

A Handbook for Cluster Resource Centre Coordinators (CRCCs)

**(A comprehensive guideline for CRCCs
to support and enhance educational outcomes)**

**Developed by:
State Council of Educational Research and Training, Assam
2025**

Contents

Sl.No.	Topic	Page No.
1	Overview of NEP 2020	1-11
2	Roles, Responsibilities and Function of CRCCs	12-15
3	National Curriculum Framework-Foundational Stage	16-25
4	Early Childhood Care and Education	
5	Foundational Literacy and Numeracy	26-28
6	National Curriculum Framework-School Education	29-36
7	Academic Calendar and Development of New Textbooks	37-44
8	Inclusive Education	45-48
9	ICT integration in Education -UDISE, VSK, and Shiksha Setu	49-56
10	ICT integration in Education-DIKSHA, ETB, PM-eVidya, Smart Classroom, Tele Education, ICT in School Education, Tinkering Lab	
11	School Monitoring and Support	57-65
12	School Leadership, Governance and Innovation	66-69

Foreword


The National Policy on Education (NPE) 1986 had given due emphasis on the academic support systems to improve the overall quality of teaching-learning process of the schools. As a part of academic support mechanism for the schools, Cluster Resource Centers (CRCs) have been set up at the cluster level in all the blocks across districts of the state. CRCs are responsible for providing constant monitoring and providing academic support to the teachers, identifying their academic needs and liaising with the SMC/ SMDCs, the community and NGOs working in education.

Throughout the emergence and implementation of District Primary Education Programme (DPEP), Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Siksha Abhiyan (RMSA), Samagra Shiksha and National Education Policy (NEP) 2020, the significance of CRCCs and their academic responsibilities have been ever increasing. NEP 2020 has brought lot many newer approaches for improving quality of school education, focusing on the foundational stage, especially the Early Childhood Care and Education (ECCE) under the broader framework of Foundational Literacy and Numeracy (FLN) with time-bound goals.

As per many of the past educational surveys (NAS, ASER, Gunotsav, etc.), school education has yet to achieve a lot in terms of providing quality education. In this regard, the educational functionaries working at the school education stage play a significant role in achieving quality education. Most importantly, the CRCCs have to shoulder the responsibilities at grassroot level for facilitating the realization of the goal.

The academic support mechanism must be more efficient and result-oriented, which should be supported by networking and collaboration with stakeholder-institutions (such as – SCERT, DIETs, BTCs, Normal Schools, Colleges, NGOs, etc.). So far, major impediment towards implementing the frameworks and policies is – lack of adequate monitoring and need-based & timely interventions at the grassroot level. To address this challenge, there has been a huge number of new recruitment of CRCCs (544 nos.) across the state in addition to the existing nearly 4000 CRCCs. With this addition, it is expected that the schools will get more academic support from the CRCCs and will be able to enhance the quality of teaching learning process, leading thereby to achievement of grade-appropriate learning outcomes by each of the students.

This handbook for CRCCs is developed by involving many experienced academicians/ educational functionaries having field level experiences in the school education to guide the newly recruited CRCCs. The handbook will also cater to the needs of the existing CRCCs in better understanding and upskilling their knowledge and expertise for effective implementation of the same with newer approach. The handbook has been developed in line with the new guidelines and recommendations of NEP 2020.



Dr. Nirada Devi
Director,
SCERT, Assam

Overview of National Education Policy (NEP) 2020

Introduction

This National Education Policy 2020 is the first education policy of the 21st century which proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Salient features of NEP 2020

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **Recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development.
- **According the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **Flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby allowing them to prosper in life according to their talents.
- **No hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. to eliminate harmful hierarchies between different areas of learning;
- Multidisciplinarity and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **Emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **Creativity and critical thinking** to encourage logical decision-making and innovation;
- **Ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

- **Promoting multilingualism and the power of language** in teaching and learning;
- **Life skills** such as communication, cooperation, teamwork, and resilience;
- **Focus on regular formative assessment for learning** rather than the summative assessment;
- **Extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students;
- **Respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, keeping in mind that education is a concurrent subject;
- **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **Synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **Teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- A **‘light but tight’ regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system. Encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **Outstanding research** as a corequisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;
- **A rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **Education is a public service**; access to quality education must be considered a basic right of every child;
- **Substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

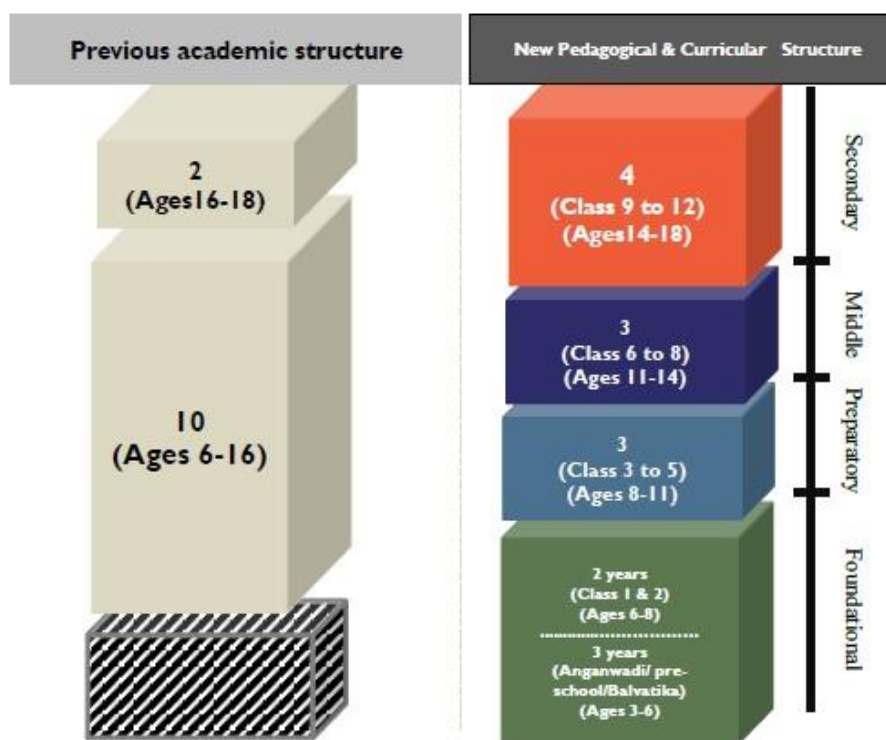
Vision of NEP 2020

- This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world.
- The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to

human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

School Education as per NEP 2020

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure



Early Childhood Care and Education: The Foundation of Learning

Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.

For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis

shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balvatika” (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.

Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crores in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved.

Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore.

Initiatives that will be undertaken to bring back school dropout children and to prevent further children from dropping out are-

- Providing effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12.

- Providing regular trained teachers at each stage and also to deploy teachers having knowledge of the local language in areas with high dropout rates.
- Overhauling the curriculum to make it more engaging and useful.
- Setting up alternative and innovative education centres in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.
- Achieving universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer additional programmes that are equivalent to Grades 3, 5, and 8 of the formal school system

Curriculum and Pedagogy in Schools:

Learning should be Holistic, Integrated, Enjoyable, and Engaging.

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design.

- The curricular and pedagogical structure and the curricular framework for school education will be guided by a 5+3+3+4 design consisting of Foundational stage, Preparatory stage, Middle stage and Secondary stage.
- The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.
- The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
- The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.
- The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with

greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. 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, including at a more specialized school, if so desired.

Holistic development of learners

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.

Reduce curriculum content to enhance essential learning and critical thinking

Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.

Empower students through flexibility in course choices

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Multilingualism and the power of language

It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. 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. High-quality textbooks, including in science, will be made available in home languages/mother tongue. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India.

All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

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. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary).

Indian Sign Language (ISL) will be standardized across the country and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Curricular Integration of Essential Subjects, Skills, and Capacities

- 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 to develop these various important skills in students at all levels.

- Mathematics and computational thinking will be given emphasis throughout all stages.
- Coding will be introduced in Middle stage.
- All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods.
- “Knowledge of India” will be incorporated in the school curriculum in a scientific manner and will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India’s future aspirations with regard to education, health, environment, etc.
- Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation.
- 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.
- 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.

Textbooks with Local Content and Flavour

- All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.

Transforming Assessment for student development

- 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. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.
- The Progress Card will be a holistic, 360° multidimensional report to reflect detailed progress of each learner in cognitive, affective, psychomotor domains. It will include self-assessment and peer-assessment along with teacher assessment.
- While Board exams for grades 10 and 12 will be continued, the existing system of Board and entrance examination shall be reformed to eliminate the need of coaching classes.

- National Assessment Centre, PARAKH (Performance Assessment Review and Analysis of Knowledge for Holistic Development) under MoE will be set up as a Standard Setting Body.
- PARAKH will guide State Achievement Survey and National Achievement Survey and advice school boards on Assessment patterns and promote collaboration between school boards.
- National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams.

Support to Gifted Students with Special Talents

- Encouraging students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.
- 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, to ensure that all students may participate at all levels for which they qualify.

Continuous Professional Development of Teachers

- Each teacher to participate in 50 hours of CPD every year.
- School principals will participate in 50 hours or more of CPD modules per year covering leadership and management as well as content and pedagogy.

Equitable and Inclusive Education: Learning for All

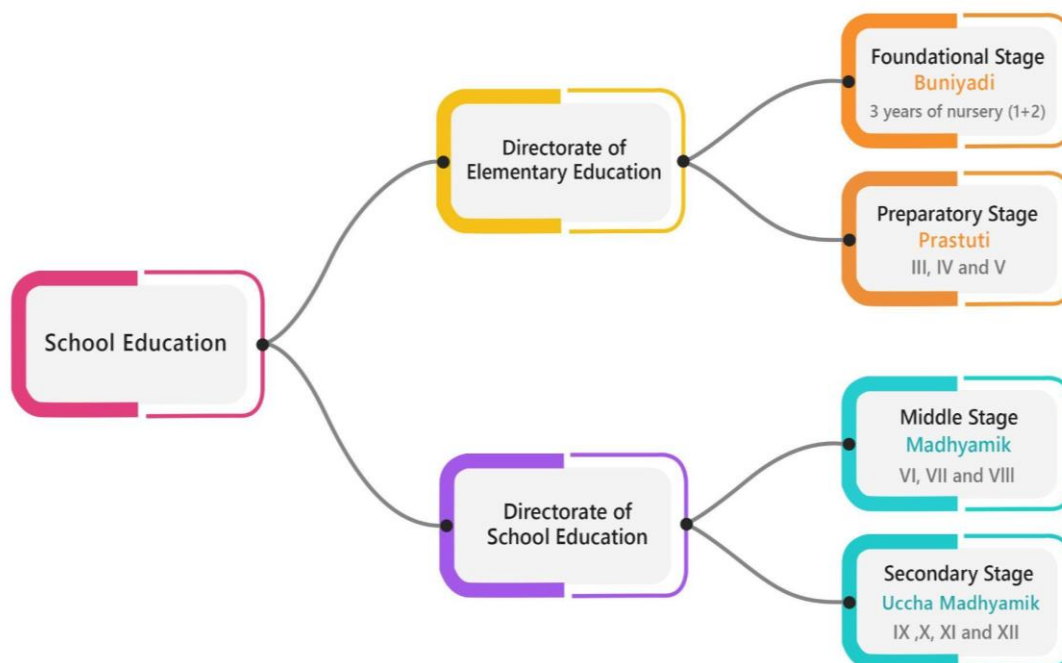
- Strengthening of policies and schemes for scholarships, cash transfers, providing bicycles for transport for increase in participation of SEDGs in the schooling system.
- One-on-one teachers and tutors, peer tutoring, schooling, appropriate infrastructure, technological interventions to ensure access of CWSN
- Provision of Gender Inclusion Fund by GoI for equitable quality education for all girls and transgender students.
- Setting up additional Kasturba Gandhi Vidyalayas and Kendriya Vidyalayas in aspirational districts and special education zones
- Inclusion and equity will become key aspect of teacher education

Standard-setting and Accreditation for School Education

- Department of School Education will be apex state level body for monitoring and policy making.
- Directorate of School Education will be responsible for educational operations and service provisions including offices of BEO and DEO.
- Effective quality and school self-regulation systems will be instituted via State Schools Standards Authority (SSSA).
- SCERT & NCERT will develop SQAAC-School Quality Assessment and Accreditation Framework.

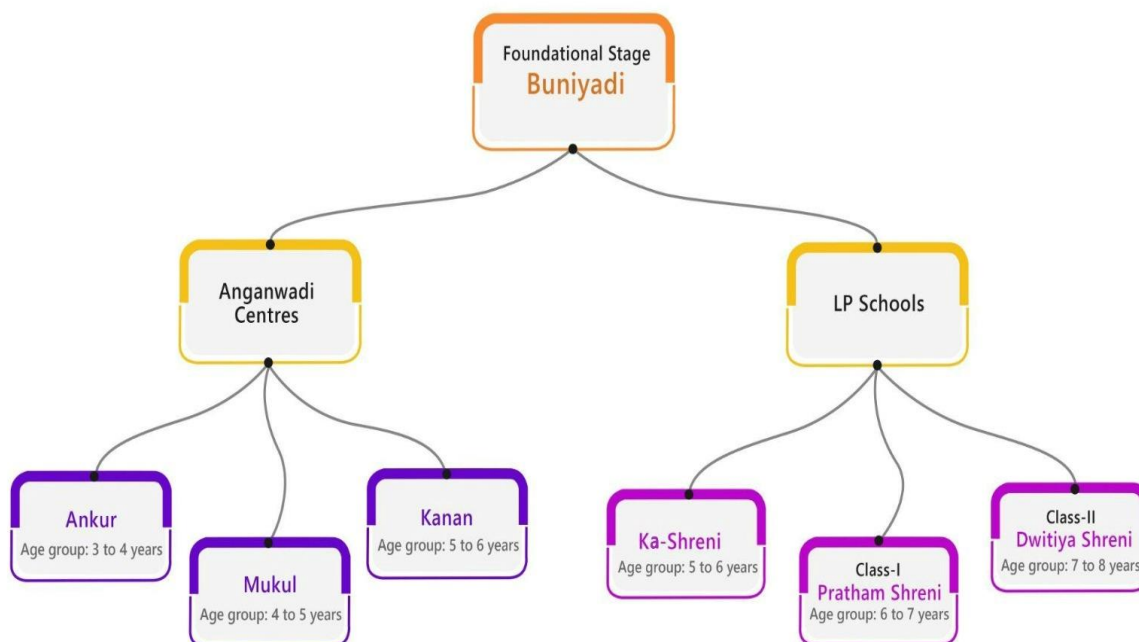
Some of the initiatives for Implementation of NEP-2020

- **Restructuring of School Education System:** Govt. has notified the new school education system in the pattern of 5+3+3+4 as per NEP 2020 vide Govt. Notification No. ASE.601/2021/3 dtd. 14th December, 2021.
- **The nomenclature of restructured School Education:**



Department of School Education, Govt. of Assam vide Notification No. E 209426/46, Dated 16th February, 2023 recommended the following structure of education-

Composition of the Buniyaadi Siksha:



Other initiatives undertaken for implementation of NEP 2020:

- Development of SCF-FS by adaptating of NCF-FS 2022.
- Development of SCF-SE as per NCF-SE 2023
- Launching of NIPUN Axom Programme.
- Review & development of school textbooks from foundational stage onward.
- Introduction of annual examination in Class 5 and Class 8.
- Merging of SEBA and AHSEC as Assam State School Education Board.
- Introduction of Holistic Progress Card for Foundational Stage of learners for multidimensional recording and reporting of learners.
- Guidelines notified by Govt. of Assam on Role and Responsibilities of the DIETs, Block Resource Centre (BRC) and Cluster Resource Centre (CRC) and linkage among them as NEP-2020C for improvement of Learning Outcomes.
- Constitution of interim SSSA, Assam.
- Provision of BaLA in 9,441 schools.
- Learning Materials developed.
- Teacher Empowerment:
 - i) 6-Months Certificate Course designed for Anganwadi Workers in the line of NEP 2020.
 - ii) Handbook for Pre Primary Teachers developed.
 - iii) Teachers' Training on ECCE.
 - iv) Teacher empowerment, School Leadership, ECCE, Action Research.
 - v) Teachers training on Science and Mathematics (Secondary Level) in collaboration with Higher Education Institutes.
- Different digital initiatives like NISHTHA for empowerment of teachers, DIKSHA, PMeVidya.
- VSK established and Shiksha Setu app introduced for AI based teachers' attendance and with 360-degree information on Schools, Staff & Students.
- Jadui Pitara Kit developed by NCERT has been adapted and supplied to Schools for Ka-Shreni Students. Teachers are also trained on Jadui Pitara.
- Post NAS initiatives to raise the Proficiency level of the students.
- Phase wise implementation of 4year integrated B.Ed. Course.

