type: none"> • Developing mechanisms for discrimination, harassment, intimidation-free, for girls. • Guidelines for school safety be developed as eligibility conditions for accreditation - framework to include training, female-only toilets, Stock of menstrual hygiene products • Ensuring Girls' safety outside school through efforts that promote safe transportation including bicycle access programmes.

Page No.	Para No.	Description
147	P 6.2.4	Addressing social mores and gender stereotypes that encourage school non-attendance: <ul style="list-style-type: none"> • Extensive awareness for eliminating gender stereotypes
147 & 148	P 6.2.5	Gender sensitisation in schools: <ul style="list-style-type: none"> • Conducting awareness on gender issues by educational institutions/affiliated offices with focus on POCSO Act, Child Marriage Act, Maternity Benefit Act, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act.
148	P 6.2.6	The importance of focusing on girls from URG: <ul style="list-style-type: none"> • Orienting all policy initiatives for upliftment of girls in underrepresented socio-economic and socio-cultural groups
148	P 6.3.1	Recruitment of teachers from SC and OBC communities: <ul style="list-style-type: none"> • Initiatives by concerned ministries / departments to up-skill and prepare them to be teachers in schools especially in their regions • Scholarships to the best students and IAs from SC and OBC communities to enter teacher education after education.
148 & 149	P 6.3.2	Translated learning material: <ul style="list-style-type: none"> • Easy-read material translated into local languages in the early grades. • Learning materials be prepared locally under the supervision of BITE/DIET faculty or academic coordinators. • Teachers who speak various local home languages be hired especially
149 & 150	P 6.4.1	Relevant education: <ul style="list-style-type: none"> • Contextualizing Curriculum & pedagogy to make education a relevant experience for tribal students (tribal culture/ language), • Bilingual textbooks, bilingual education be pursued to facilitate transition from home language to the language in schools. • Offering scholarships to the best students, IAs in tribal areas to make them become teachers, employ them after education.
150	P 6.4.2	Community coordinators: <ul style="list-style-type: none"> • Deploying Coordinators at the State level and tribal-dominated districts from the specific tribal communities to monitor education programmes and support the activities of the Ministry of Tribal Affairs,

Page No.	Para No.	Description
		education departments, ministries in
151	P 6.5.1	<p>Supply-side interventions to incentivise Muslims and other educationally underrepresented minorities to complete school education:</p> <ul style="list-style-type: none"> • Setting up schools in areas with high Muslim populations, bridge language barriers by teachers who speak, write Urdu. • Taking steps to impart foundational literacy and numeracy with science, mathematics, and art backgrounds, • Scholarships for students from Muslim and other underrepresented minority communities to enter higher education - identified on the basis of National Testing Service scores
151	P 6.5.2	<p>Strengthening madrasas, maktabas, and other traditional or religious schools, and modernising their curriculum:</p> <ul style="list-style-type: none"> • Encouraging the madrasas, maktabas, gurukuls, pathshalas, other religious of Hindu, Sikh, Jain, Buddhist to preserve their pedagogical styles integrating the subject and learning areas of NCF into their curricula. • Providing financial assistance to introduce science, mathematics, social studies, Hindi, English, or other relevant languages • Students in madrasas, maktabas, and institutions such as schools in Buddhist monasteries, be encouraged to appear for State Board Examinations and assessments by the National Testing Agency in order to enroll in higher education institutions. • Developing capacities of teachers in science, mathematics, language, social studies to new pedagogical practices. • Strengthening Libraries and laboratories with teaching-learning materials
152	P 6.6.1	<p>Focused efforts on educational access:</p> <ul style="list-style-type: none"> • Establishing new schools in un served and underserved areas with partnerships with urban local bodies for access to school education for children from urban poor families., • Enhancing the enrollment capacity of existing schools.
152	P 6.6.2	<p>Role of social workers and counsellors:</p>

Page No.	Para No.	Description
		<ul style="list-style-type: none"> Hiring social workers and counselors to be a source of support and advice to children and families.
153	P 6.6.3	<p>Curricula that take into account the needs of the urban poor:</p> <ul style="list-style-type: none"> Redesigning curriculum to cover health and safety, clean drinking water, ethics, nonviolence, matters of gender equality, respect for women, tolerance and empathy for all people, multilingualism, technology, financial literacy, and skills and vocational training.
153	P 6.7.1	<p>Ensuring participation of transgender children in school education:</p> <ul style="list-style-type: none"> Initiating measures to promote education of transgender children, a national database on transgender children be created. Curriculum, textbooks be reoriented to help meet their learning needs. Teachers sensitized,
153	P 6.7.2	<p>Involvement of civil society groups:</p> <ul style="list-style-type: none"> Involving Civil society groups in the planning of education programmes for these children. Active engagement of the Directorate of Education in the States, NCPCR/SCPCR will ensure that all transgender children of school age receive school education.
154	P 6.8.1	<p>Inclusion of children with special needs in regular schools:</p> <ul style="list-style-type: none"> Mainstreaming CWSN students in neighborhood schools and supporting them from Foundational stage through Grade 12.
154	P 6.8.2	<p>Financial support for initiatives for educating children with special needs:</p> <ul style="list-style-type: none"> Creating financial support avenues for integration of CWSN Establishing resource centres at the village/block level which would assist parents/guardians in part-time/ full time home-schooling, in skilling.
155	P 6.8.3	<p>Physical access to schools for children with special needs will be enabled through prioritising barrier-free structures,</p> <ul style="list-style-type: none"> Creating facilities such as ramps, handrails, disabled-friendly toilets, and suitable transportation for CWSN

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • all schools to have such facilities in the long run. • In the interim, schools and school complexes will be able to apply for funding to arrange and build such facilities as needed.
155	P 6.8.4	<p>Inclusion of children with special needs:</p> <ul style="list-style-type: none"> • Facilitating through assistive devices, appropriate technology-based tools, language-appropriate teaching-learning materials (textbooks in accessible formats , large print and Braille) • Interventions in the form of functional, formal assessment, appropriate educational placement, and preparation of Individualised Educational Plans (IEP) be looked into.
155	P 6.8.5	<p>Provisions for home-based education:</p> <ul style="list-style-type: none"> • Providing Home-based education for children (unable to go to schools), to complete school education, including through NIOS. • Resource centres for CWSN, NGOs and volunteer organisations to participate in the planning of inclusive education, awareness generation, community mobilisation, early detection, identification and assessment of CWSN.
155	P 6.8.6	<p>Availability of open schooling for hearing-impaired students:</p> <p>Developing high quality modules to teach ISL, and to teach other basic subjects using ISL through NIOS.</p>
155	P 6.8.7	<p>Special educators and therapists with cross-disability training:</p> <ul style="list-style-type: none"> • Appointing adequate number of special educators with cross- disability training to work with all schools within that complex. • Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities, assist parents/guardians in achieving high quality home-schooling and skilling for such students.
156	P 6.8.8	<p>Scholarships for differently-abled students:</p> <ul style="list-style-type: none"> • Scholarships for talented and meritorious students to assist teachers in catering to the needs of all learners on a liberal scale, at the secondary stage of education, to facilitate their entry into higher

Page No.	Para No.	Description
		education.

Chapter 7: Efficient Resourcing and Effective Governance through School Complexes

Page No.	Para No.	Description
160	7.1 Ending the isolation of small schools through school complexes	
160	P7.1.1	<p>Public school complexes:</p> <ul style="list-style-type: none"> • Multiple public schools will be brought together in an organisational and administrative unit called the school complex. • This will not require physical relocation of schools. • will become the basic unit of educational administration of the public school system,
161	P7.1.2	<p>Composition of the school complex:</p> <ul style="list-style-type: none"> • Each school complex will be a semi- autonomous unit that will offer education from the Foundational stage (age 3-8 years) till Grade 12 • will consist of one secondary school (covering Grades 9-12) and all the public schools in its neighbourhood that offer education from pre-primary till Grade 8. • If for any reason a school complex does not have a secondary school where Grades 9-12 are being taught, then these grades must be introduced in one of the schools. • school complexes will also have pre-school centres/Anganwadis, vocational education facilities, an Adult Education Centre (AEC) etc., associated with them. • up to the individual State governments to group schools into school complexes
161	P7.1.3	<p>Leadership of school complexes:</p> <ul style="list-style-type: none"> • The principal of the secondary school will be the head of the school complex. • will be given adequate administrative support by the functionaries of the DSE, the DEO and the BEO, and be assigned an adequate number of staff members for general administration, finance and accounting,
161	7.2 Better resourcing of schools through school complexes	
162	P7.2.1	<p>School infrastructure:</p> <ul style="list-style-type: none"> • school complexes can house shared facilities and equipment • the secondary school may have a good laboratory, musical instruments, and playgrounds with sports equipment that students from the pre-primary,

