

ಕರ್ನಾಟಕ ವಿಧಾನ ಪರಿಷತ್

ಚುಕ್ಕೆ ಗುರುತಿನ ಪ್ರಶ್ನೆಸಂಖ್ಯೆ : (126+47)
 ಸದಸ್ಯರ ಹೆಸರು : ಶ್ರೀ ಶಶೀಲ್ ಜಿ ನಮೋಶಿ ಹಾಗೂ ಶ್ರೀ ನಿರಾಣಿ
 ಹಣಮಂತ್ ರುದ್ರಪ್ಪ
 ಉತ್ತರಿಸಬೇಕಾದ ದಿನಾಂಕ : 17.08.2026
 ಉತ್ತರಿಸುವ ಸಚಿವರು : ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಸಚಿವರು

ಕ್ರ.ಸಂ	ಪ್ರಶ್ನೆ	ಉತ್ತರ														
ಅ)	ರಾಜ್ಯದ ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ತೃತೀಯ ಭಾಷೆಯಾಗಿ ದಶಕಗಳಿಂದ ಇದ್ದ ಹಲವು ಭಾಷೆಗಳ ಬದಲಿಗೆ ಇತ್ತೀಚಿಗೆ ಬೇರೆ ವಿಷಯಗಳನ್ನು ಅಳವಡಿಸುತ್ತಿರುವುದು ಸರ್ಕಾರದ ಗಮನಕ್ಕೆ ಬಂದಿದೆಯೇ;	ಕೇಂದ್ರ ಶಿಕ್ಷಣ ಮಂತ್ರಾಲಯದ ಯೋಜನಾ ಅನುಮೋದನಾ ಮಂಡಲಿ (PAB) ಅನುಮೋದನೆಯಂತೆ 2014-15ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ ಕರ್ನಾಟಕದ ಆಯ್ದ 100 ಸರ್ಕಾರಿ ಶಾಲೆ ಮತ್ತು ಪದವಿಪೂರ್ವ ಕಾಲೇಜುಗಳಲ್ಲಿ 9 ನೇ ತರಗತಿಯಿಂದ 12 ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತೃತೀಯ ಭಾಷೆಗೆ ಬದಲಾಗಿ ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಆಯ್ದ ಮಾಡಿಕೊಳ್ಳಲು ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. ಈ ಕಾರ್ಯಕ್ರಮದ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಶಾಲಾ ಹಂತದಲ್ಲಿಯೇ ವೃತ್ತಿಪರ ಕೌಶಲ್ಯ ಪ್ರಾಯೋಗಿಕ ಜ್ಞಾನ ಹಾಗೂ ಉದ್ಯೋಗೋನ್ಮುಖ ತರಬೇತಿಯನ್ನು ಒದಗಿಸಲಾಗುತ್ತಿದೆ. ಇದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮುಂದಿನ ಉನ್ನತ ಶಿಕ್ಷಣ, ಕೌಶಲ್ಯಾಭಿವೃದ್ಧಿ ಹಾಗೂ ವೃತ್ತಿ ಜೀವನಕ್ಕೆ ಅಗತ್ಯವಾದ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವಲ್ಲಿ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವು ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸುತ್ತಿದೆ. ನಂತರದ ವರ್ಷಗಳಲ್ಲಿ ಕಾರ್ಯಕ್ರಮವನ್ನು ಹಂತ ಹಂತವಾಗಿ ವಿಸ್ತರಿಸಲಾಗಿದೆ. ವರ್ಷವಾರು ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣ ಅನುಷ್ಠಾನಗೊಳಿಸಿರುವ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ ಈ ಕೆಳಗಿನಂತಿದೆ. <table><tr><th>ಶೈಕ್ಷಣಿಕ ವರ್ಷ</th><th>ಅನುಮೋದಿತ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ</th></tr><tr><td>2014-15</td><td>100</td></tr><tr><td>2018-19</td><td>50</td></tr><tr><td>2020-21</td><td>53</td></tr><tr><td>2021-22</td><td>37</td></tr><tr><td>2022-23</td><td>35</td></tr><tr><td>2023-24</td><td>100</td></tr></table>	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ಅನುಮೋದಿತ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ	2014-15	100	2018-19	50	2020-21	53	2021-22	37	2022-23	35	2023-24	100
ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ಅನುಮೋದಿತ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ															
2014-15	100															
2018-19	50															
2020-21	53															
2021-22	37															
2022-23	35															
2023-24	100															

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2024-25	108							
2025-26	289							
ಒಟ್ಟು	772							
ಅ)	ಬಂದಿದ್ದಲ್ಲಿ ಕಳೆದ ಮೂರು ವರ್ಷಗಳಲ್ಲಿ ಎಷ್ಟು ಶಾಲೆಗಳಲ್ಲಿ ಈ ಬದಲಾವಣೆ ಮಾಡಲಾಗಿದೆ; (ಜಿಲ್ಲಾಪಾಠು ಮಾಹಿತಿ ನೀಡುವುದು)	ಅನುಮೋದನೆಗೊಂಡ 772 ಶಾಲೆಗಳಲ್ಲಿ 384 ಶಾಲಾ-ಕಾಲೇಜುಗಳಲ್ಲಿ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದ್ದು, ಉಳಿದ 388 ಶಾಲಾ-ಕಾಲೇಜುಗಳಲ್ಲಿ 2026-27ನೇ ಸಾಲಿನಿಂದ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. 2025-26 ನೇ ಸಾಲಿನವರೆಗೆ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಕೆಳಕಂಡ 6 ಪ್ರಮುಖ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದೆ; 1. Apparel, Made-ups & Home Furnishing 2. Automotive 3. Beauty & Wellness 4. Electronics & Hardware 5. Information Technology Enabled Services (IT/ITeS) 6. Retail ಪ್ರಸ್ತುತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಾಂಪ್ರದಾಯಿಕ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನದ ಜೊತೆಗೆ ಭವಿಷ್ಯದ ಶಿಕ್ಷಣ, ಉದ್ಯೋಗ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆ, ತಾರ್ಕಿಕ ಚಿಂತನೆ, ಸಮಸ್ಯೆ ಪರಿಹಾರ, ಸೃಜನಶೀಲತೆ, ಕೋಡಿಂಗ್, ಗಣಕಯುಕ್ತ ಚಿಂತನೆ (Computational Thinking) ಹಾಗೂ ಕೌಶಲ್ಯಾಧಾರಿತ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶದಿಂದ Artificial Intelligence (AI) ಸೇರಿದಂತೆ ವಿವಿಧ ಕೌಶಲ್ಯಾಧಾರಿತ ವಿಷಯ/ಮಾಡ್ಯೂಲ್‌ಗಳನ್ನು ಪರಿಚಯಿಸುವ ಕ್ರಮಗಳನ್ನು ಸರ್ಕಾರ ಕೈಗೊಂಡಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಭವಿಷ್ಯದ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯಾಧಾರಿತ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶದಿಂದ ಈಗಾಗಲೇ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ ಅನುಷ್ಠಾನದಲ್ಲಿದ್ದು ಒಂದೇ ಕ್ಷೇತ್ರ ಕೋರ್ಸ್ ಹೊಂದಿದ್ದ 81 ಶಾಲೆಗಳು, 2024-25 ಮತ್ತು 2025-26ನೇ ಸಾಲಿಗೆ ಅನುಮೋದನೆಗೊಂಡಿದ್ದ 382 ಶಾಲೆಗಳು, 158 ಪಿಎಂ ಶ್ರೀ ಶಾಲೆಗಳು ಮತ್ತು 2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ NSQF ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣ ಹೊಸದಾಗಿ ಅನುಮೋದನೆಯಾದ 1180 ಶಾಲೆಗಳು ಸೇರಿದಂತೆ ಒಟ್ಟಾರೆ 1801 ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ 9 ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ Artificial Intelligence in Skill Education						

(AI) ವಿಷಯವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಕ್ರಮವು ಭಾಷಾ ಶಿಕ್ಷಣದ ಮಹತ್ವವನ್ನು ಕಡಿಮೆ ಮಾಡುವ ಅಥವಾ ಯಾವುದೇ ಭಾಷೆಯ ಮಹತ್ವವನ್ನು ನಿರ್ಲಕ್ಷಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿರುವುದಿಲ್ಲ. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಹಾಗೂ ಮೂಲ ಶೈಕ್ಷಣಿಕ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಕಾಪಾಡಿಕೊಂಡು, ಅದರೊಂದಿಗೆ ಭವಿಷ್ಯದ ತಂತ್ರಜ್ಞಾನ, ಉನ್ನತ ಶಿಕ್ಷಣ ಮತ್ತು ಉದ್ಯೋಗ ಕ್ಷೇತ್ರಗಳಿಗೆ ಅಗತ್ಯವಿರುವ ಕೌಶಲ್ಯಗಳನ್ನು (Future aligned Skill Education) ಒದಗಿಸುವುದು ಇದರ ಉದ್ದೇಶವಾಗಿದೆ.

2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಭವಿಷ್ಯದ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯಾಧಾರಿತ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶದಿಂದ 2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ 9ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ Artificial Intelligence in Skill Education (AI) ವಿಷಯವನ್ನು ಒಟ್ಟು 1,801 ಸರ್ಕಾರಿ ಶಾಲೆಗಳಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದ್ದು, ಜಿಲ್ಲಾವಾರು ವಿವರ ಈ ಕೆಳಗಿನಂತಿದೆ.

2026-27 ನೇ ಸಾಲಿಗೆ 9 ನೇ ತರಗತಿಗೆ Artificial Intelligence (AI) in Skill Education ಪ್ರಾರಂಭಿಸಿರುವ ಜಿಲ್ಲಾವಾರು ಶಾಲೆಗಳ ಸಂಖ್ಯೆ

ಕ್ರ.ಸಂ.	ಜಿಲ್ಲೆಯ ಹೆಸರು	ಒಟ್ಟು ಶಾಲೆಗಳ ಸಂಖ್ಯೆ
1	ಬಾಗಲಕೋಟೆ	110
2	ಬಳ್ಳಾರಿ	90
3	ಬೆಳಗಾವಿ	51
4	ಬೆಳಗಾವಿ ಚಿಕ್ಕೋಡಿ	102
5	ಬೆಂಗಳೂರು	39
6	ಬೆಂಗಳೂರು ಉತ್ತರ	54
7	ಬೆಂಗಳೂರು ದಕ್ಷಿಣ	33
8	ಬೀದರ್	44
9	ಚಾಮರಾಜನಗರ	24
10	ಚಿಕ್ಕಬಳ್ಳಾಪುರ	31
11	ಚಿಕ್ಕಮಗಳೂರು	17
12	ಚಿತ್ರದುರ್ಗ	26
13	ದಕ್ಷಿಣ ಕನ್ನಡ	32
14	ದಾವಣಗೆರೆ	39
15	ಧಾರವಾಡ	55
16	ಗದಗ	46
17	ಹಾಸನ	43
18	ಹಾವೇರಿ	45
19	ಕಲಬುರಗಿ	131
20	ಕೊಡಗು	5

