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Ministry of Education  
Department of School Education & Literacy  
IS-14 Section  
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Shastri Bhawan, New Delhi  
Dated, 03<sup>rd</sup> January, 2024

To

1. The Director, NCERT
2. The Chairperson, CBSE
3. The Commissioner, KVS
4. The Commissioner, NVS
5. The Chairperson, NIOS
6. The Chairperson, NCTE
7. The Scientist-F, NIC, MoE

**Subject: Background Note of "Ease of Schooling" session by DoSE&L during 3<sup>rd</sup> CS Conference in New Delhi - reg..**

Sir/Madam,

I am directed to refer to the captioned subject and to say that the Background Note of "Ease of Schooling" (Enclosed) may be uploaded on your respective websites for making easy access of this document to all the stakeholders and wider publicity of the same. Action taken in this regard may be intimated to this Department urgently.

2. This issues with the approval of competent authority.

Yours faithfully,

Encl. As above

*Kamal Gandhi*  
3/1/2024  
(Kamal Gandhi)

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सत्यमेव जयते

Government of India

मुख्य सचिवों का तृतीय राष्ट्रीय सम्मेलन

Third National Conference of Chief Secretaries

Ease of Living

# SCHOOLING: ACCESS & QUALITY



27-29 दिसंबर 2023, नई दिल्ली | 27-29 December 2023, New Delhi





संजय कुमार, भा.प्र.से  
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सत्यमेव जयते

भारत सरकार  
शिक्षा मंत्रालय  
स्कूल शिक्षा और साक्षरता विभाग  
Government of India  
Ministry of Education  
Department of School Education & Literacy



## **Foreword**

In a rapidly changing world, education stands as a cornerstone of individual growth, progress of the society and global development. India aims to become a global leader in developing lifelong learners, with strong foundational and life skills ready, to thrive in the 21st century, regardless of the socio-economic background of the learner. The Department of School Education & Literacy (DoSE&L) has outlined aspirations and multifaceted set of objectives aimed at revolutionizing the educational landscape. The **ease of schooling** is an essential dimension of this ever-evolving landscape. As we embark on this exploration of how education can be made more accessible, inclusive, equitable, and effortless for all, we find ourselves at a pivotal moment in history.

The **National Education Policy 2020**, which serves as a foundational framework for education in India, prioritizes access, equity, quality, affordability, and accountability. The NEP-2020 has turned out to be a path-breaking policy that has ensured reach to the last mile. With exemplary efforts, the First National Conference of Chief Secretaries witnessed historic moment in the journey of implementation of NEP-2020. All the States/UTs, came on board for effective implementation of NEP-2020 through several initiatives for enhancing student learning outcomes, holistic school development, and teacher professional development.

In continuation to building of the efforts, the Third National Conference of Chief Secretaries has identified 'Promoting Ease of Living through Good Governance and Use of Technology' as a key focus area. The DoSE&L has envisioned "Ease of Schooling" which shall enable all the stakeholders of school education ecosystem by creating opportunities for access to quality education, ease in service delivery, and innovative governance mechanisms. The ease of schooling is not merely a concept but a commitment to ensure that every learner, regardless of their background or circumstances is empowered to reach their full potential, foster a sense of lifelong learning, and nurture the innovators and leaders of tomorrow.

This background note is a call to action, a reminder that the journey toward ease in schooling is a collective responsibility and an investment in a brighter future. We will delve into the possible technological advancements that can democratize knowledge, make learning possible from anywhere on the globe, and create ease in service delivery. As you explore the background note, you shall get inspired by the stories of those pushing the boundaries of education, and you shall imagine how all stakeholders can contribute to the ongoing evolution of schooling into a more accessible, inclusive, and enriching experience for all. The DoSE&L in collaboration with all States/UTs shall embrace the challenges and opportunities for making education easy. The DoSEL will leave no stone unturned in making ease of schooling, a reality and to create a world, where knowledge knows no bounds and learning knows no limits.

  
(Sanjay Kumar)

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## Abbreviations

|              |  |
|--------------|--|
| ABC          | Academic Bank of Credits   |
| AHSEC        | Assam Higher Secondary Education Council                             |
| APAAR        | Automated Permanent Academic Account Registry                        |
| BEO          | Block Education Officer  |
| BSE          | Board of Secondary Education   |
| CBSE         | Central Board of Secondary Education                                 |
| CSO          | Civil Society Organizations  |
| DBT          | Direct Benefit Transfer  |
| DEO          | District Education Officer   |
| DIET         | District Institute of Education and Training                         |
| DoSEL/DoSE&L | Department of School Education and Literacy                          |
| ECCE         | Early Childhood Care and Education                                   |
| EYS          | Expected Years of Schooling  |
| G2C          | Government to Citizen  |
| GDP          | Gross Domestic Product   |
| GER          | Gross Enrolment Ratio  |
| GIS          | Geographical Information Systems                                     |
| ICT          | Information and Communications Technology                            |
| ID           | Identification   |
| IGNOU        | Indira Gandhi National Open University                               |
| IIT          | Indian Institute of Technology                                       |
| IT           | Information Technology   |
| ITEP         | Integrated Teacher Education Program                                 |
| KVS          | Kendriya Vidyalaya Sangathan   |
| MIS          | Management Information System  |
| MoE          | Ministry of Education  |
| NAS          | National Achievement Survey  |
| NCERT        | National Council of Educational Research and Training                |
| NCF FS       | National Curriculum Framework for Foundational Stage                 |
| NCTE         | National Council for Teacher Education                               |
| NDEAR        | National Digital Education Architecture                              |
| NEP 2020     | National Education Policy 2020                                       |
| NIOS         | National Institute of Open Schooling                                 |
| NISHTHA      | National Initiative for School Heads' Teachers' Holistic Advancement |
| NIT          | National Institute of Technology                                     |
| NITI Aayog   | National Institution for Transforming India Aayog                    |
| NMM          | National Mission for Mentoring                                       |
| NPST         | National Professional Standards for Teachers                         |

|           |   |
|-----------|---|
| NVS       | Navodaya Vidyalaya Samiti   |
| OoSC      | Out of School Children  |
| PARAKH    | Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development |
| PM POSHAN | Pradhan Mantri Poshan Shakti Nirman   |
| PM SHRI   | Pradhan Mantri ScHools for Rising India   |
| PRABANDH  | Project Appraisal, Budgeting, Achievements, and Data Handling                       |
| RIE       | Regional Institute of Education   |
| SAFAL     | Structured Assessments for Analyzing Learning                                       |
| SARTHAQ   | Students' and Teachers' Holistic Advancement through Quality Education              |
| SCERT     | State Council of Educational Research and Training                                  |
| SDG       | Sustainable Development Goal  |
| SEAS      | State Education Achievement Survey  |
| SIOS      | State Institute of Open Schooling   |
| SPD       | State Project Director  |
| STARS     | Strengthening Teaching-Learning and Results for States                              |
| SQAF      | School Quality Assessment Framework   |
| TNA       | Teacher Needs Analysis  |
| UDISE+    | Unified District Information System for Education Plus                              |
| UIDAI     | Unique Identification Authority of India  |
| UT        | Union Territories   |
| VSK       | Vidya Samiksha Kendra   |

## Synopsis

The Indian education system encompasses 14.66 lakh schools, 25.18 crore students, and 94.83 lakh teachers with the students playing a pivotal role. Simultaneously, based on the tenets of National Education Policy (NEP) 2020, our collective aspiration is “to become a global leader in developing lifelong learners with strong foundational and life skills ready to thrive in the 21st century, regardless of the socio-economic background of the learner.”

For the Third National Conference of Chief Secretaries, the Department of School Education and Literacy (DoSE&L) is focusing on ‘Ease of Schooling.’ It refers to the creation of an ecosystem to cater to the collective aspiration of the nation. Various initiatives such as PM Shri Vidya Samiksha Kendras; PM e-Vidya, Integrated Teacher Education Program, National Professional Standard for Teachers, National Mission for Mentoring for teacher transformation and competency-based assessments at State/UT level and National level shall culminate in achieving the goals of NEP 2020.

While the DoSE&L has initiated multiple initiatives, integral solutions have emerged through insights gathered from extensive consultations. These solutions are suggested towards improving access, hence GER, by saturating quality inclusive environment and reducing complexity by consolidating schools. Further, improved service delivery shall be achieved through creation of unique APAAR ID (Automated Permanent Academic Account Registry) for students, streamlining admission and examination process, enhancing professional development and rational deployment of teachers. These efforts will not only enable in improving the learning outcomes, but also create a joyful learning experience. Concomitantly, integrating Vidya Samiksha Kendra (VSK) and APAAR ID will help monitor the lifelong learning journey of students. It will also help in building a digital repository, simplifying storage of and access to educational records. Lastly, Aadhaar linkage will build trust in digital records and empower stakeholders to access diverse educational services.

Towards this end, the synergy between Central Government and States/UTs is not just crucial, but will work as catalyst propelling India towards a future where education becomes the cornerstone of social and economic advancement, illuminating the path of collective prosperity and progress.



# 1. INTRODUCTION

## 1.1 Context

1.1.1 The Indian education system stands as a global beacon, boasting the largest educational ecosystem in the world, comprising approximately 14.66 lakh schools, 25.18 crore students, and 94.83 lakh teachers. At the heart of this sprawling system lies the pivotal role of students. This background note, centered on the sub-theme 'Schooling,' is a testament to the dedication of stakeholders at various levels, including the Ministry of Education, CBSE, State/UTs, and districts to enhance access to educational services and ensure service quality for students and parents, regardless of their socio-economic backgrounds.

## 1.2 Background of the First National Conference of Chief Secretaries:

1.2.1 The National Education Policy (NEP) 2020 of India is a comprehensive and ambitious initiative aimed at reforming the education system. Aligned with the long-term vision for education in the country, it emphasizes holistic development, quality, and accessibility. The policy addresses key areas such as curriculum, technology, teacher training, and safety, envisioning a dynamic and inclusive education system for the 21<sup>st</sup> century.



**Figure 1: First National Conference of Chief Secretaries Conference from 15-17 June in Dharamshala, Himachal Pradesh**

1.2.2 The inaugural Chief Secretaries Conference in June 2022 focused significantly on implementing the NEP 2020. The Department of School Education and Literacy (DoSE&L) presented a detailed concept note covering three crucial areas: NEP School - Improving Access to School Education, NEP Teacher - Teacher as Transformers, and NEP Child - Strong Foundation for Future Readiness. A subsequent conference in January highlighted progress on actionable points discussed earlier, aiming for universal access and affordable opportunities for quality holistic education.

### A. Improvement in Gross Enrolment Ratio (GER) at all levels:

Efforts have been made to improve Gross Enrolment Ratio (GER) at all levels, particularly addressing dropouts after Grade 8. The identification and mainstreaming of 12.53 lakh Out of School Children (OoSC) led to an increased national Elementary level GER from 99.1 to 100.1 and a rise in Higher Secondary level GER from 53.8 to 57.6. Special training and reintegration initiatives were allocated budgets to address this issue, with 19 States/UTs achieving over 100% GER at the elementary level.

