बिहार सरकार
शिक्षा विभाग
पत्रांक : BEPC/TE/54/2021-22/ 6904

प्रेषक,

संजय कुमार,
अपर मुख्य सचिव,
शिक्षा विभाग, बिहार।

सेवा में,

जिला शिक्षा पदाधिकारी
जिला कार्यक्रम पदाधिकारी (EE & SSA)
प्रा0शि0 एवं समग्र शिक्षा
सभी जिला, बिहार।

पटना, दिनांक— 05|11|2021

विषयः— शिक्षक पर्व के लिए NEP-2020 के 10 विषय (थीम) पर शिक्षकों को नामित करने के संबंध में।

प्रसंगः— अपर सचिव, स्कूल शिक्षा एवं साक्षरता विभाग, शिक्षा मंत्रालय, भारत सरकार का पत्र दिनांक—18.10.2021

महाशय/महोदय,

उपर्युक्त विषयक अंकित करना है कि शिक्षक पर्व 2020 एवं 2021 के सफल आयोजन एवं सीखने की निरन्तरता बनाये रखने में शिक्षकों के योगदान एवं उनकी महत्वपूर्ण भूमिका की हर स्तर पर सराहना की गई है। कोविड—19 के संक्रमण के समय सरकारी एवं निजी विद्यालयों के शिक्षकों की प्रतिभा एवं उनके द्वारा किए गए नवाचार को विद्यालयों ने अपनाया तथा दूसरे भी उससे प्रेरित हुए। उक्त को ध्यान में रखते हुए स्कूल शिक्षा एवं साक्षरता विभाग, शिक्षा मंत्रालय, भारत सरकार द्वारा शिक्षक पर्व का राज्य स्तर एवं राष्ट्र स्तर पर प्रतिवर्ष मनाने का निर्णय लिया है, (अनुलग्नक—I) सुलभ प्रसंग हेतु प्रासंगिक पत्र की छायाप्रति संलग्न)।

शिक्षकों की प्रतिभा, उनके सीखने की प्रक्रिया एवं नवाचार (Innovation) को मान्यता देने की दृष्टि से राष्ट्र स्तर पर National Teacher Resource Repository (NTRR) बनाने का निर्णय शिक्षा मंत्रालय, भारत सरकार द्वारा लिया गया है, जिसमें देश के सभी राज्यों के शिक्षक होंगे। इसके लिए राज्य स्तर पर State Teacher Resource Repository (STRR) बनाने का निदेश प्राप्त है, जिसमें NEP-2020 के चिन्हित प्रत्येक विषयों (Theme) पर सरकारी एवं निजी विद्यालय के नवाचार करने वाले 15—20 शिक्षकों को चिन्हित करना है (अनुलग्नक—II) 3.1 से 3.10)। STRR में से ही 04—05 शिक्षकों को राज्य स्तरीय कमिटी द्वारा राष्ट्र (NTRR) के लिए नामित करना है। STRR एवं NTRR के लिए प्रक्रिया मापदंड एवं अर्हता (अनुलग्नक—I) के रूप में संलग्न की जा रही है।

NEP-2020 के चिन्हित 10 विषयों (Theme) पर STRR बनाने हेतु राज्य स्तर पर नोडल पदाधिकारी नामित किये गए हैं, जो संबंधित थीम (Theme) के 15—20 शिक्षकों को राज्य स्तर पर चिन्हित करेंगे (अनुलग्नक—III)। जिला संबंधित थीम पर किसी भी प्रकार की जानकारी के लिए संबंधित नोडल पदाधिकारी से संपर्क कर सकते हैं। शिक्षक संबंधित थीम पर उनके द्वारा किए गए नवाचार के संबंध में एक संक्षिप्त Write-up एवं PPT (10 से

12 Slide का) तैयार करेंगे एवं सदस्यों को उपलब्ध करायेंगे। STRR के लिए चुने गए शिक्षकों को SCERT, पटना द्वारा प्रशिक्षित कराया जायेगा।

अतएव जिला स्तर पर थीमवार Teacher Resource Repository तैयार करने के लिए प्रक्रिया निम्नवत् हैः—

STRR हेतु सभी सरकारी, मान्यता प्राप्त निजी विद्यालयों, केन्द्रीय विद्यालय, जवाहर नवोदय विद्यालय, सैनिक विद्यालय, समाज कल्याण विभाग द्वारा संचालित विद्यालय एवं रेलवे विद्यालय आदि के शिक्षक STRR हेतु अपना आवेदन दे सकते हैं। शिक्षकों का चयन प्रथमतः निम्न आधार पर होगाः—

1. आवेदक को संबंधित थीम/विषय पर विशेषज्ञता एवं प्रासंगिक ज्ञान हो।
2. आवेदक द्वारा किए गए नवाचार क्रिया का साकारात्मक प्रभाव परिलक्षित हो।

**अपेक्षित अहर्ता —**

➤ आवेदक को पांच वर्ष का शिक्षण/शोध/प्रशिक्षण का अनुभव हो।
➤ आवेदक को शिक्षकों के प्रशिक्षण संचालन का अनुभव हो।
➤ संबंधित थीम पर संक्रमण के दौरान आवेदक का नेतृत्वपूर्ण प्रदर्शन का अनुभव हो।

STRR हेतु शिक्षकों के चयन हेतु जिला स्तर पर कमिटी का गठन किया गया है, जिसमें निम्न सदस्य होंगे :—

**जिला चयन समिति।**

1. जिला शिक्षा पदाधिकारी       — अध्यक्ष
2. राज्य के प्रतिनिधि              — सदस्य
3. जिला पदाधिकारी द्वारा नामित प्रतिष्ठित शिक्षाविद् (अध्यापक शिक्षा संस्थानों (TEIs)में से

