

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA

STARRED QUESTION NO. 296
TO BE ANSWERED ON 09.08.2021

Implementation of NEP

*296. DR. MOHAMMAD JAWED:

Will the Minister of EDUCATION be pleased to state:

- (a) the task list and timelines for implementation of New Education Policy (NEP) by the Government;
- (b) the details of the committee set up along with the list of its members for NEP implementation in school education;
- (c) whether there is a timeline and roadmap for achieving 6 per cent of GDP allocation for education and if so, the details thereof;
- (d) the timeline with regard to the setting up of gender and social inclusion funds; and
- (e) the role of States in defining their priorities to access these funds?

A N S W E R

MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)

- (a) to (e): A statement is laid on the table of the House.

**STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (e) OF LOK SABHA
STARRED QUESTION NO. 296 FOR REPLY ON 09TH AUGUST, 2021 ASKED BY
DR. MOHAMMAD JAWED, HON'BLE MEMBER OF PARLIAMENT
REGARDING IMPLEMENTATION OF NEP:**

(a): As per National Education Policy (NEP) 2020, implementation of the Policy requires multiple initiatives and actions, which are to be taken up in a synchronized and systematic manner, by multiple bodies including Ministry of Education, CABE, State/UT Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs. The policy provides different timelines for important themes/sub-sets as well as principles and methodology for its implementation. Accordingly, this Ministry has communicated to all States/UT Governments for taking steps for implementation of NEP 2020 in letter and spirit.

Further, in pursuance of the goals and objectives of the NEP 2020 and to assist States, UTs and other organisations in this task, the Department of School Education & Literacy has developed an indicative and suggestive NEP Implementation Plan for School Education, 'Students' and 'Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. The major focus of SARTHAQ is to define activities in such a manner which clearly delineate 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. SARTHAQ is divided in two parts and has been uploaded on the Department's website under the links mentioned below:

https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-1_updated.pdf

https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-2_updated.pdf

In the Department of Higher Education, the actionable activities have been grouped under 9 different themes, namely Multidisciplinary and Holistic Education; Equity & Inclusion; Research, Innovation & Ranking; Global Outreach of Higher Education; Motivated, Energized & Capable Faculty; Integrated Higher Education System; Governance and Regulation; IKS, Languages, Culture & Values; Technology Use and Integration. UGC and AICTE have formed 17 different Expert Groups on these themes. Also 20 Sub-groups of Experts have been formed in respect of various sub-themes. Approximately, 740 outputs have been identified along with Implementing Agencies and the time line for these activities.

(b): The Department of School Education and Literacy has constituted subject/theme wise committees under the bureau head/ head of Autonomous bodies concerned on various recommendations of NEP i.e. Toy based pedagogy, Joint task force for ECCE, expansion of TET at all stages, NDEAR, Development of guidelines for incentivising private & philanthropic activities, Foundational Literacy & Numeracy, School Standards, Holistic Progress Card etc.

Further, a Review Committee for review of the Implementation of NEP 2020 has been constituted on 17.02.2021 under the chairmanship of Dr. K. Kasturirangan.

(c): One of the fundamental principles of NEP 2020 is ‘substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation’. Accordingly, NEP 2020 unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments to reach 6% of GDP. The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

Para 27.3 of the policy envisages the entire policy to be in an operational mode in the decade of 2030-40, to be followed by another comprehensive review.

(d & e): NEP, 2020 provides for setting up a Gender Inclusion Fund (GIF) especially for girls and transgender students to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. The Department has incorporated several interventions for girls in its revamped Samagra Shiksha Scheme, which includes providing free textbooks & uniforms to all girls at elementary level; Residential Schools/Hostels, Transport/Escort Facility, aids and appliances for Children with Special Needs (CWSN); upgradation of Kasturba Gandhi Balika Vidyalayas (KGBVs) to provide residential and schooling facilities upto Class-XII; separate provision of stipend for CWSN girls @ Rs. 200 per month for 10 months in addition to student component from pre-primary to senior secondary level; incinerator and sanitary pad vending machines in all girls’ hostels and self defence training for girls in govt. schools for inculcating skills for self-protection and self development.

IMPLEMENTATION STATUS OF NATIONAL EDUCATION POLICY (NEP)

PART I: Action initiated by Ministry of Education

A. Preparation of NEP Implementation Plan and Process:

1. To achieve the goals and objectives of NEP 2020, DoSEL has prepared a **detailed implementation plan** linking recommendation of **NEP with 297 tasks**, responsible agencies to carry out the task, timelines and **304 outputs of the tasks**.
2. A teacher's fest, **Shikshak Parv** was especially organised **from 8th to 25th September 2020** for discussing various recommendations of NEP 2020 and its implementation strategies, this has attracted **around 15 lakh suggestions**.
3. The major focus of this implementation plan is to define activities in such a manner that cohesive implementation and joint monitoring can be done by the centre and states. This task list/ implementation plan takes care of the spirit and intent of the Policy and is proposed to be implemented in a phased manner.
4. Attempt has been made to propose activities in a manner, such that it will be built upon the existing structure rather than creating new structures. This Plan proposes to prioritise strengthening of what already exists.
5. Task list prepared on the NEP recommendations was shared with the States and UTS after approval of Hon'ble SM, for providing **online comments/feedback by 12th October, 2020**.
6. Secretary (SE&L) through a **virtual meeting on 28th September, 2020** briefed the State secretaries regarding feedback and suggestions to be provided on these task lists.
7. **30 States/UTs/Autonomous Bodies have provided 7177 suggestions on the tasks**.
8. These suggestions/ feedback have been analysed by experts groups and important suggestions have been incorporated in the final version of implementation plan.
9. NEP Implementation Plan '**SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education)**' was released on 8th April, 2021.
10. Further, in order to ensure effective and efficient implementation of NEP 2020, Department of School Education and Literacy (DoSE&L) have **set up theme-wise implementation committees** under the chairpersonship of concerned Joint Secretaries. States/UTs have also been requested to set-up similar subject-wise implementation committees of experts, both to fine-tune implementation plans developed by them in accordance and in sync with this Implementation Plan and to ensure implementation of the Policy as per the principles laid down in NEP 2020.

11. In addition to above, a **series of national workshops on Implementation of the National Education Policy, 2020 and extension of the Samagra Shiksha** was held through Video Conference under the chairpersonship of Secretary (SE&L) on **10th November, 27th November and 2nd December, 2020** covering all States and UTs to address the concerns of the States and UTs.
12. The task list prepared on the NEP recommendations for States, UTs and Autonomous Bodies has been shared through Google tracker so that the department will be **appraised on a monthly basis** about the initiatives taken by them. In this regard, a letter from Secretary, SE&L dated 21st December 2020 has been shared with all States/UTs/Autonomous Bodies by requesting that a NEP monitoring and tracking system to be established at the State/UT level headed by Secretary, School Education or SPD, Samagra Shiksha to ensure time bound progress.