### B. Infrastructural upgradation:

Infrastructural upgradation is considered vital for school accessibility. Comprehensive reviews of school buildings were conducted, covering facilities like gender-segregated toilets, ramps, drinking water, sports, and library facilities, and electricity. Additional funds under Samagra Shiksha were allocated for rejuvenating schools, and regular meetings with states/UTs were conducted to ensure

basic facilities. Only 6 States/UTs namely Andaman and Nicobar Islands, Chandigarh, Dadra & Nagar Haveli & Daman & Diu, Delhi, Goa, Lakshadweep have 100% gender segregated toilets.

C. **Child Tracking:** The Ministry of Education, in collaboration with States/ UTs and Autonomous Bodies, is developing Student, Teacher and School registry to ensure end to end tracking of students so that the interventions designed are based on real time data and facts. Currently, 29 States/UTs have IT portals for Student, Teacher & School registry, with 21.5 crore (82.80%) students registered in MIS systems. Seventeen States/UTs have established Student Registries, five are partially completed, and the remaining 14 are in development.

D. **Vidya Samiksha Kendra:** As an outcome of the first national conference of chief secretaries, National and state-level Vidya Samiksha Kendra (VSK) are being established to leverage data and technology to bring a big leap in learning outcomes. States/UTs were provided approvals of up to Rs. 5 crores (depending on the size of the State/UT) for VSK setup, with a total approval of Rs. 108 crores for all States/UTs. VSK is operational at NCERT, CBSE nationally and in twelve states (Andhra Pradesh, Arunachal Pradesh, Delhi, Goa, Gujarat, Himachal Pradesh, Maharashtra, Nagaland, Punjab, Odisha, Uttarakhand, and Uttar Pradesh). Autonomous bodies of MoE are also setting up VSK in their institutes, with 24 States/UTs currently in progress for VSK setup.

1.2.3 As the education system evolves, the Department suggests automating student admissions by creating a unique

APAAR ID for the child, linking it with Aadhaar, and integrating it with VSK, Academic Bank of Credit (ABC), and UDISE+. This automation initiative aims to reduce dropout rates during transitional phases and enhance opportunities for continuing education. Overall, these efforts demonstrate a commitment to achieving universal access and improving the quality of education in India.

1.2.4 Post-conference, a detailed action plan was executed and monitored by States/UTs, leading to increased Gross Enrolment Ratio, Vidya Samiksha Kendra establishment in twelve states, school preparation module, vocational exposure in 37,368 schools benefitting 17,05,277 students, comprehensive reviews, and extended teacher training programs through NISHTHA. Moreover, many States have developed multi-lingual e-content, among other accomplishments. As we move forward, the Third National Conference of Chief Secretaries now focuses on 'Ease of Living through Good Governance and Use of Technology,' with an emphasis on enhancing student access and service delivery under sub-theme "Ease of Schooling". Building upon the 2022 foundation, the Department of School Education and Literacy prioritizes further implementation to empower education.

### 1.3 Theme of Third National Conference of Chief Secretaries

1.3.1 The Department of School Education & Literacy envisions a transparent, efficient, accessible, and effective educational environment. Prioritizing the 'ease of schooling,' the Department focuses on achieving learning outcomes, strengthening classroom education

delivery, enhancing technological infrastructure, and facilitating Government-to-Citizen (G2C) services based on user feedback.

1.3.2 Embracing a contemporary perspective, the Department acknowledges that schooling extends beyond traditional classrooms, evolving into a broader ecosystem. This transformation requires coordination among parents, teachers, head teachers, and administrative officials to prioritize both the ease of schooling and living for students.

1.3.3 The Department looks forward to a tech-driven, holistic educational journey. Collaborating with states/UTs, autonomous bodies, and stakeholders, it actively simplifies, digitizes, and streamlines schooling services, aiming for user-friendly access to certificates and seamless transitions between educational phases. This collaborative synergy promotes accountability and enhances the modern education system.

1.3.4 While emphasizing access to services, especially individual beneficiary schemes, ensuring quality-of-service delivery through continuous monitoring, evaluation, and technology becomes paramount for the “ease of schooling.” Performance evaluation is based on four key indicators.



Figure 2: Indicators for evaluating Services

1.3.5 In the context of Schooling, ‘Ease of living’ entails establishing a supportive learning environment that fosters academic, social, and emotional flourishing. This involves cultivating a safe, inclusive, and welcoming atmosphere, providing students with essential resources and support tailored to their individual needs, and creating a joyful learning experience.

1.3.6 Aligned with this vision, NEP 2020 prioritizes a delightful learning experience through quality infrastructure, innovative pedagogical practices, and an optimal pupil-teacher ratio. The policy underscores the use of technology to expedite capacity building, enhance participation and engagement, and broaden resource access. It aspires to establish an unparalleled education system with equitable access, focusing not only on cognitive development but also on character building and holistic skill development. NEP 2020 advocates comprehensive reforms across school education levels, encompassing curriculum transformation, examination system changes, teacher training enhancements, and restructuring of the regulatory framework. The ultimate goal is to create an education system rooted in India’s tradition, culture, and values, nurturing 21<sup>st</sup>-century global citizens with tangible learning outcomes.

## 1.4 Key Steps Taken for the Third National Conference of Chief Secretaries

1.4.1 In pursuit of the “Ease of Living” objectives, a series of consultations and workshops occurred at various levels, detailed in Figure 3. Notably, a national consultation workshop convened on July 12, 2023, in Delhi with 150+ participants. Virtual coordination meetings on July

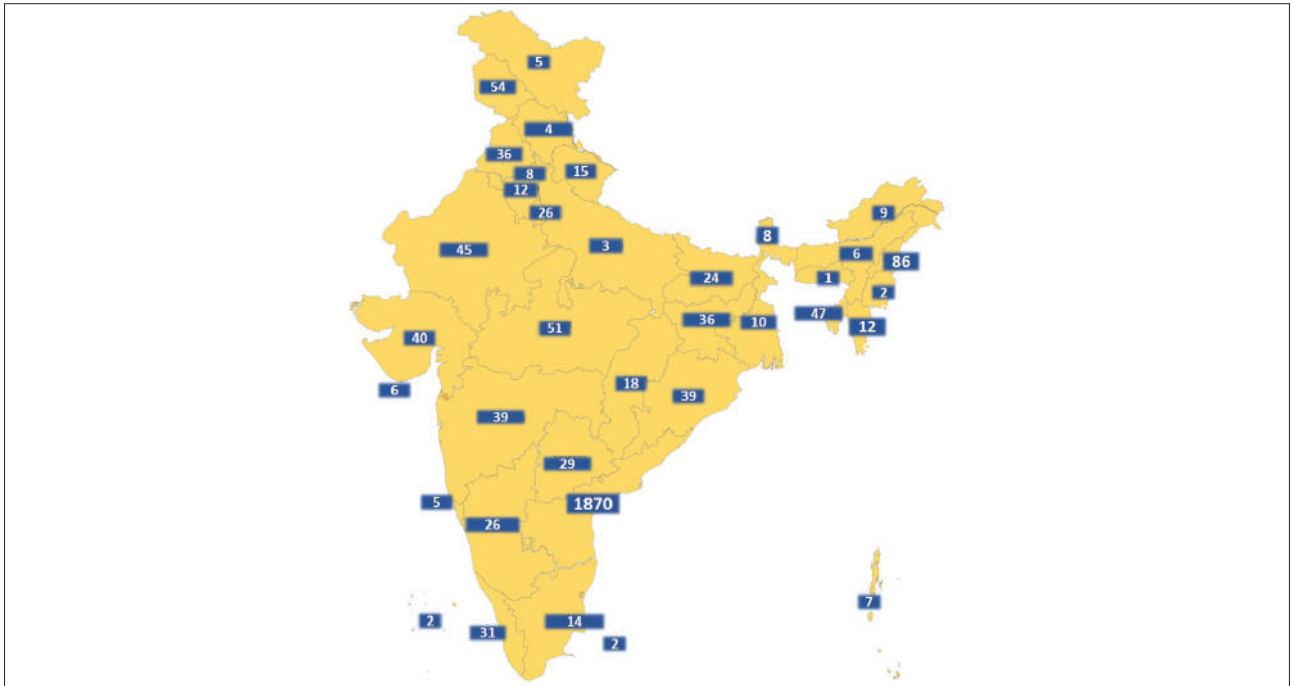


Figure 4: Number of officers from each State/UT who have shared feedback notes

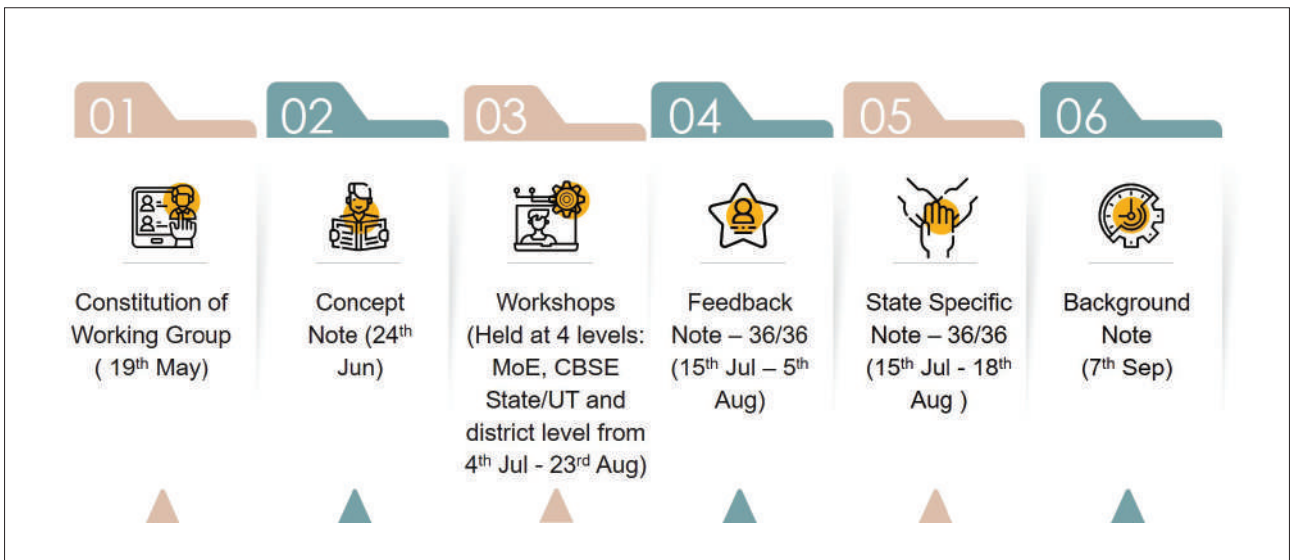


Figure 3: Roadmap to Background Note

27, August 2, and August 8, 2023, facilitated alignment with states/UTs, emphasizing the theme of “Ease of Schooling.” Internal discussions with the MoE Working Group transpired on August 23, 2023. Seventeen consultations involved regional officers, principals,

parents, CSOs, and experts. 3058 officers have contributed from all the States/UTs across sub-themes as shown in Figure 4. Extensive district-level outreach included over 400 consultations (see ANNEXURE III).