Page No.	Para No.	Description
		<p>primary, and upper primary schools in the complex may be given access to</p> <ul style="list-style-type: none"> • can maintain a large circulating library
162	P7.2.2	<p>Teachers:</p> <ul style="list-style-type: none"> • can also be shared among the schools in the complex. • For instance, language teachers, sports teachers, art and music teachers, yoga teachers, school nurses, and counsellors • With the school complex concept, it will become possible to attach one or two leave reserve teachers to the secondary school
162	P7.2.3	<p>Social workers:</p> <ul style="list-style-type: none"> • Adequate numbers of social workers will be appointed to the school complexes • will work pro-actively with parents and students, to ensure enrolment and attendance, and to eliminate the phenomenon of children ‘dropping out’ of school. • will help teachers in identifying and managing CWSN including managing relationships with their families and the community. • will help in making the SMC more effective.
162	P7.2.4	<p>Counsellors:</p> <ul style="list-style-type: none"> • areas of counselling <ul style="list-style-type: none"> o on choice of subjects in secondary grades o on age related growth and development issues, o on mental health issues • appointing full time counsellors for one or more school complexes, and arranging for counsellors to visit the schools frequently.
164	P7.2.5	<p>Optimal utilisation of institutional facilities:</p> <ul style="list-style-type: none"> • An administrative plan to enable this • the libraries, laboratories, workshops, craft sheds, sports fields, play grounds etc., should be open all the year round and should be utilised for at least eight hours a day, if not longer, • Special vacation programs should be arranged to utilise institutional facilities for community service, teacher professional development, adult education, enrichment programs for gifted students and supporting programs for students with special needs
164	7.3	Fostering integrated education through school complexes

Page No.	Para No.	Description
164	P7.3.1	<p>Integrating early childhood care and education:</p> <ul style="list-style-type: none"> • by providing academic, resource and administrative support to all public institutions engaged in ECCE within the geographic area of that school complex. • Schools that already have or will start pre-primary education, will run these classes fully integrated with the school complex system. • will provide specific support to Anganwadis in its vicinity
165	P7.3.2	<p>Integrating vocational and adult education:</p> <ul style="list-style-type: none"> • School complexes will collaborate with institutions such as ITIs, Polytechnics, etc., with local businesses (industry, service, agrarian, etc.), health centres and hospitals, artists and artisans, and those with expertise in local crafts and traditions, to offer a range of vocational education courses
165	P7.3.3	<p>Children with special needs:</p> <ul style="list-style-type: none"> • Teachers will be trained to help identify students that are differently-abled. • the school complex will be given suitable funds and provided with the knowhow they need, to integrate such children into the school
165	P7.3.4	<p>Role of higher education institutions:</p> <ul style="list-style-type: none"> • Universities, colleges, and polytechnics in the vicinities of schools will contribute to improving school outcomes using the capacities relevant to school education that they may have.
166	7.4 Improved support to teachers through school complexes	
166	P7.4.1	<p>Continuous professional development for teachers:</p> <ul style="list-style-type: none"> • will be an important responsibility of the school complex. • All the teachers of the complex would be developed into a community, • The SCERT and BITEs/DIETs will create special programmes for learning how to develop and run effective peer learning communities. • it will also provide other modes of CPD, e.g. seminars, in-class mentoring, exposure visits, etc.
167	P7.4.2	<p>Aligning the teacher support systems:</p> <ul style="list-style-type: none"> • will be aligned to the school complex system by the DSE and the SCERT. • The States may consider integrating the CRCs within the school complexes, • These CRCs may develop into Teacher Learning Centres (TLCs) for the school complex

Page No.	Para No.	Description
		<ul style="list-style-type: none"> The school complexes, BRCs and BITEs/DIETs will develop their plans for teacher development and academic support collaboratively and consultatively,
167	7.5 Administration and management of school complexes	
168	P7.5.1	Organisation of schools into school complexes: <ul style="list-style-type: none"> Individual State governments will group schools into complexes by 2023 The grouping exercise will also include the review and consolidation of schools that have very small enrolment
168	P7.5.2	Upgrading infrastructure of schools and ensuring maintenance through school complexes: <ul style="list-style-type: none"> assess the status of infrastructure at all schools and to allocate adequate one-time funding to upgrade them.
168	P7.5.3	School Complex Management Committee: <ul style="list-style-type: none"> Each school complex will have an SCMC comprising representatives from all the schools in the complex. led by the head teacher/principal of the secondary school in the complex will have the head teachers/principals of all schools within the complex as well as one teacher and a civil society member from the SMCs of each of the schools. the SCMC will also have membership from all the other institutions that are attached to the school complex such as AECs, academic support institutions such as CRCs and so on. will meet regularly - at least once a month
169	P7.5.4	Managing school complexes: <ul style="list-style-type: none"> School complexes will be assigned an adequate number of staff members by the DSE, to ensure smooth functioning of the school complex. This will include staff to handle accounts, general administration etc., and arrangements for cleaning and maintenance of infrastructure.
169	7.6 Effective governance through school complexes	
169	P7.6.1	Improved governance through school complexes: <ul style="list-style-type: none"> The complex itself will perform certain delegated tasks, tasks that would otherwise have been performed by the inspecting officers of the DSE, and deal with the individual schools within it. will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum etc., The DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness

Page No.	Para No.	Description
170	P7.6.2	<p>Nurturing the culture of planning:</p> <ul style="list-style-type: none"> • Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. • plans will become the basis for the creation of School Complex Development Plans (SCDPs). • plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources and educational outcomes. • The improvement efforts will include a comprehensive and integrated educational plan for improving learning in the school,
170	P7.6.3	<p>District Education Council – Zilla Shiksha Parishad:</p> <ul style="list-style-type: none"> • Each district will have a DEC/ZSP for oversight of the functioning of the school system in the district. • The DEC will report to the the collector/district magistrate who will chair the DEC. • The DEO will be the executive officer of the DEC. • It will have 15-20 members, including parents, teachers, principals, civil society organisation representatives, and the principal of the DIET. • The DEC will develop a mid-term and short-term District Education Development Plan (DEDP),
171	P7.6.4	<p>Planning and review for development at every level:</p> <ul style="list-style-type: none"> • planning and review will be established at all levels by the corresponding apex governing bodies; the SDP, SCDP, and DEDP will form the basis for such reviews.
171	7.7 Effective governance and management of individual schools within school complexes	
173	P7.7.1	<p>School Management Committees as a mechanism for community support and supervision:</p> <ul style="list-style-type: none"> • Functioning of all schools (government/public, private-aided and private-unaided) will be supervised by the SMC, • States may review the constitution of the SMCs using the following as guidelines. <ul style="list-style-type: none"> o SMCs should have 10-12 members, the majority of them should be parents of students, especially mothers. o The SMC must elect a chairperson, o The head-teacher/principal of the school will be accountable to the SMC.
173	P7.7.2	Enabling the School Management Committees to function effectively:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • will meet at least once a month. • Capacity development programs for SMCs on a continuing basis • The local panchayat or ward council will oversee the SMC functioning
173	P7.7.3	Performance management of teachers: <ul style="list-style-type: none"> • The SMC will play a central role in performance management of teachers and head teachers, by endorsing their evaluation and assessment, including the annual appraisal,
174	P7.7.4	Addressing School Management Committee issues and grievances: <ul style="list-style-type: none"> • an IT-based grievance logging system visible to the public and easily useable on mobile devices will be set up, for addressing SMC issues and grievances, • with specific timeline-based escalation up the hierarchy
174	P7.7.5	Leadership of schools: <ul style="list-style-type: none"> • The head-teacher/principal will be the executive head of the school • responsibility and authority over all academic and administrative matters, while being accountable to the SMC
174	P7.7.6	Managing schools as a team <ul style="list-style-type: none"> • The team of teachers headed by the principal/head teacher, in close collaboration with their counterparts at other schools within the school complex, will work closely together to manage the school.

