



सत्यमेव जयते
Ministry of Education
Government of India

1 YEAR

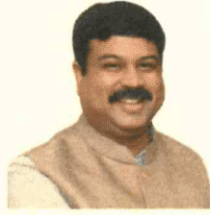
**ACHIEVEMENTS OF THE
NATIONAL EDUCATION
POLICY (NEP 2020)
IMPLEMENTATION**



धर्मेन्द्र प्रधान
धर्मेश्वर प्रधान
Dharmendra Pradhan



मंत्री
शिक्षा; कौशल विकास
और उद्यमशीलता
भारत सरकार



Minister
Education; Skill Development
& Entrepreneurship
Government of India

MESSAGE

After more than three decades, the Indian education system is set to witness path-breaking reform in how students learn, how teachers teach and how education sector is governed. The National Education Policy 2020 outlines an education system rooted in Indian ethos that will transform India into an equitable and vibrant knowledge society. The mission of the NEP 2020 is to empower students as per the needs of the 21st century with the aim of preparing well-rounded learners to meet the diverse national and global challenges.

I am proud that the Department of School Education & Literacy has undertaken a multitude of initiatives at all levels of school education which resonates with the vision and objectives of the NEP 2020. Over the past year, DoSE&L has revamped Samagra Shiksha and developed the detailed NEP Implementation Plan for School Education – SARTHAQ. The Department has successfully launched various programmes such as NIPUN Bharat, NISHTHA 2.0, NDEAR, SAFAL, the three-month play-based School Preparation Module – Vidya Pravesh, along with the standardization of Indian Sign Languages. With all these meaningful initiatives, I am sure that education in India will now be more experiential, holistic, inquiry-driven and learner-centric. As we now move forward, we must document our journey of implementing the NEP 2020 so far, which will pave the way for future developments. This booklet elaborates each initiative embarked upon by the Department along with relevant paras from the NEP 2020, targets achieved over the past year, the benefits accrued and the way forward.

I express my gratitude to all the stakeholders who have contributed to this booklet and understood the importance of effective implementation of the National Education Policy 2020 as a reformative yet transformative step towards providing quality education for 'All'.

(Dharmendra Pradhan)

New Delhi,
Dated 2nd August, 2021

सबको शिक्षा, अच्छी शिक्षा



कौशल भारत, कुशल भारत

अन्नपूर्णा देवी
ANNPURNA DEVI



राज्य मंत्री
शिक्षा मंत्रालय
भारत सरकार
MINISTER OF STATE
FOR EDUCATION
GOVERNMENT OF INDIA

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संदेश

दुनिया में ज्ञानार्जन तकनीक और रोजगार का परिदृश्य लगातार और तेजी से बदल रहा है। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 वैश्विक जरूरतों के अनुरूप बच्चों के सीखने और उन्हें सिखाने के तरीके पर विशेष बल देती है। यह बच्चों को तार्किक रूप से सोचने-सीखने, समस्याओं को हल करने, उनके ज्ञान में रचनात्मकता और विविधता लाने एवं बदलते शिक्षा परिवेश के साथ समन्वय स्थापित करते हुए कुछ नया सोचने-करने के लिए तैयार करती है। नई शिक्षा नीति में बल इस बात पर नहीं कि उन्हें शिक्षा के नाम पर क्या दिया जा रहा है, बल्कि इस बात पर है कि बच्चे क्या ग्रहण कर रहे हैं।

भारत विविधताओं से भरा देश है और एनईपी 2020 ने अपना दृष्टिकोण इस भारतीय संरचना के अनुरूप ही रखा है। सामाजिक-आर्थिक पृष्ठभूमि को महत्व दिए बिना, सभी शिक्षार्थियों के लिए उच्च गुणवत्तायुक्त समान पहुंच वाली शिक्षा प्रणाली के लिए स्कूल शिक्षा और साक्षरता विभाग ने एनईपी के कार्यान्वयन के इस एक वर्ष के दौरान स्कूली शिक्षा के क्षेत्र में कई प्रमुख पहलों की शुरुआत की है। इन पहलों में प्रवासी मजदूरों और स्कूल से बाहर बच्चों को मुख्यधारा में लाने के लिए दिशा-निर्देशों का विकास; स्कूल बंद होने और उसके बाद घर-आधारित शिक्षा में माता-पिता की भागीदारी के लिए दिशा-निर्देशों का विकास; राज्य पाठ्यचर्या की रूपरेखा और राष्ट्रीय पाठ्यचर्या की रूपरेखा के विकास के लिए गतिविधियों की शुरुआत; लर्निंग आउटकम बेस्ड आइटम बैंकों का विकास तथा डिस्ट्रिक्ट परफॉरमेंस ग्रेडिंग इंडेक्स को अंतिम रूप देना, आदि शामिल हैं।

मैं भारतीय शिक्षा जगत में नई शिक्षा नीति के माध्यम से एक नए सूर्योदय की आकांक्षा के साथ, उन सभी हितधारकों को शुभकामनायें देती हूँ, जो इस क्षेत्र में एनईपी 2020 के दृष्टिकोण को कार्यान्वित करने के महत्वपूर्ण कार्य को पूरा करने में शामिल रहे हैं।

अन्नपूर्णा देवी
(अन्नपूर्णा देवी)

अनीता करवल, भा.प्र.से
सचिव

Anita Karwal, IAS
Secretary



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

Message

The National Education Policy 2020 (NEP:2020) envisions a significant transformation in the entire education system at all stages, right from Early Childhood Care and Education (ECCE) to higher education. It envisages education as a continuum without any segmentation and focuses on making education more experiential, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and above all, more joyful. In this context, the entire team of the Department of School Education and Literacy took ownership and responsibility to steer the implementation of NEP 2020 as a mission in itself, and that is why, within exactly one year of the launch of this policy, we have been able to implement several of the crucial recommendations which hold the promise of path-breaking and life-altering changes that will energize the school education sector.

It is indeed my pleasure to inform all the stakeholders about the milestones accomplished in the last one year for implementation of the policy. While we were taking up each of these areas and looking at them in-depth, they initially felt like random interventions. But slowly and surely, the dots have started connecting and the larger picture is emerging. Through the carefully chosen headings in this document, you will notice how almost every area of the school education sector is seeing transformational changes – whether it be curricular reforms, innovative pedagogy, creative and engaging teaching-learning content, focus on equity and skilling, setting standards or the professional development of teachers, use of technology, etc.

This compilation is an attempt to keep all the stakeholders informed and invite them to participate and partner us in the noble cause of transforming the education sector and usher in, the highest quality, equity, and integrity into the system.



(Anita Karwal)

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NEP Implementation Plan



SARTHAQ

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

NEP Para: 27.1, 27.2, 27.3

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

Period of Implementation: From 2021-22 to 2030

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

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

Way Forward: SARTHAQ keeps in mind the concurrent nature of education and adheres to the spirit of federalism. It takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner. SARTHAQ has also been prepared as an evolving and working document and is broadly suggestive/indicative in nature and will be updated from time to time based on the inputs/feedback received from the stakeholders.

Samagra Shiksha

(Integrated Scheme for providing Quality
& Inclusive Education)



Continuation of Samagra Shiksha

Covering 86 paras of NEP 2020

How Implemented: The Department of School Education & Literacy implements an Integrated centrally sponsored scheme for School Education, Samagra Shiksha with the objective to improve the quality of school education across all levels from pre-primary to sr. secondary. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 to ensure inclusive and equitable, quality, and holistic school education. It also has a greater emphasis on equity and inclusiveness for areas with a significant population of Socially & Economically Disadvantaged Groups, such as SC, ST, Minorities, and Inclusive education for Divyang Children. The major recommendations of NEP included in revamped Samagra Shiksha are:

- Foundational Literacy and Numeracy (NEP Para 2.1-2.9)
- Holistic Progress Card (HPC) (NEP Para 4.35)
- Tracking of learning outcomes as well as the transition of children (NEP Para 3.3)
- Qualified counsellors at the secondary and senior secondary level (NEP Para 3.3, 5.10, 6.20, 2.18)
- Language Teachers for non-Hindi speaking states (NEP Para 4.12, 22.7, 22.9, 22.16)
- Capacity building of teachers (50 Hrs CPD) (NEP Para 5.15, 5.16)
- Provision for Bagless days and internships (NEP Para 4.26)
- Support for OOSC in the age group of 16- 19 years, (NEP Para 3.1, 3.2)
- Provision for Activities of PARAKH (NEP Paras 4.41, 6.13, 8.10, 24.4)
- Separate stipend for CWSN girl child (NEP Para 6.2.5, 6.2.6, 6.3, 6.4, 6.5)
- Annual identification of CWSN and Resource Centre at the block level (NEP Para 6.11, 6.12)
- Expansion of schooling facilities including Residential Hostels, KGBVs, etc (NEP Para 6.9)
- Provision for Hub and Spoke model in vocational education (NEP Para 16.5)
- Provision for Smart classrooms in schools and support for DIKSHA (NEP Para 4.46, 24.4)
- Support for Assessment Cells in SCERT etc. (NEP Para 4.41)

Continuation of Samagra Shiksha

Covering 86 paras of NEP 2020

Period of Implementation: 2021-22 to 2025-26

Target Group: Children in the age group of 3 to 18 years

Benefits:

- Assisting States and UTs in universalisation of education from pre-primary to sr. secondary
- Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020); and RTE Act, 2009;
- Emphasis on Holistic, Integrated, Inclusive, equitable, and quality education and enhancing learning outcomes of students;
- Ensuring equity and inclusion at all levels of school education;
- Focus on capacity building of teachers
- Ensuring a safe, secure, and conducive learning environment and maintenance of standards in schooling provisions
- Expansion of vocational education.

Way Forward: Samagra Shiksha aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment that should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process. The scheme covers 1.16 million schools, over 156 million students, and 5.7 million Teachers of Govt. and Aided schools and all stakeholders of the school ecosystem.

Bringing Back Out of School Children

NEP Paras 3.1, 3.2, 3.3

How Implemented: D/o School Education and Literacy issued guidelines for mainstreaming of Children of Migrant Labourers and out of school children on 13th July 2020 and 7th January 2021 respectively. Thereafter, a comprehensive COVID Action plan was shared with States/UTs and other stakeholders on 4th May 2021 for mitigating the loss of learning.

Various focus areas and interventions for implementing this roadmap include:

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

Date of Implementation: Launched in July 2021

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

Benefit Accrued:

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

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

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

NEP Paras 3.3

How Implemented: It is understood that the role of parents and caregivers besides school, teachers, community, and volunteers is pivotal in supporting Home-based learning for their children, especially during this period of Covid-19. In view of this, Guidelines for Parent Participation in Home-based Learning during school closure and beyond have been developed.

The guidelines provide simple and suggestive tips for parents and other caregivers to facilitate children in Home-based learning and in creating a safe, engaging and positive environment. These suggestive activities are in accordance with the various stages of school education i.e. Foundation Stage (Age 3-8yrs), Preparatory Stage (Age 8-11 yrs), Middle Stage (Age 11-14yrs), and Secondary Stage from Adolescent to Adult age (Age 14-18 years). The guidelines emphasize the need for parents to create a safe and engaging environment and a positive learning environment, have realistic expectations from the child, take care of health and eat healthy, while at the same time having fun with children.

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

Target Group: Parents/ Caregivers of nearly 26 crore children

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

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

Out of School Bridge Course by NCERT

NEP Para: 3.1

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

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

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

Benefits:

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

C

Foundational Learning



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

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

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

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

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

Benefits:

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

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

Vidya Pravesh

Three-month Play-based School Preparation Module for Grade-I Children

NEP Para 2.5

How implemented: As per the recommendations of the NEP 2020, 'Three-month Play-based School Preparation Module for Grade-I Children' has been developed by the NCERT. The intent is to expose the children to a warm and welcoming environment when they enter Grade I, familiarise them with the school routine, help them learn necessary concepts, and acquire requisite foundational skills related to health, wellbeing, language-literacy, mathematical thinking, and environmental awareness. It is an integral part of the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat Mission) and is aligned to the Learning Outcomes (LOs) of Balvatika (level-3) in the Mission Guidelines. The module is designed to be implemented during the initial three months or 12 weeks of Grade-I and to be transacted for four hours per day. It contains the skills/concept-wise activities, illustrations, and worksheets leading to the achievement of LOs. The module is designed as an exemplar and the States/Union Territories/schools are free to adapt or adopt.