## 2. Current Situations

### 2.1 Education: Empowering students and citizens

- 2.1.1 India's Expected Years of Schooling (EYS) presently stands at 12.8 years, with the potential to reach 18 years, a benchmark achieved by many developed nations. The World Bank's research indicates that every additional year of education can boost productivity by 10%, and UNICEF's findings suggest a 0.37% increase in GDP for each added year of schooling. Increasing EYS to 18 years could contribute approximately Rs 7 lakh Crore to the GDP, constituting 1.85% of the current GDP. Government expenditure on education has shown an upward trend, reaching 4.6% of GDP in 2020. The percentage of students reaching higher secondary education increased from 32.8% in 2012 to 64% in 2020, indicating potential economic growth through education investments.
- 2.1.2 Empowering students to become 21<sup>st</sup>-century global citizens is at the core of the educational mission. The commitment to delivering universally accessible, top-tier education aims to harness the full potential of India's demographic dividend. Emphasis is placed on cultivating 21<sup>st</sup>-century life skills, fostering a commitment to lifelong learning, and creating economic prospects through job-ready skills. The goal is to make well-informed choices, laying the foundation for individual and societal health, well-being, and decision-making. This vision extends beyond education to the holistic development of individuals contributing to a more just, prosperous, and harmonious society.

- 2.1.3 Through this comprehensive system of support, funding, and monitoring, we are dedicated to advancing the missions and tenets of NEP 2020, fostering a dynamic and inclusive education landscape for the nation's future.

### 2.2 Expectations of Stakeholders of the Education System

- 2.2.1 Considering the expectations of stakeholders such as students, teachers, parents, and the community is crucial for bringing about change in the education system. A safe, inclusive, and equitable ecosystem is essential for students, emphasizing the development of cognitive, social, and emotional skills. The NEP 2020 prioritizes access, equity, quality, affordability, and accountability, aligning with the 2030 agenda for Sustainable Development. It aims to revolutionize India's educational landscape, making both school and college education more adaptable, comprehensive, and tailored to the needs of the 21<sup>st</sup> century. The **students** require an ecosystem that facilitates seamless admission, transition, and movement processes when they move towards higher education. This requires easy access to educational records and progress reports that allow them to transition and obtain educational entitlements with ease and in time.
- 2.2.2 **Teachers** play a vital role as torchbearers of the education ecosystem, requiring quality amenities and infrastructure, a conducive teaching-learning environment, and assurances of a secure future and progressive career path. **Parents and the community**, integral parts of the education ecosystem, expect simplified admission processes, a safe and inclusive school environment, and regular updates on their child's learning progress.



## 2.3 Major Initiatives

2.3.1 In response to the evolving landscape of education and service delivery, various innovative initiatives have been implemented to enhance accessibility and efficiency. These endeavors aim to streamline the schooling experience and improve service delivery fostering a more inclusive and responsive environment. From technological advancements to community-based programs, these initiatives reflect the commitment to make education and services more accessible, ensuring a smoother and more user-friendly experience for all stakeholders involved:

- **Pradhan Mantri Schools for Rising India (PM SHRI)** serves as a role model for other Government schools and provides leadership in their respective regions by providing high-quality education in an equitable, inclusive, and joyful school environment. The interventions focus on (a) ICT, smart classrooms, and digital libraries, (b) vocational interventions, (c) green schools and (d) child tracking. These schools will focus not only on cognitive development, but also creating holistic and well-rounded individuals equipped with key 21<sup>st</sup> century skills. Since the launch of the program, 6207 PM SHRI schools have been established in 515 districts across the country. Special emphasis is given on green schools which is developed as environmentally friendly institutions, incorporating green practices and sustainable initiatives.
- **Vidya Samiksha Kendras (VSKs)** serve as a central hub for accessing real time progress of all elements in an educational ecosystem from enabling infrastructure to learning outcomes of students. VSK is currently operational in twelve states namely Andhra Pradesh, Arunachal Pradesh, Delhi, Goa, Gujarat, Himachal Pradesh, Maharashtra, Nagaland, Punjab, Odisha, Uttarakhand, and Uttar Pradesh.
- **PM e-Vidya** is an innovative and unique initiative by the Ministry of Education, Government of India to sustain education by leveraging ICT and facilitating learning and teaching at the school level. It offers multifarious educational resources in multi-platform mode through 12 DTH TV Channels, community radio, content for Divyangs (CwSNs), podcast, etc. telecasted across country.
- **PM Gati Shakti** provides integrated and seamless connectivity for movement of people, goods, and services from one mode of transport to another. It is a transformative approach for economic growth and sustainable development. The different layers of the PM Gatishakti portal, such as administrative, geographical layers, and identification of schools from village, urban and tribal region etc. have been used during the process of selection for PM SHRI schools. All selected PM SHRI schools across the country have been mapped with PM Gatishakti portal. PM Gatishakti Portal is also being used for Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PMJANMAN) for planning on various interventions focusing on enhancing quality education, increasing enrolment, and retention rates in Particularly Vulnerable Tribal Groups (PVTGs) children.
- **Vidyanjali Portal** is a program to enable various stakeholders such as community, volunteers, organizations, and institutions to interact and connect

directly with the Government and Government-aided schools of their choice and share their knowledge and skills. Through Vidyanjali, 6,72,208 schools have been onboarded, 4,43,774 volunteers have been registered, and 60,20,712 children have been impacted so far.

- **Integrated Teacher Education Program (ITEP)** is a four-year dual-major holistic bachelor's degree program, in Education as well as a specialized subject. A multidisciplinary approach has been adopted in ITEP to ensure that teachers possess a strong foundation in various disciplines and can provide a comprehensive education to their students. Recognition has been granted to 42 institutions including IITs, NITs, RIEs, IGNOU, and Government Colleges for the Academic Session 2023-24.
- **NISHTHA** is an integrated training program for different stages of school education for improving quality of school education, and equip teachers and head teachers to foster and encourage critical thinking among students. The initiative is first of its kind wherein standardized activity-based training modules are developed at national level for all States and UTs. It has enabled capability building at a national scale training for more than 60 lakh teachers across elementary and secondary level. It has also enabled in developing 26,594 master trainers for ECCE, and around 12.97 lakhs teachers have been trained on Foundational Literacy and Numeracy.
- **National Professional Standards for Teachers (NPST)** defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21<sup>st</sup> century schools that will improve educational outcomes for students. NCTE has developed a guiding document that outlines the competencies that teachers should possess to effectively perform their roles. NPST is being piloted in 75 central schools.
- **National Mission for Mentoring (NMM)**, as envisaged in Para 15.11 of NEP 2020, talks about the creation of a large pool of outstanding professionals willing to provide mentoring to school teachers. An initial document 'Bluebook on NMM' has been developed after extensive consultation with the experts in the field as a bottom-up approach and is intended to be used as a guide to ensure that mentoring exercises become an integral part of the education process. NMM is being piloted in 30 Central schools.
- Various assessments, including PARAKH, SAFAL, NAS, and SEAS, concentrate on skill and competency evaluations. **PARAKH** sets norms, standards, and survey guidelines for student assessment, guiding school boards. **SAFAL** assesses core competencies, offering diagnostic insights for student development. **NAS** evaluates learning achievements in Classes 3, 5, 8, and 10, encompassing different school types. **SEAS** occurs annually for Grades 3, 6, and 9 between NAS assessments.
- **Samagra Shiksha Scheme:** Samagra Shiksha is an overarching programme for the school education sector extending from pre-school to class 12. It provides essential financial support, enabling the holistic development of education at the grassroots level. The vision of the Scheme is to ensure

inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

- **Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)** bolsters the nutritional well-being of our students, a cornerstone of effective learning, and development. Under the Scheme, there is provision of hot cooked meal to children of pre-schools or Bal Vatika (before class I) in primary schools in addition to the 11.80 crore children of classes I to VIII studying in 11.20 lakh schools.
- **Early Childhood Care and Education (ECCE) and Foundational Learning** framework is firmly focused on the needs of the child and should lead to improved child care and developmentally appropriate environment for children. Furthermore, this framework focuses on providing guidelines for child care and early educational practices, including the provision of quality ECCE in pre-schools, training of ECCE teachers, and child-friendly facilities and furniture.
- **NDEAR** was launched with a vision to create a unifying digital infrastructure to energize and catalyze the education ecosystem. It aims to enhance the education ecosystem, offering open, interoperable, and evolvable solutions. It aims at creating a digital foundation driving towards autonomy and self-governance of all parties involved, particularly states and the Centre.

## 2.4 Monitoring of Activities and Processes

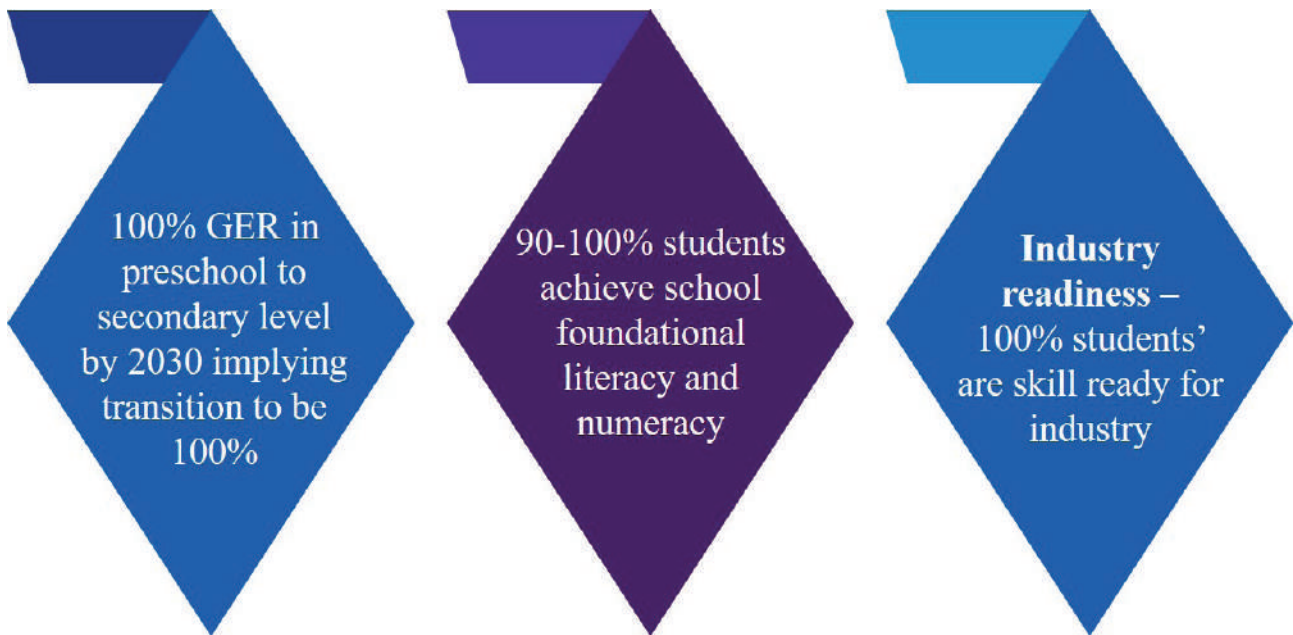
- 2.4.1 **Unified District Information System for Education (UDISE+):** This integrated system facilitates comprehensive data collection and analysis at the district level,

aiding informed decision-making. It is one of the largest Management Information Systems initiated by the DoSE&L covering more than 14.89 lakhs of schools, 95 lakhs of teachers and 26.5 crores of children.

