Secondary and Higher Secondary Education Status (Chhattisgarh)

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Centre of Excellence in Teacher Education

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences, Mumbai (bit.ly/cetewebsite), aims to enable Right to Quality Education for all children in India by helping teachers respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact, the centre focuses on empowering teachers, improving professional development standards, supporting the teacher education ecosystem, and advocating the strengthening of policy on teaching and teacher education. Research at the centre is on the themes of quality in teaching, policy and scaling innovations, inclusion, curriculum and pedagogy, and EdTech. Academic teaching programmes include B.Ed.-M.Ed., M.A. Education, doctoral research, short term programmes through blended learning, and online offerings to enhance capabilities of teachers and teacher education faculty (www.tissx.tiss.edu). Key field action projects are focused on improving inclusive teaching-learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative (www.tiss.clix.edu), was awarded the UNESCO King Hamad Prize for the Use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Government of India, and TATA TRUSTS.

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1. Introduction to Chhattisgarh: A Brief Profile

Chhattisgarh is a state of east-central India. It was formed on 1st November 2000 after the separation from Madhya Pradesh. The state shares its boundaries with the Indian states of Uttar Pradesh and Jharkhand to the north and northeast, Odisha (Orissa) to the east, Telangana (formerly part of Andhra Pradesh) to the south, and Maharashtra and Madhya Pradesh to the west. The capital of Chhattisgarh is Raipur. The total area of the state is 135,192 square kilometres. The state holds a population of diverse ethnic, social, cultural, ethnic, and linguistic diversity of people, the majority of the population about one third belongs to scheduled caste and scheduled tribes. The total population of the state is 25,545,198 where the male population share is 12,832,895 and the female 12,712,303. The total population of Chhattisgarh forms 2.11% of the total population of India (Census 2011). A majority of the population: 76.76% of the state live in rural areas while only 23.24% live in urban spaces (census 2011).

1.1 Profile of High/Higher Secondary School Education

Chhattisgarh, one of the mineral resource-rich states and a relatively new state in central India which holds a high concentration of tribal population, has been characterized a low level of social, educational, and human development. Human Development Index HDI is a composite index that takes into consideration (1) health, (2) Education, and (3) Per capita income. In 2019 Chhattisgarh stands below the national average in HDI (India-0.645, Chhattisgarh-0.611).

The state has been a witness to its second low level of socio-economic and educational development especially the major chunk of 'Aspirational Districts' where a major concentration of scheduled caste and tribe lives. In terms of access to school, quality of teachers & learning outcomes, and infrastructural facilities the state ranked 21 among all the states and UTs in India.

(EDI, DISE, 2013-14)

As per Census 2011, the total literacy rate of the state is 70.28% which is lower than the national average of 74.04%, although the state has made a significant improvement in enhancing the literacy rate of 64.66% in 2001 (Census 2001) to 74.04% in 2011 (Census 2011). Nevertheless, the disparity in gender-based literacy in the state is still worrisome.

1.2 Literacy

- As per the census 2001 male literacy rate in the state was 77.38% while the female literacy rate was 51.85% seemingly very poor.

- The data of census 2011 shows the male literacy rate as 80.27% while female as 60.24%, the decadal increase in the male category seems sluggish while in the female category it is relatively better.

- The urban literacy rate is 84.05% while rural is 56.15%, interestingly a majority of the population 76.76% resides in rural areas and only 23.24% live in urban as per the census 2011.

- The dropout rate at the secondary level in the state is 18.3 in 2019-20 while it is higher in boys at 19.4 and relatively low in girls at 17.2.

Figure 1 Dropout rates in secondary school gender wise chhattisgarh 2013-14 to 2019-20
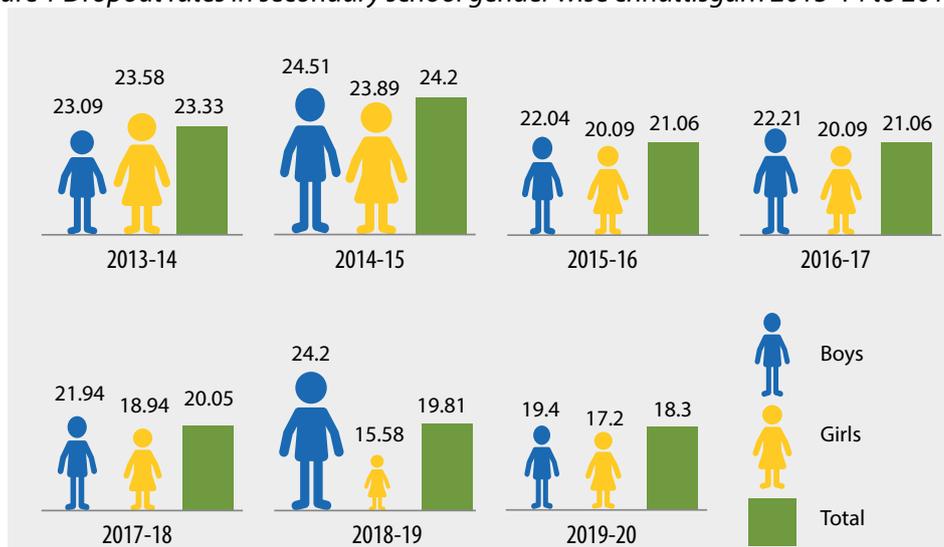
Source: UDISE+ 2013-14 to 2019-20