Role of Cluster Resource Centre Coordinators (CRCCs)

Academic functions

As per NEP 2020, Govt. of Assam has issued notification dated 30 November 2022, on the roles and responsibilities of CRCs, as follows:

- Development of the Centre as a rich academic resource with ample reference materials for the teachers.
- Development of strong resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary levels.
- Regular school visits for addressing emerging pedagogic issues and issues related to school development.
- Organize teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.
- Hold consultations with community members to strive for school improvement.

Role and Responsibilities of CRCCs

The role and responsibilities of CRCCs are changing with the changing demand of the system of education and technological advancement. For the successful implementation of NEP-2020, the CRCCs have to work efficiently at the cluster level for conducting/implementing all educational activities at the grassroots level. The major activities of the CRCs will be as follows:

A. Planning

- Preparation of an Action Plan for monitoring and providing academic support to schools/teachers/children for improvement of quality education.
- Programmes like-training, workshop, school visit etc. and preparation of School Development Plan.
- Analysis of the learning level of children of the schools of the concerned cluster and planning for follow-up action as per need.

B. Academic Support and Monitoring

- Academic support (classroom transaction, TLM preparation etc.) to all the schools under the cluster.
- Design strategies for better school performance.
- Providing resource support and carrying out action research.
- Providing measures for dropout students and irregular students.
- Monitoring of Pupil and Teacher attendance at the concerned school of the cluster.
- Monitor that all schools in the cluster are barrier-free and disabled friendly.
- Support to CWSN (Children with special needs).

C. Training

- Identification of gap areas in classroom transactions and remedial measures.

- Conduct monthly teacher capacity development programme.
- Enabling each teacher to use ICT in their classes.
- Organization of orientation/workshops/ awareness programmes for students and teachers at the cluster level.

D. Coordination

- Coordinating with SMCs, PTAs and Mother Groups of the concerned schools including the community.
- Coordinate from grass root level to district, block, teachers' community, SDMCs, NGOs working in the area of education and others.
- Convergence with primary health centres for early identification and medical assessment of children with special needs.
- Coordinating with BRCs and DIETs for ensuring quality education.

E. Reporting and Record Maintenance

- Appraising the BEEO/BRP/ DIET about the problems and other issues of the teachers and the schools.
- Documentation of good TLM / innovative practices of schools, activities/reports of good/poor-performing schools.
- Updating of all relevant data (school visits, the performance of students, number of CWSN etc.

F. Management

- Manage all academic activities of the cluster.
- Utilization of local resources and strengthening community school linkage.
- Ensure smooth functioning of the resource room at the CRC.
- Review the progress of activities implemented in the cluster and report it at the BACG meetings.
- Implementation of the remedial proposal/ measures at the schools as discussed in the BACG meetings.
- Ensuring effective implementation of various relevant sections and sub-sections of the RTE Act 2009, Academic calendar, scholastic and co-scholastic activities, evaluation and other orders/policies of the department issued from time to time in schools.
- Ensuring that all CWSNs in the cluster have access to education in some form or the other.

AND

Some Specific Duties/ Responsibilities of CRCCs

- School visit and academic & other necessary support to all the concerned schools under the cluster.
- Undertaking of classroom transaction in the schools of the cluster including preparation of TLMs.
- Support to the teacher in classroom transaction in effective way.
- Conduct of evaluation, conduct/support remedial teaching/remedial measures etc.
- Identification of gap/grey area in classroom transaction & learning outcomes and support in remedial measures.

- Effective conduct of monthly teacher orientation programme.
- Ensuring of effective implementation of various relevant section and sub sections of RTE Act-2009.
- Follow up of the Academic calendar, implementation of new textbooks, curricular activities, evaluation and other order/policies of the department issued time to time in the concerned schools.
- Monitoring of Pupil and Teacher attendance of the concerned school of the cluster.
- Remedial measures for drop out students and irregular students.
- Measures for enrolment of students, retention of students and prevention of drop out of students.
- Coordination with SMCs, PTAs and Mother Groups of the concerned schools including the community.
- Review the progress of activities implemented in the cluster and reports it to higher authority.
- Preparation and submission of various reports.
- Implementation of the remedial proposal / measures at the schools as discussed in BACG meeting.
- Transmission of each and every information / message from the higher authority to the grass root level and vice versus.
- Collection of data (including DISE)/report, their analysis and follow up action as per need.
- Organization of different meetings/ workshops/ training/ other programme at the cluster level.
- Need identification of teachers.
- Documentation of good TLM / papers/ activities/ reports/ official correspondence etc.
- Preparation of minutes of the different meetings / workshops / training etc.
- Apprising the Block Mission Coordinator of the problems and other issues of the teachers and the schools.
- Compilation of Annual report and preparation of Budget.
- Submission of school visit report.
- Updating of all relevant data of his/her cluster.
- Other task assigned from time to time by higher authority.
- **Any other responsibilities/ duties allotted by Mission Director, Samagra Shiksha, Axom from time to time.**

Linkage of BRCs, CRCs with DIETs

SCERTs and DIETs are expected to provide academic support to teachers through the block and cluster-level functionaries. The Sarva Shiksha Abhiyan: Framework for Implementation clearly mentions the set-up of BRCs and CRCs, the identification of BRC and CRC coordinators from among the teachers, and their functioning under the guidance of DIETs. The CRCs, BRCs and DIETs have a major role in the preparation of perspective and Annual Plans and their systematic capacity development has to be a priority in programme implementation.

Strengthening of CRCs and BRCs with DIETs for improvement of Learning Outcome

- DIET will orient the BRPs and CRCCs regarding their job responsibilities and implementation of other academic activities of Govt.

- A mechanism for academic performance assessment of CRCCs and BRPs will be done by SCERT.
- Efforts will be made to discharge the academic duties of BRPs and CRCCs.
- Weekly online meeting of BRPs and CRCCs with DIET preferably on Saturday for follow up action.
- DIET will work as a District Resource Centre for providing resource materials to the BRCs and CRCs.
- DIET will develop a pool of Key Resource Persons (KRP) at the district level to support BRPs and CRCCs.
- Conduct Action Research in low-performing schools in collaboration with DIETs, BRCs and CRCs.
- Each CRCC and BRP have to submit a monthly report (achievement of learning outcome of students) to the concerned Block in-charge of DIETs and the Block in-charge of DIET will submit a compiled report of academic activities of CRCCs and BRPs to the Principal of DIET.
- 9. The chairperson of BACG (the concerned block in-charge of DIET) will coordinate all academic activities of the concerned BRC.
- A web portal is to be developed at the State level for performance appraisal of BRP and CRCC, and for sharing and dissemination of information.
- Online monitoring of live classes of CRCCs and Teachers from DIETs and SCERT and to provide feedback and academic support.

**Suggestive Action Plan for Academic Improvement of Cluster
(To be prepared by CRCCs)**

Sl. No.	Agenda (Goals)	Methodology (How to Achieve)	Resources Involved (Human and Materials)	Timeline
1.	Development of Innovative TLMs			
2.	Measures for Drop-out Prevention and Irregular Attendance			
3.	Identification/ Analysis of the Learning Gaps/ Levels of Students			
4.	Networking and Collaborative Activities with Teacher Education Institutions, NGOs, Colleges/ Universities, and resourceful individuals			
5.	Teachers' Training Need Analysis			
6.	Early Identification and Intervention for CWSN			
7.	Reaching Out to Parents/ Improving Community Participation			
8.	Strengthening SMC/ SMDC			
9.	Monthly Plan for School Monitoring			
10.	Development of E-content			
11.	Any other, as per need			

National Curriculum Framework-Foundational Stage

The Foundational Stage (FS)

The National Education Policy (NEP) 2020 has introduced new curricular and pedagogical structure i.e. 5+3+3+4 in our country. The first 5 years of this structure is the Foundational Stage covering children between ages 3- 8. This stage includes three years of Anganwadi/ Pre-school (ages 3-6) under Early Childhood Care and Education (ECCE) and Class 1 and Class 2. The Foundational Stage envisions an integrated approach to Early Childhood Care and Education. All studies and research related to the early period of development of a child, unambiguously leads to the conclusion that high-quality care and education during this period has a lifetime of positive consequences for all individuals and thus, the nation.

The National Curriculum Framework-Foundational Stage (NCF-FS), 2022 is the first ever integrated Curriculum Framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 ‘curricular and pedagogical’ structure that NEP 2020 has come out with for School Education.

Curricular Goals

Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage).

The NCF-FS 2022 outlines the Curricular Goals for the Foundational stage. These curricular goals are aligned with the developmental domains of the children. The Curricular Goals have been numbered as CG 1, CG 2 and so on.

Domains	Curricular Goals (C.G)
Physical Development	CG-1 Children develop habits that keep them healthy and safe. CG-2 Children develop sharpness in sensorial perceptions. CG-3 Children develop a fit and flexible body.
Socio-Emotional and Ethical Development	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms. CG-5 Children develop a positive attitude towards productive work and service or ‘Seva’. CG-6 Children develop a positive regard for the natural environment around them.
Cognitive Development	CG-7 Children make sense of the world around through observation and logical thinking.

	CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.
Language and Literacy Development	CG-9 Children develop effective communication skills for day-to-day interactions in two languages. CG-10 Children develop fluency in reading and writing in Language 1. CG-11 Children begin to read and write in Language 2.
Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.
In addition to the above Curricular Goals based on the domains of development, developing Positive Learning Habits is another relevant Goal for the Foundational Stage.	
	CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

Competencies

Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies are articulated in Curriculum Frameworks and are aligned with curricular goals.

Domain: Physical Development

CG-1 Children develop habits that keep them healthy and safe	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food C-1.2 Practices basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised C-1.4 Practices safe use of material and simple tools C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
CG-2 Children develop sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences
CG-3	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities

Children develop a fit and flexible body	<p>C-3.2 Shows balance, coordination, and flexibility in various physical activities</p> <p>C-3.3 Shows precision and control in working with their hands and fingers</p> <p>C-3.4 Shows strength and endurance in carrying, walking, and running</p>
--	---

Domain: Socio-Emotional and Ethical Development

<p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</p>	<p>C-4.1 Starts recognising 'self' as an individual belonging to a family and community</p> <p>C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately</p> <p>C-4.3 Interacts comfortably with other children and adults</p> <p>C-4.4 Shows cooperative behaviour with other children</p> <p>C-4.5 Understands and responds positively to social norms in the classroom and school</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children</p>
<p>CG-5</p> <p>Children develop a positive attitude towards productive work and service or 'Seva'</p>	<p>C-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others</p>
<p>CG-6</p> <p>Children develop a positive regard for the natural environment around them</p>	<p>C-6.1 Shows care for and joy in engaging with all life forms</p>

Domain: Cognitive Development

<p>CG-7</p> <p>Children make sense of world round through observation and logical thinking</p>	<p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p>
<p>CG-8</p> <p>Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p>	<p>C-8.1 Sorts objects into groups and sub-groups based on more than one property</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers</p>

	<p>C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p> <p>C-8.4 Arranges numbers up to 99 in ascending and descending order</p> <p>C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p> <p>C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</p> <p>C-8.7 Recognises multiplication as repeated addition and division as equal sharing</p> <p>C-8.8 Recognises basic geometric shapes and their observable properties</p> <p>C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months</p> <p>C-8.11 Performs simple transactions using money up to INR 100</p> <p>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements</p> <p>C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</p>
--	---

Domain: Language and Literacy Development

<p>CG-9</p> <p>Children develop effective Communication skills for day-to-day interactions in two languages</p>	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-9.2 Creates simple songs and poems on their own</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation</p> <p>C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p> <p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>C-9.6 Narrates short stories with clear plot and characters</p> <p>C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p>
--	--

<p>CG-10 Children develop fluency in reading and writing in Language1 (L1)</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables</p> <p>C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p>C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences</p> <p>C-10.9 Shows interest in picking up and reading a variety of children’s books</p>
<p>CG-11 Children begin to read and write in Language 2 (L2)</p>	<p>C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences</p>

Domain: Aesthetic and Cultural Development

<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p> <p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts</p> <p>C-12.4 Works collaboratively in the arts</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p>
---	--

Positive Learning Habits

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions C-13.4 Classroom norms: Adopts and follows norms with agency and understanding
---	---

Learning Outcomes

Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

Learning Outcomes are interim markers of learning achievement towards the attainment of competencies. Each Learning Outcome is observable. The teacher will be able to observe the child's progress on competencies using the Learning Outcomes. All children will not achieve the same age wise Learning Outcome at the same time. As learning outcomes are cumulative, the child's learning of previous age groups continues to be observed in later stages.

(For details of the Learning Outcomes for each competency, refer to the NCF-FS, pages 225-274)

Pedagogical Approaches

The foundational-level curriculum framework outlines the teaching methodologies, core principles of instruction, and guidelines for lesson planning to achieve its objectives. The essential principles of teaching strategies, which must be incorporated into classroom planning and implementation, are as follows:

- A safe and stimulating environment is fundamental to development and learning at this Stage.
- Play is central to learning and development at this stage. Learning-through play-conversation, stories, toys, music, art & craft, storytelling, song & rhymes, music & movement are major approaches for learning and teaching at this stage.
- Nurturing relationships between teacher and child are the basis of teaching and learning.
- Physical development is very important at this Stage.
- Every child learns at their own pace and learning needs are addressed individually.
- Children at the Foundational Stage are most comfortable and learn best in their home language.

- g) Learning experiences in the classroom are deeply connected to children's lives and their contexts.