Date of Implementation: Launched on 29th July 2021

Target group: Children entering Grade I, Teachers and Parents

Benefits: The learning opportunities are framed to familiarise children with the school environment and also provide experiences for maintaining wellbeing through practicing health, nutrition, hygienic, and safety protocols; socio-emotional development; building the foundations of mathematics, language, and literacy; as well as direct experience and interaction with the physical, social and natural environment.

Way forward: The efforts are made to address the crises in foundational literacy and numeracy, promote wellness and develop vigour in children to become an involved learners and connect to their environment. It is hoped that this module would be helpful to the teachers and those who are involved in shaping the lives of young children.

Curriculum Reforms and Joyful Learning



Learning Outcomes Based Item Bank

NEP Paras 1.3, 4.30, 5.28, 21.5

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

Date of Implementation: Test Items available on the DIKSHA platform

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

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

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

Performance Grading Index

NEP Paras 1.3, 4.30, 5.28, 21.5

How Implemented:

- The Indian Education System is one of the largest in the world with more than 15 lakh schools, 96 lakh teachers, and 26 crore students of pre-primary to higher secondary levels from varied socio-economic backgrounds. A uniform system of performance monitoring including indicators on learning outcomes, access outcomes, infrastructure outcomes, and governance process-related indicators was developed and finalized after further consultation with the education departments of the States/UTs. The PGI: State report for the reference years 2017-18, 2018-19, and 2019-20 have been released and are available in the public domain. https://www.education.gov.in/en/statistics-new?shs_term_node_tid_depth=391&Apply=Apply.
- In addition to State PGI, 83 indicator-based PGI: District has been finalized to grade the performance of all districts in school education.

Date of Implementation: The data entry for the PGI district has commenced on 1st May 2021.

Target group: States and UTs

Benefit Accrued:

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

Way Forward: The PGI district would propel the States to strengthen data monitoring systems at the district level. PGI for SCER/DIETs/CRC/BRC shall be planned.

Ek Bharat Shreshtha Bharat

NEP Para 4.16

How Implemented and Date of Implementation: The guidelines on Ek Bharat Shreshtha Bharat (EBSB) have been revised on 20th November 2020 in accordance with the National Education Policy 2020, focusing on language learning and cultural integration among the students across the country. As per the revised guidelines, all schools are required to establish EBSB Clubs and SCERTs will prepare 100 sentences in the language of paired State/UT. In addition, a suggested list of activities for State and School levels has also been drawn up and shared with all the States and UTs.

Target Group: Students across the country.

Benefit Accrued: The students of all States and UTs have shown great interest in EBSB activities in the last few years. Activities under the EBSB program will promote the spirit of national integration and make them aware of the rich cultural heritage and diversity of India.

Way Forward: States, UTs, and Institutions will organize activities as per the revised guidelines, ensure maximum participation of students and submit the monthly report on the same to the Department. For submitting detailed report of activities and participants, the EBSB portal has been modified for ease of online reporting by states/UTs. More activities will be conducted in online mode.



Participation by schools in Toycathon/Hackathon

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

NEP Para: 1.2, 1.6, 2.5, 4.4, 4.6, 4.7 and 4.8

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

The themes on which ideas were invited included:

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

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

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

Participation by schools in Toycathon/Hackathon

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

NEP Para: 1.2, 1.6, 2.5, 4.4, 4.6, 4.7 and 4.8

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

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

Target Group: School Students, Students, and faculty from Higher education institutions, Startup-Professionals

Benefits:

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



Art-Integrated Education in CBSE

NEP Para: 4.7, 4.15, 4.16, 4.20 and 4.29

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

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

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

Benefits:

- More than 1.3 crore students have benefitted by the principles of Art-Integrated Learning and Art-Integrated Projects in the last academic session.
- Approximately 10,000 teachers participated in both competitions displaying their creative exemplars on Art-Integrated Learning.
- Ready Resource for students and teachers for Cultural Mapping
- A deeper understanding of topics and concepts through investigation and exploration, critical thinking and creativity, Awareness of art and culture as the basis for experiencing the learning of concepts across subjects.

Promoting Story-Telling teaching and learning through Graphic Novels

NEP Para: 4.7, 4.15, 4.16, 4.20 and 4.29

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

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

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

Benefits:

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

Promoting Story-Telling teaching and learning through Graphic Novels

NEP Para: 4.7, 4.15, 4.16, 4.20 and 4.29

- These Graphic Novels have the potential to revolutionize the teaching-learning patterns in our country. They are extremely beneficial for both the teacher and the taught. Not only do they promote critical thinking skills, creativity, and application-based learning but they are also very beneficial for students to bridge learning gaps across various classes.

Way Forward:

- These novels can also be translated into various regional languages and thus cater to a larger number of students and teachers across the nation.
- The target of CBSE and this group of schools is to create at least 1000 novels. Around 250 new novels are in the process of being developed with new schools and new team members tackling new concepts in various classes.



Mapping toys with grade-appropriate skills for toy-based pedagogy

NEP Para: 1.3, 4.25, 4.27 and 4.29

How Implemented: In the budget announcements on 1st February 2021, the development of Toy-Based Learning Pedagogy for school education was included as follows: "An interactive toy-based learning pedagogy will be developed for all levels of school education. It will promote hands-on learning among the students. It will add the thrill of experiential learning and completely enhance and transform the classroom learning experience." NEP 2020 also advocates a definitive shift in school education at all levels towards a more play and discovery-based style of learning with an emphasis on the scientific method and critical thinking. It has been evidenced that on connecting and engaging with people, objects, representations, children acquire a context for learning and for making sense of their social worlds. Toys become the medium for observation, movement, relationships, inter-connections, encountering and solving real problems, etc. With this background, a Working group of experts was formed in NCERT that is expected to develop pedagogy for teaching different subjects from pre-school to grade 12 through toys, games, and puzzles. It is also planned to integrate toy-based pedagogy in the National Curriculum Framework for School Education. This Working Group has mapped several indigenous and other toys with grade-appropriate skills that can be acquired by using them for play-based learning. This mapping was an integral part of the India Toy Fair, 2021.

Date of Implementation: 27th February 2021.

Target group: Learners, teachers, and teacher educators across stages

Benefits:

- Play-based learning is strongly linked to cognitive, language, literacy, thinking, communication, collaboration, motor, psychomotor skills
- Children get opportunities to explore, create, manipulate toys, games, plays, puppets, etc. and get engaged with learning many basic concepts across subject areas and also generic and specific skills.

Mapping toys with grade-appropriate skills for toy-based pedagogy

NEP Para: 1.3, 4.25, 4.27 and 4.29

- Teachers can create a conducive environment for learning giving children the opportunity to make their own toys and talk about them. This will give students the joy of learning.
- The whole classroom and school will be a learning space for children where they would love to spend time creating innovative games and toys.
- Toy-based pedagogy will lead to the psychomotor, emotional, social, cognitive, ethical development of children in a smooth manner.

Way Forward:

- Identification of concepts that can be learned with the help of making of toys or engaging in games /puzzles /puppetry / Board games/Electronic games/Card games from pre-school to grade 12 has been undertaken as a way forward.
- Teacher training Modules on Toy-based pedagogy for foundational and secondary levels will be disseminated through NISHTHA from August 2021.



Introduction of Experiential Learning pedagogy

NEP Para: 4.18, 4.19 and 4.21

How Implemented: It is important for educators today to strive to imbibe the qualities and skills of the future in our learners, rather than acquiring the talent to simply read and reproduce the given text. With this aim, the CBSE developed a Handbook on Experiential learning for its teachers which explained the concept, broke several myths and also gave several examples of using experiential learning pedagogy for teaching various subjects/topics/grades. The idea was that Handbook would lead to change the way we teach, the way children learn, and the way skills are acquired and to make learning joyful, engaging and at the same time connected to real life. Subsequently, other resources were developed for teachers to take this pedagogy forward. CBSE developed a very innovative online Experiential Learning course on DIKSHA in association with TATA Trusts and Mahatma Gandhi International School, Ahmedabad. This course aims to share multisensory pedagogic processes involved in experiential learning, sensitize educators to implement it in their classrooms and make learning more joyful, reflective and multidisciplinary and was made mandatory learning for CBSE teachers. Learning Outcomes of all grades from 1-10 were mapped with the topics of all subjects. TERM or Teachers' Energised Resource Material was developed for all topics of Science and Mathematics for grades 6-10. TERM not only provides several suggestions for teaching each topic experientially, but it also provides a set of competency-based questions associated with each topic. These resources are available freely on DIKSHA. NISHTHA for elementary teachers also contains an entire module on innovative pedagogies including experiential learning. Through exam reforms, CBSE is now reflecting experiential learning in its question papers also.

Date of Implementation: From 2020-21 Academic session onwards.

Target group: Learners and Teachers of all grades

Introduction of Experiential Learning pedagogy

NEP Para: 4.18, 4.19 and 4.21

Benefits:

- Active learning takes place with a real-life connection and context.
- Students become responsible for their own learning.
- Diagnosis and remedial is provided at each step. This provides a lot of scopes for formative assessment to take place
- A wide array of non-stressful assessment strategies such as observation, anecdotes, peer assessment, self-reflection, etc. are used.

Way Forward:

- This pedagogy has already been introduced at the Foundational Learning stage through the NIPUN Bharat framework.
- This will slowly be introduced in all grades along with examination reforms to base them on competency-based learning.



School Innovation Ambassadors

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

NEP Para: 4.23, 4.25, 4.29

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

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

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

Benefits Accrued:

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

School Bag Policy 2020

NEP Para: 4.26 and 4.33

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

Further, para 4.26 of NEP, 2020, states that every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs.

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

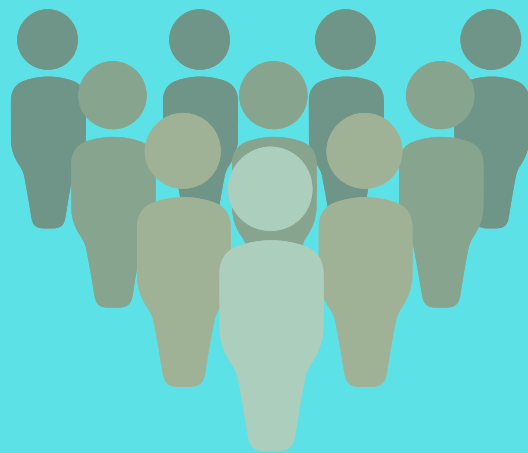
1. Recommends all schools to follow the universally accepted ratio of weight for school bag as 10% of the body weight of the student across classes 1 to 12 and suggests ways for monitoring and ensuring the same through a multi-pronged approach.
2. Total study time needs to be accounted. Total Homework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

Target Group: Students from pre-primary to class XII

Benefits Accrued:

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

Equity & Inclusion



CwSN e-content Guidelines

NEP Paras 4.43- 4.45, 24.2 and 24 (e)

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

Date of Implementation: Guidelines released on 8th June 2021

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

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

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

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

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

Standardization of Indian Sign Language (ISL) NEP Para 4.22

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

- For understanding the variation in Indian Sign Language, NIOS organised two workshops involving deaf learners at Kochi, Kerala, and at Ranchi, Jharkhand.
- The identification of core committee members from various national and regional level organisations has been done. The committee members consist of experts having a global reputation, representation of different geographical variations.
- NIOS has developed 701 ISL videos in different subjects at secondary and senior secondary level courses. It will help the standardisation process.
- NIOS is delivering a one-hour live program in Indian Sign Language twice a week on PM e-Vidya 10 TV Channel since September 2020.
- To strengthen the standardisation process, NIOS has developed course material in Indian Sign language as a language subject at the secondary level and this course will be offered from the upcoming academic session.

Date of Implementation: Launched on 29th July, 2021

Target Group: Nearly 70 lakh hearing-impaired students.

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

MANODARPAN

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

NEP Para:4.11, 4.12, 4.13, 22.8, 24.2 and 24.4 (e)

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

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

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

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

Benefit Accrued:

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

MANODARPAN

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

NEP Para:4.11, 4.12, 4.13, 22.8, 24.2 and 24.4 (e)

- Empowering Teachers, Parents, and Students on various socio-emotional wellbeing concerns through Webinars and Live sessions-Sahyog, telecast on PM e-Vidya channels and the 'NCERT Official' YouTube channel.
- Creating awareness on mental well-being through the Manodarpan webpage by including advisory guidelines, practical tips, posters, videos, do's and don'ts for psychosocial support, FAQs, an online directory of counselors, Handbook on Psychological Support, etc.