- 2.4.2 **Project Appraisal, Budgeting, Achievements, and Data Handling System (PRABANDH):** PRABANDH offers a systematic framework for project assessment and budgeting, crucial for efficient resource allocation. It is a step towards leveraging technology to increase efficiency and manage the implementation of a centrally sponsored integrated scheme for schooling-Samagra Shiksha.
- 2.4.3 **Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ):** SARTHAQ was meticulously crafted through extensive consultation with states, union territories, autonomous bodies, and input from various stakeholders to align NEP recommendations with 297 tasks, specifying responsible agencies, timelines, and 304 task outputs.
- 2.4.4 **Geographical Information System (GIS) Mapping:** Geographical Information System and Geo Imaging technology contributes and helps to planning and decision making process. It is not only visual tool but also a technology which helps to build infrastructure on top of the other information from various perspectives. This was used to determine the requirements for secondary and senior secondary schools in a scientific and practical manner.

## 2.5 India's Vision for School Education

- 2.5.1 India aspires to lead globally in fostering lifelong learners equipped with foundational and life skills, irrespective



**Figure 5: India's Vision for School Education by DoSE&L**

of socio-economic backgrounds. The Department of School Education and Learning (DoSE&L) envisions a transformative educational landscape. DoSE&L's objectives include achieving a 100% Gross Enrolment Ratio (GER) from preschool to secondary levels by 2030, emphasizing seamless transitions for holistic development. It also aims for 90-100% of students to acquire foundational literacy and numeracy skills, emphasizing essential tools for communication and critical thinking. Lastly, there's a

focus on industry readiness, striving to prepare all students for the job market's evolving demands, fostering a workforce contributing to economic growth and innovation.

India aims to become a global leader in developing lifelong learners with strong foundational and life skills ready to thrive in the 21<sup>st</sup> century, regardless of the socio-economic background of the learner. The DoSE&L has outlined aspirations and multifaceted set of objectives aimed at revolutionizing the educational landscape.

### 3. Challenges

#### 3.1 Enhancing Access to Education

3.1.1 Education accessibility challenges endure, with multiple categories of school resulting in complex pathways, diversified enrolment, and higher dropout risks (Table 1). Currently, 19 States/UTs have 10 categories of schools (Figure 6). Around 34% of schools, nearly 5 lakh institutions, are having enrolments below 50 students (Figure 7) due to this categorization. Our vision aims to revolutionize this scenario, ensuring each school has optimal infrastructure and offers quality amenities for students.

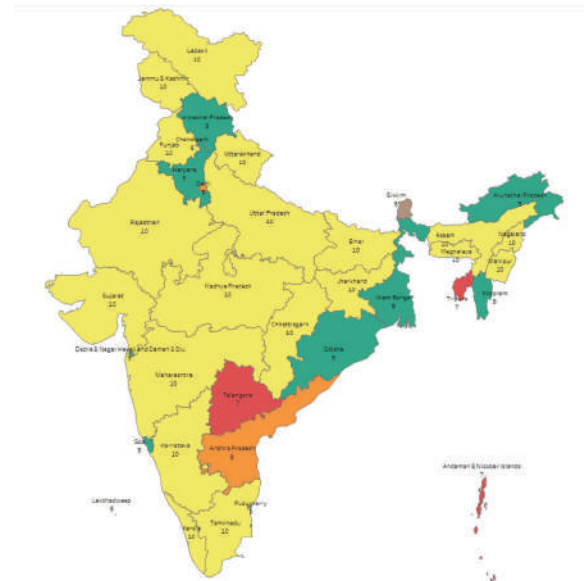


Figure 6: School classification in states

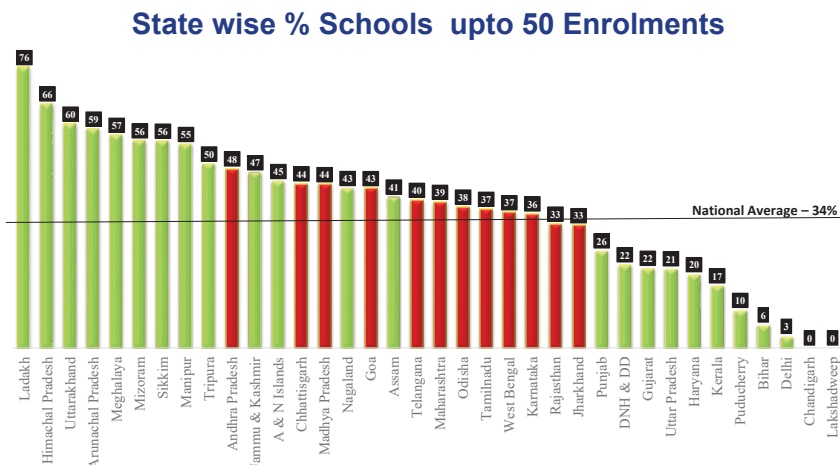


Figure 7: State wise percentage of schools up to 50 enrolments

| School Category           | Number            |                    | Percentage |            |
|---------------------------|-------------------|--------------------|------------|------------|
|                           | Schools (In Lakh) | Enrolments (In Cr) | Schools    | Enrolments |
| Primary (I-V)             | 7.4               | 5.4                | 50.7       | 21.5       |
| Upper Primary (I-VIII)    | 3.4               | 6.2                | 22.9       | 24.5       |
| Higher Secondary (I-XII)  | 0.7               | 4.6                | 4.9        | 18.3       |
| Upper Primary (VI-VIII)   | 0.9               | 0.8                | 6.2        | 3.0        |
| Higher Secondary (VI-XII) | 0.4               | 2.7                | 2.7        | 10.5       |
| Secondary (I-X)           | 0.7               | 2.7                | 5.0        | 10.6       |
| Secondary (VI-X)          | 0.4               | 0.9                | 2.9        | 3.6        |
| Secondary (IX-X)          | 0.3               | 0.4                | 2.0        | 1.4        |
| Higher Secondary (IX-XII) | 0.2               | 1.1                | 1.6        | 4.2        |
| Higher Secondary (XI-XII) | 0.2               | 0.6                | 1.1        | 2.3        |

Table 1: School category wise number of schools and enrolments



- 3.1.2 The manual handling of admission, transition, and other school services poses numerous challenges, including inefficiencies, errors, and a suboptimal experience for students, parents, and teachers. Challenges include physical paperwork, administrative burden, limited accessibility, information loss, data entry errors, record transfer difficulties, scalability issues, and inefficient IT infrastructure.
- 3.1.3 Another obstacle is the ineffective tracking of a child's educational journey and assessing learning outcomes. Delays and complexities in retrieving educational records during transitions hinder schooling continuity. The reliance on manual processes compounds issues, leading to documentation errors, restricted accessibility, and hindered student mobility. The Ministry of Education aims to overcome these challenges, ensuring accessible and seamless education for all.

### 3.2 Optimizing Service Delivery in Education

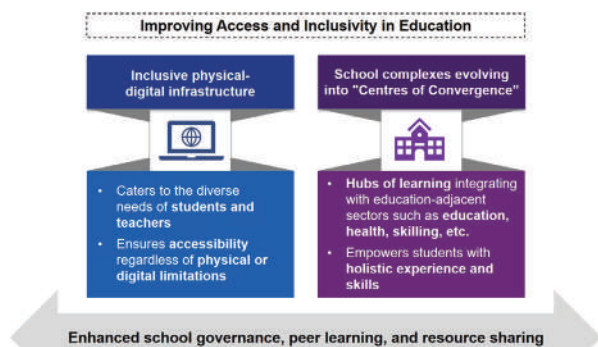
- 3.2.1 Achieving efficient service delivery in the education sector requires a comprehensive transformation. Uneven teacher deployment creates imbalances in educational quality and opportunities. The lack of a centralized repository for educational records complicates

administrative processes, hindering seamless transitions and assessments. The proliferation of 62 different educational boards and eight states maintaining multiple boards creates disparities in standards. Manual processes for supplementary exams and revaluations are time-consuming and limit access to critical services. The issue of fraudulent documents highlights the need for modernization to ensure the integrity of the education system. The Ministry of Education is committed to streamlining service delivery, enhancing resource deployment, and adopting advanced technology for accessible, transparent, and secure educational processes.

- 3.2.2 The proposed solution involves the Department of School Education and Literacy's vision of enhancing the "ease of schooling" and empowering all stakeholders in the educational journey. This comprehensive framework serves as a guiding resource for State/Union Territory Governments to ensure effective implementation and monitoring of services. It aims to improve the educational experience for students, teachers, and parents across urban and rural areas by addressing access and service-related matters. The proposal includes a unified web portal with two key focus areas: **Ease of Access to Schools and Ease of Service Delivery.**

## 4. Emerging Solutions for Access in Consultation with States/UT

**4.1** Achieving inclusive education necessitates a holistic transformation of the educational landscape. A crucial element is the development of an inclusive **physical-digital infrastructure**. The Ministry of Education, by ensuring the accessibility of educational resources and technology to all, aims to leave no one behind, irrespective of physical or digital limitations. Evolving the concept of school complexes into “**Centres of Convergence**” can minimize small-sized schools, enhance enrolment, and serve as benchmarks for other schools in the cluster, becoming pillars of holistic student development. This convergence approach breaks down silos within the education system, providing students with a broader set of skills and support services, fostering inclusivity and a well-rounded educational experience. It also enhances school governance, peer learning, and resource sharing. The consolidation of schools shall enable optimizing resources and enhance educational outcomes by streamlining resource allocation, providing superior facilities, and improving the overall educational experience for students.



**Figure 8: Improving access and inclusivity in education**

### **4.2 Transportation infrastructure**

enhancement can help families cover the financial costs of commuting, making education more accessible to those who might otherwise face challenges in reaching schools, especially in rural areas. This can lead to increased enrolment and attendance, particularly for students living in areas with limited public transportation options. Few initiatives in this regard have been initiated like provision for transport /escort facility up to secondary level provided under Samagra Shiksha at ₹6000/ per child per annum up to Class X for Children in remote habitations with sparse population where opening of schools is unviable or where Gross Access Ratio is low.

**4.3** Simplifying the categories of schools streamlines decision-making for parents and students, potentially increasing admissions. **Reducing multiple categories** supports standardization of criteria and quality, ensuring a consistent educational standard. Normatively, three categories – Elementary, Secondary, and Higher Secondary – can be maintained for higher retention. This reduces administrative burdens, making the selection process more convenient for both schools and applicants, though the impact on admissions may vary based on specific educational systems, local contexts, and implementation strategies.

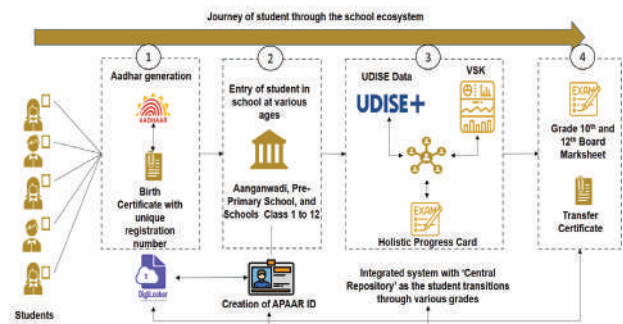
**4.4** Improving infrastructure enhances admissions by addressing one of the major reasons for dropouts – poor infrastructure. Ensuring **saturation of quality enabling environments** in all schools, including smart classrooms, ICT centers, laboratories, libraries, and playgrounds, creates a conducive learning environment, impacting

the overall educational experience. High-quality infrastructure influences parents' and students' decision-making, increasing admission rates.