B. Linking recommendations of NEP with present Schemes of MoE

1. A total 180 paras of NEP recommendations related to School Education including 12 common paras for both SE and HE, 36 Paras giving introduction or context related to NCF and Samagra Shiksha, 52 Paras to be covered under NCF, 45 Paras covered under Samagra Shiksha scheme, 1 para to be covered under MDM scheme, 5 Paras covered by Padhna Likhna Abhiyan, 41 Paras to be implemented by various autonomous bodies/Ministries/states/UTs/guidelines/etc.
2. The department has aligned our existing schemes i.e, Samagra Shiksha and Mid Day Meal with the recommendation of NEP 2020.
3. **86 paras of NEP has been covered/integrated under the scheme of Samagra Shiksha** which includes: *Introduction of 1 year of Balvatika and TLMS to all children, National Mission of Foundational Literacy and Numeracy, Holistic Progress Card (HPC), Introduction of tracking of learning outcomes as well as transition of children, Induction of qualified counsellors at secondary and senior secondary level in a phased manner, Language Teachers, Capacity building of teachers (50 Hrs CPD), Bagless days and internships, Support for OOSC in age group of 16- 19 years, Activities of PARAKH, Separate stipend for CWSN girl child; provision for identification of CWSN and Resource Centre at block level, expansion of schooling facilities including Residential Hostels, KGBVs etc., Provision for Hub and Spoke model in vocational education, Provision for Smart classroom and support for DIKSHA, Support for Assessment Cells in SCERT etc.*
4. **Theme/component specific Goals and Key Performance Indicators (KPIs) have been developed to monitor the progress on time to time.**
5. **Samagra Shiksha, MDM and Padhna Likhna Abhiyan EFC** have been approved by D/o Expenditure.

C. Initiatives relating to National Curriculum Framework (NCF)

1. NCERT will develop position papers with the help of **28 Focus groups** for formulating the new National Curricular Framework on School Education (NCFSE). Of these **12 Position Papers will be related directly to curriculum and Pedagogy, 6 Position Papers will be related to cross-cutting themes, and 10 Position Papers will be related to various other important areas in NEP, 2020.**

2. A number of actions are directly dependent on the preparation of the new National Curriculum Framework (NCF), such as preparation of textbooks, exam reforms, introduction of vocational education at middle level, introduction of 5+3+3+4 system, etc. The groundwork of NCF preparation has also been initiated.
3. **Formulation of National steering committee and the focus groups of NCF are in the process.**

D. Other important tasks initiated by MoE:

1. **Joint Task Force with ministries** has been set up with Ministry of Tribal Affairs, Ministry of Women and Child Development, Ministry of Health and Family Welfare etc. for developing guidelines, frameworks etc.
2. Subject/Theme specific D.O. letters have been issued to the line departments (MoWCD, MoHFW, MSJE, MoTA, NIPCCD, MoD etc.) for **various convergence related activities.**
3. **Guidelines for National Mission on Foundational Literacy and Numeracy (NIPUN BHARAT) have been prepared and mission has been launched on 5th July 2021.**
4. **Single digital education architecture NDEAR being worked on by inter-ministerial Committee to enable an integrated digital architecture for education.**
5. **18 modules** of 4-5 hours each comprehensively covering all aspects of elementary education under **NISHTHA online launched on 6.10.20 for teacher training.** Nearly 23 lakh teachers have enrolled for the training programme in online mode.
6. **Proposal to set up PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** as an independent vertical under CBSE (later to be anchored in NCTE) has been submitted for approval.
7. **NCTE four year BEd to be launched next year.** Curriculum in alignment of NEP 2020 related to 4 Year Integrated Teacher Education Programme is being finalized and will start in selected multidisciplinary institutions from the academic session 2022-23.
8. **Regulations** related to 4-year integrated B.Ed., 2-year B.Ed and 1-year B.Ed. degree programmes have been prepared.
9. A committee of experts has been constituted to evolve guidelines/ structure/ roadmap for revamping & extension of **Teacher Eligibility Test (TET)** to all levels (5+3+3+4) aligned with NEP 2020.
10. NCERT/PARAKH/CBSE/KVS/JNV to develop **IT based solutions for online Holistic Progress Card (HPC)** for classes 1 to 12. Expert committee has been constituted in CBSE to prepare HPC.
11. **New Policy on weight of School bags,** curriculum load and homework has been prepared and circulated to States and UTs.
12. **Draft guidelines on Gifted Children** are under finalisation after consultations with PSA, UGC, AICTE, and Jnana Probodhini in Pune.

13. **Expert Committee for development of indigenous and unique toy-based pedagogy has been set up.**
14. **E-learning has been expanded through DIKSHA.** Till now, DIKSHA provides access to a large number of curriculum linked e-content through several use cases and solutions such as QR coded Energized Textbooks (ETBs), courses for teachers, quizzes and others. Till date DIKSHA houses over 3600 textbooks from 29 states, 1.44 lakh e Contents and more than 300 courses.
15. **Teacher Energized Resource Material (TERM)** has been prepared for experiential learning for classes 6 to 10 on science and maths.
16. **For storytelling pedagogy,** Teaching Learning Material (TLM), 100 graphic novels has been prepared for topics of various subjects for classes 6 to 10.
17. The department has launched **an initiative called 'Manodarpan' for mental health and wellbeing of students.** It aimed to provide emotional support and needful counseling to the students under distress due to the unprecedented times they were facing. To realize this, issuance of advisory guidelines from time to time, creation of web page and national toll-free numbers, interactive online chat options and, national-level database and directory of counselors were made part of such initiative.
18. **PRABANDH portal** has been launched for monitoring of fund flow and physical and financial progress under the Samagra Shiksha scheme to ensure optimal utilization of resources.
19. **MoU has been signed** between Indian Sign Language Research and Training Centre (ISLRTC) and NCERT to develop Indian Sign Language dictionary.
20. **CBSE exam reforms have been initiated;** CBSE will introduce improvement examination from the year 2021 (session 2020-21) and will introduce English and Sanskrit from the session 2021-22 (already offers Mathematics and Hindi at two levels).

Appropriate care is being taken to make this plan realistic, flexible and collaborative by inviting suggestions from all corners of the society. It is hoped that this implementation plan so finalised with the inputs of all associates will be able to translate the vision of the policy in the field and will reach to grass root level creating adequate awareness and motivation and competencies among concerned stakeholders, thereby transforming the school education in the country.

E. Constitution of Committees for various interventions of NEP 2020

Responsibility	Constitution of Committees
JS (SS I)	Joint Task Force on ECCE has been constituted
	Core committee has been formed for preparing guidelines & standard for Home Based Education.
	A committee is being set for preparing guidelines for Gender Inclusion Fund.
JS (SS II)	A Committee was formed for preparing framework on FL&N,

Responsibility	Constitution of Committees
	codification of learning outcomes etc. The framework has been prepared and released on 5 th July 2021.
	A committee has been constituted to develop guidelines for incentivising private and philanthropic activities
	A committee constituted on GIS mapping exercise to ascertain requirement of secondary/senior secondary schools.
JS (MDM)	Inter-ministerial committee on NDEAR has been constituted
JS (Institution)	NTA has constituted a High Powered Committee for review of entrance exams for admissions to Higher Education Institutions (HEIs)
	Committee has been formed for development of online self-disclosure form and setting standards for school.
JS (Coordination)	An Expert Committee headed by Chairman, CBSE has been constituted to develop, framework, structure and mandate of PARAKH.
NCTE	An expert committee has been formed to draft Suggestive Curriculum for 4 Year ITEP course in line with NEP-2020 Chairperson: Prof. Chand K Saluja (Rtd), CIE, DU, New Delhi
	Committee of Experts has been constituted to evolve guidelines/ structure/ roadmap for revamping & extension of TET to all levels (5+3+3+4) Chairperson: Prof. Chand K Saluja (Rtd), CIE, DU, New Delhi
	A committee has been constituted for conducting of National Common Entrance Test (NCET) for entry/admission to 4-year Integrated Teacher Education Program (ITEP) by NTA Chairperson: Prof. Chand K Saluja (Rtd), CIE, DU, New Delhi
NCERT	Various committees have been formed for developing position papers.
	A committee has been constituted in the NCERT to address the issue of development of NCFAE and also setting up of the constituent body for AE.
	Expert Committee for development of indigenous and unique toy-based pedagogy has been set up.
CBSE	A Committee has been formed for Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
	A Committee is working on the development of prototype and IT System for HPC
	A committee has been formed to finalise a plan of action for self-audit

Responsibility	Constitution of Committees
	of schools regarding environment and safety
	Constituted a Committee for IT based solutions to automate the processes and reduce the burden of administration
	Committee has been formed for development of online self-disclosure form and setting standards for school.
	A committee has been formed to finalise a plan of action for training of teachers on Career Counselling and Guidance.
	A committee has been formed which will identify some courses to be offered in ODL mode. Courses will be developed in collaboration with PSSCIVE, Bhopal.