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ಇ)	ತ್ಯತೀಯ ಭಾಷೆಗಲಿಗೆ ಪರ್ಯಾಯವಾಗಿ ಈ ಹಠಾತ್ ಬದಲಾವಣೆಯಿಂದಾಗಿ ಪ್ರಸ್ತುತ ವ್ಯಾಸಂಗ ಮಾಡುತ್ತಿರುವ ವಿದ್ಯಾರ್ಥಿಗಲಿಗೆ ಕಲಿಕೆಯಲ್ಲಿ ಉಂಟಾಗುವ ಗೊಂದಲ ಹಾಗೂ ರಾಷ್ಟ್ರಮಟ್ಟದ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಲಲ್ಲಿ ಅವರಿಗೆ ಆಗುತ್ತಿರುವ ಹಿನ್ನಡೆಯನ್ನು ತಡೆಯಲು ಸರ್ಕಾರ ಕೈಗೊಂಡ ಕ್ರಮಗಲೇನು;	2014-15 ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದಲೇ ಕರ್ನಾಟಕದ ಆಯ್ಕೆ 100 ಸರ್ಕಾರಿ ಶಾಲೆ ಮತ್ತು ಪದವಿಪೂರ್ವ ಕಾಲೇಜುಗಲಲ್ಲಿ 9 ನೇ ತರಗತಿಯಿಂದ 12 ನೇ ತರಗತಿ ವಿದ್ಯಾರ್ಥಿಗಲಿಗೆ ತ್ಯತೀಯ ಭಾಷೆಗೆ ಬದಲಾಗಿ ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲು ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. 2014-15 ನೇ ಸಾಲಿನಲ್ಲಿ 100 ಶಾಲೆಗಲಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಪ್ರಾರಂಭಿಸಿದ್ದು, 2025-26ನೇ ಸಾಲಿನವರೆಗೆ 772 ಶಾಲೆಗಲಲ್ಲಿ ತ್ಯತೀಯ ಭಾಷೆಗೆ ಬದಲಾಗಿ ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲು ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಲ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಲಿಗೆ ಅಗತ್ಯವಿರುವ ಮೂಲಭೂತ ಶೈಕ್ಷಣಿಕ ಸಾಮರ್ಥ್ಯಗಲಿಗೆ ಯಾವುದೇ ರೀತಿಯ ಹಿನ್ನಡೆಯಾಗದಂತೆ ಸರ್ಕಾರ ಸೂಕ್ತ ಕ್ರಮಗಲನ್ನು ಕೈಗೊಳ್ಳುತ್ತಿದೆ. ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್ ಆಧಾರಿತ ವೃತ್ತಿ ಶಿಕ್ಷಣ ಇರುವ ಶಾಲೆಗಲ ವಿದ್ಯಾರ್ಥಿಗಲು ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಭಾಷೆಗಲನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಅಭ್ಯಾಸ ಮಾಡಬೇಕಿದ್ದು, ವಿದ್ಯಾರ್ಥಿಗಲಲ್ಲಿ ಭವಿಷ್ಯದ ತಂತ್ರಜ್ಞಾನ, ಕೌಶಲ್ಯಾಧಾರಿತ																																																

		ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶದಿಂದ ಮತ್ತು ಸಮಸ್ಯೆ ಪರಿಹಾರ, ತಾರ್ಕಿಕ ಚಿಂತನೆ, ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆ, ಸೃಜನಶೀಲತೆ ಮತ್ತು ಸಂವಹನ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಕ್ರಮವಹಿಸಲಾಗುತ್ತಿದೆ. ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ ಕಲಿಕೆಗೆ ಪೂರಕವಾಗುವಂತೆ ಯಾವುದೇ ವಿಷಯಕ್ಕೆ ಧಕ್ಕೆ ಆಗದಂತೆ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಭವಿಷ್ಯದಲ್ಲಿ ವಿವಿಧ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳು ಹಾಗೂ ಉನ್ನತ ಶಿಕ್ಷಣಕ್ಕೆ ಅಗತ್ಯವಿರುವ ಮೂಲಭೂತ ಭಾಷಾ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಮುಂದುವರಿಸಿಕೊಂಡು ಹೋಗುವಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಶಾಲಾ ಹಂತದ ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಲಾಗಿದೆ.
ಈ)	NSQF ಅಡಿಯಲ್ಲಿ ದಿನಾಂಕ 29/07/2026 ರಂದು ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ-ಬೆಂಗಳೂರು ಇವರಿಂದ ಹೊರಡಿಸಲ್ಪಟ್ಟ ರಾಜ್ಯದ ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ AI (ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ) ಶಿಕ್ಷಣವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿರುವುದು ಸರ್ಕಾರದ ಗಮನಕ್ಕೆ ಬಂದಿದೆಯೇ; ಬಂದಿದ್ದಲ್ಲಿ ಈ ವಿಷಯದ ಕುರಿತು ಶಿಕ್ಷಣ ತಜ್ಞರ/ಪಾಲಕರ/ಸಾರ್ವಜನಿಕರ ಅಭಿಪ್ರಾಯ ಸಂಗ್ರಹಿಸಲಾಗಿದೆಯೇ; ಇಲ್ಲವಾದಲ್ಲಿ ಕಾರಣವೇನು;	ಬಂದಿದೆ. NSQF ಅಡಿಯಲ್ಲಿ AI ಶಿಕ್ಷಣದ ಅನುಷ್ಠಾನವು ವಿದ್ಯಾರ್ಥಿಗಳ ಭವಿಷ್ಯದ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯ ಅಗತ್ಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಲಭ್ಯವಿರುವ ಶೈಕ್ಷಣಿಕ ಚೌಕಟ್ಟು ಅನುಮೋದಿತ ಕಾರ್ಯಕ್ರಮ ಹಾಗೂ ಇಲಾಖೆಯ ಮಾರ್ಗಸೂಚಿಗಳ ಆಧಾರದ ಮೇಲೆ ದಿನಾಂಕ 29/07/2026 ರಂದು ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ-ಬೆಂಗಳೂರು ಇವರು ಸುತ್ತೋಲೆ ಹೊರಡಿಸಿರುತ್ತಾರೆ. ಶಾಲಾ ಹಂತದಲ್ಲಿ AI ಶಿಕ್ಷಣದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಮುಖ್ಯ ಶಿಕ್ಷಕರು, ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಮೇಲುಸ್ತುವಾರಿ ಸಮಿತಿ (SDMC), ಶಿಕ್ಷಕರು, ಅತಿಥಿ ಶಿಕ್ಷಕರು, ಪೋಷಕರು ಹಾಗೂ ಸಂಬಂಧಿತ ಶೈಕ್ಷಣಿಕ ಸಿಬ್ಬಂದಿಗಳ ಸಹಭಾಗಿತ್ವದಲ್ಲಿ ಅತಿಥಿ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.
ಉ)	ಹಿಂದಿ ಭಾಷೆಯ ಬದಲಾಗಿ ಹೊಸ ಭಾಷೆಗಳನ್ನು ಪರಿಚಯಿಸಿರುವ ಶಾಲೆಗಳಲ್ಲಿ ಆಯಾ ಭಾಷೆಗಳನ್ನು ಭೋದಿಸಲು ಅರ್ಹ ಮತ್ತು ತರಬೇತಿ ಪಡೆದ ಶಿಕ್ಷಕರ ಕೊರತೆ ಇರುವುದು ನಿಜವೇ; ಹಾಗಿದ್ದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಭವಿಷ್ಯಕ್ಕೆ ತೊಂದರೆಯಾಗದಂತೆ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿಗೆ ಸರ್ಕಾರ ತೆಗೆದುಕೊಂಡ ಕ್ರಮಗಳೇನು;	2026-27 ನೇ ಸಾಲಿನಿಂದ 1801 ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಮಾತ್ರ ತ್ವತೀಯ ಭಾಷೆಗೆ ಪರ್ಯಾಯವಾಗಿ Artificial Intelligence in skill education (AI) ವಿಷಯವನ್ನು ಪ್ರಾರಂಭಿಸಲಾಗಿದೆ. ಸಂಬಂಧಿಸಿದ ಶಾಲೆಗಳ ಶಾಲಾಭಿವೃದ್ಧಿ ಮತ್ತು ಮೇಲುಸ್ತುವಾರಿ ಸಮಿತಿಯ ಅಧ್ಯಕ್ಷರನ್ನೊಳಗೊಂಡ ಸಮಿತಿಯ ಮೂಲಕ ನಿಗದಿಪಡಿಸಿ ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಮಾನದಂಡಗಳನ್ನು ಹೊಂದಿರುವ ಅರ್ಹ ಅಭ್ಯರ್ಥಿಗಳನ್ನು ಪಾರದರ್ಶಕವಾಗಿ ಅರ್ಜಿ ಆಹ್ವಾನಿಸಿ ಅತಿಥಿ ಶಿಕ್ಷಕರಾಗಿ ಆಯ್ಕೆ ಮಾಡಲಾಗಿದೆ.

		Artificial Intelligence (ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ) ಮತ್ತು ಕೌಶಲ್ಯ ಶಿಕ್ಷಣವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಸಂಬಂಧಿಸಿದ ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ತರಬೇತಿ ನೀಡಲು ಕ್ರಮವಹಿಸಲಾಗುತ್ತಿದೆ.
ಉ)	ದೀರ್ಘಕಾಲದಿಂದ ಸೇವೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ತೃತೀಯ ಭಾಷಾ ಶಿಕ್ಷಕರಿಗೆ ಈ ಬದಲಾವಣೆಯಿಂದಾಗಿ ಕಾರ್ಯಭಾರ (work load) ಕಡಿಮೆಯಾಗಿ, ಅವರು ಕಡ್ಡಾಯ ನಿರೀಕ್ಷೆ (OOD) ಅಥವಾ ಹೆಚ್ಚುವರಿ ಪ್ರಕ್ರಿಯೆಗೆ ಒಳಗಾಗುವ ಆತಂಕ ಎದುರಿಸುತ್ತಿರುವುದು ಸರ್ಕಾರದ ಗಮನಕ್ಕೆ ಬಂದಿದೆಯೇ; ಬಂದಿದ್ದಲ್ಲಿ ಶಿಕ್ಷಕರ ಹಿತರಕ್ಷಣೆಗೆ ಸರ್ಕಾರ ಕೈಗೊಂಡ ಕ್ರಮಗಳೇನು: (ಸಂಪೂರ್ಣ ಮಾಹಿತಿ ನೀಡುವುದು)	2026-27ನೇ ಸಾಲಿನಲ್ಲಿ Artificial Intelligence (AI) in Skill Education ವಿಷಯವನ್ನು ಆಯ್ಕೆ 1801 ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಮಾತ್ರ 9ನೇ ತರಗತಿಗೆ ಪರಿಚಯಿಸಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿದೆ. ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ 8ನೇ ಹಾಗೂ 10ನೇ ತರಗತಿಗಳಲ್ಲಿ ತೃತೀಯ ಭಾಷಾ ವಿಷಯವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ತೃತೀಯ ಭಾಷೆ ಹಿಂದಿಯನ್ನು ವ್ಯಾಸಂಗ ಮಾಡುತ್ತಿದ್ದು, ಸದರಿ ತರಗತಿಗಳಿಗೆ ತೃತೀಯ ಭಾಷೆಯನ್ನು ಪ್ರಸ್ತುತ ಇರುವ ತೃತೀಯ ಭಾಷಾ ಶಿಕ್ಷಕರೇ ನಿರ್ವಹಿಸುತ್ತಿರುವುದರಿಂದ ಕಡ್ಡಾಯ ನಿರೀಕ್ಷೆ (OOD) ಅಥವಾ ಹೆಚ್ಚುವರಿ ಪ್ರಕ್ರಿಯೆಗೆ ಒಳಗಾಗುವ ಸಂದರ್ಭ ಉದ್ಭವಿಸುವುದಿಲ್ಲ.
ಋ)	ತೃತೀಯ ಭಾಷೆ ಬದಲಾಗಿ NSQF ವಿಷಯವನ್ನು ಭೋದಿಸುವ ಬಗ್ಗೆ ರಾಜ್ಯ ಸರ್ಕಾರದ ರಾಜ್ಯ ಪತ್ರ ಹಾಗೂ ಮಾರ್ಗಸೂಚಿಗಳನ್ನು ಬಿಡುಗಡೆಗೊಳಿಸಲಾಗಿದೆಯೇ? (ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಎಲ್ಲಾ ದಾಖಲೆಗಳನ್ನು ಒದಗಿಸುವುದು.);	ಕೇಂದ್ರ ಶಿಕ್ಷಣ ಮಂತ್ರಾಲಯದ ರಾಷ್ಟ್ರೀಯ ಕೌಶಲ್ಯ ಅರ್ಹತಾ ಚೌಕಟ್ಟು (ಎನ್.ಎಸ್.ಕ್ಯೂ.ಎಫ್) ಮಾರ್ಗಸೂಚಿಗಳಂತೆ ರಾಜ್ಯದಲ್ಲಿ NSQF ವೃತ್ತಿ ಶಿಕ್ಷಣವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಅನುಮೋದನೆಗೊಂಡ ಆಯ್ಕೆ ಶಾಲೆಗಳಲ್ಲಿ ಬೋಧಿಸಲಾಗುತ್ತಿದ್ದು, NSQF ವೃತ್ತಿ ಶಿಕ್ಷಣದಡಿ Artificial Intelligence (AI) in Skill Education ಅನುಷ್ಠಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ರಾಜ್ಯದ ಕೌಶಲ್ಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ, ಅನುಮೋದಿತ ಕೇಂದ್ರ ಶಿಕ್ಷಣ ಮಂತ್ರಾಲಯದ ಸಮಗ್ರ ಶಿಕ್ಷಣ ಯೋಜನಾ ಅನುಮೋದನಾ ಮಂಡಲಿ ನಡಾವಳಿ ಅನ್ವಯ ಮಾರ್ಗಸೂಚಿಗಳನ್ನು ಹೊರಡಿಸಲಾಗಿದೆ. ಮಾರ್ಗಸೂಚಿಗಳ ಪ್ರತಿಗಳನ್ನು ಅನುಬಂಧಿಸಿದೆ.