- The Drop out rate is quite surprising in secondary schools as it is moderately declining in the total category in 2019-20 while the dropout in the boys' category is higher than the girls.
- Although there are significant improvements, but slow in the overall dropout in secondary school from 2013-14 to 2019-20. Drop out in girls is higher in 2019-20 as compared to 2018-19.

1.3 Pupil-Teacher Ratio (PTR)

- As per the data published by UDISE plus the 2019-20 Pupil-teacher ratio, PTR for Government secondary schools stands at 20:1 while for higher secondary at 14:1. Whereas the overall PTR for secondary and higher secondary is 17:1 and 14:1 respectively.
- In the context of India, the PTR for Government secondary school and higher secondary school is 19:1 and 24:1 respectively. Whereas in the overall category it is 19:1 for secondary and 27:1 for higher secondary schools.
- Although as per RTE Act 23.89% of schools in Chhattisgarh have adverse PTR. (UDISE plus 2019-20)
- The expenditure per cent of the total budget of the state from 2016-17 to 2020-21 trajectory shows relatively low spending from the beginning to end. While the percentage of expenditure is relatively high from the average of 29 states in India in 2019-20 BE (Budget Estimates).

Figure 2 Spending on education as a % of total budget, chhattisgarh (2016-21)
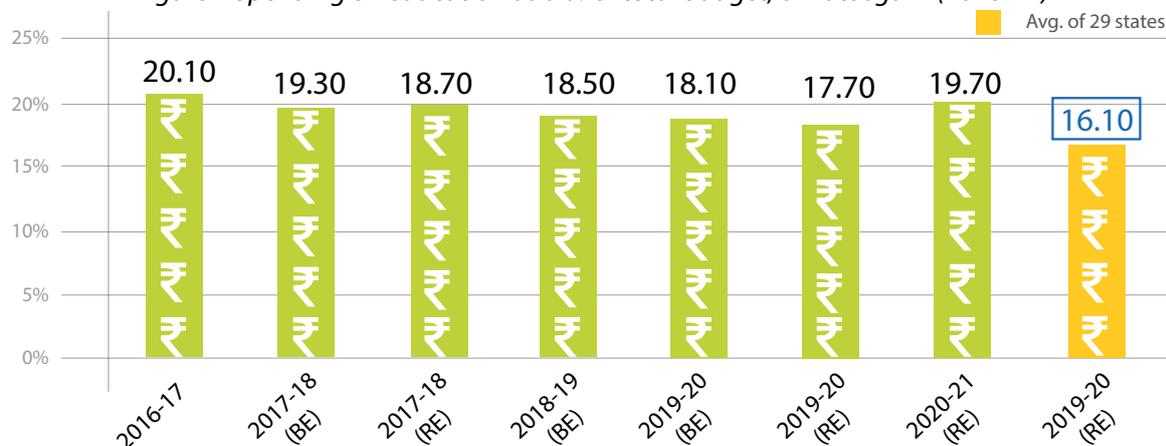
Source: Annual Financial Statement (2016-17,2017-18,2018-19,2019-20 and 2020-21), various state budgets; PRS.