Chapter 8: Regulation and Accreditation of School Education

Page No.	Para No.	Description
177		Regulation and Accreditation of School Education (CHAPTER 8)
141	P 8.1.1	Separation of functions of policymaking, regulation, operations, and academic standards: <ul style="list-style-type: none"> • Separating of Systems for policymaking, regulation, operations and academic matters by States. • The new regulatory authority for schools called SSRA, will have the regulatory mandate, and will set basic and uniform standards for both public and private schools. • SSRA will free up administrative resources in the DSE to focus on the provisioning of education in public

Page No.	Para No.	Description
		<p>schools, and will facilitate the structural reform of separating roles of policy making, regulation and service provisioning.</p> <ul style="list-style-type: none"> • Regulation by way of public disclosure of details like infrastructure, teacher resources, qualifications, school results, fees, etc.
	P 8.1.2	<p>Apex body for policy and overall coordination:</p> <ul style="list-style-type: none"> • State Education Department be the apex policy making body and shall also be responsible for policy and the overall coordination and monitoring of the system. • If RjSA gets set up, the roles of the Department and Aayog be suitably clearly separated.
181	P 8.1.3	<p>A single independent regulator for the school education sector:</p> <ul style="list-style-type: none"> • Establishing an independent SSRA for school regulation including the oversight of the school system and implementation of Accreditation. • SSRA will be a body similar to NHERA • SSRA governed by an independent board, consisting of 10-15 members with expertise in education and other relevant areas • SSRA to report to the RjSA, in the absence of which it will report to the Chief Minister of the State. • The RjSA (or CM) shall appoint the chairperson and the board members, each of who will not have more than two consecutive terms of 3 years. • SSRA will have adequate staff and resourcing to carry out its mandate. • SSRA may have a quasi-judicial status, SSRA empowered to enforce the regulatory regime, including withdrawing approval
181	P 8.1.4	<p>Responsibility for operations and running of the public school system:</p> <ul style="list-style-type: none"> • DSE will continue to be responsible for running the public school system. • DSE to focus on improvement, functioning and operations of public schools, (regulatory function devolved to SSRA. • Merging of all existing missions (e.g. Samagra Shiksha Abhiyan which combines Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, teacher education, etc.) will be merged/mainstreamed with the DSE

Page No.	Para No.	Description
182	P 8.1.5	<p>Enabling the change in role of the Directorate of School Education:</p> <ul style="list-style-type: none"> • DSEs (over a period of 2-3 years) to develop a framework and plan for and officials to transform themselves as education leaders • Defining role descriptions and expectations of its officials and element of accountability (for BEOs, DEOs, Deputy Directors of Public Instruction) • To work in tandem with schools in the light of empowered SMCs • Reconfiguring the management systems of the DSE
183	P 8.1.6	<p>Apex body for academic matters:</p> <ul style="list-style-type: none"> • SCERT as the apex body on curriculum, textbooks, standards for teacher related processes and learning standards for all stages of school education including early childhood education. • SCERT to lead the other academic support institutions of the public system, e.g. CRCs, BRCs, and DIETs. • SCERTs to develop State Curricular Frameworks (SCF) and Curriculum (including syllabus, textbooks etc.) • SCERT will be responsible for the capacity development of the teachers and leaders of the public school system. • SIEMAT to work with the SCERT • SCERT led by an educationist will report to the Department of Education.
183 & 184	P 8.1.7	<p>Reinvigoration of CRCs, BRCs and DIETs:</p> <ul style="list-style-type: none"> • The CRCs, BRCs, and DIETs to provide educational support to teachers and schools for all stages of school education including early childhood education, • SCERT will lead a “change management process” for the reinvigoration of these institutions
184	P 8.1.8	<p>Boards of Assessment:</p> <ul style="list-style-type: none"> • Every State must have one or more Boards of Assessment (BOA). • In addition to the State BOAs, students have the option to be assessed by central BOAs, or other (international) BOAs. • The State BOAs will report to the Department of Education and the central ones to MHRD or to an authority designated by the RSA.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • It is these authorities that will approve the formation of any new BOA through a preannounced process and transparent criteria. • There may be private not-for-profit BOAs, which may be entirely independent, only with oversight by the Department of Education or MHRD • Universities may also start BOAs • The State and Central BOAs will reform the examination system, moving away from content heavy testing to assessment of the competencies. • BOAs will not determine or have any role in determining the curriculum or syllabus or text books, for any school in any way. All these will be decided by the State school system. • They will also have no regulatory or oversight role with schools. • More than one BOA may operate in all states including some that operate nationally. • BOAs will not affiliate schools but will offer their services for schools and students to choose • Schools may decide which BOA they use, based on the curricula they set. • All Central and State BOAs will assess core capacities and competencies across subjects, as articulated by the NCF and SCF • Schools that opt for International Boards will supplement their curricula suitably so that they are in line with the NCF/SCF
185	P 8.1.9	<p>Flexibility to choose curriculum:</p> <ul style="list-style-type: none"> • Schools and school systems will have flexibility to choose their curriculum; it should be aligned with the NCF and SCF.
185	P 8.1.10	<p>Planning and review for development:</p> <ul style="list-style-type: none"> • All institutions mentioned here must develop plans to perform its intended role in the education system. • The RjSA must ensure that the individual plans are synchronised
	P 8.2.1	<p>School Quality Assessment and Accreditation Framework:</p> <ul style="list-style-type: none"> • Developing a School Quality Assessment and Accreditation Framework (SQAAF) for each State by the SCERT to be used by SSRA for regulation of schools.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • SQAAF will have a set of national guidelines to enable a common approach for all States. • SQAAF will be developed in consultation with the States, stakeholders. • SQAAF will set standards on a few basic parameters plus, multiple other parameters • basic parameters will only address: safety and security of all within the school, essential infrastructure required to run the school, explicit statement of a curriculum which aligns with the NCF/SCF, number of teachers and their distribution with respect to the number of students, subjects, and grades taught at the school, probity in all aspects of functioning, and processes of governance including public and transparent disclosure of all such regulatory information. • Other parameters can also be added with the objective of improving educational outcomes • SQAAF to be periodically reviewed DSE and SCERT may use the SQAAF to inform the framework for SDP in the state. • This overall system be developed by 2023 and be reviewed by the DSE, SCERT and RSA for its efficacy every 5 years.
188	P 8.2.2	<p>SQAAF and Licence to Start a School as the basis for accreditation based regulation:</p> <ul style="list-style-type: none"> • SQAAF to be the basis for the accreditation of any school to be used as such by SSRA. • Schools not meeting basic parameters will not be allowed to operate, and its students will be transferred to nearby schools.
188	P 8.2.3	<p>Self-accreditation:</p> <ul style="list-style-type: none"> • School to self-accredit on SQAAF (SMC, two peer schools endorse the self- accreditation with due diligence)
188	P 8.2.4	<p>Mechanism of audit of accreditation:</p> <ul style="list-style-type: none"> • SSRA to have a mechanism of audit of accreditation. All schools (govt./public/private-aided/private-unaided schools) covered by this audit once in five years. • Results and details of the audit will be publicly available • DSE and its officials not involved in it
188 &	P 8.2.5	<p>Public availability of information relating to</p>

Page No.	Para No.	Description
189		<p>accreditation and its audit:</p> <ul style="list-style-type: none"> • SSRA will operate a public website for uploading all information. • Format of disclosures will be determined by the SSRA. • Failure on these disclosures or misrepresentation will lead to penal action
189	P 8.3.1	<p>Regulation of private schools:</p> <ul style="list-style-type: none"> • Private schools be regulated within the same framework as public schools • Existing private schools to go through the aforementioned regulatory regime and receive accreditation.
190	P 8.3.2	<p>Correcting nomenclature of private schools:</p> <ul style="list-style-type: none"> • Private schools will not use the word “public” in their names (to be complied within 3 years).
190	P 8.3.3	<p>Starting new schools:</p> <ul style="list-style-type: none"> • New private schools will have to obtain an LSS (License to Start School) from SSRA based on a self-declaration on criteria set up by the SSRA. • This self-declaration must be endorsed by the local panchayat/ward committee, the SMC, and by a Chartered Accountant. • At this juncture, SMC will not have any parent representatives, since the school has not started, but will have other members
190	P 8.3.4	<p>Public disclosure of all information:</p> <ul style="list-style-type: none"> • All relevant information of schools must be available in the public domain; • The format of disclosure, will be decided by the SSRA
191	P 8.3.5	<p>School Management Committees for private schools:</p> <ul style="list-style-type: none"> • All private schools must form an SMC like any public school and have an SDP reviewed and endorsed by the SMC on a continuous basis. • They must report their annual audited financial statements, other reports submitted to the Income Tax to the SMC
191	P 8.3.6	<p>Fees in private schools:</p> <ul style="list-style-type: none"> • Private schools may be free to set their fees, but they shall not increase school fees (taken under any head) arbitrarily • Reasonable increases that can stand public scrutiny

Page No.	Para No.	Description
		<p>due to increase in costs can be made (e.g. inflation related).</p> <ul style="list-style-type: none"> • Any substantial increases in the fees that cannot be justified shall not be made, including under any ‘fees head’, (e.g. ‘school development’, ‘infrastructure fund’ etc.). • Percentage fee increase permissible based on inflation, etc. will be decided by SSRA for every 3 year.
191	P 8.3.7	<p>Schools must be not-for-profit:</p> <ul style="list-style-type: none"> • Schools must be not-for-profit entities evidenced by their audited financial statements
191	P 8.3.8	<p>Diversity in private schools:</p> <p>Regulatory authority to encourage diversity and inclusion (student populations, through recruitment, lotteries, and scholarships)</p>
191 & 192	P 8.3.9	<p>Improvement of educational outcomes of private schools:</p> <ul style="list-style-type: none"> • Improving educational outcomes, • A private school may send its teachers to participate in capacity development workshops, resource-sharing (e.g. use or building of common playgrounds, or vocational teachers, etc.). • Such arrangement must be agreed approved by the relevant governing body (e.g. SMC, DEO, SCERT),
192	P 8.4.1	<p>Extension of the RTE Act, 2009 to include early childhood education through secondary school education:</p> <ul style="list-style-type: none"> • RTE Act will be extended downwards to include up to three years of early childhood education prior to Grade 1, and upwards to include Grades 11 and 12. • Government provision for free and compulsory education for all children between the ages of 3 and 18, from the full foundational stage through the full secondary stage.
192	P 8.4.2	<p>Review of the RTE Act:</p> <ul style="list-style-type: none"> • The RTE Act be reviewed comprehensively in light of this policy, • Clause 12(1) (c) is not quite in tune with the principle of autonomy of institutions • May be reviewed • If the review suggests that 12(1)(c) be kept as it is,

