



POST PARAKH RASHTRIYA SARVEKSHAN 2024 INTERVENTION





शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

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NCERT

Post PARAKH Rashtriya Sarvekshan 2024



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**National Council of Educational
Research and Training**



FOREWORD

Education serves as the foundation for a nation's progress, and ensuring its quality, accessibility, and relevance is a continuous endeavour. PARAKH Rashtriya Sarvekshan 2024 is a significant step in this direction, offering a comprehensive, data-driven insight into student Competencies, school environments, and educational effectiveness across India. This initiative reflects our commitment to evidence-based reforms, providing key findings that will guide future educational strategies and help bridge gaps in learning.

In an era of rapid socio-economic and technological transformation, education must equip students with competencies that go beyond rote learning. The focus should be on critical thinking, creativity, problem-solving, and adaptability, ensuring that learners are prepared for a dynamic future. The findings from this survey enable schools, teachers, and policymakers to assess how effectively these competencies are being nurtured at different stages of schooling. By analyzing student performance in language, mathematics, science, and social sciences, alongside teacher training, infrastructure, and pedagogical approaches, the survey provides a holistic overview of the current education landscape.

One of the most valuable aspects of PARAKH Rashtriya Sarvekshan 2024 is its role in facilitating targeted interventions. The data collected does not merely identify learning gaps—it serves as a catalyst for informed decision-making, curricular improvements, and teaching innovations. This approach is essential in ensuring that our education system is inclusive, equitable, and aligned with the principles of competency-based learning as envisioned in NEP 2020.

As we analyze and act upon these findings, our collective goal should be to create an education system that is responsive, forward-thinking, and centered on student development. This requires collaboration among educators, policymakers, and communities to implement meaningful changes that enhance both teaching and learning experiences.

Preface

PARAKH Rashtriya Sarvekshan 2024 is a significant step toward understanding and improving student Competencies and overall school effectiveness across India. This nationwide survey serves as a comprehensive reflection of the education system, offering valuable insights into how students at different stages of schooling develop competencies and how various factors contribute to their learning experiences. Designed as a large-scale competency-based assessment, the survey provides a structured analysis of student achievement, teacher preparedness, school infrastructure, and pedagogical practices. Through this initiative, we aim to bridge the gap between policy and classroom realities, ensuring that education remains dynamic, inclusive, and aligned with contemporary learning needs.

At the core of this survey is the principle that education should not only focus on content mastery but also on the development of critical thinking, problem-solving, and application-based skills. By examining student performance in language, mathematics, science, and social sciences, the study highlights both areas of progress and challenges that require targeted interventions. The findings provide a deeper understanding of learning trends across different regions and socio-economic backgrounds, emphasizing the need for a more equitable and responsive education system. The survey also explores how teachers are equipped to facilitate meaningful learning, assessing their engagement with professional development programs, use of technology in teaching, and implementation of innovative classroom strategies. The role of school infrastructure and access to digital learning tools is also examined, underscoring the importance of creating an environment that supports holistic education.

One of the key takeaways from this study is the need to transform data into action. The insights gained from the survey must serve as a foundation for informed decision-making, guiding improvements in curriculum design, teacher training, and resource allocation. The assessment is not merely a measurement of where we stand today but a tool to shape the future of education in the country. Strengthening foundational skills, ensuring inclusive learning opportunities, and fostering an adaptive and innovative approach to teaching will be critical in achieving the objectives envisioned under the National Education Policy (NEP) 2020. The findings also emphasize the importance of integrating technology into learning processes, addressing regional disparities in student performance, and enhancing social-emotional learning to create a more supportive educational framework.

To ensure that the findings of PARAKH Rashtriya Sarvekshan 2024 lead to meaningful interventions, a multi-level post-survey intervention strategy has been planned. Workshops at the national, regional, state, and district levels will be organized to disseminate results, analyze key insights, and develop targeted action plans. These workshops will bring together education department officials, SCERTs, school leaders, and teachers to collectively interpret the survey results, identify learning gaps, and formulate strategies to strengthen the teaching-learning process. The district-level workshops, in particular, will play a crucial role in enabling local functionaries, including teachers, principals, and community stakeholders, to engage with the findings and develop district-specific interventions. These efforts will help in formulating short-, mid-, and long-term strategies aimed at addressing gaps in student learning and enhancing the overall quality of education.

As we look ahead, PARAKH Rashtriya Sarvekshan 2024 stands as a cornerstone for shaping the future of assessment-driven education in India. The journey toward an inclusive, competency-based, and future-ready education system requires sustained commitment and continuous reflection. Through collaboration and innovation, we can ensure that every learner, regardless of background or location, has access to meaningful learning experiences that empower them for life. It is my hope that this report will serve as a catalyst for positive change, fostering an education system that is both forward-looking and deeply rooted in the principles of equity and excellence.

Prof. Indrani Bhaduri

Programme Co-ordinator

CEO and Head PARAKH, NCERT

INTRODUCTION

The PARAKH Rashtriya Sarvekshan 2024 was successfully conducted on 4th December 2024 by the National Assessment Centre – PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), under the aegis of the Department of School Education & Literacy, Ministry of Education, Government of India. This national-level survey marked a significant milestone in India's educational assessment landscape as it aimed to assess student learning and competency acquisition across foundational, preparatory, and middle stages of school education. This large-scale assessment was aligned with the vision of the National Education Policy (NEP) 2020, which emphasizes competency-based learning and assessment, continuous improvement, and equity in education.

Objectives of Rashtriya Sarvekshan 2024

PARAKH Rashtriya Sarvekshan 2024 aimed at providing evidence-based insights into what students know and are able to do at the end of specific stage of education, based on competency-based assessment frameworks. Its main objectives included:

- Establishing a baseline for student competencies at key stages of school education.
- Provide insights to educational policymakers for evidence-based decision-making at the district level.
- Providing impetus for teacher's training at the end of each stage i.e., foundation, preparatory and middle in competency-based learning-teaching and assessment.
- Contextualize the achievement of learning competency with the help of background data collected through pupil questionnaire (PQ), teacher questionnaire (TQ) and school questionnaire (SQ) to help add meaning and insights to the learning levels.

PARAKH Rashtriya Sarvekshan 2024 focused on understanding the baseline performance in the development of core competencies among students of Grades 3, 6, and 9, which correspond to the Foundational, Preparatory, and Middle stages respectively, as defined in the NEP's 5+3+3+4 curricular structure. It was conducted at the district level, enabling granular insights that can shape future education interventions and capacity-building efforts at the local level.

Assessment Design

Students Assessed in Grade	Stages of Education	Subjects Assessed	No. of Competencies assessed	No. of Booklets Used	Test Items in Each Booklet
3	At the end of Foundational stage	Language	3	6	45
		Mathematics	12		
6	At the end of Preparatory stage	Language	2	6	51
		Mathematics	10		
		The World Around Us	11		
9	At the end of Middle stage	Language	1	8	60
		Mathematics	12		
		Science	12		
		Social Science	15		

Participation and Coverage

The PARAKH Rashtriya Sarvekshan 2024 covered over **21.15** lakh students across **781** districts from all **36** States and Union Territories (UTs) of the country. In total, data was collected from **74,229** unique schools, which included government, government-aided, Central and private institutions.

Around **2.70** lakh teachers and school leaders participated by responding to the Teacher Questionnaire (TQ) and School Questionnaire (SQ). The Pupil Questionnaire (PQ) was administered to students to gather insights into their background, school environment, and learning support systems. Being districts as the unit of reporting, the PARAKH Rashtriya Sarvekshan 2024 will help education system to develop differential education plan and need based teacher support system till district level to support learning of children.

The test instruments of PARAKH Rashtriya Sarvekshan are competency based and linked with National Curriculum Framework Foundational Stage (NCF-FS) 2022 and National Curriculum for School Education (NCF-SE) 2023. The PARAKH Rashtriya Sarvekshan 2024 dashboard generate the detailed report of students' achievement on competencies at District level. This will help the districts to develop evidence-based programmes for improving the quality of education. It is expected that a framework of intervention developed would help to improve the quality of teaching and learning at the schools. The designing and implementation of these interventions is envisaged to include in its ambit the school leaders, teachers and the whole network of officials at cluster, blocks, DIETs, SCERT and the directorate of education at different levels in the State /UTs.



Figure: Expectations from PARAKH Rashtriya Sarvekshan 2024

The competency-oriented assessment will not only help to make the shift in the focus of student learning from content to competencies. It will also help the teachers to divert their teaching-learning in the desired manner and make responsible and alert for ensuring quality education of other stakeholders especially the parents/guardians, School Management Committee (SMC) members, community and the state functionaries. The competency defined explicitly will help to guide and ensure the responsibility and accountability of different stakeholders.

QUALITY INTERVENTIONS BASED ON PARAKH RASHTRIYA SARVEKSHAN 2024 FINDINGS

Immediate/Short Term

Understanding the District Report Cards and Pedagogical Practices to Support Classroom Transaction Based on Competency.

1. Training the State Level Master trainers (SLMTs) to:

- Communicate the PARAKH Rashtriya Sarvekshan 2024 results as per the District Reports.
- Assist States/ UTs in understanding PARAKH Rashtriya Sarvekshan 2024 results.
- Demonstrate the exemplar pedagogical interventions developed by PARAKH. Understanding of the suggested pedagogical processes mentioned in the existing document would be strengthened through the demonstrations of these actual transactions.
- Master Trainer's (SLMTs) would be encouraged to develop other Classroom transactions based on the identified competencies.
- To implement the learning levels, the states are also encouraged to implement the Holistic Progress Cards (HPCs) at different stages.

2. The SLMTs will further disseminate the understanding of the PARAKH Rashtriya Sarvekshan 2024 District Report at the District level. This will include:

- Sharing of findings with District level functionaries such as DIETs, DEOs, teachers, head teachers, parents, SMC members and other stakeholders.
- Identifying learning gaps and understanding of the same by the teachers and other stakeholders.
- Facilitation by the teachers (use of alternative instructional strategies to overcome learning gaps with the support of BRC/CRC) and peer support (e.g. Teacher– Teacher & Student – student support).
- Seeking support from parents or other important members in the family and community.
- Organisation of awareness programs for community.
- Training of teachers on evolving learning strategies to achieve learning competencies.
- The SLMTs to convey to the DLMTs how the HPC at the different stages needs to be integrated in the learning process at the block, cluster and school levels.

Mid Term Interventions:

1. Development of an Intervention Handbook

- PARAKH will consolidate a final version of the intervention handbook. Formation of team of teachers (KRPs) as master trainer in different subjects.

2. Use of PARAKH Rashtriya Sarvekshan 2024 findings to develop State AWPBs

- PARAKH will identify various PARAKH Rashtriya Sarvekshan 2024 based indices which will be associated with other datasets such as UDISE. Report associations of the teacher quality index and infrastructure index etc. with student achievement.
- The above stated associations will help states develop evidence based AWPBs.

3. Development of an Item Bank (Dynamic)

- Items will be developed for all subjects in English and then translated into other regional languages.
- Items will be piloted and finalized
- Action plan will get developed on item replenishment

4. Development of ICT based Learning Resources/ Material

- ICT based resources to be developed for classroom transactions of competencies.
- Existing NCERT's ICT based learning material to also be adapted.
- Exemplary resources to be developed and shared with states for replication in their regional languages and further development in other subject areas.
- Role of ICT based interventions to be linked to PARAKH Rashtriya Sarvekshan 2024 findings to increase outreach.
- Development of supplementary learning resource materials for students and teachers.
- Development of material for Orientation of school leaders.
- Development of e-content on competencies identified as difficult.
- Development of interactive modules on various competencies identified as difficult.

5. Data Sharing with States/ UTs

- PARAKH Rashtriya Sarvekshan 2024 weighted and scaled data will be shared with States/ UTs to help them carry out independent research on variables of interest.

Long Term Interventions:

Curriculum Review and Reform

1. State will develop policy briefs for systemic review and reform
2. State will come out with guidelines/suggested practices for teacher education/training and school curriculum review and reform e.g., review of curriculum of pre service teacher education programme.
 - Review of curriculum of pre-service teacher education programmes.
 - Review of school curriculum in States/UTs
 - Revisiting the curriculum/syllabi and textbooks.
3. Developing a web-based application to address the needs and concerns of teachers and students.

Creating a discussion forum for teachers and students for improving quality of education e.g., using of educational technology.

Section on participation/ coverage records the percentage of boys and girls who are tested in the survey; percentage of urban and rural students who are tested in the survey; percentage of different category (SC, ST, OBC and General) students who are tested in the survey; percentage of Children with Special Needs (CWSN) who are tested in the survey; percentage of students studying in government, government aided, private recognised and central government schools who are tested in the PARAKH Rashtriya Sarvekshan 2024 survey.

The District Report is shared with the different functionaries in the States and UTs for:

- Making the State, District and block/cluster level officials sensitized about the issue of competencies and hence the usefulness of PARAKH Rashtriya Sarvekshan 2024 district reports. This also includes Teachers, DIETs and DRGs
- Involving and making the community members aware of DRC- Parents, SMCs and VECs, elected representatives of local governments- Taking the help of appropriate and easily comprehensible IEC materials, display of the PARAKH Rashtriya Sarvekshan 2024 in schools, clusters and publicity through newspapers, radio and other channels of mass media.
- Placing a Grievance Redressal Mechanisms available to the parents/SMC members within the districts
- Appraisal of the competencies of the teachers linked with competencies of the children

Understanding the performance on PARAKH Rashtriya Sarvekshan 2024

- The National, State and District level Reports of PARAKH Rashtriya Sarvekshan 2024 released in the month of May, 2025.
- Post PARAKH Rashtriya Sarvekshan 2024 intervention Workshop held in the month of July, 2025.
- Regional Post PARAKH Rashtriya Sarvekshan 2024 workshops across the nation to deliberate on and plan for meaningful interventions at the district level in all the States/UTS.

Review & Analysis of PARAKH Rashtriya Sarvekshan 2024 Reports by Groups to identify learning gaps

State Groups to review their respective State level Reports and analyse the learning gaps and areas which need intervention. As a presentation, Groups need to present the **overall insights/gaps at State level (as per template given on next page) and for lowest performing Districts**

Analysis of Key learning gaps and areas for Intervention at the district level

PARAKH RASHTRIYA SARVEKSHAN 2024

Name of the State/UT _____

Name of the District _____

Name of participants from Samagra Shiksha Office _____

Name of participants from SCERT/SIE _____

Key Insights	Foundational (Below 50%)	Preparatory (Below 45%)	Middle (Below 40%)
Low Performing Subjects and Competencies (low aggregate performance)			
Low Performing sub-groups (based on Gender, School Location, Management, and Social Group)			
Contextual Factors related to Student, Teacher and School			

Samagra Shiksha Office (Name)	Signature
SCERT/DIET official (Name)	Signature

- Planning for State and District level interventions to mitigate the identified learning gaps as culled out from the PARAKH Rashtriya Sarvekshan reports.
- Ensuring dissemination and understanding of the reports at the District Level by the DEOS, BRCs, CRCs, pedagogy experts and classroom teachers.