Figure 3 Gender Enrollment Ratio (GER), Chhattisgarh 2012-13 to 2019-20
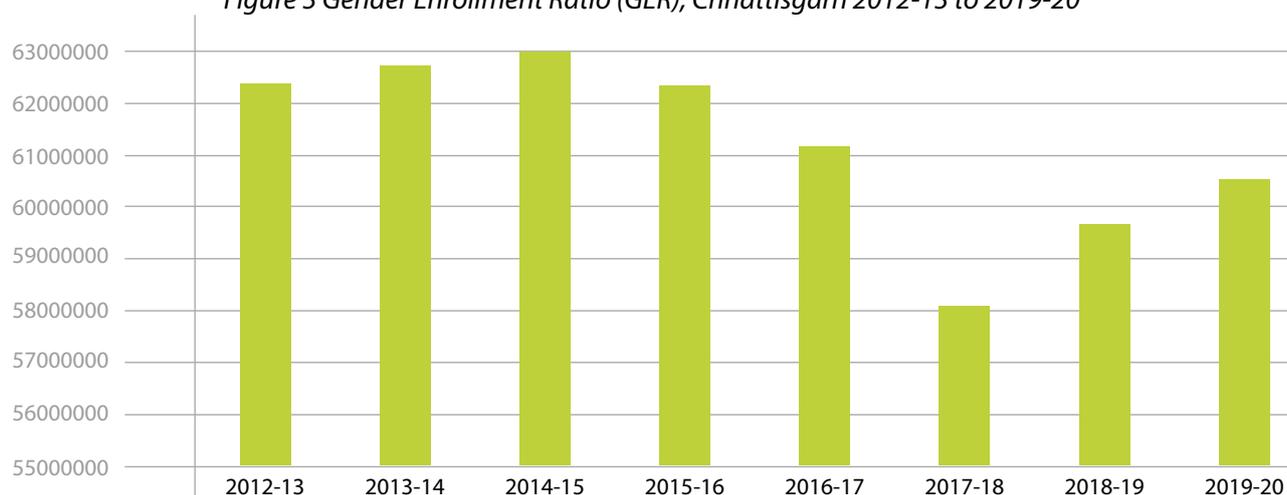
Source: U DISE 2012-13 to 2019-20

- The above bar chart shows a mild growth in the early years of the decade till 2014-15, while the drastic fall in GER can be seen from 2015-16 onwards followed by recurring fluctuations.

1.4 Achievements (High/Higher Secondary School)

- The GER (Gross Enrolment Ratio) is improved in 2019-20 from the year 2017-18 which was the lowest in the decade.
- Overall enrollment in secondary level almost doubled from the year 2010-11.
- Enrollment of girls is surpassing from the year 2010-11 in secondary.
- GPI (Gender Parity Index) is favoring the girl's enrollment in both secondary and higher secondary levels in the state.
- PGI (Performance Grading Index) grade 4 to Chhattisgarh in 2019-20 while it was graded 3 in the last year 2018-19. The 2019-20 grade is lower than the state Bihar, Madhya Pradesh, and Assam. (PGI 2019-20 DSEL Ministry of Education, GOI)
- As per the release of Niti Ayog SEQI (School Education Quality Index) ranks Chhattisgarh 13th which is the combined form of learning outcomes, access outcomes, infrastructure, and facilities in the outcome category whereas in equity outcome and governance process include student and teacher attendance, teacher availability, administrative adequacy, training, accountability, and transparency.
- As per the RTE act, 24% of schools are having adverse PTR in the schools in 2019-20.
- As per ASER report 2020, 85.9 percent of students of the government school who enrolled in 6th to 12th are having textbook of their grade.
- Only 70 percent of students from government schools are having the availability of smartphones at their homes in 2020, which is a negligible increase from 69.6 in 2018 as the ASER report 2020 suggests.

1.5 Educational Infrastructure

Figure 4 Secondary School Teacher Status (Sanctioned, working, vacancies) under state and Samagra Shiksha 2019-20 & 2020-21

Source: AWP&B and PAB Minutes 2019-20 & 2020-21

Figure 5 Secondary School Headmaster Status (Sanctioned, working, vacancies) under state & Samagra Shiksha 2019-20 & 2020-21

2019-20		2020-21
3400	Sanctioned	4618
484	Working	1731
2916	Vacant	2887

Source: AWP&B and PAB Minutes 2019-20 & 2020-21

Figure 6 Higher Secondary School Teachers Status (sanctioned, working, vacancies) under state 2019-20 & 2020-21

2019-20		2020-21
39005	Sanctioned	21507
23816	Working	16794
21507	Vacant	16794

Source: AWP&B 2019-20 & 2020-21

Figure 7 Higher Secondary School Principal Status (Sanctioned, working, vacancies) under state 2019-20 & 2020-21

2019-20		2020-21
3400	Sanctioned	4618
484	Working	1731
2916	Vacant	2887

Source: AWP&B 2019-20 & 2020-21

2. Initiatives

The state is taking various initiatives to improve the quality of education at all levels from primary to secondary for teachers and the students. Some of the initiatives for secondary education can be summarized as follows;

2.1 Swami Atmananda Government English Medium Schools (SAGES)

Chhattisgarh is focusing on revamping school education in Hindi and English medium, hence, grasping the clue from the Delhi Government Education Model, the government of Chhattisgarh has opened 52 new English Medium Schools in 28 districts across the state, overwhelming with responses of Parents and high numbers of students enrollment, that state is planning to open 152 more schools in the state (As per Education Secretary). The school provides free education for 1-8 grades while a minimal fee is being charged from secondary and higher secondary.

