CHAPTER 5 – QUALITY INTERVENTIONS

5.1   The Context

School Education is envisaged as a holistic and convergent programme aimed at providing quality education across the wide spectrum of schools, spanning from pre-school to senior secondary classes. NPE 1968 and 1986 (modified in 1992) and POA 1992 have emphasised upon the strengthening of National System of Education for providing education of comparable quality to all. In consonance with the mandate of education policies and demands from the society, NCF is brought out from time to time to further improve quality of school education in our country. Till now, four curriculum frameworks i.e., NCF 1975, 1986, 2000 and 2005 have been brought out by the NCERT.

The NCF-2005 suggests following guiding principles for the holistic development of a learner through school education:
- Connecting knowledge to life outside the school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric;
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

Section 29 of the RTE Act, 2009 provides for:
(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government by notification.
(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following:
a. conformity with the values enshrined in the Constitution;
b. all round development of the child;
c. building up child's knowledge, potentiality and talent;
d. development of physical and mental abilities to the fullest extent;
e. learning through activities, discovery and exploration in a child friendly and child-centred manner;
f. medium of instructions shall, as far as practicable, be in child's mother-tongue;
g. making the child free of fear, trauma and anxiety and helping the child to express views freely;
h. comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.'

NCF-2005 has been adopted as the curriculum for the purposes of the RTE Act, 2009.

Over the years, due to the efforts made through the Schemes of SSA, RMSA and TE, there has been significant spatial and numerical expansion of elementary and secondary schools and

improvement in teacher education institutions in the country, however, the quality of learning achievement still remains a major challenge. Reasons may be attributed to stage-specific interventions, missing linkages with pre-school as well as senior secondary, lack of defined learning outcomes, etc. The quest for quality has acquired a new urgency in the present day.

NCERT has been periodically conducting the large-scale surveys of learning achievement i.e. National Achievement Survey (NAS) in government and government aided schools at grade III, V and VIII in different curricular areas since 2001 with an interval of three years. For class X, the first cycle was conducted in 2015. NCERT has been implementing these surveys on sample basis at the State/UT level to provide evidence on health of education system and learning levels of children in key curricular areas in these classes. Though the NAS results were shared with the States/UTs through different modes of communication, the findings of these learning achievement surveys were not optimized in planning, remedial measures, teacher training and other related activities. These factors necessitated the need for drafting Learning Outcomes.

Grade-wise and Subject-wise Learning Outcomes (LOs) for elementary stage have been defined at the national level, with inputs from stake-holders at state and district levels, as well as members of the public. The Central RTE Rules have been amended on 20th February, 2017 to include reference to grade wise and subject wise Learning Outcomes. The Learning Outcomes for each class will not only help teachers to focus on teaching-learning process, but also facilitate parents/ guardians, community members and state functionaries in their role towards ensuring quality education in schools throughout the nation.

The NAS (2017) was administered for classes III, V and VIII on 13th November, 2017 on nearly 2.2 million children from 110,000 schools across all States and UTs in the country. The test instruments of NAS (2017) were competency based and linked to Learning Outcomes recently developed by NCERT. The second cycle for class X was held on 5th February 2018 covering nearly 1.6 million children from 45000 schools that included private schools also.

5.2 Defining Quality in Education

Quality is more a systemic trait rather than only a feature of instruction or attainment. As an overarching attribute, quality expresses the system's capacity to reform itself for enhancing its ability to address its own weakness and to develop new capabilities. Quality is not merely a measure of efficiency; it also has a value dimension. Attempt to improve quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. In the context of education, two principles characterize most attempts to define quality: firstly learners' cognitive development as the major explicit objective and secondly education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Keeping this in view, the new scheme focuses on holistic development of learners in a system of schools in continuum. These two principles of quality in education clearly direct us towards reducing gap between the intended, transacted and achieved curriculum. Inverse relationship exists between this gap and quality of education. Our efforts for reducing the gap requires provision of adequate inputs which include, quality curriculum, effective teachers, realistic assessment in terms of learning progress and adequate career guidance and counselling provisions for adolescents. It is also

essential to gear up processes with in-built monitoring and research components viz; curriculum reform, reform in teacher education, examination and ensuring participation of all stakeholders. Quality will essentially carry an overarching approach of equity. This will require schools to be sufficiently equipped and prepared to address to the diverse learning needs of all children with special focus on children belonging to SC, ST and Minorities, CWSN as well as girls.

Another dimension of quality is to address the rural-urban divide and regional disparities. Specific quality intervention in isolation with others will not make much impact on the system. Planning for quality needs to reflect on the following aspects and accordingly decisions need to be taken as to which aspect needs more attention:

5.2.1 Learning and Assessment

Learning operates in a continuum and cannot be divided into pieces or seen as 'complete' if one unit/concept/chapter is taught. Therefore, perspectives of examination/test results as indicator of quality need to be revisited in the light of Learning Outcomes. Assessment need to be seen as an integral part of pedagogy which has the primary role of facilitating the teacher and learner to devise more effective learning strategies. Also every teacher needs to be made aware of learners' indication of continuous learning i.e., learning outcomes and modify her/his pedagogic processes as per learners' needs.

5.2.2 Curricular Material

The quality dimension also needs to be examined from the point of view of the experience designed for the child in terms of knowledge and skills. Assumptions about the nature of knowledge and the child's own nature shape the school ethos and the approaches used by those who prepare curricular material and by teachers as well. Therefore, the representation of knowledge in curricular material needs to be viewed from the larger perspective of challenges facing humanity and the nation today.

Linkages between pre-school, primary, upper primary, secondary and senior secondary levels in the processes of designing and preparing curricular material are vital. Also, setting up of structures that enable school teachers and subject experts drawn from institutions of higher learning to work together for revision of curriculum and development of learning material would help in designing relevant curriculum. The system also needs adequate advocacy and dissemination mechanisms for curricular perspectives, which need to be put in place for ensuring quality.

5.2.3 Systemic Coordination and Synergies

Different agencies such as SCERT, Boards, DIETs, CTEs, IASEs and Universities have been working in isolation from one another. Examination boards are not informed on the change in the perspectives of state curricular material, therefore, they believe in the old/rigid information seeking questions, which is detrimental to the constructivist pedagogy. Therefore, systemic coordination and synergies among all the concerned agencies would make the assessment system more efficient. Further creation of spaces where local-level representative institutions to work closely with teachers to contribute to the enhancement of efficiency may be considered.

5.2.4 **Capacity Building and Teacher Training**

Although capacity building of various concerned stakeholders and teacher training have always been seen as an important factor for improving quality, yet due to lack of resource pool, quality perspectives do not get implemented in true spirit. Creating a resource pool to address different aspect of quality and disseminating its perspective, mentoring for quality across the state is needed.