Way Forward:

- A national database and directory of Counselors and Counseling services will be prepared.
- An interactive online chat platform for contact, queries, and counseling through the interactive app will be developed.
- Manodarpan initiative will facilitate a sustainable psychosocial support system in the educational arena, even beyond COVID-19.
- Facilitate advocacy, research, and training for effective policy on mental health support and well-being of children and youth for holistic development

MANODARPAN - Psychosocial Support for Mental Health & Well Being of Students during the COVID Outbreak and beyond

An initiative by Ministry of Education, Government of India
as part of Atma Nirbhar Bharat Abhiyan.

Inclusion in Board Exams - Facilitating CWSN candidates

NEP Para: 6.13

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

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

Target group: All disabled learners enrolled in CBSE schools.

Benefits:

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

Inclusion in Board Exams - Facilitating CWSN candidates

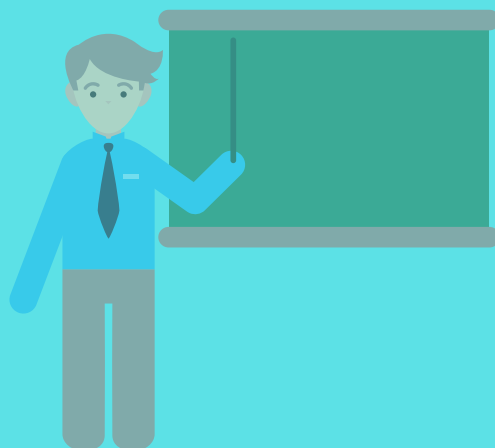
NEP Para: 6.13

Way forward:

- Alignment of facilities and extensions of concessions to all categories mentioned in RPWD-Act 2016 in CWSN will benefit nearly 20,000 CWSN students in classes IX-XII every year
- The Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.
- CBSE has set an example for other Boards of Assessment (BOA) to follow. CBSE plans to hold a national level exchange of best practices workshop with all recognized BOAs for other BOAs also to take this up.



Teachers, Teacher Training and Mentoring



NISHTHA

NATIONAL INITIATIVE FOR SCHOOL HEADS AND TEACHERS' HOLISTIC ADVANCEMENT

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

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

Date of Implementation: Elementary level: From 6th October 2020 onwards;
Secondary level: Launched on 29th July 2021

Target Group: All teachers

Benefit Accrued:

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

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

Continuous Professional Development (CPD)

NEP Paras: 5.15, 5.16

How implemented:

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

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

Date of Implementation: 6th October 2020

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

Benefits accrued:

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

Way forward:

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

Capacity Building of Teachers on Integration of ET & ICT

NEP Paras: 23.6, 24.3, 24.4

How implemented: COVID-19 has forced every teacher and student to utilise digital technology to continue their teaching-learning remotely. Teachers and students were struggling and facing challenges due to lack of awareness, insufficient competency in handling digital technology, and lack of digital infrastructure. It was a time where everyone started looking to improve their digital competency. Keeping in view the requirements, CIET- NCERT initiated a webinar series from April 7, 2021, focusing to orient teachers, students, and other stakeholders on various ICT tools, digital initiatives at the national level, emerging trends in educational technology, cyber safety, and security. A variety of sessions in English and Hindi has been conducted live which is simulcast through YouTube live as well as 12 PMeVIDYA DTH TV Channels and Jio TV mobile App. Till July 19, 2021, more than 369 live sessions of one hour each have been organised on ICT tools for teaching learning and assessment. Cybersafety concerns were also addressed during these sessions and every Friday session on cyber safety and security is initiated. A repository is also created for easy reference and can be accessed at <https://ciet.nic.in/pages.php?id=webinar&ln=en>.

Date of Implementation: 7th April 2020 till date

Target group:

- Teachers, teacher educators, prospective teachers, schools
- Administrators and students

Benefits accrued: Awareness among the target groups on Digital tools, FOSS, OER, and on all the digital initiatives through 369 episodes (one hour each) of webinars through PM eVIDYA DTH TV, YouTube, and Jio TV app.

Way forward: For orienting teachers and teacher educators in the use and integration of technology, at least one online training every month will be conducted.

CTET

New initiatives for the identification of teachers with high aptitude, skill sets and competency

NEP Paras: 15.11

How implemented:

- In line with the Policy's vision and specific recommendations, the CBSE initiated action research where a qualitative and quantitative review of the CTET papers and data was undertaken (last 2 cycles).
- This review has substantiated the need to streamline the test paper development process of CTET examination

Target group: Prospective Teachers

Benefits:

- Improving the quality of teachers
- Identification and Certification of teachers with high aptitude, skill sets, and competency

Way forward:

- Redefining the syllabus to a detailed framework that articulates competencies that assess both content knowledge and pedagogical content knowledge;
- Development of a blueprint/ paper design that would be translated by experts into good quality QP.
- Development of Sample Question Paper to present good samples to test item writers, reviewers, and translators.
- Capacity Building of experts- item writers, reviewers, translators
- An Academic Committee comprising of experts would support this process.

Lifelong validity of CTET

NEP Para: 5.4

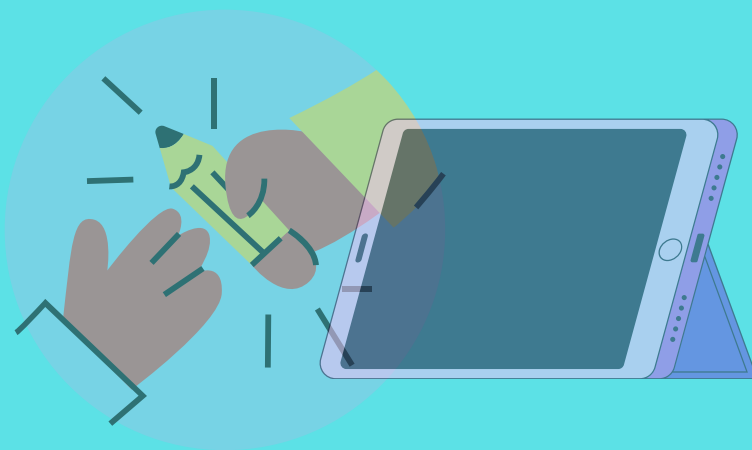
How Implemented: In accordance with the provisions of sub-section (1) of section 23 of RTE Act 2009, NCTE laid down Teacher Eligibility Test (TET) as one of the minimum qualifications for a person to be eligible for appointment as a teacher in Class I to VIII vide notification dated 23.8.2010. At the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

Date of implementation: From 9th of June, 2021

Target group: Student teachers, teachers

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

Teaching-learning Resources & the use of Technology



National Digital Education Architecture (NDEAR)

NEP Paras: 15.11

How implemented: The progress of India in the coming decades will be fuelled by the participation of a young population who should be able to tap into the opportunities offered by a growing economy that is becoming increasingly digital. Hence, the need of creating an open, interoperable, evolvable, public digital education infrastructure sector that can be used by multiple platforms and point solutions, to solve India's scale, diversity, complexity, and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

Date of Implementation: Launched on 29th July 2021

Target group: 25 Crore school students, 94 lakh teachers, teacher trainers, education experts, community volunteers, parents, and Administrators.

Benefits: NDEAR has been conceived as a unifying National Digital infrastructure to energise and catalyse the education ecosystem. The core idea of NDEAR is to facilitate achieving the goals laid down by NEP 2020, through a digital infrastructure for innovations in the education ecosystem, ensuring autonomy and participation of all the relevant stakeholders. NDEAR will enable a common set of principles and approaches to be followed in building, using, and re-using technology for education.

Making NDEAR functional will help in gaining the following but not limited to:

- Systems would continue to function effectively with the ability to connect with each other and leverage their combinatorial values.
- Innovations, best practices, and solutions by States and the wider education community would be possible to be leveraged by others.
- Data systems would be able to talk to each other using a common framework and data policies, thereby facilitating policy-making, particularly on learning.
- This would make technology systems and individuals adaptable and may result in inconsistent handling of data, protection of individual data- particularly children's data.

Way forward: The activities and projects will be taken up in a phased manner following the Building Blocks and Ecosystem approach of NDEAR.

PM eVidya- For ensuring Equitable Education

NEP Paras: 15.11

How implemented: The progress of India in the coming decades will be fuelled by the participation of a young population who should be able to tap into the opportunities offered by a growing economy that is becoming increasingly digital. Hence, the need of creating an open, interoperable, evolvable, public digital education infrastructure sector that can be used by multiple platforms and point solutions, to solve India's scale, diversity, complexity, and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

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

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

Benefits:

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

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

DIKSHA

NEP Paras: 15.11

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

Types of content/use cases on DIKSHA:

- Energised textbooks (QR coded and each QR code tagged with e-content) of NCERT and of states/UTs - a total of 5100 prescribed textbooks from the country have become energized, which covers almost 70% of all prescribed textbooks.
- Question banks
- Audios/videos curated by expert teachers and mapped to curriculum
- Teacher Training modules by NCERT - NISHTHA - so far almost 42 lakhs elementary teachers trained
- Teacher training modules by states/UTs
- ChatBot - WhatsApp, App, and web-enabled TARA ChatBot launched on 23.3.21. This Bot helps a visitor to DIKSHA easily navigate to the required place.
- Vidyadaan or crowdsourcing of e-content on DIKSHA -29,069 content pieces have been crowdsourced
- Radio and TV coherence - the same e-content that is available on one digital platform is being made available on other digital platforms too.
- Integrated Voice Response System: IVRS system started from 5th March'2021 with a toll-free number 8800440559. This also helps the student/teacher to easily navigate through DIKSHA.

Date of Implementation: Though DIKSHA was initiated in 2017, it was expanded at a very fast pace after its inclusion under the Atma Nirbhar Bharat Programme in May 2021.

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

DIKSHA

NEP Paras: 15.11

Benefits:

- About 1.87 lakh pieces of e-content are live on DIKSHA as of date.
- Over 45 crores Energised Textbooks (ETBs) were printed and distributed to students through post/at home/retail centers for academic session 2020-21.
- E-Content is available in 33 Indian languages, including Indian Sign Language, on DIKSHA

DIKSHA page hits and learning sessions from 23.3.20 to 29.7.21:

- Page hits on DIKSHA from 01.04.2020 - 2,323+ crores
- Total Learning sessions on DIKSHA - 327+ crores
- Total Learning in minutes on DIKSHA - 3,989+ crore minutes
- Average daily page hits: 5+ crores

Way forward:

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



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

NEP Para: 24.2, 24.4 e and 24.5

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

Date of Implementation: This was started on 1st October 2020

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

Benefit Accrued:

- Outreach to remotest corners of the country.
- Till 21st July 2021: 10,782 calls received through PM eVIDYA IVRS
- On Channel 1 to 10: 2 hours fresh slot with 11 times repeat is transmitted.
- On Channel 11 and 12: 3 hours fresh slot with 8 times repeat is transmitted.
- Subjects like yoga, cyber safety, and security, ICT tools, guidance and counselling, inclusive education are included in the transmission schedule.

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

Shiksha Vani

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

NEP Para:4.11, 4.12, 4.13, 22.8, 24.2 and 24.4 (e)

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

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

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

Benefit Accrued:

- Radio broadcasts are used for children in remote areas that have no internet connectivity (especially for grades 1 to 5) to ensure continued access to quality education.
- All these radio content and podcasts are also hosted on DIKSHA to fulfil the aim of coherence in content. The programs are produced under Dhanishala Series (Curricular based studio programmes) and Umang Series (Audio programmes for enrichment, infotainment and edutainment).
- 2000 pieces of curriculum-based radio programmes (Classes 1-8) and 6 for class 10 produced by CIET-NCERT for its dissemination/ broadcast on 226 Radio Stations (18 GyanVani FM Radio Stations, 76 Community Radio Stations), 132 All India Radio stations, Podcasts on iRadio and JioSaavn Mobile apps.
- Mukta Vidya Vani is an audio streaming podcast and Radio Vahini is the community Radio of NIOS with 4 hours of the daily live broadcast with 5 times repeat to make it a 24x7 Radio broadcast.