2.2 Padhai Tuhar Dwar (PTD)

PTD is an initiative of the Chhattisgarh government to sustain the engagement of teachers and learners in their teaching-learning process even in the worst-case scenarios through online mode. PTD portal was launched on 9th April 2020 during the Covid-19 lockdown to bridge the gap of teaching and learning of the students, the PTD portal is equipped with vibrant lessons from primary to secondary and higher secondary levels, with facilities of assessment, online exams, lesson help videos, books, guidance, and counselling, etc as to provide the service at the doorstep of the students, keeping the view of educational loss amid Covid-19.

3. Enrollment trajectory

Figure 8 Enrollment of all categories of students in class 9th & 10th in Chhattisgarh
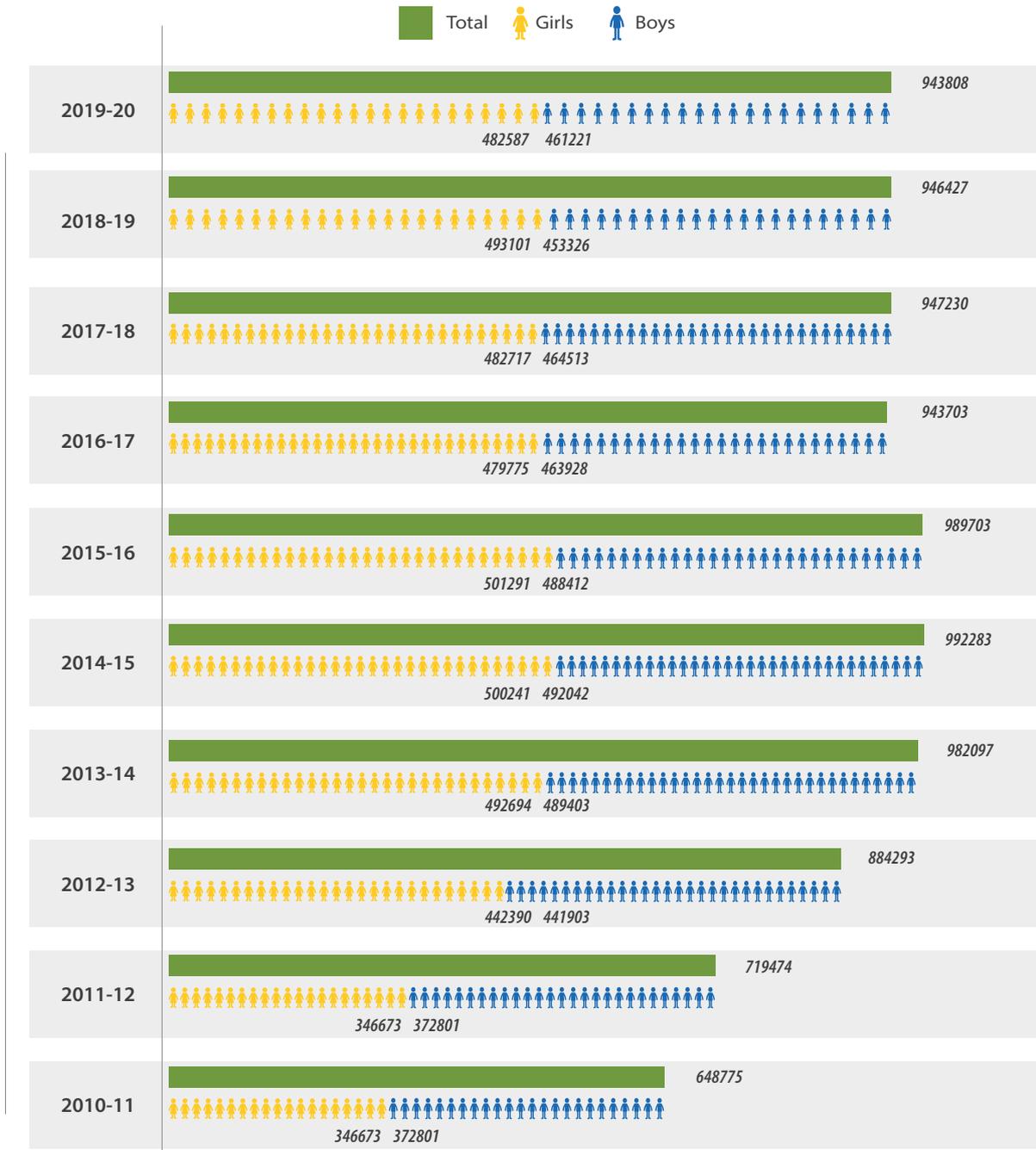
Source: MHRD, GoI & UDISE+ Dashboard Reports 2012-13 to 2019-20

- The data in secondary school enrollment is quite surprising, the decadal change from 2010-11 where the enrollment of boys is higher than the girls, but it is evident that in the academic year 2019-20 the enrollment of girls is higher than the boys.

- The total enrollment of the secondary school is moderately declining after 2014-15 which was 992283, in the academic year 2019-20 it is 943808.