Quality education is a comprehensive term that includes learners, teachers, teaching-learning process, learning environment, curriculum, pedagogy, learning outcomes, assessment, etc. For ensuring quality, it is required that everyone concerned with various dimensions of enhancing quality have to take cognizance of the following:

- Learners are active participants rather than passive recipients. They are ready to learn and participate actively in the learning process and construct their own knowledge;
- Teachers are facilitators rather than instructors. They are motivated to guide their children at every step. They identify the learning needs of children and use a variety of pedagogical practices that are appropriate for the content and steer the children's learning towards their goals;
- The environment in a classroom is healthy, safe and have proper infrastructure facilities conducive for learning;
- Curriculum is class specific, stage specific, socially relevant, unbiased, gender sensitive, and has content that upholds the principles enshrined in the Constitution and one   that resonates with our values and ethos. It is to maintain the coherence as per the systemic continuum;
- The pedagogical processes or the methodology adapted reflect the paradigm shift from teacher centric to child centric. A variety of methods are adopted suitable for the topic and also to the contextual needs;
- The teaching learning process is dynamic, with active participation of students, use of ICT and other digital resources that transform the classroom learning to move beyond the classroom walls, and
- The outcomes are aligned with the aims and objectives of education and not just limited to acquisition of knowledge. Apart from theoretical knowledge, the acquisition of basic skills of literacy, numeracy, life skills, values like peace, tolerance, knowledge in such areas as gender, health, nutrition, disease prevention are taken into consideration.

Careful consideration of above elements before planning school activities will help visualising a quality classroom.

5.3   Vision of a Quality Classroom

A quality classroom is an interactive place buzzing with activity that facilitates quality learning. It is a place where children do their work spontaneously and confidently without inhibition and where they construct their own knowledge. Here, children have the freedom to explore, experiment, invent and innovate, reflect and react. The teacher assumes a multi-dimensional role that of a facilitator, classroom manager, a guide, a counselor and above all a co-partner in knowledge construction. It provides scope for the use of a variety of strategies for achieving the Learning Outcomes. The classroom comes alive when children are engaged in debates, discussions

and other activities. They work individually as well as in group. In a quality classroom, there is no bias on the grounds of class, gender, caste or community and where all children learn confidently through healthy inter-personal relationships between learners and teachers. It also permits the parents and community members share and discuss problems of learners with the teacher and thereby devise remedial measures.

For ensuring quality in classrooms, education is to be understood as a complex system that needs a multi-pronged approach for its improvement. These dimensions are not mutually exclusive; rather they are intertwined and are completing and complementing one another.

5.4   Quality Integration Mechanisms

An integrated and holistic school development plan may be developed which will facilitate a comprehensive strategy for quality improvement from pre-school to senior secondary level. In order to enable quality, a wide spectrum of interventions is being provided to improve the teaching-learning process in schools. The scheme is committed to supporting and empowering individual students and enabling lifelong learning, vocational efficiency and employability. This calls for a shift in approach from 'stage specific' to a 'whole school' based planning and implementation. The attempt is to ensure optimal synergies in implementation and efficient use of available and better resources including human resource capacities. States and UTs are expected to bring a single plan for the entire school education (from Pre-school to Senior Secondary) by treating school as a continuum and education as per the SDG-4 that is to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all.

The approach here is to put together implementation strategies that can be adopted by the States and UTs with focus on defining outcomes / deliverables and mapping it to the impact that is tangible with reference to educational outcomes (indicators).The State/UT should explore convergence and dovetailing with various departments as well as institutions for more efficient planning and implementation of the quality interventions.

5.5   Financial Support for Major Quality Interventions

Under the Integrated Scheme for School Education, support is provided for various interventions related to improvement in quality of Education. This will be allocated among States/UTs on the basis of performance (example NAS results, Gender parity Index (GPI), Gross Enrolment Ration (GER) for ST children etc.) and undertaking of advocated policy interventions such as rural tenure policy, separate cadre for Head Masters, implementation of Shaala Siddhi etc.

Support would be available for improvement in quality of education through strengthening of Teacher Education Institutions including SCERTs and DIETs and teacher training, in-service and pre- service, professional development of teachers, support for the National Teacher Platform – DIKSHA, school leadership training and academic support through BRCs and CRCs.

After working out the allocations on the above formula, States/UTs will be given flexibility to prioritize the components, while preparing an Annual Plan under the broad interventions.

Since our objective of holistic development of child demands our focussed interventions across cognitive, psycho-motor and affective aspects of education in a balanced way, the guidelines include major quality interventions under the following heads.

5.5.1 Core Quality Interventions

5.5.1.1 Teacher Training

The Integrated scheme visualises teacher as a capable facilitator, who motivates children to construct their own knowledge. The teacher should be aware of progressive pedagogy and the nature and experiences of children from various social and cultural backgrounds. Moreover, teachers should be committed to equity and social justice, aware about child entitlements and convinced that all children can learn well if provided education of equitable quality.

The new scheme will provide support to both induction and in-service teacher training through SCERTs as per the specified norms. SCERT as the academic authority will develop a consolidated calendar of annual in-service training for elementary, secondary and senior secondary school teachers and also for teacher educators in SCERTs, DIETs and other Teacher Education Institutions. The comprehensive training calendar will include training of teachers, head teachers/principals, induction training for the newly recruited teachers, school leadership training with support from National Institute on Educational Planning and Administration (NIEPA), training of educational administrators, training of Resource Persons, subject- specific and theme-specific training, etc., with the support of NCERT. The calendar will include details about the dates, duration, venue and number of participants for the training programmes.

SCERTs will take the inputs from all the DIETs in the State/UT for formulating this annual calendar. All the DIETs may be informed about taking inputs and needs from the BRCs and CRCs with respect to training programmes and communicate the same to the SCERTs. Annual calendar for training will avoid duplicity and repetition in the programmes and will also help in developing and updating Management Information System of training in the State/UT which can also be utilized by DIKSHA.

Along with the academic calendar, SCERT will prepare modules for teacher training, orient the Resource Persons for teacher training, conduct training programmes in collaboration with SPO, DIETs, BRCs and other related agencies and facilitate specialised courses for school teachers for their professional development and improvement of the levels of learning. The CTEs and IASEs are to be linked to the system to provide in-service training to school teachers at different levels as per the modified role and responsibility of SCERT under the integrated scheme.

5.5.1.2 Learning Outcomes (LOs)

The RTE Act 2009 and the SDGs have indicated that for getting meaningful benchmark for progress on education in the country, rigorous and credible standardized assessment of student learning is required. In pursuance to, LOs for classes I-VIII along with pedagogic processes have been developed class wise in subjects such as Environmental Studies, Science, Mathematics, Social

Sciences, Hindi, English and Urdu. The reference to LOs has been included in the Central Rules of the RTE Act, 2009 on 20th February, 2017 as:.