E-content made available in 32 Indian Languages

NEP Para:4.11, 4.12, 4.13, 22.8, 24.2 and 24.4 (e)

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

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

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

Benefit Accrued:

- The prescribed Textbooks of NCERT/states have been mapped with QR Codes; each QR code is tagged to related video-based e-Contents. These are known as Energised Textbooks. These QR codes can be scanned easily by a simple bar code reader or by the DIKSHA App to access anytime, anywhere digital content. This e-content can be accessed at <https://diksha.gov.in>
- The 32 Indian languages in which the e-contents are available include Awadhi, Bhojpuri, Bangla, Bhutia, Bodo, Brij, Bundelkhandi, Chhattisgarhi, English, Gondi-Dantewada, Gondi-Kanker, Gujarati, Halbi, Hindi, Kannada, Kashmiri Khaasi, Konkani, Kudukh, Lepcha, Malayalam, Manipuri, Marathi, Mizo, Mythili, Odia, Punjabi, Sanskrit, Sargujia, Tamil, Telugu, and Urdu.
- The three foreign languages for which e-content is available on DIKSHA are: German, Japanese, and Spanish
- Almost 5100 Energised Textbooks developed by states/UTs and NCERT are available on DIKSHA, which is nearly 70% of the prescribed textbooks for grades 1-12.
- 1,92,407 pieces of e-content are live on DIKSHA

Upload all NIOS Teaching & Learning Material (TLM) on DIKSHA for wider dissemination

NEP Paras: 24.2

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

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

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

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

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

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

Courses on Knowledge of India

NEP Paras: 4.23 & 4.27

How implemented: NIOS has launched a new stream-'Bhartiya Jnana Parampara' (Indian Knowledge Tradition) for Open Basic Education (OBE) Programme for reviving the Vedic Education, Sanskrit Language and Literature, and many other areas of ancient Indian knowledge. 15 Courses have been introduced at Level A, B, and C. These courses have been developed in Sanskrit and translated into Hindi and English medium. These courses are Veda, Yoga, Vijnana, Sanskrit, and Vocational Skills.

Date of Implementation: March 2021.

Target group: These courses will cater to the needs of following target groups:

- Aspirants in learning Sanskrit and Bhartiya Gyan Parampara
- Learners from various Gurukuls/Ved Vidyalaya/Educational Units/NGOs

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

- Cognitive Benefits- These courses will enable learners to explore the rich Indian heritage, tradition, culture and knowledge. The courses have been designed to acquire knowledge and apply it to real-life situations.
- Bridging learning gaps-The courses have been developed at all three levels to provide age-appropriate content and bridge with the gap of learning needs.

Way forward:

- The courses may be offered in more languages to remove the language barrier and support material in the form of audio-video tutorials, MOOCs/SWAYAM courses will be developed based on need analysis.
- The courses will be offered as individual online courses on SWAYAM.
- With the spirit of creating cultural bonds and recognizing the role of diaspora in the promotion of Indian culture abroad, NIOS intends to create Diaspora Study Centre. It would help in the promotion of values of Peace, plurality and universal fraternity in the spirit of Vasudhaiva Kutumbakam and acquaint the varied Indian Diaspora with the glorious culture and traditions of India.

Alternative Academic Calendar linked to learning outcomes

NEP Para: 4.5

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

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

Benefits:

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

Setting Standards & Assessment reforms



Competency Based Education and Assessment Reforms

NEP Paras: 4.6

How implemented: CBSE has taken the following measures:

- **Redefining the Curriculum:** The curriculum is being redefined in terms of Competencies and Learning Standards/Assessment Frameworks for classes IX to XII are being developed.
- **Reforming Assessment Practices to include Competency Based Test Questions:** The Board has introduced 30% Competency Based Questions in class X and 20% in Class XII examinations in the session 2021-22.
- **Capacity Building of Teachers:** The Board has initiated Capacity Building Programmes for teachers on assessment, item writing, and understanding data, to promote understanding, appreciation, and skills for competency-based education in classrooms.
- **Development of Teachers' Resources:** The Board has started initiatives to develop curriculum-aligned essential concepts and lesson plans for teachers that would support them to implement active student-centric pedagogy.

Target group: Students and teachers of the classes VI to XII

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

- Learning becomes joyful and experiential and connects learners with real life.
- A shared understanding of the competencies to be acquired and assessed.
- Enhancement of the quality of assessment (both formative and summative)
- Guidelines on development of question paper blueprint for teachers
- Availability of high-quality sample competency-based assessments and resource material for teachers
- The learning standards could also help teachers to prioritize some of the essential concepts in the topic to be taught and will help in facilitating enduring learning which can be useful throughout students' lifetime.

Competency Based Education and Assessment Reforms

NEP Paras: 4.6

- Better capacities of teachers for using competency-based assessments to improve classroom instruction, diagnose misconceptions, and apply principles of the science of learning to classroom practices.

Way forward:

- Competency-Based Questions would be enhanced to 40% in class 9-10 and 30% in class 11-12 in the next academic session.
- Capacity building modules are being designed for board officials, paper setters, and evaluators to enhance their understanding and skills for making competency-based questions.
- Creation of a technology-based system for collaborative question authoring, question commenting, question moderation, development of item banks, the conduct of on-demand examination, capturing of item responses, online evaluation, analysis of the results and reporting as a part of Comprehensive Digital Assessment Platform has been initiated in conjunction with the Centre for Development of Advanced Computing (CDAC).
- The ongoing creation of sample items and papers with the support of assessment experts mapped to the assessment framework and competencies across Class 10 & 12 are created with detailed specifications (including images).



Key Stage Examinations - Structured Assessments for Analyzing Learning (SAFAL)

NEP Paras: 4.34

How Implemented:

- CBSE is introducing Structured Assessments for Analyzing Learning (SAFAL), a large-scale assessment framework for classes 3, 5, and 8 that would act as a system-level check on the schooling system at a regional, state, and national level.
- This competency-based evaluation system will test the achievement of foundational skills and learning outcomes and moves away completely from rote memorization. The assessment will allow students, parents, and teachers to track academic progress throughout the school years.
- SAFAL as an evaluation tool will be completely focused on the assessment of core competencies among students, and the results generated would provide diagnostic data and insights for each school to use for development.

Target Group: Students in Classes 3, 5 and 8

Date of implementation: Launched on 29th July 2021.

Benefit: SAFAL data would enable the education system to shift towards competency-based learning, measure the effectiveness of the school system, and help identify areas of intervention at a classroom level. Data from the assessment will not be used to promote/fail a student.

Way forward:

- The assessment blueprint for language defining the layout, structure, and number of items being tested has been developed and is under review.
- SAFAL is proposed to be conducted digitally, and the process to develop an online assessment digital tool has been initiated in collaboration with the Centre for Development of Advanced Computing (CDAC).

PARAKH – Equity and Excellence in Assessment

NEP Paras: 4.41

How Implemented:

- PARAKH is envisaged as an autonomous standard-setting body in the New Education Policy 2020.
- Initially, PARAKH will be set up as a separate vertical in CBSE with a separate Executive Council. Secretary, DoSEL, will be the Controlling Authority of PARAKH. Chairman CBSE will be the Chairman of PARAKH.

Date of Implementation: Cabinet approval for setting up PARAKH was given in October 2020.

Target Group: PARAKH will be expected to set common standards and guidelines for assessment and evaluation in alignment with the National Curriculum Framework (NCF) for all Boards of Assessment (BOAs) in the country

Benefit: PARAKH will be an independent and autonomous body that will provide technical frameworks and set assessment standards, lending integrity and transparency to assessments. It will have academic, managerial, infrastructural, and technological capabilities to provide high-level leadership and will encourage innovation and out-of-the-box thinking through autonomy, resource efficiency, and good governance. Assessments under PARAKH are expected to be standardized, scientific, based on sound research and technical expertise, and with high levels of credibility, reliability, and validity. PARAKH will be a thought leader in its field and contribute to advancement in the field of assessments globally.

Way forward: To commence work CBSE has already begun a few initiatives as pilots, demonstrations, and implementation improvement. These include fielding of National Achievement Survey, piloting key stage examinations, improving class X & XII examination papers with competency-based questions and more.

Reforms in examinations to encourage Holistic development of learner

NEP Para: 4.4, 4.37

How Implemented: NEP 2020 states that Board exams should be redesigned to encourage holistic development. To this effect, CBSE has taken the following steps with regard to the conduct of Board examinations:

- Improvement exams: CBSE has introduced this facility for those students who desire to improve their results further, from the academic year 2020-21.
- Change in marking scheme: The new marking scheme gives priority to creative, correct, and relevant answers given by students.
- Subjects offered at two levels: The Board started offering Mathematics in Class-X at two levels i.e., Mathematics (Standard) and Mathematics (Basic). This has reduced stress in students and increased the pass percentage of students. This was first introduced from the 2020 Board exams.
- Choice in Mathematics at senior secondary level: A new course on Applied Mathematics at class 11th and 12th has been introduced from the year 2020-21.
- Internal Assessment based on competencies: A systematic and transparent structure introduced for internal assessment by dividing it into Pen and Paper Section, Multiple Assessment Activities such as Quizzes, Oral Tests, Projects, Portfolios, and Subject Enrichment Activities.
- Facilitating sportspersons during exams: A Special Exam Policy introduced to promote talent in sports by giving special chance to those students who participate in National /International level sports competitions recognized by SAI/Ministry of Youth Affairs and Sports, Government of India. These students' dates of examinations are adjusted as per mutual convenience.
- Using Art for reducing stress: Students of classes 1 to 8 are expected to take up at least one art-integrated project per year, while for students of classes 9-10 it has been mandatory to take up one art-integrated project per subject to become eligible for appearing in Board exams.
- Doing away with the word "Fail": The Board has done away with the word "Fail" from its result certificate of students. Instead, the word "Essential Repeat" has been decided as a policy by CBSE from 2020.

Reforms in examinations to encourage Holistic development of learner

NEP Para: 4.4, 4.37

Target group: Approximately 2 crores students studying in CBSE affiliated schools

Benefits:

- So far 37 such students/sportspersons have been given the advantage of this policy (9 in 2018, 15 in 2019, and 13 in 2020 Board exams) and many of them have won medals for India at an international level.
- The introduction of Competency-Based items in Question Papers will shift the education system from rote learning to context-based learning and impact nearly 60 lakh students
- 54,5861 i.e., 34% of total candidates registered in class X were offered newly introduced Basic Mathematics in the year 2020. This resulted in an overall increase in the Pass percentage of Mathematics.
- Internal Assessments has been benefitting nearly 60 Lakh students in classes IX-XII
- Arts Integrated Project has benefitted nearly 46 lakh students this year as part of the Art Integrated project on the theme of Ek Bharat Shreshth Bharat.

Way forward:

- Board examinations will become less stressful as more and more Boards of Assessment of the country adopt innovative initiatives.
- A shift from 'rote' learning to 'applied learning' by students is being introduced in a phase-wise manner.
- Introduction of experiential learning, project-based, art integrated, and sports integrated learning in all schools of the country will create an enriching and conducive classroom environment.
- The pandemic has shown that standardized internal assessments or school-based assessments are the need of the hour for the Boards. All BOAs will need to bring forth their own transparent systems for this.
- Students will be able to sit in the same year for improvement exams. This facility needs to be extended by all BOAs.

Programme for International Student Assessment (PISA)

NEP Para: 3.4

How Implemented: On January 28, 2019, the Government of India (GOI) signed an agreement with the Organization for Economic Cooperation and Development (OECD) to participate in the 2021 administration of its Programme for International Student Assessment (PISA). PISA is a triennial international survey based on competency assessment that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in Mathematics, Science, and Reading. The Union Territory of Chandigarh, as well as the Kendriya Vidyalaya (KVs) and Navodaya Vidyalaya (NVs) school systems, will participate in the PISA exercise. Field Trial will be conducted from 20 Aug 2021 to 30 Sep 2021. However, Main Survey will be conducted from 20 Aug 2022 to 30 Sep 2022.

Achievements on capacity building:

- Creative and Critical Thinking (CCT) exercise: Competency-based questions mapped to the curriculum and based on conceptual understanding of real-life situations for students to engage in a joyful manner for English, Mathematics, and Science. Starting from October 2019, eight editions of this practice assessment have been organized till date.
- Under CCT weekly practice, 5 competency-based questions per week both in English and Hindi on the DIKSHA platform which are utilized by students and teachers for practice.
- Capacity building of Teachers- Online Courses on DIKSHA; PISA competency training by the literacy groups. Development of Teacher's Energized Resource Material (TERM) as resource books. Development of Teachers' Resource titled Achieving Learning Outcomes mapped to the concepts and the specific learning outcomes of each chapter in all core subjects of classes 1-10.
- Mentoring of School Heads- Regular visits, monitoring by School Inspection Teams providing guidance to school principals and heads.