जिला चयन समिति का गठन सभी जिलों में दिनांक—09.11.2021 तक पूर्ण करा लिया जाय एवं शिक्षकों से आवेदन पत्र आमंत्रण दिनांक—18.11.2021 तक पूर्ण कर लिया जाय।

आवेदन प्राप्त शिक्षकों में से कार्यशाला के माध्यम से थीमवार 2—3 शिक्षकों का चयन दिनांक—20.11.2021 से 23.11.2021 तक करें तथा उनका विवरण निम्न प्रपत्र में भरकर दिनांक—24.11.2021 तक थीमवार नोडल पदाधिकारियों को (सॉफ्ट एवं हार्ड कॉपी में) उपलब्ध करना सुनिश्चित करेंगे।

जिला का नामः—

| क्रम सं0 | शिक्षक का नाम | विद्यालय का नाम | प्रखंड | शिक्षक द्वारा चयनित NEP का थीम (3.1 से 3.10) | ईमेल आई•डी• | Whatsapp No. |
|---|---|---|---|---|---|---|
| | | | | | | |

जिला चयन समिति द्वारा उपलब्ध कराये गए सूची को राज्य स्तर पर कार्यशाला के माध्यम से चयन हेतु नोडल पदाधिकारी की अध्यक्षता में थीमवार उपसमिति गठित की गई है।

अतः अनुरोध है कि संलग्न समय–सारणी के अनुसार शिक्षकों को चयनित करते हुए राज्य कार्यालय को दिनांक–24.11.2021 तक उपलब्ध कराना सुनिश्चित करें।

**अनुलग्नक–यथोक्त।**

विश्वासभाजन,

(संजय कुमार)
अपर मुख्य सचिव,
शिक्षा विभाग, बिहार
दिनांक– 05|11|2021

ज्ञापांक– TE/54/2021-22/ 6905

प्रतिलिपिः– संबंधित सभी राज्य कार्यक्रम पदाधिकारी, वी॰ई॰पी॰सी॰, पटना/SCERT, पटना के संबंधित सभी संकाय सदस्यों को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।

अपर मुख्य सचिव,
शिक्षा विभाग, बिहार

SRP (T.E)
अनुमित विभाग
26-10-2021

## Nomination of teachers in the identified themes of Shikshak Parv-reg.

**From :** Santosh sarangi <assel-education@gov.in>                    Mon, Oct 18, 2021 05:44 PM

**Subject :** Nomination of teachers in the identified themes of                    📎2 attachments
Shikshak Parv-reg.

**To :** secyiptac2019@gmail.com,
secretaryeducationap@gmail.com, secy se edn
<secy.se.edn@gmail.com>, pretomsaikia@yahoo.com,
secy-edn-bih <secy-edn-bih@nic.in>,
secretaryeducationut@gmail.com, ps edu cg
<ps.edu.cg@gmail.com>, Secretary Education <secy-
edu-dd@nic.in>, H Rajesh Prasad <secyedu@nic.in>,
secretaryeducationgoa@gmail.com, Secretary Education
<secedu-sect.goa@nic.in>, sectports-sect goa
<sectports-sect.goa@nic.in>, secedu-pri@gujarat.gov.in,
secedu@gujarat.gov.in, acssehry@gmail.com, Mr RAJEEV
SHARMA <secy-hedu-hp@nic.in>,
pssed2020@gmail.com, hrdjharkhand@gmail.com,
prsprim-edu@karnataka.gov.in, A P M Muhammad
Hanish I A S <secy.gedu@kerala.gov.in>,
shivkumarias@gmail.com, secretaryedn@gmail.com,
ladakhdivcom@gmail.com, Rashmi
<secy.sed@mp.gov.in>, Acs schedu
<Acs.schedu@maharashtra.gov.in>,
dwahlang@yahoo.com, trsingh13@yahoo.co.in,
secretarysedmiz@gmail.com, osdplanning@gmail.com,
secysme@gmail.com, Mr Ashok Kumar IAS
<secytran.pon@nic.in>, Ajoy Sharma
<psse@punjab.gov.in>, pseducation2013@yahoo.com,
gpupadhyaya@gmail.com, sikkimhrdd@gmail.com,
schsec@tn.gov.in, secy se <secy_se@telangana.gov.in>,
Secretary Education <prlsecyedu@telangana.gov.in>,
secy se ts <secy.se.ts@gmail.com>, saumya edn tr
<saumya.edn.tr@gmail.com>, addl csbasic
<addl.csbasic@gmail.com>, ps seced
<ps.seced@gmail.com>, rmsundaramias@gmail.com,
pssecretary76@gmail.com, wbssed@gmail.com, secy edu
wb <secy.edu.wb@gmail.com>,
pstosecysed@gmail.com, fsutchd@gmail.com, Nidhi
Panday <commissioner-kvs@gov.in>, kvs commissioner
<kvs.commissioner@gmail.com>, Vinayak Garg
<commissioner.nvs@gov.in>,
commissionernvs@yahoo.com, Sridhar Srivastava
<director.ncert@nic.in>, Manoj Ahuja <chmn-
cbse@nic.in>, cm@nios.ac.in, cp@ncte-india.org, nbb
admin <nbb.admin@gmail.com>

अपर मुख्य सचिव
शिक्षा विभाग
बिहार, पटना    1204
दैनिक पंजी संख्या........
दिनांक............ 21|10|21

Dear Education Secretary,

The successful organization of Shikshak Parv 2020 and 2021 which recognized the significant contributions made by teachers and their role in maintaining learning continuity in the back drop of Covid-19 pandemic has elicited suggestions from academia and policymakers to leverage the talents, innovations and initiatives displayed by teachers in a way which can provide guidance to others. In light of this encouraging feedback, it is desirable that Shikshak Parv is celebrated annually at both State and National level to recognize the efforts and contribution of teachers.