ಸಂಖ್ಯೆ: ಇಪಿ 82 ಎಂಸಿಡಿ 2026


 (ಎಸ್. ಮಧು ಬಂಗಾರಪ್ಪ)
 ಕಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಸಚಿವರು

ಸಮಗ್ರ



SAMAGRA SHIKSHA

An Integrated Scheme for School Education

FRAMEWORK FOR IMPLEMENTATION



Vipin Kumar
Joint Secretary (SS.II)
Tel no.: 011-23070927

D.O. No. 2-18/2018-IS-1/IS-15

Dated: 12th October, 2022

Dear Sir / Madam,

As you are aware that Samagra Shiksha scheme has now been redesigned and aligned with the recommendations of National Education Policy (NEP) 2020.

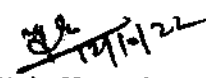
2. To facilitate effective implementation of the revised and redesigned Samagra Shiksha Scheme by States and UTs, an updated Framework for implementation of the Scheme has been prepared. It lays down detailed guidelines (programmatic/financial) for various interventions of the Scheme reinforcing the commitment to ensure that all children have access to quality education with an equitable and inclusive classroom environment taking care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process as envisaged in the National Education Policy 2020.

3. An updated version of the Framework for implementation of the Samagra Shiksha Scheme is hereby enclosed for facilitation and reference. The framework is a working and evolving document which can be updated/upgraded as per the changes and requirements of the scheme.

4. I am sure that this Framework will act as a guide for implementing the Scheme in an efficient and effective manner to deliver quality education from pre-primary to senior secondary level.

Regards.

Yours sincerely,


(Vipin Kumar)

To,

ACS Education/Principal Secretary Education/Secretary Education of All States/UTs

Copy to:

1. VC NIEPA
2. Director, NCERT
3. SPDs of States/UTs
4. Director SCERTs of States/UTs
5. PS to Hon'ble SM

• Capacity building of teachers (50 Hrs CPD)	• Provision for Hub and Spoke model in vocational education
• Bagless days and internships	• Provision for Smart classroom and support for DIKSHA
• Support for Assessment Cells in SCERT etc.	

Samagra Shiksha in its new form reinforces the commitment to provide a safe, equitable, inclusive and stimulating learning environment with a wide range of learning experiences, good physical infrastructure and availability of appropriate resources conducive to learning to all children as envisaged by the National Education Policy 2020.

PREFACE

Samagra Shiksha scheme was launched in the year 2018 as an integrated scheme for school education catering from pre-primary to Sr. Secondary classes. The launch of the scheme has reflected a paradigm shift in the approach as the entire gamut of the school education sector has been treated holistically without any segmentation of elementary and secondary as was in the case of erstwhile schemes of SSA and RMSA. The centrally sponsored scheme of Samagra Shiksha was aligned with SDG 4 and recognised the importance of Early Childhood Education and provided systemic intervention in harmony with existing infrastructure of Anganwadis. The scheme was also extended for Sr. Secondary level to promote universal access at all levels.

The formulation of National Education Policy 2020 (NEP 2020) has paved the way for developing all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. The NEP 2020 envisions a transformation in the entire education system and envisages education as a continuum without any segmentation and focuses on making education more experiential, holistic, integrated, character-building, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and above all, more joyful. It also focuses on bridging the gaps in attainment of learning outcomes through undertaking reforms that bring the highest quality, equity and integrity into the system, from early childhood care and education through higher education. Samagra Shiksha Scheme being the core scheme for school education sector has been aligned with NEP 2020 and extended from 2021-22 to 2025-26, to assist the State and UTs to achieve the above objectives of NEP 2020.

The Scheme has taken care of core principles of NEP 2020 that are Access, equity, quality, affordability and accountability, and as many as 86 recommendations of NEP are included in Samagra Shiksha (Annexure I), some of the important recommendations included are as follows:

86 paras of NEP have been integrated under the scheme	
- Supporting 5+3+3+4 pedagogic structure - National Mission of Foundational Literacy and Numeracy- NIPUN BHARAT	Support for OOSC in age group of 16- 19 years
Holistic Progress Card (HPC)	Activities of PARAKH
- Introduction of tracking of learning outcomes as well as transition of children - Support for Social Audit	- Separate stipend for CWSN girl child - Enhanced provision for self defence training of girls
Induction of qualified counsellors at secondary and senior secondary level	Provision for identification of CWSN and Resource Centre at block level,
Language Teachers	Expansion of schooling facilities from pre-primary to senior secondary level including Residential Hostels, KGBVs etc.,

NEP	National Education Policy
NPC	National Policy for Children
NVS	Navodaya Vidyalaya Samiti
POCSO	The Protection of Children from Sexual Offences Act and Rules
POSH	Prevention, Prohibition and Redressal Act
PTA	Parent Teachers Association
PTM	Parent Teachers Meeting
PSC	Pre-School Centres
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SDG	Sustainable Development Goal
SJPU	Special Juvenile Police Unit
SM	School Management
SMC	School Management Committee
SOP	Standard Operating Procedure
SSC	School Safety Committee
SSSA	State School Standards Authority
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
UT	Union Territory
VAC	Violence against Children
WHO	World Health Organization
WSA	Whole School Approach

SSA	Sarva Shiksha Abhiyan
TTI	Teacher Training Institution
UDISE+	Unified District Information System for Education Plus
UT	Union Territory
CBSE	Central Board of Secondary Education
COTPA	Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003
COVID-19	Corona Virus Disease 2019
CPCR	Commission for Protection of Child Rights Act, 2005
CPO	Child Protection Officer
CPR	Cardio Pulmonary Resuscitation
CPTD	Child Parent Teacher Dialogue
CrPC	The Code of Criminal Procedure Act
CSA	Child Sexual Abuse
CTE	College of Teacher Education
CWSN	Children with Special Needs
DC	District Collector
DEO	District Education Officer
DIET	District Institute for Education and Training
DM	District Magistrate
DRISHTI	Disseminate, Roll-out, Intervene, Support, Hand-hold, Track and Incentivize
IASE	Institute of Advanced Studies in Education
ICPS	The Integrated Child Protection Scheme
ICSE	Indian School Certificate Examination
ICT	Information and Communication Technology
IPC	Indian Penal Code
IT	Information Technology
KVS	Kendriya Vidyalaya Sangathan
MDM	Midday Meal
MOE	Ministry of Education
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority

Abbreviations

BRC	Block Resource Centre
BRP	Block Resource Person
CSSTE	Centrally Sponsored Scheme of Teacher Education
CRC	Cluster Resource Centre
CRP	Cluster Resource Person
CTE	College of Teacher Education
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
KRP	Key Resource Person
LO	Learning Outcome
MHRD	Ministry of Human Resource Development
MIS	Management Information System
NAS	National Achievement Survey
NCERT	National Council for Educational Research and Training
NIEPA	National Institute of Educational Planning and Administration
NRG	National Resource Group
NRP	National Resource Person
PAB	Project Approval Board
PGI	Performance Grading Index
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	The Right of Children to Free and Compulsory Education Act, 2009
SCERT	State Council of Educational Research and Training
SIE	State Institute of Education
SMC	School Management Committee
SMDC	School Management and Development Committee
SPO	State Project Office
SPD	State Project Director
SRG	State Resource Group
SRP(L)	State Resource Person under Leadership program of NIEPA

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Chapter 11

VOCATIONAL EDUCATION

11.1 Major Goals

- Integration of Vocational Education with general academic education in all schools.
- Enhancing the employability and entrepreneurial abilities of the students and providing exposure to the work environment.
- Generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence, and aspirations.

11.2 Introduction

- Schools provide an environment for the learners for acquiring theoretical information, practical skills and behavioral attitudes, required to reach the varied aspirational needs and educational goals. The success of the education system is judged by the extent to which it contributes to the learning of the students. Therefore, creating more learning opportunities and ensuring the achievement of learning outcomes are the key indicators in any education system. Learning outcome is an expression of what a student will demonstrate on the successful completion of a course, and indicates the intended gain in knowledge and skills that a student will be able to achieve.
- The NEP2020 states some fundamental principles that will transform the education system as well as individual institutions. Among these principles, one that is of particular relevance to Vocational Education is – that there will be no 'hard separations' between the 'vocational and academic streams' (NEP Para 4.9). The policy aims to 'overcome the social status hierarchy associated with Vocational Education and requires integration of Vocational Education into mainstream education in all education institutions in a phased manner' over the next decade (NEP Para 16.4). The policy highlights the need for providing vocational exposure and skills to all students during school to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. The expectation is that the dignity of labour will be emphasized with the focus on importance of various vocations, involving Indian arts and artisanship and the development of vocational capacities will go hand-in-hand with development of academic or other capacities. For inclusion of children with disabilities, emphasis has been laid on 'assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials', and safety aspects.
- Vocationalisation of Education (VE), which refers to the inclusion of those practical subjects or courses, which generate among the students some basic knowledge, skills, and disposition that prepare them to think of becoming skilled workers or entrepreneurs was introduced in 1988 through a Centrally Sponsored Scheme of Vocationalisation of Secondary Education. Vocationalisation of Education serves as

an instrument to bring about the connectivity between general education and Vocational Education.

- Vocationalisation of School Education (VSE) under Samagra Shiksha was introduced at the Secondary stage to make provisions for the development of productive skills alongside general academic education throughout the school education system.
- The Vocational Education component under Samagra Shiksha provides for giving exposure to Vocational Education to students of Grades VI to VIII and introduction of vocational courses from Grades IX to XII, which are aligned with the National Skills Qualifications Framework (NSQF) notified by the Government of India in 2013. The NSQF is a nationally integrated education and competency-based framework and organizes qualifications according to a series of levels of knowledge, skills, and aptitude. These levels, are defined in terms of learning outcomes which the learner must possess regardless of whether they are acquired through formal, non-formal, or informal learning.
- Vocational Education prepares individuals for the current and future labour market and enables them to progress within their occupations and lifelong learning. The success of Vocational Education is not solely measured by the grades or marks obtained by the students, but also by their performance in the world of work. Vocational Education and training help a person to explore his/her talents and acquire necessary knowledge and skills to avail livelihood opportunities and perform effectively on-the-job.

11.3 Aims and Objectives

The aim of introducing Vocational Education in schools is to integrate Vocational Education with general academic education. The main objectives are enhancing the employability and entrepreneurial abilities of the students, providing exposure to work environment to the students, generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. Vocational Education will help students to acquire generic or soft skills, hard or job-specific skills, and entrepreneurship skills, besides knowledge and abilities required for the life and world of work.

11.4 Scope

The Vocational Education component shall provide for the introduction of vocational courses along with other subjects from Classes IX to XII. The vocational subjects are to be introduced as an additional or compulsory subject at the Secondary level and as compulsory (elective) at the Higher Secondary level. Exposure to Vocational Education would also be provided in Classes VI to VIII to provide opportunities to the students to orient themselves with the skills required for the various occupations and to equip them to make informed choices while selecting their subjects in higher classes.

The component includes introduction of Vocational Education in schools, capacity building of Vocational Education teachers/skill trainers, development of competency-based curriculum and teaching learning material, development of management information system for monitoring and evaluation, and taking up innovative programmes

under Vocational Education.

The scheme will cover Government and Government aided schools in all the States/UTs, while giving preference to government schools.

11.5 Implementing Mechanism/Agencies in States/UTs

- The scheme will be implemented in the schools by the State/UT Governments through the respective Departments of School Education and Boards of School Education.
- The various key stakeholders involved in the implementation are as follows:

National Level

- Department of School Education & Literacy (DoSE&L)
- National Council of Educational Research and Training (NCERT)
- PSS Central Institute of Vocational Education (PSSCIVE), NCERT
- National Council for Vocational Education and Training (NCVET),
- National Skill Development Corporation (NSDC)
- Sector Skills Councils (SSCs)
- Central Board of Secondary Education (CBSE)

State Level

- School Education Board (SEB)
- State Council of Educational Research and Training (SCERT)
- State Government Schools
- Government Aided Schools

District Level

- District Institute of Education and Training

The occupational choice of an individual would be based on his/her Vocational Orientation (interest, ability, and aptitude). In Grade 8, students will undergo **Vocational Interest Inventory** test to identify their interests and the fields that match their liking. It will provide information related to the occupational interests of the students. It will help them to make an informed choice of the vocational subject or a vocation.