PART II: Actions initiated by the States and UTs

I. Action to be initiated:

1. The task list prepared on the NEP recommendations in consultation with the States and UTs has been shared through **Google tracker** on 21st December, 2020 so that the department will be appraised on a monthly basis about the initiatives taken by them.
2. In this regard, a letter from Secretary, SE&L dated 21st December 2020 has been shared with all States/UTs by requesting that a **NEP monitoring and tracking system is to be established at the State/UT level** headed by Secretary, School Education or SPD, Samagra Shiksha to ensure time bound progress.
3. **A letter from Secretary (SE&L) dated 19th January, 2021 has been shared with States and UTs to initiate the process of NEP 2020 implementation in a structured and organised manner, for which the following activities can immediately be undertaken for this purpose:**
 - i. States and UTs may constitute a Task Force to prepare an implementation plan for NEP 2020 and monitor its progress on regular basis.
 - ii. A Joint Task Force with Tribal Affairs, Women and Child Development, Health and Social Justice Department may be constituted for ECCE implementation. States and UTs may also prepare Guidelines for integration/linking/co-locating of Anganwadis. **(Task 11 & 26)**
 - iii. Groundwork for preparing State Curriculum framework on the basis of New NCF may be initiated by the SCERTs.
 - iv. As National Mission on Foundational Literacy and Numeracy is about to be launched, States and UTs may ensure the following:
 - a) Availability of adequate number of teachers in pre-primary/primary schools (rationalization, redeployment etc.) **(Task 42)**
 - b) Ensuring timely delivery of textbooks and uniforms **(Task 43)**

- c) Identification of a pool of mentors to provide academic support to teachers **(Task 44)**
 - d) Mapping of Infrastructure facilities and filling of necessary gaps (support under Samagra Shiksha has already been by way of strengthening interventions and school grants) **(Task 45)**
 - e) Preparation of five year plan (by 2025) with clear annual targets and modalities to achieve the objectives of foundational literacy and Numeracy. **(Task 46)**
- v. Prepare guidelines for innovatively engaging parents, peer groups and other local volunteers. Database of volunteers: alumni, retired scientists, teachers, subject experts, etc. may also be prepared at village level. **(Task 54)**
 - vi. Conduct a Household survey to identify out of school children (OoSC) and prepare a fact Sheets to analyse the factors leading to dropout and poor learning level at school/block/district level. Guidelines in this regard has already been issued vide D.O. 18-94/2020-IS-15 dated 7th January, 2021. **(Task 60)**
 - vii. A10 year comprehensive projection report on NEED ANALYSIS for the following may be prepared: **(Task 65)**
 - Upgrading and enlarging existing schools/Residential schools/hostels/KGBVs,
 - Adding infrastructure,
 - Building new schools/Residential schools/hostels/KGBVs
 - Transportation facility
 - viii. Initiate the process for setting up SSSA as an independent, State-wide body to ensure transparency and online public disclosure, Central Government has notified CBSE as SSSA for KVS and NVS. **(Task 212)**
 - ix. SCERTs may start preparing teaching learning and Children's materials (stories, rhymes, big books, charts and posters) in local languages. **(Task 90)**
 - x. A technology-based comprehensive teacher-requirement planning forecasting exercise may be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. States and UTs may develop a framework to ensure transparent merit-based system for tenure, promotion, deployment and salary structure, etc. **(Task 146 & 152)**
 - xi. A school-wise roadmap to cover upper primary students to ensure exposure of vocational skills to 50% students by 2025 and 100% of secondary level students by 2030 and Prepare guidelines on Internships and apprenticeships. **(Task 230)**
 - xii. Prepare a Digital repository of innovative content including creation of coursework, Learning Games & Simulations, Virtual Reality, apps, gamification of Indian art and culture, in multiple languages. **(Task 279)**
 - xiii. States and UTs may undertake the exercise of identifying non-literate members of the society, design an intensive awareness drive and prepare online/blended teaching learning materials for promoting adult literacy. **(Task 243 & 244)**

4. Majority of States/UTs have initiated action for preparing roadmap for effective implementation of NEP, 2020 through series of workshops, webinars, etc.
5. Extensive orientation and sensitization programmes conducted for all stakeholders till the grass root level.
6. **Task Force/Theme wise Committees for NEP constituted in 25 States/UTs** i.e., Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Delhi, DNH&DD, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Manipur, Meghalaya, Mizoram, Madhya Pradesh, Maharashtra, Nagaland, Odisha, Puducherry, Tripura, Sikkim and Uttarakhand.

II. Actions initiated by the States and UTs are as follows:

Sl. No.	Name of States & UTs	Action initiated
1	Andaman & Nicobar Islands	<ul style="list-style-type: none"> Awareness campaign done in all the 9 educational zones involving the experts in all panchayat meetings. Experts were deputed by the zonal officers to make the general public aware of the NEP implementation and discussions held in the panchayat meetings UT Administration has ensured unified administrative structures for primary, secondary and senior secondary schools under Samagra Shiksha. Community sensitization is being done for ECCE implementation through various agencies and departments. Direction issued to all schools for starting 3year preparatory classes w.e.f the 2020-21 academic session. UT has prepared locally contextualised teaching learning materials for ECCE as per the ECCE curriculum developed by NCERT. More materials will be prepared for ECCE with local contextualization in regional languages. Special Cell for Inclusive Education has been set up at the SIE.
2	Andhra Pradesh	<ul style="list-style-type: none"> Instructions issued to districts to map the Anganwadis with the Primary Schools and High Schools. Action plan has been prepared to start preparatory classes in all Primary Schools from the academic year 2021-22. State has decided to appoint 2008 DSE qualified teachers as contract teachers, particularly in single teacher schools. Their services will be useful for achieving the FLN goals. AW menu is redesigned with nutritious food like fruits, ground nuts, chikki, eggs, etc. Block wise Out of School Children data uploaded on PRABANDH portal. High-quality bilingual textbooks and teacher hand books with an emphasis on FLN and experiential learning. Initiated yearlong reading campaign 'We Love Reading' at school level to improve foundational literacy of children from