In order to streamline the process of identification of talented and dedicated teachers and to make use of their learning and Innovation, it is proposed to create a **National Teacher Resource Repository (NTRR)** involving teachers from all regions of the country.

This necessitates the preparation of a **State Teacher Resource Repository** (STRR) for each state and UT, from where teachers can be drawn at the national level. Initially, large States may select 15 to 20 teachers from both Government and Private schools in each theme of NEP 2020 **(Annexure-I -3.0 to 3.10)** to create **STRR** whereas small states/ North-eastern States/Union territories(UTs) are requested to select 10 to 15 teachers from Government/Private schools for the same. Out of the STRR, States may nominate 4-5 teachers for the NTRR, while small states, North-east states and UTs may nominate 1-2 teachers for NTRR. For selection of teachers, **Suggested Criteria and Selection Process for the STRR and NTRR is** attached **at Annexure –II** for consideration.

With regard to above, you are requested to share the details of teachers for NTRR by **30 November 2021**. The details may be sent to Professor Anupam Ahuja, Head, IRD, NCERT at irdncert2016@gmail.com as well as the corresponding nodal officer and coordinators for each theme (list enclosed).

I look forward to your continuous support in taking learning from your State/UT to the stakeholders across the country.

With regards,

Additional Secretary
Department of School Education and Literacy
Ministry of Education
Government of India
Phone- 011-23073736/23383213

Azadi Ka
Amrit Mahotsav

---

— **NTRR Letter to Education Secretaries of States .pdf**
547 KB

— **Annexure to NTRR.pdf**

**Santosh Kumar Sarangi**
**Additional Secretary (SE&L)**
Tel. 011-23383213
E-mail- santosh.sarangi@nic.in

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली — 110 115
GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

Dated: 18.10.2021

**Sub: Nomination of teachers in the identified themes of Shikshak Parv**

Dear Education Secretary,

The successful organization of Shikshak Parv 2020 and 2021 which recognized the significant contributions made by teachers and their role in maintaining learning continuity in the back drop of Covid-19 pandemic has elicited suggestions from academia and policymakers to leverage the talents, innovations and initiatives displayed by teachers in a way which can provide guidance to others. In light of this encouraging feedback, it is desirable that Shikshak Parv is celebrated annually at both State and National level to recognize the efforts and contribution of teachers.

In order to streamline the process of identification of talented and dedicated teachers and to make use of their learning and innovation, it is proposed to create a **National Teacher Resource Repository (NTRR)** involving teachers from all regions of the country.

This necessitates the preparation of a **State Teacher Resource Repository** (STRR) for each state and UT, from where teachers can be drawn at the national level. Initially, large States may select 15 to 20 teachers from both Government and Private schools in each theme of NEP 2020 (Annexure-I -3.0 to 3.10) to create STRR whereas small states/ North-eastern States/Union territories(UTs) are requested to select 10 to 15 teachers from Government/Private schools for the same. Out of the STRR, States may nominate 4-5 teachers for the NTRR, while small states, North-east states and UTs may nominate 1-2 teachers for NTRR.

For selection of teachers, **Suggested Criteria and Selection Process for the STRR and NTRR is** attached at Annexure –II for consideration.

With regard to above, you are requested to share the details of teachers for NTRR by **30 November 2021**. The details may be sent to Professor Anupam Ahuja, Head, IRD, NCERT at irdncert2016@gmail.com as well as the corresponding nodal officer and coordinators for each theme (list enclosed).

I look forward to your continuous support in taking learning from your State/UT to the stakeholders across the country.
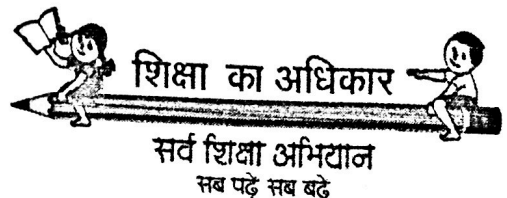
With Regards,

Yours Sincerely,

(Santosh Sarangi)

**Encl: as above**

To,
The School Education Secretaries of all States & UTs
Heads of Autonomous Bodies

YEARS OF CELEBRATING THE MAHATMA

शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

## State & National Teacher Resource Repository

### Concept Note

#### 1.Backdrop

The National Education Policy 2020 (NEP, 2020) was released on 29th July 2020 which envisions providing quality education and equitable access in a sustainable manner to all learners. During the last one year, schools have adopted many innovative practices to ensure continuity of education at all levels and to all learners in the prevailing COVID 2019 pandemic. In order to widely disseminate the learnings of the schools pertaining to quality, inclusive practices and sustainability, the theme ShikshakParv 2021 was *"Quality and sustainable schools-learnings from schools in India".* From 7th to 17th September 2021, ten (10) webinars and discussions were held on a variety of themes related to NEP, 2020. In the inaugural address of the Parv, Hon'ble Prime Minister emphasised that implementation of innovative practices by the schools as a key to realise the goals as envisioned in the National Education Policy (NEP, 2020). The teachers from both Government and private schools shared various innovative practices adopted by their schools, which were acknowledged and appreciated by both policy makers and practitioners. ShikshakParv will now be an annual event.