**4.5** To streamline admission processes, the proposal suggests supporting students and parents through online applications, automated screening, school selection, and hassle-free enrolment. A more straightforward admission process reduces barriers, promoting personal growth and minimizing dropouts. Additionally, the proposal introduces a platform linked to a unique ID called **APAAR (Automated Permanent Academic Account Registry) ID** for students, facilitating seamless **transitions** between grades within the same state. This ensures secure storage and retrieval of student data throughout the school year. Lastly, for inter-state **movements**, parents and students can choose schools that facilitate easy admission, creating an enabling environment during relocation.

**4.6 Proposed overarching solution for ease in admission**

4.6.1 In light of the National Education Policy 2020, students can now enter the school ecosystem at multiple points, necessitating the development of an integrated system centered around the creation of an ID, specifically the APAAR ID. This ID acts as a comprehensive repository for various purposes within the system, including admission, transitions, movements, and record collation with entities like VSK, UDISE+. The student's journey through the ecosystem unfolds as follows, beginning at birth and culminating with the board exams in 10<sup>th</sup> and 12<sup>th</sup> grades as shown in the figure.



**Figure 9: Journey of students through the school ecosystem**

- A. **Birth:** After a child's birth, a birth certificate is generated at the local civil registry office, initiated by institutions like hospitals, and nursing centers. Each certificate carries a unique registration number, potentially serving as the child's identification. Simultaneously, parents are encouraged to create an Aadhaar for their child. The birth certificate and Aadhaar can be linked and uploaded to Digi Locker.
- B. **School Admission:** During admission, the Anganwadi or School assists in creating an APAAR ID, a unique identifier stored in Digi Locker. The student's Aadhaar shall be linked to the APAAR ID with parental consent. For students without an Aadhaar, assistance is provided, and once obtained, it will be linked to the APAAR ID. This ID will serve as a universal student identifier throughout the school education system, starting with Government and Government-aided schools, with a plan for universalization based on experience. Digi Locker shall become a central repository for school admission documentation.
- C. **Transition (Moving within same State/UT):** Transition involves students moving vertically or horizontally to higher or equivalent grades in different

schools within the same or different districts/blocks in the same State/UT. The APAAR ID integrates student records in UDISE+ and VSK systems during the school journey, facilitating smooth **transitions across grades within the same State/UTs**. For instance, movement can be understood as a situation where a student studying in Grade 5 wants to move to the upper-primary level in a different school for various reasons, such as better opportunities or unavailability of senior grade in their current stream.

- D. **Movement (Transfer from One State/District to Another):** Movement is a situation where

a student transfers either vertically to a higher grade or horizontally in the same grade but in a different state. Such “movement” can arise when a student must transfer to another school in a different geographical location for multiple reasons, such as migration to a different state/district or movement due to a change in parents’ employment. To ease students’ movement, APAAR ID will enable the integration of interstate student records. The interlinking of data through the APAAR ID for **smooth movement of students across the States/UTs**.

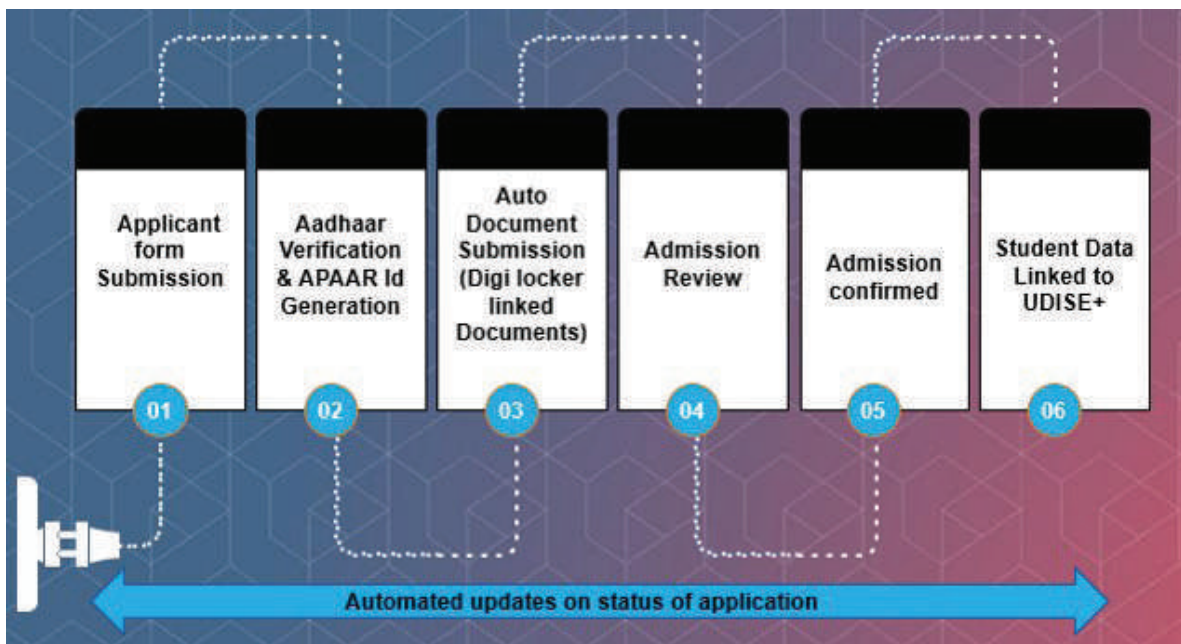


Figure 10: Detailed Outline of Admission Process

## 5. Emerging Solutions for Service Delivery in Consultation with States/UTs

### 5.1 Context

5.1.1 Enhancing access to quality education demands a comprehensive strategy, starting with the crucial aspect of training and building the capacity of educators. This ensures they possess the skills and tools for personalized and adaptive pedagogy, tapping into each student's potential for optimal growth. Additionally, parental involvement is essential, necessitating the capacity building of parents to holistically support their children's learning. By bridging the gap between the community and school, a more conducive learning environment is cultivated. Additionally, extending NDEAR and PARAKH globally positions India as a Global Education Hub. This initiative of MoE not only encourages international collaboration but also elevates global education standards, contributing to a brighter future worldwide.

### 5.2 Ease in Service Delivery

5.2.1 To ensure a more effective and equitable education delivery system, **the rational deployment of teachers** for enhanced learning outcomes and robust **pre-service and in-service training** is essential. Aligning teachers based on students' numbers and needs creates a balanced ratio, offering personalized attention. Deploying teachers according to expertise enhances subject impact, boosting education quality. Assigning roles matching skills improves job satisfaction, resulting in better performance. **Strengthening institutions like DIET and SCERT** through capacity-

building enhances the overall education system. Training programs incorporating modern methodologies and technology prepare teachers for evolving educational needs, ensuring adaptability to changes in curriculum and policies.

5.2.2 The establishment of **Vidya Samiksha Kendra (VSK)** aims to track various education initiatives' progress comprehensively. VSK, evolving beyond a data repository via APAAR ID, supports effective monitoring and analysis for holistic school ecosystem development. Ease in Service Delivery proposes services like managing educational records, facilitating examination processes, and verifying and authenticating student records.

5.2.3 Managing educational records efficiently is crucial. Simplifying processes for essential documents issuance and modifying records in Government schools ensures streamlined operations. **Strengthening Digi Locker, linked with APAAR ID**, emphasizes integrating board data into the platform. The proposal underscores the critical role of educational records such as admission related documents, School based data like assessment progress reports-Holistic Report Card, Health Certificates, **transfer certificate, Marksheets, Board certificates, etc.** in supporting students' smooth admission and transition between schools and grades.



**Figure 11: Managing Educational Record Management Ecosystem Proposal**



5.2.4 Focusing on competency-based assessments and aligning board exam schedules with entrance/competitive exams **reduces student stress**. A synchronized schedule allows comprehensive preparation, easing the transition from board exams to entrance tests. The unified schedule ensures effective time management, reducing overall stress during educational journeys.

5.2.5 Enhancing service delivery involves simplifying the **verification and authentication of students' educational records** through Digi Locker, linked to APAAR ID. This reduces time, resources, and errors in verification, providing verified documents accessible through Digi Locker. Once the student finishes schooling in grade 10 or 12, the board transcripts of the student will be linked to the APAAR ID. The proposed solution aims to create an efficient and secure admission process by integrating documents through APAAR ID with DigiLocker. This document serves as tangible proof of a student's educational achievements, and its accuracy is pivotal for various purposes. Employers also rely on these documents to assess the qualifications of job applicants. Thus, streamlining the process is of utmost importance and can help citizens access these benefits without unnecessary hurdles.

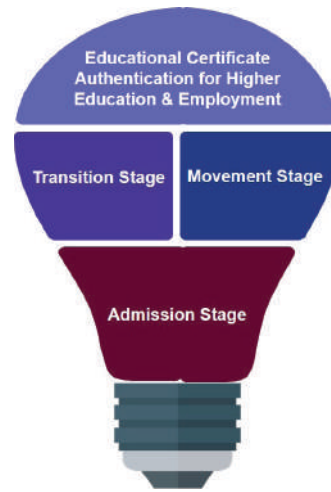


Figure 12: Verification and Authentication of Student Data at Different Level

5.2.6 The proposal seeks to ease **re-evaluation and improvement of examination services** in 62 boards across states/UTs. As per National Curriculum Framework (NCF) on School Education 2023, allowing students to take board exams twice in a school year, with only the highest score retained, reduces the high-stakes nature of exams. Technology-enabled processes reduce delays in improving grades, offering multiple opportunities for students to enhance their results and improve learning outcomes. The proposal focuses on enhancing examination processes to support students in school-to-work or school-to-university transitions.

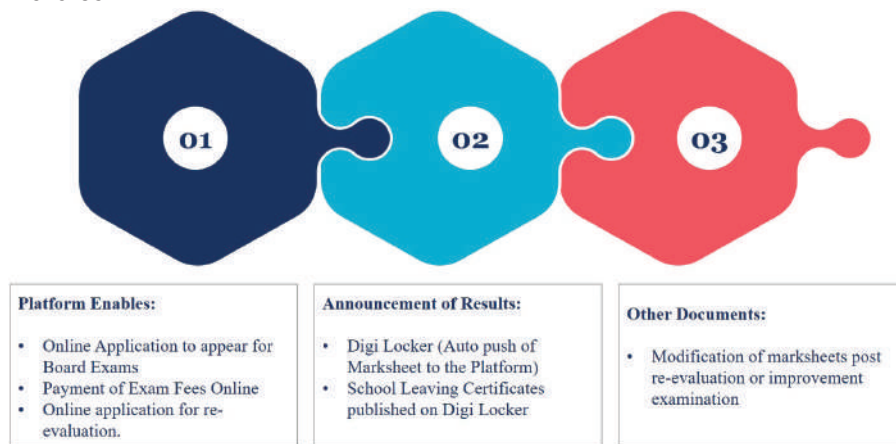


Figure 13: Examination & Re-evaluation Ecosystem Proposal

## 6. Priority Areas

### 6.1 Context

6.1.1 Education is an ever-evolving field that adapts to the changing needs of society and students. To provide optimal education, the Department of School Education and Literacy (DoSE&L) emphasizes six critical focus areas that can revolutionize education, enhancing accessibility, engagement, and effectiveness.