Sl. No.	Name of States & UTs	Action initiated
		<p>26th November 2020.</p> <ul style="list-style-type: none"> Extensive training programme for 1 lakh primary teachers on pedagogy was done in three spells. Parental guidelines communicated to schools for providing safety and security education to the students. State has nominated nodal persons for overseeing the development of State Curriculum Framework and Position Papers. Constituent body for Adult Education has been formed in the SCERT.
3	Arunachal Pradesh	<ul style="list-style-type: none"> Task force has been constituted under the chairpersonship of Secretary Education Preparatory classes will be started in 300 schools where Pre-Primary is running. One year preparatory/Balvatika will be initiated in the AWs with trained AW workers. Further, enrolment campaign will also be organized at Block, Cluster and School level. Consultative meetings involving officials of Samagra Shiksha, SCERT, NEP Task Force Group, CBOs, WCD and other related departments were conducted and discussed the current status and planning for way forward on FL&N Mission implementation framework. Long term implementation framework is under preparation. State has been developing mother tongue based text books particularly in the various local dialects like Adi, Apatani, Galo, Nyishi, Monpa, Khampti, Nokte, Wancho, Tangsa etc. Community and Tribe Based Organisations have been involved, to implement local languages in ECCE Level. District collectors have been asked to identify vocational options in light of 'Vocal for Local' including handlooms, handicrafts, wood carving, fruits and vegetable processing etc. An Online Teachers Transfer Policy/Software has been developed by the State. Survey for identifying Non-literate Adults is going on through DDSEs, BRCs, CRCs and other agencies. After collection of all data proper action plan for non-literate members of the community will be initiated.
4	Assam	<ul style="list-style-type: none"> Govt. of Assam has notified a high level committee comprising of 73 delegates Restructuring of Curriculum is being attempted to focus on core concepts and the development of holistic report card has been initiated. Teacher recruitment in order to fill up the gaps to maintain the PTR
5	Bihar	<ul style="list-style-type: none"> Presentation on NEP 2020 has been made before Hon'ble

Sl. No.	Name of States & UTs	Action initiated
		<p>Education Minister and Hon'ble CM of the State</p> <ul style="list-style-type: none"> • State is underway to prepare a road map for implementation of NEP in the State of Bihar. • As recommended by Ministry of Education, 6 groups have been constituted and feedbacks uploaded on Google Drive. • Mapping of wards and habitations have been completed on coverage of ICDS centres. A total of 1,14,718 AWCs are sanctioned for about 1.5 lakh Panchayat wards. • Letter has been sent to BEEO to link Elementary school with nearby AWC and nominate one teacher who may provide academic support to AWW (List is awaited). • State will introduce preparatory classes in primary/elementary schools from academic year 2022-23 in phased manner. • State has a Gender & Equity Cell for promoting education in SDEG in Place. • Multi-lingual Cell has been formed within Language Department to look into the issues raised in NEP 2020. • Letter is issued by Secretary, Bihar School Examination Board to constitute an expert group committee which may recommend to method of outreach and develop awareness regarding different method of talent nurturance. • Letter is issued to Director Administration to constitute a committee which will recommend the unified administrative structure for school education in the State. • Committee has been formed under the Chairmanship of Director Secondary Education to frame policy guidelines for promoting Vocational Education in the State as suggested in NEP 2020. • Committee is constituted under the Chairmanship of Director Secondary Education to study the feasibility of making provisions for Special Housing Allowances and other special provisions, if any, for teachers posting in rural and remote areas. • Committee is constituted under the Chairmanship of Director Secondary Education to study the feasibility of making criteria and provisions for rewards and other incentives for better performing teachers on different occasions. • Committee is constituted under the Chairmanship of Director Secondary Education to develop the transparent merit based system for tenure, promotion and salary structure of school teacher. • Survey of non-literates is being conducted by district level team. Till date, about 2681522 non-literate persons and 61392 VTs identified. The work is in progress in all districts.

Sl. No.	Name of States & UTs	Action initiated
6	Chandigarh	<ul style="list-style-type: none"> • Constitution of committee at State and District Level for implementation of NEP • Setting up of Digital Libraries has already been initiated in Govt. Schools • Resource materials developed for Critical, Creative and Experiential Learning specially in Maths, Science and Languages. • Initiative for making Online Reading material /children literature available to Students of Chandigarh Govt. Schools has already been taken in collaboration with NCCL, a wing of NBT, New Delhi in August, 2020. Under this initiative, all Govt. schools have been enrolled as Readers Club by NCCL and are being provided online Reading Material in the form of 'Readers Bulletin' which has been /is being shared by teachers with the students. This initiative will be continue in this session also. • 3rd Review Meeting of Padma Likhna Abhiyaan by MoE,GoI with State/UT was held on June 24,2021 As per the instructions of the Governing Council and Executive Committee of Padma Likhna Abhiyaan, 1000 Adult Learners have been identified and they will be prepared for BLAT 2021.The process has been initiated by Adult Education Unit.
7	Chhattisgarh	<ul style="list-style-type: none"> • Critical review of policy at State level • Committee constituted for implementing FLN and suggestions compiled • MLE/digital learning/ local material development/local volunteers to support schooling/ special program for FLN/activating PLCs at different levels/ working with SCERT for arts education/ Life skill education/ assessment cell/State Shiksha Aayog functional have initiated. • A program with the help of UNICEF being developed in the name of MILAN to track, identify and mainstream OOSC.
8	DNH & DD	<ul style="list-style-type: none"> • UT had constituted various Committees for respective Chapters of NEP and The road map has been prepared after due deliberations with all concerned stake holders and with the Department of Education GIS mapping of school and Anganwadi Centers for the purpose of implementation of chapters of ECCE in the UT already started • UT has identified the requirement of resources for Implementation of ECCE in Primary classes. • Mission Vidya 2.0 is planned for achieving foundation literacy & numeracy. • Bilingual Textbooks in tribal dialects has been prepared in Marathi and Gujarati. • UT has initiated the scheme named Gyaan Gaurav Award for recognizing teachers.

Sl. No.	Name of States & UTs	Action initiated
		<ul style="list-style-type: none"> • UT is developing the E-monitoring system which will help in online transparent teacher transfer. The system will be implemented from 2021-22. • UT is developing the E-monitoring system which will help to automate the process and reduce the burden of administration. • The DIET will be the center hub for Education Technology for the UT.
9	Delhi	<ul style="list-style-type: none"> • Task Force constituted for implementation of NEP • Online Lecture series "Learning Never Stops(LNS)" with focus on Teacher Education, School education and NEP initiated for Pre-Service and In-Service Teachers and other stakeholders.
10	Goa	<ul style="list-style-type: none"> • Task Force has been constituted • Orientation programme on NEP-2020 was held for all officers and Stakeholders • Two State level meetings were held, one face to face on 9th September 2020 and another on 16th October 2020 in virtual mode where in Hon'ble CM also addressed. • Goa Board of Sec. & Hr. Sec. Education has initiated some exam reforms as per NEP 2020. • For SCFSE, State has constituted committees as per the guidance of NCERT.
11	Gujarat	<ul style="list-style-type: none"> • Gujarat has implemented School Readiness Program for the students enrolled in Grade 1 through Praveshotsav 2.0. • To raise the reading and comprehension levels among students, a 100-day long reading campaign been initiated. • Research on Correct Words Read Per Minute is also conducted. • School Quality Assessment and Accreditation Framework by establishing Gujarat School Quality Accreditation Council (GSQAC). • State is having Child tracking system which captures the details of all the students enrolled in the schools with individual student unique ID. State has also developed SARAL application to capture the Periodic Assessment data for individual child through which student wise learning Outcome progress can be tracked. • State already has mechanism for Health Card under School Health program. • OoSC identified are being provided Sheri Shikshan (Street learning) through Bal Mitras at village level. • For SCF, GCERT has started working on development of position papers by preparing 25 different focus groups as subjects mentioned by MoE. • Development of application with help of UNICEF for home based survey of out of school children is under process which will cover almost all the census survey parameter including