Road Map for Intervention Planning

PARAKH RASHTRIYA SARVEKSHAN 2024

Name of the State/UT _____

Name of the District _____

Name of participants from Samagra Shiksha Office _____

Name of participants from SCERT/SIE _____

Stage of Education	PARAKH Rashtriya Sarvekshan 2024	Action Steps to be taken/Targets (What) <To Improve Competencies and related Contextual Factors>	Strategies (How) <Academic Interventions>	Responsibilities (Who)	Timelines (When)	Evidence of Success
Foundational						
Preparatory						
Middle						

Samagra Shiksha Office (Name)	Signature
SCERT official (Name)	Signature
DIET official (Name)	Signature

Framework for the Short-Term Interventions

What	Who	Content	Mode	Expected Outcomes
State Level Interventions	1. Education Secretary 2. SPD 3. SCERT, State Level Education Institutes 4. Commission/Advisory Committees 5. Research Institutes 6. Bilateral and Multilateral Agencies 7. Departments of Women and Child Development, Social Justice (SC-ST Welfare) and Tribal Development Departments	1. What is PARAKH Rashtriya Sarvekshan 2024 and Objective of the Survey 2. Criterion of assessment under PARAKH Rashtriya Sarvekshan 2024 (competencies) 3. Explaining the District Reports from Dashboard Participation/Coverage 4. Identifying the score disaggregated across gender, caste, rural-urban, school management type 5. Identifying the competencies for intervention 6. Brainstorming on action plans - Pedagogic, administrative and Budgetary (What are the available heads, what could be the additional sources that can be tapped) 7. Looking at the PARAKH Rashtriya Sarvekshan 2024 data what differentiated approach can be adopted- Gender, social groups, area and school Management	Presentation and discussions	1. Analysing the above mentioned prospective interventions and coming out with a list of workable short term, mid-term and long term interventions with timelines
State Level Dialogue on PARAKH Rashtriya Sarvekshan 2024	1. SAMAGRA State Unit 2. SCERT 3. State Education Department 4. Related Departments_ Women and Child Welfare, SC ST Welfare Department 5. District Level Officials (DEO) 6. State level MTs and SRG members 7. INGOs and NGOs working in the state towards improvement in competencies	1. All above as applicable 2. After discussion of performance as mentioned above, competency wise performance (in different subjects and grades) should be shared. Using different colors to indicate categories of performance in the Competencies (like red for competencies below 20, yellow for 20 to 50 and green for above 50). 3. Brainstorming on actions plans for mitigating the challenges identified by DRC 4. Discussion and decision on inter district competitions focusing on competencies	Presentation, Dialogues with sufficient usage of infographics and other ICT	1. An action plan for short term mid- and long-term strategies for improving the performance of children
District Level Dialogue on PARAKH Rashtriya Sarvekshan 2024	1. DEO 2. SAMAGRA functionaries at the district 3. Local elected representatives (MLA, Local Government)	1. Discussion on all the above mentioned points in a more audience friendly way 2. Share the dashboard links 3. Discussion and decision at inter block level focusing on competencies	Presentation, Dialogues with sufficient usage of infographics and other ICT Developing classroom	1. An understanding of the PARAKH Rashtriya Sarvekshan 2024 and its results in the district

What	Who	Content	Mode	Expected Outcomes
	4. MTs, at the district level 5. Professional Learning Communities 6. Related Departments _ Women and Child Welfare, SC ST Welfare Department	4. Brainstorming and development of action plans related to pedagogy and monitoring	transactions to improve learning	2. Pedagogic action plans with targets, timelines 3. Identifying concerned officials and delineating their roles and responsibilities related to execution and monitoring of the classroom transaction District level planning and budgeting
Block Level Sharing Meeting	1. Concerned BEO 2. Concerned BRC 3. All CRCCs 4. ALL HMs	1. What is PARAKH Rashtriya Sarvekshan 2024 and its objectives 2. Competencies 3. Share the dashboard links 4. Sharing of the Competency targets and timelines as developed for the district 5. Focused discussions on performance-COMPETENCY, class and subject wise 6. Discussion on critical Competencies requiring immediate intervention 7. Strategies for improving classroom processes and performance of children 8. Discussion on resource requirements by taking into consideration existing resources 9. Decision on conducting day long/ two-day long session on Competencies and PARAKH RASHTRIYA SARVEKSHAN results with the teachers and SMC members	Presentation, Dialogues with sufficient usage of infographics and other ICT	1. An understanding of the PARAKH Rashtriya Sarvekshan 2024 and its results in the district 2. Pedagogic action plans with targets, timelines in tandem with the district level targets 3. Identifying concerned officials and delineating their roles and responsibilities related to execution and monitoring
School Level Dialogues on PARAKH Rashtriya Sarvekshan 2024	1. Concerned CRCC 2. Teachers 3. Head teacher 4. Parents- Class wise 5. SMC Members 6. Local Government representatives including education standing committee members of the local Gram Panchayat and Panchayat Samity	1. Discussion on competencies and performance of children in PARAKH Rashtriya Sarvekshan 2024 2. Share the dashboard links 3. Reasons for low performance in different subjects/Competencies 4. Exploring the role of parents and SMC members 5. Action plans at the school level to raise the performance in competencies of children 6. Possibilities of including plans for enhancing competencies in the local	1. Dialogue and discussion 2. Use of locally popular innovative methods of interaction	Participation of parents and SMC members in the discussions, planning and monitoring of activities to be undertaken for enhancement of Competencies

What	Who	Content	Mode	Expected Outcomes
		government plan (GPDP as suggested by the Union Government) 7. Discussion on resource requirements by taking into consideration existing resources and possibilities to tap resources locally for additional requirement (MA LAD, MLA LAD, Panchayat funds, local charity)		

SUGGESTED INTERVENTIONS

1. Enhance student Competencies through innovative teaching strategies.	
Low performing competencies Grade wise and subject wise	Foundational Stage: Multi-Sensory Learning Approaches: Incorporate auditory, visual, and kinesthetic activities such as interactive storytelling, picture-word association, and tactile learning materials. Play-Based Literacy & Numeracy Activities: Engage students in phonics-based games, counting with manipulatives, and story sequencing tasks to strengthen foundational competencies. Scaffolded Learning Support: Implement structured progression in activities, gradually increasing complexity to aid comprehension and skill development. Targeted Small Group Instruction: Provide focused interventions for struggling learners through guided reading, math centers, and one-on-one teacher interactions. Parental Engagement: Develop take-home literacy and numeracy kits to reinforce skills beyond the classroom.
	Preparatory Stage Structured Reading Interventions: Implement leveled reading programs, guided comprehension exercises, and vocabulary-building activities. Math Fluency Programs: Introduce concept-based problem-solving activities, interactive math journals, and hands-on measurement projects. Inquiry-Driven Science Activities: Encourage student-led experiments, field explorations, and collaborative investigations. Integrated Arts & Movement: Utilize role-playing, storytelling through puppetry, and kinesthetic learning to reinforce comprehension and cognitive engagement. Technology-Enabled Learning: Introduce age-appropriate digital tools, educational apps, and virtual labs to enhance concept retention. Peer-Assisted Learning Programs: Establish structured peer mentoring and cooperative learning groups to support skill acquisition.
	Middle Stage Advanced Literacy Development: Facilitate critical reading discussions, research-based writing tasks, and argumentative writing workshops. Mathematical Concept Mastery: Focus on real-world applications, data interpretation exercises, and algebraic problem-solving techniques. STEM & Project-Based Learning: Engage students in coding activities, robotics challenges, and engineering design projects. Critical Thinking Enhancement: Implement Socratic seminars, structured debates, and logical reasoning puzzles to strengthen analytical skills. Digital Literacy & Media Analysis: Conduct workshops on evaluating sources, ethical digital citizenship, and online content creation.

	<i>Career Exploration & Applied Skills: Offer exposure to various career pathways, entrepreneurship training, and hands-on skill-building workshops.</i> Assessment & Monitoring (Aligned with Holistic Progress Card - HPC) Foundational Stage: Assessment Tools: Play-based observation, storytelling retelling, number sense activities, checklists, and teacher portfolios. HPC Alignment: Evaluating early literacy, numeracy, social-emotional learning, and motor skills through continuous observation. Preparatory Stage Assessment Tools: Oral reading fluency tests, hands-on math tasks, science journal reflections, peer and self-assessments. HPC Alignment: Tracking literacy development, logical reasoning, problem-solving ability, and scientific curiosity using rubrics and performance-based assessments. Middle Stage Assessment Tools: Rubric-based writing assessments, performance-based math evaluations, project-based science tasks, multimedia presentations. HPC Alignment: Measuring conceptual understanding, critical thinking, creativity, digital literacy, and applied learning competencies. Teacher Capacity Building & Community Involvement: • Teacher Training: Workshops on differentiated instruction, competency-based learning, active learning strategies, and formative assessments. • Parental Engagement: Home-based learning kits, community reading programs, numeracy games, and digital literacy initiatives. • Community Support: Collaboration with local organizations, libraries, and resource centers to enhance learning opportunities. • Peer Learning Networks: Establishing teacher learning communities for knowledge exchange and best practice sharing.
2. Use diverse assessments, such as peer and self-assessments, to support holistic development.	
Percentage of Teacher who never or rarely use self - assessment as a tool for assessing students	1. Capacity Building for Teachers on Self-Assessment Techniques Training Workshops on HPC Implementation: Conduct mandatory teacher training on using Holistic Progress Cards at different stages (Foundational, Preparatory, Middle, Secondary). Utilize NISHTHA and DIKSHA platforms for capacity-building modules on student self-assessment. Integration into Classroom Pedagogy: Develop teacher guides with subject-specific self-assessment rubrics aligned with HPC. Introduce peer learning groups for teachers to exchange best practices on

	self-assessment. Incentivizing Self-Assessment Adoption: Recognize and reward teachers who effectively implement student self-assessment. Encourage micro-innovations in self-assessment through action research projects. 2. Implementing Stage-Specific Self-Assessment Tools for Students: Preparatory Stage (Grades 3–5): Introduce classroom participation charts where students rate themselves based on engagement in activities. Self-tutoring videos Use visual self-assessment boards (smiley faces, stars, colors) to encourage reflection. Conduct weekly self-reflection sessions where students share their progress. Middle Stage (Grades 6–8): Implement student-led peer feedback mechanisms where students assess each other's participation and behavior. Self-tutoring videos Develop subject-specific self-assessment checklists, focusing on conceptual understanding and skills. Introduce student reflection journals aligned with HPC performance descriptors (Stream, Mountain, Sky). Secondary Stage (Grades 9–12): Encourage students to create their own learning goals and track progress using self-evaluation rubrics. Foster student-led discussions on performance improvement in group settings. Establish mentorship programs where senior students guide juniors on self-assessment. 3. Classroom Strategies for Embedding Self-Assessment Daily Reflection Practices: Use classroom activities and games where students reflect on what they learned and rate their understanding. Use "Two Stars and a Wish" like programs for self-assessment where students highlight two strengths and one area for improvement for self and peers. Collaborative Goal-Setting and Reflection: Conduct monthly student-teacher conferences where students present their self-assessments. Encourage peer accountability—students remind and support each other in following classroom expectations. Use of Digital Tools for Self-Assessment:
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	Integrate Google Forms, Padlet, or Learning Management Systems (LMS) for student self-evaluation. Utilize DIKSHA's digital HPC format for structured student reflection. 4. Monitoring and Support System for Teachers Classroom Observations and Feedback: Implement peer and mentor teacher observations to track the integration of self-assessment. Provide real-time feedback and coaching for teachers struggling to implement self-assessment. Inclusion of Self-Assessment in Teacher Appraisals: Make self-assessment integration a key parameter in teacher performance reviews. Recognize and document best self-assessment practices through academic portfolios. School Leadership Support: Principals and senior educators should actively model self-assessment practices for teachers. Organize "Self-Assessment Best Practices" sharing forums within the school cluster or district.
Percentage of Teacher who never or rarely use peer assessment as a tool for assessing students	Early Childhood Stage (Foundational Years: Ages 3-8) Play-Based Peer Assessment: Encourage students to describe their friends' work in simple terms. Use "buddy reflections" where children express what they liked about their peers' activities. Interactive Group Activities: Implement collaborative storytelling, group art projects, and shared play-based tasks where children provide basic feedback. Teacher-Guided Peer Interaction: Teachers can facilitate verbal feedback using visual tools (smiley cards, thumbs up/down, or storytelling boards) to make peer assessment age-appropriate. Parental Involvement: Use the Holistic Progress Card to inform parents about their child's social interactions and peer engagement. Middle Childhood Stage (Preparatory & Middle Stage: Ages 8-14) Structured Peer Feedback in Classroom Activities: Introduce peer feedback rubrics for activities like group projects, role-plays, and inquiry-based learning tasks. Peer Assessment in Holistic Progress Card Evaluations: Train students to self-assess and assess peers in project-based learning, quizzes, and group tasks as part of formative assessments. Conduct monthly peer assessment reflections integrated into the HPC records.

	Training Teachers to Facilitate Peer Assessments: Organize teacher training sessions under NISHTHA and DIKSHA portals on integrating peer assessment techniques. Create state-led mentoring programs for peer assessment best practices. Technology-Enabled Peer Feedback: Use AI-based interactive tools for students to give feedback on each other's projects. Encourage Google Forms, Padlet, and Kahoot-based peer assessments for quizzes and reflections. Adolescence Stage (Secondary Stage: Ages 14-18) Student-Led Peer Assessment Framework: Introduce student peer mentors who evaluate class participation, presentations, and group discussions. Implement peer grading in essays, research work, and portfolio assessments with teacher oversight. Advanced Peer Assessment in Project-Based Learning: Use peer review in science experiments, history projects, and creative writing assignments. Develop cross-school peer collaboration (exchanging feedback between students from different schools through virtual platforms). Developing a Culture of Constructive Criticism: Train students in giving and receiving constructive feedback without bias. Use peer-led reflections after classroom debates, discussions, and competitions. AI-Based Holistic Progress Card for Tracking Peer Assessments: Develop an interactive AI tool where students rate their own and peers' progress based on specific skills. Include peer feedback as part of career guidance recommendations. Teacher Capacity Building 1. Mandatory Training on Peer Assessment Include peer assessment as a core component in all teacher training programs under NISHTHA, DIKSHA, and state-level education training. 2. Policy Mandate for Peer Assessment in Progress Cards Ensure that peer assessment is included in holistic report cards under the guidelines of PARAKH, NCERT. Schools must submit annual reports on peer assessment practices to the education department. 3. Reducing Resistance to Peer Assessment Conduct awareness sessions for teachers and parents on the benefits of peer assessment. Organize exchange programs where schools implementing successful peer assessment strategies mentor others. Monthly review of peer assessment practices in schools via teacher self-reports and student feedback. Integration of peer assessment evidence in the Holistic Progress Card. Randomized classroom observations by education department officials to assess peer assessment implementation.
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Percentage of Teacher who never or rarely use Project Work as a tool for assessing students	1. Capacity Building and Teacher Training Mandatory Professional Development on Project-Based Learning (PBL): Organize training programs for teachers at district and state levels on designing and implementing project-based assessments. Use DIKSHA and SWAYAM online platforms to offer self-paced modules on project-based learning. Partner with State Councils of Educational Research and Training (SCERTs) and universities to incorporate project-based learning training in teacher education programs. Peer Learning and Best Practices Sharing: Establish Teacher Learning Circles in schools for experience-sharing and collaborative project planning. Create a repository of successful project-based assessment models that teachers can adapt to their subjects. 2. Integration of Project Work in Assessment Policies Inclusion of Project Work in Formative and Summative Assessments: Ensure that a significant portion of student assessment includes project work, allowing students to demonstrate their learning in creative ways. Teachers should provide graded, structured project assignments that align with different learning levels. Introduce varied assessment methods such as oral presentations, digital projects, and hands-on demonstrations to cater to diverse learning needs. Mandatory Implementation of Skill and Real-Life Projects: Ensure students complete a minimum of three interdisciplinary projects per academic year, linked to real-world applications. Design projects that focus on local issues, environmental studies, history, and community engagement (e.g., conducting surveys, mapping local resources, investigating historical events). 3. Leveraging Technology for Project-Based Learning Use of Virtual Labs and Digital Tools: Encourage the use of virtual labs, digital simulations, and open educational resources to facilitate project-based learning. Provide access to collaborative tools like Google Classroom, Padlet, and local e-learning platforms to support project submissions and feedback. AI and Peer Learning Platforms for Project Guidance: Introduce AI-powered chatbots and peer discussion forums for students to seek guidance on project work. Promote the use of online research tools and digital archives for data collection and analysis. 4. School-Level Initiatives for Project Implementation Annual Project Showcase Events: Organize a skills fair or exhibition where students present their projects to parents, community members, and stakeholders. Encourage interdisciplinary projects that integrate science, technology, arts, and humanities. Incentivizing Project-Based Learning for Teachers and Students: Recognize teachers who effectively implement project-based assessments through certificates, awards, or career growth opportunities. Establish a Student Innovation Fund to support project-based learning
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	initiatives in schools. 5. Policy-Level Changes for Sustainable Implementation Strengthening Educational Policies at State and National Levels: Integrate project-based learning guidelines into state curriculum frameworks to ensure consistent implementation. Encourage state education boards and SCERTs to develop model project-based assessment templates. Monitoring and Evaluation for Continuous Improvement: Implement regular reviews and feedback mechanisms to track the effectiveness of project-based learning. Conduct teacher and student surveys to assess the impact of project work on Competencies. Self-tutoring videos and guides for TPD
Percentage of Teacher who never or rarely use Portfolio as a tool for assessing students	1. Capacity Building for Teachers Training Under PARAKH & NCERT Guidelines: Develop teacher training modules focused on portfolio-based assessment. Offer online capacity-building programs through DIKSHA & SWAYAM. Providing Structured Portfolio Templates: Design subject-wise templates aligned with NCERT's Holistic Progress Card (HPC), covering academic and socio-emotional learning. Promote digital portfolio tools (Google Drive, Padlet, OneNote, etc.) for easy documentation. Collaborative Learning for Teachers: Organize peer-led workshops to share best practices in portfolio usage. Implement classroom demonstration sessions on portfolio-based assessment. 2. Integration with Curriculum & Assessment Embedding Portfolios in Formative Assessments: Link with PARAKH-aligned Competencies to ensure portfolios reflect conceptual understanding, critical thinking, and creativity. Use portfolios in multidisciplinary learning, STEM projects, and experiential learning activities. Portfolio as a Student Reflection Tool: Encourage students to track their learning journey by documenting progress in subject areas and co-curricular activities. Implement self-assessment and peer-review practices to promote deeper engagement. Portfolio Presentation & Showcasing: Introduce Portfolio Days where students present their work to peers, teachers, and parents. Integrate portfolios into student-led conferences, aligning with HPC's focus on student voice and agency. 3. Student Ownership & Participation Developing Classroom Culture for Portfolio Maintenance: Establish Portfolio Corners in classrooms for organizing student work. Encourage students to maintain personal progress files, fostering accountability. Promoting Peer Learning & Reflection:

	Implement peer review sessions where students provide constructive feedback. Encourage students to include teacher comments, peer feedback, and self-reflections in their portfolios. Leveraging Digital Portfolios for Documentation: Introduce e-portfolios through mobile apps or school-based learning platforms. Use QR codes for easy digital access to student work samples. 4. Strengthening Parent-Teacher Collaboration Using Portfolios in Parent-Teacher Meetings (PTMs): Replace traditional report card discussions with portfolio-based progress tracking. Organize portfolio exhibitions, showcasing student learning beyond academics. Parental Involvement in Student Learning: Provide guidance to parents on reviewing and contributing to student portfolios. Encourage students to document home-learning experiences, projects, and extracurricular activities. Recognizing & Celebrating Student Growth: Introduce monthly recognition for outstanding portfolios. Organize student-led portfolio presentations, reinforcing ownership and confidence. 5. Policy-Level Support & Sustainable Implementation NCERT & State Education Boards to Issue Portfolio Guidelines: Establish standardized evaluation rubrics for portfolio assessment under PARAKH. Encourage alignment with HPC's multidimensional assessment approach. School-Level Monitoring & Support: Form Portfolio Committees to track implementation. Conduct quarterly portfolio reviews to ensure consistent usage. Aligning Portfolios with NEP 2020's Holistic Progress Card (HPC): Ensure portfolios reflect cognitive, socio-emotional, and creative learning as outlined in HPC. Use portfolios as evidence of students' evolving competencies beyond examinations.
3. Integrate sports and the arts into the curriculum to foster joyful and creative learning.	
Percentage of Teachers who never or rarely use Sports integrated learning pedagogy	Workshops & Training Programs: Conduct capacity-building workshops for teachers to integrate sports with core subjects. Organize professional development programs focusing on experiential learning, sports pedagogy, and creative teaching methods. Encourage peer learning through best practice sharing sessions. Resource Development: Provide structured lesson plans that integrate sports and physical activities with academic concepts. Develop digital and print resources demonstrating sports-based teaching strategies. Multidisciplinary Approach:

	Promote interdisciplinary teaching by using sports and arts to explain mathematical, scientific, and linguistic concepts. Align lesson plans with experiential learning principles. Preparatory Stage Implementation: Integrate structured physical activities, Yoga, and creative movement-based learning in the school schedule. Introduce warm-up activities linked to cognitive Competencies. Flexible Classroom Environment: Encourage active learning spaces where students explore concepts through movement and play. Foster an inclusive and engaging learning atmosphere using kinesthetics learning techniques. Collaboration & Mentorship: Facilitate collaborations between subject teachers, sports educators, and creative professionals to co-design lessons. Establish mentorship programs where trained teachers guide their peers in implementing sports-integrated teaching methods. Feedback & Assessment Mechanism: Utilize formative assessments to gauge student engagement and Competencies. Implement the Holistic Progress Card (HPC) developed by PARAKH (NCERT) to track students' progress in cognitive, emotional, and physical domains. Encourage self and peer assessment methods in sports-integrated learning. Recognition & Incentives: Introduce awards and certifications for teachers demonstrating innovative teaching practices. Establish a platform to showcase success stories of teachers effectively integrating sports in pedagogy. Government Schemes & Policies Supporting Implementation: National Education Policy (NEP) 2020: Emphasizes experiential and sports-integrated learning for holistic development. Samagra Shiksha Abhiyan (SSA): Supports innovative teaching methodologies, including activity-based learning. Khelo India Program: Encourages schools to integrate sports in education for holistic student growth. Fit India Movement: Promotes physical fitness and activity-based learning in schools.
Percentage of Teachers who never or rarely use Arts integrated learning pedagogy	Workshops and Capacity Building: Conduct interactive workshops highlighting the benefits of arts integration. Train teachers on strategies to incorporate visual arts, music, drama, and movement into core subjects. Resource Development and Dissemination: Provide structured lesson plans that integrate arts into various subjects. Develop digital repositories with exemplar lesson plans and video demonstrations. Expert-Led Sessions Engage professional artists and experienced educators to share best practices. Conduct classroom demonstrations showcasing effective arts integration.

	Multidisciplinary Learning Approaches Encourage interdisciplinary projects that link arts with STEM, humanities, and social sciences. Implement storytelling in language learning, dance in math, and drama in history lessons. Aesthetic and Cultural Development (Anandamaya Kosha) Organize cultural immersion programs to deepen students' artistic sensibilities. Facilitate exposure to classical and folk art forms, emphasizing India's rich cultural heritage. Structured Practices in Traditional Arts Introduce structured inquiry-based learning through traditional performing and visual arts. Align practices with values of discipline, collaboration, and aesthetic appreciation. Flexible and Collaborative Learning Spaces Promote self-expression and creative collaboration through project-based learning. Create dedicated spaces for art-based exploration in schools. Feedback Mechanism and Observational Assessments Implement student engagement and creativity rubrics for classroom assessment. Conduct peer observations and provide constructive feedback for teachers. Performance Review through Art-Based Assessments Use diverse assessment tools such as portfolios, performance-based tasks, and exhibitions. Align with the Holistic Progress Card (HPC) framework developed by PARAKH (NCERT) to evaluate cognitive, affective, and psychomotor development. Establish awards for innovative arts-integrated teaching practices. Highlight exemplary teachers in newsletters, school events, and government reports. Rashtriya Avishkar Abhiyan (RAA): Encourages arts-science integration. Ek Bharat Shreshtha Bharat (EBSB): Fosters cultural learning through artistic exchange. National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA): Includes training modules on experiential and arts-integrated learning.
Percentage of Teachers who never or rarely use Toy based learning pedagogy	Capacity Building of Teachers Conduct structured training programs and workshops on toy-based pedagogy, incorporating practical demonstrations. Develop resource manuals and digital content for teachers on effective toy-based instructional strategies. Organize peer-learning sessions and best practice sharing forums among educators. Integrate toy-based learning into pre-service and in-service teacher education programs. Resource Development and Accessibility

	Ensure schools have access to low-cost, locally available, and sustainable toy-based learning materials. Partner with educational NGOs and corporate CSR initiatives to facilitate the procurement and development of teaching aids. Encourage teachers to develop DIY learning toys using indigenous and recyclable materials. Integration into Curricula and Assessment Align toy-based pedagogy with competency-based learning and NEP 2020 recommendations. Develop subject-specific guidelines on integrating toy-based learning into mathematics, science, and language instruction. Use the Holistic Progress Card (HPC) developed by PARAKH, NCERT to assess the impact of toy-based pedagogy on students' awareness, sensitivity, and creativity. NIPUN Bharat Mission: Integrate toy-based pedagogy to enhance foundational literacy and numeracy skills. Atal Tinkering Labs (ATL): Promote innovation through toy-based STEM learning in schools. Ek Bharat Shreshtha Bharat (EBSB): Encourage cross-cultural toy-based learning activities to foster inclusivity.
Percentage of Teachers who never or rarely use Experiential learning pedagogy	Capacity Building and Awareness Workshops: Conduct interactive sessions to highlight the benefits and practical applications of experiential learning. Demonstrations: Model best practices through case studies, hands-on projects, role-playing, and guided readings. ICT Integration: Introduce Virtual Labs, simulations, and blended learning techniques to enhance experiential learning. Pedagogical Implementation Subject Integration: Showcase experiential learning applications across science, social studies, mathematics, and language learning. Lesson Design Support: Assist teachers in designing lesson plans incorporating experiential learning methods. Resource and Community Engagement Resource Development: Create locally relevant materials, hands-on activities, and real-world exploration tasks. Community Linkages: Encourage collaboration with local artisans, experts, and businesses for real-world learning experiences. Interdisciplinary Approach: Promote thematic teaching strategies that connect multiple subjects. Continuous Improvement and Evaluation Collaborative Learning: Establish peer groups for teachers to share strategies, experiences, and best practices. Teacher Reflection: Encourage educators to maintain reflective journals to assess and refine their teaching strategies. Student Feedback Mechanisms: Conduct student surveys, peer reviews, and focus group discussions to assess learning impact. Observation & Assessment: Utilize rubrics to evaluate classroom implementation and effectiveness of experiential learning strategies. Linkages with Holistic Progress Card (HPC) by PARAKH NCERT Align experiential learning assessments with the Holistic Progress Card

	(HPC), which evaluates students across cognitive, socio-emotional, and psychomotor domains. Use HPC to track student engagement, creativity, and problem-solving skills as indicators of experiential learning effectiveness. Encourage teachers to document student progress using HPC to provide comprehensive feedback beyond academic scores. NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement): Offers training programs for teachers on innovative pedagogies. Samagra Shiksha Abhiyan (SSA): Supports integrated teacher training and capacity building for experiential learning. DIKSHA Platform: Provides digital training modules, lesson plans, and activity-based learning resources. PM eVidya: Facilitates digital learning, including experiential modules through TV, radio, and digital platforms. Rashtriya Avishkar Abhiyan (RAA): Encourages innovative teaching in STEM subjects through experiential and hands-on learning. Atal Innovation Mission (AIM): Promotes innovation and problem-solving through Atal Tinkering Labs (ATLs) in schools. Unnat Bharat Abhiyan: Links educational institutions with local communities to foster experiential and community-based learning.
4. Incorporate Skill education to offer practical skills and diverse career paths.	
Percentage of students who has not opted for any of the Skill course at Grade IX	Workshops & Orientation Conduct awareness sessions for students, parents, and educators on the significance of Skill education in career growth and holistic development. Organize interactive sessions with alumni and professionals who have benefited from Skill training. Overcoming Social Bias Run community engagement programs to highlight Skill careers as respectable and lucrative options. Integrate Skill success stories into school curricula and parent meetings. Early Exposure to Skill Skills Introduce Skill activities such as gardening, cooking, stitching, and carpentry at the foundational stages to generate interest. Implement exploratory Skill modules in Grades VI-VIII. Skill-Based Learning Integration Embed Skill skills within core subjects through hands-on activities and interdisciplinary projects. Align curriculum with real-world applications to demonstrate the practical benefits of Skill education. Project-Based Learning Encourage students to undertake projects integrating art, science, and technology with Skill skills. Implement maker-space initiatives within schools to facilitate experiential learning. Collaboration with Industry Experts Partner with local artisans, industry professionals, and entrepreneurs for workshops and mentorship programs. Facilitate live demonstrations and interactive sessions.

	ICT & Digital Skills Development Introduce technology-driven Skill courses such as coding, multimedia design, and digital marketing. Provide hands-on training in emerging Skill fields aligned with Industry 4.0. School-Based Skill Labs Establish dedicated Skill labs equipped with necessary tools and resources. Ensure access to skill-based equipment for hands-on learning. Student Portfolios & Holistic Progress Card (HPC) Encourage students to document Skill skills through projects and certifications. Align assessments with the HPC developed by PARAKH NCERT, incorporating Skill competencies under awareness, sensitivity, and creativity domains. Skill-Based Assessments & Certification Conduct local skill-based assessments and align them with board certification requirements for Group 2 subjects. Provide recognized certifications to validate Skill competencies. Skill India Mission: Aligns Skill education with industry-relevant skill development programs. Pradhan Mantri Kaushal Vikas Yojana (PMKVY): Offers certification and training support for Skill courses. National Skills Qualification Framework (NSQF): Standardizes Skill training and certification. National Apprenticeship Promotion Scheme (NAPS): Encourages industry partnerships by providing financial support for apprenticeships. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY): Focuses on skill development for rural youth and connecting them with job opportunities. Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Aims to enhance secondary education, including Skill streams. Stand-Up India Scheme: Supports entrepreneurship among SC/ST and women candidates, linking Skill skills with business opportunities. PM eVIDYA Initiative: Enhances digital education resources, supporting online Skill training modules.
Percentage of school does not provide any Skill course for Grade IX and above students	Workshops & Orientation – Conduct awareness programs for stakeholders on Skill education’s role in holistic development. Overcoming Social Bias – Promote Skill skills as crucial for career growth, addressing societal misconceptions. Policy Awareness – Ensure school administrators and teachers understand NEP 2020, NSQF, and schemes like Samagra Shiksha Abhiyan (SSA). Locally Relevant Content – Align Skill courses with regional industry needs and student aspirations. Skill-Based & Project-Based Learning – Integrate Skill skills across subjects with hands-on projects. Workshops with Experts – Collaborate with local artisans, industry professionals, and entrepreneurs. Internships & Apprenticeships – Partner with businesses for real-world exposure under Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

	ICT & Digital Skills – Utilize PM eVIDYA, Digital India, and Skill India Mission to teach coding, multimedia, and digital marketing. Skill Labs & Infrastructure – Establish labs with support from ATAL Tinkering Labs, Skill Education under SSA, and PMKVY. Student Portfolios & Certification – Document Skill Competencies through board-recognized assessments. Teacher Training – Upskill educators via NISHTHA and DIKSHA training programs. Holistic Progress Card (HPC) – Implement PARAKH NCERT’s framework to track students’ Skill competencies. Local Assessments & Board Certification – Conduct NSQF-aligned evaluations and certify skill development. Feedback & Incentives – Gather insights, recognize outstanding projects, and scale best practices to create model Skill hubs. Samagra Shiksha Abhiyan (SSA) – Funds Skill education expansion. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) – Provides training and certification. Skill India Mission – Enhances employability through skill-based programs. ATAL Tinkering Labs – Supports hands-on innovation in schools. PM eVIDYA – Promotes digital Skill learning.
5. Ensure access to high-quality Teaching and Learning Materials (TLM) for enriched experiences.	
Percentage of school do not have Audio-visual resources for delivery of instruction	School Survey & Infrastructure Assessment – Conduct a comprehensive survey to identify schools lacking AV resources and analyze gaps in infrastructure, funding, and digital accessibility. Develop a database to track progress. Stakeholder Consultation – Engage teachers, administrators, parents, and community leaders to assess specific resource needs and promote collective ownership in AV integration. Basic AV Setup – Equip classrooms with projectors, speakers, smart boards, and interactive learning tools under Operation Digital Board to enable visual and auditory instruction. Smartphone Utilization – Promote mobile-based learning through E-Pathshala and SWAYAM, making quality digital content accessible, particularly in rural areas where smartphones are prevalent. Offline Digital Libraries – Develop repositories of curriculum-aligned rhymes, stories, and oral narratives through National Digital Library of India (NDLI), ensuring continuous access to educational content even in low-connectivity regions. Connectivity Solutions – Implement low-cost internet access options under BharatNet and Wi-Fi Campus Scheme to improve digital access for remote schools. Explore offline solutions like preloaded educational content on tablets. Curriculum-Aligned Digital Content – Curate subject-specific animated modules, e-books, and video lessons using NCERT e-content, DIKSHA, and NROER, ensuring that AV resources align with Competencies. Holistic Progress Card (HPC) Integration – Leverage PARAKH NCERT’s framework to evaluate digital competency, student engagement, and AV resource impact on holistic learning development.