Programme for International Student Assessment (PISA)

NEP Para: 3.4

- Preparation of Resources/Student capacity building- worksheets of Critical and Creative Thinking (CCT); Samvaad- Monthly CCT Newsletter; Step by Step-2" A booklet for mathematics; Practice Book on Reading Literacy (English), Practice Questions, Hindi; comic books; Conduct of Maths and Science activities under RAA, Reading Speed is being regularly monitored; Weekly online doubt clarifying sessions; CBSE Reading Challenge, Aryabhata Ganit Challenge 2020, CBSE Science Challenge, etc
- Mentoring of students- uploading of data of teachers of Mentee and Mentor for schools on PISA-CCT portal; direct interaction with students to solve problems on an individual basis through online mode; Consistent feedback from the students.
- Dashboard – Tracking of children’s progress: Registration of PISA Eligible students;
- Hubs of learning- Implementation is done at the school level.
- Parental engagement – Parents’ primer created & conduct a parent’s webinar to sensitize parents about the use of the primer.
- A CCT Tracker for PISA has been developed with the URL as www.pisa.diksha.gov.in as a monitoring tool to oversee activities undertaken by various stakeholders (CBSE, KVs, NVs, MoE)
- Organizations like EkStep, CSF, SAS, Pratham Foundation have collaborated for support.

Integrating skills with life long learning



Exposure of Vocational Education at Upper Primary Level

NEP Paras: 16.4 and 4.26

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

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

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

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

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

Expansion of Vocational Education

NEP Paras: 16.5

How Implemented: Under Vocationalisation of School Education component of 'Samagra Shiksha', Vocational Education has been integrated with general academic education. Also, the provision for Hub and Spoke Model has been made. Under this program, Vocational courses are offered to the students from classes 9th to 12th. At the secondary level i.e. Class 9 and 10, vocational modules are offered to the students as an additional subject. At Sr.Secondary level, i.e. Class 11 and 12, vocational courses are offered as a compulsory (elective) subject. This program envisages strong industry partnership in curriculum development, training, on-the-job training, and assessment and certification. From 2021-22, the programme has been extended to Government aided schools as well. Under the hub and spoke model, the infrastructure available in the Hub schools will be utilised by the students of nearby schools (spoke schools) for vocational training.

Date of Implementation: It will be expanded to cover all Government and Government Aided Secondary and Senior Secondary schools in a phased manner. Hub and spoke model has been introduced in 2021-22.

Target Group: Students of Classes 9-12 in Govt. and Govt. Aided schools.

Benefit: Till 2020-21, 12854 schools had been covered under Vocational Education for classes 9-12. A total of 1622 more schools have been approved for the introduction of vocational education in the year 2021-22.

- 139 Hub schools and 241 Spoke schools have been approved under Samagra Shiksha in the year 2021-22.
- Integration of Vocational education with general academic education.
- Enhancing the employability and entrepreneurial abilities of the students and Providing exposure to the work environment
- Generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence, and aspirations.

Way forward: The program will be expanded to cover all Government and Government Aided Secondary and Senior Secondary schools in phased manner

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

NEP Paras: 16.5

How Implemented:

- CBSE has constituted a committee consisting of Educationists and practicing Principals from the various parts of the country decoding the recommendation of NEP regarding No Hard Separation between subjects and its implementation in schools.
- CBSE has already introduced 11 skill modules of 12 hours duration for the students of classes VI-VIII as per the recommendations of NEP-2020. CBSE has recently introduced Coding for students of classes VI-VIII and Data Science for students of classes VIII-XII.
- CBSE in collaboration with Intel has prepared a self-paced learning program to help demystify AI in an inclusive manner. It will be available in 11 different vernacular languages for anyone with digital access and compatible with various talkback applications used by visually impaired people. This will be a 4-hour open content which:
 1. Introduces AI and related concepts to help understand how AI has become an integral part of our lives.
 2. Broadens the perspective towards possibilities, limitations, and concerns.
 3. Encourages all to become aware of AI and embrace the spectrum of opportunities it brings.

This programme will also be available on the DIKSHA platform.

Date of Implementation: 2021.

Target Group: All CBSE affiliated schools.

Benefit: These modules are aimed at developing awareness among the students about the various skill subjects being offered by CBSE at the Secondary and Senior Secondary levels.

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

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

NEP Paras: 16.5

S. No.	COURSE NAME	Duration	MARKS DISTRIBUTION	
			Theory	Practical
1	Artificial Intelligence	12 hours	15	35
2	Beauty & Wellness	12 hours	15	35
3	Design Thinking	12 hours	15	35
4	Financial Literacy	12 hours	15	35
5	Handicrafts	12 hours	15	35
6	Information Technology	12 hours	15	35
7	Marketing/ Commercial Application	12 hours	15	35
8	Mass Media	12 hours	15	35
9	Travel & Tourism	12 hours	15	35
10	Coding (New)	12 hours	15	35
11	Data Science (New) – Class VIII only	12 hours	15	35

Primer for Adult education

NEP Para: 21.5

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

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

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

Benefits:

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

Way forward:

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

Ease of Doing Business



Minimizing the Regulatory Compliance Burden on citizens

NEP Paras: 23.5

How Implemented and Date of Implementation: The NEP 2020 “proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including SDG4, while building upon India’s traditions and value systems.” It further states that one of the fundamental principles that will guide both the education system at large, as well as the individual institutions within it, includes a ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment. Para 23.5 of NEP 2020 states – “The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.”

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

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

Benefit: Recognizing that re-engineering of the processes is necessary to attain the goal of minimum government maximum governance, reduce compliances, enable data-driven decisions, achieve transparency, bring accountability, achieve quick and time-bound disposal of all applications.

Minimizing the Regulatory Compliance Burden on citizens

NEP Paras: 23.5

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

- Improved efficiency in school administration: Autonomous bodies under the Department of School Education & Literacy has made the process of admissions, teacher recruitment, and teacher transfer online and have implemented student management information systems.
- Digi-locker facility introduced by CBSE for all students for accessing certificates and mark sheets has benefitted around 4 crore students;
- Affiliation and inspection process re-engineering: More than 24000 CBSE affiliated schools in India and abroad applying for an extension of affiliation, up-gradation, additional subjects, etc will benefit from this.
- Data availability and data sharing through UDISE+: One of the largest Management Information Systems on School Education covering more than 15 lakh schools, 92 lakh teachers, and 25 crore children, UDISE+ facilitates real-time online School Directory Management.
- Online availability of teaching-learning material has facilitated the education of school children across States/UTs, particularly home-learning during the Covid-19 pandemic:
 1. Digital Infrastructure for Knowledge Sharing (DIKSHA) user interface developed to enable learners and teachers across the country to access curricula of NCERT, CBSE, and SCERTs online
 2. ~1.85 lakh pieces of e-content onboarded and high traffic on the portal
 3. (~2,200 crore hits since lockdown) showcases its increased usage
 4. NISHTHA training of teachers has been enabled online on DIKSHA with about 24 lakh teachers benefitting from it.

Way forward:

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

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

NEP Paras: 23.5

How Implemented: The Central Board of Secondary Education (CBSE) is an autonomous body of DoSEL with the main mandate of affiliating schools for the purpose of conducting Board examinations in classes X and XII. As of 31.7.21, CBSE has 25606 schools affiliated to it, of which 254 schools are located in 30 countries of the world. It has approximately 2 crore students and 9 lakh teachers in these schools. CBSE has always been the avant-garde in the school boards ecosystem of India and has experimented with and implemented cutting-edge technology for most of its processes of administration and governance of schools, examination systems, teacher training, etc. It is estimated that the Board saves more than Rs. 100 crores worth of paper by the extensive use of technology.

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

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

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

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

NEP Paras: 23.5

- On the basis of the report of the IC and documents submitted by the school further decision were taken.
 - Post-affiliation, the school had to fill OASIS data on time or pay late fees.
 - TA/DA bills of the Inspection Committee used to be processed manually.
 - In case of rejection of the application, the school was given one chance to rectify the deficiencies.
 - The school also had to remit an Inspection fee of Rs. 50,000/-
 - And there were more than 50 different processes involved and the whole process would take from 9-12 months.
- Any school not fulfilling the CBSE mandatory requirements is rejected by the intelligent application form thereby saving a lot of money and time both for CBSE as well as schools.
 - The system has a Progress panel for self-monitoring by Schools
 - Schools that apply for Upgradation have to fill in minimum data as most data is pre-populated from the OASIS (Single source of truth).
 - SAMA-School Area Measurement Application developed to automatically measure area as per norms of CBSE
 - Affiliation number/School number allocation is automatically generated.
 - Virtual Inspection of Schools (VIOS) was developed and implemented for schools that apply for upgradation.
 - All schools applying for fresh affiliation will undergo 100% physical inspection.
 - No inspection will be carried out for government and foreign schools. Their competent authority/embassy certificate will be sufficient for a grant of fresh school affiliation.
 - In case of up-gradation of already affiliated schools, the inspection will be in 3%-5% random cases based on rubrics. The inspection mode is virtual only.
 - Now new schools will not have to pay OASIS late filing fee as all their data is automatically transferred to OASIS and grant letter of affiliation is released only after necessary OASIS data is complete.
 - Now TA/DA of the IC team is paid online.
 - In case of rejection, there is provision to Review the decision by the Review committee virtually through VIOS. No additional fee for Inspection is charged.
 - Availability of all communications and availability of status of applications through a progress bar on a real-time basis to schools on their dashboards.
 - 1 -100 days is the maximum time for disposal for all types of applications.

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

NEP Paras: 23.5

2. PERMISSION FOR RUNNING SCHOOL IN SHIFTS

- Online School Affiliation & Monitoring System (OSAMS) and pay required fees online
- Submit Certificate duly signed by the District Education Officer (DEO).
- Scrutiny of the online application
- Communication of deficiencies
- Constitution of Inspection committee (IC) in 100% cases of extension of affiliation
- Inspection committee had to physically visit the school
- Further decision based on IC report.
- Along with the application fee, the school also had to remit an Inspection fee of Rs. 50,000/-
- End to End flow is online and paperless.
- Since schools that apply for Extension of Affiliation are already affiliated with the Board, inspection is conducted in 3%-5% of cases (randomly selected based on rubrics) through virtual inspection.
- 95 to 97% of cases are granted extension in a single step.
- No inspection is done for government and foreign schools.
- Schools have to mandatorily update OASIS online before applying for an extension of affiliation
- Minimum data needs to be filled in as most data is pre-populated.
- The previous year's results of the school are displayed along with other parameters like teacher-student ratio, student section ratio, theory practical marks correlation, etc. This data can be used by the school to improve its teaching-learning processes.
- No additional fee for Inspection is charged.
- Only Fire safety and Building safety certificates are uploaded by the school which is read automatically by AI/ML

3. PERMISSION FOR ADDITIONAL SUBJECT

- For offering any new subject to their student's schools had to take permission from CBSE.
- Schools applying for the additional subjects had to submit an online application with a prescribed fee.
- For non-science subjects, applications were Granted on the basis of the information physically furnished by the school
- In the case of Science/Practical subjects, an Inspection committee was constituted to assess the labs/ other facilities, and the final decision was taken accordingly.
- Inspection committee had to physically visit the school
- End to End flow is online and paperless.
- All schools are allowed to offer any subject (except science) just by updating their OASIS data without paying any fees. No further permission is required from CBSE.
- Schools that apply for Additional Science Subjects only need to upload details regarding Labs (GPS enabled photos) along with system generated self-certification form signed by the Manager/Principal
- No inspection is conducted.
- Permission for science subjects is granted based on self-certification by the school in a simple one-step process.

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

NEP Paras: 23.5

4. PERMISSION FOR SECTION INCREASE

5. PERMISSION FOR RUNNING SCHOOL IN SHIFTS

- Used to submit an online application with a prescribed fee.
- Inspection committee constituted in 100% of cases
- The inspection committee had to physically visit the school.
- Decision taken on the basis of the Inspection report
- Only submitting of application was online.
- Remaining process was done on paper files.

