

CHECKLIST FOR NATIONAL EDUCATION POLICY 2020- SCHOOL EDUCATION

I. Checklist for Schools:

Sr.No	Actionable Point	Timeline set by State Govt./Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	Involving community and alumni in volunteer efforts for enhancing learning (Para 3.7)			
2	Art-integrated education be embedded in classroom transactions (Para 4.7)			
3	Sports-integrated learning be undertaken in classroom transactions (Para 4.8)			
4	Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. (Para 4.11)			
5	Every student will participate in project/activity on 'The Languages of India', sometime in Grades 6-8, under the 'Ek Bharat Shrestha Bharat' initiative (Para 4.16)			
6	Sanskrit will be offered at all levels of school and higher education, including as an option in the three-language formula (Para 4.17)			
7	Increased emphasis on mathematics and computational thinking (Para 4.25)			
8	Encourage students with singular interests and/or talents in the classroom (Para 4.44)			
9	Schools will develop smart classrooms, in a phased manner (Para 4.46)			
10	School Development Plans (SDPs) and School Complex/Cluster Development Plans (SCDPs) (Para 7.9)			
11	Restoring dignity of schools, celebrating important dates, using school infrastructure for social activities (Para 7.12)			
12	Public disclosure on the school website and on the SSSA website (Para 8.7)			

II. Checklist for State Government Departments/Various Education Boards:

Sr.No	Actionable Point	Timeline set by State Govt./Central Govt. whichever is earlier	In Progress. Likely date of completion	No. Not Yet
1	Framework for school education to be guided by a 5+3+3+4 design (Para 4.1 & 4.2)			
2	Universal provisioning of quality early childhood development, care, and education to be achieved no later than 2030, to ensure that all students entering Grade 1 are school ready. (Para 1.1)			
3	Structure of ECCE Institutions (Para 1.4)			
4	Strengthening of Anganwadi Centers (Para 1.5)			
5	'Balavatika' (that is, before Class 1), which has an ECCE-qualified teacher (Para 1.6)			
6	ECCE training of Anganwadi workers/teachers to be mentored by the Cluster Resource Centres of the School Education Department (Para 1.7)			
7	ECCE in Ashramshalas in tribal-dominated areas (Para 1.8)			
8	Implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025 (Para 2.2)			
9	Filling teacher vacancies especially in disadvantaged areas and areas with large PTR or high rates of illiteracy (Para 2.3)			
10	Curriculum Development (Para 2.4)			
11	Interim 3-month play-based 'school preparation module' for all Grade 1 students (Para 2.5)			
12	Peer-tutoring and volunteer activities (Para 2.7)			
13	School Libraries in Villages (Para 2.8)			

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14	Regular health check-ups especially for 100% immunization in schools (Para 2.9)			
15	Effective and sufficient infrastructure (Para 3.2)			
16	Tracking students for universal participation and facilitating systems (Para 3.3)			
17	ODL programmes offered by State Open Schools to be expanded (Para 3.5)			
18	Curriculum content to be reduced in each subject to its core essentials (Para 4.5)			
19	Students to be given increased flexibility and choice of subjects to study, particularly in secondary school (Para 4.9)			
20	Moving towards a semester or any other system (Para 4.10)			
21	Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. High-quality textbooks, including in science, will be made available in home languages/mother tongue (Para 4.11)			
22	Invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India (Para 4.12)			
23	Three-Language Formula (Para 4.13)			
24	High-quality bilingual textbooks and teaching-learning materials (Para 4.14)			
25	Sanskrit Textbooks (Para 4.17)			
26	Online modules for classical languages (Para 4.18)			