	Samagra Shiksha Abhiyan (SSA) – Supports digital learning infrastructure and resources in schools. PM eVIDYA – Multimodal access to digital education, including TV, radio, and online platforms. DIKSHA – Provides e-learning content for students and professional development for teachers. Digital India – Expands ICT accessibility and infrastructure in educational institutions. PM Poshan – Ensures inclusive education by addressing nutritional needs alongside learning. Operation Digital Board – Equips schools with smart boards, projectors, and interactive digital tools. E-Pathshala & SWAYAM – Mobile-friendly learning platforms offering digital textbooks and online courses. National Digital Library of India (NDLI) – Repository of e-books, learning materials, and academic resources. BharatNet & Wi-Fi Campus Scheme – Expands internet connectivity to schools in remote areas. NISHTHA Training Programs – Enhances teachers' digital and pedagogical skills for integrating AV tools.
Percentage of Teachers do not have adequate resource book in their school	Stakeholder Engagement – Collaborate with teachers, administrators, and education officials to determine specific needs. Policy Integration – Align with NEP 2020, NCERT guidelines, and digital initiatives to enhance resource availability. Library Enhancement – Upgrade school libraries with subject-specific and pedagogy-related books under Samagra Shiksha Abhiyan (SSA). Digital Resource Access – Provide e-books, Open Educational Resources (OER), and government platforms like DIKSHA, ePathshala, and NROER. Community & NGO Collaboration – Partner with National Book Trust (NBT), NGOs, and private publishers for book donations. Mobile Libraries – Establish a book rotation system to support resource-scarce schools, especially in rural areas. Teacher Training & Utilization – Conduct workshops on integrating resource books into classroom instruction and lesson planning. Reading Circles & Peer Learning – Foster collaborative knowledge-sharing among teachers through study groups. Content Creation & Knowledge Sharing – Encourage teachers to document best practices and create resource materials. Holistic Progress Card (HPC) Implementation – Utilize PARAKH NCERT's framework to assess teachers' professional development and resource utilization. Feedback & Continuous Improvement – Establish a system for teachers to provide feedback on book selection and distribution. Relevant Government Schemes & Initiatives: National Digital Library of India (NDLI) – Provides free access to educational resources. DIKSHA Portal – Offers digital content and teaching aids for educators. ePathshala & NROER – Government platforms providing e-books and open

	educational resources. PM eVIDYA – Enhances digital learning opportunities.
Percentage of Teachers who never or rarely use Jadui Pitara	Introduction Workshops – Conduct orientation sessions to explain the concept, purpose, and benefits of Jadui Pitara. Demonstration & Model Lessons – Showcase real-time usage through expert-led classroom demonstrations. Teacher Sensitization – Address misconceptions and share success stories to build confidence. Hands-on Training – Provide structured training sessions on integrating Jadui Pitara into daily teaching. Resource Development – Design subject-wise lesson plans incorporating Jadui Pitara for effective implementation. Peer Learning Groups – Establish collaborative teacher forums for sharing strategies and experiences. Classroom Trials – Implement a phased approach, encouraging gradual use and experimentation. Mentoring & Support – Assign trained mentors to guide teachers in adapting Jadui Pitara. Student Engagement Monitoring – Evaluate student participation and Competencies from Jadui Pitara activities. Usage Tracking & Feedback – Monitor frequency of usage and collect teacher insights to refine strategies. Recognition & Incentives – Reward teachers effectively integrating Jadui Pitara into their teaching methods. Holistic Progress Card (HPC) – Implement PARAKH NCERT’s framework to assess teachers’ effectiveness in utilizing Jadui Pitara. NIPUN Bharat Mission – Supports foundational learning through play-based teaching aids like Jadui Pitara. DIKSHA Portal – Provides digital resources and training modules for teachers. National Initiative for School Heads and Teachers’ Holistic Advancement (NISHTHA) – Includes capacity-building programs for innovative teaching methodologies. Samagra Shiksha Abhiyan (SSA) – Funds teacher training and resource development. PM eVIDYA – Facilitates access to digital tools and content for interactive learning.
Percentage of Teachers who never or rarely use Kits for Mathematics/Language/Science	Workshops & Demonstrations – Train teachers on the benefits and effective usage of kits in Mathematics, Language, and Science. Best Practices Sharing – Highlight successful schools that integrate kits into teaching. Teacher Orientation – Provide structured guidance on kit-based pedagogy. Inventory Assessment – Evaluate kit availability and identify shortages in schools. Kit Distribution – Supply necessary kits through Samagra Shiksha Abhiyan (SSA) and other initiatives. Low-Cost & DIY Kits – Encourage creation of teaching aids using locally available materials. Hands-on Learning – Develop lesson plans integrating kits for interactive

	learning. Interdisciplinary Usage – Promote kit applications across subjects for a holistic learning experience. Recognition & Incentives – Reward educators implementing innovative kit-based methods. Holistic Progress Card (HPC) – PARAKH NCERT Assess teachers on creativity, awareness, and sensitivity in using hands-on learning tools. Track student progress in experiential learning through kit-based activities. Samagra Shiksha Abhiyan (SSA) – Supports procurement and distribution of learning kits. Rashtriya Avishkar Abhiyan (RAA) – Promotes hands-on STEM education in schools. ATAL Tinkering Labs (ATL) – Encourages innovation through experiential learning tools. DIKSHA Portal – Provides digital resources and training on kit-based teaching methodologies. Vigyan Jyoti Scheme – Supports experiential science learning, particularly for girls.
6. Promote experiential learning through both curricular and co-curricular activities.	
Percentage of schools do not offer Art Club/Art Activities	Infrastructure & Resources – Provide essential art materials, dedicated spaces, and funding through Samagra Shiksha Abhiyan (SSA). Regular Art Activities – Organize weekly art workshops, theme-based competitions, and creative sessions. Collaboration with Artists – Invite local artists and professionals for interactive sessions and mentorship. Interdisciplinary Learning – Integrate art into subjects like science, mathematics, and social studies for holistic education. Annual Art Exhibitions – Establish a platform for students to showcase their artistic talents. Teacher Training – Equip educators with methodologies for implementing art-integrated learning using NISHTHA training programs. Holistic Progress Card (HPC) – Align student assessments with PARAKH NCERT's framework, evaluating creativity and expression. Feedback & Expansion – Gather insights from students and teachers for continuous improvement and scaling successful models. Kala Utsav – Promotes artistic talent in schools through national-level competitions. Ek Bharat Shreshtha Bharat (EBSB) – Encourages cultural and artistic exchange across states. Rashtriya Avishkar Abhiyan (RAA) – Supports art-integrated learning in STEM education. DIKSHA Portal – Offers digital art resources for teachers and students.
Percentage of schools do not offer Sports Activities	Infrastructure Development – Establish basic sports facilities using Khelo India School Program funding. Equipment Provision – Ensure access to sports gear through Samagra Shiksha Abhiyan (SSA) grants. Structured Physical Education – Introduce PE sessions with trained

	instructors, aligned with NEP 2020. Sports Tournaments – Organize inter-house, inter-school, and regional competitions. Fitness Assessments – Implement structured fitness evaluation for students. Sports Organization Partnerships – Collaborate with local academies for specialized coaching. Student Engagement in Competitions – Encourage participation in Khelo India Youth Games and other national events. Holistic Progress Card (HPC) – Assess student development in sports under PARAKH NCERT’s framework. Community & NGO Involvement – Work with sports NGOs to promote inclusivity. Feedback & Continuous Improvement – Collect insights from students, teachers, and parents. Khelo India School Program – Supports sports infrastructure, coaching, and competitions. Fit India Movement – Promotes physical activity and wellness in schools. Samagra Shiksha Abhiyan (SSA) – Provides funds for school sports facilities. Special Area Games Scheme (SAI) – Identifies and trains young talent in sports. National Programme for Youth and Adolescent Development (NPYAD) – Encourages youth participation in sports.
Percentage of schools do not offer Science exhibition Activities	Annual & Inter-School Science Exhibitions – Establish school-level and district-level science fairs to showcase student projects. STEM Resource Development – Provide funding and infrastructure for Atal Tinkering Labs (ATL) and innovation spaces. Mentorship Programs – Collaborate with scientists, researchers, and industry experts for student guidance. National & International Participation – Encourage students to compete in INSPIRE Awards-MANAK, National Children's Science Congress (NCSC), and Olympiads. Project-Based Learning Integration – Embed hands-on experimentation and innovation within the science curriculum. Holistic Progress Card (HPC) – Utilize PARAKH NCERT’s framework to assess students' creativity, problem-solving, and innovation skills. Rashtriya Avishkar Abhiyan (RAA) – Promotes inquiry-based learning in STEM fields. INSPIRE Awards-MANAK – Provides financial support for innovative student projects. Atal Innovation Mission (AIM) – Supports innovation labs and STEM activities. National Children's Science Congress (NCSC) – Encourages scientific inquiry through project-based competitions. Vidyanjali Scheme – Enables volunteer experts to mentor students in STEM fields.

Percentage of schools do not offer School fair Activities	Annual School Fair Initiative – Establish a structured framework for organizing student-led fairs. Project-Based Learning Exhibits – Encourage students to showcase innovations in science, arts, and business. Community & Parental Involvement – Engage parents, local artisans, and industry professionals. Theme-Based Integration – Align fairs with academic and Skill learning (e.g., STEM, sustainability, entrepreneurship). Fundraising & Social Impact – Utilize fairs to support school development initiatives. Entrepreneurial Skill Development – Promote financial literacy and business acumen through student-run stalls. Hands-On Learning Experiences – Facilitate interactive sessions with real-world applications. Collaboration with Local Bodies – Partner with municipal corporations, industry groups, and NGOs for resource support. Recognition & Certification – Acknowledge outstanding projects through school and district-level awards. Holistic Progress Card (HPC) Implementation – Use PARAKH NCERT's framework to assess students' creativity, awareness, and problem-solving abilities. Rashtriya Avishkar Abhiyan (RAA) – Encourages science, mathematics, and innovation-based projects. Atal Tinkering Labs (ATL) – Supports hands-on STEM and entrepreneurship activities in schools. Ek Bharat Shreshtha Bharat (EBSB) – Promotes cultural and educational exchange through thematic school fairs. Samagra Shiksha Abhiyan (SSA) – Provides financial support for co-curricular and experiential learning activities. PM eVIDYA – Integrates digital tools for showcasing virtual school fairs.
Percentage of schools do not offer Cultural Activities	Cultural Events & Showcases – Organize annual and periodic events celebrating regional and national traditions. Performing Arts Integration – Conduct storytelling, dance, music, and theater programs to engage students. Festival Celebrations – Promote inclusivity by observing diverse cultural and national festivals. Workshops & Expert Sessions – Collaborate with cultural organizations, artists, and performers for hands-on training. School-Based Cultural Clubs – Establish literature, music, drama, and fine arts clubs to nurture talent. Curriculum Integration – Embed cultural education within subjects through activity-based learning. Student Portfolios & Recognition – Document participation in cultural activities under Holistic Progress Card (HPC) by PARAKH NCERT. Community Engagement – Involve parents, local artists, and alumni in school cultural programs. Cultural Exchange Programs – Facilitate inter-school cultural interactions for broader exposure.

	Rashtriya Kala Utsav – Promotes arts in education through student participation. Ek Bharat Shreshtha Bharat (EBSB) – Encourages cultural exchange between states. Samagra Shiksha Abhiyan (SSA) – Provides grants for extracurricular activities, including cultural programs. Kala Utsav (NCERT) – Encourages artistic talent among school students.
Percentage of schools do not offer Literary Activities/Reading Activities	Library Establishment & Enhancement – Develop well-stocked school libraries with diverse books across genres. Reading Challenges & Events – Organize storytelling sessions, book fairs, and read-a-thons to promote reading culture. Student-Led Literary Clubs – Launch clubs for creative writing, debates, and poetry recitals. Classroom Integration – Embed literature into daily lessons through guided reading and discussion-based activities. Author & Poet Engagements – Collaborate with local writers for interactive storytelling and literary workshops. Digital & Audiobook Access – Provide e-books, audiobooks, and online resources via government platforms. Teacher Capacity Building – Train educators in reading pedagogy and strategies for fostering literary interest. Holistic Progress Card (HPC) Implementation – Use PARAKH NCERT’s framework to assess literacy engagement and progress. Feedback & Continuous Improvement – Collect insights to refine reading programs and expand successful initiatives. National Digital Library of India (NDLI) – Digital access to books and research materials. DIKSHA & ePathshala – Online platforms for reading resources and teacher training. Samagra Shiksha Abhiyan (SSA) – Supports school library infrastructure and literacy programs. Padhna Likhna Abhiyan – National initiative promoting foundational literacy. Rashtriya Avishkar Abhiyan (RAA) – Encourages creative engagement in reading and storytelling.
7. Strengthen parent and community engagement for a collaborative school environment.	
Percentage of Teachers reported that they do not get any support from Gram Pradhan/Ward Parshad	Regular Stakeholder Meetings – Facilitate structured dialogues between school authorities and Gram Pradhan/Ward Parshad to address educational needs. Advocacy for School Development – Urge local leaders to allocate funds for infrastructure, teacher resources, and student welfare. Community Engagement – Involve local representatives in school events, academic discussions, and decision-making. School-Community Partnership Committee – Form a dedicated body comprising teachers, administrators, and local leaders to resolve school challenges. Awareness Campaigns – Educate community members on the role of Panchayati Raj Institutions (PRI) and Urban Local Bodies (ULB) in school development.

	Holistic Progress Card (HPC) Implementation – Utilize PARAKH NCERT’s framework to assess teacher engagement and local governance impact. Samagra Shiksha Abhiyan (SSA) – Supports school development, infrastructure, and community participation. Rashtriya Gram Swaraj Abhiyan (RGSA) – Strengthens the role of Gram Panchayats in local governance, including education. 15th Finance Commission Grants – Provides funds to Gram Panchayats for education-related projects. Vidyanjali 2.0 – Encourages community and volunteer participation in school improvement. Urban Learning Improvement Program (ULIP) – Enhances school governance in urban areas through municipal body support.
Percentage of Teachers reported that they do not get any support from Self Help Group	SHG-School Collaboration – Establish partnerships between schools and local Self-Help Groups (SHGs) for mutual support. Mentorship & Counseling – Engage SHG members in student guidance, addressing socio-emotional and career-related concerns. Skill Development & Skill Integration – Organize teacher training sessions on locally relevant skills, incorporating SHG expertise. Resource & Infrastructure Support – Facilitate SHG-led initiatives for school improvement, such as classroom enhancement and teaching aids. Community Fundraising – Mobilize resources through joint fundraising efforts, ensuring financial sustainability for teacher development. Recognition & Engagement – Acknowledge SHG contributions in school events, fostering long-term collaboration. Holistic Progress Card (HPC) – Implement PARAKH NCERT’s assessment framework to evaluate the impact of SHG involvement on teacher support. National Rural Livelihood Mission (NRLM) – Strengthens SHGs and facilitates their involvement in education. Samagra Shiksha Abhiyan (SSA) – Supports community engagement in school development. Poshan Abhiyaan – Encourages SHG participation in mid-day meal programs and nutrition awareness. PM Kaushal Vikas Yojana (PMKVY) – Aligns Skill training with SHG expertise for teacher and student development. Digital India Initiative – Provides access to digital tools and resources for SHG-supported teacher training.
Percentage of Teachers reported that they do not get any support from Corporate Social Responsibility (Private)	CSR Mapping & Outreach – Identify corporations with active CSR initiatives in education and establish partnerships. Long-Term Partnerships – Facilitate corporate collaborations for sustained investments in teacher training, digital learning, and infrastructure. Employee Engagement Programs – Encourage corporate volunteering for skill-based training, mentorship, and content development. Recognition & Reporting – Showcase CSR contributions through reports, impact assessments, and school-community engagement events. Holistic Progress Card (HPC) Implementation – Use PARAKH NCERT’s framework to track teacher development and the impact of CSR initiatives.