- End to end flow is online and paperless
- Schools apply for an increase in section and additional shift with permission from the State Government
- Fill online form which is partially pre-populated.
- Submit details regarding valid Building & Fire safety certificates and details of separate Teachers for the second shift.
- Details of Additional rooms, Additional Teachers are filled in an online form
- The system-generated self-certificate is signed by the Manager/Principal.
- In 95% of cases, no inspection is done and permission is granted in a simple one-step process.
- No inspection is done for government and foreign schools.
- In 5% cases (based on rubrics) virtual inspection is being done

6. PERMISSION FOR CHANGE OF NAME OF SCHOOL/SOCIETY

- Submit an online application along with permission from the concerned authority of the State/UT Government and the prescribed fee.
- The decision is taken on the basis of the documents furnished by the school.
- The schools had to apply separately for change of name of society and change of name of the school and pay separate fees. Even though in most cases both society and school name would change at the same time.
- Only submitting of application was online.
- Remaining process was done on paper files.

- End to end flow is online and paperless
- Application after permission for the same from the State Government
- They are required to fill and submit online applications with online fees payment.
- System generated self-certification form signed by the Manager/Principal.
- No Inspection is to be done.
- Single application for change of name of the school as well as society with single fee payment.

7. PERMISSION FOR SHIFTING OF SCHOOL

- Submit an online application along with permission obtained from the concerned State/UT Government and the prescribed fee.
- Physical inspection of the school
- Decision on the application taken on the basis of the Inspection report

- Online Application Form, along with system generated self-certification form, signed by the Manager/Principal.

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

NEP Paras: 23.5

- Only submitting of application was online.
- Remaining process was done on paper files.

- The schools which apply for permission for shifting of school are required to have NOC, Recognition Certificate, and Land Certificate as per norms of CBSE Affiliation bye-laws, valid Building & Fire safety certificate from competent authority, and permission from the State Government
- These are read by AI/ML.
- There will be 100% Physical Inspection in such cases.
- Except for physical inspection, end to end flow is online and paperless

8. PERMISSION FOR RESTORATION OF AFFILIATION

- Submission of an online application along with the prescribed fee paid online.
- Physical inspection in all cases
- The decision taken on the basis of the Inspection report
- Only submitting of application was online.
- Remaining process was done on paper files.

- Submit Online Application Form.
- System generated self-certification form signed by the Manager/Principal.
- There will be 100% physical Inspection in such cases.
- Except for physical inspection, end to end flow is online and paperless

9. TRANSFER OF SCHOOL FROM ONE SOCIETY TO ANOTHER

- Submit an online application along with permission from the State/UT Government and the prescribed fee.
- The decision on the application was taken on the basis of the documents furnished by the school.
- Only submitting of application was online.
- Remaining process was done on paper files.

- End to end flow is online and paperless
- Application after permission from the State Government
- Online application form.
- System generated self-certification form signed by the Manager/Principal.
- No inspection is done and permission is granted in simple one step process

10. PERMISSION FOR CLOSURE OF SCHOOL

- Submit an application containing the reasons of closure and an express approval from the Appropriate Government.

- This category of application is not available online
- The schools which apply for closure of school are required to give written intimation regarding the same in a one step process.
- No fee is charged in such cases.

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

NEP Paras: 23.5

11. PREPONEMENT OF ACADEMIC SESSION

- For preponement of the session, the schools were required to submit an online application.
- Additional preponement fee of Rs. 5,00,000/- (Rs. 5 lakhs) for an academic session was being charged previously.
- The schools which have applied for Affiliation up to March 2021 are being automatically granted Affiliation w.e.f. 01.04.2021 (i.e. with preponement of session).
- No additional fee is charged for the preponement of session.

12. IN-SERVICE TRAINING OF TEACHERS

- Previously, training of teachers was being conducted in offline mode.
- The reach therefore was very limited.
- Introduced comprehensive training management system (TMS).
- Online schedule of training is published
- Principals and Teachers of CBSE Affiliated schools can register online for various training programs and can pay fees online.
- e-Certificates to teachers are also being provided through this portal.
- Beneficiaries have increased from 01 lakh teachers annually to 04-05 lakhs teachers annually through online session.

13. ISSUANCE OF MARK SHEET/ PASSING CERTIFICATE/ MIGRATION CERTIFICATE TO THE REGULAR CANDIDATES

- Earlier hard copies of certificates were provided on the application by students through schools only once.
- It used to take 1 week to deliver mark sheets to schools.
- It used to take 1 month to deliver migration and certificates to schools.
- CBSE also issues migration and passing certificates to the students and the entire exercise gets completed within 15 days of the period.
- This entire exercise is made with physical instruments and requires lots of managerial as well as administrative efforts.
- From 2016 the Mark sheet/Passing Certificate/ Migration Certificates etc. to Class X and XII regular candidates are being issued online through Parinam Manjusha
- It has been integrated with Digi-locker and all certificates are available real-time to the students immediately on announcement of results.
- Results from 2004 to till date are available on Parinam Manjusha integrated with Digi-locker.
- Any student from previous years can also download QR coded academic documents.
- This can also be authenticated online.
- For students who are currently in foreign countries who do not have access to Aadhar or Indian mobile, face matching technology has been introduced for students with which they can download their duly verified academic documents from their place only. This has become very successful for its ease and smoothness.

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

NEP Paras: 23.5

14. REGISTRATION OF REGULAR STUDENTS IN CLASSES 9 AND 11 BY THE SCHOOL

- Earlier the data was collected through the online portal from schools and they had to submit a hard copy after the finalization of data to their concerned Regional Offices.
- Done to keep track of their students and their subject options.
- The entire system has now been transformed into an online system including for payment of fees.
- Through this system Students' Data and fees, is being received timely and accurately.

15. SUBMISSION OF LOC IN CLASS 10 & 12 BY THE SCHOOL FOR REGULAR CANDIDATE

- Earlier the data was collected through an online portal from schools and they had to submit a hard copy after the finalization of data to their concerned Regional Offices.
- Done to keep track of their students and their subject options for appearing in board examinations.
- The entire system has been digitized including payment of fees.
- Schools also have the option to add/modify/delete data through LOC Portal.

16. REGISTRATION IN CLASS 10TH/12TH AS PRIVATE CANDIDATES

- Earlier candidates who could not continue their studies from regular school), need to fill up a form and deposit the same to the concerned regional office of CBSE.
- The facility of depositing fees was available in designated bank only.
- Whole process of Registration of Class 10th/12th candidates who appear as private candidates has been made online including payment of fees.
- This will benefit more than lakh students.
- All records are also available online.

17. ISSUANCE OF DUPLICATE MARKSHEET/ PASS CERTIFICATE/ MIGRATION CERTIFICATES

- Earlier requests for duplicate mark sheet/pass certificate/migration were made in hard copy along with requisite fee in the form of DD to the concerned Regional Offices located in 16 cities across the country
- The other option was to submit their application in person.
- The certificate/document was issued through speed post or by hand.
- The process was time-consuming, harassing and expensive.
- The process has been made completely online
- The candidate can apply on the Duplicate Academic Document System and submit the prescribed fee online.
- The duplicate document is issued to the candidate in the desired mode - digital or printed.
- This will benefit more than lakh students for the purpose of admission/employment both in the country/overseas.

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

NEP Paras: 23.5

18. ISSUANCE/ UPLOADING OF MARKSHEET/ PASS CERTIFICATE TO PRIVATE CANDIDATES

- Earlier hard copies of certificates were provided to the students through respective centres only once.
- It used to take 1 week to deliver mark sheets to respective centres
- Mark sheet/Passing Certificate/Migration Certificates etc. issued online to Class X and XII private candidates through Parinam Manjusha integrated with Digi-locker immediately after the results are declared.

19. VERIFICATION OF MARKS

- Previously, only the facility for making requests for verification of marks was available for X and XII students.
- Thereafter complete verification was done by the CBSE and a mistake letter was sent by post.
- Complete end to end solution
- A request of verification of marks along with applicable fees is collected online through an Online verification portal developed by IT department.
- Results/Mistake letters are being sent online on registered email id of students.

20. PROVIDING PHOTOCOPY OF ANSWER SHEETS

- Previously, only the facility for making requests for a photocopy of answer books was available.
- Thereafter, the photocopy of the answer book was sent to the candidate on his/her registered email id.
- An End to End process developed where the entire process from receipt of application, payment of fees to declaration of re-evaluation result has been made online and automated.
- Photocopy is now made available in the login account of the candidate in addition to providing on registered email-id.

21. RE-EVALUATION OF ANSWER SCRIPTS

- Previously, the facility for making requests for re-evaluation only was online.
- Thereafter, re-evaluation was done by the CBSE, and the letter was sent by post.
- Now information at every stage is being provided to the candidates through the online system.

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

NEP Paras: 23.5

22. APPLICATION FOR CBSE SCHOLARSHIP, PROCESSING AND DISBURSAL OF PAYMENT

- Earlier, only the facility of submitting applications for scholarships was available online.
- Complete process for receipt of application and processing has been made online from end to end.
- Further, the disbursement of payment relating to scholarship will also become online from this year.

23. REVAMPING CBSE WEBSITE

- The CBSE website is highly dynamic and regularly updated.
- A need was felt to make its architecture easy to navigate for all stakeholders.
- The website of CBSE has been enriched, updated and revamped, and made extremely stakeholder-friendly.
- The website is bilingual.
- Distributed architecture for different stakeholders - students, teachers, schools, parents, applicants, etc.
- Information categorization has been done.
- It is disable friendly also

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

NEP Paras: 23.5

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

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

Before simplification/re-engineering and reduction of compliance burden	After simplification/re-engineering and reduction of compliance burden
1. ADMISSION OF STUDENTS IN SECONDARY & SR SECONDARY COURSES	
<ul style="list-style-type: none"> Submit details offline as well as a semi-online mode of registration. This process was time taking. There are several instances of students being approached by touts or agents for admission in various courses run by the Institute. Identity cards were sent to the students either by post or through their respective study centres from the NIOS regional centres and NIOS HQ. Admission fee payment through DD/Cheques. 	<ul style="list-style-type: none"> Timeline reduced from months to almost a week. 100% online registration, online uploading of supporting documents 100% online fee payment. The supporting documents are verified online and the admission is confirmed. The Identity card is generated at the time of admission confirmation. NIOS has developed a Personalized dashboard for each student registered in an Academic course (Secondary and/or Senior Secondary). Using the dashboard, the student can get the complete status of his/her activities and communications in the entire five years of the student life cycle in NIOS.

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

NEP Paras: 23.5

2. ADMISSION OF STUDENTS IN OPEN BASIC EDUCATION

- Admissions done by the Accredited Agencies (AAs) of NIOS through offline mode.
- The admission session starts from 1st April every year.
- The admission data was sent to NIOS HQ through the NIOS regional centres by the agencies till the month of July/August every year.
- Most agencies used to keep updating the admission data till the beginning of exams in the month of February of next year.
- No supporting documents for admission were sent to NIOS
- Identity cards were issued offline to the students by the Accredited OBE Agency (AA) only.
- Admission fee payment to the Accredited OBE Agency (AA) only.
- The Accredited OBE Agency (AA) used to submit the admission fee payment to NIOS in bulk through DD/Cheques.
- The timeline was reduced from almost six months to a week.
- 100% online registration, online uploading of supporting documents
- 100% online fee payment
- The flow of the registration form is now from the Student to NIOS portal.
- After approval by Regional Centre and the OBE Accredited Agency can see the admission of the student.
- Supporting documents are verified by the NIOS officials online.
- The Identity card is generated at the time of admission confirmation.
- Personalized dashboard for each student registered in OBE course

3. ADMISSION OF STUDENTS IN VOCATIONAL COURSES

- Admission was done by the Accredited Vocational Institutes (AVIs) of NIOS through offline mode.
- There are two admission sessions - in January and July - every year.
- Admission data was sent to NIOS HQ through the NIOS regional centres by the AVIs till the month of July/August every year.
- Most of the AVIs used to keep updating the admission data till the beginning of exams in the month of Oct/Nov.
- Limited supporting documents for admission were sent to NIOS.
- Identity cards were issued by NIOS, then sent to the AVIs who issued them to students.
- Admission fee payment is done to the AVIs only.
- The Accredited Vocational Institute (AVI) used to submit the admission fee payment to NIOS in bulk through DD/Cheques.
- The timeline was reduced from almost six months to a week.
- 100% online admission process
- Online uploading of supporting documents
- 100% online fee payment
- The flow of the registration form is from the Student to NIOS portal.
- The registration form is then viewed, verified, and approved by Regional Centre and only then the Accredited Vocational Institute (AVI) can see the admission of the student.
- The supporting documents are verified by the NIOS officials online.
- The Identity card is generated at the time of admission confirmation.
- Personalized dashboard for each student registered in Vocational course.