- The GPI (Gender Parity Index) in secondary school in 2019-20 is 1.08 which favors females, in a nutshell, the number of girls is higher than the number of boys in secondary level in the state. The national GPI for secondary school is 1.0. (UDISE+ 2019-20)

Figure 9 Enrollment of all categories of students in class 11ᵗʰ & 12ᵗʰ in Chhattisgarh

Total   Girls   Boys

Year	Total	Girls	Boys
2019-20	600530	321550	278980
2018-19	579151	305255	273896
2017-18	947230	482717	464513
2016-17	943703	282393	27576
2015-16	550397	273060	277337
2014-15	555916	270652	285264
2013-14	528487	255131	273356
2012-13	452756	214770	237986
2011-12	376044	172664	203380
2010-11	352075	155081	196994
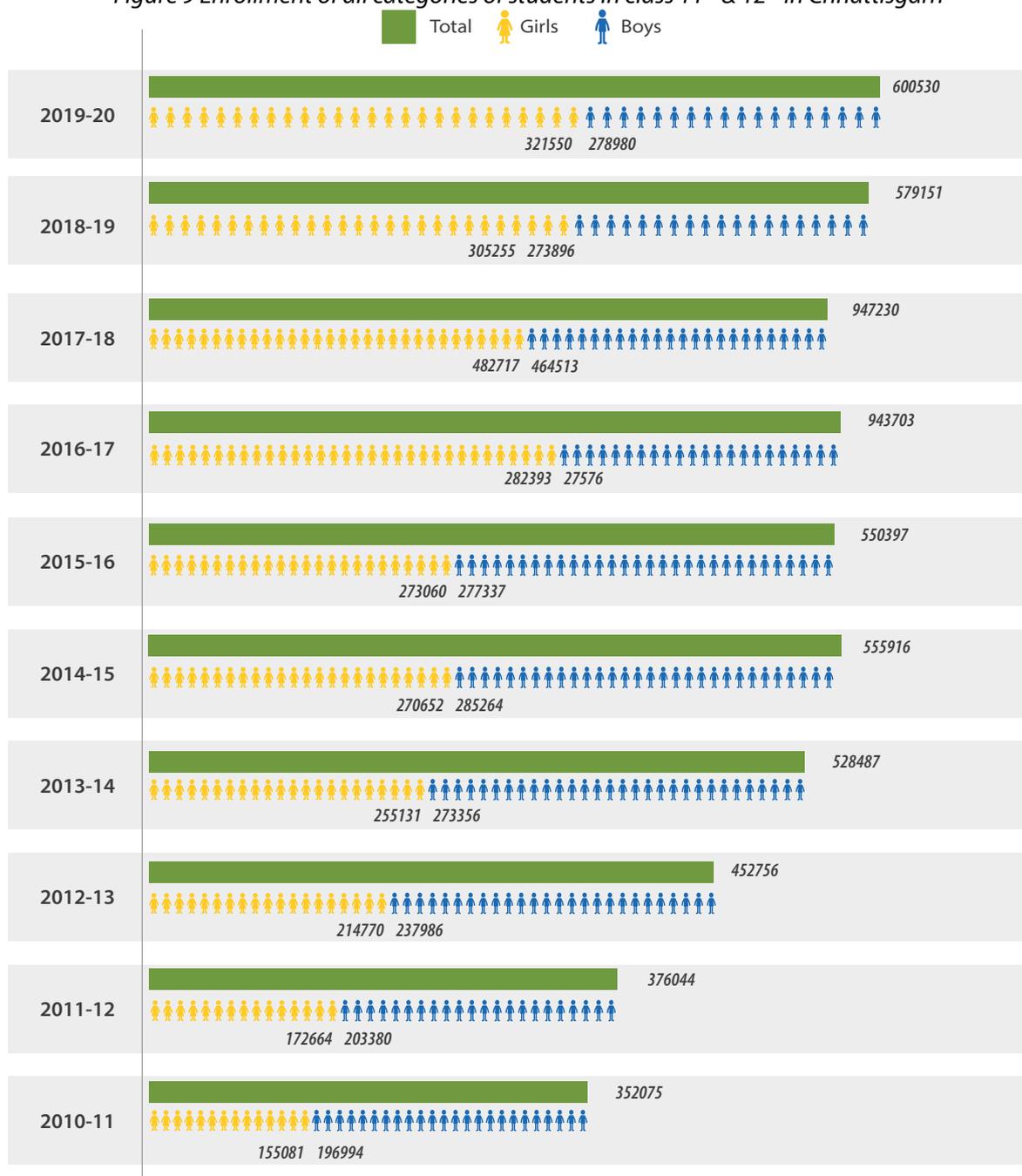
Source: MHRD,GoI & UDISE+ Dashboard Reports 2012-13 to 2019-20

• The decade improvement in total higher secondary school enrollment almost doubles from 2010-11 to 2019-20.