> *"(c) prepare class-wise, subject-wise learning outcomes for all elementary classes; and (d) prepare guidelines for putting into practice continuous and comprehensive evaluation to achieve the defined learning outcomes".*

All States and UTs have also included reference to Learning Outcomes in their respective State RTE Rules. They are required to translate Learning Outcomes document in their regional languages and circulate the same to all the schools. The State/UTs will be using the explicitly defined Learning Outcomes to guide and ensure the responsibility and accountability of different stakeholders including administrators, school heads, teachers and parents for their accomplishment. Though these Learning Outcomes have been prepared keeping in view the developmental perspective of desired competencies in the child at the particular stage and age and hence are not textbook based, these are not prescriptive and may be contextualised as per the local-specific requirements without incorporating much deviation from the learning outcomes developed at the National level. In view of popularising and disseminating these Learning Outcomes to the teachers at the grass root level, the required training programmes for Key Resources Persons and teachers need to be organised at the state, district and block levels. It also calls for developing a continuous support mechanism for providing on-site support to teachers to use multiple pedagogies for students to achieve their learning outcomes.

5.5.1.3 **Achievement Survey at National and State Level**

The basic objective of NAS is to study the achievement level of students in different subjects at different grade levels and also with respect to location/area, gender and social groups. NAS takes a representative sample of all districts of the country. The NAS provides reliable data about students' achievement as it administers standardized tests to students of different classes. NAS collects information about relevant background factors related to the school environment, instructional practices, the home backgrounds of students, teachers' qualification, etc. NAS data gives policy makers, curriculum specialists, researchers and other stake holders a 'snapshot' of what students know and can do in key subjects at a particular point in time. Findings from the NAS will be used as inputs in policy, planning and pedagogical interventions to improve student learning outcomes.

The NAS (2017) was administered for classes III, V and VIII on 13th November, 2017 on nearly 2.2 million children from 110,000 schools across all States and UTs in the country. The test instruments of NAS (2017) were competency based and linked to Learning Outcomes recently developed by NCERT. The second cycle for class X was held on 5th February 2018 covering nearly 1.6 million children from 45000 schools that included private schools also.

The NAS 2017 will generate detailed report at the district level on the percentage of students achieving learning outcomes. This will help the districts to develop evidence based programmes for improving the quality of education. Factors/reasons behind low learning levels will be identified after interaction with different stakeholders. Accordingly, detailed pedagogical support/training for

teachers on teaching methods and learning strategies will be worked out to improve the learning outcomes. It is expected that a framework of intervention developed would help to improve the quality of teaching and learning in schools. The designing and implementation of these interventions is envisaged to include in its ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the Directorate of Education at different levels in the States/UTs.

For improving overall learning levels of school education in the country, Item Bank will be developed for all subjects and classes covered under NAS and will be supported by ICT based learning resources.The learning outcome oriented assessment will not only help to make the shift in the focus of student learning from content to competencies, it will also help the teachers to divert their teaching-learning in the desired manner and make other stakeholders especially the parents/guardians, SMC members, community and the state functionaries responsible for ensuring quality education.. The Learning Outcomes defined explicitly will help to guide and ensure the responsibility and accountability of different stakeholders.

NAS will be conducted by NCERT under the guidance of MHRD periodically. State/UTs would be providing logistical and manpower support to conduct NAS. State/UTs may also conduct their own achievement survey (State Achievement Survey) to get the micro level picture of the learning level of students in a particular district or a block to go further deeper if required.

5.5.1.4 **Composite School Grant**
As a support for quality improvement, composite school grant is sanctioned on an annual basis to all Government Schools. The objective is to utilize this support to provide conducive learning environment in schools. School grant is primarily meant for the replacement of non-functional school equipment and for other recurring costs, such as consumables, play material, newspapers, electricity charges, internet, water, teaching aids etc. The grant may also be used to provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The same may be utilized for promoting Swachh Bharat Campaign and also for involving elements of community contribution.

5.5.1.5 **Library**
Library is an essential component of the school, providing not only resource for learning, but also for strengthening the idea of reading for pleasure, recreation and further deepening of knowledge and imagination. Accordingly, it will have books, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopaedias, audio-visual material, etc. as well as access to information technology and digital resources. Training of teachers in library management and its usage will be integrated within the teacher training programmes. Efforts will be made for involving SMC and community for enriching the libraries.

The library resources are also to be utilised for facilitating reading as the process of reading with comprehension in the light of Padhe Bharat Badhe Bharat (PBBB). Process of reading from early grade to Senior Secondary levels, requires continuous practice, development and refinement for which Library is required to be updated with addition of books, journals, magazines and other reading material from time to time along with increased access to e-resources.

Further, Library facilities are to be linked with the understanding of Early Grade Reading and Writing and early grade pedagogy. It is to consider the books and other progressive reading material taking into account the diversity of the learners, covered under the Integrated Scheme. Facilities available in the Library will strengthen reading with comprehension, oral and written language connection, use of literacy in everyday life and using children experience as resources in literary learning.

There will be Reading Corners with Children's Literature for which States and UTs will ensure selection of appropriate literature for children and usage in facilitating the reading-writing processes. Graded Reading Series (e.g. Barkha Series by NCERT) for self reading of children and developing reading skills as whole and children's magazines are to be made available in the library for facilitating reading for joy and creativity.

The child-friendly components in the light of PBBB, such as Reading and Activity Corner, Poem Corner, Message Boards, Folk Stories, etc are to be taken into account while including books and other reading material for the library. Besides, books (textbooks as well as reference books and supplementary reading material based on Learning Outcomes) on all subjects from early grade to Senior Secondary are to be provided to children through library for meeting their reading curiosity and improving their learning outcomes. Care must be taken in adding books and other material as per the competencies of all classes covered under the integrated scheme. Tribal Primers, Tribal Textbooks, supplementary material and dictionaries of tribal languages as per the local specific requirements may be considered while adding reading material for the library.

5.5.1.6 Rashtriya Avishkar Abhiyan (RAA)

With the focus on connecting school-based knowledge to life outside the school, making learning of Science and Mathematics a joyful and meaningful activity and to bring focus on innovation and use of technology, Rashtriya Avishkar Abhiyan (RAA) has been initiated as a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of the age group of 6 to 18 years. The execution of RAA will span across various interventions of the integrated scheme to encourage learning of Science, Mathematics and Technology. The major objectives of the programme are:

- To enable children to become motivated and engaged in Science, Mathematics and Technology (STEM) through observation, experimentation, drawing inferences, model building, rational reasoning and testability.
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology.
- To create a culture of thinking, inventing and doing; to promote enquiry-based learning in schools.
- To achieve learning levels appropriate to the class of study in Science and Mathematics.
- To encourage and nurture schools to be incubators of Innovation.