Sl. No.	Name of States & UTs	Action initiated
		literacy of parents and children.
12	Haryana	<ul style="list-style-type: none"> Meeting held at the level of Hon'ble Chief Minister, Haryana. Task groups constituted for preparation of Action Plan. All stake holders consulted (members from WCD, Skill Development, Private school associations Labour Department, NGOs). 23 blocks identified as SEZ on the basis of low enrolment/ minority/ migratory children. Gender inclusion fund of Rs. 109 crore has been created by the Govt. in current budget for coming academic session. Joint Task Force of WCD, Health Department and Education Department is working on a Guidelines for Monitoring and Tracking of Health Status of Children. Digital Libraries are being made available in schools in phase manner. This year 137 Senior Secondary schools and 1418 Sanskriti Primary Schools are equipped with library. Super 100 Programme already exists in the State from 2018 for nurturing of gifted children at secondary level and the same is being modified for elementary classes also.
13	Himachal Pradesh	<ul style="list-style-type: none"> TASK FORCE Committee notified on 8th September, 2020 with 43 members under the Chairmanship of Hon'ble Education Minister H.P. Roadmap for NEP implementation to be decided in consultation with the State TASK FORCE State will create School Complexes keeping in view the existing school set up of the State. State has constituted subject/theme wise Implementation committees at state, districts, blocks and village level.
14	Jharkhand	<ul style="list-style-type: none"> Special Cell constituted for developing NEP Action Plan. Committees constituted at State & District Level for NEP implementation Shishu Sadan (pre-primary) classes launched in 1950 schools. Plans for extension underway Tribal language textbooks developed by JCERT in 2 regional and 5 tribal languages. Plans for scale-up and implementation to be made. State has constituted a Committee for integration or linking of Anganwadis into School Complexes/Clusters. Committees have been formed at the state level for coming up with an implementation framework consisting of roadmaps and annual action plans for implementing the activities covering all focus areas of the FLN Mission. Committee has been formed for preparing guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving FLN for all Grade

Sl. No.	Name of States & UTs	Action initiated
		3 students.
15	Jammu & Kashmir	<ul style="list-style-type: none"> Task force on NEP has been constituted Establishment of SCERT to take care of NEP 2020 for training, curriculum modification, changes in evaluation and revisions of pedagogy to be used in class rooms. Establishment of ICT labs and Vocational Education Infrastructure.
16	Karnataka	<ul style="list-style-type: none"> Task Force in place Webinars for feedback from stakeholders Action plan for FLN; Working on revision of Chili Pilli/ Nali Kali Sub-Committees identified for different areas Workshops for planning strategies initiated and Awareness Creating programs planned. Core committees formed at the district level and also one at the state level to review the e content sent by teachers and select content for upload on the DIKSHA and other digital platforms. High quality text books and work books are being developed with the help of State Resource Centre Mysore. This is a continuous process commencing from September 2021. Guidelines being issued to make school libraries available to children by issuing books through teachers/ parents. Action plan to nominate Districts administration/ DIETs to conduct Study on causative factors leading to dropout and poor learning level being prepared. The library department is creating the awareness in teachers community to encourage students to become members and utilise the digital library.
17	Kerala	<ul style="list-style-type: none"> State government has constituted a committee to look into the matter. Committee initiated discussions with all agencies coming under state education department and other stakeholders.
18	Ladakh	<ul style="list-style-type: none"> Communication materials Developed by the committee members of school Education Department at District level A vision document 2050 in tune with NEP 2020 to ensure the GER, Transition and Retention rate to 100%
19	Lakshadweep	<ul style="list-style-type: none"> Awareness classes, seminars, discussions, competitions etc. conducted in all Islands by involving various stakeholders. preliminary steps for preparation of localized textbooks for class 1 and 2 in Malayalam based on NCERT; LOs is being prepared

Sl. No.	Name of States & UTs	Action initiated
20	Madhya Pradesh	<ul style="list-style-type: none"> State core group for NEP has been constituted. Accordingly subject wise committee will be formed. Series of discussion/orientation/workshops organised Knowledge partnership with APF University on NEP Project Ankur – FLN pedagogy, teacher’s training governance and parental engagement being finalised Prakhar – Special scheme for nurturing talent of gifted children prepared. Department has created FLN Cell and FLN Mission Strategy has been worked out. State is preparing a comprehensive in-service teacher training policy. First draft of this policy is already prepared. CPD is also included in this policy.
21	Maharashtra	<ul style="list-style-type: none"> Think Tank has constituted under chairmanship of the Education Minister for the implementation of NEP, 2020. Working groups comprising experts from the field, department, NGOs partners etc. have been constituted on different themes of NEP 2020 to address several tasks as stipulated in the NEP on feasibility and implementation plan. Online meetings of working groups were held and prepared reports on different areas such as Access, Equity, Quality etc. A Task Force of selected Chief Executive Officers is working on reviewing existing government policies in the context of National Education Policy, 2020. Series of state level meetings under the Education Minister, Deputy Chief Minister and Chief Minister were held. Orientation programme on NEP-2020 was held for all officers and Stakeholders across the state. NEP was discussed with key departments such as WCD, RDD, UDD, Tribal, Social Justice, Health, Skill Development, Labour Department etc.
22	Manipur	<ul style="list-style-type: none"> Committees has been constituted Seminar on NEP implementation with Hon’ble Minister, Education, Manipur
23	Meghalaya	<ul style="list-style-type: none"> State Task Force Committee has been constituted, headed by the Hon’ble Minister of Education Several meetings and study groups has been taken up to address several task as stipulated in the NEP on feasibility and implementation plan. State Budgeted exercise to address the NEP Implementation Plan is underway. Task Force on FLN and ECCE has been constituted. State ECD Mission Document-2020 has been initiated with support from ADB and the Department of Education is the key

Sl. No.	Name of States & UTs	Action initiated
		<p>stakeholder.</p> <ul style="list-style-type: none"> State has developed a comprehensive plan coined as "EDUCATION LANDSCAPE" covering the infrastructural requirement of schools in the State. The project report may be in two phases i.e. short term and long term. DERT has just been notified as nodal agency for development of SCFs at the State Level as instructed by MoE and NCERT.
24	Mizoram	<ul style="list-style-type: none"> Committees on NEP formed at State level Series of meetings on NEP held at various stages Awareness on NEP held in various forums among the stakeholders
25	Nagaland	<ul style="list-style-type: none"> Departmental committee consisting of officers from various stakeholders constituted to formulate state action plans on NEP Online teacher transfer portal introduced Curriculum development for ECCE in progress State has constituted committee through SCERT to prepare the modalities for SSSA. Tablets with pre-loaded learning materials have been provided to students of Aspiration District of the State for classes 8-12 during 2021-22. State is also providing E-Classrooms , virtual classrooms to schools to promote digital learning.
26	Odisha	<ul style="list-style-type: none"> State Government has set up a Task Force for implementation of NEP 2020 State has initiated developing materials in FLN and School Preparation Module. State has decided to integrate 18000 Co-located AWCs with Primary Schools from next academic year. A Committee has been constituted with 04 members from DIETs, Directorate of Secondary Education, BEO etc., to prepare the State Policy of recognizing creative, dedicated and achieving teachers. Guidelines for Schools/School Complexes to engage local eminent persons or experts as 'Master Instructors' in various subjects have been developed. The Directorate of TE and SCERT through a number of consultations has developed the State Policy on Continuing Professional Development of Education Functionaries (State Training Policy). Committee formed vide Government Notification No. 7201 dated 30.03.2021 is considering preparation of guidelines for linking Anganwadi Centres with the Government schools for starting of Balvatikas in 25496 co-located Anganwadi centres of the State.