### 6.2 Improving access by building inclusive infrastructure for students and teachers

6.2.1 Quality education hinges on accessibility. Creating inclusive infrastructure for both students and teachers, encompassing physical and digital environments catering to diverse learner needs, is pivotal. Inclusive infrastructure involves accessible classrooms, libraries, and labs for students, alongside reliable technology access for teachers. Investing in this infrastructure not only enriches learning experiences but also fosters equality and a sense of belonging, empowering teachers with new technological resources.

6.2.2 Strategy for implementation:

- States/UTs need to analyze infrastructure gaps in collaboration with MoE, proposing suitable plans under initiatives like Samagra Shiksha, PM SHRI, and STARS.
- Investment in physically accessible classrooms, libraries, and labs, ensuring accommodation of diverse student needs.
- Provision of reliable technology access for teachers to create and share

educational resources for inclusive learning.

### 6.3 Develop the capacity of parents to holistically support anytime, anywhere learning

6.3.1 Parents are pivotal in a child's education. Equipping them with knowledge and tools to support their children's learning is crucial. Workshops and communication channels can engage parents, fostering a strong partnership between schools and communities, positively impacting student performance and well-being.

6.3.2 Strategy for Implementation:

- Organize workshops for parents to understand the curriculum, teaching methods, and ways to support learning at home.
- Establish effective communication channels between schools and parents, using newsletters, meetings, and digital platforms.
- Encourage parent involvement in decision-making processes and school activities.

### 6.4 Build the capacity of teachers to deliver personalized, adaptive pedagogy

6.4.1 For acknowledging diverse learning styles, teachers need skills for personalized, adaptive pedagogy. Platforms like the National Mentorship Mission (NMM) and access to cutting edge educational technology can empower teachers for customized learning, improving academic performance and motivation. These experiences ensure that they receive the support

and challenges they require, ultimately improving their academic performance and motivation.

#### 6.4.2 Strategy for Implementation:

- Facilitate connections between experienced educators and those seeking guidance through NMM.
- Align with the National Education Policy's (NEP) recommendation for 50 hours of continuous professional development for teachers.
- Ensure need-based training through platforms like Diksha and explore alternative avenues for effectiveness.

### 6.5 Assessment of students should be competency-based

6.5.1 Competency-based assessment focuses on practical skills and knowledge, moving away from traditional standardized testing. It encourages critical thinking and problem-solving, providing a more accurate representation of a student's readiness for further education or the workforce.

#### 6.5.2 Strategy for Implementation:

- Conduct a comprehensive analysis of current assessment landscape, identifying the potential benefits of transitioning to competency-based assessment through VSK.
- Engage with educators, administrators, parents, and industry experts for support and insights into practical implementation.
- Design targeted professional development opportunities for educators in collaboration with NCERT and PARAKH.
- Analyze and build on the State

Educational Achievement Survey (SEAS) conducted on November 3, 2023, focusing on language and mathematics for grades 3, 6, and 9.

### 6.6 Leveraging PM e-Vidya as a pedagogical tool for improving service delivery

6.6.1 Leveraging technology through PM e-Vidya can enhance educational service delivery. Integrating this initiative into the pedagogical approach can streamline educational processes, making them more efficient and accessible.

#### 6.6.2 Strategy for Implementation:

- Initiate comprehensive training programs for teachers on the PM e-Vidya platform and its resources.
- Ensure access to required devices and internet connectivity for all students.
- Establish a robust monitoring system for PM e-Vidya implementation, collecting data on usage, performance, and teacher feedback.
- Conduct awareness programs and training sessions for parents to support their children in accessing and utilizing PM e-Vidya resources at home.

### 6.7 Develop School Complexes into 'Centres of Convergence' to integrate with education-adjacent sectors, such as health and skilling

6.7.1 Transforming schools into Centers of Convergence fosters well-rounded development through collaborative endeavors. This includes joint extracurricular programs, community involvement, and shared resources, creating a sense of belonging and connectedness among education stakeholders.

6.7.2 Strategy for Implementation:

- Provide training and capacity-building programs for school complex heads, principals, and teachers for effective collaboration.
- Establish collaboration frameworks among schools within a cluster complex, defining the scope of collaboration.
- Integrate joint extracurricular programs across schools to enhance the overall educational experience.
- Identify successful convergence models and develop strategies for scaling and replicating them in other Blocks and Districts.

## Way Forward

### 7.1 Context

7.1.1 Education stands as the bedrock of a nation's advancement, necessitating alignment with the evolving times. Building upon the initiatives post the inaugural National Conference of Chief Secretaries, the Department of School Education and Literacy (DoSE&L) has spearheaded key reforms. Collaborative efforts are essential to further this foundation and secure a brighter future for students. DoSE&L outlines the roadmap ahead in six critical areas.

### 7.2 DigiLocker for all educational certifications

7.2.1 The introduction of DigiLocker marked a significant stride in digitizing educational records, benefiting students in 25 States and Union Territories. To progress, DoSE&L, in conjunction with States, must extend this service nationally, ensuring a uniform platform. A centralized system will facilitate seamless access to educational records, streamlining the verification process.

### 7.3 Technology-enabled re-evaluation and improvement examination

7.3.1 The integration of technology in re-evaluation and improvement examinations enhances efficiency and transparency. Widespread adoption across all states and UTs ensures that students nationwide can enhance their scores and seek fair re-evaluation, bolstering the credibility of the examination system.

### 7.4 Technology-enabled Issuance/Re-issuance/Modification of mark sheets and migration certificates

7.4.1 Leveraging technology for the issuance and modification of academic documents streamlines administrative processes. The goal now is universal coverage, enabling students nationwide to access these services efficiently. A unified platform empowers students to manage records, correct errors promptly, and ensures academic and professional growth without delays.

### 7.5 Facilitation of registration for Aadhaar ID

7.5.1 Expanding Aadhaar ID registration to all students nationwide is imperative for streamlined Government services, including education. Currently available in 27 states and UTs, the aim is comprehensive coverage. Aadhaar ID simplifies identification processes crucial for various educational and administrative functions, evolving into the Aadhaar-linked APAAR ID—a comprehensive platform for managing educational documents efficiently.

### 7.6 Investment in the infrastructure of schools

7.6.1 Sustaining investment in school infrastructure remains a long-term commitment. While progress has been made across all states and UTs, efforts need continual enhancement. Focused investments in rural and underprivileged areas address infrastructure deficiencies, fostering a conducive



learning environment. Improvements in educational infrastructure, especially for children with special needs, contribute to inclusive education. Investing in state-of-the-art facilities creates a conducive learning environment that promotes student engagement and achievement.

## 7.7 MIS for professional development of teachers

7.7.1 Establishing Management Information Systems (MIS) for teachers' professional development, present in 21 States and UTs, is commendable. Expanding this system nationally ensures educators stay abreast of best practices, maintaining high teaching standards. Continuous improvement of MIS systems ensures user-friendliness and data-driven effectiveness.

## 8. Support required from Other Departments/Ministries

### 8.1 Context

8.1.1 Achieving the goals of Ease of Schooling necessitates vital collaboration and support from state departments and the Department of School Education and Literacy (DoSE&L). This in-depth exploration highlights specific areas where collaborative assistance is indispensable for enhancing the quality, accessibility, and efficiency of the education system.

### 8.2 Support Required from States

8.2.1 **Strengthening of Quality Infrastructure:** State Governments are encouraged to invest in and enhance school facilities, including well-equipped classrooms, modern libraries, advanced laboratories, and digital resources. These upgrades are essential for creating an environment conducive to learning, innovation, and overall student development.

8.2.2 **Consolidation of Schools:** Optimizing resources through school consolidation enhances educational outcomes by streamlining resource allocation, providing superior facilities, and improving the overall educational experience for students.

8.2.3 **Rational Deployment of Teachers:** Efficient teacher deployment aligned with student needs and subject demands is integral to equitable and efficient education. States should work on this alignment to raise teaching standards and optimize educational resources.

8.2.4 **Tracking Students Through Unique ID:** Establishing a robust unique identification system for students, in collaboration with the central Government, is crucial for efficiently monitoring and managing student data throughout their educational journey.

8.2.5 **Building Trust in Digital Education Records:** States play a crucial role in promoting the use of digital education records and certificates, ensuring their authenticity and security. This includes safeguarding their integrity and open avenues for better School-to-work transition opportunities.

### 8.3 Support Required from the Ministry of Education (MoE)

8.3.1 The DoSE&L can play a pivotal role in creating SOPs for creation of APAAR ID, organizing workshops and training sessions for representatives from states and union territories, focusing on integrating admission portals and applications into a unified platform. These forums facilitate the sharing of practices, feedback, and expertise, creating a seamless, integrated education ecosystem.

8.4 In conclusion, collaborative efforts between state departments and DoSE&L are pivotal in reshaping India's educational landscape. Consolidating schools optimizes resources, rational teacher deployment ensures equitable access to quality education, and a unique student identification system creates a more personalized educational experience. The Ministry of Education can spearhead this collaborative process, providing a platform for sharing best practices and knowledge among states.

## 9. Conclusion

9.1.1 DoSE&L's dedication to educational innovation is evident in various initiatives aimed at enhancing access and service delivery. Collaborative efforts, as outlined in section 2.3, align with the goals set by NEP 2020. Multiple solutions, focusing on a quality enabling environment, school consolidation, and the creation of a unique APAAR ID, target improved access. Rational teacher deployment and the synergy of VSK with universalized APAAR ID contribute to an efficient service delivery mechanism. This cohesive approach, combining current initiatives and suggested solutions, aims to meet stakeholder expectations and realize India's vision as an educational superpower.

9.1.2 In the modern world, technological solutions play a pivotal role, exemplified by the expansion of APAAR ID. This digital repository simplifies document storage

and has the potential to streamline examination processes. Linking APAAR ID with Aadhaar is a crucial step in building trust in digital education records, integral for the smooth functioning of the education ecosystem.

9.1.3 The 'Ease of Schooling' plan, presented for the Third National Conference of Chief Secretaries, intricately addresses challenges in the educational ecosystem. It emphasizes accessibility and quality of educational services, blending effective governance practices with innovative technology. This action plan signals the start of a transformative journey, fostering collaboration to reshape the educational landscape and pave the way for a brighter future. The insights from extensive consultations underscore the importance of synchronized efforts between the central Government and states, marking a timely and imperative stride toward India's educational, social, and economic advancement.