As per these objectives, States and UTs have to plan specific RAA initiatives for innovation and excellence in Science, Mathematics and Technology including Community

Sensitisation and engagement, Improving School Science Facilities, Teacher Support Systems, Effective Classroom Transaction & Assessment and Nurturing Student Clubs and Competitions.

Support for imitative under Rashtriya Avishkar Abhiyan will be provided as per the State/UT specific proposals. The States and UTs may plan activities such as Science and Mathematics Kits, strengthening Science and Mathematics Laboratories, Science Exhibitions and Mathematics Melas, capacity building of Science and Mathematics teachers, exposure visits, Science, Mathematics and Technology Clubs for Children, mentoring by Higher Education Institutions, documentation and sharing of best practices, etc. Initiatives under ICT will also be utilised for supporting objectives of RAA wherever required.

5.5.1.7 **ICT and Digital Initiatives**

Today, technology has increasingly become a vital element in the enhancement of quality in education. The use of ICT would help transform the process of teaching and learning from the traditional instructional teacher-centred endeavour to a learner-centred approach. Therefore, teachers need to equip and acquaint themselves to the use of technology for pedagogical practices which would lead to improved efficiency. Training in ICT is provided through in-service training programmes. Teaching-learning processes could be enhanced through computer aided learning Some of the objectives of ICT in schools are:

- To provide a variety of educational experiences
- To implement the principle of life-long learning / education
- To promote equal opportunities to obtain education and information
- To promote self-paced learning
- To develop a system of collecting and disseminating educational information
- To develop distance education with national contents.
- To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
- To support schools in sharing experience and information with others (Best Practices)
- To foster Computer Aided Learning
- To facilitate tracking of teachers and student attendance through Biometric system.

For teachers too ICT would help in effective delivery of content, evaluation, in providing feedback, record keeping and also for self-appraisal, professional development etc.

5.5.1.8 **School Leadership Development Programme**

The role of Head of a School is vital for the quality of education imparted in the school. Realizing the pivotal role of school heads, *School Leadership Development Programme* (SLDP) has been initiated across all the levels of school education to build and enhance the capacity of school heads on a long term and continuous basis. It helps in training the heads of schools to initiate proactive practices for school transformation, rather than merely discharging administrative and managerial responsibilities. The capacity building of school heads is not through conventional

models of training that are one-time but through mechanisms of long-term developmental trajectories which help school heads address real life challenges in schools. The National Centre for School Leadership (NCSL) has established State Resource Group teams in respective States/UTs to build leadership capacities of school heads. In order to reach out to each and every head of school more efficiently the use of technology has been harnessed. Now this programme has been designed and made available to all school heads through the Modular Object Oriented Dynamic Learning Environment (MOODLE) platform in the form of Online Programme on School Leadership and Management (PSLM). In the context of the SLDP, guidelines developed by NIEPA may be followed for training of both Resource Persons and Head Masters/Principals up to the Senior Secondary level.

5.5.1.9 **Shaala Siddhi**

The need for improving whole school performance and providing quality education for all children is increasingly felt in our education system. One of the major quality initiatives in school education sector is comprehensive school evaluation which focuses on school, its performance and improvement. Towards this, National Programme on School Standards and Evaluation (NPSSE) has been initiated by NIEPA, under Ministry of Human Resource Development. NPSSE visualizes 'School Evaluation' as the means and 'School Improvement' as the goal and is tailored to suit the diversity of Indian schools.

NPSSE will enable the school to evaluate its performance against the well-defined criteria in a focused and strategic manner. The School Standards and Evaluation Framework (SSEF) comprises seven 'Key Domains' as the significant criteria for evaluating performance of schools. As part of the SSEF, a 'School Evaluation Dashboard has been developed to facilitate each school to provide consolidated evaluation report, including areas prioritized for improvement. The School Evaluation Dashboard is developed both in print and digitized format. The School Evaluation Dashboard, obtained from each school, is consolidated at cluster, block, district, state and national level for identifying school- specific needs and common areas of intervention to improve school performance. A web-portal on School Standards and Evaluation has been developed. The Key features of NPSSE are:

- A comprehensive instrument for school evaluation leading to school improvement.
- Enable schools to evaluate their performance in a more focused and strategic manner
- Facilitate to make professional judgments for improvement.
- Establish an agreed set of standards and benchmarks for each school,
- Focus on key performance domains and their core standards.
- Engage all schools in self-evaluation

Eventually, data pertaining to the self evaluation will be collected through ShaalaKosh. Extended U-DISE (ShaalaKosh) is a unique initiative of MHRD which aims to create a single platform to meet the data requirements of all stakeholders in school education ecosystem. The platform will cater to entire value chain requirements of the three key stakeholders - student, teacher and school management and enable data collection in a streamlined manner.

5.5.1.10 **Textbooks**

Appropriate use of text books is a major indicator of quality education imparted in schools. Therefore Textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications. Textbooks are covered under RTE entitlements. There is support for provisions for textbooks to all children in Government/Local Body and Government Aided schools, including Madarsas desirous of introducing the State curriculum, at primary level and at upper primary level. The textbooks should keep the principle of equity and inclusion at the forefront, proactively break extant stereotypes and reflect sensitivity to gender, caste and class parity, peace, health and needs of differently abled children. National agencies like NCERT would play a major role in enhancing the capacity of State agencies to undertake this task, and help sustain academic consultations for a critical review of curricular initiatives.

While undertaking revision of textbooks it will be important to rationalise the number of books both at the primary and upper primary levels such that there is no additional curriculum load on children. There is also need to integrate the various learning materials like textbooks, workbooks, worksheets, LEP materials etc. with the purpose of reducing an unnecessary additional burden on the teacher and child, as well as bringing in cohesiveness and reducing overlaps. The textbooks should be designed to nurture an aesthetic sensibility in children. There should be adequate focus on good quality printing and visual design of books alongside improvement in content. Attention has to be paid for preparation of handbooks for teachers on new textbooks and the new approach to curriculum. States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade.

It is important that states ensure timely supply of books before the start of the academic session For the purpose, a real time monitoring tool should be instituted so that there is no delay in supply of textbooks which can appraised based on the data provided by the State/UT for such children under SDMIS.