In the light of this encouraging feedback and to further increase the width and depth of dissemination, it is proposed to create a **National Teacher Resource Repository** (NTRR). This necessitates the preparation of a State Teacher Resource Repository (STRR) for each state and UT, from where teachers can be drawn for national level activities. The aim would be to enhance the quality of education and highlight the contributions of educators in order to bring pride in their profession and further train numerous teachers in their respective states. This is also intended to recognize and appreciate the good initiatives of teachers. Initially, at the National level, it is intended to select 20 teachers from North, South, East, West and North-east for each of the identified themes of NEP, 2020. The repositories have a potential to grow at an exponential scale based on the experience and necessary tuning of the pilot project.

### 2. Rationale of the STRR & NTRR Project

Research shows that peer-to-peer learning or mutual learning of participants of the same level in a group helps in constantly improving skills of the entire group. Peer learning is especially well-suited for sharing innovations. The peer sharing of innovative school practices amongst the proposed STRR and NTRR participants holds the potential to inspire and motivate a large number of schools and teachers throughout the country. While learning from each other's experience, teachers can be encouraged to collate their resources to improve the teaching-learning process in their classrooms. The sharing of innovations on a periodic and ongoing basis will provide the desired momentum towards creation of inclusive schools and improve quality of education for ALL learners. This will

help all teachers, especially those in the remote areas to improve their pedagogy. Facilities are not evenly distributed in our vast nation. It is hoped that innovation and dissemination of such practices can help make up for the scarcity of resources, help in peer-to-peer learning, leverage technology to disseminate best practices among other teachers. NEP 2020 urges us to work in clusters and share resources.

## NEP, 2020 Themes for the Repositories

It is proposed to create the STRRs for the NTRR for the following ten themes which are aligned with the policy objectives of the National Education Policy, 2020.

### 3.1 Early Childhood Care and Education: The Foundation of Learning

Early child development encompasses physical, socio-emotional, cognitive and motor development between 0-8 years of age. The early years are critical, because this is the period in life when the brain develops most rapidly and has a high capacity for change, and the foundation is laid for health and well-being for life. Para 1.4. of NEP states that, the overarching goal will be to ensure universal access to high-quality **Early Childhood Care Education (ECCE)** across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE. Effective innovative practices covering this theme are required to be shared.

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

The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. Accordingly, NEP 2020 accords highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. It stresses on the need to develop a robust system of continuous formative/adaptive assessment to track each student's learning. The early grade curriculum will be redesigned to have a renewed emphasis and teachers to be trained, encouraged, and supported to impart foundational literacy and numeracy (Para 2 of NEP). The sharing of practices need to focus on initiatives to improve Foundational Literacy and Numeracy.

### 3.3 Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels

As per NEP, 2020, there are two overall initiatives that will be undertaken to bring children who have dropped out, back to school and to prevent children from further dropping out. The first initiative is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing

regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The second initiative is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. The innovative practices that have helped to curtail dropout rate and improving enrolment need to be identified and shared.

## 3.4 Curriculum and Pedagogy in Schools: Learning should be Holistic, Integrated, Enjoyable and Engaging

NEP 2020 mandates that the learning should be holistic, integrated, inclusive, enjoyable, and engaging. In order to minimize rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, digital literacy, curriculum, textbooks, pedagogy and assessment shall be transformed by 2022. It stresses that in all stages; experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift towards competency-based learning and education (Para 4, NEP 2020). In tune with this theme, innovative pedagogical practices should be identified and shared. The experience of schools promoting Indic knowledge systems to familiarize students of the rich impact of our heritage, values and deep understanding of science, health systems, metallurgy etc. practiced by our predecessors needs to be shared with others.

## 3.5 Teachers

Teachers are the frontline providers of quality education. They represent the indispensable vehicle towards a progressive, just, educated, and prosperous society. It is known that the inadequate quality of training, recruitment, service conditions and lack of empowerment of teachers affects their skill and motivation levels. The National Education Policy (NEP), 2020 has made several provisions to empower teachers and inspire the best individuals to enter the system to ensure the best possible future for our children and our nation. According to Para 5.8 of NEP, the primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning. There is a need to dwell on this theme and provide suggestions for motivating and empowering teachers and building their capacities.

## 3.6 Equitable and Inclusive Education: Learning for All

Sustainable Development Goal 4.0 obliges India to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. In tune with SDG goal, NEP-2020 provides renewed impetus to inclusive and equitable education (Para 6 of NEP). It refocuses the need to provide children with disabilities, and those belonging to disadvantaged groups and weaker sections the same opportunities of obtaining quality education as any other child. NEP-2020 is also in full sync with RPwD Act 2016 which mandates that students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of students with disabilities. NEP-2020 mandates that by 2040 India should have an education system that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. Many schools have already taken initiatives to promote inclusive classrooms. The innovative teaching learning practices on this theme need to focus on inclusive practices so that similar initiatives can be taken by other schools.

## 3.7 Efficient Resourcing and Effective Governance through School Complexes/ Clusters

The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits, such as improved support for children with disabilities, more topic-centered clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than only School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner (Para 7.7. of NEP, 2020). Considered suggestions from stakeholders are required to establish school complexes and clusters and ensure their proper functioning.

## 3.8 Standard-setting and Accreditation for School Education

The National Education Policy (NEP), 2020 visualizes an effective quality self-regulation or accreditation system for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, state-wide, body called the State School Standards Authority (SSSA). The NEP, 2020 recommends that apart from standard criterion for accreditation, to ensure academic quality, a separate School Quality Assessment and Accreditation Framework has to be developed by SCERTs. All the schools including private schools will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due

importance and will be incorporated suitably in the assessment of schools. By ensuring a uniform process of accreditation and quality framework for both public and private schools, the aim of improving the public education system could be ensured.