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27	Option of learning at least two years of a classical language of India and its associated literature (Para 4.19)			
28	Foreign languages will also be offered at the secondary level (Para 4.20)			
29	Teaching of all languages will be enhanced through gamification and apps (Para 4.21)			
30	10-day bagless period; internship opportunities; vocational courses through online mode (Para 4.26)			
31	Knowledge of India throughout school curriculum; Course on Indian Knowledge Systems in secondary school as an elective (Para 4.27)			
32	Teaching basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (Para 4.28)			
33	Redesigning curriculum to be strongly rooted in the Indian and local context and ethos (Para 4.29)			
34	Where possible, schools and teachers will also have choices in the textbooks they employ (Para 4.31)			
35	Preparing own curricula and textbooks (Para 4.32)			
36	Reduce the weight of school bags (Para 4.33)			
37	Redesigning progress card of all students for school-based assessment (Para 4.35)			
38	School examinations in Grades 3, 5, and 8 (Para 4.40)			
39	Excessive teacher transfers will be halted (Para 5.3)			
40	Strengthening of Teacher Eligibility Tests (TETs) (Para 5.4)			
41	Teacher recruitment and sharing of teachers across schools (Para 5.5)			
42	Hiring local eminent persons or experts as 'master instructors' (Para 5.6)			

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43	Teacher-requirement planning forecasting exercise (Para 5.7)			
44	Ensuring decent and pleasant service conditions at schools (Para 5.9)			
45	School complex, rationalization of schools (Para 5.10)			
46	Teachers to be more involved in the governance of schools/school complexes (Para 5.11)			
47	More autonomy to teachers in choosing aspects of pedagogy (Para 5.14)			
48	Ensuring participation in Continuous Professional Development (CPD) (Para 5.15 & 5.16)			
49	Merit-based structure of tenure, promotion, and salary structure and a system of multiple parameters for proper assessment of performance will be developed (Para 5.17)			
50	Ensuring career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (Para 5.18)			
51	Vertical mobility of teachers (Para 5.19)			
52	Need for additional special educators (Para 5.21)			
53	Special shorter local teacher education programmes (Para 5.25)			
54	Effective measures for SEDGs (Para 6.5)			
55	Special Education Zones (SEZs) in regions with large populations of educationally-disadvantaged SEDGs (Para 6.6)			
56	Emphasis on girl students from SEDGs (Para 6.7)			
57	Reforms in school & school complexes for providing support to children with disabilities (Para 6.11)			
58	Home based schooling of children with benchmark disabilities, Technological support for parents of differently-abled child (Para 6.12)			

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59	Alternative form of schools for children with disabilities (Para 6.15)			
60	Incentives to SEDGs to enhance their participation (Para 6.16 & 6.18)			
61	Opening NCC wings in secondary and higher secondary schools (Para 6.17)			
62	Pre-requisites for developing an inclusive school curriculum (Para 6.20)			
63	Innovative mechanisms to group or rationalize schools (Para 7.5)			
64	Establishment of a grouping structure called the school complex/cluster (Para 7.6 & 7.7)			
65	Governance of Schools (Para 7.8)			
66	School Development Plans (SDPs) and School Complex/Cluster Development Plans (SCDPs) (Para 7.9)			
67	Twinning/pairing of one public school with one private school (Para 7.10)			
68	Strengthen existing or establish “Bal Bhavans” (Para 7.11)			
69	Department of School Education-responsible for overall monitoring and policymaking & not involved with the operation of schools or with the regulation of schools [Para 8.5 (a)]			
70	Educational operations and service provision – By Directorate of School Education [Para 8.5 (b)]			
71	Set up an independent, State-wide, body called the State School Standards Authority (SSSA) [Para 8.5 (c)]			
72	Academic matters, including academic standards and curricula be led by the SCERT [Para 8.5 (d)]			
73	Public and Private Schools- Assessment Standards (Para 8.7)			

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74	Standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance to be reviewed (Para 8.8)			
75	Ensuring safety and rights of children and adolescents especially girl children (Para 8.11)			
76	Using schools/ school complexes after school hours and on weekends and public library spaces for adult education courses (Para 21.6)			
77	Improving the availability and accessibility of books (Para 21.9)			
78	Olympiads and competitions in various subjects, admission criteria (Para 4.45)			
79	Merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes (Para 5.2)			
80	Teachers will not be engaged in work that is not directly related to teaching (Para 5.12)			
81	Minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree by 2030 (Para 5.23)			
82	Integrating practicum training in form of in-classroom teaching at local schools in all B.Ed programmes (Para 5.24)			
83	For integrating vocational education in secondary schools, such schools will collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. (Para 16.5)			
84	The study of current affairs and ethical issues in school will include a discussion on disruptive technologies such as those identified by NETF/MHRD (Para 23.12)			