	Samagra Shiksha Abhiyan (SSA) – Strengthening teacher education, school infrastructure, and ICT-based learning. Public-Private Partnership (PPP) in Education – Encouraging corporate participation in school improvement projects. DIKSHA Portal – Providing digital teaching resources, online training, and content-sharing for educators. National Initiative for School Heads’ and Teachers’ Holistic Advancement (NISHTHA) – Capacity-building for teachers, which CSR can supplement. Rashtriya Avishkar Abhiyan (RAA) – Promoting STEM education in schools with CSR collaboration for hands-on learning tools. Vidyanjali 2.0 – A platform enabling corporate and individual volunteers to support government schools through knowledge and infrastructure contributions. National Education Policy (NEP) 2020 Implementation Grants – Allowing CSR investments to align with teacher development and digital education reforms. Pradhan Mantri e-Vidya – Encouraging CSR-driven e-learning content development and teacher training for digital education. School Innovation Council (SIC) Initiative – Supporting innovation-driven projects in schools through CSR partnerships. Corporate Social Responsibility Rules (MCA, 2014) – Encouraging corporate spending on education under Schedule VII of the Companies Act.
Percentage of Teachers reported that they do not get any support from Vidyanjali (Expert individuals, NGOs)	School Registration & Awareness – Ensure all schools register under Vidyanjali 2.0, conducting orientation for administrators and teachers. Expert Engagement – Facilitate guest lectures, workshops, and mentorship sessions by professionals, industry experts, and educators. NGO Collaboration – Partner with NGOs to provide skill-based training, pedagogy support, and student development programs. Alumni & Retired Professionals – Encourage alumni and retired educators to contribute through mentorship, training, and curriculum support. Capacity-Building for Teachers – Conduct professional development sessions in pedagogy, technology integration, and subject expertise. Monitoring & Feedback Mechanism – Track Vidyanjali activities, collect feedback, and report impact for continuous improvement. Holistic Progress Card (HPC) – Utilize PARAKH NCERT’s framework to assess teacher growth, mentorship effectiveness, and student engagement. Vidyanjali 2.0 – Facilitates expert and NGO participation in school education. Samagra Shiksha Abhiyan (SSA) – Supports teacher training, digital education, and infrastructure enhancement. PM eVIDYA – Provides digital resources and professional development for teachers. DIKSHA Portal – Offers online training, digital content, and teaching aids. NISHTHA Teacher Training – Equips educators with 21st-century teaching skills and methodologies. National Education Policy (NEP) 2020 – Encourages experiential learning, teacher capacity-building, and industry collaboration.
8. Implement an Early Warning System to identify and support at-risk students early.	

Percentage of Schools reported that very large percentage of students opt for job after completion of Grade X	Career Counseling & Awareness – Conduct structured counseling sessions to guide students on academic and Skill pathways. Skill-Based Certification Programs – Collaborate with local industries to provide certification courses aligned with NSQF standards. Financial Support & Scholarships – Facilitate access to government scholarships and financial aid schemes. Mentorship & Alumni Engagement – Connect students with alumni who have pursued higher education for guidance and motivation. Skill & Flexible Learning Options – Partner with ITI institutes, Polytechnic colleges, and Skill India programs for career-aligned training. Parental Awareness Initiatives – Conduct sessions to educate parents on the long-term benefits of continued education. Internships & Apprenticeships – Provide hands-on work experience while encouraging further studies. Integration with Holistic Progress Card (HPC) – Use PARAKH NCERT’s HPC framework to track students' aspirations and skill development. Digital & ICT-Based Learning – Leverage platforms like DIKSHA, PM eVIDYA, and SWAYAM for remote learning opportunities. National Means-cum-Merit Scholarship (NMMSS) – Financial aid for economically weaker students to continue education beyond Grade X. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) – Skill certification programs to enhance employability while allowing further education. Samagra Shiksha Abhiyan (SSA) – Supports secondary school infrastructure and dropout prevention programs. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Focuses on improving access and quality in secondary education. Skill India Mission – Provides Skill training and certification for students seeking alternative career paths. National Apprenticeship Promotion Scheme (NAPS) – Offers stipends and training for students opting for apprenticeships. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) – Skill development for rural youth, ensuring employment-oriented training. Post-Matric Scholarship Scheme for SC/ST Students – Provides financial support for higher education. AICTE Pragati & Saksham Scholarships – Financial aid for female students and differently-abled students pursuing higher studies. Jan Shikshan Sansthan (JSS) – Offers Skill training for school dropouts to encourage lifelong learning. Unnat Bharat Abhiyan – Connects rural students with higher education institutions for mentorship and learning opportunities.
Percentage of Schools reported that very large percentage of students repeat Grade X	Remedial & Personalized Learning – Organize structured remedial classes and one-on-one tutoring for at-risk students. Continuous Assessment & Early Intervention – Implement formative assessments to identify and address learning gaps proactively. Teacher Training in Differentiated Instruction – Equip educators with skills to tailor teaching methods for diverse student needs. Peer Tutoring & Study Groups – Establish structured peer-led learning sessions to enhance concept clarity. Holistic Progress Card (HPC) – Use PARAKH NCERT’s assessment framework

	to track students' progress across cognitive and skill-based competencies. PM eVIDYA – Provides access to digital learning resources like DIKSHA, SWAYAM, and TV/radio-based content. NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement) – Enhances teachers' skills in inclusive and competency-based education. National Means-cum-Merit Scholarship (NMMSS) – Provides financial assistance to academically weaker students from economically disadvantaged backgrounds. Operation Digital Board (ODB) – Enables interactive learning through smart classrooms and digital pedagogy. Mid-Day Meal Scheme (PM POSHAN) – Addresses malnutrition, improving student concentration and retention in schools. Strengthening Teaching-Learning and Results for States (STARS) – Supports states in improving Competencies and reducing dropouts. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Focuses on secondary education quality improvement and reducing repetition rates. National Program for Improvement of Competencies (NIPUN Bharat) – Strengthens foundational literacy and numeracy to prevent learning gaps in later grades. Unnati Remedial Coaching Scheme – Provides additional academic support to students at risk of failing. Aadhaar-Enabled Progress Tracking – Helps monitor student performance and identify early intervention needs. Vidyanjali 2.0 – Facilitates volunteer-based mentoring and academic support for students in need.
Percentage of Schools reported that very large percentage of students help in doing the family work after completion of Grade X	Flexible Learning Options – Introduce evening, weekend, and open schooling programs under NIOS (National Institute of Open Schooling). Financial Support & Scholarships – Provide scholarships and stipends through National Means-cum-Merit Scholarship (NMMS) and Post-Matric Scholarship Scheme. Work-Study Programs – Develop Skill courses aligned with NSQF (National Skills Qualifications Framework) to integrate education with skill-building. Livelihood Support for Families – Link families with Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and self-employment schemes to reduce dependency on child labor. Career Counseling & Mentorship – Establish school-based guidance programs to inform students about career pathways. Holistic Progress Card (HPC) – Implement PARAKH NCERT's framework to track students' academic and Skill progress. Monitoring & Feedback – Regularly assess student participation and address barriers through school-community dialogues. PM POSHAN (Mid-Day Meal Scheme) – Encourages school attendance by providing nutritious meals. Samagra Shiksha Abhiyan (SSA) – Supports inclusive education and dropout prevention programs. NSQF & PMKVY (Pradhan Mantri Kaushal Vikas Yojana) – Offers Skill training and certification.

	Balika Samridhi Yojana – Provides financial aid for girl students from economically weaker sections. PMEGP (Prime Minister's Employment Generation Program) – Promotes family self-employment to reduce reliance on child labor. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Strengthens secondary education access and infrastructure.
Percentage of Schools do not offer or organize career guidance for the students in higher grades	Career Resource Center – Establish a dedicated space with career-related books, scholarship details, Skill course guides, and digital career resources. Psychometric Assessments – Implement aptitude and interest-based tests to help students identify strengths and suitable career paths. Industry & University Exposure Visits – Organize visits to universities, industries, and Skill training centers to provide real-world career insights. Mentorship Programs – Connect students with professionals, alumni, and industry experts for career guidance and skill development. Regular Career Counseling Sessions – Conduct workshops with industry leaders, educators, and career coaches to discuss emerging career trends. Integration with Holistic Progress Card (HPC) – Align career counseling with PARAKH NCERT's framework, assessing students' career awareness and aspirations. Use of Digital Platforms – Utilize DIKSHA, ePathshala, and National Career Service Portal to provide career-related content and guidance. National Career Service (NCS) – Provides career counseling, job matching, and skill development resources. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) – Offers skill-based training for employability in various sectors. Skill India Mission – Focuses on Skill training and entrepreneurship development. Samagra Shiksha Abhiyan (SSA) – Supports career guidance as part of holistic school education. ATAL Tinkering Labs (ATL) – Encourages innovation and exposure to emerging career fields in STEM. Unnat Bharat Abhiyan (UBA) – Facilitates career-related mentorship and guidance in rural schools through higher education institutions. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) – Strengthens higher education and career-related initiatives in schools and colleges. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) – Provides career and skill development opportunities for rural youth. Jan Shikshan Sansthan (JSS) – Focuses on Skill training for school dropouts and marginalized groups. Stand-Up India Scheme – Encourages entrepreneurship and career opportunities in business for SC/ST and women candidates. National Apprenticeship Promotion Scheme (NAPS) – Supports career-linked apprenticeships in various industries. Digital India Initiative – Facilitates access to online career counseling, e-learning, and job-oriented courses. PM YUVA (Young, Upcoming, and Versatile Authors) Scheme – Encourages students to pursue writing as a career through mentorship and training. Mahatma Gandhi National Fellowship (MGNF) – Supports skill development and career mentorship at the district level.
9. Create a safe, inclusive school environment where every student thrives.	

Percentage of students got teased by other students	Awareness Campaigns – Conduct morning assembly talks, storytelling, and short plays to highlight the impact of teasing. Classroom Discussions – Facilitate monthly teacher-led discussions on bullying, emotional intelligence, and conflict resolution. Student-Led Initiatives – Implement a peer mentoring system where senior students guide younger peers on handling teasing. Adolescent Education Program (AEP) Modules – Integrate NCERT’s AEP to develop students’ social skills, empathy, and responsible behavior. Anonymous Reporting Mechanism – Set up suggestion boxes or digital platforms for students to report teasing incidents safely. Holistic Progress Card (HPC) – Assess students’ emotional and social development using PARAKH NCERT’s framework. Teacher & Staff Training – Conduct workshops under National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) to equip educators with strategies to manage and prevent teasing. Manodarpan Initiative – Provides psychological support for students’ emotional well-being. National Adolescent Health Program (Rashtriya Kishor Swasthya Karyakram - RKSK) – Focuses on adolescent mental health and social behavior. NISHTHA (National Initiative for School Heads’ and Teachers’ Holistic Advancement) – Trains teachers on student well-being and safe school environments. POSCO e-Box – A government initiative for anonymous reporting of abuse and bullying cases. Beti Bachao Beti Padhao (BBBP) – While primarily for girl child empowerment, it promotes safe and inclusive school environments. Padhna Likhna Abhiyan – Encourages awareness through reading materials on child rights, bullying prevention, and emotional intelligence.
Percentage of students reported that their classmates left them out of group activity	Inclusive Grouping Policy – Implement rotating or teacher-assigned teams to ensure equal participation. Social Integration Programs – Organize cooperative games, buddy systems, and interactive classroom activities. Diversity & Sensitivity Training – Conduct workshops, role-playing exercises, and storytelling sessions to build empathy. NCERT’s Inclusion Guidelines – Ensure adherence to inclusive education principles in school policies and classroom practices. Peer Support Networks – Establish mentorship programs where senior students support younger ones. Sports & Activity-Based Inclusion – Utilize Khelo India for team-building exercises and collaborative sports activities. Holistic Progress Card (HPC) – Implement PARAKH NCERT’s framework to assess students’ social skills and collaboration. Khelo India – Encourages sports-based teamwork and social bonding. POSHAN Abhiyaan – Ensures social inclusion through shared meal programs promoting interaction. Ek Bharat Shreshtha Bharat (EBSB) – Fosters cultural exchange and understanding among students.

	National Programme on School Standards and Evaluation (Shaala Siddhi) – Focuses on inclusive school environments. Sugamya Bharat Abhiyan (Accessible India Campaign) – Ensures accessibility and inclusivity for students with disabilities.
Percentage of students reported that 'My classmates made fun of me'	Code of Conduct Implementation – Clearly define teasing, mockery, and verbal abuse in school policies, aligned with NCPCR's Bullying Prevention Guidelines. Awareness & Sensitization – Conduct workshops for students, teachers, and parents on verbal harassment, empathy, and respectful communication. Safe Reporting Mechanism – Establish anonymous complaint boxes and online portals for students to report incidents without fear. Counseling & Support System – Provide access to school counselors, peer mentoring programs, and emotional well-being sessions. Rewarding Positive Behavior – Recognize students demonstrating kindness and inclusivity through school-based awards and public appreciation. Teacher Training – Equip educators with strategies to identify and intervene in verbal harassment cases. Holistic Progress Card (HPC) Integration – Use PARAKH NCERT's framework to assess students' socio-emotional skills and behavioral growth. POCSO e-Box (NCPCR) – A confidential online reporting mechanism for child abuse cases. Samagra Shiksha Abhiyan (SSA) – Supports initiatives for creating safe and inclusive school environments. Counselling Services under Manodarpan (MoE Initiative) – Provides mental health support for students facing harassment. National Commission for Protection of Child Rights (NCPCR) Guidelines – Defines actions against bullying and verbal harassment in schools. POSHAN Abhiyaan – Addresses emotional and psychological well-being as part of child development. Beti Bachao Beti Padhao (BBBP) – Promotes a safe and empowering school environment, particularly for girls.
Percentage of students reported that 'My classmates threatened me'	Conflict Resolution Training – Implement peer mediation programs facilitated by trained teachers and counselors. Legal Awareness & Student Rights – Conduct workshops with law enforcement and legal experts on the consequences of threats. Parental Counseling & Awareness – Organize sessions to help parents recognize warning signs and support conflict resolution at home. School Safety Framework – Enforce Delhi High Court's Guidelines on School Safety (2018) for student protection. Collaboration with Child Welfare Bodies – Partner with State Child Welfare Committees (CWC) and child psychologists for legal and psychological support. Holistic Progress Card (HPC) Implementation – Use PARAKH NCERT's framework to track social-emotional learning, student well-being, and behavioral improvements. Anonymous Reporting Mechanism – Set up a grievance redressal system for students to report threats confidentially. Student Peer Support Groups – Establish mentorship and buddy programs

	to create a safer classroom environment. Teacher Sensitization Programs – Train educators to identify bullying behaviors and intervene effectively. Safe School Infrastructure – Improve surveillance through CCTV installation, secure classroom arrangements, and safe zones within schools. POCSO Act, 2012 – Protection of Children from Sexual Offences, ensuring strict action against threats and bullying. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Funds school infrastructure improvement, including safety measures. Child Helpline (1098) – 24x7 emergency service for children facing threats or abuse. National Mental Health Program (NMHP) – Provides psychological support for students through school counseling initiatives.
Percentage of students reported that 'I got hit or pushed around by my classmates'	Strict Zero-Tolerance Policy – Establish and enforce clear disciplinary actions against bullying and physical aggression. Enhanced Teacher Supervision – Deploy duty teachers in high-risk areas such as corridors, playgrounds, and common spaces. Restorative Justice Approach – Implement peer mediation and conflict resolution programs to foster a positive school environment. Anonymous Reporting System – Encourage students to report incidents via NCPDR's e-Baal Nidan Portal and school-based grievance cells. Student Awareness Campaigns – Conduct workshops on empathy, respect, and non-violent conflict resolution. Parental & Community Engagement – Organize counseling sessions to educate parents on recognizing signs of bullying. Psychosocial Support – Provide counseling services and emotional well-being programs through trained professionals. Holistic Progress Card (HPC) – Integrate PARAKH NCERT's framework to assess social-emotional skills and peer interactions. POCSO Act, 2012 – Provides legal protection against child abuse, including school bullying. NCPDR's e-Baal Nidan Portal – Facilitates online grievance redressal for student safety concerns. MANODARPAN – Provides psychological support and counseling for students facing bullying and stress. Khelo India Programme – Encourages positive peer interactions through structured sports activities. National Mental Health Programme (NMHP) – Aims at promoting mental well-being in schools. Childline 1098 – 24x7 helpline for children in distress, including bullying cases.
Percentage of students do not feel safe at school	School Safety Audits – Conduct annual assessments to identify safety risks and implement corrective measures. Psychosocial Support – Deploy trained counselors to address student anxiety, stress, and emotional well-being. Student Safety Surveys – Regularly collect feedback to understand concerns and improve policies. Policy Adherence – Align with the Ministry of Education's Safety and