# ANNEXURE I

## Key Performance Indicators

| S. No. | Indicators  | Timeline to achieve targets by all States/UTs                                   |
|--------|---|---|
| 1      | Government and Government Aided School Students <b>getting admission</b> through online school admission management system                    | 30% by FY 2024-25 (Y1),<br>60% by FY 2025-26(Y2), and<br>100% by FY 2026-27(Y3) |
| 2      | Government and Government Aided School Students supported in <b>transition and movement</b> through online school admission management system | 30% by FY 2024-25 (Y1),<br>60% by FY 2025-26(Y2), and<br>100% by FY 2026-27(Y3) |
| 3      | <b>All educational records</b> of the students integrated through APAAR ID  | 30% by FY 2024-25 (Y1),<br>60% by FY 2025-26(Y2), and<br>100% by FY 2026-27(Y3) |
| 4      | <b>Examination schedules and deadlines for improvement examinations published</b> online outlining the estimated dates                        | To be achieved by all States/UTs by 2024-25                                     |
| 6      | <b>Online verification and authentication</b> of all educational records  | 30% by FY 2024-25 (Y1),<br>60% by FY 2025-26(Y2), and<br>100% by FY 2026-27(Y3) |

\* The targets are normative and the States/UTs may achieve them prior to the deadline

## ANNEXURE II

### Best practices in the identified themes from States/UTs

#### Assam

- **Online provision of issuance/reissuance of Mark sheets/Migration Certificate:** It is applicable for all the students of Grades 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> under the Board of Secondary Education (BSE) and Assam Higher Secondary Education Council (AHSEC). Online provision for modification of transfer certificates is also available for the students of Grade 11<sup>th</sup> and 12<sup>th</sup>.
- **'DARPAN':** The AHSEC maintains an online portal 'DARPAN' (<https://darpan.ahseconline.in/>) to facilitate the admission of students passed out of Grade 10<sup>th</sup> to apply for admission in Grade 11<sup>th</sup> of nearby or any renowned senior secondary institution.

#### Gujarat

- **Student Registry:** The Child Tracking System operational since 2012, gives a unique Student ID to each student from Grades 1 to 12. Some key features of the Student ID are-
  - Interlinked with Enrolment and Academic data
  - Mandatory on all important documents, i.e., leaving/transfer certificates, marksheets, etc.
  - Integrated with all applications of the School Education Department
  - Backward integration with ICDS and forward integration with ITIs and tertiary education in progress
- **School Monitoring App for CRC and BRC:** The App includes features such as-
  - Holistic school monitoring system for field staff
  - Schedule school visits through online tour diary
  - Track school visits through Geo-fencing & Geo-tagging
  - Details of all clusters, including number of schools, student enrolment, and teachers,
  - Data on attendance, Gunotsav assessments, transportation, etc.
  - Support in inspection through digital school visits & classroom observation form
  - Feedback with systemic escalations from the field for academic and non-academic issues for timely actions
- **Vidya Samiksha Kendra (VSK):** The VSK has enabled the State to establish better tracking mechanisms and share data-driven inputs through daily online attendance of ~11.4 million students and ~3.92 lakh teachers across all Government and private schools in the State.

#### Haryana

- **PM SHRI:** PM SHRI schools in Haryana have been established with special emphasis on saturation of quality infrastructure to ensure provision of all facilities & barrier free access to all students. 79,894 children have benefitted comprising 42% boys, and 58% girls. Special focus has been done for establishing ICT, smart classrooms, digital libraries, green schools, vocational interventions and child tracking. STEM labs are also being established in collaboration with CSR. Teachers of grades 9-12 are provided E-Adhigam tablets. 15 different courses are provided in Vocational education with incubation centres and entrepreneurship mapping. VSK is also being utilized for effective school management through activities such as tracking the academic performance of students, periodic sharing of reports, online monitoring of student and teacher attendance, enhancing parental engagement, training management, and distribution of benefits to the concerned.



- **PPP (Parivar Pehchan Patra) linked with admission and welfare schemes:** The PPP is linked with Aadhaar and Student Registration Number in the MIS. This PPP-based MIS has student-level data for all public and private schools in the state. The usage of PPP for admission of students enables hassle-free admission as no other documentation is required apart from the PPP. This enables the Department to calculate eligibility for various welfare schemes at the student level without needing to collect any other information from the intended beneficiary. PFMS-based Direct Benefit Transfers are then made automatically without application as the system can identify requirements of scholarships and other benefits. The PPP integration also enables tracking of out-of-school children and dropouts.
- **Twinning of schools:** All Government primary and middle schools are aligned to neighborhood senior schools. After completion of Grades 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup>, student SLCs are sent directly to neighborhood senior schools and all students are transferred on MIS to their concerned school. This reduces the hassle of transition and dropout.
- **SARAL:** The Board of School Education, Haryana through the SARAL portal (<https://saralharyana.gov.in/>) issues online migration certificates, reissue (duplicate) certificate, Grade 12<sup>th</sup> certificates (mark sheets), and photocopy of answer sheets to all the respective schools/students who have passed Grade 12<sup>th</sup> from the Board.

#### Jharkhand

- **“e-VidyaVahini”:** It is a unified ICT platform (<https://evidyavahini.jharkhand.gov.in/>) that empowers the Department of School Education and Literacy, Jharkhand to monitor, measure & transform education service delivery and learning outcomes. This digital initiative of the state has made the schooling admission/promotion process easier. It caters right from primary to senior secondary level schools making it convenient for the students to log in to track their academic progress.
- **Online Portal for Results:** The state has created an online facility for students of secondary schools to access board exam results online. Rural students are also availing of this facility from cyber cafes, mobile phones, and other devices. Students are able to download the mark sheet, passing certificate, admit card, registration slip, provisional certificates, etc. online as the issue of hard copy takes time. This eases the process of admission.
- **Online provision for scrutiny of marks/improvement exam:** The State has created an online provision to apply for scrutiny of their marks and those who passed out from JAC Board seeking to appear in the improvement exam, could apply online from anywhere.

#### Kerala

- **Interventions of Local Self Governments in School Education-** Schools across Kerala are supported by Local Self Governing Bodies (LSGB) and Communities. They participate in the functioning, managing of the school, and also contribute financially for infrastructure upgradation like expansion of school blocks, furniture, toilets, ICT labs, playgrounds, libraries, etc. The electricity, water and internet charges of all schools are also provided by the respective LSGB. This amount is re-imbursed to the schools periodically. Usually, a good sum is set aside by Local Governments for these purposes. Every year, an average amount of 30 to 40 crores by district panchayats and 1.5 crores by Gram panchayat is set aside for educational purposes. The matching state share for Elementary Education under Samagra Shiksha is also met by the LSGs. This model of participation of communities in school's efficient functioning and support for ensuring best facilities to enrolled students is a welcoming model.

- **Kerala Infrastructure and Technology for Education (KITE)** ([KITE \(kerala.gov.in\)](http://KITE.kerala.gov.in)) focuses on the modernisation of physical infrastructure under the “Public Education Rejuvenation Campaign”, with the objective to upgrade the public education system of Kerala. 45,000 classrooms in 4,752 schools to become Hi-tech with end-to-end service for upgraded infrastructure.
- **Sampoorna** is a school management system project implemented by the Education Department of Government of Kerala to automate the system. The main objective of ‘Sampoorna’ school management software is to facilitate the principals, head masters, and teachers to easily implement, track and monitor all activities of students of their school and that of the school itself. Various cumbersome processes such as preparation of transfer certificate, copying of admission register, generating various reports related to students, parents, teachers and non-teaching staff, generating lists for various scholarships, preparation of SSLC examination database, progress report preparation, promotion list preparation, etc. would be made easier using the online software. A timetable preparation software has also been integrated into the software.
- **Sametham**- A Kerala School Data bank, is an initiative of from KITE which aims to share the authentic data of schools, approved classes, details of students in each class, teachers, non-teaching staff (without personal details). This Kerala School Database Portal is now functional for schools to verify and confirm their details.

#### Madhya Pradesh

- **Vimarsh Portal:** The State has created an online portal for various school processes, ‘Vimarsh’ Portal (<https://www.vimarsh.mp.gov.in/>), which supports to fetch real-time data on the following:
  - Tracking overall enrolments and transition
  - Online Application for TC / Marksheets / Migration Certificates
  - Viewing results online for Grade 9<sup>th</sup> and 11<sup>th</sup> through the school login.
  - Online textbook distribution and tracking system through which the number of books supplied to blocks, how many blocks have been distributed to schools, and how many schools have supplied books to students can be tracked.
  - Details of various schemes such as free textbook scheme, scholarship scheme, super 100 scheme, laptop distribution scheme, Kasturba Gandhi Balika Vidyalaya, vocational education, etc.
- **Issuance, Verification, and Re-Issuance of Documents:** Through a completely online and decentralized system, all offices of the Board are issuing documents thereby achieving quick delivery of service with no physical contact of the applicant with any office of the Board. All seven divisional offices in the state are authorized to issue duplicate documents through an online service. The Board is also in the process of digitally signing legacy data such that offline data can be completely discontinued.
- **Correction in Mark Sheets / Certificates:** It has been made decentralized by way of authorizing the principals/head teachers of the schools to approve/reject online correction applications. This has considerably reduced the processing time of applications.

**Uttar Pradesh**

- **AVSAR (Accrued Verified Student Achievement Record):** Uttar Pradesh is pioneering the development of AVSAR, a unique identity and digital account of every student which will be a single source of digital credentials for learners across levels, that will help them easily discover and avail opportunities for academic or professional growth (scholarships, higher education, employment, etc.). It aims to revolutionize the way learners' access and share their credentials, by providing a trusted mechanism to ensure the validity of their qualifications. This one-stop solution will ensure that the student data is maintained responsibly and is consistent across all sources. AVSAR will be seamlessly interoperable with Digilocker and will allow import and export of credentials. Uttar Pradesh is developing this system as an open-source digital public good and publishing standard schemas for commonly used credentials which will allow other states to easily adopt them and allow for interoperability and hence easy mobility of students across geographies.
- **Operation Kayakalp-** In June 2018 the Hon'ble Chief minister-Uttar Pradesh had launched 'Operation Kayakalp' for the renovation of school infrastructure and the creation of child & Divyang friendly 19 targeted infrastructure facilities across 1.33 lakh schools of Uttar Pradesh. The facilities include boys and girl's toilets along with urinals and children with special needs (CWSN) toilets, safe drinking water, running/piped water supply, multiple handwashing units, functional electricity connection, furniture in classroom, Tiling in classrooms and toilets, Black Boards, Boundary Wall etc. A three-tier comprehensive monitoring mechanism right from the state level to block level was developed to ensure time bound completion and saturation of child & divyang friendly 19 essential infrastructural facilities. A significant jump in saturation from 32% to 91% has been achieved, and more than 1 lakh PS/UPS/Composite schools was upgraded to 4-Star & above so far.