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

NEP Paras: 23.5

4. OPEN BASIC EDUCATION (OBE)

- Fill printed examination form by mentioning the enrolment number, course, subject codes, etc.
 - Submitted in each exam session (once a year) by the students.
 - OBE agency used to collect examination forms and submit the same to the regional centre.
 - Regional Centre is used to prepare the data of all the received examination forms and then submits the data to NIOS HQ for further processing.
 - The above offline process was time-consuming and there were chances of delays in the submission of examination forms.
- Now 100% online and transparent.
 - The NIOS registered students are automatically marked as eligible for examination by the OBE agency.
 - There is no need to fill in exhaustive details by the students.
 - The students can download their results from their personalized dashboard on the student portal.

5. PUBLIC EXAMINATION: SECONDARY AND SENIOR SECONDARY

- Fill printed examination form by mentioning the enrolment number, course, subject codes, etc. in each exam session (twice a year).
 - Demand draft of the requisite examination fee submitted at the study centre by the students.
 - Each study centre collected all the examination forms and the demand drafts and submitted to the Regional centre.
 - Regional Centre used to compile and then submit the data to NIOS HQ for further processing and generating the examination hall ticket for each student.
 - The above offline process was time-consuming and there were chances of delays in submission of examination forms, in the reconciliation of examination fee to NIOS.
- The registration for Public Examination is made 100% online and transparent.
 - The NIOS student visits the portal and selects the option to pay the exam fee online.
 - During the exam fee payment process, the student selects the subjects in which he/she want to appear in the public exams.
 - The system then generates the examination hall ticket.
 - The students can download the examination hall tickets from their personalized dashboard.
 - The online process for registration to public examination has reduced the time lag and delays in the submission of examination form/data to NIOS HQ.
 - It has also streamlined the entire process of registration for examination.

6. PUBLIC EXAMINATION: VOCATIONAL EDUCATION

- Fill printed examination form by mentioning the enrolment number, course, subject codes, etc. in each exam session (twice a year)
 - Demand draft was submitted at the vocational study centre.
- Now 100% online and transparent.
 - The student visits the portal, is provided a pre-filled form, and pays the exam fee online.
 - The system then generates the examination hall ticket.

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

NEP Paras: 23.5

- Vocational study centre used to compile and submit to the Regional centre.
- Regional Centre used to compile and then submit to NIOS HQ for further processing.
- The above offline process was time-consuming for both students and NIOS.

- The students can download the examination hall tickets from their personalized dashboard.

7. ON-DEMAND EXAMINATION: SECONDARY AND SENIOR SECONDARY

- Students used to book the seat for on-demand examinations online by selecting the exam centre out of the list of available designated KVs and Regional Centres as the exam centres.
- The on-demand examination system allowed the students to block the seat for the ODE for a day or two.

- The system allows the on-demand exam seat booking based on the First-cum-First-serve policy.
- The system does not allow the students to block the seat for ODE.
- The student can only book a seat by paying the exam fee. Until the exam fee is paid the on-demand exam seat is not booked.
- The process brought more transparency in seat booking for exams and also in the fee reconciliation.

8. STUDENT E-SERVICES: E-SERVICES RELATED WITH ADMISSION, EXAMINATION, RESULT AND RE-EVALUATION

- For getting the corrections done in the basic details submitted by the students at the time of registration, the students would submit the request application along with the supporting documents and the requisite fee in form of a demand draft or cheque to the study centre (AI).
- The study centre used to collect all such requests and submit them to the concerned regional centre.
- The regional centre used to collect all such requests to NIOS HQ.
- NIOS HQ used to process all the received requests by sending the requests to the concerned departments like Admission, Examination, Result etc.

- Learners are now using the e-services for various corrections and for various other facilities like adding a subject, adding TOC, etc.
- The online e-service request submitted by the student is submitted along with the online uploaded supporting documents and the online fee payment.
- The entire process of e-services is now responded to within a week or two depending on the number of requests received by the regional centre.
- The student can now track the status of the e-service request through his/her dashboard.

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

NEP Paras: 23.5

- After getting responses from all the departments, the correction requests are sent back to the concerned regional centres and then from the regional centre to the concerned study centre.
- The study centre was then used to inform the students about the correction of the data.
- Usually, it would take around 2 to 6 months to complete the process.

9. ONLINE FEEDBACK AND GRIEVANCES SYSTEM

- Grievances submitted by students either through email or through written request.
- Though responded through email or through written reply responses were not aggregated nor summarized for further analysis.
- There were delays in responding to the grievances.
- The entire complaint process right from email verification to closure of complaint is automated end to end.
- The system allows NIOS to enhance the satisfaction of students, parents, alumni, management, and all stakeholders through comprehensive grievance management service.
- This system is highly sophisticated -enforces optimal strategies to ensure the grievance gets attended within the desired timeline or gets escalated to higher authorities for proper attention and intervention.
- The grievance Redressal System is faster and ensures that the complaint lodged reaches the right person.

10. INSPECTION OF SCHOOLS FOR EXAM CENTRE

- Download the application form from the NIOS website and submit the filled form to the respective NIOS Regional Centre along with the required supporting documents
- Documents and the application forms were then verified by the Regional Centre.
- Exam Centre Fixation Committee would then recommend or not recommend the school to act as an exam centre for NIOS.
- The report along with the comments for recommendation/rejection sent from NIOS Regional Centre to NIOS HQ.
- 100% online Registration for Exam Centre system allows the schools to fill their application form for registration to act as an exam centre for public exams, upload the required supporting documents, track the status of the application online.
- MoU has been signed with KVS and NVS for providing their schools to act as NIOS Exam centres.
- This has enhanced accountability and traceability resulting in enhancing the transparency within the system.

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

NEP Paras: 23.5

- At NIOS HQ, the cases for a recommendation for the Exam Centre of the school were presented to the competent committee (Director Evaluation) for approval.
- Entire centre material including the photo attendance sheets, nominal roll, list of students appearing in the exams was printed and dispatched from NIOS HQ to all the exam centres through the post.

- Verification of the school credentials is easy hence the time gap is reduced.
- With the MoU with KVS and NVS, Govts internal resources are utilized and the revenue is shared with KVS and other govt organizations.
- A dashboard for each exam centre is created which provides the facility to send the notifications directly from NIOS HQ and Regional Centre to the exam centres.
- The entire center material is now sent to the exam centres through their dashboard on the portal itself.

11. INSPECTION OF SCHOOLS FOR STUDY CENTRE

- Earlier paper-based offline accreditation system used.
- Download and fill the application form from the NIOS website and submit the form to their respective NIOS Regional Centre along with the required supporting documents and demand draft.
- These documents were then verified by the Regional Centre
- Next Regional Centre used to constitute a committee to visit the school/institute and submit the report along with the supporting documents, photos and videos of the school/institute visited.
- Recommendation/rejection of the school/institute was sent from NIOS Regional Centre to NIOS HQ for further processing.
- At NIOS HQ, the cases for accreditation/rejection of the school/institute were presented to the competent committee (AAC) for approval.

- This system focuses on end-to-end automating the accreditation process right from registration to its accreditation.
- 100% online e-accreditation system allows the schools/institutes to fill their application form for registration online, upload the required supporting documents only and pay the registration fee for accreditation online, track the status of the application online.
- There is a mobile app for online inspections during the visit to the registered school/institute for accreditation
- Submission of the inspection reports directly from the location

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

NEP Paras: 23.5

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

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

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

NEP Paras: 23.5

9. NATIONAL TALENT SEARCH EXAMINATION (NTSE)

- Used to get feedback on the Answer key of the NTS Exam through email.
- Online system for feedback on answer key of NTS Exam.
- Candidates can now submit question-wise feedback for MAT and SAT.
- Question-wise clarification is provided on feedback received from the candidate.

10. DIPLOMA IN VOCATIONAL EDUCATION (Distance Mode)

- Offline application for admission.
- Offline application fee payment.
- Submission of application through online mode.
- Online application fee payment.

11. DIPLOMA COURSE IN TEACHING OF SCIENCE AT UPPER PRIMARY STAGE

- Launched in 2019
- Fully online Diploma course.
- All activities starting from Admission to award of diploma are online and completely paperless from end to end.

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

NEP Paras: 23.5

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

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

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

NEP Paras: 23.5

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

Before simplification/re-engineering and reduction of compliance burden	After simplification/re-engineering and reduction of compliance burden
<p>1. ADMISSION APPLICATION 2. ADMISSIONS UNDER SECTION 12 (1) (C) OF RTE ACT</p>	
<ul style="list-style-type: none"> Parents apply for admission through the physical form Schools maintain the physical forms submitted Paper-based lottery at KVs Manual and less transparent process There were a total of 4 processes involved before March 2021. Before March 2021 the time span to complete the processes was approximately 30 days. 	<ul style="list-style-type: none"> Parents can now apply for admission through a web portal Computer-generated lottery and waitlist published on the school website Transparent and automated process Now there are only two processes involved. The time span required to complete all processes is reduced to approximately 10 days.

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

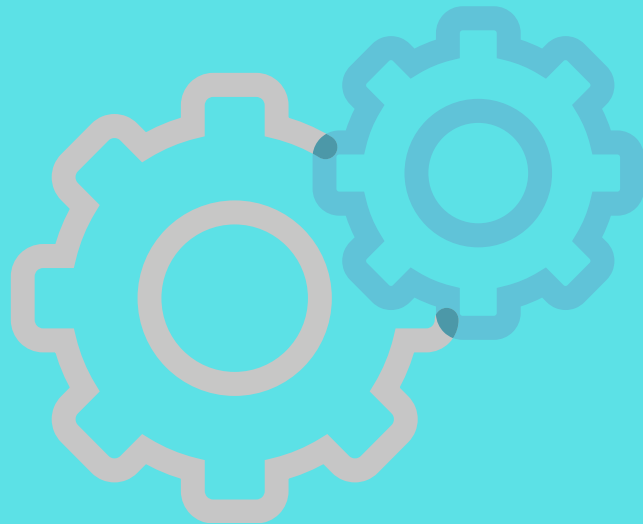
NEP Paras: 23.5

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

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

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

Coming soon



Vidyanjali 2.0

NEP Paras 2.7, 3.6, 3.7, 21.3, 21.7, 21.8, 21.9

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

Date of Implementation: To be launched in 2021-22

Target Group: Government and Government aided schools and students.

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

Way forward: Wide publicity will be given to implementing the program. Citizens, NGOs, and other organisation will be encouraged to participate in the program leading to improvement in school infrastructure and learning levels of children.

Talking Books: To develop Inclusive Education Resources

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

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

Date of Implementation: To be launched in 2021-22

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

Benefits accrued:

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

Way Forward:

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

SQAA- STANDARDS FOR EXCELLENCE IN SCHOOL EDUCATION

NEP Paras: 8.1

How Implemented:

- CBSE has been designated as Standards Setting Authority (SSA) for Kendriya Vidyalayas, Navodaya Vidyalayas, Private Independent Schools, and Government schools affiliated to the Board.
- Accordingly, the Board has prepared standards in different areas of school functioning like curriculum, pedagogy, assessment, infrastructure, inclusive practices, human resources, management and governance, and leadership.
- The main purpose of this quality assessment framework is to enable schools to evaluate themselves against the defined standards and embed transformational change in their way of functioning.
- The standards delineating the student profile across the different domains will act as a yardstick for evaluating the effectiveness of school practices.

Target Group: The learners have been kept at the centre of the standards framework, with the goal of developing them to be confident, connected, actively involved, lifelong learners as envisioned by NEP 2020.

Date of implementation: To be launched in September, 2021

Benefit: It will provide the schools with a common language and qualitative benchmarks around which they can charter their own self-improvement planning. This will enable schools to reach an expected level of excellence in all aspects of functioning.