	Security Guidelines for Schools for standardized safety protocols. Awareness & Training – Conduct workshops on child rights, bullying prevention, and gender sensitivity. Safe Infrastructure Development – Ensure secure school premises, functional CCTV surveillance, and well-lit spaces. Grievance Redressal Mechanism – Establish Child Protection Committees and anonymous reporting systems. Parental & Community Engagement – Involve parents and local authorities in school safety initiatives. Holistic Progress Card (HPC) – Use PARAKH NCERT’s framework to track students’ emotional and social well-being. POCSO Act Implementation – Mandates child protection mechanisms in schools. National Commission for Protection of Child Rights (NCPCR) – Provides guidelines for student safety and grievance redressal. Khelo India Program – Promotes physical well-being and stress relief through sports integration. Operation Kayakalp – Focuses on improving school infrastructure, including sanitation and safety measures. Beti Bachao Beti Padhao – Addresses gender sensitivity and ensures safe school environments for girls. National Mental Health Program (NMHP) – Supports mental health awareness and counseling services. School Health Program (SHP) under Ayushman Bharat – Provides health screenings and psychological support for students.
Percentage of school reported that they do not have any Anti-Bullying Policy	Mandatory Anti-Bullying Committees (ABC) – Establish committees with teachers, students, and parents to oversee policy implementation. Formal Complaint Redressal System – Set up anonymous reporting mechanisms, grievance cells, and counseling support. Annual Awareness & Sensitization Programs – Conduct Anti-Bullying Weeks, workshops, and role-play sessions to educate students and staff. Policy Compliance & Documentation – Align with State Education Department Directives and integrate guidelines into school handbooks. Peer-Led Initiatives – Establish student-led anti-bullying squads to promote a supportive school environment. Integration with Holistic Progress Card (HPC) – Use PARAKH NCERT’s framework to assess students’ social-emotional well-being and behavior. POSCO Act, 2012 – Provides legal protection against child abuse and harassment. Juvenile Justice Act, 2015 – Addresses bullying as a punishable offense under child protection laws. Manodarpan Initiative – A Ministry of Education program offering psychological support to students. CBSE Anti-Bullying Guidelines – Mandates all affiliated schools to have an anti-bullying policy. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Funds interventions for school safety and student well-being.

	National Commission for Protection of Child Rights (NCPCR) – Provides grievance redressal and policy recommendations for child safety.
Percentage of school reported that they do not have any Student Behaviour/Disciplinary policy	Develop a Standardized Code of Conduct – Define clear guidelines on acceptable and unacceptable behaviors aligned with NCERT’s Social and Emotional Learning (SEL) framework. Teacher Training in Positive Discipline – Equip educators with non-punitive discipline strategies, conflict resolution techniques, and classroom management skills. Student Awareness & Involvement – Conduct workshops on rights, responsibilities, and behavioral expectations using engaging activities. Parental Engagement – Organize orientation programs to involve parents in reinforcing discipline and social norms at home. Regular Monitoring & Reporting – Implement school-based behavioral tracking systems for early intervention. Integration with Holistic Progress Card (HPC) – Assess students' social and emotional competencies under PARAKH NCERT’s framework. Conflict Resolution & Restorative Practices – Introduce peer mediation and restorative justice approaches to address behavioral issues constructively. NCERT’s SEL Guidelines – Provides structured strategies for fostering positive student behavior. Poshan Abhiyaan for Schools – Focuses on student well-being, including emotional health. Counseling & Mental Health Initiatives under Manodarpan – Offers psychological support for students. Right to Education (RTE) Act – Mandates child-friendly disciplinary practices. Padhna Likhna Abhiyan – Encourages value-based learning, promoting positive behavior. NIPUN Bharat Mission – Strengthens foundational literacy and behavioral development among students.
Percentage of school reported that they do not have any Policy related to Prevention of Sexual Harassment at Workplace (POSH)	Policy Formulation & Compliance – Mandate schools to establish Internal Complaints Committees (ICC) in line with the POSH Act, 2013 and Ministry of Women and Child Development (MWCD) guidelines. Training & Capacity Building – Conduct annual workshops for staff and students on sexual harassment prevention and redressal mechanisms. Awareness Campaigns – Display POSH policy and reporting mechanisms in school premises, handbooks, and digital platforms. Stakeholder Sensitization – Engage teachers, administrators, students, and parents through interactive sessions on gender sensitivity and workplace ethics. Safe Reporting Mechanisms – Establish anonymous complaint channels (helplines, drop boxes) to encourage reporting without fear of retaliation. Monitoring & Accountability – Conduct periodic audits and compliance checks to ensure policy implementation in every school. Legal Support & Counseling – Collaborate with legal aid bodies and psychologists to provide assistance to victims and enhance school safety. Integration with Holistic Progress Card (HPC) – Use PARAKH NCERT’s framework to assess schools’ compliance with safety and ethical standards.

	SHe-Box – Online complaint portal for workplace harassment, under MWCD. Beti Bachao Beti Padhao (BBBP) – Focuses on gender sensitivity and protection of girls. Saksham Scheme – Empowers educational institutions to ensure gender equity and safety. National Commission for Women (NCW) Initiatives – Provides legal assistance and training on POSH compliance. One Stop Centres (OSCs) – Offers support to victims of gender-based violence. Women Helpline (181) – National emergency helpline for women in distress. POCSO e-Box – Online grievance system for child sexual abuse under National Commission for Protection of Child Rights (NCPCR).
Percentage of school reported that they do not have any Child Protection Policy (POCSO)	Mandatory POCSO Policy Implementation – Ensure every school develops and enforces a Child Protection Policy in compliance with POCSO Act, 2012. Appointment of Child Protection Officers (CPOs) – Designate trained personnel in each school to oversee child safety measures. Teacher & Staff Training – Conduct capacity-building sessions on POCSO guidelines, child rights, and reporting mechanisms. Student Awareness Programs – Implement age-appropriate sessions on good touch & bad touch, online safety, and reporting abuse. Child Helpline Visibility – Mandate the display of Child Helpline 1098 and reporting procedures in classrooms and common areas. Regular Safety Audits & Compliance Checks – Schools to undergo periodic safety assessments as per National Commission for Protection of Child Rights (NCPCR) guidelines. Psychosocial Support & Counseling – Establish counseling services in schools with trained professionals. Safe School Infrastructure – Ensure secure school premises with proper monitoring, CCTV coverage, and student-friendly complaint systems. Integration with Holistic Progress Card (HPC) – Align with PARAKH NCERT's framework to assess school safety measures and student well-being. POCSO e-Box (NCPCR) – Online reporting mechanism for child abuse cases. National Child Protection Policy (MWCD) – Framework for safeguarding children in all institutions. Beti Bachao Beti Padhao (BBBP) – Focuses on girl child safety and empowerment. School Safety Guidelines (CBSE & NCPCR) – Mandates child protection policies in affiliated schools. Integrated Child Protection Scheme (ICPS) – Strengthens child protection mechanisms at institutional and community levels. Kanoon Ki Pathshala (NCPCR) – Legal literacy program for children, covering POCSO awareness. Counseling & Support Services under RTE Act, 2009 – Ensures emotional and psychological support for students.
10. Leverage technology to enhance learning and prepare students for a digital future.	

Percentage of students do not have any smartphone for learning at home	School-Managed Device Banks: Establish Digital Device Libraries where students can borrow smartphones for learning. Schools partner with NGOs, CSR initiatives, and alumni networks for smartphone donations. Community Digital Learning Hubs: Set up village or locality-based learning centers with shared devices for students. Use existing government infrastructure (Panchayat Bhawans, Anganwadi Centers) as digital hubs. State and Central Government Subsidy Programs: Advocate for low-cost student-friendly smartphone schemes under initiatives like PM eVidya. Encourage public-private partnerships to distribute refurbished smartphones. CSR under Digital India: Companies can contribute under Section 135 of the Companies Act (CSR Policy). PM-WANI Scheme: Enables free Wi-Fi hotspots, reducing reliance on personal smartphones.
Percentage of students do not have any laptop/desktop/tablet for learning at home	One Student-One Device Initiative: Leverage Digital India's PM eVidya Scheme to provide affordable student-friendly tablets. Schools can organize "Adopt a Child's Education" programs for corporate and community support. Refurbished Laptop Distribution Programs: Encourage donation drives for second-hand functional laptops through NGOs like eVidyaloka and Digital Empowerment Foundation (DEF). Partner with local businesses to provide low-cost EMI-based laptop financing for parents. School-Based Shared Learning Labs: Schools set up after-school digital learning centers where students can access computers. Strengthen libraries with digital resources and device-sharing policies. AICTE's Free Laptop Scheme for financially weaker students. DigiLEP (Digital Learning Enhancement Program) launched by states like Madhya Pradesh and Maharashtra.
Percentage of students do not have internet access at home	Government-Sponsored Internet Subsidies: Implement low-cost student broadband plans through BharatNet and BSNL Student Internet Schemes. Schools can negotiate bulk internet plans with telecom providers for underprivileged students. Community Wi-Fi Centers: Utilize PM-WANI (Wi-Fi Access Network Interface) to establish public hotspots in villages. Schools provide evening Wi-Fi access in school premises for students. Offline Learning Alternatives: Strengthen DIKSHA app's offline learning mode for content access without

	internet. Provide pre-loaded educational SD cards and USB drives for students without connectivity. BharatNet Project: Expanding internet access in rural areas.
Percentage of school do not have internet connectivity at school	Mandatory Internet Access for All Schools: Ensure internet-enabled smart classrooms under PM SHRI Schools Program. Utilize BharatNet Phase 2 to connect rural schools with fiber-optic internet. State-Level ICT Grants for Schools: Implement funding under Samagra Shiksha Abhiyan (ICT@Schools Scheme) for Wi-Fi installation. Schools apply for state-level digital infrastructure grants. Public-Private Partnerships (PPP): Schools collaborate with telecom companies (Jio, Airtel, BSNL) for subsidized broadband. Leverage CSR funding from tech companies (Google, Microsoft, Infosys Foundation, TCS Foundation). PM-WANI Scheme: Enables low-cost internet access for schools. DigiGaon Program: Expands rural digital infrastructure.
Percentage of school do not have computers/tablets for students	Smart Classrooms and Digital Labs: Equip schools with Smart TVs, projectors, and digital whiteboards under PM eVidya. Ensure computer labs with minimum 10:1 student-computer ratio as per ICT@Schools guidelines. Government and CSR-Funded ICT Programs: Leverage State ICT schemes like Tamil Nadu's Free Laptop Scheme for students. Schools apply for grants under AICTE, NITI Aayog's Atal Tinkering Labs (ATL). Tablet Distribution Under Samagra Shiksha Abhiyan: Provide budget tablets pre-loaded with DIKSHA content for students in government schools. Enable low-cost EMI schemes for students from low-income families. "Vidya Samiksha Kendra" t: Digital monitoring of school infrastructure. Atal Tinkering Labs (ATL) under NITI Aayog: Encouraging hands-on digital learning.
11. Invest in school facilities to create an inspiring and functional learning space.	
Percentage of schools do not have separate functional toilets for boys and girls as per students response	Mandatory Construction and Maintenance of Toilets: Implement Swachh Vidyalaya Abhiyan guidelines to ensure separate, well-maintained toilets. Leverage CSR funding from companies like Tata Trusts, Infosys Foundation, and HUL. Community and NGO Support: Collaborate with Sulabh International, UNICEF, and WaterAid for school sanitation projects. Conduct toilet hygiene awareness programs for students.

	Regular Inspection and Maintenance: Schools form Sanitation Committees to monitor cleanliness and functionality. Conduct monthly WASH (Water, Sanitation, and Hygiene) audits. Swachh Vidyalaya Puraskar recognizes schools with best sanitation practices. Rashtriya Bal Swasthya Karyakram (RBSK) promotes hygiene in schools.
Percentage of schools does not provide adequate sports facilities to all students as per students response	Implementation of Khelo India Guidelines: Ensure minimum one playground per school as per RTE norms. Introduce multi-sport kits (football, volleyball, skipping ropes) in schools. Upgrading Sports Infrastructure: Schools apply for Khelo India School Grants for sports equipment and coaching. Develop low-cost sports facilities like Kho-Kho courts and kabaddi grounds. Promoting Inclusive Sports Participation: Encourage sports periods in timetable to ensure all students participate. Organize inter-school competitions to motivate students. Fit India Movement promotes physical activities in schools. Sports Authority of India (SAI) provides funding for school sports development.
Percentage of schools do not have working fans and lights in classroom as per students response	Electrification and Maintenance Initiatives: Implement Vidyanjali Yojana to get community support for school electrification. Apply for state government grants for infrastructure development. Solar Power and Energy Efficiency Projects: Promote solar panel installations under PM-KUSUM Scheme. Introduce LED bulbs and energy-saving fans through CSR donations. School Monitoring and Reporting System: Conduct regular school maintenance audits by School Management Committees (SMCs). Introduce student feedback surveys to report infrastructure issues. Saubhagya Scheme ensures school electrification in rural areas. Ujala Yojana promotes LED-based energy-efficient solutions in schools.
Percentage of schools do not have clean drinking water available as per students response	Installation of Water Purification Systems: Install RO water purifiers and water coolers in schools under Jal Jeevan Mission. Encourage community partnerships for borewell and hand pump installations. Periodic Water Quality Testing: Conduct annual water quality tests in collaboration with the Public Health Engineering Department (PHED). Train teachers and students on water safety and contamination prevention. Rainwater Harvesting and Sustainable Water Management: Implement rainwater harvesting systems in school buildings. Encourage eco-clubs to monitor water wastage and promote conservation.

	Jal Jeevan Mission (Har Ghar Jal) aims to provide piped water in rural schools. Swachh Bharat Mission promotes water safety and hygiene.
Percentage of schools do not have functional laboratory for grade IX students per students response	Upgrading Science Labs Under Rashtriya Avishkar Abhiyan: Schools apply for funding under Samagra Shiksha Abhiyan for laboratory improvements. Encourage partnerships with Atal Tinkering Labs (ATL) for STEM learning. Low-Cost Science Experiment Kits: Distribute DIY science experiment kits for schools with no permanent lab setup. Partner with NCERT and Vigyan Prasar for low-cost science education models. Teacher Training and Practical Learning Integration: Train teachers under AICTE's Science Education Enhancement Program (SEEP). Conduct "Mobile Science Labs" in collaboration with NGOs like Agastya Foundation. Atal Tinkering Labs (ATL) under NITI Aayog provides funding for school science labs. Rashtriya Avishkar Abhiyan (RAA) promotes hands-on learning in STEM education.
12. Prioritize Social Emotional Learning (SEL) to nurture resilient and well-rounded students.	
Percentage of students often feel sad or unhappy	School-Based Mental Health Support: Establish student counseling cells with trained professionals under the Manodarpan Initiative. Organize peer mentorship programs for emotional support and social bonding. Happiness & Well-Being Curriculum: Implement the Happiness Curriculum (Delhi Model) to foster emotional resilience. Integrate art, music, mindfulness, and meditation into daily routines. Promote NCERT's Life Skills Education Program to enhance emotional intelligence. Implement anti-bullying policies and safe spaces for students to express emotions. Encourage peer support groups to reduce social isolation. Holistic Progress Card (HPC) Integration: Use PARAKH NCERT's framework to track students' emotional well-being. Assess life skills, happiness, and social-emotional growth in student evaluations. Manodarpan Initiative – Mental health support for students under Atmanirbhar Bharat. NCERT's Life Skills Education Program – Enhances emotional intelligence and resilience. Poshan Abhiyaan – Addresses nutrition-related factors affecting mental health.