Page No.	Para No.	Description
		then it must be better enforced, in the manner suggested
195	P 8.5.1	<p>National Achievement Surveys and State Assessment Surveys:</p> <ul style="list-style-type: none"> • NAS be carried out with a cycle of minimum of 3 years. • Should be based on a sample and full-scale census assessment. • NAS will be conducted nationally by NCERT and conducted by organisations identified by NCERT. • States may conduct a census-based assessment similar to the NAS called the State Assessment Survey (SAS)
196	P 8.6.1	<p>Protection of rights of the child and adolescent education:</p> <ul style="list-style-type: none"> • Developing framework for safety and security be a part of the eligibility conditions for a school for recognition and registration.
197	P 8.6.2	<ul style="list-style-type: none"> • Every principal and teacher will be made aware of the provisions of the relevant Acts, Rules, Regulations, etc. relating to child rights, and what constitutes their violation, by including a module in the teachers'/principals' education/training programmes and refresher courses.
197	P 8.6.3	<ul style="list-style-type: none"> • Self-learning online programmes on child rights will be developed for the benefit of students, teachers, and parents.
197	P 8.6.4	<ul style="list-style-type: none"> • Credible mechanisms for students to report breaches of their rights, and for appropriate actions to be taken against perpetrators, will be developed and implemented, in collaboration with local police.
197	P 8.6.5	The Adolescent Education Programme and National Population Education Programme will be integrated into the curriculum of schools in a phased manner.
197	P 8.6.6	Adolescent Education will be included in pre- and in-service education and development programmes of secondary school teachers.
197	P 8.6.7	School and school complex counsellors and social workers will be trained to confidentially advise parents and teachers on adolescent problems faced by growing boys and girls.

Chapter 15: Teacher Education

Page No.	Para No.	Description
285	15.1 Restoring integrity to teacher education	
285	P15.1.1	<p>Closure of substandard and dysfunctional teacher education institutions:</p> <ul style="list-style-type: none"> • This effort will be launched in a mission mode by MHRD • TEIs will be held accountable for adherence to the basic criteria of approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied • By 2023, India should have only educationally sound teacher preparation programmes in operation
285	P15.1.2	<p>Rigorous monitoring and review of clean up of the teacher education sector</p> <ul style="list-style-type: none"> • A quasi-judicial body may be constituted for this mission-mode clean up exercise. • Progress on this mission will be reviewed by NHERA every 3 months and by RSA every 6 months.
285	15.2 Moving teacher education into multidisciplinary colleges and universities	
286	P15.2.1	<p>Moving all teacher preparation programmes into multidisciplinary higher education institutions; building education departments and connections between HEIs and schools / school complexes:</p> <ul style="list-style-type: none"> • All pre-service teacher education programmes will henceforth be offered only in multidisciplinary higher educational institutions • By 2030, every HEI offering a teacher education programme will be multidisciplinary and offer the four-year integrated B.Ed. programme. • The four-year integrated B.Ed. will be a dual-major liberal Bachelor's degree, in education as well as a specialised subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc.). • All HEIs currently offering the two-year programmes, including the Diploma programmes, will be able to transition into multidisciplinary institutions offering the four-year integrated B.Ed. programme.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> Each HEI offering the four-year integrated B.Ed. may also design a two-year B.Ed. on its campus, as described in P5.5.2.
287	P15.2.2	<p>Admission to pre-service teacher preparation programme</p> <ul style="list-style-type: none"> will be carried out in large part through subject and aptitude tests as conducted by the National Testing Agency. while the full criteria and process for admissions will be left to the universities and colleges offering these programmes.
287	P15.2.3	<p>Creation of substantial new teacher preparation capacity:</p> <ul style="list-style-type: none"> substantial public investment will be required for the sector - an estimate will be made annually every year for the next 10 years and provided on priority. Each Public University (by 2024) and Model Multidisciplinary College (by 2029) will offer a four-year teacher preparation programme.
287	P15.2.4	<p>Conversion of independent teacher education institutions to multidisciplinary institutions:’</p> <ul style="list-style-type: none"> All independent TEIs will be required to convert to multidisciplinary institutions by 2030
287	15.3 Departments of Education in universities	
287	P15.3.1	<p>Departments/Centres of Excellence in Education at universities</p> <ul style="list-style-type: none"> Departments of Education/Centres of Excellence in Teacher Education will be set up at interested universities will aim to provide quality teacher preparation programmes, in both pre-service and in-service modes, for school teachers, and research programmes. will nurture collaborative relationships with all other departments in the university for teacher preparation, and with schools in their neighbourhood.
288	P15.3.2	<p>Capacity planning for teacher education:</p> <ul style="list-style-type: none"> A careful and comprehensive planning exercise will be undertaken immediately by the RSA to match the demand and supply of teachers and faculty for teacher education.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • Will be repeated once every five years, at the Centre as well as in the States. • The number of universities and autonomous colleges at which the four-year B.Ed. programme will be seeded will be determined accordingly.
289	P15.3.3	Faculty in teacher education: <ul style="list-style-type: none"> • Departments of Education must include diverse faculty who represent the range of expertise required for teacher preparation • such that there is a balance of the various specialisations and expertise that are needed to develop all-round teachers.
289	P15.3.4	Online education: <ul style="list-style-type: none"> • Departments of Education must offer programmes that are blended and part time. • in a range of formats including part time, evening, blended and online, in addition to full time programmes.
289	P15.3.5	Research-based teacher preparation: <ul style="list-style-type: none"> • Research based teaching and specialisations will ensure that knowledge and practices are contemporary and up-to-date, and relevant to the current contexts.
290	P15.3.6	Inter-departmental collaboration for special subjects: <ul style="list-style-type: none"> • Departments of art, fine arts, and performing and folk arts at the university will be encouraged to establish or collaborate with Departments of Education, to offer programmes in teacher education. • Master's in Education programmes as well as specialisation in education within Master's and research programmes in art education will be established. • Similar collaborations between departments will be needed for education in other disciplines.
290	P15.3.7	Post-graduate and Doctoral Programmes: <ul style="list-style-type: none"> • Development of knowledge related to teaching, pedagogy, and various aspects of education. • also need to be developed at the University through research and higher academic degrees.
290	15.4 Faculty for teacher education	
291	P15.4.1	Preparation of faculty:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> PhDs in Education and in many related disciplines such as Science Education, Mathematics Education, Psychology, Child Development, Sociology, Linguistics and so on, from reputed institutions that meet international standards, must be encouraged to enter the profession and contribute as faculty of teacher education programmes.
291	P15.4.2	<p>Faculty profile:</p> <ul style="list-style-type: none"> faculty profile in Departments of Education will necessarily have to be diverse. Not everyone would be required to have a PhD, but teaching experience and field research experience will be highly valued. It is desirable to have faculty who have researched/ worked with children and teachers, and to ensure that a minimum of at least 50% of faculty come with such experience. also desirable for faculty to have at least one degree in Education (M.Ed. or a Master’s degree or Doctorate in Education) but this will not be mandatory for faculty.
291	15.5 Faculty in higher education	
292	P15.5.1	<p>Exposure to pedagogy during PhD programmes:</p> <ul style="list-style-type: none"> All fresh PhD entrants, irrespective of discipline, will be required to have taken 8-credit courses in teaching/ education/ pedagogy related to their chosen PhD subject, during their doctoral training period. They must also have a minimum number of hours of actual teaching experience. Opportunities for PhD students to assist faculty as teaching assistants must be created.
292	P15.5.2	<p>Human Resource Development Centres and Continuous Professional Development of teachers at Departments of Education:</p> <ul style="list-style-type: none"> will continue at HRDCs. will be integrated completely into the universities that presently host them, instead of being seen as external entities as they are now. Funding to the HRDCs will be provided in two separate parts: i) funding for the centre and the staff as part of the university budgets, and ii) funding for teacher education programmes.

Page No.	Para No.	Description
292	P15.5.3	<p>Sustained focus on facilitating the work of teachers and higher education faculty members:</p> <ul style="list-style-type: none"> • A senior functionary in both Central and all State governments, not below the rank of Joint Secretary, will be made responsible for addressing the concerns of teachers and ensuring their ability to function smoothly. • Teachers will be able to escalate grievances to the RSA or to its equivalent in the State.