Way forward:

- Orientation programme for schools to sensitize them on the School Quality Assessment Standards Framework.
- Identification of school principals and senior teachers to be trained as mentors for supporting schools in carrying out the self-assessment process as defined in the School Quality Assessment Standards Framework.
- Development of an online platform for the schools to upload the report of self-assessment and providing them with support material.

Development of NCFs and SCFs

NEP Paras 1.3, 4.30, 5.28, 21.5

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

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

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

Date of Implementation: Web-portal will be launched by the Ministry of Education in the month of August 2021

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

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

Way forward:

- Templates for the Tech Platform are in progress. Questions for the Survey and Consultations are being finalized.
- Web-portal for NCF-SCF is also under development
- Orientation workshops will be held with the states/ UTs and other stakeholders.

National Professional Standards for Teachers (NPST)

NEP Paras: 5.20

How Implemented:

- NPST is a public statement of what constitutes teacher quality. It defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21st-century schools that will improve educational outcomes for students. It will govern the teaching profession in the country in relation to its professional role.
- “MyNEP2020” platform was operationalized from 1st April 2021 to 10th June 2021 which was an exercise of digital consultation to invite suggestions/inputs under the bottom-up approach for overall coherence in preparing the document on NPST for sustainable and positive change in the Teacher Education Sector. 2559 suggestions were received which are being taken into consideration.

Target Group: Teachers

Benefit:

- Standards would cover expectations of the role of the teacher at different levels of expertise/stage, competencies required for that stage, performance appraisal for each stage to be carried out on a periodic basis and
- In addition, NPST will aim to facilitate teachers’ personal and professional development by providing them an understanding of what is expected in terms of their performance and what needs to be done to enhance the same.

Way forward: NCTE has initiated the process of documentation a draft on NPST and thereafter its nationwide implementation by August 2022. A Digital infrastructure-based solution/implementation plan for NPST aligned with NEP 2020 will also be developed.

Education for All and Lifelong Learning

NEP Chapter 21

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

As per NEP, 2020 a constituent unit of NCERT dedicated to 'Education for All' has been established with nomenclature as National Centre for Literacy (NCL) vide their Order No.PS(S)/1-1/2021/8482856 dated 17th March 2021.

NCERT has prepared the primer for foundational literacy of adults and it has been shared with states.

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

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

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

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

4 Year Integrated Teacher Education Programme

NEP Paras: 5.23

How implemented: The 4 Year ITEP, a dual-major holistic Bachelor's degree offering B.A. B.Ed./ B. Sc. B. Ed. and B.Com. B.Ed. will be offered in a pilot mode initially in selected multidisciplinary institutions. It will enable a student-teacher to get a degree in Education as well as in a specialized subject such as history, mathematics, arts, economics, commerce, etc. ITEP will not only include the teaching of cutting-edge pedagogy but also provide a grounding in early childhood care and education (ECE), foundational literacy and numeracy (FLN), toy-based pedagogy, inclusive education, knowledge of India and its values/ ethos/art/traditions, etc.

Target group: 4-Year ITEP will be open to all students who choose teaching as a profession after senior secondary level

Benefits accrued:

- Standardization of the courses as per the needs of 21st century
- Outstanding students enter the teaching profession as a matter of choice
- This integrated course will be beneficial for the students as they will save 1 year by completing this course in 4 years against the normal duration of 5 years as in the case of the existing B.Ed. programme.

Way forward: The commencement of 4-Year ITEP will be from the academic session 2022-23. By 2030, ITEP will be offered by multidisciplinary institutions and will become the minimal degree qualification for school teachers.

National Mission for Mentoring (NMM)

NEP Paras: 15.11

How implemented: NMM will be operationalized by NCTE by creating a large pool of outstanding senior/retired faculty who will act as potential mentors for mentees, regardless of the age or position of the mentor and mentee.

"MyNEP2020" platform was operationalized from 1st April 2021 to 10th June 2021 which was an exercise of digital consultation to invite suggestions/inputs/membership from different stakeholders. 1839 suggestions were received which are being taken into consideration.

Target group: The target group is students, teachers, and teacher educators

Benefits accrued: Creation of a large pool of outstanding senior/retired faculty including those with the ability to teach in Indian languages, who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

Way forward: The expert committee will finally formulate the draft by going through several revisions before release of the Draft for public review. Comments by the reviewers from the stakeholders will then be used to prepare a final Draft for notification. The document for NMM which will be prepared by NCTE will be made applicable in selected Central Institutions. The document will also be forwarded to the State Governments as a guideline. A digital platform will also be created in which mentor- mentees will identified. NCTE has initiated the process of documentation a draft on NMM and thereafter its unfolding by 2022-23.

Entrepreneurship

NEP Paras: 5.6

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

Date of Implementation: Ready to be implemented.

Target Group: Secondary level learners of NIOS

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

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

Guideline on School Safety and Security

NEP Paras: 8.11

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

Date of Implementation: 2021-22

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

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

Way forward: States and UTs would be requested to adapt this guideline and disseminate the same to all stakeholders on a wide scale. It is hoped that this guideline would go a long way towards keeping children in our schools safe and secure.

Guidelines for Gifted Students

NEP Paras: 4.43

How Implemented: To support the provisions of Para 4.45, Olympiads and Competitions have been envisioned as a crucial strategy for identification of talent/merit. For ensuring widespread participation in Olympiads, the roadmap for nurturing giftedness will include creating awareness amongst different stakeholders and holding various training programmes for teachers to help them identify gifted/talented students for nurturance. The provisions of NEP Para 4.43 to Para 4.46 further provide the framework that should be adopted for nurturing giftedness.

- At the school level - Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.
- At the levels of schools, school complexes, districts, and beyond - Topic-centered and Project-based Clubs and Circles will be encouraged and supported. Examples include Science Circles, Math Circles, Music Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs and so on.
- At the national level - High-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admissions process to attract the very best students and teachers to these programmes from across the country including from socio-economically disadvantaged groups.

To implement this, NCERT will develop a framework to enable States/UTs to develop enrichment material for identified students, both online and offline. This enrichment material will be developed and disseminated by the SCERTs in the local language. The States can identify local institutions and organizations that can help in the nurturance of talent. The national-level nurturance programme will consist of the following in accordance with the provisions of the NEP, 2020:

- A rigorous merit-based but equitable admissions/identification/selection process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.
- High-quality national residential summer/winter/holiday programmes particularly for identified students of classes 9 to 12, drawn from various subjects.
- The learning experiences in the nurturance component in multiple formats such as remote online learning, local contact experiences, mentoring by an expert.

Guidelines for GIFTED STUDENTS

NEP Paras: 4.43

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

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



Guidelines



Guidelines

Ministry of Education has developed various guidelines in the context of NEP 2020 and shared with States and UTs:

No.	Guidelines	Link of website
1	SARTHAQ: Students' and Teachers' Holistic Advancement through Quality Education	Part 1: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/SARTHAQ_Part-1_updated.pdf Part 2: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/SARTHAQ_Part-2_updated.pdf
2	PRAGYATA guideline on Digital Education	https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf
3	Learning Enhancement Guidelines for Continuous Learning	https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
4	Alternative Academic Calendar from Primary to Senior Secondary Level	https://ncert.nic.in/alternative-academic-calendar.php
5	Guidelines for Children of Migrant Labourers	https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf
6	SOP/Guidelines for re-opening of schools	https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf
7	Guidelines for School re-opening on Learning with Social Distancing	https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf

Guidelines

Ministry of Education has developed various guidelines in the context of NEP 2020 and shared with States and UTs:

No.	Guidelines	Link of website
8	Continuous Learning Plan (CLP)	https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
9	NCTE guidelines for TEIs	https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_637335320672297662.pdf
10	Guidelines for identification and bringing back Out of School Children and addressing concerns on School Re-opening	https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf
11	COVID response in school education: action plan for access, retention, continuous learning, capacity building and stakeholder engagement	https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf
12	Guideline for "Parent Participation in Home-based Learning during School closure and beyond"	https://www.education.gov.in/sites/upload_files/mhrd/files/Covid_Action_Plan.pdf
13	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT)	https://dsel.education.gov.in/sites/default/files/update/nipun_bharat_eng.pdf
14	Guidelines for Children of Migrant Labourers: Focuses on providing admission to the in-migrant children in the nearby government schools without the requirement of submitting any document except an identity card.	https://www.education.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf

Guidelines

Ministry of Education has developed various guidelines in the context of NEP 2020 and shared with States and UTs:

No.	Guidelines	Link of website
15	School Bag Policy	https://www.education.gov.in/sites/upload_files/mhrd/files/School_Bag_Policy_2020_0.pdf
16	Vidya Pravesh: A 3-month play-based 'school preparation module' developed by NCERT for all students entering Grade 1 students that will bring the concept of play schools to villages too	https://ncert.nic.in/pdf/vidyaprvash.pdf
17	Initiatives for Indian-Sign Language - For the first time Indian-Sign Language has been introduced as a language subject at secondary level, also over 1200 e=contents have been developed in sign language by NIOS and NCERT.	https://nios.ac.in/online-course-material/course-material-for-divyang-students/isl_230.aspx
18	SAFAL (Structured Assessment for Analysing Learning levels) -Competency-based assessment to be introduced in CBSE schools for grades 3, 5 and 8 with focus on testing core concepts, application-based questions and higher order thinking skills.	http://cbseacademic.nic.in/web_material/Manuals/Safal_handbook.pdf
19	Artificial Intelligence for All - A 4-hour self-learning journey to help demystify and create a basic understanding of AI for everyone, launched by CBSE, Ministry of Education, and Intel India	http://cbseacademic.nic.in/index_aiforall_lau_nch.html
20	NDEAR (National Digital Education Architecture) - A unifying national digital infrastructure to energise and catalyse the education ecosystem that will be open, interoperable, evolvable and public	https://www.ndear.gov.in/resources.html

Guidelines

Ministry of Education has developed various guidelines in the context of NEP 2020 and shared with States and UTs:

No.	Guidelines	Link of website
21	Samagra Shiksha- Approval given for continuation till March 2026 with a total financial outlay of Rs.2,94,283.04 crore which includes Central share of Rs.1,85,398.32 crore. Has been aligned to NEP 2020 recommendations.	https://samagra.education.gov.in
22	Performance Grading Index 2019-20 for grading of states and UTs has been issued and District PGI has been launched for grading of districts also on various educational parameters.	https://dsel.education.gov.in/sites/default/files/update/pgi_2019_20_en.pdf
23	Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020 have been issued.	https://ekbharat.gov.in/Home/Index
24	Participation by schools in Toycathon/Hackathon. Developing a culture of innovation and active imbibing of 21st Century skills.	https://toycathon.mic.gov.in/
25	Guidelines for Art-Integrated Education issued by CBSE	http://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf
26	Promoting Story-Telling teaching and learning through Graphic Novels	https://diksha.gov.in/play/content/do_3130401411330211841875 http://www.cbseacademic.nic.in/web_material/ComicBooks/The_Question_Book.pdf
27	Guidelines for development of e-content for CWSN have been issued, so they can have anytime, anywhere access to learning resources.	https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf

Guidelines

Ministry of Education has developed various guidelines in the context of NEP 2020 and shared with States and UTs:

No.	Guidelines	Link of website
28	Continuous Professional Development (CPD)- launch of various courses for teachers on IT and ET, E-hazard management, Knowledge of India, COVID safety protocols etc.	https://diksha.gov.in https://ciet.nic.in/pages.php?id=webinar&ln=en
29	Introduction of Experiential Learning pedagogy	https://diksha.gov.in/
30	DIKSHA: One Nation One digital platform for school education:	https://diksha.gov.in
31	Learning Outcomes Based Item Bank have been created and uploaded on DIKSHA platform.	https://diksha.gov.in
32	E-content made available in 32 Indian Languages on DIKSHA	https://diksha.gov.in
33	PM eVidya- For ensuring Equitable Education through multiple modes	http://pmevidya.mhrd.gov.in/diksha.html
34	Swayam Prabha TV channels: one class, one TV channel for grades 1 to 12:	https://www.swayamprabha.gov.in
35	Shiksha Vani: Extensive use of Radio, Community radio, CBSE Podcast - Shiksha Vani, TV with coherence	http://cbseacademic.nic.in/web_material/Circulars/2019/18_Circular_2019.pdf
36	Exposure of Vocational Education at Upper Primary Level: More than 6000 schools approved in 2021-22.	https://samagra.education.gov.in



सत्यमेव जयते

Ministry of Education
Government of India