Content for learning in the early years can be organised in many ways with 'play' being the primary experience of the child. Some of the approaches are:

- Project-based approach
- Story-based approach
- Theme-based approach
- Eclectic approaches

(For details of these approaches refer to chapter 4 and chapter 5 of NCF-FS, pages 81-149)

Teaching-Learning Material (TLM) in Foundational Stage

Children in the Foundational Stage are more engaged in learning when they use multiple senses and actively use their hands. From simple toys for play to specific manipulatives for counting and numeracy, a variety of TLM is essential in this Stage. Material chosen should be attractive and safe to use by children of this age group. It is important that the materials and colours are appropriately chosen and do not have components or paint that can be toxic. Material chosen should provide adequate opportunities for the children to explore and experiment with curiosity. Material chosen should be preferably locally made or locally available. This would allow for easy replacement. The mix of TLM should include materials purchased, materials locally made, materials made by Teachers and even materials made by children.

Most of the TLM required for the Foundational Stage can be made using locally available and low-cost materials. Teachers should develop capacities for creating simple TLMs from locally available materials. Children can also make simple TLMs as part of their art and craft work. Teachers can bring used fabric to make soft cloth balls, puppets, and toys for play. Making simple toys, puzzles and board games can be very engaging activities for young children and they can employ all domains of development in designing and creating these materials.

(For details about the TLM refer to NCF-FS, pages 150-158)

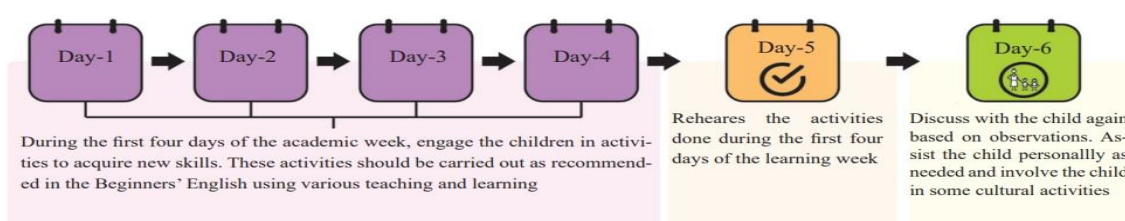
Assessment

Assessment is, simply, ways and means through which evidence of the learning achievements of children is gathered. It should be a reliable source of information. Since it is such crucial evidence of the learning of the child, the assessment should accurately reflect the intent of evaluating the achievement of a Competency or Learning Outcome. Assessment should not contribute to any additional burden for the child. Explicit tests and examinations are completely inappropriate assessment tools for this Stage. There might be many ways to assess the achievement of a Learning Outcome or Competency. Assessment should allow for diversity in children and in their learning. It should enable recording and documentation. Moreover, children's progress should be described and analysed through systematic collection of evidence.

Assessment should not overly burden the Teacher also. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained. While such autonomy is important,

systematic record keeping of children's assessment should be seen as an important part of a Teacher's professional responsibilities.

Assessment can be done on daily or weekly basis. For weekly assessment, the teacher will plan the 6 days of a week as 4+1+1 and continuously assess the child. The first day of learning in a week may not be the Monday. In the assessment process of the child, teacher assessment, peer assessment and self-assessment will be included. The weekly plan for assessment is mentioned below:



School & Classroom Assessments

Goal	Assessment for learning.
Purpose	To measure children's' progress toward learning goals.
When it Happens	Occurs during teaching learning process.
Role of Assessment	To improve and inform teaching, learning and curriculum.
Examples	Weekly quizzes, classroom observations of individual and group activities and conduct domain-based assessment after every three months.
Use of Results	Adjust teaching practices and plan further activities to support learners.

Process of Assessment

- Determine the goals of assessment.
- Initiate competency based activities for all-round development of children.
- Collect data through observation and record it.
- Review the observations and plan for further activities based on the progress of childrens' learning.
- Help the children to achieve competency based learning outcome.

Tools of Assessment

The tools should be more precise and clear for childrens' assessment, because accurate data can be obtained and the assessment will be effective. These tools are:-

- **Observation:** The behaviour, activity's quality, special skills, learning disorder, etc. of each child should be observed and documented by the teacher while they are playing free, guided and structured play, playing in the playground - Single, pair, small and large group activity, interacting with peers and adults. Through this tools the child's

special skills, disorder, emotional maturity, physical and mental health can be identified.

- **Anecdotal Records:** Anecdotal records are the tools through which pre-childhood Children's detailed data is recorded. These recorded data can be from different context. The data should be specific and relevant to the subject as far as possible. Preparation of form is important so as to record children's detailed data, incident data, what, why and how problems are solved.
- **Portfolio:** Address of a child envelope where a child photograph is placed on it. It contains the child's name, school name, child's age, grade, home address of a child with the parent's phone numbers. For every child, a portfolio should be maintained from the Pre-Primary in school. Sample worksheets written by children drawing pictures, collage etc are stored in the portfolio along with the date. If the sample work is saved with a date from the very initial days, this process helps the child progress and can be determined at later stage.
- **Checklist:** The checklist is for every child which is prepared to make a scrutiny on their achievement prescribed for the Pre- Primary stage. A workbook on basic literacy and numeracy will be given to every Ka-Shreni child. The teacher will mark (✓/X) whether the child has mastered each learning outcome in the workbook. The children who have not achieved specific learning outcomes will be re-taught to achieve learning outcomes. Thus, it can be ensured that no child will be left out.
- **Photograph and video:** Photograph and video is one of the tools of quality management. The Pre-Primary Children's behaviour and participation in individual and group activities from the first day of school should be continuously recorded through photographs and videos. At the later stage, they should be shown to both the child and parents so that it can assess the child's quality. On that basis, parents to give their feedback.
- **Case Study:** The teacher observes each child's overall behaviour toward his peers, relationships, language spoken, health and make notes of nutritional diets, disorder etc. Necessary records must be taken into account about the child from parents and neighbours.

(For details about assessment refer to NCF-FS, pages 169-184)

Holistic Progress Cards (HPC)

As per suggestions by the National Education Policy (NEP) 2020, the Holistic Progress Card (HPC) has been devised by Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), a standard-setting body under the NCERT, for the foundational stage and for the preparatory, middle and secondary stages.

HPC relies on 360° assessment of children covering teacher's assessment, child's self-assessment, peer assessment and assessment by parents.

- It measures apart from academic performance, a child's progress in interpersonal relationships, self-reflection, creativity, and emotional application in classrooms.

- It seeks to provide teachers and parents with insights to support each student in learning. A key feature of the HPC is that students will have a say too, evaluating their own as well as their classmates' performance.
- The HPC will also link home and school by making parents an integral part of a child's learning process.
- Under the HPC model, the students will be regularly assessed through class activities. The strength and difficulty level of students will be assessed while they will be performing a task.

The HPC is a means to build on self-awareness and self-esteem of students by communicating their strengths and areas of improvement. The assessment of a student's progress will be analysed through systematic collection of evidence. The competencies of NCF-FS should be taken to design domain based activities for assessment of children of Foundational Stage. Details of the competencies aligned with learning outcomes are given in NCF-FS page no. 227 – 274.

(For designing activities for Ka-Shreni age group 5-6 years, teachers can take help from Unmukh (Trainer's handbook) page no 91-288)

State Initiatives Regarding NCF-FS

- Sate Curriculum Framework for Foundational State (SCF-FS) is adapted with local contextualization by SCERT Assam.
- In alignment with SCF-FS, new Text Books for Language, Mathematics and Beginners' English in 15 Mediums of Instruction for Class-I and Class –II have been developed.
- Other learning materials like Workbooks for Language and Mathematics in 15 languages, Mouchak (reading materials) have been developed.
- Developed FLN materials for class-I and class- II like charts, cards, grids, Big book, picture stories, poem posters, conversation charts, etc. in alignment with the SCF-FS.
- Developed Teacher's Instructional Manual for Class I and Class II on Literacy and Numeracy in 7 mediums.
- Also developed workbooks for "Ka-Shreni" in 15 local languages on Foundational Literacy and Foundational Numeracy along with the Beginners' English.
- Developed Teachers' Handbook for "Ka-Shreni" and Training Module for "Ka-Shreni" Teachers (1st Phase & 2nd Phase).
- Conducted KRP training on ECCE in cascade manner in collaboration with Samagra Shiksha Assam
- Developed Multilingual resource materials for Foundational Stage like Theme based multilingual charts and multilingual resource books (*Saphura*) by collecting traditional rhymes, songs, lullabies, stories and folklore from indigenous tribal communities in different home language.
- Activity Calendar on ECCE for parents is developed in 8 languages (Assamese, Bodo, Bengali, English, Garo, Hmar, Manipuri and Hindi).
- Adaptation, contextualization and translation of "Jaadui Pitara" materials for foundational stage have been initiated by SCERT, Assam. These materials will be translated/ adapted into Bodo, Bengali, English, Manipuri, Hmar, Garo, Mising, Rabha, Karbi, Tiwa, Dimasa, Deori, Santali and Sadri.
- Academic Resource support is provided by SCERT, Assam in various training programmes on ECCE and FLN in alignment with NCF-FS conducted by Samagra Shiksha Assam.

Foundational Literacy and Foundational Numeracy

NIPUN Bharat Mission and its implementation in Assam

Introduction

Foundational Literacy is the development of language from an early age. Literacy is the ability to read and write. Foundational Numeracy is also important part for individuals to develop logical thinking and reasoning strategies in their everyday activities. Literacy and numeracy are two important areas because they form the basis of our learning. They are required to learn other skills, as well as for participation in everyday life. Considering the importance of literacy skills and numeracy, Ministry of Education (MoE) has launched a mission named NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy). It was launched by Hon'ble Minister of Education Shri Ramesh Pokhriyal Nishank' on 5th of July, 2021.

Vision of the Mission: “Creating an enabling environment in the education system for attainment of all-round development of children; with special focus on achieving foundational literacy and numeracy from pre-school to grade 3 for children aged 03-09 years by 2026-27”.

Major objectives of the mission:

- Developing sustainable reading and writing skills among children.
- Developing early numeracy skills, special understanding and mathematical thinking skills.
- Availability of and access to good quality, versatile and culturally appropriate teaching and learning materials.
- Creating an equitable, inclusive and child-friendly classroom environment.

Development Goals of FLN Framework:

- Children maintain good health and wellbeing.
- Children become effective communicators and
- Children become involved learners and connect with their immediate environment.

NIPUN Axom:

Considering the importance of Early Literacy and Numeracy, the state has also started the implementation of the Mission in the name of NIPUN AXOM (Foundational Literacy and Numeracy) on the basis of the National Mission –NIPUN BHARAT.

Coverage under NIPUN Axom

Districts: 33 districts

Blocks: 145 blocks

Clusters: 4609

Schools: All Govt. and Provincialized schools having class-1 to 3.

Medium of schools: Assamese, Bengali, Bodo, Hindi, English, Garo, Hmar and Manipuri

Class: 1 to 3

Major activities /interventions implemented so far under NIPUN AXOM Mission:

For publicity and awareness

- Launch of the Mission (16th November, 2021 by Hon'ble Chief Minister of Assam)
- Preparation and sharing of Video of HME's message on importance of FLN.
- Preparation and sharing of Video of Theme song, Video on message by Lovlina Borgohain
- Preparation and publication of FAQs (Frequently Asked Question)
- Dissemination of Guidelines on implementation of FLN Mission.
- Display of NIPUN Axom Logo in all schools having lower primary classes.
- Distribution and display of pledge, poster of Learning Outcomes, Developmental goals.
- Preparation, publication and dissemination of Booklet on NIPUN Axom (FLN).

Administrative initiatives

- Formation of Steering Committee at state and district levels.
- Formation of Project Management Unit (state, districts and blocks).
- Academic Task Force (ATF) for National Resource Group (NRG)
- Notification of Nodal Officer of FLN at state and district levels.
- Engagement of Human Resources under State and District Project Management Units.
- Convergence with UNICEF, LLF, CSF, Ekstep Foundation, Vikramshila Education Resource Society and Pratham Foundation.
- Fixation of teacher for teaching in Class-I.
- Adoption of NIPUN block to ensure the smooth implementation of all the activities under NIUPN Axom for transforming all the Government/ Provincialized schools of the block into Centres of Excellence.
- Notified State Resource Groups both for Literacy and Numeracy in different mediums.

Related to academic areas and learning materials

- Developed learning materials (Teachers Handbook, Workbook of students, Big book, grids, charts, cards, work card, poem poster, conversation chart, reading book, Planner, Activity book in English, Handwriting Practice book in English) of literacy and numeracy from class-1 to 3 in 7 mediums –Assamese, Bengali, Bodo, Hindi, Garo, Manipuri and Hmar.

Related to training, orientation etc.

Training on implementation of NIPUN Axom (FLN):

2022-23:

- For Master Trainers, Resource Persons, Teachers, District Programme Officers, State Resource Group Members, Human Resources of SPMU & DPMU (FLN)

2023-24:

- For Key Resource Persons, Resource Persons, Teachers

2024-25:

- For BEEOs/BMCs on ECCE and FLN, Key Resource Persons,
- Block Level training for teachers
- State Level training for Key Resource Persons
- Zone Level training for Resource Persons

Training on Jolly Phonics:

2023-24:

- Conducted 2-day block level training covering 400 teachers of Kamrup and Kamrup-m districts (200 teachers from each district)

2024-25:

- Conducted 3-day block level training covering 1118 teachers of Dhemaji, Dibrugarh, Jorhat, Majuli, Kamrup and Kamrup-m districts.

Training on Calligraphy and Handwriting:

2023-24:

- Conducted 2-day block level training covering 400 teachers of Kamrup and Kamrup-m districts (200 teachers from each district-100 for English and 100 for Assamese)

2024-25:

- Conducted 3-day block level training covering 2199 teachers (English-1103 and Assamese-1096) of Dhemaji, Dibrugarh, Jorhat, Majuli, Kamrup and Kamrup-m districts.

Other activities /interventions implemented under NIPUN Axom Mission

- Conducted 100 Days Reading campaign.
- Conducted 3-day workshop on Multilingual Education (MLE) in collaboration with Language and Learning Foundation (LLF).
- Designed a Classroom Observation Tool (COT) with the help of a mobile application by Centre Square Foundation (CSF) with the support of Samagra Shiksha and other partner organizations for CRCCs.
- Launched of "Xohoyogi Xamal", an online course for Continuous Professional Development (CPD) of Teacher Educators with the support of Language and Learning Foundation.
- Developed Training Calendar-2024-25.
- Training Need Analysis (TNA) was conducted with the support of UNICEF.

Janbhagidari events:

- The state Conducted Janbhagidari events (between 1st and 15th June, 2023) by organizing a series of activities and programme at different levels including schools, districts and state.

Bharatiya Bhasha Utsav:

- The state implemented Bharatiya Bhasha Utsav-A 75 days Bharatiya Bhasha Utsav with the theme "Bhasayeanek, Bhabek" was conducted from 28th September to 11th December, 2023 at School, Block, District and State levels.

Celebration of NIPUN AXOM DIVAS (FLN DAY):

- FLN Day (NIPUN AXOM Day) was celebrated on 27th March, 2023 with a view to generating greater awareness among all stakeholders for successful implementation of the mission at school and district levels. Parents Teachers Meeting was organized at school involving all teachers of the schools having class-1 to 5, SMCs/SMDCs and Community members.

National Curriculum Framework for School Education, 2023

Introduction

The NEP 2020 calls for a new National Curriculum Framework (NCF) and State Curriculum Frameworks (SCFs) to transform school education in India, with a focus on state empowerment and educational unity. The NCF strives for strong, aspirational, and realistic curricula that ensure equal education for all children. Individually, it promotes character development, lifelong study, and community involvement. Societally, it aims to build a just, egalitarian, humane, and sustainable society based on Indian culture, while also promoting India's worldwide leadership in numerous disciplines. The curriculum must incorporate practices that support these objectives in content, pedagogy, environment, and school culture.