Chapter 19: Technology in Education

Page No.	Para No.	Description
343		P19.1 Setting up of a new National Educational Technology Forum
343	P19.1.1	The National Educational Technology Forum - NETF <ul style="list-style-type: none"> • Autonomous body • Will be created to provide a platform for the free exchange of ideas on the use of technology to improve learning, assessment, planning, administration, and so on. • To facilitate decision making on the induction, deployment, and • Use of technology, by providing to the leadership of educational institutions, State and Central governments
343	P19.1.2	Role and functioning of the NETF: <ul style="list-style-type: none"> • Provide independent evidence-based advice. • Build intellectual and institutional capacities. • Envision strategic thrust areas. • Articulate new directions for research and innovation.
344	P19.1.3	Funding and support to the NETF: <ul style="list-style-type: none"> • NETF may be housed within CIET/ NCERT/ NIEPA or any suitable body determined by the RSA. • Supported initially with public funding, it should also be able to receive funding from other sources such as memberships, and other neutral technology industry bodies such as NASSCOM among others. • NETF will be supported by decentralised institutional structures at the State and District levels. • Specifics may be decided by the RSA.
344	P19.1.4	Collective assessment and adoption of technology solutions: <ul style="list-style-type: none"> • NETF will evaluate these inputs against current best practices and distil them into: <ul style="list-style-type: none"> o Necessary interventions. o Promising interventions. o Inappropriate interventions
345		P19.2 Approach to the induction of technology
345	P19.2.1	<ul style="list-style-type: none"> • Qualified support for educational technology with teachers playing a central role: use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions have been rigorously and transparently evaluated
345	P19.2.2	Technology use and integration in educational

Page No.	Para No.	Description
		<p>settings</p> <ul style="list-style-type: none"> • Focus will not just be on creating and delivering high quality content, but also on using technology to: <ul style="list-style-type: none"> o Support translation of content into multiple languages; o assist differently-abled learners; o improve the quality of pedagogy and learning processes through the use of intelligent tutoring systems and adaptive assessment systems. o Create new types of interactive and immersive content (e.g. using augmented and virtual reality); o strengthen educational planning and management o bring greater transparency and efficiency to the examination system o assist in the management of education such as supporting teacher development programmes; o scale up the ODL system
345	P19.2.3	<p>Centres of Excellence in Educational Technology</p> <ul style="list-style-type: none"> • Will be established at prominent Universities and other institutions to perform research as well as support functions. • Will be represented at the NETF.
346	P19.2.4	<p>General guidelines for technology-based interventions:</p> <ul style="list-style-type: none"> • Three main components will form an integral part of most technology-based interventions. <ul style="list-style-type: none"> o Hardware: such as cloud-based commercial infrastructure and personal computing devices for end-users will be preferred. o Software: Software for educational use will preferably be FOSSEE (Free and Open Source Software in Education) o Data: All public data will be owned by the government and will be used for improving educational standard
346	P19.3	Teacher preparation and continuous professional development.
346	P19.3.1	<p>Teacher preparation in the use of educational technology</p> <ul style="list-style-type: none"> • All teacher preparation programmes will include hands-on training in leveraging technology-based resources, including addressing common problems related to connectivity, maintenance of equipment and its safe operation, pedagogical strategies for utilizing

Page No.	Para No.	Description
		<p>e-content and using appropriate tools to enhance teaching- learning processes</p> <ul style="list-style-type: none"> Initially, a large number of certified master teachers will be trained to provide training to teachers. A suitable initiative will be launched and run in a mission mode for 5-6 years by the CIET.
347	P19.3.2	<p>Use of educational technology for continuous teacher professional development:</p> <ul style="list-style-type: none"> Online training platform - linked to appropriate mechanisms to certify trainees in specific areas - will be developed to empower in-service teachers to stay at the cutting edge of pedagogical techniques. All in-service teachers will be provided with sufficient connectivity to access this training platform. Platform will also allow teachers to share ideas and showcase their pedagogy; teachers with outstanding portfolios will be awarded due recognition.
347	P19.3.3	<p>Specific technology related policy actions</p> <ul style="list-style-type: none"> Must include customised courses for faculty development programmes on a platform such as SWAYAM for all levels of teachers. The course contents must be reengineered for the online mode and not be simply recordings of classroom interactions
348	P19.4 Improving teaching, learning and evaluation processes	
348	P19.4.1	<p>Integrating educational technology into the school curriculum:</p> <ul style="list-style-type: none"> To prepare school students for the digital age and bolster efforts in STEAM (Science, Technology, Engineering, Art & Design, and Mathematics) education, the following steps will be taken: <ul style="list-style-type: none"> From age 6 onwards, computational thinking will be integrated into the school curriculum. All students are likely to have access to connected personal computing devices by 2025. The school curriculum will promote digital literacy using these personal devices. The school curriculum will offer optional subjects focused on programming and other advanced computer-based activities at the late upper primary and secondary stages.
348	P19.4.2	<p>Developing educational software.</p> <ul style="list-style-type: none"> Will be available in all major Indian languages will be accessible to a wide range of users including CWSN and differently-abled students.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • Software to assist learners with disabilities (e.g. text-to-speech software in all major Indian languages for blind/partially sighted students). • Intelligent Tutoring Systems to promote numeracy and foundational literacy. • Educational software in the form of serious games, simulations, and applications using augmented and virtual reality • Software to create personalised learning trajectories. • Adaptive assessment tools
349	P19.4.3	Video viewing equipment <ul style="list-style-type: none"> • Institutions will be supported with inexpensive and portable video viewing equipment (e.g. solar powered video playback and projection devices)
349	P19.4.4	Advanced online courses <ul style="list-style-type: none"> • Institutions will be encouraged to offer course credits to students who complete specified courses (especially advanced electives) online
349	P19.4.5	Support for appropriate information and communication technology usage. <ul style="list-style-type: none"> • Creation of a large number of prestigious ‘IT Ambassador’ Fellowships for students who have completed their senior secondary courses. • They can support school complexes with managing their IT infrastructure. • As far as possible, local people must be given these Fellowships
349	P19.4.6	Specific technology related policy actions: <ul style="list-style-type: none"> • These are split into two groups, the necessary interventions and the promising interventions. <ul style="list-style-type: none"> o Some of the necessary interventions. <ul style="list-style-type: none"> ▪ Content repositories in Indian languages for educational content. ▪ Machine translation of content uploaded into any content repository. o Some of the promising interventions are the following: <ul style="list-style-type: none"> ▪ Publishing software for educational material ▪ Online assessments
350	P19.5 Enhancing educational access	
350	P19.5.1	Access to technology in remote areas <ul style="list-style-type: none"> • School complexes must be equipped with electricity, computers/smart phones or other access devices, and Internet access
351	P19.5.2	High quality specialized content to be made available

Page No.	Para No.	Description
		<p>in open educational repositories</p> <ul style="list-style-type: none"> • Copyright-free educational resources including textbooks, reference books, videos (ideally with subtitles), teaching-learning materials, etc. will be created and curated from national and global sources at all levels of education and in multiple Indian languages, and made available in a single online digital repository e.g. the National Digital Library or NROER
351	P19.5.3	<p>Maintaining content quality:</p> <ul style="list-style-type: none"> • A mechanism for creating and reviewing these learning resources will be devised. • The platform itself once piloted and identified to be more widely usable by NETF, must be maintained by specialist organisations such as the CDAC or by private industry. • Funding for this kind of professional • Maintenance of shared resources will be provided by the Central government.
351	P19.5.4	<p>Development of tools for automated language translation of educational content</p> <ul style="list-style-type: none"> • NRF will prioritize research and development of tools for automated and/or crowd-sourced language translation
351	P19.5.5	<p>Specific technology related policy actions:</p> <ul style="list-style-type: none"> • Software for adaptive learning for children of all ages with special needs must be prepared.
352	P19.6 Streamlining educational planning and management	
352	P19.6.1	<p>National Repository of Educational Data (NRED)</p> <ul style="list-style-type: none"> • All records related to institutions, teachers, and students will be maintained by a single agency in digital form in the NRED • It may be set up as part of the Digital India programme, • NRED will be tasked with: <ul style="list-style-type: none"> o Developing appropriate systems for authorized institutional users to enter and update data. Teachers would be asked to enter data at most four times per year. o Validating employment records of teachers and credits earned by learners (who will be, e.g. identified by their Aadhar numbers). o Complementing efforts to assess learning outcomes (e.g.NAS) by analyzing the performance of individual learners and institutions.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> o Maintaining records while adhering to national norms, best-practices, and laws related to privacy of data. o Developing appropriate mechanisms to ensure the time lines and reliability of data. o Alerting concerned governmental agencies about important trends. o Monitoring migrant learners
353	P19.6.2	<p>Technology for improving governance and administration: Educational information management systems for community monitoring will be created and integrated with NRED</p> <ul style="list-style-type: none"> • Will be used to streamline manual processes related to educational planning, admissions, attendance, assessments, etc.
353	P19.6.3	<p>Specific technology related policy actions</p> <ul style="list-style-type: none"> • The efficiency of communications that can be brought in through institutional email and list servers must be provided to all educational institutions without any further delay. • Each State government must commission its own depository of certificates, like the ‘National Academic Depository’. • Computerisation of the administration and management of education, such as admissions, student records and even online assessment of examinations taking place in many universities. • Need to be scaled out to all educational institutions.
354	P19.7 Disruptive technologies	
354	P19.7.1	<p>Monitoring potentially disruptive technologies</p> <ul style="list-style-type: none"> • Tasks of the Advisory Council of the RSA (see Chapter 23) will be to categorise emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to the RSA.
355	P19.7.2	<p>Research in disruptive technologies:</p> <ul style="list-style-type: none"> • The NRF will initiate or expand research efforts in appropriate areas including fundamental research in the domain
356	P19.7.4	<p>As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace’s awareness of their potential disruptive effects, and will also address related issues</p>