## 3.9 Technology in Education: NDEAR

The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the NEP 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides (Para 24.1, NEP). **National Digital Education Architecture** is being envisioned to be a digital infrastructure for education that will help not only the government at Centre, State and UTs but the entire education ecosystem including private sector, non-profit and technology players to enhance the quality of education in the country through innovation and experimentation. It is part of Government of India's 'Digital India' initiative and it endeavors to make lives simpler for students, parents, teachers and administrators. Practices that teachers innovate and adopt while using technology need to be shared.

## 3.10 Reimagining Vocational Education and Skill Building

The NEP 2020 aims to overcome the perception of lower social status associated with vocational education and requires integration of vocational education programmes into mainstream education in a phased manner. Beginning with vocational exposure in early ages in middle school, quality vocational education will be integrated smoothly into secondary and higher education. It will ensure that every child learns at least one vocation from class 9 onwards and is exposed to several more. This would lead to emphasis on skill building, dignity of labour and importance of various vocations involving /Indian arts and artisanship (Para 16.4, NEP 2020). Teachers and school principals sharing experiences is critical for promoting vocational education and skill building.

## 4. Innovative Practices adopted by Teachers -A few examples

An innovative practice by a teacher engages all students in the classroom and makes the teaching-learning process enjoyable. A wide range of innovative practices were shared during the Shikshak Parv 2021. A few examples of these innovations are:

- Addressing the issue of connectivity, especially in rural areas for ensuring continuity of education during closure of schools due to COVID-19 pandemic.
- Teaching children using different materials available at home under the *Anganaa me Shikha* or *'Education in the Courtyard programme'*
- Teaching children under an umbrella (*Chhatri wale Guruji*) on a bike during the period of school closure due to COVID-19 pandemic.
- *'Bal Samvidhan'*, *'Bal Sansad'*, *'Bal Bachat Bank'*, 'Question box' and *'Bal Samachar Patrika'* etc. for shaping the personality of the young primary school children in right direction

- Alternate assessment models in lieu of regular examinations including Self-Evaluation, Peer Feedback and Parent Feedback
- Eco friendly activities like 'Best from waste'.
- Promoting knowledge of Indian culture through site visits, classroom lessons and *'Bharat Bodh'* day once a month.
- Best practices in vocational education like Interest & Aptitude test (*Kal Chachani*) through *Career Mitra* portal

Through the STRR and NTRR project, MoE seeks to propagate these and many such innovative practices on different themes, known to improve quality of education. It is hoped that widespread dissemination of such practices will spur teachers across the country to innovate.

## 5. Selection Criteria for STRR & NTRR

- Ministry of Education and its autonomous institutions like NCERT, KVS, CBSE, NIOS may suggest the names of schools and teachers for inclusion in NTRR.
- The State Governments may be requested to select 15 - 20 teachers on each theme, including both Government and Private schools in the respective States to create the State Teacher Resource Repository (STRR).
- Small states, North-eastern States and Union territories (UTs) may be requested to select 10 - 15 teachers from Government/Private schools for STRR.
- Out of their STRR, large States may nominate 4 - 5 teachers for the NTRR, while small states, North-east states and UTs may nominate 1- 2 teachers for NTRR.
- The shortlisted teachers will be required to submit a brief write up/PPT on the innovative practice, which they propose to share amongst the group members.
- A core committee, to be constituted by MoE, shall finalise the list of about 1000 teachers so as to ensure representation of 4 - 6 teachers on each topic from each Region (NR/ER/SR/WR/NER) keeping in view an optimal mix of Government and Private schools.
- Based on the experience and feedback of pilot project, the size of NTRR will be increased.

## 6. STRR &NTRR Functioning

- A WhatsApp/Telegram or any other group on social media of identified teachers may be created for each theme so that they keep connected amongst themselves.
- The groups will share innovative practices being adapted by them in their schools amongst themselves in a virtual mode.
- These teachers from the repository may serve as a national resource from which master trainers can be identified to train the teachers of other schools.
- The nodal officer of the Shikshak Parv 2021 for each theme shall coordinate with the NTRR groups.

- All teachers chosen for STRR must be trained by SCERTs and those chosen under NTRR must be trained by NCERT.
- The necessary support will also be provided by TSG consultants.
- State/UTs to submit quarterly report of the activities of the group and gist of innovations exchanged amongst group members to MoE.
- Every school may be encouraged to have its own website wherein they showcase the innovative ideas of their teachers under various NEP themes for the purpose of STRR, NTRR and Shikshak Parv. The work of state and national awardees, STRR and NTRR members of these schools may be adequately reflected in those websites. For state government schools, if individual websites are not possible, websites maybe developed at cluster level by CRCs.
- For wider dissemination, there can be virtual exhibition on each theme, allowing hundreds of best practices to be showcased, not just the few selected for Shikshak Parv. States and UTs like Gujarat, Dadra & Nagar Haveli and Daman & Diu have undertaken similar virtual exhibitions.
- States can plan physical visits to schools to learn from each other and gauge the effectiveness of the practices and initiatives submitted for Shikshak Parv. This will allow the team to understand the practice, assess the impact on the whole school and plan contextually.
- An attempt should be made to encourage the trio of pre-service teachers, regular school teachers and teacher educators from universities to come together to share experience, initiatives and ideas.