Internships for students of the Middle stage (Grades VI to VIII) and Secondary stage (Grades IX to XII) will help them gain hands-on training in any industry/organisation or other workplaces. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into Vocational Education courses. It will provide exposure to soft and hard skills related to the occupations through activity-based learning related to various occupations in different economic and social sectors (**NEP Para 4.26 & 16.5**).

The **Pre-Vocational Education** programme (PVEP) at the Middle stage (Grades VI to VIII) will enable students to make informed choices while selecting their subjects in higher grades, as they would be exposed to the variety of occupations in the world. The activities under the PVEP will be integrated with other subjects and economic sectors. It will serve as a model for demonstrating the importance of reducing the boundaries between the various subjects

through Vocational Education (NEP Para 16.4).

The Vocational Education Programme (VEP) at the Secondary stage (Grade IX to XII) will prepare an individual for the job market. It will develop knowledge and practical skills required for preparing the person for gainful employment as semiskilled workers or technicians or sub-professionals in recognised occupations, self-employment, and in advanced educational programmes. Students would continue to have the option of exiting after Grade X and re-entering in the next phase to pursue vocational or any other courses available in Grades XI & XII, including at a more specialized school, if so desired (NEP Para 16.5).

11.6 Exposure of Students to Vocational Education in Grades VI to VIII

Vocational Education exposure in Grades VI to VIII will help in connecting skill-based activities with other subjects, like science, language, social science, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. The underlying idea behind such work-based activities is to make them as an integral part of the teaching-learning process rather than as an add-on to the existing scheme of studies of education from Grades VI to VIII. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc. States may follow the Prevocational guidelines prepared by PSSCIVE/NCERT. Some of the activities covered at this level are:

11.6.1 Bagless Days: Bagless days mean that students during those days would not be required to carry books to the school. All students will participate in a 10-day bagless period sometime between Grades VI to VIII. Internship with local craftsman for exposure to vocational crafts will be taken up during 10 bagless days to provide children with experiences for physical, intellectual, aesthetic, emotional, spiritual and social development in real work environment. The curriculum to be developed by the NCERT, will be structured keeping in mind the interests and abilities of the students and the local resources and knowledge to be imparted for the all-round development of the children – cognitive, physical, emotional and social (NEP Para 4.26).

11.6.2 The crafts of India have been valued throughout time and handicrafts are insignia of the cultural identity of the people who make it. There are specialised Institutes, which educate for the crafts and their existence with design. The master instructors or crafts persons will undergo short teacher education programmes at DIETs or BITEs or the schools/school complex to prepare themselves for teaching children the art of crafting and artisanship. Similarly, the indigenous knowledge generated through a systematic process of observing local conditions, indigenous farming practices, experimenting with solutions and re-adapting previously identified solutions to modified environmental, socio-economic and technological situations will be promoted by involving local people and specialised institutions (NEP Para 5.25).

11.6.3 Fun Course: Every student will take a fun course during Grades VI to VIII, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as

carpentry, electric work, metal work, gardening, pottery making, etc. as mapped by local skilling needs (NEP Para 4.26).

11.6.4 The teachers of languages, mathematics, science, social science, art, music, and work experience would be involved in the organisation of fun or skill based activities related to the themes that they are teaching. The teaching-learning methodology may be based on observation, manipulation and practice. Subject teachers may be trained in the use of teaching techniques that support activity-based learning, including hands-on learning, problem solving, cooperative or team-based projects, lessons requiring multiple forms of expressions, project work that draws on knowledge and skills from several domains. Students may also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment. The curriculum load and the time table will have to rationalize to provide enough time to the children to participate actively in the activities.

11.6.5 Sector specific activities providing exposure about various sectors may be conducted in the schools as per the prevocational guidelines of PSSCIVE/NCERT. Exposure to appropriate new age courses may also be provided at Middle stage.

11.6.6 The activities related to exposure of students to Vocational Education in grades 6 to 8 may be funded under the State Specific Innovative activities.

11.7 Vocational Education at Secondary Stage (Grades ix to xii)

11.7.1 The Secondary Stage will comprise four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects.

11.7.2 A strong linkage between Secondary schools and Industrial Training Institutes (ITIs) and Polytechnics needs to be developed. Such linkage is also necessary for allowing horizontal mobility of the students between various vocational training institutions and to mutually benefit from strengths in infrastructure, curriculum, and pedagogy, as well as for improving the employability and mobility of students in employment.

11.7.3 Students at the Secondary stage should be able to acquire skills of self-evaluation, critical reflection, career planning, and developing strategies to achieve personal goals and aspirations. Students undertaking Vocational Education in the Secondary stage should receive ample information about the subject prerequisites and entry requirements for different university programmes and post-school VET.

11.8 Selection of Vocational Courses

11.8.1 The selection of vocational courses by the States/UTs should be based on the assessment of skill needs conducted nationally and locally. The States/UTs may conduct a detailed mapping of the local job opportunities available or labour market requirements to identify schools for the introduction of the vocational subject.

11.8.2 States/UTs shall submit a project proposal for the implementation of Vocational

Education in schools. While selecting the courses for the schools, the State/UT should ensure that local skill need is appropriately addressed and suitable opportunities of employment are available for the students. Besides reflecting the needs of skills across sectors, courses that are introduced in schools may also be in tandem with the aspirations of students. The job roles approved by the NCVET and aligned with the requirements of the NSQF may be selected for the development of vocational courses.

11.8.3 Courses may also be developed to suit the local needs and got approved by National Council for Vocational Education and Training (NCVET). These courses may include courses to promote local trades, art and craft. Several new skills and competencies that are emerging as requirements of 21st century will be systematically identified and developed as NSQF compliant skill subjects for students at Secondary levels.

11.8.4 The schools may normally offer vocational courses in two sectors at Secondary level (Grades IX to XII). Each course may be covered in the span of 2 years. Single sector or more than two sectors may be taken up depending upon the need and the resources available.

11.8.5 Inclusion of Vocational courses In Scheme of Subjects: The Central/ State school Education Boards should include the selected vocational courses in the scheme of studies both at Secondary and higher Secondary level.

11.9 Selection of Schools

11.9.1 While selecting schools, preference will be given to schools located in Special Focus districts, Educationally Backward Blocks, Left Wing Extremism affected districts, Aspirational districts and in districts with high student dropout rates.

11.9.2 Every school will be required to have linkage with some related enterprise/ industry/ farm/organization, etc., for hands-on on the job training. Also, Infrastructure available in the government and private run Industrial Training Institutes, Polytechnics, tool rooms, *Pradhan Mantri Kaushal Vikas Yojna (PMKVY)* Centres, *Pradhan Mantri Kaushal Kendras (PMKKs)*, *Jan Shikshan Sansthan*s, etc. may be utilized for providing hands-on training to the students, which may be facilitated through Memorandum of Understanding (MoU). Linkages may also be made with other Government/PSU projects undertaking development works and services.

11.10 Infrastructure Facilities

11.10.1 Equipment for the training-learning process including accessories, supplies and consumables, hand tools and equipment, and audio-visual aids.

11.10.2 Classroom-Cum-Lab/Workshop: State of the art classroom-cum-lab and workshops may be developed in the schools to ensure effective practical training of the students. Lab equipment and resources should be based on the requirements of the subject and the financial limits. The States/UTs need to ensure timely procurement of the lab equipment and raw materials so that the lab is set up before the start of the academic session.

11.10.3 Tools, equipment, and machinery for the development of soft and basic vocational or technical skills would be provided to the schools. The suggestive list given in the curriculum

developed by PSSCIVE would form the basis for the procurement of tools, equipment, and the materials. The States/UTs may constitute a committee, comprising experts in the vocational field and representatives from PSSCIVE, State Department of School Education, SCERT, and respective Sector Skill Council.

11.10.4 Proper inventory and upkeep of all items purchased under the scheme should be ensured. Procurement of tools and equipment should be done through GeM Portal.

11.10.5 Vocational or Skill labs, with State-of-the-art facilities may be set up by the States/UTs. Collaboration with Ministry of Skill Development & Entrepreneurship (MoSDE)/NSDC/Local industry may be considered for technical and other support. This will also help in the standardisation of lab set-up for various vocational courses across the States/UTs.

11.11 Hub and Spoke Model

11.11.1 The hub and spoke model is a network design where an Institution located centrally will be the Hub, which would be connected to other Institutions or Spokes for facilitating specialised training. Schools and enterprises can work together for training by the industry experts, consultation, sharing of infrastructure, transfer of technology and assessment of students through the Hub and Spoke model.

11.11.2 Skill labs will be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Industrial Training Institutes (ITIs), Polytechnics, PMKKs, Engineering Colleges etc. may also be designated as Hubs wherever feasible.

11.11.3 Leveraging existing resources of the Ministry of Skill Development and Entrepreneurship like Pradhan Mantri Kaushal Kendra (PMKKs), Pradhan Mantri Kaushal Vikas Yojna (PMKVY) Centres, Ministry of Micro, Small & Medium Enterprises, Ministry of Agriculture & Farmers Welfare, and other departments and schemes, in terms of training centers, demonstration centers, and labs which are already available should be done for giving exposure to the Vocational Teachers/Trainers and students.

11.12 Programme Management

Collaborations in management will address administration and organizational reforms in matters such as strategic planning and goal setting, increased autonomy to Principals and teachers in procurements, finance, accounting, monitoring of performance standards, etc. NGOs/voluntary organisations and Vocational Training Providers (VTPs) working with various skill development schemes of Government of India may also be involved by the States in order to utilize their experience and expertise in various domains, like project management, training, etc. to facilitate Vocational Education in schools. Besides this, it is advisable that States have a dedicated cell for Vocational Education within the department of school education.

11.13 Awareness Generation and Publicity

Awareness programmes about the importance of pre-Vocational Education and Vocational Education should be organised by the States/UTs. The parents/guardians play an important role in the career preference of their children. Therefore, it is important to include the

parents/guardians in the career guidance of students. Schools shall conduct meetings and hold seminar with parents and students of Grade V and VI to facilitate the inclusion of Vocational Education in mainstream education. This will also enable the paradigm shift in the society towards Vocational Education. The schools can take help from Sector Skill Councils and other bodies to organise similar campaigns.

11.14 Career Guidance and Counselling

Vocational guidance, which is a process of assisting an individual to select an occupation, prepare for it, enter upon and progress in it, will be critical in ensuring requisite enrolment of students in various vocational courses and for assisting the students in making an informed choice of courses. It is very important to find out the inclination of the student around one or two vocations to channelize the students and the Online Skill-Based Aptitude Test for students of Grade 10 will be conducted with the help of experts. Specific counselling drives would be organized in the school involving suitable experts. It shall be the responsibility of the Principal of the school to invite/involve the Counsellors/resource persons/experts from the industry from time to time for providing necessary guidance to students and parents regarding market trends and suitable vocational choices. The Counsellor would also inform students about the various job opportunities, possibilities of vertical and horizontal mobility and also opportunities for self-employment.

11.15 Curriculum and Courseware

11.15.1 The curriculum in Vocational Education at all stages of school education should aim at linking the 3 Hs, i.e., the Head, the Heart and the Hand. Head is to be developed for creating a knowledgeable and intelligent workforce; the heart is to be moulded to prepare good citizens; and the hands are to be trained to prepare skilled workforce for the world of work

11.15.2 At the **Middle stage**, children would be given exposure to a variety of occupations in the form of pre-Vocational Education and internship. Skill based activities can be connected with areas like science, social science, language, etc. thus reducing boundaries between areas of learning. Project work is also a useful approach as, besides being connected to real life, it involves making plans, doing technical work, evaluating available materials, estimating time frames and workload, adjusting products, and so on. Pre-Vocational Education will familiarize students with vocational areas and facilitate an understanding of the workplace, hence preparing them to make an informed first-career choice, facilitate an understanding of workplace related behaviours, and relate school learning to real life. Local arts and crafts should be identified, and local craftsmen may be involved to teach and train students; students who are aware of these traditional skills can be encouraged to help their peers learn. Students can also be encouraged to help in the running and maintenance of the school, for example, growing vegetables, repairing and building school furniture under supervision, preparing and printing school materials, preparing sets and dresses for school events, etc.