Reuse of textbooks: Every child in the school must receive textbooks on time i.e. at the beginning of the academic year. For every academic session, thousands of new textbooks are printed, bought and used. On the other hand, almost the same number of textbooks and course material are discarded after use. Usually these textbooks are not reused or recycled generating huge quantities of paper waste. Reuse of textbooks will conserve resources, finances and will generate less paper waste besides educating the children to reuse and recycle and taking care of the environment. There is a greater need that text books are shared and re-utilized while establishing a culture of environmental responsibility. Text book collections could be kept and maintained at school level by the school authorities or by the parent teachers association or any NGO. In addition, students need to be made responsible and aware towards protecting the environmental resources. States need to encourage schools for creating book banks so that the initiative of reuse of textbooks could be encouraged. Special incentives would be provided to the better performing States. The money thus saved from the budget for procurement of new books may be utilized under flexi- fund for other student oriented activities like purchase of tablets, smart boards, Printing better quality text books, encyclopaedias, audio video aids, etc.

Energised Text books: Supply of free textbooks at the elementary level is covered under RTE entitlements. However, the new scheme also supports the process of revising the syllabus and improving the quality and rigour of textbooks by introducing energised textbooks. Energised Textbooks are text books which are equipped with QR codes and have e-learning content linked to them. The digital content will be mapped to the respective learning outcomes and make the content universally available to the students. Such digital content is intended to give greater scope to enhance the learning levels of the children and ensure better learning. The process requires professional resources to create high quality digital content that can be accessed by students and teachers seamlessly and is also dynamic in nature.

5.5.1.11 Community Mobilization

Community mobilisation and close involvement of community members in school education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the government programmes by the community. Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of the school.

In the context of community participation, it is important to underline the significance of the teacher as a key partner in planning and implementing community participation strategies. In fact participation for RTE implies a mutually supportive and collaborative partnership among teachers, pupils, parents, community and civil society. It is an established fact that teachers perform better and with enthusiasm if they get wholehearted parental and community support. The integrated scheme assigns special importance to decentralised planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of school education through establishment of multi-member SMDCs. Every school may constitute a SMC/SMDC at the school level which will include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/ guardians of student.

The SMCs/SMDCs are expected to co- exist with and leverage on the Parents Teachers Association. Meetings should be planned and conducted on a regular basis.

Training of SMC/SMDC Members: Proper training and capacity building of SMC/SMDC members about their roles and responsibilities is extremely critical towards ensuring their active and effective participation in planning, monitoring and supervision of the school activities. States/UTs should endeavour to adopt and adapt the training modules already developed appropriately. In case of requirement, suitable Agency, and areas in which training module is to be prepared should be identified and included in the Plan proposal with clear timelines. Themes of modules may differ from State to State as per need identification done at the school level. To ensure maximum participation of community members, the trainings should be conducted at the village/school level.

Akshay Petika
Akshay Petika is an innovative project started in Dholpur District of Rajasthan. It is a unique way to mobilize funds for school expenses. A box named Akshay Petika is placed in the school in which whoever wants to donate to school can put their contribution.
Students contribute on important days like Birthdays festivals and other important days. Teachers too contribute on their Birthdays, Marriage Anniversary and other special occasion. The box is opened in front of the members during the SMDC meetings. The money collected in the box is transferred to school account and the same is used as per the needs of the school. Seeing the success of the project, Rajasthan Government has circulated a memorandum to all the schools to have Akshay Petika in their respective schools.

5.5.2 Other Quality Interventions

The vision of the Integrated Scheme is to make education of good quality accessible, available and affordable to all. The scheme supports need-based funding and flexibility in expenditure to States. The objective is to have sector-wide development programme/scheme to harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district, sub-district level system and resources, besides envisaging a comprehensive strategic plan for development of school education. Therefore, States & UTs will have the flexibility in proposing their local, specific quality contexts along with well-defined parameters which would lead to healthy teaching-learning processes and improved learning outcomes. Some of such components are Learning Enhancement Programmes, Curriculum Reform, Guidance and Counselling, Aptitude Tests, Exposure to Vocational Skills, Performance Indicators for teachers (PINDICS), etc. Details of interventions are given below:

5.5.2.1 Learning Enhancement Programme (LEP)/Remedial Teaching

Each individual is unique in terms of cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Innate variations in intelligence, social and economic background, past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum are also factors underlying student differences. Catering to individual differences, therefore, assumes paramount importance. To achieve this, students are provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the maximum extent.

Approaches such as remedial teaching and bridge courses have been used at the elementary level and more progressive approaches such as Learning Enhancement Programme are implemented to address the challenges at secondary level, with the main objective of identifying the learning gaps and equipping students with the core learning pre-requisites appropriate for the particular grade.

The support will be for developing teacher support material, supplementary reading material, etc. for Classes I-XII taking into account the child centric assumptions in NCF- 2005 and the RTE Act, 2009. Such learning support would help students who lag far behind their counterparts in school performance.

Schools need to be encouraged to conduct base line assessment to find out the strengths and weaknesses of students before deciding on the appropriate curriculum, and learning and teaching strategies. The assessment would also help to get a clear idea of the learning gaps and identification of the learners who need extra learning support. It is imperative that the assessment tool meets the criteria of validity, reliability and is suitable to adequately evaluate academic performance relevant to the desired outcome and reflect what students have learned and what they can do. LEP should be integrated with normal classroom processes. The strategy must include total number of children to be covered, block wise and Class-wise Learning Outcomes to be achieved through the LEP. Also details of learner-related, teacher-related and process-related interventions of LEP have to be reflected and well defined in the plan.

Schools should ensure that they are equipped with sufficient material like work books, worksheets, etc. for supporting quality of learning and providing remediation. There can be flexibility in conducting LEP. The States/UTs may decide the schedule and the programme as per the local and contextual needs. Involvement of key players like teachers, Resource Persons, CRCs, BRCs, DIETs, SMC, community, etc. in the implementation of the programme is vital. Liaisoning with parents would also help in understanding children better so as to provide appropriate guidance. The progress record of each child is to be maintained. It should be a collective responsibility of the Head Teacher, Subject Teachers, SMC members and parents for the smooth conduct of activities under LEP and remedial classes. By timely checking the progress through continuous feedback, the process of learning can be strengthened. The implementation needs to be followed up with assessment to measure the impact of the programme.

5.5.2.2 **Padhe Bharat Badhe Bharat (PBBB)**

PBBB is a nationwide programme on early grade pedagogy. The two tracks of PBBB are Early Reading and Writing with Comprehension (ERWC) and Early Mathematics (EM). The focus of the programme is to create classroom and school environment conducive and vibrant to early reading and writing experiences and early mathematics. Accordingly, support will be provided to States and UTs for implementing activities under PBBB for early grades as well as extending the same to other classes as per the requirements.