• The data on girls' enrollment in higher secondary schools is interestingly surpassing the enrollment data of boys after the academic year 2016-17.

• The overall enrollment in the higher secondary school is improving in the decade as well as the annual frame.

• The GPI (Gender Parity Index) in higher secondary school in 2019-20 is 1.19 which favors females, in a nutshell, the number of girls is higher than the number of boys in higher secondary level in the state. Whereas the national GPI is 1.04 for higher secondary school. (UDISE+ 2019-20)

Table 1 Educational Statistics (Government) Chhattisgarh 2012-13 to 2019-20

Year	School	Teacher	Students	Library with Books	Electricity in schools	Total Computer Availability	Total Computer availability in Secondary/ Higher Secondary
2012-13	51841	184686	4799357	76%	43%	889	25
2013-14	47709	163383	3826923	84%	53%	1193	30
2014-15	50061	182037	4604787	92%	65%	2181	799
2015-16	47181	178554	4444920	94%	70%	3876	1183
2016-17	47216	178581	4279402	94%	75%	4043	1266
2017-18	48848	183324	4210680	93%	76%	5091	1686
2018-19	48671	178829	4120334	81%	86%	47769	4512
2019-20	48547	176689	4000147	86%	91%	42849	4351

Source: UDISE+ 2012-13 to 2019-20

3.1 Learning Outcomes (Secondary School)

- The steep hike in the number of computers in schools in 2018-19 to 2019-20 could be the result of 'Digi Duniya' strengthening ICT education in the state.

- The average performance of the students of Chhattisgarh in Modern Indian Language is 50% is higher than the national average of 49%.

- The average performance of students of Chhattisgarh in English (30%) Mathematics (31%), Science (32%), and Social Sciences (38%) is lower than the national average. In the context of India the average performance is in English (36%), Mathematics (34%), Science (34%), and Social Science (39%).

- The highest performing district in all five domains is Surguja while the lowest-performing district is Bijapur.

- Gender-wise performance of girls and boys is almost same in Modern Indian Languages, English and Science while the performance of boys is higher in Social Science and Mathematics.

- The average Performance of the students from SC (Scheduled Caste) followed by ST (Scheduled Tribe) is lower in all five domains while others category performance is higher in all followed by OBC category.

- The average Performance of the students from rural areas in English, Mathematics, and Science is higher than the urban area, whereas the average performance of the students from the Urban places in Modern Indian Languages and Social Sciences is higher than the rural.

Table 2 Average Performance Students from type of management schools, 2017

Subject	Government (%)	Govt. Aided (%)	Private (%)
Modern Indian Languages	50	54	52
English	30	34	29
Mathematics	30	35	31
Science	32	33	32
Social Science	37	40	38

Source: National Achievement Survey 2017

4. Institutional Structure

School Education in Chhattisgarh is handled mainly by two departments namely the Department of Education and the Department of Tribal Welfare. The State Board for Secondary Education is responsible for secondary education and examinations in the state. While the SCERT works as a keystone in shaping the educational system along with CTE, IASE, and DIETs.

Total Districts
28
(4 new districts added in 2021)

Total Blocks
156

Total DIETs
19

Total BTI
2
(Basic Teaching Institutes)

4.1 Education Secretariat

Secretariat chaired by the secretary that functions as a link between ministry and secretariat in the state. All the major decisions, education policies, and orders passed by the secretariat on behalf of the government.
Functions of secretary

- To guide the state government on education policies.
- To decide education agenda and plan according to it.
- To inspect and supervise the work of government and private educational institutions.
- To develop qualitative education as per the need and aspirations of the state.
- To provide grants to new educational institutions.
- To sanction the amount in the government budget related to finance.
- To sanction the educational laws and policies as well as to use the sanctioned amount for education activities in the state.

4.2 Directorate of Public Instructions (DPI)

The Directorate of public instruction is an important entity in the state that maintains the data of teachers, institutions, policies, and programs as well as instruct the institutions in the state.
Function and role of the directorate of public instruction-
- To supervise, control, inspect and guide the government and private educational institutions in the state.
- To maintain the data of all types of education in the state and the skills need and requirements to provide expert advice to Institutions and their related components.
- To give advice to the state about school education to administer all the educational institutions of the government.
- To establish new educational institutions and evaluate them from time to time.
- To give guidance for educational development and to spend money according to budget for the academic year for the institutions in the state.
- To improve the qualitative development through a variety of educational programs and to evaluate the implementation procedure of educational policies and their results.