Page No.	Para No.	Description
		<ul style="list-style-type: none"><li data-bbox="528 271 1476 376">• In school, the study of ethical issues (see Section 4.6.8) and current affairs (see Section 4.6.10) will include a discussion on disruptive technologies

Vocational Education (CHAPTER 20)

Page No	Para no	Description
363	Vocational Education (CHAPTER 20)	
363	P 20.1.1	<p>Integrating vocational education into all secondary schools and higher education institutions:</p> <ul style="list-style-type: none"> • Collaboration of academic institutions with vocational education through ITIs, polytechnics, local businesses, industries, hospitals, farms, and NGOs.
363	P 20.1.2	<p>Facilitating sharing of knowhow and best practices among educational institutions:</p> <ul style="list-style-type: none"> • Having body for sharing knowhow and create synergies across school and higher education.
363	P20.1. 3	<p>Skills gap analysis and mapping of local opportunities:</p> <ul style="list-style-type: none"> • Educational institutions to use the State-level mappings as the basis for vocations courses
363	P20.1. 4	<p>Funding support for the integration of vocational education into all educational institutions:</p> <ul style="list-style-type: none"> • Creating exclusive fund for integration of vocational education into educational institutions and modalities be decided by NCIVE for disbursement and monitoring.
363	P20.1. 5	<p>Coordination between MHRD and MSDE:</p> <ul style="list-style-type: none"> • Need for close working of MHRD, MSDE, and ministries involved in skills training in the MSDE ecosystem and NCVET, RSA through its SCC all to play role both at the Centre and in the States.
364	P20.1. 6	<p>Data gathering, MIS and technology support for the rollout of vocational education:</p> <ul style="list-style-type: none"> • The tracking of certified candidates through Labour Market Information System (LMIS) by NCVET be extended to education sector to include (i) data gathering for courses required; (ii) MIS on successful courses
364	P20.2. 1	<p>Detailing the National Skills Qualifications Framework (NCQF):</p> <ul style="list-style-type: none"> • Generic competencies defined at each of the 10 levels by NSQF be translated into specifics in different sectors. • Content, Assessment criteria, frameworks be standardised • Review of NSQF levels for adjustments with educational institutions (NCIVE to coordinate).

365	P 20.2.2	National Occupational Standards (NOS) and International compatibility of standards: <ul style="list-style-type: none"> Aligning Qualification Packs-National Occupational Standards (QPs-NOS) with international standards. Re-examining standards for vocational education across ministries for aligning with each other and vis-à-vis international standards. (by NCIVE)
365	P20.2. 3.	National Qualifications Register (NQR): <ul style="list-style-type: none"> Reviewing course content through a responsive mechanism on the NQR (NCIVE to evolve the modalities with MSDE and MHRD. institutions offering NSQF-aligned qualification to share details on NQR portal
366	P20.3. 1	High/ Secondary school - Grades 9-12: <ul style="list-style-type: none"> Building expertise in curriculum delivery aligned to NSQF levels 1 with practicals in conjunction with external partners, Students continue to remain in school till the completion of grade 12 for general education and soft skills: Part-time apprenticeships, evening classes, skills training be supplemented with education at school during remaining time. 'Skills Knowledge Providers (SKP)' to create more choices, training, job opportunities after Grade 12.
367	P20.3. 2	Curriculum and assessment: <ul style="list-style-type: none"> Aligning curriculum to local environments Assessment of experiential part by SKP and the remaining by educational institution and/or the BOA as per framework (NCIVE to develop alongwith the PSSCIV, State-level institutions and BOA).
367	P20.3. 3	Teachers and trainers: <ul style="list-style-type: none"> Engaging experts from different sections (as guest faculty) for vocational education and enabling them to adhere to curricular and assessment frameworks through short term training courses provided at the DIETs.
367	P20.3. 4	Teacher training: <ul style="list-style-type: none"> Teacher training modules be developed by PSSCIVE similarly Teacher handbooks by the Departments of Education alongwith SCERTs, DIETs, SIVEs and the schools Preparing Short term courses through SCERTs/ DIETs. (NCIVE to explore the training needs of external, part-time faculty, regular teachers). External experts be invited to train at CRCs, BRCs and

		DIETs.
367	P20.3.5	Strengthening PSSCIVE and the State level infrastructure for the provision of vocational education: <ul style="list-style-type: none"> • Strengthening PSSCIVE by way of investments to play a major role. • Strengthening the State-level institutions (if exists) • NCIVE to come up with strategy involving all institutions alongwith SCC of the RSA
369	P20.4.3	Work integrated training and other models: <ul style="list-style-type: none"> • NCIVE to study of the various models before any model is recommended for use.
369	P20.4.4	Incentivising apprenticeships: <ul style="list-style-type: none"> • Creating avenues for apprenticeships, work-integrated training and also incentivising apprenticeships (NCIVE to explore ways and prescribe norms) • Academic institutions to decide need based policies for sector / or course
370	P20.5.1	Reintegrating dropouts: <ul style="list-style-type: none"> • State Institutes of Open Schooling (SIOS) for educating every child till grade 12. • Bridge courses for bringing dropped out into regular schools and providing access to both vocational courses and general education (designed by PSSCIVE or another body set up as a result of the work of the NCIVE) .
370	P20.5.2	Assessment and Recognition of Prior Learning: <ul style="list-style-type: none"> • Mechanism for On-demand evaluation leading to certification for self-taught so as to match competencies to NSQF levels and provide mobility.
371	P20.5.5	Certificate courses through online education: <ul style="list-style-type: none"> • School Complexes/HEIs to offer short-modules online education (through a body identified by NCIVE) after work / on weekends and this eventually be combined with online testing towards certification,
372	P20.6.3	Special focus on tribal areas: <ul style="list-style-type: none"> • School complexes, HEIs be funded in tribal areas for developing curriculum combined with vocational education on local specifics (e.g. Bamboo Research Centre or Centre for Wildlife Conservation or so)

Chapter 21: Adult Education

Page No.	Para No.	Description
377	P21.1	Developing a curriculum framework for adult education
377	P21.1.1	<p>Establishment of a technical and resource support structure for adult education, research, and training:</p> <ul style="list-style-type: none"> • An autonomous Central Institute of Adult Education (CIAE) will be established as a constituent unit of NCERT. • tasked to develop a National Curriculum Framework for Adult Education (NCFAE). • prepare effective teaching-learning materials for adult education. • support planning, implementation, and monitoring of adult education programmes. • A separate Adult Education Department/Unit will be set up in each SCERT and DIET.
378	P21.1.2	<p>National Curriculum Framework for Adult Education:</p> <ul style="list-style-type: none"> • will be prepared by the CIAE for adult education in at least five broad areas: <ul style="list-style-type: none"> - foundational literacy and numeracy; - critical life skills; - vocational skills; - basic education, - continuing education. • A national curricular framework was formulated by a committee of experts under the MHRD in 2011. This will be made relevant for the current time and updated periodically. • All parts of the framework will be flexible enough to accommodate local needs.
379	P21.1.3	<p>Quality teaching-learning materials:</p> <ul style="list-style-type: none"> • Textbooks, workbooks, and other teaching-learning materials for adult literacy and critical life skills in Hindi and English will be developed by the proposed CIAE, and analogues in other languages will be developed by the adult literacy units of SCERTs, with help from NGOs and volunteers as needed. • teaching-learning materials will be sold at the cost of preparation to make them maximally affordable. • School textbooks will also be available at the cost of