## Suggested Criteria and Selection Process for STRR & NTRR

For the creation of the National Teacher Resource Repository (NTRR), each State may constitute a selection committee at State and District level. Initially, States may select 15 - 20 teachers from both Government and Private schools in each theme of NEP 2020 (**Annexure I – 3.01 to 3.10**) to create the **State Teacher Resource Repository (STRR)** whereas small states, North-eastern States and Union territories(UTs) may select 10 - 15 teachers from Government/Private schools for the same. Out of their STRR, States may nominate 4-5 teachers for the NTRR, while small states, North-east states and UTs may nominate 1-2 teachers for NTRR.

For selection of teachers, conditions of eligibility, broad criteria, suggested list of attributes and selection process are given below.

### *Conditions of Eligibility (Who Can Apply?)*

A. School teachers, including special educators and Heads of Schools working in recognized primary/middle/high/higher secondary schools (block/ cluster level as well) under the following categories:

a) Schools run by State Govt./UTs Administration, local bodies, schools aided by State Govt. and UT Administration

b) Central Govt. Schools i.e. Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Central Tibetan Schools, Sainik Schools run by Ministry of Defence (MoD), Schools run by Atomic Energy Education Society (AEES) and Schools run by Ministry of Social justice and empowerment, Railway schools, Eklavya Model Residential Schools (EMRS) run by Ministry of Tribal Affairs and other government schools.

c) Schools affiliated to Central Board of Secondary Education (CBSE) (other than those at (a) and (b) above).

d) Schools affiliated to Council for Indian Schools Certificate Examination (CISCE) (Other than those at (a), (b) and (c) above).

e) Other recognized private schools.

B. Educational Administrators and Inspectors of Education are eligible.

C. Teacher educators and pre-service teachers from teacher training institutions are also eligible.

### *Broad Criteria of Selection:*

Primarily candidate may be evaluated on the following criteria:

*Essential Criteria:*

- The candidate must have undertaken and implemented innovation on the related theme with visible positive impact.
- The candidate must have relevant knowledge and expertise in the related theme.

*Desirable Criteria:*

- The candidate should have minimum 5 years of teaching experience/research/training, etc.
- The candidate should have experience in conducting Training of Teachers (ToTs)
- The candidate has demonstrated leadership experience during pandemic across all themes

***The State Government and UT Administration are requested to identify suitable candidates as per the list of attributes (suggested) on the 10 themes in the table given at the end (Table 1.1 Suggested List of Attributes for the Themes).***

## Selection Process

### Level –I: District Selection Committee (DSC)

The first level scrutiny will be done by District Selection Committee (DSC) headed by the District Education Officer. Members of DSC would be as under:

a) District Education Officer: Chairperson

b) Representative of State/UT Govt.: Member

c) One Reputed academician from Recognized TEIs nominated by District Collector: Member

### Level- II: State Selection Committee (SSC)

The State Selection Committee (SSC) will be headed by Principal Secretary/ Secretary of State Education Department. Members of SSC will be as under:

a) Principal Secretary/ Secretary of State Education Department: Chairperson

b) Commissioner/State Project Director, Samagra Shiksha, Department of Education: Member Secretary

c) Director, SCERT or equivalent if there is no SCERT: Member

d) Head of 1 Teacher Education Institution to be nominated by Secretary Education of the State.

e) Representative from a private Educational Institution/School to be nominated by Secretary Education of the State.

**Post Selection Process:**

1. State will shortlist the candidates from STRR for NTRR

2. States will verify the short listed candidates for NTRR before submitting to the nodal person.
3. After final selection, State is requested to submit the details of candidates (email ID and WhatsApp mobile number) identified under thematic areas along with a one-page brief about their innovative practice and their PPTs (10 - 12 slides).
4. After review, MoE will inform the state about final selection across all themes.

### Table 1.1: Suggested List of Attributes for the 10 Themes

| S. No. | Themes | Suggested List of Attributes |
|---|---|---|
| 3.1 | Early Childhood Care and Education: The Foundation of Learning | • Flexible, age appropriate, play-based, toy-based, activity-based learning focussing on numbers, alphabets, colours etc.<br>• Focus on developing social capabilities, cleanliness and teamwork among children.<br>• Using tools like art, stories, poetry, songs etc. drawing from the local traditions and experiences of children.<br>• Preparation of children for transitioning to primary schools.<br>• Steps taken to ensure quality infrastructure, monitoring health status as well as meals for children. |
| 3.2 | Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning | • Integration of literacy and numeracy in daily lives of children through joyful and experiential learning based innovation.<br>• Development of print rich environment to inculcate the habit of reading and learning<br>• Making assessment of learning outcomes joyful, inclusive and adaptive to needs of children<br>• Innovative interventions to address reading deficiencies of early grade students.<br>• Ways to establish conducive home learning environment and involving/sensitizing parents, communities, SMC members.<br>• Using technology tools (Like DIKSHA) to supplement learning.<br>• Focus on imparting iife skills through education.<br>• Garnering support of the community including SMCs and volunteers to support achievement of learning outcomes.<br>• Measures to ensure nutrition and health of children. |
| 3.3 | Curtailing Dropout Rates and Ensuring | • Engage with community and parents to ensure all school-age children are regularly attending schools through campaigns and door-to-door visits. |