11.15.3 Internships, preferably group internships in view of the tender age in school, must be organised to provide opportunities for developing skills for leadership, independent and group work, and so on. Students must be responsible for a specific task, and be supported to fulfil it successfully. By participating in internships, communicating with professionals and actually doing some work, students can discover what they are good at – something that

cannot be easily gained through purely theoretical learning in the classroom. Students get an opportunity to 'know' more about themselves, about their own talents and aptitudes, which can help them make better choices later.

11.15.4 At the secondary stage, the vocational curriculum will be implemented through a combination of classroom instruction, hands-on laboratory work, and on-the-job training at the workplace through a network of organisations and industries. The learning outcome-based curriculum of Vocational Education will be structured according to National Occupation Standards provided by the industry. Besides curriculum, the training package would include student textbooks, guidelines, multimedia packages, and e-learning material. The PSSCIVE will develop the learning-outcome-based curriculum for the vocational courses as per the job roles. The States/UTs may also identify the job roles for development of curricula by PSSCIVE.

11.15.5 The State/UT Governments may translate the curriculum and courseware in the language used as a medium of instruction in their respective schools with the assistance of SCERTs, State School Boards, etc. The State may take help from the Indian Institute of Translation and Interpretation (IITI) mentioned in the NEP (Para 22.14)

11.15.6 The curriculum shall comprise modules on vocational skills and employ ability skills. The employ ability skills modules will include communication skills, self-management skills, ICT skills, entrepreneurial skills, and greenskills for enhancing the employ ability of the students. E-content on employ ability skills will be developed and disseminated by PSSCIVE. Students would be required to complete a minimum of 80 hours of work place learning or on-the-job learning. Internship programme or On-the-job training will help students in developing personalized training plans, acquiring first-hand information related to the industry, exploring new and expanding opportunities in the labour market, and developing skills at tuned to the need so the labour market.

11.15.7 Developing vocational courses for Children with Special Needs (CWSN) in collaboration with various institutions and agencies, including the National Skill Development Corporation and Skill Council for PwD.

11.16 ICT and E-Learning Materials

In the years 2020 and 2021, the world has witnessed an unprecedented health emergency due to COVID-19, affecting almost all countries. The PSSCIVE in collaboration with other Institutes or Agencies having requisite experience and expertise will develop e-learning materials for various vocational courses and make them available to the States/UTs. The State/UT Government shall provide the necessary infrastructure in schools for the effective use of multimedia. Infrastructure and software, etc. established under the ICT component may also be appropriately leveraged in running the vocational courses. Multimedia and e-learning materials suited to the needs of the learners, including children with special needs may be developed.

11.17 Faculty and Staff

11.17.1 The Principal or the Head master of the concerned school shall act as the Chief Coordinator of the programme and will ensure seamless coordination and effective

implementation of vocational courses.

11.17.2 The Principal/Head Master in consultation with industry representatives shall arrange for proper guidance and counselling of the students and sensitization of the parents. He/ She shall oversee the working of the faculty/ resource persons/ skill trainers and ensure effective linkages with the industry with the involvement of the District Education Officer, District Industry Officer, and the Industry Coordinator.

11.17.3 Teachers are critical factors for bringing about necessary qualitative changes in VET. Quality research and dissemination to increase understanding of pedagogical, technical and managerial aspects of flexible learning is needed. Vocational courses will be conducted with the help of Teachers/Skill Trainers as well as guest faculty on a need basis. Teachers/Skill Trainers with such qualifications and experience as laid down by the PSSCIVE for each cluster of vocational courses may be engaged. State and UTs have the flexibility to engage the Vocation Trainers directly or through the vocational Training providers (VTPs) accredited by NCVET. The States will have to ensure that teachers, trainers are selected well in advance before the commencement of the academic session. States/UTs may consider engaging with Vocational Training Providers (VTPs)/Vocational trainers for a minimum period of two years through the appropriate Memorandum of Understanding (MoU), after following the due procedure.

11.17.4 National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs), which are the representatives of Industry and Employers, are providing support to the school Vocational Education programme.

11.17.5 The Vocational Teachers/Trainers may be recruited through the VTPs but they report to the school for the complete academic year, just like all other teachers. The VTs are not just involved in organising learning experiences in the school, but also providing necessary support in developing linkages with the industry and organising activities outside the school. The Teachers/Skill Trainers will impart knowledge of both the theory and practical. The performance appraisal of Teachers/Skill trainers shall be conducted at the end of each academic session and their further retention shall be linked to the delivery of quality output.

11.17.6 The Principal in consultation with the industry to which the school is linked can invite resource persons for the concerned vocational courses with in the specified norms and guidelines. In certain traditional skills and occupations like handicrafts and handloom etc., the resource persons for providing training for vocational courses can be obtained from amongst rural skilled/semi-skilled persons in the concerned vocation as per the guidelines.

11.17.7 Specialized practical work and training would be arranged in commercial and industrial establishments, Industrial Training Institutes (ITIs), Polytechnics, Community Colleges, Hospitals, Agriculture Farms, etc. depending on the vocation and the nature and level of practical training required for the course for which a funding provision has been made in the scheme. Structural flexibilities in the time table should be made to arrange practical training according to the mutual convenience of students and the trainer/industry. For the above purpose, MOUs shall be signed between the school/institution and industries/user organisations. The Department of Education in the States/UTs will ensure that necessary instructions are issued to concerned officials to ensure full cooperation of industries, ITIs,

Polytechnics, for imparting practical training to vocational students.

11.18 Teacher Education and Training

Appropriate quality assurance, verification, and validation procedures would need to be established for assuring the quality of the Vocational Teachers/Trainers. A Vocational Teacher/Trainer should possess (i) Content knowledge, (ii) Pedagogical knowledge, and (iii) Pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

PSSCIVE will act as the principal coordinating agency for organizing teacher training programmes. The training programmes may be reoriented to develop the professional Vocational Teachers/Trainers as per the NOSs. Sector Skill Councils or Industry Associations will play a key role in supporting and improving the quality of Vocational Teachers and Trainers through interventions at various levels.

Both induction training and Regular in-service training programmes on pedagogy, subject content, and other related aspects of Vocational Education may be organized by the PSSCIVE and State Education Departments for all teachers/skill trainers through established training institutes, SCERTs and other Teacher Education Institutes having the necessary experiences and expertise. State and UTs, may consult PSSCIVE and seek necessary assistance, whenever required. The list of Vocational Teachers/Trainers trained through induction and in-service training may be uploaded on the website of the State Department of School Education.

Teachers also need to be trained on teaching and assessment through digital modes. Teacher Capacity Building programmes, such as the National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) would be conducted for all teachers at preparatory, Middle, and Secondary stages covering all State and UTs for training on integrating skilling with general education subjects. States/UTs will also undertake their own capacity-building programs in online mode for their teachers on various aspects related to teaching and learning in pandemic times.

A pool of resource persons for providing State-of-the-art training to teachers/skill trainers would be developed by PSSCIVE in consultation with NCTE and would be offered in institutions like PSSCIVE, Bhopal, Regional Institute of Education of NCERT, Teacher Training Colleges, National Institutes of Technical Teacher Training and Research, Universities, etc. Re-tooling programmes will be developed for the promotion of vocational pedagogy and blended learning. PSSCIVE would organize training programmes for developing Master Trainers for induction and in-service training. Training modules and e-content for this purpose may be developed which could also be disseminated to States/UTs.

Orientation/sensitization programmes/workshops may be organized for various stakeholders including Central and State Boards of Education.

Special shorter local teacher education programmes will also be available at BITEs, or DIETs for the local craftsman who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. (Para 5.25)

Teacher Education Curricula for Vocational Education will be created for by NCTE with the help of NCERT.

11.19 Induction Training

An induction training of 10 days' duration should be organized by the respective States/UTs for all the newly selected vocational teachers/skill trainers, in collaboration with PSSCIVE, Sector Skill Councils, RIEs, SCERT, National Skills Training Institutes (NSTIs) and other stakeholders. If felt necessary, the induction training can be staggered over two spells. Training in Industry should be facilitated by the SSCs. The induction training programme should be conducted before the commencement of the course in the school so that trainers are familiar with the pedagogy, school environment, and essential tenets of the programme before hand.

The initial preparatory programmes for Vocational Teachers/Trainers may focus largely on the vocational pedagogy and less on industrial or specialized skills. It may comprise theoretical knowledge and practical competencies in the delivery of VET using the theories and principles of pedagogy.

Training programmes on classroom management, managing resources (including material and human resources), strategic planning, leadership techniques, production methods, etc. may be regularly organized by PSSCIVE, Regional Institutes of Education, and SCERTs. Reputed organizations having experience in this field may also be involved.

The vocational teachers engaged in the higher Secondary schools offering vocational courses maybe retrained to the new curriculum requirements and implementation strategies under the NSQF. This would require intensive skill-based training programmes in collaboration with the local Industry. The possibility of utilizing these vocational teachers as vocational coordinators may also be explored.

The certification of the induction training of the Vocational Teacher/ Trainers will be done by SCERT on educational orientation whereas the concerned SSC will give the certificate on skill training.

11.20 In-service Training

Special training programmes on communication skills, vocational pedagogy, ICT skills, Vocational guidance, and counselling, etc. may be organized by the PSSCIVE, RIEs, NSTIs and SCERTs to develop the competencies of Vocational Teachers.

Training of Vocational Teachers on the use of advanced technology (including ICT) and innovative techniques may be regularly organized, especially to support the training of children with special needs. Vocational teachers may be trained in utilizing e-learning materials, instructional video films, and interactive computer-aided programmes for supplementing teaching and providing a wide variety of learning experiences to the learners. It also helps in improving students' outcomes and reduces teachers' burden of repeating the same lesson again and again. Various e-learning portals and apps, such as DIKSHA, e-Pathshala,

SWAYAM, etc. and TV channel, such as PM e-vidya have been launched by the Government of India.

Subject-specific training programmes may be organized by PSSCIVE, RIEs, and SCERTs with the help of industry experts for the regular up gradation of competencies of in-service vocational teachers. Pre-test and Post-test need to be made mandatory for improving the quality of training.

In order to increase training capacity, interactive training programmes utilizing technology-based systems like EDUSAT/SWAYAM may be encouraged. Self-learning online programmes, including Massive Open Online Courses (MOOCs) may be developed for the Vocational Teachers and students.

The certification of the in-service training of the Vocational Teacher/ Trainers will be done by the SCERT on educational orientation whereas the concern SSC will give the certificate on skill training.

11.21 Engagement with Industries/ Employers

The industry shall provide support in terms of providing resource persons, qualified assessors, skill trainers, and support for apprenticeship training. The Corporate Social Responsibility (CSR) Initiatives of the industries may also be leveraged wherever feasible all such cases. funding for such components under the Scheme will be appropriately targeted to avoid overlap.

Hub and Spoke model and the cluster approach model should be adopted where one particular cluster of the industry will do the hand holding of schools in that area and cluster. For that, the coordination should be strong between Schools in that area, District Skills Committee, and Industry in that area.

Wherever possible, industry engagement may be converged with the concessions and benefits being granted to the Industry by the Central and State governments for their contribution in skill development e.g., tax benefits being given to the industries for training individuals under the Income Tax Act, etc.

Contextualization and localisation of collaboration are very important; the local school should collaborate with the local industry. The focus must be on the sectors which the State is trying to promote and which the State is trying to generate the jobs. This approach will achieve the national objective i.e., 'Vocal for Local'.

11.22 Curriculum Transaction

Learning by doing is the most important aspect of Vocational Education. Therefore, the curriculum transaction should focus on activity-based teaching-learning so that students learn by doing. Students will be given continuous feedback through formative assessment and evaluation on their academic and on-the-job learning.

Field visit of students may be organized in an industry, business and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. In this regard, the School Vocational Education Committee (SVEC) will do a necessary arrangement in collaboration with the local industry.

Special classes on entrepreneurship may be conducted for those students who opt for self-employment. Besides giving necessary guidance to the students for setting up their ventures, the teachers/skill trainer may continue to provide technical support to them for the transition period. Efforts may be made at appropriate levels to arrange soft loans and to devise marketing strategies for these young skilled entrepreneurs.