Proposals under PBBB may include components related to Early Reading and Writing with Comprehension and Early Mathematics, such as:
- Curriculum design and material development
- Teacher training and capacity building
- Development of Bridge material
- Print-rich environment
- Enabling classroom transaction
- Connecting classroom with community
- Assessment of learning
- Reading corners
- Home to school language transition
- Understanding and improving CCE

- Relating learning with ICT initiatives etc.

PBBB may be extended to other classes as per the needs and linkage of the programme with Learning Outcomes.

5.5.2.3 **Curriculum Reforms**

School curriculum and pedagogy must provide opportunities for every child's learning and his/her free, creative and multidimensional development. The culture and experiences each child brings to the school must be integrated to an egalitarian teaching-learning process in fulfilment of the goal of a meaningful education to all children. When children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos. Social justice has many implications. One obvious implication is that special efforts will be required to ensure that education promotes an inclusive identity. Children belonging to religious and linguistic minorities need special provisions and care in accordance with the perspective reflected in the Constitution. Flexibility and plurality must be at the core of the vision of school education.

Presently, the serious challenge lies in the curriculum being too loaded with information. in addition to cognitive and analytical skills, adequate attention on activities like life skills, experiential learning, health and physical education, sports, visual and performing arts, literary and creative skills, and work based education are indispensable. Though the existing curriculum does incorporate these skills, however, the load of curriculum in cognitive and analytical area seems to be so heavy that students practically do not get much time to develop skills in other areas.

Therefore there is an urgent need to rationalise the school curriculum so as to prepare a good human being. Also there is a need to develop a system where students get time for each of these and can progress in the areas which he or she likes most. Rationalisation of the syllabus may help reduce the burden of curriculum and make the content more balanced in various subjects offered from class I to class XII. It is the need of the hour to inculcate value education, life skills, vocational skills, experiential learning and physical fitness in our daily life through systemic curricular reforms. Unless we bring comprehensive and serious reform in curriculum incorporating the concerns related to pedagogy of science, mathematics, language, ICT, health, arts, etc. generating the need for the use and sharing of resources, the resource challenge will continue to be a constrain for improving quality.

Benchmarking (outcomes) is a way of thinking about national performance, about local and regional effectiveness and performance at the level of individual schools. Benchmarks can be used diagnostically and formatively to inform policy and practice. The challenge of comparability is to create an open and positive climate for dialogue. The obvious place to start with learning outcomes attained by children is at school, their acquisition of basic skills at key stages of development, etc. There is a need to evolve a mechanism at state level to bring curriculum reform in tune with the emerging curricular vision as suggested in NCFs and National Education Policies and also infusing learning outcomes in the curriculum. Evolving a mechanism to provide all the children an opportunity for meaningful learning and successful completion of school education by creating enabling school

environment and inclusive curriculum requires to have continuous dialogue with teachers and state functionaries.

The curriculum reforms should also cater to the bridging needs of out of school children till they are mainstreamed into regular schools.

At present, the system is concerned about reducing load of curriculum. In view of this, States/UTs need to develop and design books such that they focus on the construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to conduct activities in groups, with continuous self and peer assessment.

5.5.2.4 **Multi-Lingual Education and Bridge Courses for Tribal Children**

Providing multi-lingual education is not a simple task. Even mother tongue education is challenged by a host of problems. Educational research has shown that the mother tongue is the best medium of instruction, and inclusion of tribal children hinges crucially on the language issue. With the RTE Act adding immediacy to their inclusion, this issue must be addressed fully, rather than ignored due to the complexities involved. For this, support will be needed from all quarters interested in and accountable to a pluralistic social order that will ensure enhanced participation of the tribal people. For a start the Tribal Welfare and Education Departments, responsible for implementation, will need to communicate with each other and interact with NGOs and scholars who could support the processes. The states that have shown some initiative in this regard will also need to be supported.

The following suggested list of interventions may be implemented for encouraging Multi-Lingual Education and Bridge Courses for tribal children.

- Teaching in the local language by native speakers
- .Development of educational material in local languages using resources available within the community.
- Establishing resource centres in tribal dominated States for providing training, academic and other technical support for development of pedagogic tools and education material catering to multi-lingual situations.
- Training of teachers in multilingual education.
- Sensitisation of teachers to tribal cultures and practices.
- Incorporation of local knowledge in the curriculum and textbooks.
- Creating spaces for cultural mingling within schools so as to recognise tribal cultures and practices and obliterate feelings of inferiority and alienation among tribal children.
- Involvement of community members in school activities to reduce social distance between the school and the community.
- Textbooks in mother tongue for children at the beginning of Primary education where they do not understand regional language.
- Special training for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect.

- Special plan for nomadic and migrant workers.

5.5.2.5 Guidance and Counselling

Guidance and counselling is an important aspect of school education that aims at providing educational, personal and vocational guidance and counselling service to children. States and UTs may consider framing a special strategy for guidance and counselling in schools. It would be desirable to have teachers qualified on guidance and counselling services and thereby capable of conducting varied guidance and counselling programmes in schools. Moreover, the existing teachers should also be trained for this purpose, besides arranging Guest Lectures by prominent people in different fields.

Standardized tests may be used for identifying the needs, interests, strengths and weakness of the learners and accordingly provide the required guidance and counselling services. Linkage of guidance services with vocational education, etc. as per requirements may be considered.

5.5.2.6 Aptitude Tests

As per the NPE, it is necessary to have effective career guidance and counselling at the level of secondary school education. In alignment with the policy guidelines, NCERT has developed aptitude tests for class IX students to assess their interests so that they can choose and pursue the right course. The idea is to introduce a system for scientific assessment of students' inherent skills and potentials so that they have a clear understanding of their merits, demerits and capabilities. This will not only help students plan their career at an early age, but also come as a guide to their parents when they plan their career. The results of the aptitude test would help parents plan a "realistic" career path for their children, instead of forcing them to choose a career of their choice. The aptitude of the children will be identified through psychometric tests comprising questions on numerical reasoning, verbal reasoning and diagrammatic reasoning.

5.5.2.7 Continuous and Comprehensive Evaluation (CCE)

CCE should be used as a strategy for assessment and bring improvements in child's learning. By continuous evaluation, teacher's work can be continuously guided by the child response and participation in classroom activities. Comprehensive evaluation would help to view the child from a holistic perspective rather than merely in terms of a learner of different subjects. CCE focuses on formative assessment comprising of the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Besides CCE, Summative Assessment can be in the form of tests or examinations.

5.5.2.8 Exposure to Vocational Skills

The education sector is growing at fast speed and its dimensions and coverage are increasing day by day. In order to keep our students update about the changes occurring in the global perspectives, it is very essential to plan for their exposure visits to industrial establishments, service

industries, progressive farms etc. Such exposure would acquaint the students with various vocations. This will also reduce the boundaries between the bookish knowledge and application of knowledge and expose children to the skill requirements in the work areas. Further exposure to vocational skills may be introduced as part of the curriculum for children of upper primary classes, as they can make informed choices while selecting vocational subjects at the secondary level. Vocational education may be added as one of the measures to reduce dropout and improve retention.