	Ayushman Bharat – School Health & Wellness Program – Focuses on emotional and mental well-being. Khelo India Program – Encourages sports-based mental health benefits. Digital India Initiative (Diksha & ePathshala) – Provides digital well-being resources.
Percentage of students often stressed or worried about their school work	Stress-Free Learning – Reduce excessive homework, implement experiential & project-based assessments under NEP 2020. Academic Support – Conduct workshops on study techniques, time management, and goal setting; introduce peer mentoring. Mindfulness & Well-being – Integrate yoga, storytelling, nature walks, and creative arts into daily routines. Parental & Teacher Training – Conduct workshops on emotional intelligence and stress management. Holistic Progress Card (HPC) – Use PARAKH NCERT’s framework to assess socio-emotional well-being. Manodarpan – Psychological support for students. POSCO e-Box – Mental health and child safety support. PM eVIDYA – Digital learning resources. School Health & Wellness Program – Mental and emotional well-being in schools. DIKSHA Portal – Digital academic support.
Percentage of students not comfortable to talk to someone when they are feeling stressed or upset	Strengthening Teacher-Student Trust Train teachers in active listening and empathetic communication. Organize weekly “Check-in Circles” to encourage open conversations. School-Based Peer Support Programs Establish student-led “Wellness Champions” for peer support. Introduce anonymous “Write Your Worries” suggestion boxes for students to express concerns safely. Integrating Emotional Well-being in Curriculum: Implement Social-Emotional Learning (SEL) activities in daily school routines. Encourage creative expression through art therapy, journaling, and mindfulness practices. Safe Spaces for Expression: Establish “Wellness Rooms” in schools for relaxation and stress management. Create student mentorship programs where seniors support juniors. Holistic Progress Card (HPC) - PARAKH NCERT: Use HPC assessments to track students’ emotional well-being and social skills. Encourage teachers to document non-academic growth and resilience-building efforts. Manodarpan (MoE Initiative) – Provides mental health support and online counseling for students. National Adolescent Health Program (Rashtriya Kishor Swasthya Karyakram - RKSK) – Focuses on adolescent mental well-being and peer education.

	School Health Program (SHP) under Ayushman Bharat – Integrates mental health awareness into school curricula. Mental Health Act 2017 – Protects students’ rights to access mental health care. Fit India Movement – Encourages physical activities for reducing stress and improving well-being. National Tele Mental Health Programme (NTeMHP) – Provides free tele-counseling services for mental health support.
Percentage of students feels like they have to do too much work/activity beyond classroom	Balancing Academic and Extracurricular Load: Schools restructure homework policies to reduce excessive workload. Ensure students have a choice in extracurricular activities instead of mandatory participation. Activity Time-Management Training: Teach students how to prioritize tasks and balance academics with hobbies. Implement “Pause Days” where no new homework or projects are assigned. Encouraging Student-Led Learning: Promote self-paced learning and peer collaboration instead of rote memorization. Introduce blended learning models (online + offline) for flexibility. PM eVIDYA – Digital and flexible learning access. NISHTHA Training – Teacher capacity building. SWAYAM – Self-paced online learning. DIKSHA – Digital learning resources. Manodarpan – Student mental health support. Atal Tinkering Labs (ATL) – Project-based innovation learning.
Percentage of students feel like not coming to school	Creating a Positive School Climate: Conduct student engagement surveys to understand reasons for absenteeism. Implement interactive morning assemblies with storytelling, games, and motivational talks. Making Learning More Engaging: Introduce student clubs, talent showcases, and hands-on learning activities. Allow flexibility in learning spaces (outdoor learning, field trips, experiential activities). Early Identification and Intervention for At-Risk Students: Assign mentor teachers for personalized guidance. Involve parents in discussions about student motivation and attendance. Vidyanjali 2.0 promotes joyful learning experiences. Kasturba Gandhi Balika Vidyalyaya (KGBV) Scheme supports student retention.
Percentage of teachers not able to resolve any conflict amongst students in the class	Teacher Training in Conflict Resolution – Conduct training on Social-Emotional Learning (SEL) and peer mediation to equip teachers with de-escalation techniques. Restorative Justice Circles – Implement structured dialogue sessions to address conflicts and promote accountability. Classroom Culture of Respect – Establish anti-bullying programs and enforce norms for healthy communication. Role-Playing & Simulation – Encourage teachers to use case studies and

	role-playing to help students practice conflict resolution. Peer-Led Mediation – Train select students as peer mediators to assist in resolving minor conflicts. Holistic Progress Card (HPC) – Utilize PARAKH NCERT’s assessment framework to evaluate teachers’ effectiveness in managing classroom conflicts. Samagra Shiksha Abhiyan (SSA) – Supports teacher capacity building and student well-being programs. NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement) – Provides training on SEL and conflict resolution strategies. POSCO e-Box & Anti-Bullying Guidelines (NCERT) – Addresses school safety and conflict-related issues. School Health and Wellness Programme (Ayushman Bharat) – Includes life skills education and peer counseling. Rashtriya Avishkar Abhiyan (RAA) – Encourages experiential learning, including SEL and conflict resolution.
Percentage of teachers feel that social-emotional learning of students are not in the hands of a teacher	Embedding SEL in Curriculum – Integrate SEL activities into subjects, fostering empathy, resilience, and self-awareness. Teacher Training & Capacity Building – Conduct NISHTHA training and workshops on implementing SEL strategies in classrooms. SEL Toolkits & Lesson Plans – Develop structured resources for teachers to incorporate SEL seamlessly into daily teaching. Peer Support & Mentoring – Establish Teacher Support Groups to discuss challenges and share best practices in SEL. Recognition & Incentives – Reward teachers effectively integrating SEL using National Awards to Teachers (NAT) and institutional recognition. Holistic Progress Card (HPC) – Use PARAKH NCERT’s framework to assess and document SEL progress in students. NISHTHA (National Initiative for School Heads and Teachers’ Holistic Advancement) – Provides professional development in SEL methodologies. Poshan Abhiyan – Links SEL with student well-being by promoting emotional resilience through nutrition and mental health programs. Mental Health and Wellness Centers (under Ayushman Bharat) – Supports student emotional well-being with psychological counseling. National Digital Education Architecture (NDEAR) – Facilitates digital SEL content dissemination. Diksha Portal – Provides teachers with SEL training modules and resources. School Health Program (under Rashtriya Kishor Swasthya Karyakram - RKSK) – Focuses on adolescent mental well-being, reinforcing SEL in schools.
Percentage of teachers not able to gauge what each feeling of the students in the classroom	Emotional Intelligence Training – Conduct specialized workshops for teachers on recognizing and responding to student emotions. Student Check-In Systems – Implement daily check-ins using color-coded emotion boards or digital self-assessment tools. Active Listening Techniques – Train educators in empathetic listening and responsive communication. Mindfulness & Well-Being Programs – Integrate structured activities promoting emotional resilience for teachers and students.

	Holistic Progress Card (HPC) – Utilize PARAKH NCERT’s framework to assess teachers' effectiveness in understanding student emotions. Manodarpan (MoE Initiative) – Provides mental health support and emotional well-being resources for students and teachers. NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement) – Offers capacity-building programs on socio-emotional learning. DIKSHA Portal – Provides online training modules on emotional intelligence and child psychology. PM eVidya – Digital learning platform integrating emotional wellness programs. Ayushman Bharat - School Health Program – Includes emotional well-being as part of comprehensive student health. Poshan Abhiyan (School Component) – Encourages mental and emotional well-being alongside physical health.
Percentage of students often feel anxious or worried	Mindfulness-Based Interventions – Implement guided relaxation sessions, breathing exercises, and meditation in daily routines. Dedicated Quiet Spaces – Create designated areas in schools for students to practice mindfulness and manage stress. Teacher & Counselor Training – Equip educators with mental health strategies through professional development programs. Peer Support Groups – Establish student-led well-being clubs for open discussions and emotional support. Integration with Curriculum – Embed stress management techniques within life skills education. Holistic Progress Card (HPC) – Implement PARAKH NCERT’s framework to track emotional and mental well-being. Art & Expressive Therapies – Use music, painting, and drama as tools for self-expression and stress reduction. Physical Activity & Yoga – Promote structured physical activities and Yoga in Schools programs for mental wellness. Manodarpan Initiative – Under Atmanirbhar Bharat, supports student mental health and well-being. National Mental Health Programme (NMHP) – Provides mental health support through school interventions. Poshan Abhiyaan – Addresses nutrition-linked stress and anxiety in students. Fit India Movement – Encourages physical activity and yoga to reduce stress. Rashtriya Bal Swasthya Karyakram (RBSK) – Focuses on the early identification of mental health issues. School Health Programme (SHP) under Ayushman Bharat – Provides screening and counseling for students. Art of Living’s School Wellness Program – Promotes mindfulness and emotional resilience in schools.
Percentage of students often feel isolated or lonely	Buddy Programs for Inclusion – Assign peer mentors to support socially isolated students. Group-Based Activities – Conduct interactive classroom and extracurricular

	activities to foster friendships. Counseling & Emotional Support – Establish school-based counseling services aligned with Manodarpan Initiative. Safe Spaces & Clubs – Create student-led clubs and safe zones promoting inclusivity. Digital Support Systems – Leverage technology platforms for anonymous emotional support Holistic Progress Card (HPC) – Integrate PARAKH NCERT’s framework to assess social-emotional well-being. Manodarpan Initiative – Provides psychological support for student well-being. National Mental Health Programme (NMHP) – Promotes mental health awareness and intervention. Rashtriya Bal Swasthya Karyakram (RBSK) – Addresses mental and emotional well-being under school health programs. POSCO e-Box – Provides a safe platform for students to report emotional distress. Fit India Movement – Encourages physical activities that enhance social bonding and mental well-being. Digital India Initiatives (DIKSHA, ePathshala) – Offer online resources for mental health awareness and peer interaction.
Percentage of students do not feel about their ability to achieve their future goals	Career Awareness Programs – Organize career counseling workshops, guest lectures, and alumni mentorship sessions. Personalized Guidance – Implement NCERT’s Career Guidance Portal and psychometric assessments to help students identify strengths. Industry Exposure – Arrange internships, job shadowing, and industry visits under Skill India Mission and National Apprenticeship Promotion Scheme (NAPS). Holistic Progress Card (HPC) – Integrate PARAKH NCERT’s framework to track students’ career readiness and goal-setting skills. Digital Resources & E-Learning – Utilize DIKSHA Portal, ePathshala, and National Digital Library for career-related materials. Student-Led Initiatives – Establish career clubs, peer mentorship programs, and success story sessions. National Career Service (NCS) – Provides career counseling and job placement services. PM Daksh Yojana – Offers skill development programs for diverse career pathways. Skill India Mission – Equips students with industry-relevant skills. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) – Funds Skill training and certification programs. National Apprenticeship Promotion Scheme (NAPS) – Facilitates hands-on training opportunities. Aatmanirbhar Bharat Rozgar Yojana – Promotes employment opportunities for youth. National Digital Library of India (NDLI) – Provides access to career-related educational resources.

Percentage of students do not feel safe in their current environment	Strengthening Child Protection Policies – Ensure compliance with the POCSO Act, 2012, and establish clear reporting mechanisms. Student Awareness Programs – Conduct regular sessions on safety, abuse prevention, and reporting through Childline 1098. Counseling & Support Systems – Appoint school counselors and create peer support groups. Holistic Progress Card (HPC) – Integrate PARAKH NCERT framework to assess students' emotional and psychological well-being. Anonymous Reporting & Feedback Mechanisms – Set up complaint boxes and digital platforms for students to report concerns safely. Regular Safety Audits – Assess school environments periodically and address safety gaps. POCSO e-Box – Online mechanism for children to report abuse. Childline 1098 – 24x7 helpline for emergency child support. National Child Protection Policy – Framework ensuring child rights and safety in educational spaces. Beti Bachao Beti Padhao (BBBP) – Promotes safe and inclusive education for girls. MHRD's School Safety Guidelines – Mandates child-friendly school environments. Juvenile Justice (Care and Protection of Children) Act, 2015 – Provides a legal framework for child safety. National Commission for Protection of Child Rights (NCPCR) – Monitors school safety and child rights violations.
13. Cultivate an inclusive culture that values diversity and supports all students.	
Percentage of school does not offer special accommodations for students with special need	Infrastructure and Accessibility Enhancements: Ensure barrier-free access (ramps, accessible toilets, lifts in multi-story schools) as per RPWD Act 2016. Implement Universal Design for Learning (UDL) to make classrooms inclusive. Flexible Learning Arrangements: Introduce modified assessment strategies (extra time, scribes, oral exams, and alternative formats). Provide customized seating arrangements for better visibility and accessibility. Financial Support for Inclusive Infrastructure: Utilize Samagra Shiksha Abhiyan (SSA) funds for inclusive education. Avail CSR funding from private organizations to build inclusive classrooms. Sarva Shiksha Abhiyan (SSA) mandates all schools to be barrier-free for CWSN. RPWD Act 2016 ensures equal opportunities and accessibility.
Percentage of school does not have any trained/certified teacher to look	Mandatory Teacher Training in Inclusive Education: Implement NCERT & NIOS training programs on inclusive education for all teachers. Introduce certificate courses on special education under DIETs (District Institutes of Education & Training). Recruitment of Special Educators:

after the students with special needs	Ensure at least one special educator per school as per SSA norms. Provide incentives for teachers pursuing RCI (Rehabilitation Council of India) certified special education courses. Regular Capacity-Building Workshops: Organize monthly workshops on assistive teaching methods for mainstream teachers. Encourage peer learning among teachers on CWSN support strategies. Rehabilitation Council of India (RCI) certifies special educators. NEP 2020 mandates inclusive education training for teachers.
Percentage of CWSN children do not have access to special learning/study material at school	Providing Specially Designed Learning Resources: Ensure Braille textbooks and audio learning materials for visually impaired students. Introduce easy-to-read content and pictorial books for children with intellectual disabilities. Leveraging Digital Assistive Learning Tools: Implement E-Pathshala, DIKSHA app, and Sugamya Pustakalaya (digital library for differently-abled students). Provide government-funded tablets preloaded with assistive apps for CWSN. Partnerships for Study Material Development: Collaborate with NGOs like National Association for the Blind (NAB) and Pratham Books for customized learning materials. Work with PARAKH NCERT to develop special curriculum materials. NCERT's Barkha Series provides inclusive learning materials. Sugamya Pustakalaya offers digital books for visually impaired students.
Percentage of CWSN children do not have access to the assistive device/s (hearing aid, mobility aids, especially designed learning tools, Braille/special books, ramp/lift etc.) at school	Providing Specially Designed Learning Resources: Ensure Braille textbooks and audio learning materials for visually impaired students. Introduce easy-to-read content and pictorial books for children with intellectual disabilities. Leveraging Digital Assistive Learning Tools: Implement E-Pathshala, DIKSHA app, and Sugamya Pustakalaya (digital library for differently-abled students). Provide government-funded tablets preloaded with assistive apps for CWSN. Partnerships for Study Material Development: Collaborate with NGOs like National Association for the Blind (NAB) and Pratham Books for customized learning materials. Work with NCERT PARAKH to develop special curriculum materials. NCERT's Barkha Series provides inclusive learning materials. Sugamya Pustakalaya offers digital books for visually impaired students.
Percentage of CWSN children do not receive any	Teacher Training in Individualized Education Plans (IEP) – Equip teachers with skills to develop personalized learning goals and differentiated instruction.