Production-cum-training (PTCs) could be considered as a methodology of providing a learning experience for linking the teaching-learning process with the world of work so that students not only gain relevant skills and attitudes but also the necessary hands-on experience to use skills in producing goods and services.

11.23 Assessment and Certification

During the Middle stage, assessment could be done on the basis of clear and simple qualitative criteria developed by PSSCIVE. It is suggested that an exhibition of student work be organised, in case a final grading deemed necessary. A paper pencil test will be counter-productive to the objectives of the approach taken. To reiterate, it is preferable that continuous and comprehensive assessment be used for final evaluation. Guidelines for assessment at Middle stage may be developed by PSSCIVE.

At the Secondary stage, competencies acquired at teach level would be assessed and certified by the Awarding Bodies i.e. the concerned National and State Education Boards to which the schools are affiliated, with the involvement of Sector Skill Councils/Assessment Bodies recognised by the NCVET. If the SSCs are not in place, industry associations/employers shall be associated. The results and the credits received there in would be collated by the Awarding Body with the assessment and certification of the theoretical component of the syllabi assessed in the educational institution and the skill proficiency assessed in association with the Industry Bodies/Sector Skill Councils/Assessment Bodies recognised by the NCVET. The certificate awarded should mention the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs/industry should be recognized and accepted by industry and prospective employers.

Guidelines for competency-based assessment and certification of students will be provided by PSSCIVE, Bhopal. These guidelines are to be adopted/adapted by the concerned State Boards and the Industry Bodies/Sector Skill Councils/Assessment Bodies. While drawing the assessment and certification framework, PSSCIVE will consult the industry/Sector Skills Councils. The assessment and certification framework would provide for weightage of marks for skill and theory components, minimum qualifying benchmarks, duration and design of exams, modalities of internal and external assessment of theory and skills, qualification of assessors, etc. Internal assessment of the performance of students will be done by the school in a continuous comprehensive manner. The National or State Boards, as the case may be, would conduct an external competency-based assessment of skills of the students in collaboration with the concerned Sector Skill Council/industry/employer. The State/UT needs

to adhere to the Assessment and Certification timelines. Local capacity for assessment may be developed by working with State bodies (State Skill Development Mission).

At the Secondary stage, the assessment of Vocational Education could be split into two parts, Internal assessment at the end of each year by the school and External assessment at the end of Grades X and XII. In Grades IX and XI, the practical assessment may be done by the State/UT by interchanging the teachers/trainers amongst different schools for the purpose of assessment. The grades/marks obtained by the student in the vocational subject shall be necessarily factored in the final mark sheet by the Central or State Boards.

In case student is not able to clear academic subject(s) but clears the vocational subject in Grade X and/or Grade XII board exams, the student would be entitled to get a competency-based certificate of the vocational subject from the Sector Skill Council, certifying the job role/level completed. This will help the student to get the credits for the skill certification.

Student Support Systems: A student support system will be crucial for the success of the Vocational Education programme.

11.24 Vertical Mobility

Vocational Education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for Vocational Education will be chosen based on skills gap analysis and mapping of local opportunities. The National Skills Qualifications Framework and the National Higher Education Qualifications Framework (NHEQF) will facilitate the vertical progression and mobility of vocational students at school and higher education levels. This would be done through a system of credits or by providing weightage in admission to the vocational pass-outs from schools who want to move to post-Secondary institutions, for example, Polytechnics/Industrial Training Institutes /Universities. Incubation centres will be set up in higher education institutions in partnership with industries to promote entrepreneurship development. Different models of Vocational Education, and apprenticeships, will also be experimented with by higher education institutions.

The School Education Department in coordination with the Department of Higher and Technical Education of the State/UT may create more avenues for vertical mobility like introducing B.Voc. courses in universities. They may assist and facilitate the students in pursuing higher education in vocational subjects. School Vocational Education qualifications should be recognized by higher education institutions at par with academic qualifications for admission to diploma and degree courses.

11.25 Organization of Job Fairs/Career melas: The placement of students passing out with vocational subjects will be an important parameter for measuring the out come and impact of the scheme. As an important stakeholder of the Scheme, the industry/ employers in the area, in close association with schools may endeavour to conduct /organize career/job fairs, campus interviews, recruitment drives, etc for suitable placement of students. The services of the industry co-coordinators can be utilized for this purpose. The Head of the School or the Vocational Coordinator shall be responsible for arranging the Career Melas.

11.26 Apprenticeship training

Apprenticeship refers to the acquisition of a vocational skill through work under the supervision of established practitioners. Formal apprenticeship training programmes for children who are out of the formal education system can be provided under the Apprentices Act 1961 (amended in 2014) in collaboration with public or private institutions. The Apprentice (Amendment) Act, 2014 (Act no. 29 of 2014) has amended the provisions of original Act i.e. The Apprentice Act, 1961 (Act no. 52 of 1961) to provide for age of 18 years as minimum age for apprenticeship in the designated trades related to hazardous Industries. However, the minimum age for being engaged as an apprentice is still 14 years.

The apprenticeship training scheme is being implemented through the four Regional Boards of Apprenticeship Training (BOAT) at Mumbai, Kolkata, Chennai, and Kanpur. The State Education Department, District Education Office, State Skill Development Mission (SSDM), and Vocational Training Providers (VTP) may liaise with the BOATS for apprenticeship training of the students.

One of the positive changes brought about by the Act is that it now includes the non-engineering and short duration courses apart from engineering and vocational courses. Further, the Act will not only include apprentices who have undergone training in a school or institution affiliated or recognised by a State council, but other courses approved by the Central government. Meritorious students, who have shown the ability to perform better in certain vocational skills can be selected for the apprenticeship training programme. The schools or institutions may sign agreement with the Industry or Industry Associations for providing apprenticeship training, during which stipend may be paid as per the Act.

As per law, only persons above the age of 18 can be given a full-time job and most students in schools who follow a Vocational Education course and who need a job, are not eligible. The MoU between the State/UT and the VTP should include a provision so that the VTP undertakes to provide apprenticeship/job to at least 70% of the interested students, as per their age.

Effective implementation of the provisions of the Apprenticeship Act can be ensured through (i) Coverage of additional vocational courses under the Apprentices Act, (ii) More effective arrangements for accommodating vocational pass-outs in the industry and organisations, and (iii) Effective coordination between the various stakeholders.

11.27 Girls' participation: Special guidance and counselling session may be organized for girls as per need. The Principal of the school should take necessary steps to remove gender bias, if any, in the minds of employers/financiers against giving the girls employment or loans. The implementation aspects in favour of girls mentioned in other appropriate sections of the scheme would be ensured. All the reporting, data generation shall be in a gender-segregated manner.

11.28 Coverage of Special Focus Groups

Efforts will be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, minority, persons below the poverty line, and children with special needs, with special attention to the girls belonging to these groups. Special priority would be

given to the introduction of Vocational Education in schools in identified SC, ST, and minority concentrated districts/blocks. States/UTs will encourage and ensure their participation in Vocational Education, through measures like Enrolment drives, provision of special facilities, working in close collaboration with parents and community –based organization, etc.

Community partnerships constitute localised networks, which bring together some combination of local community groups, education and training providers, industry and local government to work on various local community and community-building activities. These community partnerships, which are often focused on a specific region or particular issues (for example, women's small business networks) can contribute to the effective implementation of the VET programmes. The 'success' of partnership should be measured in terms of tangible outcomes like number of trainees trained, employment outcomes of youth, and also less tangible outcomes, such as enhanced participation, learning through involvement in partnerships, effective coordination with local organization and industries, increased trust among stakeholders, etc.

Monitoring attendance, organizing remedial Grades and follow-up of special groups will be done by the concerned schools.

Arrangements will also be made in schools for removing architectural barriers for providing easy access to learners with special needs. The curriculum and teaching methodologies must recognize and address the needs of all learners with special needs. Giving due care and attention such students, necessary orientation and sensitization of teacher/skill trainer preparation will be ensured. Selection of courses vocational courses, the diverse needs of the learners with special needs will also be factored in.

11.29 Coordination and Convergence

Active coordination and convergence of all efforts of the Central and state governments towards skill-building are essential for ensuring efficiency, effectiveness, and economy in the delivery of outputs and outcomes. While implementing the scheme, the State and the UTs shall make all necessary efforts to secure convergence with ongoing Central/State government schemes. Inter-departmental Committee in close coordination with the State Skill Development Mission may be set up at the State level to guide and monitor the implementation of the Scheme.

Necessary efforts shall be made to utilize the existing infrastructure (classrooms workshops, labs, etc.), resource persons, etc. available in schools and ITIs, Polytechnics, Community Colleges, and Skill Development Centers for implementation of the scheme. Curriculum and course ware already prepared under skill development Schemes being implemented by various Departments and Ministries of Government of India and state Governments may be leveraged. Convergence may also be explored with ongoing schemes, skill initiatives, financial benefits, incentives, scholarships, etc. on skill development funded by National and State Governments through various Ministries, Departments, Institutions, Agencies, etc

11.30 Programme Monitoring and Evaluation

Quality improvements in VET cover a wide range of issues such as setting standards for skills

and qualifications, curricula development, teachers and trainers' development, better testing and outcomes measurement, monitoring and evaluation, and accreditation. Effective monitoring requires a careful identification of relevant information categories, of indicators for change, of suitable methods for efficient data collection, of formats of change, of analysis and presentation which enable results to be used by different audiences be they be planners, researchers or the wider public. Clear division of role and functions in achieving the objectives in these areas require a strong commitment and clarity in tasks to be performed by the key players in partnership.

Monitoring and evaluation will be a built-in feature of the programme. Monitoring of programme implementation will be done at various levels, viz., National, State, District, Block, and institutional level. The feedback mechanism would ensure the identification of deficiencies in instructions, administration, financial management, etc., so that the functionaries at each level are able to take timely decisions to fill in the gaps in policy-making, direction, budgeting, etc.

The data on Vocational Education is being captured through UDISE+. It is the responsibility of State officials to ensure that the data related to Vocational Education is filled in by the concerned schools. The Online Monitoring mechanism through PRABANDH portal has been developed. The data on coverage, performance, and placement may be regularly updated by States on the PRABANDH portal. The Principal/ Head masters may be made responsible for updating the data. SMC/SMDCs, local bodies including PRIs may be closely involved in the monitoring of the Scheme. An Online app for monitoring and tracking, sharing stories, and raising issues may be developed.

PGI Indicator: 1.3.5 Percentage of schools covered by Vocational Education subject.

11.31 Key Performance Indicators

Access, Enrolment, and Retention

- Ratio of number of schools offering vocational courses in secondary/senior secondary classes to the total number of schools having secondary/senior secondary classes.
- Ratio of number of students enrolled in the vocational courses to the total number of students in secondary /senior secondary classes.
- Number of Vocational Courses offered in schools.
- Number of girls and children with special needs enrolled in vocational courses.
- Retention and Dropout rate of students from vocational courses.

Vocational Training Equipment

- Ratio of number of schools having fully equipped Vocational Lab for each course to the total number of schools offering vocational courses.

Training

- The ratio between practical training/ theory (number of hours in practical: number of hours in theory)
- The number of field visits conducted in an academic year.
- Ratio of number of Hours of Training in Industry to total hours of Training

Vocational Trainer/ Teacher

- Student to Vocational Trainer/Teacher Ratio.
- Number of Vocational Trainers provided Induction/ In service Training of vocational education in schools

Student Performance

- The ratio of number of students passing with one vocational subject to the number of students appearing in Grade 10 and 12

Teaching-learning Material

- The number of vocational courses for which student textbooks have been made available to the students.
- The number of vocational courses for which teacher handbooks made available to vocational teachers.
- The number of vocational courses for which content is available.
- Use of ICT in teaching-learning.

Vertical Mobility

- Ratio of Number of Students who opt for Higher Secondary Education in vocational field, ITIs/Polytechnic/B. Voc to number of students who have passed out class 10/12 with one vocational subject.

Placement in Industry/ Apprenticeship

- The ratio of the number of students placed in the industry to the number of students willing and eligible for placement
- The ratio of the number of students placed as apprentices in the industry to the number of students willing and eligible for apprenticeship
- The ratio of the number of students who are self-employed to the number of students who completed the vocational courses.

11.32 Monitoring Mechanism of KPIs/Intervention (Monitoring at National, State, District BRC/CRC Level Wherever Applicable) To track the learning outcomes, the States/UTs are expected to undertake the following.