The National Education Policy 2020 (NEP 2020) intends to improve educational results for all students in India by addressing changes that have occurred since 1986. Key features include a 5+3+3+4 stage design, an emphasis on Early Childhood Care and Education (ECCE), foundational literacy and numeracy, conceptual understanding, multidisciplinary education, reduced curriculum content, secondary education flexibility, vocational education integration, multilingualism, and a strong connection to Indian culture. The policy proposes a new National Curriculum Framework for School Education (NCF-SE) to continue the revolutionary path started by NEP 2020.

Curriculum

Curriculum refers to the entirety of the organised experience of students in an institution.

Curriculum Framework

Curriculum Framework provides the guiding principles, goals, structure, and elements for the development of Curricula, informed by which the syllabi, TLMs including play materials, workbooks, textbooks, and assessment methods will be developed.

The core elements of NCFSE design are:

- **Guide for Practitioners:** It has been meant to be a useful handbook for educators, with clear language and style.
- **Specificity:** It offers non-binding advice and examples to assist practitioners in innovating and adapting to their respective settings.
- **Pragmatic Considerations:** It also strikes a compromise between idealism and pragmatism, taking into account realities such as time, resources, and teacher availability.
- **Learning criteria:** It establishes clear and explicit criteria to enable clarity and responsibility among all stakeholders while striving for optimal educational outcomes.

Learning Standards

At its most fundamental, education is the acquisition of important knowledge, abilities, attitudes, and dispositions. When creating a curriculum framework, it is critical to assess which

information, skills, attitudes, and dispositions are most useful. Thus, the NCF handles this topic specifically, with a clear and precise set of 'Learning Standards.' These 'Learning Standards' and the processes associated with them, such as the 'flow-down' from 'Aims of Education' to 'Learning Outcomes,' are central to the NCF — to ensure alignment and integration of the various components of design and practice of curricula, so that our children receive the education they deserve.

Broad Aims for School Education (Guided by NEP 2020):

- Rational Thought and Autonomy: Schools should strive to foster independent thinkers who make sound decisions.
- Health and Well-Being: School education should encourage mind-body wellness through engaging educational experiences.
- Democratic and communal Participation: School education should promote cooperative communal living and democratic functioning.
- Economic Participation: Preparing students to make productive contributions to the economy, which benefits both people and society.
- Cultural Participation: School should encourage cultural literacy and allow for significant contributions to culture.

Values and dispositions, capabilities, and knowledge

The overarching goals of education are best accomplished through:

- Developing ethical, moral, democratic, and epistemic ideals based on Indian heritage.
- Developing positive attitudes such as a strong work ethic, curiosity, wonder, pride, and rootedness in India.
- Developing skills in inquiry, communication, problem solving, creativity, health, productive work, and social engagement.
- Developing a well-rounded awareness of the world by acquiring information in transdisciplinary and interdisciplinary domains throughout seven curricular areas: languages, mathematics, science, social science, art education, physical education and well-being, and vocational education.

Curriculum Objectives, Goals, Competencies, and Learning Outcomes:

- Curricular Aims: To be achieved before the end of each school year, with the goal of achieving broad educational objectives.
- Curricular goals are specific to school stages and curricular areas, and they guide curriculum creation.
- Competencies are observable and measurable learning outcomes generated from instructional goals.
- Learning outcomes are granular milestones that lead to competencies and help teachers organize material, pedagogy, and assessments for achieving specific competencies.

Curriculum Content & Pedagogy:

Curriculum Content

Curricular goals, competencies and learning outcomes give clear direction as to what content is to be used for creating learning experiences for students.

The world is fast changing due to breakthrough in science and technology such as big data, machine learning, and artificial intelligence, which are affecting jobs and increasing the demand for transdisciplinary skills, empathy, communication, and ethical reasoning. Climate change and resource depletion require environmental sustainability, restoration, and regeneration. Individual health and well-being are critical to success, necessitating a comprehensive education encompassing physical education, health, and well-being.

To develop well-rounded skills, students must receive a multidisciplinary education that includes art, craft, physical education, vocational education, languages, literature, mathematics, science, and social science. Scientific temper, critical thinking, creativity, communication, multilingualism, health, fitness, collaboration, problem-solving, ethical reasoning, digital literacy, empathy, inclusion, pluralism, citizenship, environmental awareness, and cultural literacy are all important 21st-century skills and values.

To build these Knowledge, Capabilities, Values, and Dispositions, the content load in each topic should be reduced to the fundamentals, providing time for effective pedagogy such as interdisciplinary, experiential, discussion-based, and activity-based learning. This technique promotes deeper disciplinary understanding and develops important capacities, values, and dispositions in students.

Pedagogy

Classroom pedagogy must be more effective and diverse in order to improve knowledge of concepts and their interrelations. This includes approaches such as experiential, integrated, inquiry-driven, discovery-oriented, discussion-based, project-based, arts-based, sports-based, and activity-based learning. This will make learning more interactive and entertaining. Increased engagement, questioning, discussion, debate, and writing in all topics will aid in the development of essential language, communication, and logical reasoning skills.

Environment, Practices, and Culture & Effecting these Curricular Changes:

Environment, Practices, and Culture

The school atmosphere, practices, and culture all have an impact on students' overall learning experiences, in addition to curriculum content and pedagogy. Transforming school culture is critical for increasing teacher effectiveness and creating a supportive environment. This includes building lively, caring, and inclusive communities that include teachers, students, parents, principals, and support staff, all working toward the same goal: guaranteeing kids' safety, comfort, cognitive, emotional, and physical health, and pleasure of learning.

Teachers, principals, and school staff can establish a loving environment by acting as role models. Students benefit from inclusive, compassionate approaches that foster the development of values and dispositions. Examples include avoiding disclosing student information publicly, treating all students equally regardless of caste, gender, religion, or disability, developing a feeling of community, respecting students' native languages, caring for the environment, reducing and recycling, and keeping cleanliness. These methods serve to instil attitudes and dispositions in pupils that may not be adequately established through curricular content alone.

Assessments will change from assessing facts to evaluating key capacities and competencies, emphasizing learning as a continuous process. Board exams in Grades 10 and 12 will be redesigned to measure comprehension and competencies rather than rote memorization. Students will be allowed many attempts, with the best score maintained. Long-term, on-demand, or semester-based Board exams will be implemented. These adjustments are intended to assure preparation for the next learning phase and provide assistance as needed.

Effecting these Curricular Changes:

The NCF strives to reform the curriculum by recognizing the reality that typical teachers and schools confront, such as multigrade and multilevel instruction. It offers a realistic road to improvement that takes into account instructors' resources and capacities, as well as the surrounding system, which includes school culture, class size, and students' socio-economic backgrounds.

The NCF specifies activities and practices for various education system actors and stakeholders, including teachers, educational administrators, academic support institutions, school leadership, and students' families and communities, to enable its implementation. It addresses fundamental challenges in the educational system directly, emphasizing the need for genuine change in the educational lives of teachers and students.

Stage Design Summary:

Foundational Stage (Ages 3-8):

- Learning standards are based on categories such as physical, socio-emotional, cognitive, aesthetic, cultural, language, and literacy development.
- The emphasis is on foundational literacy and numeracy.
- Content: Concrete play objects, textbooks from Grade I, and children's literature.
- Pedagogy: Play-based, nurturing interactions, a mix of self-paced and group activities.
- Assessments include qualitative observations and worksheets, with no specific exams.
- There will be no subject/domain specific teacher.

Preparatory Stage (Ages 8-11):

- Learning Standards: Two languages (R1 & R2), Mathematics, Art, Physical Education, and The World Around Us (as an interdisciplinary area of study).

- Textbooks and physical materials, as well as children's literature, are used for language education.
- Pedagogy: Activity and discovery-based, with gradual formal classroom participation.
- Assessments include short formal written assessments, instructor observations, and summative assessments at regular intervals.
- There will be no subject/domain specific teacher. For Art and Physical Education specialist from near by schools will be invited.

Middle Stage (Ages 11-14):

- Learning standards include three languages (R1, R2 and R3), mathematics, art, physical education, science, social science, and vocational education.
- Content: Theoretical concepts, abstract thoughts, and academic verbal proficiency.
- Pedagogy: A mix of direct instruction and discovery, with a concentration on inquiry-based methods.
- Assessments: Formal and explicit, with a focus on conceptual knowledge and higher-order capacities; summative assessments are competency-based.
- There will be subject specific teachers to handle different curricular areas.

Secondary Stage Summary (Ages: 14-18):

Phase 1 (Grades 9-10):

- Continue with all Curricular Areas from the Middle Stage.
- Study Environmental Education as an Interdisciplinary Subject.
- Develop reasoning and debating skills.

Phase 2 (Grades 11-12):

- Courses with many options for greater versatility.
- Study two subjects from Language Education (Group 1:).
- Select four subjects from at least two groups.
 - ✓ Group 2: Art, Physical, and Vocational Education
 - ✓ Group 3: Social Science, Humanities, and Interdisciplinary Areas
 - ✓ Group 4: Science, Mathematics, and Computational Thinking.
- This program provides a diverse range of study opportunities while allowing students to concentrate in their preferred disciplines. To encourage different and exciting combinations, there will be no restrictions on selecting individual streams.

(For Group 1 to 4 please refer National Curriculum Framework for School Education, 2023, NCERT, Pg. No. 28, Fig. 1.4i)

Textbooks are essential for arranging information in Grades 9 and 10. Students in grades 11 and 12 should be encouraged to source knowledge from numerous channels, such as course compendiums, to make learning more dynamic and adaptable.

Pedagogy: Encourage individual learning, self-study, group projects, and different classroom interactions.

Assessments and Board Examinations:

- **Higher-Order Capabilities:** Challenge students' analysis and synthesis skills through rigorous exams.
- **Grade 10 board exams** are competency-based, with local examinations for Art, Physical, and Vocational Education.
- **Grade 12 Certificate:** Passing two language examinations and four exams from at least two groups (an additional exam is optional), as well as local evaluations for Group 2 subjects.

Curricular Areas:

The NCF divides the curriculum into eight (8) Curricular Areas based on goals, knowledge, capacities, values, and dispositions. This divide is not only practical; it also has an inherent logic.

Key Curricular Areas:

- **Languages:** It aims for oracy and literacy and promotes effective communication, artistic expression, discussion and writing skills, literacy appreciation and creativity, reasoning, and critical thinking. According to the NEP 2020, emphasis is placed on multilingualism and sensitivity to diverse languages.
- **Mathematics:** It is concerned with understanding the world through patterns, measurements, and quantities. And it also improves problem-solving and logical reasoning skills.
- **Sciences:** It attempts to comprehend the natural world via certain methods of investigation and reasoning and encourages reasonable thought and scientific temperament.
- **Social Sciences:** Learns about the social world through evidence-based inquiry and reasoning and promotes rational thinking, scientific temper, and democratic involvement.
- **Arts:** Creates an aesthetic understanding of experiences.
- **Interdisciplinary Areas:** Promotes interdisciplinary thinking and problem-solving while supplementing disciplinary knowledge.
- **Physical Education** emphasizes health and well-being, ethical and moral ideals, and democratic values through sports.
- **Vocational education** fosters job and economic engagement, as well as valuing physical labour and its dignity. NEP 2020 emphasizes on vocational exposure from early childhood education through to higher education.

Each sector has its own learning standards, content suggestions, instructional methodologies, and assessment systems.

Cross Cutting Theme:

The NCF recommends Rootedness in India and Indian Knowledge System; Values and Dispositions; Learning about and Caring for the Environment; Inclusion in Schools; Guidance and Counselling in Schools; Educational Technology in Schools as Cross Cutting Themes to be integrated in the different curricular areas.

Rootedness in India and Indian Knowledge Systems:

NCF emphasizes India's rich cultural and civilizational heritage, which influences both life and learning. India is home to extensive information and traditions from a variety of areas. The NCF seeks for curriculum and methodology that are deeply anchored in Indian and local contexts, embracing culture, traditions, heritage, and contemporary knowledge to make education more relevant and successful.

A holistic perspective of education, Indian epistemic techniques, and the guru-shishya tradition for effective learning are all important components. To increase creativity, comprehension, and relevance, local resources are used, as is parental and community involvement, and educational content that is founded in the Indian context. The curriculum combines the rich history of Indian contributions to numerous fields, which improves learning while instilling pride and self-confidence. For example, Mathematics Education is enriched by the transdisciplinary tale of zero, Environmental Education by nature-conservation traditions, and Values and Ethics by Indian principles such as respect, compassion, variety, service, and cleanliness.

School Culture & School Processes:

School Culture

There are two important ways that school culture influences learning. First and foremost, it fosters a conducive learning environment and nurture desirable ideals for all pupils. Second, it has a substantial impact on the development of values, dispositions, norms and beliefs.

To achieve educational objectives, the factors that comprise School Culture must contain specified traits such as-

- Relationships that require mutual trust, respect, openness, communication, teamwork, caring, and accountability.
- Symbols that emphasize and celebrate desired values and dispositions.
- School practices that include these principles into classroom activities, school assemblies, lunch arrangements, work allocation, sports activities, and interactions with parents, family, and community.

School Processes:

School processes guarantee that everyday activities run smoothly and that students' progress toward achieving their curricular goals. School processes include-

- Curricular processes such as school schedules, assemblies, library activities, student committees, forums, events, and celebrations.
- Curricular- associated processes such as teacher cooperation, professional development, interactions with parents, families, and communities, mealtime, health, and hygiene.
- Organizational procedures such as school development goals, time and resource allocation, student safety, conflict resolution, disciplinary issues, and data management.

These aspects work together to provide an enabling learning environment that promotes students' overall growth.

Creating a Supportive Ecosystem:

NCF briefly suggests the kind of ecosystem required for its implementation in the following ways-

1. Capacity Development for Implementation:

- Stakeholders: Systematic capacity building for teachers, head teachers, principals, syllabus and TLM developers, teacher educators, and other personnel.
- Community Involvement: Educating parents and community members about the NCF.
- Institutions, such as SCERTs will design and implement relevant programs.

2. Ensuring an Appropriate Environment for Learning:

- Creating a welcoming and safe learning environment for both students and instructors.
- Outdoor infrastructure includes boundary walls, basic school structures, open spaces for play and assembly, trees, plants, and equal access for everyone.
- Indoor infrastructure includes clean, roomy, well-ventilated classrooms, libraries, labs, cafeteria places, drinking water facilities, bathrooms, semi-open and partially shaded areas, and uninterrupted supply of water and electricity.
- Ensure infrastructure safety and inclusivity.

3. Enabling and Empowering Teachers:

- Autonomy and Accountability: Providing teachers with the necessary resources and professional development to address classroom realities.
- Maintaining an adequate teacher-to-student ratio (PTR) for student engagement and achievement.
- Teacher Professional Development (TPD): Continuous improvement to be achieved through TPD.
- Pre-service Teacher Education: To be transformed to meet NCF objectives under NEP 2020.
- Leadership: Head Teachers and School Principals to play a major role in NCF implementation.
- Ownership: Academic and administrative staff to take full ownership of the NCF spirit.