5.5.2.9 **Kala Utsav**

Kala Utsav is an initiative of MHRD to promote Arts (Music, Theatre, Dance, Visual Arts and Crafts) in education by nurturing and showcasing the artistic talent of school students at secondary stage in the country, and it is also a platform to bring arts to the centre stage in an inclusive environment. As part of Kala Utsav, competitions in various Art forms at various levels are held.

5.5.2.10 **Excursion**

To provide scope to the students to gather experiences by visiting the historical sites, monuments, areas etc. where they will learn through practical way and interact and share with fellow students, excursion trips are arranged. Also visit to higher education institutions are arranged which provides wide exposure and motivation to students and help them gain in depth understanding of matters related to career and higher education.

5.5.2.11 **Performance Indicators for Teachers (PINDICS)**

Performance Indicators for teachers (PINDICS) is to be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the expected level. It can also be used for teacher appraisal by the supervisory staff/mentor to assess performance and to provide constructive feedback for further improvement. PINDICS includes the performance standards, such as, Designing Learning Experiences for Children, Knowledge and Understanding of Subject-matter, Strategies for Facilitating Learning, Interpersonal Relationship, Professional Development, School Development, Teacher Attendance, etc.

PINDICS has also been made online. Mobile App is also available for the same. States and UTs may encourage all teachers to assess their performance. This will lead to need assessment for training of teachers.

5.5.2.12 **Sports and Yoga**

Realizing the need for holistic development of children, Yoga and physical activities are encouraged. Physical education instructors are recruited in schools. Under this, Yoga Olympiad may be conducted at school district, state and National levels. Also, regular support is provided for provision of sports equipment in schools.

5.5.2.13 **Laboratories**

To provide hands on experience for students, the Scheme has the provision of setting up laboratories in various disciplines like Science, Mathematics, Language, Social Science and Computers in schools at different levels.

Tinkering Lab: The objective of setting up of this Lab is to foster curiosity, creativity and imagination in young minds and inculcate skills such as design mind-set, computational thinking, adaptive learning, physical computing, rapid calculations, measurements etc. Young children will get a chance to work with tools and equipment to understand what, how and why aspects of STEM (Science, Technology, Engineering and Math). An integrated approach to Science and Math shall inculcate real understanding and bring out innovation. Detailed Strategy for implementation of the Project is to be made as per established norms.

5.5.2.14 **Twinning of Schools**

Twinning of schools is known as 'Partnership among schools' under which well-functioning Private or Government Schools in urban or semi-urban areas may be linked with schools located in rural areas for interaction and exchange of experience. Under the exchange programme, the students from rural schools may be brought to schools in urban areas for one week and vice-versa for greater exposure.

The rationale behind this innovative programme is that it offers a powerful alternative to four walled classroom chalk and talk method. It aims to explore new dimensions of learning which will provide and enable the students to understand and respect cultural differences and help in creating committed, disciplined and productive individuals. The major objectives of the programme are:

- To bring all students on one common platform;
- Enable the partner schools to adopt best practices from each other;
- Share experiences and learn jointly
- Develop the spirit of Comradeship
- Get an exposure to the strength and weakness of self and others;
- Provide opportunities to the teaching fraternity to adopt better and more effective practices;
- Develop a sense of interdependence and understanding towards each other;
- Recognize the gaps and make efforts to bridge them;
- Instil a spirit of sharing, caring and togetherness, etc.

Various types of schools, viz, rural-urban schools, government-private schools, elementary-secondary schools, residential- non-residential schools may be covered under this programme taking into account the aforesaid objectives.

5.5.2.15 **Student Exchange Programme**

One-to-One linkage for Students/ Student Exchange Programme is to connect one school to a sister school in another part in the country. The chief objective is to provide an opportunity to the children to visit other states and interact with their counter parts which in turn will promote exchange of ideas, cultural integration and avenues for career paths for students. This will enable them to enrich their knowledge about our country. It would also help showcase their talents and learn from one other.

5.5.2.16 **Research**

Research plays an important role in assessing and monitoring the progress in education. Research and evaluation studies are undertaken at national, state, district level and may also be conducted at the block, cluster and school level in the form of Action Research for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels. The findings of research studies would help in more systematic planning of the inputs and strategies for further improvement. Apart from evaluation of the inputs and how the programme is being implemented, research would also include evaluation of outcomes and impact of interventions provided for specific purposes under the integrated scheme. States should give priority to developing and implementing, research projects concerned with quality related issues, such as estimating out-of-school children; status and effectiveness of Special training centres; Completion rate/Dropout rate and Transition Rate; assessing state's curriculum in the light of NCF; students' learning outcomes; student's and teachers' attendance rates: effectiveness of teacher training: efficacy of textbooks and other Teaching-Learning Material (TLM), quality of academic supervision and guidance provided by BRCs/CRCs/DIETs; discriminatory practices in schools, teaching-learning in classrooms; implementation of CCE in schools; role of SMCs in school management, etc. The priority areas of research at the state level and district level should be decided by the Resource Groups or Research Advisory Committees at those levels.

5.6 **Innovation**

Innovation is central to improve the quality of education. The present scheme seeks to capture innovations in education sector from each State /UT which significantly contribute to the improvement of learning outcomes or overall condition and quality of education. The overarching objective is to give schools a new or creative alternative to the existing instructional and administrative practices, that is intended to improve academic performance and learning for all students and to promote, nurture and advance the culture of design and innovation in the country leading to significant contributions and breakthroughs impacting quality of human life. This can be realized only by fostering conducive conditions for innovation in the educational system.

In the light of the above, State/UTs may initiate Innovation projects to bring qualitative improvement in school education. It can also be technological, non-technological, organizational or those based on societal contexts including modern as well as conventional practices in a new geographical or environmental context. Some broad areas like access, equity, quality, learner centred pedagogy, learning enhancement, creative use of technology for learner autonomy, Integrated learning,

Co scholastic Activities, Life skills, Values Attitudes, Work Education, Health, Hygiene, Inclusive practices, etc may be considered. Activities like Ek Bharat Shrestha Bharat (EBSB), Talent Search, Transport and Escort Facility etc. are some of the projects under this intervention.