11.32.1 Measure Outcomes: Identify the tools that will be used to measure the achievement of learning outcomes, such as, Rubrics, checklists, Group work, Peer assessment, Evaluation of tests/worksheets, presentation, students' portfolio, etc.

11.32.2 Analysis and Feedback: Analysing data and drawing inferences for making informed decisions about the further course of action for preparing learners to achieve learning goals.

11.32.3 National Level: Monitoring at the national level would include the following aspects:

- Availability of infrastructure facilities in schools for the implementation of Vocational Education.
- Integration of Vocational Education with general education at the foundational, preparatory, Middle, and Secondary stage.
- Preparation of school development plans by SMCs/SMDCs to ensure that schools have all facilities such as infrastructure, teachers, and child-friendly and barrier-free access with the good teaching-learning environment

- Issues of gender and social inclusion addressed by the States/UTs implementing Vocational Education.

11.32.4 The following monitoring mechanisms will be used:

- Targeted out comes and intermediate results Stated in the guidelines for implementation of the scheme of vocationalisation of school education.
- Half yearly and quarterly review meetings with State Project Directors.
- National, Regional, and State specific review meetings and capacity-building programmes.
- Independent assessment/studies to be carried out for independent feedback on the implementation of the programme.
- U-DISE giving annual school-based data with school and district/State report cards.
- SDMIS giving student-wise data on school progression and outcomes.
- Statutory audit of accounts annually by Chartered Accountant Firms (from CAG approved panel)
- Internal Audit by State/UT
- Periodical review of the physical and financial progress of the programme through PRABANDH.

11.32.5 District Level: At the district level, the following mechanisms for monitoring the programme:

- District Project Office will monitor the interventions of the scheme at the district level.
- Regular visit to the field for monitoring the flow of funds, preparation of Management Information System (MIS) report and for providing operational support through State Project Directorate (SPD).
- Visits by District Level Committee comprising local/public representatives to monitor the implementation of the programme in the districts.
- Unified District Information System for Education (U-DISE) to include data on Vocational Education at District level.
- District Institute of Education and Training (DIET) would monitor interventions for teacher education and professional development.

11.32.6 Institutional Level: The monitoring of the scheme will start from the school level. The community participation will:

- ensure the enrolment and attendance of all the children, especially children belonging to disadvantaged groups and weaker sections in the school(s);
- Ensure the regular function of academics and practical activities.

Improvement of quality of education is a prerequisite of successful implementation of the scheme. In order to achieve this, periodic inspection/supervision of schools to observe the infrastructure and facilities and the administrative and academic aspects is critical.

11.33 Expected Outcomes

- Integration of Vocational Education with general education for developing a healthy

attitude among students towards work and life.

- Acquisition of new skills and competencies by students for additional career choices and enhancing employability.
- Better opportunities for those who look for alternative career paths.
- Prepares individuals for the initial entry into employment.
- Strengthening and expansion of Vocational Education programme in schools.
- Addressing the vocational training needs of children with special needs through tailored or customized vocational courses.

11.34 Financial assistance

Common Norms notified for certain skill development schemes by Ministry of Skill Development and Entrepreneurship will not be applicable to Vocationalisation of School Education under Samagra Shiksha component which seeks to integrate vocational education with general education in schools.

Non-Recurring for Tools/ Equipment

- Up to Rs. 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc with maximum 04 sections per job role [02 sections each in(Class9/Class 10 and Class 11/Class 12)].
- Additional funds up to Rs. 2.5 lakh for additional sections per job role may be provided based on enrolment.

Recurring

- Existing Recurring norms have been provisioned for 40 students per job role (80 students per class for 2 job roles). As per the NEP, all students need to undergo vocational education. Therefore, the provisions have to be made for all students. It is proposed that recurring norms may be based on the enrolment in classes 9-12.

S.No.	Components	Schools with maximum 04 sections per job role at Secondary level (Classes 9&10)	Schools with more than 04 sections per job role at Secondary level (Classes 9&10)
1.	Financial support for Vocational Teacher/Trainer per job role (@ Rs. 20,000- 25,000/- per month)	6.00	12.00
		Schools with maximum 02 sections per job role at Secondary level (Classes 9& 10)	Schools with more than 02 sections per job role at Secondary level (Classes 9 &10)
2.	Provision for financial support for engaging resource persons including Skill Knowledge Providers, Guest Faculty, including skilled, semi-skilled rural artisans and crafts persons.	1.25	2.00

Sl. No.	Components	Schools with maximum 54 students per job role at Secondary level (Classes 9-10)	Schools with more than 54 students per job role at Secondary level (Classes 9-10)
3.	Raw materials, maintenance of tools and equipment purchase of books, software, e-learning material, etc.	2.25	3.00
4.	Cost of providing hands on skill training/ Field visits /On the job training to students	1.20	2.40
5.	Office Expenses/ Contingencies (including expenditure on awareness & publicity, guidance and counselling)	2.00	2.00

- The same norms would be applicable for Senior Secondary level (Classes 11 & 12)
 - Cost of Assessment and Certification @ Rs. 600/- per student for Class X and XII.
 - For schools serving other schools in the vicinity under the Hub and Spoke Model, an additional amount of Rs.5.00 lakh per spoke school will be provided to the Hub schools where the lab has been established, to meet the additional costs of incentive to trainers/additional trainers/raw material, on the job training etc.
 - Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs for schools serving as hub for vocational education.
 - Wherever available, ITI may be used as Hubs.
 - For transportation of students from spoke schools to Hub School, Rs. 3000 per student per annum may be provided to spoke schools.

Induction Training of 10 days and In-service training of 05 days for Teachers/Skill Trainers including retraining of existing vocational trainers in relevant job roles @ Rs.300-500 per day per trainee.



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ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರ ಕಛೇರಿ, ಹೊಸ ಸಾರ್ವಜನಿಕ
ಕಟ್ಟಡಗಳ ಪೂರಕ ಕಟ್ಟಡ, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು-56000

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ದಿನಾಂಕ: 29.07.2026

ಸುತ್ತೋಲೆ

ವಿಷಯ: 2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ NSQF ಅಡಿಯಲ್ಲಿ *Artificial Intelligence in Skill Education (AI)* ವಿಷಯವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಸಂಬಂಧ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿ ಹಾಗೂ ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ಕೈಗೊಳ್ಳಬೇಕಾದ ಅಗತ್ಯ ಪೂರ್ವಸಿದ್ಧತೆಗಳ ಕುರಿತು ದಿನಾಂಕ 27.07.2026 ರಂದು ಹೊರಡಿಸಲಾದ ಸುತ್ತೋಲೆಯಲ್ಲಿ ಕೆಲವೊಂದು ಮಾರ್ಪಾಡುಗಳನ್ನು ಮಾಡಿರುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಪರಿಷ್ಕೃತ ಸುತ್ತೋಲೆಯನ್ನು ಹೊರಡಿಸಲಾಗಿದ್ದು, ಸದರಿ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪ್ರಸ್ತುತ ಸುತ್ತೋಲೆಯನ್ನೇ ಅಂತಿಮವಾಗಿ ಪರಿಗಣಿಸಿ ಅಗತ್ಯ ಕ್ರಮ ಕೈಗೊಳ್ಳುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: 2026-27ನೇ ಸಾಲಿನ ಪಿ ಎ ಬಿ ಅನುಮೋದನಾ ನಡವಳಿ ದಿನಾಂಕ 29.06.2026

ರಾಜ್ಯ ಸರ್ಕಾರದ ನಿರ್ದೇಶನ ಹಾಗೂ 2026-27ನೇ ಸಾಲಿನ ಪಿ.ಎ.ಬಿ. ಅನುಮೋದನೆಯನ್ವಯ National Skills Qualifications Framework-NSQF ಅಡಿಯಲ್ಲಿ *Artificial Intelligence (AI in Skill Education)* ವಿಷಯವನ್ನು ರಾಜ್ಯದ ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ 21ನೇ ಶತಮಾನದ ಕೌಶಲ್ಯಗಳು ಸಮಸ್ಯೆ ಪರಿಹಾರ ನಾಮಧೇಯ, ಸೃಜನಶೀಲತೆ, ತಾಂತ್ರಿಕ ಜ್ಞಾನ ಹಾಗೂ ಉದ್ಯೋಗಾಹಾರತೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಶಾಲಾ ಶಿಕ್ಷಣದೊಂದಿಗೆ ಸಂಯೋಜಿಸಿ ಜಾರಿಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ *Artificial Intelligence (AI)* ವಿಷಯವು ಹೊಸದಾಗಿ ಅನುಮೋದಿತ 1180 ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳು, 2024-25 ಹಾಗೂ 2025-26 ನೇ ಸಾಲಿನಲ್ಲಿ ಅನುಮೋದನೆಗೊಂಡಿರುವ 381 NSQF ಶಾಲೆಗಳು, 81 ಚಾಲ್ತಿಯಲ್ಲಿರುವ Single Sector ಶಾಲೆಗಳು ಹಾಗೂ 158 PM Shri ಶಾಲೆಗಳು ಸೇರಿದಂತೆ ಒಟ್ಟು 1800 ಶಾಲೆಗಳ 9ನೇ ತರಗತಿಯಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳ್ಳಲಿರುವ ಪ್ರಸ್ತುತ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ 81 Single Sector ಶಾಲೆಗಳಲ್ಲಿ 9ನೇ ತರಗತಿಯಲ್ಲಿ ಬೋಧಿಸಲಾಗುತ್ತಿದ್ದ Beauty & Wellness, Retail ಹಾಗೂ Apparel Sectorಗಳ ಬದಲಿಗೆ *Artificial Intelligence (AI) Sector* ಅನ್ನು ಜಾರಿಗೊಳಿಸಲಾಗುತ್ತದೆ. ಈ ಸುತ್ತೋಲೆಯೊಂದಿಗೆ *Artificial Intelligence (AI) Sector* ಅನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿರುವ ಶಾಲೆಗಳ ಪಟ್ಟಿಯನ್ನು ಲಗತ್ತಿಸಲಾಗಿದೆ.

ಹೊಸದಾಗಿ ಅನುಮೋದಿತ ಹಾಗೂ AI Sector ಜಾರಿಗೊಳ್ಳುವ ಎಲ್ಲಾ ಶಾಲೆಗಳಲ್ಲಿ AI ವಿಷಯದ ಬೋಧನೆಗಾಗಿ ಪ್ರತಿ ಶಾಲೆಗೆ ಒಬ್ಬ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರನ್ನು ನೇಮಕ ಮಾಡಿಕೊಳ್ಳುವುದು ನೇಮಕಾತಿಯನ್ನು ಸಂಪೂರ್ಣ ವಾರದರ್ಶಕವಾಗಿ ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿಯೇ ಕೈಗೊಳ್ಳುವುದು ಹಾಗೂ ನೇಮಕಗೊಂಡ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ ಪ್ರತಿ ತಿಂಗಳು ರೂ. 20,000/- ಗೌರವಧನ ನೀಡಲಾಗುವುದು ಈ ಉದ್ದೇಶಕ್ಕಾಗಿ ಶಾಲೆಯ SDMC ಅಧ್ಯಕ್ಷರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಆಯ್ಕೆ ಸಮಿತಿಯನ್ನು ರಚಿಸಿ, ಸಾರ್ವಜನಿಕವಾಗಿ ಅರ್ಜಿಗಳನ್ನು ಆಹ್ವಾನಿಸಿ, ಸರ್ಕಾರದಿಂದ ನಿಗದಿಪಡಿಸಲಾಗುವ ವಿದ್ಯಾರ್ಹತೆ ಹಾಗೂ ಆಯ್ಕೆ ಮಾನದಂಡಗಳನ್ವಯ ಲಹ್ ಲಭ್ಯರ್ದಿಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡುವುದು.

ಅಯ್ಯಯಾದ ಅಭ್ಯರ್ಥಿಗಳ ಪಟ್ಟಿಯನ್ನು SDMC ಸಭೆಯಲ್ಲಿ ಅನುಮೋದಿಸಿ, ಸಂಬಂಧಿತ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ (BEO) ಅನುಮೋದನೆಗೆ ಸಲ್ಲಿಸಿದ ನಂತರ ನೇಮಕಾತಿಯನ್ನು ಅಂತಿಮಗೊಳಿಸುವುದು.