4. Community and Family Engagement:

- Parental and community involvement is required for more comprehensive child development and education.
- Engaging parents and the community through orientation meetings, parent-teacher meetings, and ongoing dialogues to foster a shared worldview.
- Parents and people of the community can also serve as resource persons for academic contribution.
- School Management Committees (SMCs) are formal entities that must be developed to play an active role in school functioning.

(Reference: National Curriculum Framework for School Education, 2023, NCERT)

Academic Calendar and Development of New Textbooks

Academic Calendar

The State Council of Educational Research and Training (SCERT), Assam has been involved in development of Academic Calendar since 1999. SCERT, Assam develops the Academic Calendar for the benefit of the students and teachers from Ka-shreni to class VIII in four mediums viz. Bodo, Bengali, English and Assamese. The Academic Calendar is considered as an Academic guideline for the schools and the teachers on curriculum transaction in a holistic manner for the entire Academic year. It also contains detail month wise suggestive plan for all the elementary schools of the state including school timing, month wise and class wise distribution of chapters/lessons of textbooks, working days, holidays, observation days, assessment days, concepts of new trends in education along with necessary instructions related to academic matter.

As the National Education Policy, 2020 emphasizes on application of innovative pedagogical practices for holistic development of learners, the Academic Calendar is prepared covering all curricular areas such as integrated pedagogy, art and sports integration, use of information and communication technology in teaching learning process, process of assessment, etc. The Academic Calendar reflects the digital initiatives taken up by the Department of School Education, Assam such as Gyan Brikshya, Biswa Bidya, Assam (You tube Channel), Energized Textbooks, DIKSHA, PM-e Vidya, Tele Education, etc. A model Daily Routine for classes I-VIII has also been suggested in the Academic Calendar. Based on this Routine, each school needs to prepare a time-table as per their convenience.

Objectives of the Academic Calendar:

- Benefiting teachers to improve the quality of education.
- Enabling students, teachers and parents to be at par with the recent trends in education.
- Serving as an Academic guideline for holistic development of learners through different curricular areas taken into coverage in an academic year.
- Helping all the concerned stakeholders to implement the entire curriculum in the best possible way.

Important points for School Heads and Teachers highlighted in the Academic Calendar for the 2025-26 session:

- From Ka-Shreni onwards, regular classes will start on 1st April, 2025.
- The Head Teacher will hold discussions with the teachers about the instructions given in the Calendar every month and will plan the activities for the month in advance.
- The lessons distributed month wise in the Academic Calendar is just a suggestive model for helping the teachers. Therefore, depending on time and place in different areas, the teacher can prepare their own plan to complete the syllabus.
- No holidays or half holidays will be announced without prior permission of the District Authority.

- Every day, 90 minutes for literacy and 60 minutes for numeracy should be included and properly utilised in the daily transaction periods in class 1 to class 2. The teacher will accommodate these periods as per their convenience following the model time-table provided in the Academic Calendar.
- Value education for Foundational and Preparatory stage will be dealt in integration with other curricular subjects. Separate textbook on value education has been developed for class VI which will be implemented from the Academic Session 2025-26.
- Special care should be taken for the children with special needs by carrying out activities adapted from the curriculum as per their needs and challenges, etc.

The Academic Calendar is also available in digital form in the website of SCERT, Assam and Samagra Shiksha, Assam.

Newly developed Textbooks:

SCERT, Assam has been developing and renewing the school curriculum and textbooks stage wise since 1998 for elementary stage. In 2005, NCERT published the National Curriculum Framework for reviewing the existing school education curriculum of various states/UT in order to establish uniformity in quality education and also to provide linkage with one stage of education to the other. SCERT took the responsibility of reviewing the school education curriculum and syllabus for entire stage of school education. However, the textbooks of LP & UP stage only were reviewed by SCERT, Assam in all medium recognized by the Govt.

On the basis of National Curriculum Framework for Foundational Stage-2022, SCERT Assam has developed the following textbooks :

Foundational Stage

Ka Shreni

- Workbooks on Literacy and Numeracy in 15 medium of instruction (Assamese, Bengali, Bodo, Deuri, Dimasa, English, Garo, Hindi, Hmar, Karbi, Manipuri, Mising, Rabha, Santali and Tiwa).

Class-I

- Language1 and Mathematics in 15 medium of instruction (Assamese, Bengali, Bodo, Deuri, Dimasa, English, Garo, Hindi, Hmar, Karbi, Manipuri, Mising, Rabha, Santali and Tiwa).
- English (L₂) textbook.

Class-II

- Language1 and Mathematics in 9 medium of instruction (Assamese, Bengali, Bodo, English, Garo, Hindi, Hmar, Karbi, Manipuri).
- English (L₂) textbook.

On the basis of National Curriculum Framework for School Education-2023, SCERT Assam has developed the following textbooks:

Preparatory stage:**Class-III**

- Language1, Mathematics, World Around Us (EVS), Art and Physical Education in 8 mediums of instruction (Assamese, Bengali, Bodo, English, Garo, Hindi, Hmar and Manipuri).
- English (L₂) textbook.

Middle stage**Class VI**

- Language1, Mathematics, Science, Social Science, Sanskrit, Information and Communication Technology, Art and Physical Education, Value Education in 7 mediums of instruction (Assamese, Bengali, Bodo, English, Garo, Hindi, and Manipuri).
- English (L₂) textbook.
- Bilingual textbooks for Science and Mathematics have been developed for 6th, 7th and 8th grades with the perspective that studying Science and Mathematics in English will enable students to think and speak about the two subjects both in home language/ mother tongue and in English. Further, this effort will help the students to develop the habit of expressing in English in the long run.
- New textbooks for Assamese, English, Mathematics, EVS, Science, Social Science and Value Education have been transcribed to Braille for classes I, II, III and VI from the academic session 2025-26 onwards for inclusivity in education as envisaged by NEP 2020. The revised EVS textbooks for Classes IV and V have also been transcribed to Braille for the academic session 2025-26.

Overview of newly developed textbooks:**Mathematics**

In tune with the vision of NEP, 2020, the Mathematics textbooks for foundational and preparatory stage incorporates innovative pedagogical approaches such as art-integrated learning, toy-based pedagogy, storytelling, and sports-integrated learning. Efforts have been given to offer ample opportunities for activities and exercises designed to achieve specific learning outcomes. The textbooks of preparatory stage and middle stage also include different aspects of the Indian Knowledge System (IKS) in relevant topics. The textbooks also serve as a workbook, providing spaces for students to complete exercises directly within its pages. Furthermore, it includes teacher instruction in critical areas to ensure smooth and effective content delivery.

Science

The new Bilingual Science textbook developed for Grade 6 play a major role in mediating between content and pedagogy and encourage towards competency-based learning instead of content based learning. The chapters of these textbooks are well structured around creative activities, reflective questions, processes and illustrations. The concepts from biology, chemistry, physics and earth science, and cross-cutting themes, such as sports education, art

education, value education, inclusive education, Indian Knowledge Systems (IKS) and environmental education have been interwoven in the content. The textbook provides scope for experience based learning, rather than simply reading and memorising the concepts. The integrated approach used in this textbook will help the learners to appreciate the interrelation between subjects and make sense of their observations and experiences. The textbook of science for Grade 6 titled '*Amar Bijnan*' has been published in two parts. Part-I, comprises of seven chapters and Part-II, comprises of six chapters.

The chapters begin with examples related to real-life situations to sustain learners' interest and connect them with what is already known. The hands-on activities embedded within each chapter engages the learners and provide them an opportunity to reflect on learning. Some of the challenging ideas, additional information, strange facts and other interesting materials are presented as add on non-evaluative content in the boxes labelled as 'Do you know?', 'Let us learn', and 'Explore' in order to sustain the interest of the learners. All the box items, including brief biographies of scientists and environmentalists are non-evaluative.

The assessment exercises help to re-inforce the understanding and identify areas for improvement, making them essential components of effective teaching and learning. Assessment consists of various exercises, from pictorial questions to matching questions and multiple choice questions, to create a challenging and interesting experience for the learners. These questions facilitate the evaluation of various competencies expected to be developed through a particular chapter.

A significant feature of the book is 'Extended learning'. In this section, some activities and projects are designed to increase learners' interaction with teachers, parents, experts and the wider community. Learners are encouraged to gather diverse information and draw their own conclusions.

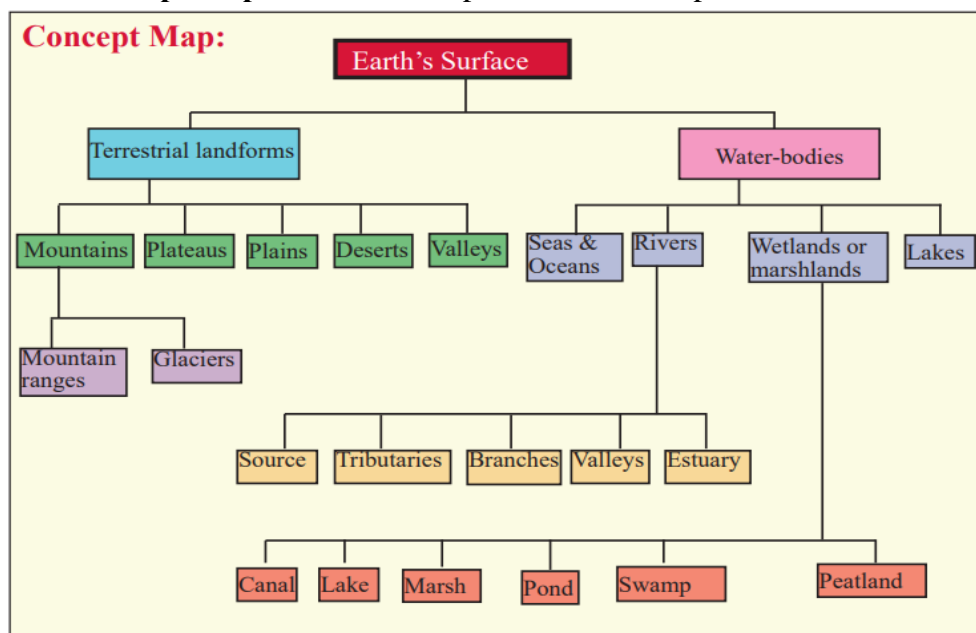
Social Science

SCERT, Assam developed the Social Science Textbook for class VI titled "Diverse Societies: Introduction to the Societies of Home and the World" by encapsulating new information, ideas and illustrations as envisaged in NCF-SE. Keeping in view all the aims and objectives of Social Science education, the experiential learning method is followed for students to understand the nature of human history, geography, social, political and economic life in an integrated manner. Hence, in selection of the content emphasis has been given on an integrated approach rather than a strict thematic division. Furthermore, conceptual perspectives from the local and regional, to the national and international with specific focus on Indian Knowledge System are followed in the syllabus. Keeping this aim in view the textbook includes classroom teaching and learning processes along with projects, field studies, hands-on experiments, model making etc. in a consistent manner. In assessment of Social Science education, emphasis is given on understanding students' learning, their problem-solving abilities and the competence of applying knowledge in real-life situations. In order to facilitate practice knowledge and understanding on the content of various lessons a work book titled "Diverse Societies: Introduction to the Societies of Home and the World", for Social Science class VI has also been

developed. Projects have been incorporated into each lesson, to develop 21st century skills among the students as well as for acquiring of Higher-order Thinking abilities.

To facilitate effective teaching and learning in the classroom, the main features of the textbook are mentioned below—

- I. The '**Let us know**' section given within the lesson provides an overview or glimpses of some essential information related to the content of the lesson.
- II. The '**Concept Map**' section which presents the main points of each lesson. For eg:



III. Group Activity



Group Activity:

The teacher must divide the students into groups and select different models of landforms to be prepared by different groups. Use any waste or easily available materials at home

IV. Think and Find

Think and find: (Take the help of elders or teachers if necessary)

What are the problems faced by people living in mountainous areas in terms of livelihood?



This textbook aims to provide experiential learning opportunities for the students' versatile intellectual development and easy understanding of the concepts of the subject. Keeping this aim in view the textbook includes classroom teaching and learning processes along with projects, field studies, hands-on experiments, model making etc. in a consistent manner.

Environmental Studies (EVS)

The NCF-SE-2023 has identified The World Around Us as a core curricular area at the Preparatory Stage of School Education for Classes 3-5. The NEP- 2020 and the NCF-SE 2023 emphasise the need for integrating a holistic and multidisciplinary approach to learning in this

subject area. The textbook "Environment Around Us" includes all the recent changes in the natural, socio-economic and political aspects of the environment along with information about local and indigenous resources which will provide input to improve our student's knowledge. The textbook familiarises the students with the rich tradition and cultural ethics, vibrant and different traditional dresses, festivals, indigenous games and sports, various utensils that has been used by our ancestors. Moreover, utmost care has been taken to instil values like 'love and care for animals, nature, respect for elders and others', etc. through lessons that form the foundation of value education. The textbook provides ample scope to the students to develop their thinking and creativity through various activities for problem solving, critical analysis, discussions, analysis etc. along with projects. Various sports, games, art and craft activities have been integrated to promote creative and experiential learning.

Information and Communication Technology (ICT)

The NCF-SE 2023 and NEP 2020 emphasize the integration of technology into education, encouraging its application in teaching, learning, and assessment. In alignment with NCF-SE 2023 and NEP 2020, SCERT, Assam, has developed three ICT textbooks titled "Information and Communication Technology" for classes VI, VII, and VIII. These textbooks cover fundamental concepts of computer science, digital literacy, and computer basics. The ICT textbooks for these classes cover topics such as the basics of computers, including main components, significant developments across different generations, fundamentals of ICT, the Internet, digital wellbeing, and cyber safety, all presented in a graded manner. Application software suitable for grade-appropriate learners is also incorporated into these textbooks. Moreover, concepts such as desktop basics, online communication, Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI), and Paint have been included in Class VII, while topics like Windows 10, Microsoft Word, and coding have been introduced in Class VIII. The contents are presented with illustrations, exercises, and real-life examples to enhance understanding. These textbooks aim to maintain continuity in learning and bridge knowledge gaps by reinforcing foundational concepts. Key topics from the Class VI textbook are revisited in the Class VII textbook, and essential topics from both Class VI and VII are incorporated into the Class VIII textbook. This intentional repetition reinforces understanding, ensuring a smooth and effective transition between grades.

Language Education

According to the NCF for Foundational Stage and the NCF for School Education, Language Education in schools must specifically aim to achieve oracy and literacy skills, effective communication skills, literary and creative capacities, multilingual capacities, and appreciation and engagement in culture by the students. The Learning Standards that are to be achieved, is guided by the flexible three language formula as laid out in NEP 2020.

In the **Foundational Stage** the students are familiarized with two spoken Languages: Language 1(L1) and Language 2(L2). At the end of this stage students are expected to read, comprehend and begin writing in sentences in L1. They gain some familiarity with reading and writing in L2.

In the **Preparatory Stage** students are to develop proficiency in speaking , reading and writing in both the languages L1 and L2.

By the end of the **Middle Stage** students are to understand the distinctive features of the language, engage in collaborative discussions, debates and presentations, analyze and interpret what they read, and write independently with appropriate structure, grammar, vocabulary, and creativity.

A new third language, L3, is introduced in this stage. Students acquire familiarity with the spoken form of this language, along with the basics of reading and writing. They are expected to read simple texts with comprehension in L3 by the end of the middle stage.