Sl. No.	Name of States & UTs	Action initiated
27	Puducherry	<ul style="list-style-type: none"> Taskforce nominated for implementation of NEP Mapping of 372 Angawadi completed along with the school readiness programme. Pre-Primary Curriculum was prepared and sent to NCERT for approval. STC and DIET will be proposing pilot studies on the effectiveness and implications of School Complexes.
28	Punjab	<ul style="list-style-type: none"> The State has set up a Task Force to explore and suggest how to implement different recommendations of NEP 2020. Pre-school started in all its government schools since November 2017 More than 6000 schools are converted into Smart Schools with the help of community/NGO/NRIs/CSR apart from state funding. Welcome life curriculum introduced to develop life skills
29	Rajasthan	<ul style="list-style-type: none"> State in process of constituting State Steering Committee and thematic Technical Committees strengthening existing provision of PEEO (school clusters) to align with NEP School Cluster/Complex In process of preparing a roadmap on strengthening of Vocational Education in light of NEP. The data on the educational qualification/s of AWWs is being taken and updated through 'AAA App' developed by DoWCD. A letter has been written by the department to the Director, Directorate of Census Operations Rajasthan, to include the survey of illiterates in the census of the year, 2021. Development of literacy portal by the NIC under which illiterates will also be identified at village level. First meeting with Rajasthan State Open School (RSOS) and NIOS held to discuss mechanism for registering OoSC with RSOS. State has established resource centers at every block to serve the CWSN. The resource rooms are equipped with modern and new devices made for CWSN. Guidelines for home based schooling is already been developed and implemented.
30	Sikkim	<ul style="list-style-type: none"> State level consultative meet was organized at SCERT Sikkim on 8th of September 2020 to discuss and decide about the road map with regard to implementation of NEP. Several committees have been formed and responsibilities were assigned to different directorates & sections to take forward the tasks related to implementation of NEP 2020. A "State Level Steering Committee" headed by Hon'ble Chief Minister and Hon'ble Minister of Education has been formed.

Sl. No.	Name of States & UTs	Action initiated
		<ul style="list-style-type: none"> SCERT Sikkim organized District level consultative meet at district headquarters which was attended by Hon'ble Advisor to the Govt of Sikkim, Secretary Education Department, Director, Joint Director from SCERT and officials from District education office and DIETs. Pilot study conducted to study the efficacy and implication of grouping of schools through various mechanism and the analysis of the study is under process. The framework may be developed as per the findings of the study. SCERT has been preparing SSSA parameters which will be finalised soon.
31	Tamil Nadu	<ul style="list-style-type: none"> No inputs received from the State.
32	Telangana	<ul style="list-style-type: none"> Workshops have been conducted with officials of State School Education and various other stakeholders of the State. Analysis of the existing ECCE / Anganwadi Centres is being carried out to identify resource requirements for bringing greater convergence. An independent State Open School Society is already functioning in the state catering to the needs of students for appearing class 10th, 11th and 12th examinations. Appropriate action will be taken to support Adult Education Department in the State.
33	Tripura	<ul style="list-style-type: none"> Translation of NEP 2020 in Bengali; Extensive Sensitization programmes for all stake holders Formation of task force on ECCE composed of representatives of various departments Preparation of Communication Material by the Teachers. SCF Preparatory Committee has been constituted & the SCERT is looking at this aspect of creating a constituent body to look after the implementation of Adult Education.
34	Uttarakhand	<ul style="list-style-type: none"> Series of webinars (14 webinars) organized from state level with various stakeholders Workgroups/Taskforce is constituted at department level to suggest work plan for the implantation of NEP 2020. A core group is constituted at state level to examine recommendations of in house task force/work groups and finalize suggestions. Fundamental Literacy and Numeracy programme (upto grade 5) is being implemented in two blocks of each district across the state from 2019-20. Convergence with NIOS will be strengthened and process has been initiated for this by Uttarakhand Board of School Education. School complexes will be constituted from 2021-22 by Directorate of Secondary Education and resourcing plan will be

Sl. No.	Name of States & UTs	Action initiated
		implemented.
35	Uttar Pradesh	<ul style="list-style-type: none"> Targeted FLN mission launched by Hon'ble CM for achieving FLN goals (Mission Prerna) Learning outcomes defined for pre-primary students in partnership with Dept. of ICDS Identification and tracking of all OoSC and Divyang children through dedicated technology systems (Sharda and Samarth) Improvement of infrastructural facilities planned under a holistic framework as part of Operation Kayakalp. Survey is under process in "Padhana Likhana Abhiyan" Scheme. There are 272928 non-literate registered till now. As per MoU signed between Department of Basic Education and ICDS the process of linking Anganwadi into school complex and utilization of available resources for linking AWCs with school complexes/clusters are being explored through geo tagging of all AWCs. SCERT is developing ECCE certificate and Diploma course. School libraries are being set up in every school. 500-1000 books per school have been procured from NCERT. Additional materials for procurement are under discussion with NCERT and will be procured in the coming months. Ten years projection report on NEED ANALYSIS in terms of Budget requirement is under progress and will be completed within 2 months. Access audit will be done at school level. The 'School accessibility audit' module development process along with the UNICEF is started.
36	West Bengal	<ul style="list-style-type: none"> No inputs received from the State.

School Education**MAJOR ACHIEVEMENTS: IMPLEMENTATION STATUS OF
NATIONAL EDUCATION POLICY (NEP)**

- NEP Implementation Plan '**SARTHAQ' (Students' and Teachers' Holistic Advancement through Quality Education)** released on **8th April, 2021**. 15 lakh suggestions of teachers and 7177 of states and UTs were received for developing the plan.
- **National Mission on Foundational Literacy and Numeracy (NIPUN BHARAT)** launched on **5th July 2021**. A comprehensive set of guidelines to assist States and UTs have also been released.
- **Samagra Shiksha, Adult Education and MDM schemes** aligned to the recommendations of NEP 2020 and EFC approval for the same has been received.
- 18 modules of 4-5 hours each comprehensively covering all aspects of elementary education under **NISHTHA online launched on 6.10.20 for teacher training**. Around **24 lakh teachers have completed the training by June, 2021**. Now, NISHTHA Secondary and for Foundational Literacy & Numeracy (FLN) will be launched for covering around 35 lakh teachers.
- E-learning has been expanded through PM e-VIDYA. DIKSHA provides access to a large number of curricula linked e-content through several use cases and solutions such as QR coded Energized Textbooks (ETBs), courses for teachers, quizzes and others. **Till date DIKSHA houses over 5000 QR coded textbooks from 29 states, 1.85 lakh e Contents and more than 300 teacher training courses**. It also makes available class-wise, subject-wise, state/UT wise and language-wise e-content available for all students on the public domain.
- **Teacher Energized Resource Material (TERM)** has been prepared for experiential learning for classes 6 to 10 on science and maths. For storytelling pedagogy, Teaching Learning Material (TLM), **100 graphic novels has been prepared for topics of various subjects for classes 6 to 10**.
- '**Manodarpan' for mental health and wellbeing of students**. It aimed to provide emotional support and needful counseling to the students under distress due to the unprecedented times they were facing.
- **MoU between Indian Sign Language Research and Training Centre (ISLRTC) and NCERT to develop Indian Sign Language dictionary**. NIOS has developed **21 subjects at the secondary**

level comprising 752 videos and 20 at the senior secondary level with 1018 videos; 176 (141 at secondary & 35 at senior secondary) videos in ISL medium have been uploaded.