support you need from your school teachers	Active Classroom Support – Implement buddy teacher programs and real-time intervention techniques like visual schedules and structured routines. Regular Teacher Evaluations – Conduct biannual assessments on inclusive teaching effectiveness and provide incentives for best practices. Inclusive Infrastructure & Assistive Technology – Ensure accessibility through ramps, Braille books, screen readers, and speech-to-text software. Collaborations with Special Educators – Hire or train resource teachers for specialized support. Holistic Progress Card (HPC) by PARAKH NCERT – Integrate inclusive assessment practices within cognitive, socio-emotional, and adaptive domains. Rashtriya Avishkar Abhiyan (RAA) – Encourages innovative teaching for diverse learners. Sugamya Bharat Abhiyan (Accessible India Campaign) – Improves school infrastructure for accessibility. Inclusive Education for Disabled at Secondary Stage (IEDSS) – Offers financial assistance for inclusive education at the secondary level. National Trust Act (Niramaya Scheme) – Provides healthcare and educational support for children with disabilities. PM eVIDYA & DIKSHA Portal – Offers digital resources for special education. Deendayal Disabled Rehabilitation Scheme (DDRS) – Supports special schools and inclusive education programs. Scholarships for Students with Disabilities (NSP - Ministry of Social Justice & Empowerment) – Provides financial aid for CWSN learners.
Percentage of CWSN children do not receive any support in learning from friends	Peer Buddy Program – Pair CWSN students with peers for academic and social support; train students in empathy through role-playing. Disability Awareness – Organize campaigns, Disability Awareness Week, and sessions led by CWSN individuals. Collaborative Learning – Implement mixed-group projects and visual learning tools for inclusivity. Holistic Progress Card (HPC) – Use PARAKH NCERT's framework to assess CWSN students' progress. Rashtriya Bal Swasthya Karyakram (RBSK) – Provides early identification and intervention support for CWSN. Sugamya Bharat Abhiyan (Accessible India Campaign) – Ensures accessible infrastructure in schools. Deendayal Disabled Rehabilitation Scheme (DDRS) – Funds NGOs working for CWSN education and rehabilitation. Inclusive Education for Disabled at Secondary Stage (IEDSS) – Provides financial aid for education and assistive devices. National Trust Act Schemes (Niramaya & Gharaunda) – Offers health insurance and lifelong shelter for children with disabilities. PM eVIDYA – Provides digital resources, including sign language videos and e-content for CWSN. Scholarship for Students with Disabilities (NSP) – Offers financial aid to students with disabilities at all education levels.
14. Commit to ongoing professional development for educators to foster innovative teaching.	
Percentage of teachers do not	Mandatory Annual Training – Ensure a minimum of 50 hours of Continuous Professional Development (CPD) per teacher as mandated by NEP 2020,

participate any Professional Development Programme in last 12 months organized by BRC/CRC/DIET/NCERT/SCERT/SAMAGRA	tracked via DIKSHA and National Teacher Platform (NTP). Strengthening BRCs/CRCs/DIETs – Conduct monthly decentralized training at Block and Cluster levels, using hybrid learning models (online + offline) for accessibility. Incentivizing Participation – Offer certificates, career advancement benefits, salary increments, and introduce a Best Teacher Training Award at district/state levels. Customized Training Modules – Align training content with subject-specific pedagogy, assessment techniques, and 21st-century skills. Collaborations & Expert-Led Workshops – Engage NCERT, SCERT, higher education institutions, and industry experts to enrich training programs. Holistic Progress Card (HPC) Integration – Utilize PARAKH NCERT's assessment framework to track teachers' professional growth. NEP 2020 – Mandates 50 hours of CPD annually for every teacher. NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) – Comprehensive teacher training program under Samagra Shiksha Abhiyan. DIKSHA Portal – A digital platform offering structured teacher training courses. National Teacher Platform (NTP) – Supports CPD with certified online courses. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Focuses on in-service teacher training for secondary education. PM eVidya – Enhances digital learning access for teachers and students. National Institute of Open Schooling (NIOS) D.El.Ed Program – Supports professional development for untrained teachers. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) – Aims at improving the quality of teacher education.
Percentage of teachers do not participate in the Mentoring and/or Peer Observation and Coaching as part of a formal school management in BRCs/CRCs' activity in last 12 months	Structured Peer Observation & Coaching – Implement regular observation cycles with feedback; assign Mentor Teachers (MTs) in schools. School Leadership Mentorship – Train Principals & Head Teachers in mentorship; establish BRC-CRC mentoring teams for bi-monthly classroom observations. Technology-Enabled Mentorship – Utilize DIKSHA & NTP for digital mentor-mentee interactions and best practice sharing. Capacity Building – Promote NCERT's NISHTHA training for peer learning; conduct BRC/CRC-led workshops. Recognition & Incentives – Provide certifications & career benefits for active participation. Holistic Progress Card (HPC) – Implement PARAKH NCERT framework to track mentoring engagement. Samagra Shiksha Abhiyan (SSA) – Supports school-based mentoring programs. NISHTHA (NCERT) – Focuses on peer learning and teacher training. DIKSHA Portal – Digital platform for mentorship and resource sharing. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Enhances teacher professional development.

	PM eVIDYA – Provides digital learning resources for teachers. National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA 2.0) – Strengthens pedagogical skills. National Professional Standards for Teachers (NPST) – Encourages structured teacher mentoring. AICTE Training and Learning (ATAL) Program – Supports continuous teacher upskilling.
Percentage of teachers do not participate in the ICT related training during the last 12 months	Mandatory ICT Training for All Teachers: Integrate digital literacy modules in NISHTHA & DIKSHA platforms. Organize annual ICT training under SCERTs & DIETs with a focus on AI, coding, and digital assessments. Strengthening ICT Infrastructure in Schools: Equip schools with smart classrooms, digital boards, and government-sponsored EdTech solutions (e.g., PM eVidya). Provide access to free and open-source digital tools (GeoGebra, PHET simulations, etc.). Recognition and Incentives for Digital Learning Implementation: Establish “ICT Teacher of the Month” awards for innovative use of technology. Provide additional resources to schools with high teacher participation in ICT programs. DIKSHA platform offers digital training programs for teachers. PM eVidya supports digital infrastructure development in schools.
Percentage of school Principal/Head Teacher undergo training on NEP2020/NCF-FS2023/NCF-SE2023/HPC	Mandatory Training for School Leadership on Educational Reforms: Ensure all Principals and Head Teachers complete annual certification on NEP 2020 and NCF updates via DIKSHA. Conduct district-level workshops on implementing NCF and HPC strategies. Integration of Leadership Training in BRC & CRC Programs: Establish Principal Learning Circles (PLCs) for leadership development. Organize quarterly leadership reflection meetings on innovative pedagogy. Collaboration with National & State Training Institutions: Partner with NCERT, SCERTs, and NUEPA (National University of Educational Planning and Administration) for leadership training. Provide financial grants for Head Teachers to attend national and international leadership programs. NEP 2020 mandates leadership training for all Principals and Head Teachers. NUEPA offers specialized school leadership programs.
Percentage of school Principal/Head Teacher undergo any school leadership training programme organized by NIEPA	Mandatory Leadership Training Programs: Enforce compulsory training for school leaders under NCSL-NIEPA modules. Integrate state-specific leadership training workshops under Samagra Shiksha Abhiyan (SSA). Capacity-Building Initiatives: Conduct mentorship programs where experienced principals coach newly appointed heads. Establish a peer-learning network for school leaders to share best practices. Encouraging Participation in Online Courses:

or state government	Promote DIKSHA, NISHTHA, and MOOCs (Massive Open Online Courses) for leadership training. Provide incentives (career progression, certificates, financial benefits) for participation. NEP 2020 emphasizes leadership training for school heads to ensure quality education. NIEPA's NCSL offers structured leadership programs for Principals and Head Teachers.
Percentage of school organized any Teacher training session/workshop on Stress Management	Integrating Stress Management into Teacher Development Plans: Conduct quarterly stress management workshops in collaboration with mental health professionals. Implement mindfulness and yoga sessions under Fit India Movement. Providing Counselling and Peer Support: Establish teacher support groups for discussing stress and workload issues. Offer free access to counseling services through tie-ups with NGOs and mental health organizations. Workload Reduction Strategies: Implement smart lesson planning and workload-sharing techniques. Promote flexible work hours and time-off policies for teachers under stress. NCERT promotes Yoga and stress reduction techniques in schools.
Percentage of school organized any Teacher training session/workshop on Managing emotions/Emotional Intelligence	Mandatory Emotional Intelligence (EI) Training for Teachers: Conduct workshops on self-awareness, self-regulation, empathy, and social skills. Provide EI assessment tools for teachers to track their emotional growth. Integration of SEL (Social-Emotional Learning) in Teacher Training: Train teachers in identifying and managing student emotions in classrooms. Develop classroom activities focused on mindfulness and emotional expression. Leadership in Emotional Intelligence: Encourage Principals to undergo EI training to create a positive school culture. Integrate EI strategies in student discipline and conflict resolution. PARAKH NCERT emphasize emotional intelligence in teacher training modules. NISHTHA training includes SEL components for teachers.
Percentage of school organized any Teacher training session/workshop on Mental Health awareness	Implement Mental Health Training Programs in Schools: Train teachers to identify early signs of student mental health issues. Collaborate with psychologists and counselors for periodic training. Establish School-Based Mental Health Support Systems: Introduce student mental health support groups led by trained teachers. Promote helpline numbers (e.g., Snehi, Vandrevala Foundation) for student counseling. Policy Integration and Awareness Drives:

	Conduct annual mental health awareness campaigns. Integrate mental well-being discussions in morning assemblies. NCERT issued guidelines for mental health promotion in schools.
Percentage of school organized any Teacher training session/workshop on Behavioural Management in a classroom	Workshops & Training Sessions – Conduct professional development programs on classroom discipline without corporal punishment. Positive Reinforcement Techniques – Promote reward-based approaches for behavior correction. Structured Behavior Management Framework – Develop clear guidelines for handling disruptive behavior, aligned with NCERT's Guidelines on School Discipline. Restorative Justice Practices – Train teachers in conflict resolution through dialogue and mediation. Peer Observation & Feedback System – Facilitate structured classroom observations for teachers to learn from one another. Digital Training Resources – Use platforms like DIKSHA for online behavioral management modules. Holistic Progress Card (HPC) – Integrate PARAKH NCERT's framework to assess teachers' effectiveness in classroom behavior management. Right to Education (RTE) Act – Bans corporal punishment and promotes positive discipline. National Initiative for School Heads and Teachers' Holistic Advancement (NISHTHA) – Offers structured training on behavioral management. PM eVIDYA – Provides online modules on effective classroom management strategies. Integrated Teacher Education Programme (ITEP) – Focuses on pre-service teacher training, including classroom behavior management. Adolescence Education Programme (AEP) – Addresses behavioral challenges and positive discipline in schools.
Percentage of school organized any Teacher training session/workshop on Managing and understanding Adolescent behaviour	Workshops on Adolescent Psychology and Challenges: Train teachers in understanding hormonal, emotional, and cognitive changes in adolescents. Educate teachers on cyber safety, peer pressure, and substance abuse risks. Peer Counseling Programs: Appoint trained student peer counselors to support adolescent students. Organize interactive sessions with psychologists and social workers. Parental Awareness Sessions: Conduct joint teacher-parent workshops on adolescent behavior. Provide resource materials on adolescent development and parenting strategies. Adolescence Education Program (AEP) by NCERT promotes adolescent awareness in schools.
Percentage of school organized any Teacher training	Mandatory Parental Awareness Workshops: Conduct quarterly parenting sessions in collaboration with mental health experts. Provide behavioral guidance through digital resources and parenting

session/workshop for parents around 'understanding their children better/managing their behaviour'	handbooks. Building Strong School-Parent Partnerships: Introduce regular parent-teacher meetings to discuss child behavior and well-being. Create WhatsApp groups or digital forums for parents to share experiences and solutions. Counseling Support for Parents: Establish parent counseling helplines for behavioral concerns. Offer one-on-one sessions for parents struggling with behavioral management. NEP 2020 stresses the role of parents in holistic child development.
Percentage of school does not offer any regular Professional Development sessions for teaching staff	Structured CPD Framework – Implement annual Continuing Professional Development (CPD) sessions, ensuring teachers complete 50 hours as mandated by NEP 2020. Digital Learning Platforms – Promote DIKSHA, SWAYAM, NISHTHA, and PM eVIDYA for continuous, certification-based upskilling. Blended Learning Approach – Combine online and offline professional development programs, including workshops and interactive training. Reflective Practice & Peer Learning – Establish teacher learning circles, conduct peer observations, and introduce mentoring programs for knowledge sharing. Subject-Specific Training – Align CPD sessions with NCF 2023, focusing on competency-based teaching, assessment strategies, and student engagement. Expert-Led Workshops – Collaborate with NCERT, SCERTs, CBSE, and state education bodies to conduct regular training with education experts. Integration with Holistic Progress Card (HPC) – Use PARAKH NCERT's professional development assessment tools to track teacher progress. NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement) – Large-scale teacher training aligned with NEP 2020. DIKSHA (Digital Infrastructure for Knowledge Sharing) – Provides free teacher training modules. SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) – Online CPD courses with certification. PM eVIDYA – Digital learning initiative including teacher training. National Professional Standards for Teachers (NPST) – Establishes quality benchmarks for teacher development. NCERT CPD Modules – Online and offline training resources for subject-specific pedagogy. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Funds teacher training programs at the secondary level.

Competencies (Grade 3)

Language

Competency Code	Competency Description
C-9.7	Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing Vocabulary
C-10.5	Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own
C-10.7	Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material

Mathematics

Competency Code	Competency Description
C-8.1	Sorts objects into groups and sub-groups based on more than one property
C-8.2	Identifies and extends simple patterns in their surroundings, shapes, and numbers
C-8.4	Arranges numbers up to 99 in ascending and descending order
C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
C-8.6	Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems
C-8.7	Recognises multiplication as repeated addition and division as equal sharing
C-8.8	Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space
C-8.9	Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment
C-8.10	Performs simple measurements of time in minutes, hours, days, weeks, and months
C-8.11	Performs simple transactions using money up to INR 100
C-8.12	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements
C-8.13	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Competencies (Grade 6)

Language

Competency Code	Competency Description
C-2.1	Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts
C-2.2	Understands main ideas and draws essential conclusions from the material read

Mathematics

Competency Code	Competency Description
C-1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers
C-1.2	Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers
C-1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (Pahade) and applies the four basic operations on whole numbers to solve daily life problems
C-1.4	Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.
C-2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (Najri Naksha)
C-2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
C-3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement
C-3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units
C-4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)
C-4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context

The World Around Us

Competency Code	Competency Description
C-1.1	Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment
C-1.3	Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment
C-1.4	Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles
C-2.1	Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)
C-2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)
C-3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals
C-3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences
C-4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)
C-4.3	Describes usage of natural resources in their immediate environment
C-4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)
C-5.3	Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions

Competencies (Grade 9)

Language

Competency Code	Competency Description
C-1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, editorials)

Mathematics

Competency Code	Competency Description
C-1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns
C-1.4	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line
C-1.5	Explores the idea of percentage and applies it to solve problems
C-1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
C-2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable
C-2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
C-2.5	Develops own methods to solve puzzles and problems using algebraic thinking
C-3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
C-3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
C-4.1	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
C-5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
C-6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments or proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry

Science

Competency Code	Competency Description
C-1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
C-1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
C-1.4	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
C-2.1	Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
C-2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
C-2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)
C-2.4	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
C-3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
C-3.2	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
C-4.1	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
C-4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
C-7.3	Represents real world events and relationships through diagrams and simple mathematical representations

Social Science

Competency Code	Competency Description
C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
C-1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
C-2.1	Explains and analyses major changes in the past and their impact on society
C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., <i>Ahimsa</i> , and the fallout of major wars or invasions) that significantly impacted human societies
C-4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general
C-6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
C-6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies
C-6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
C-6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
C-7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including <i>Ayurveda</i> and yoga
C-7.2	Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country
C-8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage
C-8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
C-9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society