| S. No. | Themes | Suggested List of Attributes |
|---|---|---|
| | Universal Access to Education at all Levels | • Innovative steps taken to bring back and retain out-of-school children. Involving community-based organisations to prevent drop-outs and ensuring continuity of education.<br>• Using Universal design for learning, multilingual tools and inclusive methodologies to ensure children retain interest.<br>• Enlisting support of social workers, volunteers and alumni to provide extra help, mentoring and guidance to students. |
| 3.4 | Curriculum and Pedagogy in Schools: Learning should be Holistic, Integrated, Enjoyable and Engaging | • Innovation in pedagogical practices: Holistic, Integrated and Experiential Learning.<br>• Grade appropriate teaching methodology.<br>• Creative and innovative learner centric approach in teaching-learning and classroom transactions.<br>• Arts and sports integrated pedagogical practices<br>• Inculcating 21st century skills among children.<br>• Promoting Indic knowledge and culture.<br>• Promoting inclusive classrooms.<br>• Holistic assessment of children's development. Moving from rote-learning based evaluation to competency-based evaluation.<br>• Supporting students with special talent. |
| 3.5 | Teachers | • Steps taken by school administrators and head teachers to promote continuous professional development of teachers in the school.<br>• Creating a culture of innovation and motivation among school staff/teaching peers.<br>• Presentation on certain specialized courses/training undertaken by teachers for the benefit of students.<br>• Steps taken by teachers to train other teachers or to share ideas and resources in their local area, at the state, national level or international level.<br>• Resource support provided by BRCs and CRCs in an innovative manner could be shared. |
| 3.6 | Equitable and Inclusive Education: Learning for All | • Incorporating Universal Design for Learning (UDL) approach.<br>• Multilingual approach.<br>• Innovative use of Indian Sign Language (ISL) and Braille in the teaching-learning process.<br>• Exam reforms: creative assessment/evaluation processes, techniques specially catering to CwSN in general schools |

| S. No. | Themes | Suggested List of Attributes |
|---|---|---|
| | | <ul><li>Skill Up-gradation: Special educators with cross-disability training (as per RPwD Act, 2016).</li><li>Educational Placement: Success stories of teaching CwSN placed in the home based education programme.</li><li>Developing TLMs: including self-developed tools for assessment, evaluation and research & using no/low cost TLMs customized for CwSN.</li><li>Engagement and Collaboration of Stakeholders: Therapists, Counselors, Resource Persons & SMCs/ SMDCs etc.</li><li>Teaching strategies to address diversity in the classroom especially for students belonging to Socially and Economically Disadvantaged groups(SEDGs).</li><li>Practices that promote gender equality & equity and concerns of transgender.</li></ul> |
| 3.7 | Efficient Resourcing and Effective Governance through School Complexes/ Clusters | <ul><li>Steps taken by School Leaders and Teachers to share resources and collaborate with other schools.</li><li>Innovative measures and partnership between public and private schools.</li><li>Effective utilization of unutilized sections of school infrastructure through activities undertaken to promote social, cultural and intellectual ethos in the community. Using school infrastructure for vocational education during off-school hours and for use as Samajik Chetna Kendra.</li></ul> |
| 3.8 | Standard-setting and Accreditation for School Education | <ul><li>Steps taken by schools to objectively assess their performance and measures taken for improvement</li><li>Transparency and public disclosure of school activities and infrastructure on school websites</li><li>Development of mechanisms to ensure the safety and rights of adolescents and tackling issues like substance abuse, violence etc.</li><li>Use of technology to ensure efficiency and transparency in SSS.</li></ul> |
| 3.9 | Technology in Education: NDEAR | **Skill Based :**<ul><li>Development of subject specific, multi- lingual quality E-content, curated and disseminated on various platforms.</li><li>Mobilization of resources.</li></ul>**Tools/Technology Based:** |

| S. No. | Themes | Suggested List of Attributes |
|---|---|---|
| | | • In house app, website, portal designed or implemented during Pandemic and subsequent times.<br>• Initiative taken up to address the digital divide.<br>• Initiative taken for assisting DIVYANGJAN /Out of School Children/ Children of Migrated Families.<br>**Assessment Based:**<br>• ICT based Assessment for learning / Formative assessments / Summative assessments/ Ipsative (self-referenced) assessments etc.<br>• Development of technology based teaching-learning assessment.<br>**Performance Based:**<br>• Contribution towards the growth of students/teachers/school.<br>• Innovative methodology adopted for imparting quality education /promoting health and well-being. |
| 3.10. | Reimagining Vocational Education and Skill building | • Initiatives taken to create awareness about vocational education among the community.<br>• Innovative pedagogy for encouraging hands-on work among students.<br>• Demonstrating optimum and safe usage of tools, equipment and software for vocational skills.<br>• Providing exposure to world of work through effective linkages with local Industries.<br>• Steps taken for internship, apprenticeship and placement of students. |