4.3 State Council of Education Research and Training (SCERT)

The Department of School Education works with the State Council for Education Research and Training (SCERT) that is responsible for the development of curriculum and also the development and recommendation of textbooks to be adopted by the educational institutions. It advises the Government on policy matters relating to school education. The academic activities and programs of SCERT are carried out by the various departments/ units/ cells. SCERT plans and co-ordinates all academic projects and programs in the state.

Functions of SCERT-
- Formulation of the curriculum.
- Preparation and recommendation of textbooks.
- Teachers' handbooks and teacher training.
- Advises the Government on policy matters relating to school education
- Plans and coordinates all academic projects and programs in the state.

4.4 College for Teacher Education (CTE)

The Government College of Education is situated in the heart of the city Raipur, the Capital of Chhattisgarh State. This college was established on 10th May 1956. The College is affiliated with Pt. Ravishankar Shukla University, Raipur. 17 (Seventeen) districts of Chhattisgarh are covered by this College. The CTE is governed by the SCERT but the staff in the CTE is under the authority of the Directorate of Public Instruction. This college offers Pre-Service Programmes for the preparation of future teachers and In-Service Programmes for the professional development of existing teachers. The intake for the B.Ed course is 150 per year and for the M.Ed course is 50 per year. Other programs offered are Correspondence course by (B.Ed.) Pt. Sundarlal Sharma Open University, Bilaspur, Chhattisgarh. The Mission of the college is to empower teachers through various programs and courses offered and make them self-reliant, more competent, self-confident with the latest technologies and innovations.

The CTE is required to provide need-based and enriched continuous teacher education by meaningfully combining the pre-service and in-service education of the teachers and teacher educators. CTEs play a major role in the field of secondary teacher education and development, also guiding the various secondary teacher education institutions in the districts under them.

CTE and IASE work as 'Referral Units' for solving all the academic problems that come up in the education field of the district, in the areas of secondary teacher training, secondary education, adult education, and non-formal education, by effectively involving the various Governmental Agencies, Voluntary Agencies, Non-Governmental Organizations, Alumni and Community at large.

4.5 Institute of Advanced Studies in Education (IASE)

Bilaspur has existed as one of the premier institutions for teacher training in Madhya Pradesh, now Chhattisgarh since 1955. Established as a teacher training institute, situated nearly 3 km from Bilaspur Railway station, Tarbahar Naka, Bilaspur. present, it is more known as the Indira Chowk, Tarbahar. The institute has its own campus (area 4.71 acres) and the main building, extension building, and separate hostels for boys and girls. The institution majorly handled in-service teacher training in the form of B.Ed and M.Ed until the initiation of pre-service through pre-B. Ed test was conducted from 1962 onwards. The institute has been functioning as the study center for Ph.D. in education. It has been a dynamic organization that began with in-service capacity building programs for teachers including several co-curricular activities and vocational trades like carpentry, sculpture carpet-weaving, chalk and soap making, etc. Publication of quality monographs has been an important regular feature that has a recognized contribution to professional education. The publication of a bi-annual journal has also been taken up. Present status: Govt. College of Education, Bilaspur, C.G. has been upgraded as IASE, Bilaspur since 28.02.1993.

4.6 District Institute for Educational Training (DIET)

The District Institute for Educational Training (DIET) is responsible for the training of Teachers. DIET institutions are usually established in each district or club of 2-3 districts in the state as per the National Policy on Education 1986. Currently, there are 19 DIET institutes in Chhattisgarh. The DIET institution usually works as a center of guidance for educational institutes and schools of a district. SCERT acts as an institution of which the DIETs are accountable in the state.

4.7 Samagra Shiksha Abhiyan-Chhattisgarh (SSA-CG)

Samagra Shiksha Abhiyan-Chhattisgarh covers the elementary level of education while RMSA (Rashtriya Madhyamik Shiksha Abhiyan) deals with secondary education as well as secondary and higher secondary (for certain components). Both are centrally sponsored programs managed by the MHRD (Now Ministry of

education). These programs helped to make considerable progress in achieving near-universal access at the elementary level and enhancing access at the secondary and higher secondary level as strengthening the teacher education institutions in the state.

The function of SSA -

- As a vehicle for implementation of the RTE Act, 2009.
- Enhance access through the expansion of quality school education.
- to promote equity through the inclusion of disadvantaged groups and weaker sections.
- To improve the quality of education for all etc.

4.8 Chhattisgarh Board of Secondary Education (CG BSE)

Chhattisgarh Board of Secondary Education is responsible for secondary education in the state and conducts examinations at the secondary level. The board is responsible for conducting examinations, declaring results, sanctioning the approval to secondary and higher secondary schools as well as handling its related tasks in Chhattisgarh. It is located in Raipur.

Functions of CG BSE-

- To conduct board examinations both at the secondary and higher secondary levels.
- To declare the result of board examinations.
- To sanction approval to higher secondary and secondary schools running in the state.
- Board also gives advice, direction, etc in the process of books publication, etc.