- **CBSE has introduced improvement examination from the year 2021 (session 2020-21) and has introduced Mathematics and Hindi at two levels.** Competency Based Test Questions have been introduced in class X and Class XII examinations.
- **CBSE has introduced 11 skill modules of 12 hours duration for the students of classes VI-VIII as per the recommendations of NEP-2020.** These are coding, data science, financial literacy handicrafts has been added to make them aware of our rich traditions and heritage.
- **New Policy on weight of School bags,** curriculum load and homework has been released.
- **National Professional Standards for Teachers (NPST):** “MyNEP2020” platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs on NPST for sustainable and positive change in the Teacher Education Sector. 2559 suggestions were received which are being taken into consideration.
- **National Mission for Mentoring (NMM):** “MyNEP2020” platform was operationalized from 1st April 2021 to 10th June 2021 to invite suggestions/inputs/membership on NMM for sustainable and positive change in the Teacher Education Sector. 1839 suggestions were received which are being taken into consideration.

Higher Education

Outline of the NEP 2020 Implementation Plan

- In Higher Education, the actionable activities have been grouped under 9 different themes. UGC and AICTE have formed 17 different Expert Groups on these themes. Also 20 Sub-group of Experts have been formed in respect of various sub-themes
- 9 different themes and number of associated activities are as under:

Themes		Activities
A 1 p p	Multidisciplinary and Holistic Education	28
r 2 o x i	Equity & Inclusion	31
m 3 a t	Research, Innovation & Ranking	11
e 4 l y	Global Outreach of Higher Education	08
7 5 4	Motivated, Energized & Capable Faculty	08
0 6 n u	Integrated Higher Education System	26
m 7 b e	Governance and Regulation	24
r 8	IKS, Languages, Culture & Values	33
o 9 f o	Technology Use and Integration	22

- Approximately 740 number of output have been identified along with Implementing Agencies and the time line for these activities

Consultation with States

- 30.07.2020: Communication to All Union Secretaries / Chief Secretaries/ACS/Pr. Secy. to Governors / Lt Governors, AICTE/ UGC – For dissemination & Implementation
- 07.09.2020: Conference of Governors /Lt Governors and Education Minister of States / UTs
- 16.09.2020: To Chief Secretaries for inputs
- A Google spreadsheet also shared for online inputs : 19 States/UTs have furnished inputs
- 05.10.2020 & 31.05.2021: ACS/PS /Secretaries of Hon'ble Gov. / Lt. Gov. Requested for Suggestions
- 15 to 18.12.2020 & 23.12.2020: Consultation with States/UTs for alignment of existing Schemes with NEP, 2020
- 20.02.2021: Discussed in the 6th Governing Council of NITI
- 06.04.2021: States were requested to consider constituting Implementation and Review Committee at state level
-

Consultation with Stakeholders

- 07.08.2020 : Virtual Conclave addressed by Hon'ble PM
- 05.09.2020 to 25.09.2020: Shikshak Parv
- 16.09.2020: Webinar for Coordinators of NSS/NYKS/NCC/UBA
- 19.09.2020: Visitors Conference
- 28.09.2020: MyGov Platform 10000 Suggestions
- 03.12.2020, 01.01.2021, 18.02.2021 and 23.05.2021: Ministry /Deptt. Of GOI requested to nominate Nodal Officers for interaction on Implementation Plan of NEP & with Expert Groups
- Implementation Cell on NEP, 2020 formed in D/o HE
- 17.02.2021: Constitution of Implementation Committee and Review Committee
- 25.02.2021: Consultation with the Nodal officers of Min./Deptt
- 09.03.2021, 05.04.2021 & 23.05.2021: Min./Deptt. Wise action point of NEP, 2020 shared with Min./Deptt. for action taken report.

Brief: NEP Implementation Plan ‘SARTHAQ’ (Students’ and Teachers’ Holistic Advancement through Quality Education)

In pursuance of the goals and objectives of the National Education Policy (NEP) 2020 issued on 29th July, 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive Implementation Plan for School Education, called **‘Students’ and Teachers’ Holistic Advancement through Quality Education (SARTHAQ)’ which was released on 8th April 2021**. This implementation plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per their needs and requirements. This implementation plan delineate the roadmap and way forward for implementation of NEP, 2020 for the next 10 years, which is very important for its smooth and effective implementation.

SARTHAQ has been developed through wide and intensive consultative process with States and UTs, Autonomous bodies and suggestions received from all stakeholders, and around 7177 suggestions/inputs were received from them. A teacher’s fest, ‘Shikshak Parv’ was especially organized from 8th to 25th September 2020 for discussing various recommendations of NEP 2020 and its implementation strategies, which attracted around 15 lakh suggestions.

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

Google tracker has been made for task wise monitoring of implementation of NEP 2020 based on tasks identified under SARTHAQ for monitoring the progress of states, UTs and autonomous bodies.

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. Following outcomes have been envisaged for entire education system after implementation of SARTHAQ:

- New National and State Curriculum Frameworks for School Education , Early Childhood Care and Education, Teacher Education and Adult Education will be developed encompassing the spirit of NEP and will pave way for curriculum reforms
- Increase in Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), transition rate and retention rate at all levels and reduction in drop outs and out of school children.
- Access to quality ECCE and Universal Acquisition of Foundational Literacy and Numeracy by Grade 3.
- Improvement in Learning Outcomes at all stages.
- Introduction of Experiential learning at all stages and adoption of innovative pedagogies by teachers in classroom transaction.
- Reforms in Board exams and various entrance tests.
- Development of high quality and diversified teaching-learning material.
- Availability of text books in Regional/local/home language.
- Improvement in quality of Teacher Education Programmes.
- Improvement in quality of newly recruited teachers and capacity building through Continuous Professional Development.
- Safe, Secure, inclusive and conducive learning environment for students and teachers.
- Improvement in infrastructure facilities including barrier free access and sharing of resources among schools.
- Uniform standards in learning outcomes and governance across public and private schools through setting-up of an online, transparent public disclosure system through establishment of SSSA in states.
- Integration of technology in educational planning and governance and availability of ICT and quality e-content in classrooms.

SARTHAQ will pave the way for our children and youth to meet the diverse national and global challenges of the present and the future and help them to imbibe 21st century skills along with India's tradition, culture and value system as envisioned in National Education Policy 2020. 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 community as education is the backbone of an equitable and just society.