For achieving the aims of Language Education as well as the Learning Standards of the languages, textbooks for L1 and L2 have been developed for foundational stage(class Ka-Shreni, I, and II); preparatory stage (class III) and middle stage (class VI). While developing the textbooks care has been taken to choose the content that is appropriate and relevant to the developmental stages of language learning in students. The contents for preparatory stage for both the languages are designed for developing oracy, reading skills, writing skills, and for developing values and dispositions in students. Whereas the contents for middle stage are designed for developing functional language skills, literary skills, linguistic skills. The contents at this stage also facilitate development of appreciation of linguistic heritage and diversity as well as development of values and dispositions in the students. Art integrated and sports integrated contents also find a place in the contents of the textbooks to improve the experience of language learning.

Language 1(L1) textbooks

The textbooks offer engaging learning materials to encourage conversation with one another for fostering oracy skills. The contents feature a range of activities such as reciting rhymes, singing songs, role playing to facilitate in-class practice. To develop reading skills in students, the textbooks present a diverse array of content encompassing stories, poems, narratives and comic strips with specific emphasis on the local context. A balance between familiar and unfamiliar texts and contents has been maintained. To take children beyond literacy and develop interest in independent reading the contents have been drawn out from the real life experiences of the students and reflects their cultural and social milieu. To ensure alignment with the core principles of the subject, the contents have been purposefully crafted to meet stage specific competencies and grade based learning. The language appropriate for the grade has been used along with support for unfamiliar vocabulary and complex sentences. Balance between visuals and texts have been maintained leaning towards visual materials to enable easy comprehension by students. Activities for stimulating critical thinking, fostering curiosity, sparking imagination are significant elements of the content. Digital elements and external references have been suitably incorporated within the materials. For honing the writing skills the selected content systematically imparts writing proficiency. Activities for independent practice, construction of simple sentences, encouragement of creative expression and skill development in writing are given in various sections such as “let us recite”, “let us think”, “let us speak”, “let us learn”, “let us listen”, “let us write”, and “let us explore”.

English Language 2 (L2) textbooks

The textbooks for English language (L2) designed for young learners prioritizes both oral and written English skills aligning with NEP 2020 , NCF FS 2022 and NCF SE 2023. The textbooks aim to enhance students’ linguistic, cognitive, emotional and social growth through a communication focused approach.

Blossom I a textbook for English for class III focuses on developing language skills through reading, writing, and speaking while fostering critical thinking and problem solving. The textbook promotes multilingualism, values and morals through activities like story telling, role playing and art. The contents of the textbook are designed in a way integrate language learning with creative methods like story telling, art, music, and play. Topics such as health, hygiene, toys and societal values are explored to foster comprehensive language development. The contents have been carefully chosen to encourage self-expression, comprehension, and vocabulary development, integrating phonological awareness, key information identification, and basic punctuation. Additionally the “beyond the textbook” approach encourages children to engage with their environment through interactions with peers, parents, and media making learning more relevant and enjoyable. Hands on activities, real life learning, vibrant illustrations and digital tools are provided in the lessons to enrich students’ learning experiences.

Rainbow-I the English textbook for class VI is designed to develop key competencies in reading, writing, speaking, and listening through a diverse range of themes such as nature, fantasy, science, patriotism, and friendship. The textbook integrates cross cutting themes like Indian Knowledge Systems, gender sensitivity, and inclusion. It includes varied activities to enhance reading comprehension, writing skills, and grammar usage in context, while promoting independent learning. With a focus on real life situations, critical thinking, and emotional intelligence, the textbook aims to foster holistic development including the ability to cope with challenges, empathize with others, and cultivate positive values. Additionally, it encourages digital literacy and library engagement, supporting students’ growth both academically and personally.

Art and Physical Education

NEP 2020 recommends adoption of experiential learning through art integration and sports integration as standard pedagogy with each subject. Accordingly, textbooks on art and physical education have been developed for Class III titled ‘Colour and Play’ and class VI titled ‘Art and Exercise’.

Value Education

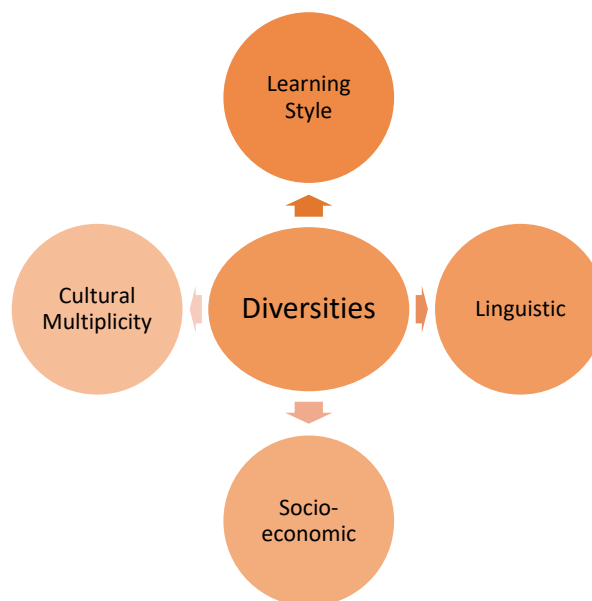
Development of ethics and human and constitutional values amongst students being one of the fundamental principles of NEP 2020, a textbook on value education for Class VI titled ‘Charitra Path’ has been developed for facilitating the inculcation of values and ethics amongst students.

Inclusive education

Introduction

Inclusive education is a fundamental right of every child. It covers all children of the society according to their diversity in language, race, religion, caste, gender, special abilities etc. It provides an opportunity for all students to participate equally in teaching learning process. It provides an environment of acceptance for all children understanding their special needs. Inclusive education includes Socio-Economically Disadvantaged Groups (SEDGs) and CWSN. It can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). NEP 2020 stresses upon Equitable and Inclusive Education for all.

Diversity means that each individual is different. The differences between people can be along with dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, physical abilities, religious belief, political beliefs or other markers of ideology.



There are so much of diversities found in a classroom but only those children who need special care and attention for sequential academic progress are included in inclusive education under the Rights of Persons with Disabilities (RPWD) Act 2016. 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’.

RPWD Act 2016 includes 21 types of disabilities which are listed below-

Physical Disability	Intellectual Disability	Mental Behaviour	Disability caused due to disease	Multiple disability
1)Locomotor disability 2)Leprosy cured, 3)Cerebral Palsy, 4)Dwarfism, 5)Muscular Dystrophy, 6)Acid attack victims	12)Specific learning disability <i>-Dyslexia,</i> <i>-Dysgraphia</i> <i>-Dyscalculia</i> 13)Autism spectrum disorder	14)Mental Illness	Chronic neurological condition- 15)Multiple sclerosis 16)Parkinson's disease Blood disorder- 17)Thalassemia 18)Haemophilia 19)Sickle Cell disease	20)Deaf blindness
Visual Impairment-				
7)Blindness 8)Low vision				
Hearing Impairment-				
9)Deaf 10)Hard of hearing 11)Speech and Language disability				
21) Any other category as may be notified by the Central Govt.				

According to George Evans, “Every student can learn, just not on the same day, or the same way.” Each child is different, each child is unique and they learn differently with different learning styles like visual, auditory, tactile, sequential, random, passive, active, audio-visual and kinesthetic. So according to their learning styles, the teacher need to follow different pedagogical approach which makes the teaching-learning process very effective, differentiated instruction is one of them.

Differentiated instruction in Education is a teaching strategy that involves adjusting instruction, resources and assessments to accommodate the varied learning styles, abilities and interest of the students in a classroom. The goal of differentiation is to ensure that all students have equitable access to learning by providing tailored educational experiences that promote optimal growth for each individual. This method recognizes that students learn in different ways and at different paces and it seeks to meet diverse needs by offering multiple paths to learning, understanding and success.

Early identification of Children with Special Needs:

- They don't respond to calls.
- They don't play with friends/classmates or don't want to play.
- They don't understand teacher's instructions. They ask questions repeatedly and put their ear forward.
- They wipe their eyes and blink quite often. Some students don't make eye contact and talk.
- They cannot co-ordinate eyes and hands. They cannot throw the ball up and catch it again. It is difficult for them to jump from top to bottom.
- They cannot or don't want to sit in the same place for a long period of time.
- They don't pay attention to talks. Some students are hyper active.
- Some children can't balance while moving and sitting.
- Lack of mature development of fine muscles may make it difficult to weave beads, pick things up, hold pencils etc.
- Hand flapping is not normal.
- Shakes the head back and forth repeatedly.
- Never listen or respond when teachers or anyone else forbids or prevents them from doing something.
- They don't hear or respond to calls from other rooms or behind.
- They keep on smiling at the face, use gestures to communicate when asked something. They don't answer.
- They want to come closer and listen to what is said. It is difficult for them to pay attention in the class.
- They can't speak fluently. The pace of growth and development become slow.
- They find difficulty in walking. They find it difficult to raise both hands.

Steps to be taken for inclusion of Children with Special Needs and how to communicate in the classroom:

- Various activities such as prayer, songs, games, group conversation, Yoga and Exercise, Dance and Body Rhythms, Musical activities, gesture songs, activities related to daily life such as washing hands, buttoning coats, shoe lacing etc. should be introduced to the children.
- Teacher's should understand the child's abilities and allow him to play and communicate.
- Teachers should praise the child and encourage him if he shows interest to know something.
- CWSN should be seated next to the teacher.
- Teachers should tell children things in simple language correctly and clearly, loudly and slowly.
- Teachers should allow plenty of time to practice or complete classroom assignments.
- Teacher should allow to take occasional breaks to complete the task if a child is impatient.
- Children with special needs should be seated with other children and done activities together. For example, during play time, social festivals etc. The main responsibilities and duties of teachers are how to build the child's self-

confidence, how to instil a desire to come to school daily and how to instil a sense of love and friendship towards CWSN in the minds of other children.

The roles and responsibilities of the CRCCs with regards to equity and inclusive education are as follows-

- i) CRCCs will help the teachers to identify the out of school children if they are not enrolled due to disability or other socio-cultural issues.
- ii) They will help to disseminate the information regarding inclusive education during professional development programmes.
- iii) During their school visit, they will monitor the pedagogical approaches/strategies like one-to-one interaction, group discussion, use of S/TLM, use of modified and adopted textbooks (Braille), e-contents, etc. for educating all children.
- iv) For organizing different camps i.e., medical assessment camps, screening camps, distribution of aids and appliances, they will help for successful implementation.
- v) For quality education, they need to monitor and supervise the ongoing activities, evaluation processes and do the needful. For example, extra 20 minutes' time/hour, scribe for blind and those who are unable to write due to physical deformities, alternative arrangements like instead of reading, arrangements for writing for hearing impaired and so on.
- vi) Peer sensitization for accepting all children in their school so that no one feels isolated.
- vii) Creating awareness about disability and importance of education for all children by breaking the attitudinal barriers among teacher, students and community members.
- viii) Develop a positive attitude among the SMDC members by constructing ramp, railing, toilets, broad doors, etc. in the school.

Different activities/programmes under Samagra Shiksha, Assam

- Conducted workshops and training on Inclusive Education at different level
- School wise identification and screening of CWSN using PRASHAST app
- Early Identification & Detection camp conducted in all 145 blocks in convergence with NHM under RBSK, NPCB&VI, NPCCD programme for certification and referral Services
- Medical Assessment camps and distribution of aids and appliances provided to CWSN in convergence with ALIMCO
- Transport Allowances, Escort Allowances Girls Stipend and special allowances provided to CWSN.

All children deserves equal importance. They should not feel that they are any less or isolated. Each child is born with some unique abilities. The teacher should recognise and focus on their abilities and not on their disabilities alone. As a teacher, one's objective should be to identify needs, interest and desires of each and every child so that the child feels welcomed in the school. For this, children should be given opportunities to learn along with other peers.

ICT integration in Education

Introduction

ICT Integration is the strategic and effective incorporation of Information and Communication Technology (ICT) tools and resources into teaching, learning, and administrative processes to improve educational outcomes. It involves identifying the appropriate ways and contexts in which technology can enhance the teaching and learning experience. ICT integration supports personalized learning, encourages critical thinking, and fosters collaboration between students and teachers. It transforms learning into a dynamic and engaging experience by providing access to diverse educational resources, including e-books, videos, and simulations through communication either on-line or off-line mode. Teachers leverage ICT for tasks such as lesson planning, classroom management, and student performance assessment. Additionally, it facilitates blended and remote learning, ensuring educational continuity.

The NEP 2020 emphasizes the integration of Information and Communication Technology into education as a critical enabler for enhancing access, equity, and quality in the education system. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. The thrust of technological interventions are to be for the purposes of improving teaching learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

Teaching-learning e-content will continue to be developed by all States in all regional languages and will be uploaded onto the DIKSHA platform. DIKSHA may also be utilized for Teacher's Professional Development through e-content. Teachers require adequate training and development to be effective online educators. Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

The National Curriculum Framework for School Education (NCF-SE) 2023 recognizes the role of technology in education and encourages its integration into the teaching-learning process. It emphasizes the use of digital tools, interactive platforms, and online resources to improve the quality of education and make learning more accessible and engaging.

Different Govt. initiatives for Integration of ICT in Education:

DISE/UDISE

The District Information System for Education (DISE) data collection process commenced in 2002-03, covering all districts. Initially, data was collected for government and aided

(recognised) elementary schools including elementary part of composite High school. It may be mentioned that the offline software, DISE has developed and data collected by National Institute of Educational Planning and Administration, NIEPA, New Delhi.

Over time (in 2006-07 onwards), coverage expanded to include venture, tea garden managed, private, central schools, and SSA centers (Hard To Reach (HTR) centre, Education Guarantee Scheme (EGS) Centre, Sanjogi Siksha Kendra (SSK), Residential Bridge Course (RBC) centre, Religious Institutions.

In 2009-10 onwards, data collection for Hard to Reach (HTR) centers, Sanjogi Siksha Kendra (SSK), and Residential Bridge Course (RBC) centers was discontinued.

The Unified District Information System for Education (UDISE) was initiated in 2012-13, integrating DISE with elementary and secondary education.

In 2018-19 onwards, the entire system transitioned online and was renamed UDISE+, with data collection handled by NIC, New Delhi, under the Ministry of Education.

The database is available in Oracle dump files for 2002-03 to 2017-18 and from online downloaded SQL format from 2018-19 onwards.

For the year 2018-19 onwards, Department of School Education, Ministry of Education has started on-line system called UDISE Plus.

Comparison of Schools last 2 years

Management	2022-23			2023-24		
	Total schools	Colleges (Class -XI-XII)	G. Total	Total schools	Colleges (Class -XI-XII)	G.Total
All Management	58652	224	58876	56335	210	56545
Govt/Provincialised	44083	182	44265	44564	179	44743

Comparison of Teachers last 2 years.

Management	2022-23			2023-24		
	Total Teachers	Colleges (Class -XI-XII)- Teachers	G. Total	Total Teachers	Colleges (Class -XI-XII)- Teachers	G. Total
All Management	344857	6670	351527	333388	6215	339603
Govt/Provincialised	213254	6070	219324	215854	5795	221649

Comparison of Enrolment last 2 years.

Management	2022-23			2023-24		
	Ka-Shreni	Class 1-12	Total	Ka-Shreni	Class 1-12	Total
All Management	382396	6734504	7116900	403636	6450209	6853845
Govt/Provincialised	228306	4792177	5020483	245887	4681873	4927760

Note: Except JNV/KV 85 nos. schools in 2023-24. Govt/Provincialised including 1165 nos. Self Based Schools.