Page No.	Para No.	Description
		printing for adults.
379	P21.1.4	Assessment of learning outcomes and objective criteria for certification: <ul style="list-style-type: none"> • will be improved and built upon by CIAE.
380	P21.2	Ensuring infrastructure and universal access
380	P21.2.1	Creating appropriate infrastructure and resource support: <ul style="list-style-type: none"> • support will be provided to create appropriate institutional structures and infrastructure across the country for adult education. • AECs will be included within school complexes. • Already established schools and library/ reading rooms in these school complexes will be strengthened and further equipped, by Central and State government.
380	P21.2.2	Multiple pathways to learning: <ul style="list-style-type: none"> • thrust will be to ensure lifelong learning opportunities. • by enabling and strengthening various pathways to learning involving formal and non-formal education modes - including one-on-one tutoring, ODLs, and smartphone apps. • NIOS will be strengthened to provide courses/programmes of study through ODL. • A wide range of digital material for adult education will be designed and available for use in AECs and on individual smartphones. • Competitions to develop outstanding smartphone apps and other digital material will be established in all Indian languages. • major goal will be to have a range of outstanding apps available for download to smartphones by adults.
380	21.3	Training a cadre of adult education volunteers
381	P21.3.1	Creating a cadre of Adult Education Centre managers and instructors: <ul style="list-style-type: none"> • cadre of qualified and certified preraks (who manage and teach at the AECs) and adult education instructors (who teach at the AECs) will be created via special training modules conducted by special units dedicated to adult education in BITEs, DIETs, BRCs, and CRCs.. • All preraks and adult education instructors will be given certificates of recognition by the State indicating their service roles, classroom hours taught, and/or the number of people they helped bring into literacy.
381	P21.3.2	Creating a large team of one-on-one tutors through a newly-established National Adult Tutors Programme (NATP):

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • literate and educated adults will also be recruited on a wide scale and given the opportunity to tutor and impart literacy to fellow adults through the NATP. • Volunteers for the NATP will be managed by AECs, and will be connected to non-literate adults.
382	21.4	Ensuring widespread participation in adult education
383	P21.4.1	<p>Locating and inviting persons in the community to join adult education programmes as both learners and instructors:</p> <ul style="list-style-type: none"> • social workers will identify and locate school dropouts, other children not attending school and adults in the community who would benefit from adult education opportunities, particularly regarding literacy. • Teenagers between 14 and 18 years of age, who are identified as non-literate, will be given the option to either join adult literacy programmes or re-enter formal education by joining remedial education programmes such as the NTP and RIAP. • Encouraging every literate member of the nation to teach at least one person to read - as an AEC manager (prerak), adult education instructor, or as a one-on-one tutor, will be a key strategy in eliminating illiteracy.
383	P21.4.2	<p>Convergence and partnerships with States and community Organisations for adult literacy and education:</p> <ul style="list-style-type: none"> • Government of India will establish a “Fund for Literacy” to support States, community organisations, and NGOs dedicated to the cause of adult literacy. • They will be encouraged to participate in and help lead adult literacy and education programmes in their localities
383	P21.4.3	<p>Involvement of higher education institutions:</p> <ul style="list-style-type: none"> • To support local adult education efforts. • As part of their social service requirements or their internships. • To pursue research in adult education and establish Departments of Adult Education. • To promote Lifelong Learning.
383	P21.4.4	Emphasis on women, and on socially and economically disadvantaged groups and regions.
383	P21.4.5	Large-scale public awareness of literacy mission
384	P21.4.6	Revival and rejuvenation of support and resource institutions for adult education:

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • such as the Directorate of Adult Education, State Directorates of Adult Education, and Zilla Saksharta Samitis - will be reformed and rejuvenated as nodal agencies for coordination and support of all initiatives for adult education. • with the express goal of attaining 100% literacy by 2030.

Chapter 23: Rashtriya Shiksha Aayog

Page No.	Para No.	Description
392	P23.1	<p>A new apex body for education - the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • will be responsible for developing, articulating, implementing, evaluating, and revising the vision of education in the country on a continuous and sustained basis. • It will also create and oversee the institutional frameworks that will help achieve this vision.
392	P23.2	<p>Ministry of Education:</p> <ul style="list-style-type: none"> • the MHRD will be re-designated as the Ministry of Education (MoE)
392	P23.3	<p>Chairperson of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • The PM of India will be the Chairperson of the RSA. • will convene a meeting of the RSA at least once a year,
392	P23.4	<p>Vice Chairperson of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • The Union Minister for Education (UME) will be the Vice Chairperson of the RSA. • will provide leadership and chair key operating bodies of the RSA
393	P23.5	<p>Membership of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • approximately 20-30 members • Will include: <ul style="list-style-type: none"> o some of the Union Ministers, in rotation, whose ministries impact education, o a few Chief Ministers of States, in rotation, o the Principal Secretary to the Prime Minister, o the Cabinet Secretary, o Vice-Chairperson of the Niti Aayog, o the senior-most Secretary in the Ministry of Education, o and other such senior bureaucrats/administrators as the government may deem appropriate • At least 50% of the members will be eminent educationists, researchers and leading professionals
393	P23.6	<p>Rashtriya Shiksha Aayog Appointment Committee:</p> <ul style="list-style-type: none"> • A RSA Appointment Committee (RSAAC), consisting of the PM, the Chief Justice of India, the Speaker of the

Page No.	Para No.	Description
		Lok Sabha, the leader of the opposition in Parliament, and the UME, will be constituted to enable the appointments to the RSA
393	P23.7	<p>Executive Council of the Rashtriya Shiksha Aayog</p> <ul style="list-style-type: none"> • EC will be chaired by the UME in his capacity as the Vice-Chairperson of the RSA. • Will be charged with translating the vision of the RSA into action, driving the day-to-day work involved in ensuring that the school, higher education and related sectors are evolving in the desired direction, assessing progress through continually analysing data, and taking corrective actions as needed.
393	P23.8	<p>Executive Director of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • The executive head of the RSA will be the Executive Director (ED), who will also be the Vice- Chairperson of the EC and a member of both the Standing Committees on Coordination • Will be appointed by the RSAAC and will have the rank of Minister of State • ED will be a person of eminence in education, with deep understanding of India’s education system, a record of stellar public contribution, and broad experience of administration and leadership. • Will have a five-year term of appointment, • Renewable one time.
394	P23.9	<p>Membership of the Executive Council:</p> <ul style="list-style-type: none"> • EC will have 10-15 members who will be nominated by the RSA for five-year terms which will be renewable just once. • will be people with expertise, integrity, and distinction in their respective fields. • Two-thirds of the members of the EC will be people from education and research. • One-third of the members of the EC will be people who have significant leadership roles in administration, policy, and other fields of development. This will also include senior bureaucrats from the Ministry of Education, the Secretary from the Ministry of Finance, and the Chief Executive Officer of the Niti Aayog
394	P23.10	<p>Standing Committees on Coordination:</p> <ul style="list-style-type: none"> • The Vice Chairperson of RSA will also chair two SCCs.

Page No.	Para No.	Description
		<ul style="list-style-type: none"> • The first will consist of the Ministers of Education from all the States. • The second will consist of Union Ministers from all the relevant ministries connected with education. • Will be supported by the Joint Review and Monitoring Board (JRMB)
394	P23.11	<p>Complementary roles of the Rashtriya Shiksha Aayog and the Ministry of Education:</p> <ul style="list-style-type: none"> • The existing functions and roles within the present MHRD (and related ministries) will be reviewed, mapped, and harmonised with the RSA for complementarity, including the roles and responsibilities of its support structures and teams. • A committee chaired by the UME and consisting of the ED and a few members appointed by the UME will be constituted for this purpose at the earliest. • RSA will be given Constitutional status through an Act of the Parliament.
394	P23.12	<p>Advisory Council of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • RSA will also be supported by an Advisory Council (AC) consisting of a diverse group of 20-30 people including some of the foremost national and international experts in education. • The Advisory Council will be chaired by an eminent educationist from the RSA and will have the ED as its member. • AC will serve as a think tank for the RSA and will work in close coordination with the NITI Aayog, with the States, and with other bodies at the Centre as well as the States.
395	P23.13	<p>Membership of the Advisory Council:</p> <ul style="list-style-type: none"> • RSA will nominate the members of the AC and appoint its chair.
395	P23.14	<p>Joint Review and Monitoring Board:</p> <ul style="list-style-type: none"> • A JRMB will be instituted by the RSA to review the performance of the various schemes of both the Central and State governments, • JRMB will support all the bodies of the RSA to discharge their functions effectively,
395	P23.15	<p>Secretariat of the Rashtriya Shiksha Aayog:</p> <ul style="list-style-type: none"> • RSA will be supported by a strong secretariat, consisting of several layers of bureaucrats and

Page No.	Para No.	Description
		<p>technocrats,</p> <ul style="list-style-type: none"> • housed within the premises of the RSA/MoE.
395	P23.16	<p>Coordination with regulatory bodies:</p> <ul style="list-style-type: none"> • following National level apex bodies will report to the RSA, which will oversee their smooth and effective functioning. <ul style="list-style-type: none"> o (Proposed) National Higher Education Regulatory Authority o National Accreditation and Assessment Council o (Proposed) General Education Council o (Proposed) Higher Education Grants Council o National Council of Educational Research and Training o National Institute of Educational Planning and Administration o (Proposed) National Research Foundation
396	P23.17	<p>Mechanism for conflict resolution:</p> <ul style="list-style-type: none"> • the responsibility of the ED to resolve the same through the setting up of appropriate mechanisms.
396	P23.18	<p>Review of budgets:</p> <ul style="list-style-type: none"> • Budgets and their utilisation by all agencies of the Government of India related to education in any way will be reviewed and approved by the RSA.
396	P23.19	<p>Rajya Shiksha Aayogs / State Education Commissions:</p> <ul style="list-style-type: none"> • Similar to the RSA, a RjSA/State Education Commission (SEC) may be constituted in each State, chaired by the Chief Minister with the Minister of Education, nominated by the chair, as Vice-Chair