The innovations will be
- Targeted to improve learning outcomes with visible impact on the quality;
- Relevant to the need of the community and national development
- Projects that can be scaled up with potential for diffusion on a large scale
- Replicable and sustainable over the longer term
- Cost effective

There will be flexible funds for innovation for State/UT specific proposals for improvement of access, equity, quality and governance of education. An example of innovation project is Transport and Escort facility to children in Classes IX-XII for which details are given under:

Transport and Escort facility to children in Classes IX-XII
In view of academic flexibility for establishing a new secondary school, providing for transport in form of bus passes, cycles etc can prove to be a better option. Many of the States/UTs have implemented this option as an incentive to increase enrolment especially for girls. Hence, at secondary level, this provision will be available only for girls enrolled in classes IX-XII as an exceptional measure, subject to the proposal of State/ UT, justifying the need for transportation/escort facility. *In addition to this, state government may also look into options for providing transport facility, in place of construction of schools, Some of these options could be as follows:* • *Student travelling a distance of more than 5 km to reach the secondary schools and 7 km to reach Senior Secondary schools may be provided with free bus passes. Convergence with state transportation department needs to be explored in this regard.* • *Transport arrangements for students can be outsourced. Auto Rikshaw/ sumo/ boats may be outsourced to provide services for particular schools where the sufficient students are available for travelling.* • *A child admitted in IX class in rural areas may be given a bicycle/wheelcha (for disabled student)/ ladies bicycle (for Girls). He/ She will use it while studying in subsequent classes also.*

5.7   Support to Pre-School Level

Support to States/UTs will be provided for co-locating Aganwadis in primary schools, training of anganwadi workers for pre primary education in line with NCERT framework, and curriculum development in convergence with the MoWCD. Details are available in the chapter on Pre-school Education.

5.8   **Teacher Recruitment, Placement, Promotion and Transfer**

5.8.1 **Teacher Recruitment**

Quality education demands quality teachers. Quality teachers are those who are qualified as per norms and device appropriate pedagogical practices as per the requirements of the learners, learning processes and learning situations. The scheme visualizes teacher as an innovator as well as a capable facilitator, who motivates children at different levels to construct their own knowledge. The teacher should be well aware of progressive pedagogy and know the nature and experience of children from various social and cultural backgrounds. Moreover, RTE Act, 2009 requires that teachers should be committed to equity and social justice, aware of child entitlements and convinced that all children can learn well if provided education of equitable quality.

As per the Section 24 (*1*) of RTE Act, a teacher appointed under sub-section (*1*) of section 23 shall perform the following duties namely:

a. maintain regularity and punctuality in attending school;
b. conduct and complete the curriculum in accordance with the provisions of sub-section (*2*) of section 29;
c. complete entire curriculum within the specified time;
d. assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
e. hold regular meeting with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
f. perform such other duties as may be prescribed.

Thus, the RTE Act, 2009 recognizes the importance of providing adequate number of teachers and lays down that the prescribed PTR is to be maintained for each school. It also recognizes the need for subject specific teachers, head teachers and part time instructors for art, health and work education in upper primary schools. In addition, it stipulates that no school shall have a teacher vacancy of more than 10 per cent.

The recruitment and other service matters of teachers are under the domain of State/UT Governments and the Central Government is only to provide financial support as per the Scheme norms. However, such support would be based on certain desirable guiding principles and required to be followed by the State/UTs. Teachers for classes covered under the integrated scheme will be recruited as per the norms prescribed by NCTE/appropriate authority and the terms and conditions of the respective States and UTs. While recruiting teachers and Head Teachers/Principals, States and UTs should fill the vacancies preferably on an annual basis. Provisions have to be made for subject specific teacher recruitment for Upper Primary, Secondary and Senior Secondary classes. Salary structure will be determined by the State/UT norms. ***There will be no separate teachers as sanctioned by the Centre. Rather, all teachers are ultimately the responsibility of the State/UT Government.*** State/UT may prioritize recruitment of Headmasters/Principals in government

secondary/Senior Secondary schools as a separate cadre with provision of 50% direct recruitment including limited direct recruitment based on merit.

5.8.2 **Teacher Deployment and Re-deployment**

Deployment and re-deployment of teachers is required to ensure that schools at all levels comply with the PTR norms. States and UTs have to device immediate interventions for re-deployment of surplus teachers to schools where the PTRs exceed the RTE stipulations or prescribed norms. It is suggested that States/UTs undertake a rational re-deployment of teachers to ensure that the RTE stipulations are adhered to and all classes from class I to XII meet PTR norms.

There is clearly a need to evolve a more online transparent system of transfers and re-deployment of teachers-a system which is both child-centred and teacher friendly. The implementation of the online system for fresh postings, transfers and re-deployment would help the States/UTs in maintaining school-wise PTR as stipulated under RTE / provisions mandated in a transparent manner. A systematic online data base is required to:
- Generate a list of under-served and over-served schools.
- Create a vacancy database.
- Generate a list of vacancies subject-wise and school wise.
- Be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritized by the State/UT.
- Correct existing imbalances in teacher deployment.
- Be customized to State/UT needs etc.

States/UTs may also evolve a sub policy for deployment of teachers and school heads where teacher transfer is governed by legislation. Suitable guidelines may be developed to ensure that school teachers spend adequate time serving in rural areas for which a policy of transfer of teachers to rural areas after serving continuously for a given number of years in urban areas, may be put in place.

5.8.3 **Teacher Qualifications**

It is important that qualified teachers are recruited by advertising the posts and filling them on regular basis. According to the RTE Act, 2009, Section 23
1. *Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher.*
2. *Where a State does not have adequate institutions offering courses or training in teacher education, or teacher possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:*
Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum

qualifications within a period of five years. Amendment of Section 23, sub-section (2) makes the proviso, "provided further that every teacher appointed or in position as on the 31st March, 2015, who does not possess minimum qualifications as laid down under sub-section (1) shall acquire such minimum qualifications within a period of four years from the date of commencement of the Right of Children to Free and Compulsory Education (Amendment) Act, 2017."

3. *The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.*

Thus, States and UTs should follow the qualifications as prescribed by NCTE for recruiting teachers and Head Masters/Principals for classes up to Senior Secondary with emphasis of Teacher Eligibility Test (TET) for recruitment (as applicable) and updating of teachers' profile in UDISE/ShaalaKosh and DIKSHA related to it.

5.9   Conclusion

Enhancing quality of school education requires systemic reform for translating the vision of quality in this Scheme into the lived experience of all children in the schools. However, making significant improvements to system-wide educational outcomes is a complex task that requires a multi-faceted approach. No single element may be sufficient for progress, but most are necessary. At the core are policies and guidelines that focus on improving teaching and learning, including curriculum, teaching skills, leadership and assessment. However, at the time of implementation, plans by the States/UTs must take into account the context and possibilities for implementation by referring the guidelines on quality parameters. These may be followed up with appropriate executive instructions and training to all stakeholders.