**IMPLEMENTATION PLAN FRAMEWORK- SCHOOL EDUCATION**

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| **Early Childhood Care & Education (ECCE)** | | | | | |
| **Ref #** | **Description** | **Present status**  **in Karnataka** | **Nature of**  **Implications** | **Implementation**  **Timeline** | **Suggestions for implementation in Karnataka** |
| 1.3 | A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 1.4 | Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. Would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 1.7 | new pre-schools will be opened. anganawadis will be linked with with primary education. Current Anganwadi workers/teachers will be trained in accordance with the curricular/pedagogical framework developed by NCERT. Effort will be made for their Continuous Professional Development (CPD). | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |

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| **Foundational Literacy and Numeracy** **(FLN)** | | | | | |
| **Ref #** | **Description** | **Present status in Karnataka** | **Nature of**  **Implications** | **Implementation Timeline** | **Suggestions for implementation in Karnataka** |
| 2.5 | An interim 3-month play-based ‘school preparation module’ for all Grade 1 students, consisting of activities and workbooks consisting components of foundational literacy and numeracy will be prepared | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 2.6 | A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 2.7 | peer-tutoring will be introduced to promote foundational literacy and numeracy. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 2.9 | Children are provided simple but energizing breakfast in addition to midday meals. All school children shall undergo regular health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |

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| **Universal Access** | | | | | |
| **Ref #** | **Description** | **Present status in Karnataka** | **Nature of Implications** | **Implementation Timeline** | **Suggestions for implementation in Karnataka** |
| 3.2 | The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children to bring back into mainstream education. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 3.3 | The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels. NGOs working in respective fields will be involved to help in dropouts (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 3.4 | teachers with knowledge of the local language will be deployed to areas with high dropout rates, and the curriculum will be restructured to make them more engaging and useful . | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 3.5 | To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), Open Schools will be expanded and strengthened. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 3.6 | To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 3.7 | To enhancing learning aomng children at schools, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |

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| **Curriculum and Pedagogy** | | | | | |
| **Ref #** | **Description** | **Present status in Karnataka** | **Nature of Implications** | **Implementation Timeline** | **Suggestions for implementation in Karnataka** |
| 4.1 | The curricular and pedagogical structure of school education will be reconfigured corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.2 | In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12 | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.4 | All aspects of curriculum and pedagogy will be reoriented and revamped. Curriculum frameworks and transaction mechanisms will be developed for ensuring specific skills and values | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.5 | Curriculum content will be reduced in each subject to its core essentials | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.6 | In all stages, experiential learning will be adopted. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.7 | As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.8 | Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as envisaged in the Fit India Movement. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.9 | Students will be given increased flexibility and choice of subjects to study, particularly in secondary school . There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.11 | Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.12 | Children will be exposed to different languages early on starting from the Foundational Stage onwards. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.13 | The three-language formula will continue to be implemented.But at least two of the three languages should be native to India. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.14 | All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.16 | Thus, every student in the country will participate in a fun project/activity on ‘The Languages of India’, sometime in Grades 6-8, such as, under the *‘Ek Bharat Shrestha Bharat’* initiative. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.17 | Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.18 | In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.2 | In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.22 | Indian Sign Language (ISL) will be standardized across the country. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.23 | While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today’s rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.24 | Introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.25 | Activities involving coding will be introduced in Middle Stage. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.26 | Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts. All students will participate in a 10-day bagless period sometime during Grades 6-8 . Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.27 | “Knowledge of India” will be integrated in an accurate and scientific manner throughout the school curriculum wherever relevant. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.28 | Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.29 | All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.3 | The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020,The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum. States will prepare their own curricula. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.31 | The reduction in content and increased flexibility of school curriculum | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.32 | The aim will be to provide such quality textbooks at the lowest possible cost . | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.34 | The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.35 | The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.37 | The Board exams for Grades 10 and 12 will be continued.To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.39 | With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.4 | To track progress throughout the school years, all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.41 | It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.45 | Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 4.46 | Once internet-connected smart phones or tablets are available in all homes and/or schools, Online education will be encouraged. Schools will develop smart classrooms. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| **Teachers** | | | | | |
| **Ref #** | **Description** | **Present status**  **in Karnataka** | **Nature of**  **Implications** | **Implementation**  **Timeline** | **Suggestions for implementation in Karnataka** |
| 5.1 | The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.2 | To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. S A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.3 | The harmful practice of excessive teacher transfers will be halted. Transfers will be conducted through an online computerized system that ensures transparency. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.5 | Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s). | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.6 | To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.7 | Schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.8 | A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. Teacher education programmes and offerings will also align with the vacancies thus projected. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.10 | Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.11 | State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.12 | In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.13 | Teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.14 | To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.15 | Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student’s holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.16 | Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.17 | School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.18 | A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.19 | Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.20 | Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.21 | A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.21 | Area of Special education could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.22 | Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.23 | By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum- training and student-teaching components of the programme. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.24 | All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.25 | Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.26 | Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.27 | It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.28 | By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 5.29 | Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |

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| **Equity & Inclusion** | | | | | |
| **Ref #** | **Description** | **Present status in Karnataka** | **Nature of Implications** | **Implementation Timeline** | **Suggestions for implementation in Karnataka** |
| 6.4 | In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 6.5 | It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. Meanwhile, counsellors and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 6.6 | Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 6.7 | It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 6.8 | In addition, the Government of India will constitute a ‘Gender-Inclusion Fund’ to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context- specific barriers to female and transgender children’s access to and participation in education. Similar ‘Inclusion Fund’ schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group. |  |  |  |  |
| 6.9 | Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas. |  |  |  |  |
| 6.1 | Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities’. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD. |  |  |  |  |
| 6.11 | To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities. |  |  |  |  |
| 6.12 | As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children’s learning needs will be accorded priority. |  |  |  |  |
| 6.13 | Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child’s strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities. |  |  |  |  |
| 6.14 | The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation. |  |  |  |  |
| 6.15 | Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1–12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in the teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available. |  |  |  |  |
| 6.16 | Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education. |  |  |  |  |
| 6.17 | Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces. |  |  |  |  |
| 6.18 | All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a ‘single window system’, as per eligibility. |  |  |  |  |
| 6.19 | All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students. |  |  |  |  |
| 6.2 | Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities. |  |  |  |  |

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| **School Complex** | | | | | |
| **Ref #** | **Description** | **Present status in Karnataka** | **Nature of Implications** | **Implementation Timeline** | **Suggestions for implementation in Karnataka** |
| 7.1 | While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and other important efforts across the States - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2016–17 data, nearly 28% of India’s public primary schools and 14.8% of India’s upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion having below 6; during the year 2016–17, there were 1,08,017 single-teacher schools, the majority of them (85743 ) being primary schools serving Grades 1–5. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.2 | These small school sizes have rendered it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and library books, are simply not available across schools. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.3 | The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned with the increases in the number of school or with the unified structure of the Samagra Shiksha Scheme. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.4 | Although consolidation of schools is an option that is often discussed, it must be carried out very judiciously, and only when it is ensured that there is no impact on access. Such measures are nevertheless likely to result only in limited consolidation, and would not solve the overall structural problem and challenges presented by the large numbers of small schools. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.5 | These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. The objective behind this intervention would be to ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d) cooperation and support across schools for the education of children with disabilities; and (e) improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.6 | One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers. This suggestion was first made by the Education Commission (1964–66) but was left unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever possible. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.7 | The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.8 | The governance of schools will also improve and become far more efficient with school complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the individual schools within it. The school complex/cluster will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular Framework (SCF). Under this organization, schools will gain in strength, will be able to exercise greater freedom, and will contribute towards making the complex more innovative and responsive. Meanwhile, the DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.9 | The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs). The SCDP will also involve the plans of all other institutions associated with the school complex, such as vocational education institutions, and will be created by the principals and teachers of the school complex with the involvement of the SCMC and will be made available publicly. The plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources, school culture initiatives, teacher development plans, and educational outcomes. It will detail the efforts to leverage the teachers and students across the school complex to develop vibrant learning communities. The SDP and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE. The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g., the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year) and long-term (3-5 years). It will also provide all other relevant support to the school complexes to achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g., financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools, which may be revised periodically. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.1 | To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa, where possible. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.11 | Every State will be encouraged to strengthen existing or establish “Bal Bhavans” where children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime boarding school, to partake in art-related, career-related, and play-related activities. Such Bal Bhavans may be incorporated as a part of school complexes/clusters if possible. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 7.12 | The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |

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| **Standard setting and Accreditation** | | | | | |
| **Ref #** | **Description** | **Present status**  **in Karnataka** | **Nature of**  **Implications** | **Implementation**  **Timeline** | **Suggestions for implementation in Karnataka** |
|  | The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:  (a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
|  | (b) The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.5 | (c) An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.  Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools.   Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders. The SCERT will also lead a “change management process” for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.6 | The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to ‘marks’ of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.7 | Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the school website and on the SSSA website - for both public and private schools - would include (at the very least) information on the numbers of classrooms, students, and teachers, subjects taught, any fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For schools controlled/managed/aided by the Central government, the CBSE in consultation with the MHRD shall prepare a framework. All the education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.8 | The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings and experiences gained in the last decade. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12). The overemphasis on inputs, and the mechanistic nature of their specifications – physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.10 | For a periodic ‘health check-up’ of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. TUntil the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |
| 8.11 | Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children’s/adolescents’ rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority. | 🞏 Satisfactory  🞏 Needs revamp  🞏 New program to be  implemented | 🞏 Administrative  🞏 Pedagogical  🞏 Other \_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 Short term  🞏 Long term |  |