REVAMPED SAMAGRA SHIKSHA**I. Background**

Samagra Shiksha' was launched in 2018-19 for universalization of quality education throughout the country in coordination and consultation with the State and UTs. It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. **The scheme is covering 11.68 lakhschools, around 15.62 crorestudents and 57.67lakh Teachers of Govt. and Aided schools (upto senior secondary level).**

II. Revamped Scheme for the next 5 years (2021-22 to 2025-26)

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

The major objectives of the Scheme are: (i) Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020); (ii) Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; (iii) Focus on Early Childhood Care and Education (iv) Emphasis on Foundational Literacy and Numeracy (v) Thrust on Holistic, Integrated, Inclusive and activity based Curriculum and Pedagogy to impart 21st century skills among the students; (vi) Provision of quality education and enhancing learning outcomes of students; (vi) Bridging Social and Gender Gaps in School Education; (vii) Ensuring equity and inclusion at all levels of school education; (ix) Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training; (x) Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; and (xi) Promoting vocationalisation of education

III. Focused Approaches:

- To ensure the quality education, the Department of School Education & Literacy is now encouraging and promoting Early Childhood Care and Education and pre-primary classes as well as senior secondary level in Government schools.
- Provision has been made to provide **free textbooks** to all children and **free uniforms** to all girls, SC, ST and BPL boys at elementary level. Primers/textbooks also been developed for tribal languages with bridging materials to facilitate the transition to the State language of instruction and English. **Energized textbooks** with QR codes have also been introduced.

- During the formative years of children along with quality education, an emphasis on sports and physical education framework is equally important for their holistic development. For the first time, schools are being provided grants for procurement of sports equipments for indoor & outdoor games.
- To complement the activities under Padhe Bharat Badhe Bharat and inculcate reading habits among students of all ages, strengthening of school libraries is being undertaken including provision of books by providing library grant for government schools. Reading corners have been created to inculcate habit of reading among children.
- **Learning Enhancement/Enrichment Programme** has been widely supported with the main objective of identifying the learning gaps and equipping students with the core learning pre-requisites appropriate for the particular grade.
- 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 was launched on 21st August, 2019. The aim of this integrated teacher training programme was to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators.
- However, in the wake of the COVID-19 pandemic, this programme was contextualised to the needs of teaching and learning during the pandemic and made 100% online. NISHTHA Online for elementary teachers was launched on 6th October, 2020 and it has been created by customizing Modules for Online delivery in the format compatible with DIKSHA Platform of NCERT. It includes multiple approaches for interaction i.e., Text Modules along with videos, Live Sessions by National level Resource persons on DTH SwayamPrabha TV Channel and Interactive Voice Response System. In addition, Assessment is in-built in every Module and Online Certificates will be automatically generated for participants after completion of the course. There are **18 modules in this programme**: 12 for teachers, 5 for school heads and 1 specialised module on teaching and learning during COVID-19 times.
- Various other interventions **for improvement of quality of education** such as provision of library books and supplementary graded material to schools, sports equipments for indoor & outdoor games, assessments of learning outcomes, RastriyaAviskarAbhiyan (RAA), use of ICT and Digital Initiatives etc.
- **New schools at all levels** (Primary to Senior Secondary level), strengthening of school infrastructure, Kasturba Gandhi BalikaVidyalayas (KGBVs) and Girls’ Hostels, Residential Schools/Hostels, Transport/Escort Facility to children in special circumstances and for Children with Special Needs (CWSN) etc. are being provided under SamagraShiksha for improving access to the children. **Out of school children** are also being identified and provided special training for mainstreaming under the programme.
- To enhance the participation of girls in education, the existing **Kasturba Gandhi BalikaVidyalayas (KGBVs)** are being upgraded to provide residential and schooling facilities upto Class-XII. **Self defence training** has been provided for girls in govt. schools for inculcating skills for self-protection and self development.
- To encourage and improve the enrollment of **children with special needs (CwSN)**, stipend for CWSN girls is provided from classes I to XII. Various Interventions like identification & assessment camps, provision of aids & appliances, assistive devices, resource rooms etc,

making school infrastructure barrier free and resource support for Special Educators are provided.

- The scheme seeks to **integrate vocational education** with general academic education with an aim to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. At the Secondary level i.e. class 9th and 10th, vocational modules are offered to the students as an additional subject. At Senior Secondary level, i.e. class XI and XII, vocational courses are offered as a compulsory (elective) subject which covers 55 job roles in 19 different sectors, compliant with national Skill Qualification Framework.

IV. New Interventions incorporated in SamagraShiksha

- **New interventions have been incorporated in the revamped SamagraShiksha based on the recommendations of the National Education Policy 2020.**
- **Training of Master Trainers** for training of Anganwadi workers and **In-service teacher training for ECCE teachers.**
- **Provision of uptoRs 500 per child for Teaching Learning Materials**, indigenous toys and games, play based activities per annum for pre-primary sections in Government Schools.
- **National Mission on Foundational Literacy and Numeracy** to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V - Provision of TLM uptoRs 500 per child per annum, Rs 150 per teacher for teacher manuals and resources, Rs 10-20 lakh per district for assessment.
- **Specific training modules under NISHTHA** by NCERT to train Primary teachers on foundational Literacy and Numeracy.
- **Strengthening of infrastructure of schools from pre-primary to senior secondary, earlier pre-primary was excluded.**
- Incinerator and sanitary pad vending machines in all girls' hostels.
- **Addition of new subjects** instead of Stream in existing senior secondary schools.
- **Transport facility** has been extended to secondary level @ uptoRs 6000 per annum.
- **For out of school children at 16 to 19 years of age**, support will be provided to SC, ST, disabled children, uptoRs 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- **Financial support for State Commission for Protection of Child Rights @ Rs 50 per elementary school in the state, for protection of child rights and safety.**
- Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains will be introduced in the form of **Holistic Progress Card (HPC).**
- **Support for activities of PARAKH**
- **Additional Sports grant** of uptoRs. 25000 to schools in case atleast 2 students of that school win a medal in Khelo India school games at the National level.
- Provision for **Bagless days, school complexes, internships with local artisans, curriculum and pedagogical reforms** etc included.

- A new component **Appointment of Language Teacher** has been added in the scheme-components of training of teachers and bilingual books and teaching learning material added, besides support for salary of teachers.
- All KGBVs to be upgraded to class XII.
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of upto Rs 40 lakh per annum (earlier Rs 25 lakh per annum).
- Training for 3 months for inculcating self-defence skills to be renamed as '**Rani Laxmibai Atma Raksha Prashikshan**' and amount increased from Rs 3000 to Rs 5000 per month.
- **Separate provision of stipend for CWSN girls @ Rs. 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.**
- **Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN.**
- Provision for **Establishment of New SCERT** has been included and new DIETs in districts created upto 31st March 2020 (earlier it was till 31st March 2017)
- **Setting up of assessment cell** preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
- Provision for **in-service teachers training from pre-primary to Class XII.**
- The **academic support of BRCs and CRCs** extended for pre-primary and Secondary level also.
- Support under **Vocational Education extended** to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- **Provision of Classroom cum workshop for Vocational Education** in schools serving as Hub for other schools in the neighbourhood. **Provision of transport and assessment cost for schools serving as spokes.**
- **Provision of ICT labs, Smart classrooms** including support for digital boards, smart classrooms, virtual classrooms and DTH channels have been provided.
- **Child tracking provision** included for students of Government and Government aided schools
- **Support for Social Audit** covering 20% of schools per year so that all schools are covered in a period of Five years.
- Residential schools and hostels for children in difficult circumstances/areas renamed as **Netaji Subhash Chandra Bose Awasiya Vidyalaya** and to be provided same financial and other support as KGBVs.

V. Quantifiable benefits

- To improve GER at all levels - Elementary, Secondary and Senior Secondary Level by providing access for all children in the age group of 3-18 years by 2030.
- Underserved areas (Samagra Shiksha) to be covered in a phased manner to improve the Gross Access Ratio (GAR).

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