Category wise comparison of Schools and teachers (Govt/Provincialised) last 2 years.

Category	2022-23		2023-24		Difference	
	Number of Schools	Teachers	Number of Schools	Teachers	Number of Schools (increased+)	Teachers (increased +)
Primary	33937	101603	33875	100628	-62	-975
Upper Primary	5815	41395	6160	43017	345	1622
Total-Elementary	39752	142998	40035	143645	283	647
Secondary and Sr. Secondary	4331	70256	4529	72209	198	1953
Total	44083	213254	44564	215854	481	2600

Note: Including 1165 nos. Self Based Schools in 2023-24.(LP=449, UP=445 Sec=149. Hr. Sec=122)

Comparison of Enrolment by level last 2 years

Category	2022-23		2023-24		Increased+	
	all management	Govt/ Provincialised	all management	Govt/ Provincialised	all management	Govt/ Provincialised
Ka-Shreni	382396	228306	403636	245887	21240	17581
Class I-VIII	5233622	3826949	4986204	3693277	-247418	-133672
Class IX-X	1003272	677017	976979	673629	-26293	-3388
Class XI-XII	497610	288211	487026	314967	-10584	26756
Total	7116900	5020483	6853845	4927760	-263055	-92723

Note: Except JNV/KV enrolment of 85 nos. schools in 2023-24 having enrolment last year=63376

Venture and Private Schools

Category	Schools	Teachers	Enrolment (Class 1-12)			
			Elementary	Sec	Hr. Sec	Total
Aided	2254	15797	90105	55244	26524	171873
Venture	3579	11807	109939	32959	8021	150919
Venture +Aided	5833	27604	200044	88203	34545	322792
Private	5709	87996	1076538	210202	135201	1421941

Venture and Aided last year=8174. Number of schools decreased, Govt/Prov.=684. Decreased Venture/aided=2341. Total=56545 last year=58876 (85 JNV/KV).

Source: UDISE+2023-24

Vidya Samiksha Kendra:

Department of School Education Assam has implemented Shiksha Setu portal primarily to track daily attendance of teachers and students.

Objectives: The objectives is to monitor the real-time status of various projects/ activities under the ambit of Samagra Shiksha (SS) and Department of school education like Daily attendance of teachers and students, Periodical Assessment Test (PAT), monitoring and academic support. It will help to monitor and track field level academic and non-academic activities at state level and also empower administrators and teachers in the field to take data driven decisions. Vidya Samiksha Kendra will identify and analyse improvement areas for decision making and implementation that needs urgent attention. In addition, Vidya Samiksha Kendra is established-

- to improve the academic performance of students and to enhance the accountability of teachers in schools and effective utilisation of the available resources
- to monitor and improve the performance and the accountabilities of field level academic & non-academic staff of Samagra Shiksha (SS) and Department of School Education
- to collect, analyse and evaluate to use the data for betterment of the education and to initiate the new projects
- to send alerts and notification to student parents about academic progress and attendance of the student
- to send alerts to parents and teacher about important announcement and emergency situations
- to send notification to teacher about training and teaching activities etc.

Vidya Samiksha Kendra will be used as an effective monitoring centre to take the corrective measures & to build the accountability among the teachers, and other field personnel at district, block & cluster level with the help of ICT tools.

The following activities will be used for following functions:

- Monitoring of CRC/BRC/Other field level staffs by verifying the data received from school visit application
- Interaction with cluster level teacher meet on academic progress and teachers training need analysis

- On-line feedback from teachers through on-spot assessment on academic issues, different training for immediate disposal/ clarification
- Monitoring the data received from other applications like students and teacher's daily attendance system, ICT & Digital initiatives, Civil works progress, daily MDM status, Periodic Assessment Test etc.
- Information dissemination regarding teacher trainings, new initiatives taken by states, state priorities
- Redressal of Grievance, problems, feedbacks received from Students, teachers, parents etc.
- Educating the parents regarding academic progress of their child and awareness campaign regarding new initiatives taken by states etc.
- Monitoring & Evaluation/Analysis of Data Collected through VSK from which state can take decisions for betterment of the education system.

Present Status of VSK:

- Vidya Samiksha Kendra is operational
- A call centre has been set-up with 10 call centre agents to call teachers, parents/ Guardians, Stake holders, etc.
- Eight expert Teacher engaged to provide support to call centre.
- A technical Project Management Unit (PMU) has been set up to development dashboard, analytical tools, etc.

Shiksha Setu App:

In order to implement the recommendations of NEP 2020, Government of Assam has implemented a School Monitoring & Management System to keep track of the daily activities of teachers and students using Artificial intelligence launched on 25th December, 2022 by Hon'ble Chief Minister, Assam. It is an integrated system of Student Database Management Information System (SDMIS) and Teacher Database Management Information System (TDMIS) with artificial intelligence based facial recognition technology. It is a comprehensive School Monitoring system for monitoring critical indicators of the school education.

The portal incorporates features for monitoring the retirement of staffs, using predictive analytics over the next 3/6/9/12/24 months, analysing probable vacancies, assessing Pupil-Teacher Ratio, and evaluating subject-wise teacher utilization. The portal also offers predictive analysis regarding potential school amalgamations in the near future. Besides, it facilitates the leave applications of the staffs through online mode, streamlining the approval process based on leave accounts. All records related to teachers' service book will meticulously be maintained within the portal.

An innovative feature called 'Drop Box' enables the online transfer of students from one school to another within the state. This process helps in generating an online Transfer Certificate (TC), ensuring a seamless transfer of student data to other schools without manual intervention.

Presently, SHIKSHA SETU AXOM portal has successfully on boarded a total of 44,866 schools, encompassing of 48, 38,132 students, and involving 2,06,798 teachers.

The system is hosted at State Data Centre at <https://sikshasetu.assam.gov.in>

DIKSHA (Digital Infrastructure for Knowledge Sharing)

<https://diksha.gov.in/about/>

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform (Website and Mobile App) for school education, an initiative of National Council for Educational Research and Training (NCERT), under the aegis of the Ministry of Education (MoE), Govt. of India. Launched in 2017 by MHRD, DIKSHA has been adopted by the States, Union Territories, central autonomous bodies/boards including CBSE. DIKSHA can be accessed by learners and teachers across the country in order to achieve learning outcomes of students.

Mission:

- to create a revolutionary learning ecosystem that empowers students to thrive in the 21st century. Education should be accessible, engaging, and tailored to the individual needs of each learner.

Vision:

- to transform the way education is delivered by leveraging technology and innovation.
- to provide students with a holistic learning experience that goes beyond traditional classrooms.
- to equip students with the skills they need not only for academic success but also for personal growth and development.

DIKSHA, Assam

<https://diksha.gov.in/as/>

DIKSHA, Assam was launched by the Elementary Education Department, Govt. of Assam in 2018.

10,300 e-contents have been uploaded to DIKSHA portal covering pre-primary to senior secondary, and teacher education level. The e-contents are available in Assamese, English, Bodo, Bengali, and Hindi, covering subjects such as Social Science, Mathematics, Environmental Studies (EVS), Science, and Languages (Assamese, English, Bengali, Bodo, Hindi). Additionally, subjects like Physics, Chemistry, Political Science, Economics, and Biology also been covered and the contents are linked to QR codes in textbooks.

The e-contents have been created in various formats, including audio, video, animated videos, practice question sets, interactive content, text materials, sign language videos, descriptive audiobooks, and comic books to integrate ICT in learning process.

The DIKSHA portal also includes e-contents on value education, cyber safety and security, cyberbullying, practice resource books, and a multilingual rhymes book. Teacher training programs such as NISHTHA Elementary, NISHTHA Secondary, and NISHTHA FLN were also implemented through the DIKSHA Assam portal.

Energized Textbook

Energized Textbook (ETB) is a QR code-integrated textbook designed to help students and teachers to access digital content by scanning QR codes. These QR codes are printed on the

textbooks to make it easier to access relevant contents by scanning the QR code for better understanding the topics. Learners can scan the QR codes using the DIKSHA mobile app on their smartphone, tablet, or other devices. The e-content uploaded on the DIKSHA portal is linked to the QR codes printed in the physical textbooks of Assam. By the year 2024, 180 textbooks have been energized with QR codes. Two types of QR codes namely Textbook level QR Code & Chapter/ Lesson wise QR Code are incorporated into the physical textbooks, helps learners to access e-content linked to each QR code by simply scanning it.

PM e-Vidya Channel

PM eVIDYA is a comprehensive initiative under the aegis of Department of School Education and Literacy (DoSE&L), Ministry of Education (MoE), Government of India (GoI) and 200 PM eVidya DTH TV Channels were launched on 9th March 2024. These channels can be accessed via DD Free Dish.

Objectives:

- to integrate all efforts related to digital/online/on-air education to enable multi-mode access to education.
- to provide access to quality education content to students across the country, especially in rural and remote areas where there may be limited access to educational resources.

Five DTH TV channels have been allocated to Assam covering a variety of subjects from pre-primary to senior secondary levels. These 5 DTH TV channels were introduced to telecast educational videos based on textbooks, syllabus, learning outcomes for students and teachers on 24x7 basis. Video contents have been featured through these Channels for targeted users & audiences from pre-primary to senior secondary levels and one dedicated channel for teacher education courses, specifically for the D.EL.Ed course also been functionalised. The allocation of the 5 DTH TV channels in Assam has been distributed as follows:

Sl. No.	Channels Including Classes	Dish TV Channel Nos.
1.	Ka Shreni to class 5	2058 DD PM e-Vidya 58
2.	Class 6 to Class 8	2059 DD PM e-Vidya 59
3.	Class 9 and Class 10	2060 DD PM e-Vidya 60
4.	Class 11 and 12	2061 DD PM e-Vidya 61
5.	Teacher Education	2062 DD PM e-Vidya 62

The 5 DTH TV channels of Assam can be accessed via the following YouTube links-

1. <https://www.youtube.com/channel/UCtIPAHjDNOLiyiL5TgJBdJw>
2. <https://www.youtube.com/channel/UCzNfVEsME3pZ-yrHTjENNxw>
3. https://www.youtube.com/channel/UCMdlx2zLG9cHOf_jQzA6xDw
4. https://www.youtube.com/channel/UCC0yDJXNUWEPWnkwVghL_Eg
5. <https://www.youtube.com/channel/UCZrKwRo2p2PhpcpjDGOxhfw>

Smart Classroom

A Smart Class is an educational setup that integrates advanced technology with traditional teaching methods to enhance the learning experience. It typically involves the use of digital tools, multimedia content, and interactive teaching aids to make lessons more engaging, effective, and accessible for students.

Component (items): Interactive Flat Panel/Projector with interactive board/Integrated Interactive Device, Power backup, Internet connectivity, Learning Management System (LMS) and training to teachers.

Smart Class available in 4525 Upper Primary and Secondary schools in Assam.

Tele Education

Tele-education, also known as distance education or remote learning refers to the delivery of educational content and instruction through telecommunications technology. It allows students and teachers to connect, interact, and learn without being physically present in the same location.

- Studio established: two central studios at SMO, SSA and four studios – Kokrajhar, Diphu, Dhemaji and Silchar (Cachar).
- Component of Tele Education: Satellite Receiving equipment, Laptop/Computing Device, Projector with screen, Solar Power Backup/UPS, Mobile phone, Camera, Sound System, Assessment Kits, Podium, Earthing and e-classroom application software.
- Tele-Classroom available in 2854 Upper Primary and Secondary schools

ICT in school Education

- ICT Lab are available in 321 schools to learn the computer application and share the e-content.
- Component (items) in ICT: 10 Desktop/Laptop/note book, Project with screen/Smart Display, Power Backup- Solar package/UPS, Internet, MFP Printer, Digital Camera, Necessary software, Induction Training for teacher, Computer table, Chair, Almira and necessary electrification in Lab.

Tinkering Lab

- A Tinkering Lab is an innovative educational space designed to foster creativity, critical thinking, and hands-on learning among students. It encourages experimentation and problem-solving by providing a variety of tools, materials, and technologies that allow students to engage in DIY (Do-It-Yourself) projects, explore STEM (Science Technology Engineering & Mathematics) concepts, and build prototypes of their ideas.
- Tinkering Lab available in 663 schools.

School Monitoring and Support

Concept of School Monitoring

School monitoring is nothing but a keen observation of various academic activities taking place in a school and critical analysis of different aspects of strengths and areas of improvement. It is more of a diagnostic and supportive exercise to empower teachers, improve students' learning and ensure a conducive learning environment in the school for better functioning. The method of school monitoring may include – physical observation, online monitoring of various activities, academic performance analysis, etc. Some examples of school monitoring exercise are as follows –

- Ensuring age-appropriate and timely enrolments.
- Ensuring proper maintenance of time-table.
- Checking on the availability of teaching learning materials.
- Promoting innovations in teaching learning process and teaching learning materials in use.
- Attending to the welfare of the teachers and staff.
- Monitoring and supportive in the conducive school culture.
- Analysing training needs of the teachers.
- Attending to the challenges faced by the schools.
- Monitoring availability and the quality of the support services available to the teachers.
- Co-ordinating/ networking with community and other stakeholders for effective school functioning.
- Tracking attendance of the students and early identification of potential drop-outs.
- Monitoring effective implementation of policies and schemes.
- Any other activity related to the concerned cluster.

Importance of School Monitoring

School monitoring benefits in ensuring good school culture and in increasing efficiency of teachers, head teachers, students, members of SMC/ SMDC, parents, community, etc. It also helps in diagnosing issues and challenges faced by the teachers and students, based on which need-based interventions can be designed and implemented. Cordial and regular co-ordination with the schools and its teachers, encourages them in working with more vigour and consequently, leads to quality teaching learning process.

Classroom Observations

Classroom observation is crucial to –

- Ascertain whether the teachers are adapting pedagogical practices to achieve students' learning outcomes.
- Identify the areas that require improvement.
- Provide need-based support.

There are three steps of classroom observations –

Pre-Observation:

- The Head Teacher and the concerned teacher are to be informed in advance about the visit for classroom observations.
- This exercise should not be ‘supervisors visit’ but a supportive visit for enhancing the quality of teaching learning process in the classrooms.
- The visit should be planned well and one should reach on time for the purpose. One should be present for the full duration of the class for observation.
- The break-time should be utilized for pre-observation interactions/ discussions with the concerned teacher, which would give the observer a sense of the teacher’s ‘planning and preparation’ as well as what to expect inside the classroom.
- Guiding questions/ points for pre-observation discussions might be – competencies and/ or learning outcomes, lesson/ concept/ topic, activities planned, assessment, TLMs, etc.

During-Observation:

The following domains/ areas are to be focused during-observation of the classroom by maintaining passive presence and active observation –

1. Lesson Plan
2. Stimulative Learning Environment
3. Pedagogy and Use of TLM
4. Introduction of a Topic
5. Multigrade Pedagogy
6. Interactive Classroom
7. Subject Knowledge
8. Classroom Organization
9. Connecting Topic to Student Knowledge
10. Multilingual Pedagogy
11. Student Feedback
12. Teacher-Student Relationships

Post-Observation:

- Have a reflective conversation with the teacher on the period observed. Thank the teacher for consenting to the classroom observation.
- Ask the teacher what other support they need at the school/classroom level.
- Prompts for a Reflection Conversation:
 - ❖ As per the decided learning objectives, how do you think the lesson went?
 - ❖ Did the students learn what you wanted them to learn? How did you know this?
 - ❖ Were the teaching METHODS effective? How do you know they were or were not effective?
 - ❖ Were the MATERIALS/ACTIVITIES you used helpful? How do you know they were or were not helpful?