## ANNEXURE III

### Stakeholder Consultations held at various levels across States/UTs

(Source: Data collected by MoE from all the States/UTs)

| S. No. | State/UT       | District Level   | State Level   |
|--------|----------------|--|---|
| 1      | Andhra Pradesh | Held between 6 <sup>th</sup> -16 <sup>th</sup> Aug   |   |
| 2      | Assam          | District level meetings conducted  | Held on 14 <sup>th</sup> Aug  |
| 3      | Chandigarh     | 1 combined meeting held on 10 <sup>th</sup> Aug  |   |
| 4      | D&N, D&D       | 3 meetings held on 2 <sup>nd</sup> and 4 <sup>th</sup> Aug   | Held on 7 <sup>th</sup> Aug   |
| 5      | Delhi          | 6 meetings held on 17 <sup>th</sup> , 21 <sup>st</sup> (2), 25 <sup>th</sup> and 26 <sup>th</sup> (2) July   | 2 meetings held on 17 <sup>th</sup> July and 1 <sup>st</sup> Aug                |
| 6      | Goa            | 1 combined meeting held on 10 <sup>th</sup> Aug  |   |
| 7      | Gujarat        | 23 District level meetings held between 28 <sup>th</sup> July and 8 <sup>th</sup> August                     | 1 combined meeting held   |
| 8      | Haryana        | One combined meeting held on 3 <sup>rd</sup> August with stakeholders from State and District                |   |
| 9      | Jharkhand      | 1 meeting held   | 1 meeting held on 11 <sup>th</sup> Aug  |
| 10     | Karnataka      | Total 4 meetings held on 3 <sup>rd</sup> and 4 <sup>th</sup> Aug   |   |
| 11     | Kerala         | Held in all districts between 26 <sup>th</sup> to 29 <sup>th</sup> July                                      | 5 meetings held between 29 <sup>th</sup> July and 10 <sup>th</sup> Aug          |
| 12     | Madhya Pradesh | Consultations workshops conducted in all 52 districts between 1 <sup>st</sup> Aug - 8 <sup>th</sup> Aug '23. | State level officers workshop conducted on 3 <sup>rd</sup> Aug.                 |
| 13     | Maharashtra    | Workshops were organized in 23 districts out of 36 districts on 2 <sup>nd</sup> -4 <sup>th</sup> Aug         | Held on 7 <sup>th</sup> Aug   |
| 14     | Meghalaya      | 12 meetings held in districts on 16 <sup>th</sup> and 17 <sup>th</sup> August                                | Held on 18 <sup>th</sup> August   |
| 15     | Mizoram        | 11 meetings held between 1 <sup>st</sup> and 10 <sup>th</sup> Aug  | Held on 3 <sup>rd</sup> August  |
| 16     | Nagaland       | Multiple consultations held between 24 <sup>th</sup> July and 18 <sup>th</sup> August                        |   |
| 17     | Odisha         | Meetings held between 3 <sup>rd</sup> and 5 <sup>th</sup> August   | 4 meetings held on 2 <sup>nd</sup> (2), 8 <sup>th</sup> and 9 <sup>th</sup> Aug |
| 18     | Puducherry     | 2 meetings held on 7 <sup>th</sup> and 8 <sup>th</sup> Aug   | 2 meetings held on 11 <sup>th</sup> and 12 <sup>th</sup> Aug                    |
| 19     | Sikkim         | 6 meetings held between 29 <sup>th</sup> July and 4 <sup>th</sup> Aug  | Held on 16 <sup>th</sup> Aug  |
| 20     | Tamil Nadu     | Workshops held between 9 <sup>th</sup> and 14 <sup>th</sup> Aug  | Held on 16 <sup>th</sup> Aug  |
| 21     | Telangana      | Consultations held on 14 <sup>th</sup> Aug   | Held on 16 <sup>th</sup> Aug  |
| 22     | West Bengal    | 24 district level meetings conducted   | 5 meetings held   |

## ANNEXURE IV

### Status of “Ease of Schooling” Services in States/UTs (Detailed version)

(Source: Data collected by MoE from all the States/UTs)

| S. No. | State/UT                  | Digi-Locker for all educational certificates | Re-evaluation/Improvement examination | Issuance/Re-issuance/Modification of /Marksheets/ Migration Certificate in Government School | Twinn-ing of schools | Facilit-ation of registr-ation for Aadhaar for students | Investment in Infrastr-ucture of schools | MIS for teacher profes-sional develo-pment |
|--------|---------------------------|--|---------------------------------------|--|----------------------|---|--|--|
| 1      | Andaman & Nicobar Islands | ✓  |                                       |  | ✓                    | ✓   | ✓  | ✓  |
| 2      | Andhra Pradesh            | ✓  |                                       | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 3      | Arunachal Pradesh         |  |                                       |  | ✓                    |   | ✓  | ✓  |
| 4      | Assam                     | ✓  | ✓                                     | ✓  | ✓                    |   | ✓  | ✓  |
| 5      | Bihar                     | ✓  |                                       | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 6      | Chandigarh                | ✓  |                                       |  | ✓                    | ✓   | ✓  | ✓  |
| 7      | Chhattisgarh              | ✓  |                                       | ✓  |                      | ✓   | ✓  | ✓  |
| 8      | Delhi                     |  | ✓                                     | ✓  | ✓                    | ✓   | ✓  |  |
| 9      | Goa                       | ✓  |                                       |  | ✓                    | ✓   | ✓  | ✓  |
| 10     | Gujarat                   | ✓  |                                       | ✓  |                      |   | ✓  |  |
| 11     | Haryana                   | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 12     | Jammu Kashmir             |  | ✓                                     | ✓  |                      | ✓   | ✓  |  |
| 13     | Jharkhand                 | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 14     | Karnataka                 | ✓  | ✓                                     | ✓  |                      |   | ✓  | ✓  |
| 15     | Kerala                    | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  |  |
| 16     | Ladakh                    |  | ✓                                     | ✓  |                      | ✓   | ✓  |  |
| 17     | Madhya Pradesh            | ✓  | ✓                                     | ✓  |                      |   | ✓  |  |
| 18     | Maharashtra               | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 19     | Manipur                   | ✓  |                                       | ✓  |                      | ✓   | ✓  | ✓  |
| 20     | Meghalaya                 | ✓  |                                       | ✓  |                      | ✓   | ✓  | ✓  |
| 21     | Mizoram                   | ✓  |                                       | ✓  |                      | ✓   | ✓  | ✓  |
| 22     | Nagaland                  | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  |  |
| 23     | Odisha                    | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 24     | Puducherry                |  | ✓                                     | ✓  |                      | ✓   | ✓  |  |
| 25     | Punjab                    | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  |  |
| 26     | Rajasthan                 |  | ✓                                     | ✓  |                      |   | ✓  | ✓  |



| S. No.       | State/UT      | Digi-Locker for all educational certificates | Re-evaluation/Improvement examination | Issuance/Re-issuance/Modification of /Marksheets/ Migration Certificate in Government School | Twinn-ing of schools | Facilit-ation of registr-ation for Aadhaar for students | Investment in Infrastr-ucture of schools | MIS for teacher profes-sional develo-pment |
|--------------|---------------|--|---------------------------------------|--|----------------------|---|--|--|
| 27           | Sikkim        | ✓  |                                       | ✓  | ✓                    | ✓   | ✓  |  |
| 28           | Tamil Nadu    | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 29           | Telangana     |  |                                       | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 30           | Tripura       |  |                                       | ✓  | ✓                    | ✓   | ✓  | ✓  |
| 31           | Uttar Pradesh | ✓  | ✓                                     | ✓  |                      | ✓   | ✓  |  |
| 32           | Uttarakhand   | ✓  | ✓                                     | ✓  |                      | ✓   | ✓  |  |
| 33           | West Bengal   | ✓  | ✓                                     | ✓  | ✓                    | ✓   | ✓  |  |
| <b>TOTAL</b> |               | <b>25</b>                                    | <b>19</b>                             | <b>29</b>  | <b>20</b>            | <b>27</b>   | <b>33</b>                                | <b>21</b>                                  |

(Source: Data collected by MoE from all the States/UTs)

## ANNEXURE V

### Status of availability of important documents on DigiLocker across different Education Boards in the country

| S. No | Particulars                 | Educational Boards providing Digi Locker facility   |
|-------|-----------------------------|---|
| 1.    | <b>Class X Marksheets</b>   | <b>26</b> (CBSE, NIOS, CICSE, Maharashtra State Board of Secondary and Higher Secondary Examination, Tamil Nadu State Board, Goa State Board of Secondary and Higher Secondary Education, Jharkhand State Board, UP State Board of High School and Intermediate Examination, Chhattisgarh State Board of Secondary Education, Punjab School Education Board, Board of Secondary Education, Assam, Gujarat State Board of Secondary and Higher Secondary Examination, Mizoram State Board of School Education, Uttarakhand State Board of School Education, Tripura State Board of Secondary Examination, Rajasthan Board of Secondary Examination, Meghalaya Board of School Education-Tura, MP State Board of Secondary Education, Board of Secondary Education, Andhra Pradesh, THE JAMMU AND KASHMIR BAORD OF SCHOOL EDUCATION, Nagaland Board of School Education, West Bengal Board of Secondary Education, Govt. Of West Bengal, Board of Secondary Education, Odisha, Bihar State Board of School Examination, Haryana State Board of School Education)  |
| 2.    | <b>Class XII Marksheets</b> | <b>24</b> (Central Board of Secondary Education, National Institute of Open Schooling, Council for the Indian School Certificate Examinations (CISCE), Maharashtra State Board of Secondary and Higher Secondary Examination, Tamil Nadu State Board (Tamil Nadu Directorate of Government Examinations), Karnataka State Board (Department of Pre University Examination), Goa State Board of Secondary and Higher Secondary Education, Jharkhand State Board (Jharkhand Academic Council), UP State Board of High School and Intermediate Examination, Chhattisgarh State Board of Secondary Education, Punjab School Education Board, Gujarat State Board of Secondary and Higher Secondary Examination, Mizoram State Board of School Education, Uttarakhand State Board of School Education, Tripura State Board of Secondary Examination, Rajasthan Board of Secondary Examination, Meghalaya Board of School Education, Tura, MP State Board of Secondary Education, Council of Higher Secondary Education, Manipur, THE JAMMU AND KASHMIR BAORD OF SCHOOL EDUCATION, Nagaland Board of School Education, West Bengal Council of Higher Secondary Education, Govt. of West Bengal, Council of Higher Education, Odisha Education, Haryana State Board of School Education) |

|    |  |  |
|----|--|--|
| 3. | <b>Passing Certificate Class X</b>     | <b>9</b> (Central Board of Secondary Education, National Institute of Open Schooling, Council for the Indian School Certificate Examinations (CISCE), Maharashtra State Board of Secondary and Higher Secondary Examination, Jharkhand State Board (Jharkhand Academic Council), Gujarat State Board of Secondary and Higher Secondary Examination, Mizoram State Board of School Education, West Bengal Board of Secondary Education, Govt. Of West Bengal, Board of Secondary Education, Odisha)   |
| 4  | <b>Passing Certificate Class XII</b>   | <b>11</b> (Central Board of Secondary Education, National Institute of Open Schooling, Council for the Indian School Certificate Examinations (CISCE), Maharashtra State Board of Secondary and Higher Secondary Examination, Jharkhand State Board (Jharkhand Academic Council), Board of Higher Secondary Examination, Kerala, Gujarat State Board of Secondary and Higher Secondary Examination, Mizoram State Board of School Education, Council of Higher Secondary Education, Manipur, West Bengal Council of Higher Secondary Education, Govt. of West Bengal, Council of Higher Education, Odisha Education) |
| 5  | <b>Migration Certificate Class XII</b> | <b>6</b> (Central Board of Secondary Education, National Institute of Open Schooling, Council for the Indian School Certificate Examinations (CISCE), Punjab School Education Board, Uttarakhand State Board of School Education, Council of Higher Education, Odisha Education)   |











सत्यमेव जयते

**Government of India**