*****

## List of Theme-wise Nodal Officers and Coordinators

| S.No. | Themes | Nodal Officers | Coordinators |
|---|---|---|---|
| 3.1 | Early Childhood Care and Education: The Foundation of Learning | Dr. Romila Soni<br>Associate Professor<br>Department of Elementary Education (DEE), NCERT<br>+919810825555<br>Romila64@gmail.com | Ms. Arti Panchal<br>+91 9599619854<br>attu.panchal@gmail.com |
| 3.2 | Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning | Prof. Suniti Sanwal<br>Professor & Head<br>Department of Elementary Education (DEE), NCERT<br>+91-9425023070<br>drssanwal@gmail.com | Ms Tara Naorem<br>+919811099948<br>tara.naorem@gmail.com |
| 3.3 | Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels | Dr. Sukhvinder Bhagat Singh<br>Associate Professor (Educational Survey Division) NCERT<br>+ 91 - 9971161058<br>sukhvinder.ncert@nic.in | Mr. Adil Rashid<br>+919911014414<br>tsgadil@gmail.com,<br>Adiltsg@gmail.com |
| 3.4 | Curriculum and Pedagogy in Schools: Learning should be Holistic, Integrated, Enjoyable and Engaging | Prof. Sharad Sinha<br>Professor<br>Department of Teacher Education (DTE), NCERT<br>+91-8802108197<br>drsharadsinha@gmail.com | Dr Letha<br>+91 9958049724<br>rmsa.letha@gmail.com |
| 3.5 | Teachers | Prof. Ranjana Arora<br>Professor, NCERT<br>+91- 9810844845<br>ranjanaarora196736@gmail.com | Dr Mukhtar Alam<br>+91 9953926396<br>mdmukhtaralam@gmail.com |
| 3.6 | Equitable and Inclusive Education: Learning for All | Prof. Vinay Singh<br>Professor<br>Department of Education of Groups with Special Needs (DEGSN), NCERT<br>+91-9654319691<br>vinay.singh303@yahoo.com | Ms. Sohila K Bakshi<br>+91 9350024325<br>sohilabakshi@gmail.com |
| 3.7 | Efficient Resourcing and Effective Governance | Prof. Veera Gupta<br>NIEPA<br>+91 – 9868280240 | Sh. Manoj Mishra<br>+919990194603<br>monitoringrmsa.tsg@gmail.com |

| S.No. | Themes | Nodal Officers | Coordinators |
|---|---|---|---|
| | through School Complexes/ Clusters | veeragupta.cbse@gmail.com | |
| 3.8 | Standard-setting and Accreditation for School Education | Dr. Sweta Singh<br>Joint Secretary (Academics), CBSE<br>+91-9868601297<br>sweta.cbse@gmail.com | Sh. Atiqur Rehman<br>+919811615435<br>atiqmbajmi@gmail.com |
| 3.9 | Technology in Education: NDEAR | Prof. Indu Kumar<br>Professor<br>Central Institute of Educational Technology (CIET)<br>+91-880066282<br>indu.kumar@ciet.ncert | Ms. Bharti Sharma<br>+91 9560530982<br>bhartish.tsg@gmail.com |
| 3.10. | Reimagining Vocational Education and Skill building | Dr. R.K. Pathak<br>Professor<br>PSSCIVE,NCERT<br>+91-9425150401<br>rkpathak22@gmail.com | Ms. Gauri Kalra<br>+919871089755<br>gauri.vocational@gmail.com |

# समय–सारणी

1. जिला चयन समिति का गठन       – 09.11.2021 तक

2. 10 थीम के बारे में शिक्षकों को जानकारी
   देना एवं प्रचार–प्रसार करना (विभिन्न माध्यमों से) – 09.11.2021 तक

3. शिक्षकों से आवेदन पत्र का आमंत्रण प्राप्त करना – 18.11.2021 तक

4. आवेदन प्राप्त शिक्षकों का थीमवार
   कार्यशाला एवं 2–3 शिक्षकों का
   चयन       –20.11.2021 से 23.11.2021 तक

5. राज्य कार्यालय के नोडल पदाधिकारी को
   शिक्षकों का नाम प्रेषित करना       – 24.11.2021 तक

6. राज्य स्तरीय समिति द्वारा शिक्षकों का चयन       – 26.11.2021 से 29.11.2021 तक

# List of Themewise Nodal Officers

| | Themes | Nodel Officers | Coordinators |
|---|---|---|---|
| 3.1 | Early Childhood Care and Education : The Foundation of Learning | Smt. Lalima Kumari- SPO , BEPC, 8544412163 | Smt. Rashmi Prabha, HOD, SCERT,Patna, 9835043230 |
| 3.2 | Foundational Literacy and Numeracy (FLN) : An Urgent & Necessary Prerequisite to Learning | Smt. Kiran Kumari- SPO,BEPC, 9334446148 | Smt. Rashmi Prabha, HOD, SCERT,Patna, 9835043230 |
| 3.3 | Curtailing Dropout Rates and Ensuring Universal Access to Educational at all Levels | Smt. Lalima Kumari- SPO, BEPC,8544412163 | Sri Surendra Pal, HOD, SCERT, Patna, 9431622579 |
| 3.4 | Curriculam and Pedagogy in Schools: Learning should be Holistic,Integrated, Enjoyable and Engaging. | Smt. Kiran Kumari- SPO, BEPC,9334446148 | Smt. Vir Kumari kujur, HOD, SCERT, Patna, 9431075578 |
| 3.5 | Teachers | Mr. Neeraj Kumar-SPO, BEPC, 8544412160 | Smt. Rita Roy, HOD, SCERT, Patna, 7992477083 |
| 3.6 | Equitable and Inclusive Education : Learning for all | Smt. Sunaina Kumari- ASPD, BEPC, 8544412191 | Smt. Vibha Kumari, HOD, SCERT, Patna, 9308257346 |
| 3.7 | Efficient Resourcing and Effective Governance through school complexes/Clusters | Smt. Kiran Kumari- SPO, BEPC, 9334446148 | Sri Surendra Pal, HOD, SCERT, Patna, 9431622579 |
| 3.8 | Standard Setting and Accreditation for School Education | Shri Ravi Shankar Singh, ASPD, BEPC, 8544412161 | Dr. Archana, SCERT, Patna, 9304023104 |
| 3.9 | Teachnology in Education : NDEAR | Smt. Kiran Kumari- SPO,BEPC, 9334446148 | Shri Snehashish Das, SCERT, Patna, 8709648039 |
| 3.1 | Reimagining Vocational Education and Skill building | Md. Imtiyaz Alam, SPO,BEPC, 9934829939 | Shri Radhe Raman PD., SCERT,Patna, |