4.9 Chhattisgarh Text Book Corporation (CGTBC)

Chhattisgarh Text Book Corporation is responsible for the publication of textbooks and their distribution in the state. It also deals with Printing, publishing, and distributing useful literature for educational institutions approved by the Government. Each year it publishes and distributes nearly 2 Crore textbooks in the state. The corporation is situated in the heart of Raipur and very close to the Samagra office.

5. Other Initiatives to Improve Quality of School Education.

5.1 Tata Institute of Social Sciences (TISS) CLIx

Chhattisgarh government signed MoU with TISS to work towards strengthening the education system with ICT enabled education in the state, through continuous professional development on technology in education, teacher professional development through RTICT courses, and scaling CLIx program at scale in the state especially for secondary and higher secondary schools in the state.

The Connected Learning Initiative (CLIx) is a technology-enabled initiative at scale for high school students. The initiative was seeded by Tata Trusts, Mumbai, and is led by Tata Institute of Social Sciences, Mumbai, and Massachusetts Institute of Technology, Cambridge, MA USA. CLIx offers a scalable and sustainable model of open education, to meet the educational needs of students and teachers. The initiative has won UNESCO's prestigious 2017 King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technology (ICT) in the field of Education.

CLIx incorporates thoughtful pedagogical design and leverages contemporary technology and online capabilities. Resources for students are in the areas of Mathematics, Sciences, Communicative English, and Digital Literacy, designed to be interactive, foster collaboration and integrate values and 21st-century skills. These are being offered to students of government secondary schools in Chhattisgarh, Mizoram, Rajasthan, and Telangana in their regional languages and also released as Open Educational Resources (OERs).

Teacher Professional Development is available through professional communities of practice and the blended Post Graduate Certificate in Reflective Teaching with ICT. Through research and collaborations, CLIx seeks to nurture a vibrant ecosystem of partnerships and innovation to improve schooling for underserved communities.

Tata Institute of Social Science and RMSA (Rashtriya Madhyamik Shiksha Abhiyan) & SCERT (State Council of Educational Research and Training) Chhattisgarh signed an MoU of the partnership for the implementation of CLIx in the state, at the beginning 30 schools in Dhamtari district have been selected for implementation of CLIx. Major objectives of CLIx are as follows:

- **Active and authentic learning** The CLIx curriculum design nurtures the higher-order cognitive development and consolidates learning in the mother tongue.

- **Valuable and powerful content knowledge**
  Knowledge and skills acquisition paves the way for better educational and employment opportunities.

- **Learner access to, and interaction with, peer groups and experts**
  Through such communication and interaction, circles widen and new opportunities arise.

- **The peer feedback and credible assessment**
  Learners offer each other and gain from one another, constructive critiques and useful perspectives.

- **Development of the self as a social being**
  Integrated value education prepares learners for real-world situations and for participation in democratic citizenship through a drawing out of connections between the subjects of study and related values, that are then reflected in an evolving culture of engagement and responsibility.

- **Building a community of practice**
  Teachers and educators provide mutual support and encouragement while sharing perspectives and insights to do with common problems and issues.

- **Live-action research**
  Research is integrated into the multiple streams of ongoing CLIx activities. Continuously monitoring and informing all aspects of the project, it enables sustainable growth of the initiative.

- **An interconnected ecosystem**
  All partners, including teachers, parents, alumni, institutions, experts, other interested individuals, the education system, and the larger community, are linked together through a shared commitment to a meaningful education.

- **Narrowing the education gap**
  CLIx addresses the gaps between segments of the population within the country and ultimately, between India and other countries – thus working to overcome what has been, historically, a major obstacle to growth.

At present Tata Institute of Social Sciences' CLIx is working with all the district's teachers and students in Chhattisgarh. TISS is involved in a number of activities where it is supporting the state other than the listed above such as providing its support in SCF (state curriculum framework) and discussion on NEP 2020 etc.

5.2 NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement (2.0)

The National Education Policy (NEP) 2020 states that "Teachers truly shape the future of our children and therefore, the future of our Nation. The motivation and empowerment of teachers are required to ensure the best possible future of our children and nation". As per the recommendation of NEP 2020, every teacher and headteacher is expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. To realize the vision of NEP-2020, recently NCERT under the aegis of Ministry of Education (MoE), Department of School Education and Literacy (DSE&L), Govt. of India. In collaboration with States / UTs and autonomous bodies under MoE, MoD, and MoTA (CBSE, KVS, NVS, CTSA, AEES, Sainik School, CICSE, EMRS - NESTS, etc.) have initiated the NISHTHA integrated training program 1.0, 2.0, and 3.0 online for different stages of school education - Teachers, Head Teachers/Principals and other stakeholders in Educational Management and Administration.

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