- ❖ Did you face any difficulties during the lesson transaction? Did the students face any difficulties during lesson?
- ❖ Do you think the assessment really reflected learning, or merely task completion or memorization skills?
- Provide feedback on what went well and what can be improved based on the domains. Identify areas of development and help set goals.
 - ❖ Give an overview of the domains to the teacher and provide feedback based on it.
 - ❖ Talk to the teacher about domains where the lesson did not go well.
 - ❖ Identify clear areas of improvement for teacher.
- Use the information to provide your feedback(Sandwich method):
 - ❖ 1-2 things that went well in the lesson.
 - ❖ 1-2 things that did not go well in the lesson with evidence from the classroom observation.
 - ❖ 1-2 clear areas of improvement to prioritise.
 - ❖ Support that you can provide for teacher to work on areas of improvement.

(Sandwich method: a technique for giving feedback that involves starting and ending with positive comments, and negative comments in the middle.)

Format for School Observation (Suggestive)

Name of the school:

Category of schools (LP/ME/HIGH/HS):

UDISE + code:

Name of the Block/cluster:

Name of district:

Medium of instruction:

Total numbers of teachers/ attendance:

Total number of students/ attendance:

Last Gunotsav Result of the School (Grade):

Total number of trained teachers (B.Ed, D.El.Ed, Others):

B.Ed	D.El.Ed	Others (Please specify)

Class-wise Student Attendance/ Enrolment:

Class	Boys	Girls	Total	Class	Boys	Girls	Total
Ka-Shreni				Class 5			
Class 1				Class 6			
Class 2				Class 7			
Class 3				Class 8			
Class 4				Class 9			
				Class 10			

Activities/ Initiatives to be observed:

Sl. No.	Indicators	Remarks
A	Display Materials and related aspects	
1	Availability of Academic Calendar	
2	Teachers' awareness on Academic Calendar	
3	Activities as per academic calendar (month wise)	
4	Display of learning outcomes in each school	
5	Teachers' awareness on learning outcomes	
6	Students' awareness on learning outcomes	
7	Display of teaching learning materials	
8	TLMs developed by teachers	
9	Types of TLMs developed by teachers(<i>Low Cost/No Cost/ Waste Materials/Others</i>)	
10	Any TLM developed by using ICT	
11	Display of photographs of prominent personalities	
12	Display of important contact numbers	
13	Teachers' Profile	
B	Morning Assembly	
1	Conduct of morning assembly regularly on time	
2	Types of activities performed in the morning assembly	
3	Participation of teachers and students in the morning assembly	
C	ICT initiatives	
1	Any ICT initiatives taken up by the school	

2	Use of DIKSHA platform	
3	Use of energized textbooks	
4	Whether any teacher is entrusted for ICT lab, smart- class, etc.	
5	Whether students get opportunity to use the ICT lab, smart class, tele education, etc.	
D	Availability and Utilization of Resources	
1	Availability of ICT tools (specify the tools)	
2	Other resource materials developed by teachers to support students	
3	Availability of library resource and use of the resources by students and teachers	
4	Playground (availability and utilization)	
5	Availability of FLN kit and its use (for elementary level)	
6	Maintenance and use of library	
7	Availability of Tinkering Lab	
8	Use of Tinkering Lab (learning of teachers and students from the Tinkering lab)	
E	Gunotsav Activities	
1	Grade obtained during last Gunotsav	
2	Analysis of Gunotsav report done	
3	Post-Gunotsav Initiatives	
F	Free Textbooks, Uniforms, PM-POSHAN, etc.	
1	Receipts of Free-Textbooks by each student	
2	PM-POSHAN to each student	
3	Display of Menu (PM-POSHAN)	

4	Receipt of Free Uniform by each student	
G	Game and Sports	
1	Availability and utilization of playground	
2	Availability of sports items	
3	Utilization of sport grants	
4	Maintenance of Stock register for sports items	
5	Inclusion of games/sports in the class routine	
6	Games and Sports Activities	
H	Community Participations/ Co-ordination with Stakeholders	
1	Community participation in the school	
2	Any support/contribution from community	
I	Teaching Learning Process	
1	Use of Lesson Plan by the teachers	
2	Pedagogies used in the classroom	
3	Management of classroom by teacher	
4	Active participation of students in classroom	
5	Proper sitting arrangement in the classroom	
6	Strategy used for assessment of students' learning	
J	Record Keeping	
1	Maintenance of records/registers for all activities	
2	Follow up action on the proceedings	
3	Utilization of funds/annual grants	

4	School visit records	
5	Follow up action on school visit report	
K	Celebration/Observation of Important Days	
1	Celebration/Observation of all the important events in the school	
2	Documentation of celebrations with photographs	
L	Innovative/ Good Practices	
1	Innovative/ good practices of the school	
2	Initiatives under <i>Vidyanjali</i>	
3	Initiatives under school twinning project	
M	Cleanliness and Hygiene	
1	Campus and classrooms	
2	Safe drinking water facility	
3	Separate, clean and functional toilets for girls and boys	
4	Functional hand washing facility for students & teachers	
N	School Management Committee/ School Management and Development Committee	
1	Meetings of SMC/ SMDC conducted regularly	
2	Action taken on the decision/ proceedings	
3	Support from members of SMC/ SMDC	
O	School Safety and Management	
1	School is free from hazardous objects	
2	First Aid Kits (functional)	

3	School has boundary wall/fencing	
4	Availability of fire safety kits	
5	Measures/Mechanism for students' safety	
P	Inclusivity (CWSN)	
1	Whether railings/ ramps available	
2	Whether barrier-free environment exits (toilet, drinking water, etc.)	
3	Whether assistive device available (such as – wheel chair)	
4	Strategies adopted by schools for teaching learning of CWSN	
5	Availability of learning materials for CWSN (as per need)	
Q	Early Childhood Care and Education (ECCE)/ Foundational Literacy and Numeracy	
1	Whether teachers are trained in ECCE?	
2	Whether print-rich environment is there in the classrooms?	
3	Whether ECCE corner is available for the children?	
4	Whether teachers are trained on FLN?	
5	Whether FLN play and learning materials are available and being used?	

Leadership, Governance and Innovation

Concept of School leadership

School leadership encompasses all the activities related to the school environment including administrative, academic, management and other aspects with a view to create a clear vision of the school. It focusses on transformation towards specific needs of the school and other related areas. It enables the School Heads and the teachers for creating an organised learning environment involving various stakeholders like community, ex-students, local resources to achieve the goals and vision of the school.

The School Heads and the Teachers have to play vital roles for involving all the stakeholders in various activities like integrating ICTs, developing capacity of the individuals, school management, etc. keeping emerging issues in view.

School Leadership in other way can be defined as acquiring the abilities to guide, inspire, involve the stakeholders, develop learning environment, academic leadership, setting goals for the school, etc. by exploring the potentialities and possibilities of the school environment. The School Leader should be an agent of change by serving as a role model to shoulder the responsibilities for overcoming the challenges of the School.

Key points about school leadership in NEP 2020:

- **Holistic Development:** School leaders should prioritize a curriculum that encourages holistic development of students, including critical thinking, 21st-century skills, and experiential learning.
- **Teacher Development:** Continuous professional development for teachers is crucial, empowering them to adapt to new pedagogical approaches and support student learning effectively.
- **Data-Driven Decision Making:** Utilizing regular student assessments to monitor progress and make informed decisions about teaching strategies and interventions.
- **Inclusive Leadership:** Ensuring equitable access to quality education for all students, addressing diverse needs and learning styles.
- **Flexibility and Adaptability:** Embracing flexible learning pathways and curriculum design to cater to individual student needs.
- **Collaboration and Distributed Leadership:** Empowering teachers to take ownership of their roles and work collaboratively to achieve shared goals.
- **Community Engagement:** Fostering strong partnerships with parents and the wider community to support student learning.

- **Assessment Reform:** Implementing a comprehensive assessment system that goes beyond traditional exams, incorporating formative assessments and performance-based evaluation.
- **Transformational Leadership:** Inspiring and motivating teachers to embrace change and strive for continuous improvement.

Qualities of a good leader:



Roles and responsibilities of CRCCs for promoting School Leadership:

1. **Administrative, Planning and other activities**
 - Planning, Preparation of budget, financial management etc.
 - Attending meetings Coordination with BEO/DIET and with other departments (civil works, MDM etc.).
 - Distribution of education related material (Books, TLM etc.) and school/ teacher grants.
 - Data collection & compilation of progress reports Preparation and submission of reports, supplying data, record keeping.
2. **Academic activities**
 - Field visits for on-spot support and monitoring the academic activities and other related works of schools, teachers & SMDC members;
3. **Quality monitoring:**
 - Filling and compiling the data provided through quality monitoring tools;

- Testing students' achievement and other related activities
- Providing academic guidance to teachers at cluster level meetings and in schools.

4. **Community mobilization**

- Promotion of community involvement,
- Holding meeting with DMC member and other community members,
- Community support in enrolling out-of-school children and ensuring regular attendance of children and teachers, etc.

Concept of School Governance

School governance is the process of managing a school's resources and making decisions to achieve its goals. According to the National Education Policy (NEP) 2020, school governance should be structured around "school complexes" or clusters, where multiple schools are grouped together to share resources, expertise, and improve overall quality by enabling better collaboration and efficient administration, with a focus on setting standards and quality assessment through a dedicated regulatory body like the State School Standards Authority (SSSA). It involves the management and leadership of schools, as well as the involvement of various stakeholders such as teachers, students, parents, and the community. Effective school governance is characterized by instructional leadership, clear mission, parent and community involvement and teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation.

Key points about School Governance based on NEP 2020:

- **School Complexes:** Grouping schools geographically to form clusters or complexes, allowing for resource sharing, joint activities, and coordinated teacher training.
- **Community Engagement:** Encouraging active participation of parents and community members in school governance and decision-making.
- **Decentralized Decision Making:** Empowering school leaders to make decisions based on their specific needs within the framework of set standards.
- **Professional Development:** Continuous professional development for teachers, including training on new pedagogical approaches and assessment methods.
- **Accountability:** Schools should be held accountable for student learning outcomes through regular assessments and transparent reporting.
- **Technology Integration:** Utilizing technology effectively to enhance teaching and learning practices.

Roles and Responsibilities of CRCCs for promoting Good Governance:

- **Planner:** Prepares Action Plans, School Development Plans, analyse learning level of school students and plans for follow-up actions, etc.
- **Supervisor:** Provides Academic, Resource Support & Monitors all schools of the concerned cluster, etc.
- **Trainer:** Enable each teacher to use ICT in their classroom, conduct orientation, capacity development programs, etc. at cluster level.
- **Coordinator:** Coordinates from grass root level to teachers' community and all others working in the area of education at block and district levels

- **Record Keeper:** Communicate BEEO/BRP/DIET and other officials to intimate about challenging issues, document good practices, update all relevant data of school visits, students' performance, etc.
- **Manager:** Manages all academic activities of the Cluster, ensures effective implementation of academic calendar, govt. policies, reviews progress activities, etc.

Concept of Innovation

Innovation focusses on newness, creativity and novelty highlighting the invention in practicing field. Teachers should make continuous attempt to improve current methods and discover better ways to deliver content knowledge to children, expand children's skills, and ensure that children always get the very best learning experiences wherever that learning takes place.

Role and responsibility of CRCCs in promoting innovation

CRCC as Education Leaders can encourage and nurture innovation in the following way:

- **Being a Role Model:** Innovative and creative thinking leads to improvements in teaching and learning and it is expected to allow teachers to use creative thinking to solve educational challenges. It is the responsibility of the CRCC to encourage the sharing of ideas about the ways to improve current practices with proper acknowledgement like appreciation, recognition, rewards, etc.
- **Identifying and Recognizing Improvements:** Identify and recognize when teachers are trying to initiate improvement in their working area. Provide assistance and guidance as they test out new practices and find ways to assess the benefits of their improved practice or method.
- **Making it Safe to Explore:** Create an environment where it is safe to explore new ideas. Allow teachers to talk about new things they have tried and allow them to think critically about why new methods were successful or not.
- **Providing Resources:** CRCCs should encourage the teachers to explore the technologies and other types of resources to be innovative and creative.
- **Being Resourceful:** CRCCs should have in-depth knowledge about new contextual approaches by updating themselves with emerging issues and strategies.

For a healthy school environment, all teachers need to develop leadership abilities with visionary approaches as envisaged by NEP 2020. School Leadership is an important area in order to bring about desired transformation for futuristic society.

CRCC as a leader-

- Teacher
- Motivator
- Team Leader
- Disseminator of knowledge, latest information, etc.
- School-Community Relationship Development
- Leading innovations and so on.

References:

- National Education Policy, 2020.
- National Curriculum Framework for School Education, 2023, NCERT
- National Curriculum Framework for Foundational Stage, 2022, NCERT
- www.who.int
- <https://www.imf.org/en/About/Factsheets/Sheets/2023/The-IMF-and-Good-Governance>
- <https://www.niepa.ac.in/>
- sla@scertassam.in
- <https://diksha.gov.in/>

Resource Persons involved in the development of the handbook:

- Dr. Ajanta Brahma, Retd. Additional Director, SCERT, Assam
- Dr. Sumona Roy, Retd. Additional Director, SCERT, Assam
- Sri. Sanjib Kakoti, Additional Director, SCERT, Assam
- Smti. Bandana Duari, Retd. Joint Director, SCERT, Assam
- Smti. Borkha Saikia, Joint Director, SCERT, Assam
- Sri. Mukesh Sarma, Joint Director, SCERT, Assam
- Smti. Ruksana Saikia, Deputy Director, SCERT, Assam
- Smti. Piyanu Baruah, Deputy Director, SCERT, Assam
- Smti. Manaswee Gohain, Assistant Director, SCERT, Assam
- Smti. Madhumita Das, Assistant Director, SCERT, Assam
- Smti. Mitali Mahanta, Senior Lecturer, DIET, Kamrup Metro
- Smti. Bhanu Deka, Senior Lecturer, DIET, Dhubri
- Smti. Barnali Barman, Lecturer, SCERT, Assam
- Smti. Hemshikha Talukdar, Lecturer, SCERT, Assam
- Smti. Jahnobi Borgohain, Lecturer, SCERT, Assam
- Smti. Gitika Dutta Sarma, Lecturer, DIET, Nalbari
- Sri. Anup Hazarika, Lecturer DIET Darrang
- Dr. Raj Kiran Doley, Lecturer, DIET, Sonitpur
- Dr. Dipannita Sahariah, Lecturer, DIET, Nalbari
- Sr. Rajarshee Saikia, System Analyst, MIS, Samagra Shiksha, Assam
- Smti. Pearly F. U. Calsum, SPO, IE, Samagra Shiksha, Assam
- Dr. Mizo Prova Borah, Chief Consultant, FLN, Samagra Shiksha, Assam
- Sri. Surajit Kalita, State Consultant, Samagra Shiksha, Assam
- Sri. Mazafar Ali, State Consultant, Samagra Shiksha, Assam