WAY FORWARD

Page No.	Paragraph	Description	Target Year
425	ACTIONS BY MINISTRY OF HUMAN RESOURCE DEVELOPMENT		
425	MHRD.1	<ul style="list-style-type: none"> The RSA / NEC will be established 	2019
425	MHRD.2	<ul style="list-style-type: none"> The RSA Appointment Committee (RSAAC), will be constituted. 	2019
425	MHRD.3	<ul style="list-style-type: none"> The MHRD will be re-designated as the Ministry of Education (MoE). 	2019
425	ACTIONS BY THE RASHTRIYA SHIKSHA AAYOG AND MINISTRY OF EDUCATION		
425	RSA-MOE.1	<ul style="list-style-type: none"> The RSA and its bodies will be constituted and relevant appointments will be made by the RSAAC. The above includes the Executive Council, the Standing Committees on Coordination, and the Advisory Council. It will also include the appointment of the Executive Director of the RSA. 	2020
425	RSA-MOE.2	<ul style="list-style-type: none"> The entire higher education regulatory system will be transformed with a single regulatory body 	2020
426	RSA-MOE.3	<ul style="list-style-type: none"> Early childhood education will be integrated with school education in all aspects as outlined in MoE-SDoE.1. Oversight of early childhood education will be the responsibility of MoE, while MWCD and MHFW will continue to be responsible for their mandates. 	2020
426	RSA-MOE.4	<ul style="list-style-type: none"> The RTE Act will be reviewed comprehensively to enable the Policy. Free and compulsory quality pre-primary education and for Grades 9-12 will also be made an integral part of the RTE Act. 	2020
426	RSA-MOE.9	<ul style="list-style-type: none"> An autonomous National Educational Technology Forum (NETF) will be set up. 	2020
426	RSA-MOE.10	<ul style="list-style-type: none"> The potential of technology for improving governance and management will be facilitated by setting up the National Repository of Educational Data (NRED). 	2020
428	ACTIONS BY THE MINISTRY OF EDUCATION		

Page No.	Paragraph	Description	Target Year
	// STATE DEPARTMENTS OF EDUCATION		
428	MOE-SDOE.1	<ul style="list-style-type: none"> • With the help of MWCD, RSA, and their State equivalents, early childhood education will be integrated with school education in all aspects - governance, regulation, curriculum, and pedagogy; however, physical integration of existing structures will not be attempted. • This action will be aligned with RSA-MoE.3.. 	2020
428	MOE-SDOE.2	<ul style="list-style-type: none"> • delivery of early childhood education at the institutional level will be planned for all States via a four-pronged approach. • A comprehensive plan for each State for implementation of suitable infrastructure and delivery of early childhood education curriculum as in NCERT.1 and SCERT.1 will be developed by 2022 and fully implemented by 2028. • This action will be aligned with SG-SDoE.2. 	2022-2038
428	MOE-SDOE.3	<ul style="list-style-type: none"> • School curriculum and pedagogy will be restructured in the following stages. <ul style="list-style-type: none"> o 5 years of the Foundational Stage: 3 years of pre- primary school and Grades 1-2. o 3 years of the Preparatory (or Latter Primary) Stage: Grades 3-5 o 3 years of the Middle (or Upper Primary) Stage: Grades 6-8 o 4 years of the High (or Secondary) Stage: Grades 9-12 • The secondary stage will comprise four years of study from Grade 9 to Grade 12, where each year is divided into 2 semesters, for a total of 8 semesters. 	2022
428	MOE-SDOE.4	<ul style="list-style-type: none"> • Foundational literacy and numeracy will be addressed urgently and with unconventional measures as will be necessary. • The Remedial Instructional Aides Programme (RIAP) and the National Tutors programme (NTP) will be launched to suitably support school 	2022

Page No.	Paragraph	Description	Target Year
		<p>teachers.</p> <ul style="list-style-type: none"> • School teachers will be trained to lead the RIAP and NTP, and will also undergo specific capacity development to ensure foundational literacy and numeracy amongst all students. All public school teachers will be covered. 	
429	MOE-SDOE.5	<ul style="list-style-type: none"> • creating enabling environments and providing relevant learning resources across all schools to deliver the new curricular, pedagogical, and assessment paradigms. 	2023
429	MOE-SDOE.8	<ul style="list-style-type: none"> • Initiatives to include educationally disadvantaged and URGs at all stages of education • Special Education Zones in educationally disadvantaged regions across the country with targeted funding. • This will be applicable to both school and higher education. 	2025
429	MOE-SDOE.9	<ul style="list-style-type: none"> • Initiatives to protect the rights of the child will include generating awareness through online programmes for students, teachers and parents, and formalising processes for enforcement in schools. The latter will inform SSRA.1. 	2020
430	MOE-SDOE.10	<ul style="list-style-type: none"> • Programmes will be initiated to focus on functional literacy and numeracy, and follow up through basic education, skill development and continuing education programmes.. • Programmes will particularly target women, and individuals from socially and economically disadvantaged groups. 	2020
430	MOE-SDOE.12	<ul style="list-style-type: none"> • The teacher education system will be overhauled completely. • MoE and State Departments of Education will coordinate with NHERA and NCTE as PSSBs (Professional Standards Setting Body) to fulfil this responsibility. 	2030
ACTIONS BY NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING			
431	NCERT.1	<ul style="list-style-type: none"> • A National Curricular Framework for all 	2020

Page No.	Paragraph	Description	Target Year
		<p>school stages, from early childhood education to Grade 12, will be developed.</p> <ul style="list-style-type: none"> • The mandate of NCERT will be expanded to include the role of early childhood education. 	
431	NCERT.2	<ul style="list-style-type: none"> • A new assessment paradigm will be put in place, aligned with NCERT.1, that focuses on the assessment of core concepts and skills along with higher order capacities. • Guidelines will be provided for assessment for learning and development in each area of the National Curricular Framework in accordance with this new paradigm. 	2021
432	<p>Actions by National Council of Educational Research and Training and by State Council of Educational Research and Training (or equivalent organisations) in each State.</p>		
432	N/SCERT.1	<ul style="list-style-type: none"> • The Continuous Professional Development system for teachers will be redesigned across all States. • CRCs, BRCs, BITEs, DIETs and SCERTs will be rejuvenated. • NCERT will support SCERTs in fulfilling this responsibility. 	2023
432	N/SCERT.2	<ul style="list-style-type: none"> • Teachers and institutional leaders will be oriented towards the effective use of technology in pedagogy, other curricular matters, and management of education. 	2025
432	ACTIONS BY CENTRAL BOARDS AND STATE BOARDS OF ASSESSMENT		
432	CB-SB.1	<ul style="list-style-type: none"> • Certificate examinations of Central Boards and State Boards will be redesigned in keeping with the curricular and assessment reforms in NCERT.1-2 and SCERT.1-2. • comprehensive Grade 10 and 12 Board Examinations will be eliminated, and replaced with modular assessments for each subject that can be taken anytime between Grade 9 and Grade 12. • The certification requirements for the 	2023

Page No.	Paragraph	Description	Target Year
		<p>end of the middle stage and for Grades 10 and 12 will be redesigned.</p> <ul style="list-style-type: none"> • In particular, certificate examinations for Grades 10 and 12 will reflect the semester and modular examination-based scheme. • The Boards will have no role in determining the curricula (including textbooks). 	
433	ACTIONS BY NATIONAL HIGHER EDUCATION REGULATORY AUTHORITY		
433	NHERA.2	<ul style="list-style-type: none"> • Poorly performing teacher education institutions, not adhering to basic norms, will be shut down 	2023
435	ACTIONS BY RELEVANT APPOINTING BODY/COMMITTEE		
435	ALL.1	<ul style="list-style-type: none"> • Appointment of people in leadership roles in all bodies and institutions - the RSA, NHERA, NCERT, NIEPA, SCERT, BITE, DIET, school leaders, etc - shall be through rigorous and transparent processes, shared in the public domain for scrutiny 	2020
435	ACTIONS BY THE UNION GOVERNMENT AND ALL STATE GOVERNMENTS		
435	UG-SG.1	<ul style="list-style-type: none"> • An incremental increase in public investment will be made progressively till it reaches around 20% of total public expenditure. 	2030
436	Para 18.1.2 at page 325	<p>The regulatory architecture:</p> <ul style="list-style-type: none"> • NHERA shall be the sole regulator for higher education, including professional education (see P18.1.4). • All other current regulatory bodies may transform to PSSBs; this includes NCTE, MCI, BCI and AICTE - they (PSSBs) may set standards for professions (e.g. for teachers, doctors, engineers, nurses, etc.) 	