1. ಶಾಲಾ ಮಟ್ಟದ ಸಮಿತಿ ರಚನೆ:

ಕ್ರಮ ಸಂಖ್ಯೆ	ಹುದ್ದೆ	ಸಮಿತಿಯಲ್ಲಿನ ಸ್ಥಾನಮಾನ
1	ಎಸ್.ಡಿ.ಎಂ.ಸಿ. ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು
2	ಪದವಿಪೂರ್ವ ಕಾಲೇಜು ಪ್ರಾಂಶುಪಾಲರು	ಉಪಾಧ್ಯಕ್ಷರು
2	ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು	ಕಾರ್ಯದರ್ಶಿಗಳು
3	ಪಿ.ಸಿ.ಎಂ (Physics-Chemistry-Mathematics) ಶಿಕ್ಷಕರು	ಸದಸ್ಯರು
4	ಸಮೀಪದ ITI/GTTC/ KGTTI/Diploma ಪ್ರತಿನಿಧಿಗಳು	ಸದಸ್ಯರು
5	ಎ.ಪಿ.ಸಿ.ಒ / ವಿಷಯ ಪರಿವೀಕ್ಷಕರು /ಬಿ.ಆರ್.ಸಿ/DIET ಉಪನ್ಯಾಸಕರು	ಸದಸ್ಯರು

2. ಸಮಿತಿಯ ಕರ್ತವ್ಯಗಳು

1. ಶಾಲೆಗೆ ಅಗತ್ಯವಿರುವ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರನ್ನು ಆಯ್ಕೆ ಮಾಡುವುದು.
2. ಅಭ್ಯರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆ, ಅನುಭವ ಮತ್ತು ಮೂಲ ದಾಖಲೆಗಳನ್ನು ಪರಿಶೀಲಿಸುವುದು.
3. ದಾಖಲೆಗಳ ಸತ್ಯಾಸತ್ಯತೆಯನ್ನು ಖಚಿತಪಡಿಸಿಕೊಂಡ ತರುವಾಯ ಆಯ್ಕೆ ಅಂತಿಮಗೊಳಿಸುವುದು. ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ಆಯ್ಕೆ ತರುವಾಯ ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿ (BEO) ರವರಿಗೆ ಸಲ್ಲಿಸಿ ಅನುಮೋದನೆ ಪಡೆಯುವುದು.
4. ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ಹಾಜರಾತಿ, ಬೋಧನಾ ಗುಣಮಟ್ಟ ಹಾಗೂ ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನವನ್ನು ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡುವುದು.

3. AI ಅತಿಥಿ ಶಿಕ್ಷಕರ(Guest Teacher) ವಿದ್ಯಾರ್ಹತೆ:

Qualification (Minimum Eligibility)	Minimum Competencies
Diploma in Computer Science / Information Technology OR Bachelor's Degree in Computer Applications / Computer Science / Information Technology (BCA, B.Sc. Computer Science, B.Sc. Information Technology) OR Graduate with PGDCA (Post Graduate Diploma in Computer Applications) OR DOEACC 'A' Level Certificate <i>The above qualifications are the minimum prescribed criteria. Candidates possessing higher qualifications shall also be eligible.</i>	• Minimum 1 year of work experience in the relevant job role. • Ability to communicate effectively in English and the local language. • Knowledge of equipment, tools, materials, safety, health, and hygiene practices relevant to the sector. • Basic computer and technical skills required for training and instruction.

4. ದಾಖಲೆಗಳ ಪರಿಶೀಲನೆ:

ಸಮಿತಿಯು ಕೆಳಕಂಡ ದಾಖಲೆಗಳನ್ನು ಮೂಲ ಪ್ರತಿಗಳೊಂದಿಗೆ ಪರಿಶೀಲಿಸಿ ದೃಢೀಕರಿಸಬೇಕು

1. ಎನ್.ಎನ್.ಎಲ್ ಸಿ ಅಂಕಪಟ್ಟಿ
2. ಪಿಯುಸಿ / ಸಮಾನ ಅರ್ಹತಾ ಪ್ರಮಾಣಪತ್ರ
3. ಪದವಿ / ಡಿಪ್ಲೊಮಾ ಅಂಕಪಟ್ಟಿಗಳು ಹಾಗೂ ಪ್ರಮಾಣಪತ್ರಗಳು
4. PGDCA / DOEACC ಪ್ರಮಾಣಪತ್ರ (ಅನ್ವಯಿಸಿದಲ್ಲಿ)
5. ಆದಾರ್ ಕಾರ್ಡ್.
6. ಇತ್ತೀಚಿನ ಭಾವಚಿತ್ರ.
7. ಬ್ಯಾಂಕ್ ಖಾತೆ ವಿವರಗಳು.
8. ಇತರೆ ಸಂಬಂಧಿತ ದಾಖಲೆಗಳು

5. ಶಾಲೆಗಳು ಪಾಲಿಸಬೇಕಾದ ಮಾರ್ಗಸೂಚಿಗಳು:

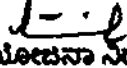
1. ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ 9ನೇ ತರಗತಿಯಲ್ಲಿ ತೃತೀಯ ಭಾಷೆಗೆ ವರ್ಷಾಂತ್ಯವಾಗಿ ಕೌಶಲ್ಯ ಶಿಕ್ಷಣದಡಿ Artificial Intelligence in skill education (AI) ವಿಷಯವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುವುದು.
2. ಶಾಲಾ ಮಟ್ಟದ ಸಮಿತಿಯ ಸಭೆಯನ್ನು ಕನಿಷ್ಠ ತ್ರೈಮಾಸಿಕವಾಗಿ ಒಮ್ಮೆ ನಡೆಸಬೇಕು.
3. ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ಕಾರ್ಯಕ್ರಮ ತುರಿತು ದಾಖಲೆಗಳನ್ನು ನಿರ್ವಹಿಸಬೇಕು.
4. ಯಾವುದೇ ಅಕ್ರಮ, ನಕಲಿ ದಾಖಲೆ ಅಥವಾ ಅನರ್ಹ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ಆಯ್ಕೆ ಕಂಡುಬಂದಲ್ಲಿ ಸಂಬಂಧಿತ ಶಾಲಾ ಮುಖ್ಯಸ್ಥರು ಹಾಗೂ ಸಮಿತಿಯ ಸದಸ್ಯರು ಹೊಣೆಗಾರರಾಗುತ್ತಾರೆ.

ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಯಾವುದೇ ಕಾರಣಕ್ಕೂ ವಿಳಂಬಗೊಳಿಸದೆ, ಕಡ್ಡಾಯವಾಗಿ ದಿನಾಂಕ: 31.07.2026ರೊಳಗೆ ಪೂರ್ಣಗೊಳಿಸಬೇಕು. ಸದರಿ ಆವರಿಯೊಳಗೆ ನೇಮಕಾತಿಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಿ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ವಿವರಗಳನ್ನು ಸಂಬಂಧಿತ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳ ಮೂಲಕ ಜಿಲ್ಲಾ ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ)/DPO/DYPC ಅವರಿಗೆ ಹಾಗೂ ಜಿಲ್ಲಾ ಮಟ್ಟದಲ್ಲಿ ಶ್ರೋಣೀಕರಿಸಿದ ವರದಿಯನ್ನು ರಾಜ್ಯ ಕಚೇರಿಗೆ ಸಲ್ಲಿಸುವುದು. ಸದರಿ ಆಯ್ಕೆಗೊಂಡ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ August ಮೊದಲನೇ ವಾರದಲ್ಲಿ ತರಬೇತಿಯನ್ನು ಆಯೋಜಿಸಲಾಗುವುದು. ಆದ್ದರಿಂದ ಯಾವುದೇ ವಿಳಂಬವಿಲ್ಲದೇ ಸದರಿಯವರ ಆಯ್ಕೆ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಳಿಸುವುದು.

ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು (BEO), ಜಿಲ್ಲಾ ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ) ಹಾಗೂ DPO/DYPC ರವರು ತಮ್ಮ ವ್ಯಾಪ್ತಿಯ ಶಾಲೆಗಳಿಗೆ ನಿಯಮಿತವಾಗಿ ಭೇಟಿ ನೀಡಿ, Artificial Intelligence (AI) in Skill Education ವಿಷಯದ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ನಡೆಯುತ್ತಿರುವ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಪರಿಶೀಲಿಸುವುದು ನೇಮಕಾತಿ ಪ್ರಕ್ರಿಯೆಯು ನಿಗದಿತ ಮಾರ್ಗಸೂಚಿಗಳ ಅನುಸಾರ ಹಾಗೂ ಕಾಲಮಿತಿಯೊಳಗೆ ಪೂರ್ಣಗೊಳ್ಳುವಂತೆ ಅಗತ್ಯ ಮೇಲ್ವಿಚಾರಣೆ ನಡೆಸಿ, ಶಾಲಾ ಮುಖ್ಯಸ್ಥರು ಹಾಗೂ ಸಂಬಂಧಿತ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವುದು ಕೈಗೊಂಡ ಕ್ರಮಗಳು ನೇಮಕಾತಿಯ ಪ್ರಕ್ರಿಯೆ ತುರಿತು ಸಮಗ್ರ ವರದಿಯನ್ನು ರಾಜ್ಯ ಕಚೇರಿಗೆ ಸಲ್ಲಿಸುವುದು ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ಅಧಿಕಾರಿಗಳು ಹಾಗೂ ಶಾಲಾ ಮುಖ್ಯಸ್ಥರು AI in Skill Education ಕಾರ್ಯಕ್ರಮವನ್ನು ಗುಣಮಟ್ಟದೊಂದಿಗೆ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಅಗತ್ಯ ಕ್ರಮಗಳನ್ನು ಕೈಗೊಳ್ಳಲು ಸೂಚಿಸಿದೆ.

ಲಗತ್ತು:

1. AI in Skill Education ಅನುಷ್ಠಾನಗೊಳ್ಳುವ ಶಾಲೆಗಳ ಪಟ್ಟಿ.


ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು
ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ- ಬೆಂಗಳೂರು

ಪ್ರತಿಯನ್ನು:

1. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪನಿರ್ದೇಶಕರು (ಅಡಳಿತ) ಹಾಗೂ (ಅಭಿವೃದ್ಧಿ) ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
2. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಪದವಿಪೂರ್ವ ಕಾಲೇಜು ಪ್ರಾಂಶುಪಾಲರು ಇವರಿಗೆ ಅಗತ್ಯ ಮಾಹಿತಿಗಾಗಿ.
3. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
4. ಎನ್. ಎಸ್.ಕ್ಯೂ.ಎಫ್ ಅನುಷ್ಠಾನಿತ ಶಾಲಾ/ಕಾಲೇಜುಗಳ ಮುಖ್ಯ ಶಿಕ್ಷಕರು/ಪ್ರಾಂಶುಪಾಲರಿಗೆ, ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
5. ಕಛೇರಿ ಪ್ರತಿ.



ಸಮಗ್ರ ಶಿಕ್ಷಣ - ಕರ್ನಾಟಕ

ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರ ಕಛೇರಿ, ಹೊಸ ಸಾರ್ವಜನಿಕ ಕಟ್ಟಡಗಳ ಪೂರಕ ಕಟ್ಟಡ,
ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560001

SSK/VE/OTH/4/2026-JDQA(e Office No: 109391)

ದಿನಾಂಕ: 30.07.2026

ಸುತ್ತೋಲೆ

ವಿಷಯ: 2026-27ನೇ ಸಾಲಿನ NSQF ಕೌಶಲ್ಯ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮದಡಿ ಶಾಲಾ ಹಂತದಲ್ಲಿ ನೇಮಕ ಮಾಡಿಕೊಂಡಿರುವ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ ಕಾರ್ಯಾದೇಶ ನೀಡುವ ಬಗ್ಗೆ

ಉಲ್ಲೇಖ: 1. 2026-27ನೇ ಸಾಲಿನ ಪಿ.ಎ.ಬಿ ಅನುಮೋದನಾ ನಡವಳಿ ದಿನಾಂಕ:29.06.2026

2. ಈ ಕಛೇರಿಯ ಪರಿಷ್ಕೃತ ಸಮ ಸುತ್ತೋಲೆ ಸಂಖ್ಯೆ: SSK/VE/OTH/4/2026-JDQA (e Office No: 109391), ದಿನಾಂಕ: 29.07.2026

ರಾಜ್ಯ ಸರ್ಕಾರದ ನಿರ್ದೇಶನ ಹಾಗೂ 2026-27ನೇ ಸಾಲಿನ ಪಿ.ಎ.ಬಿ. ಅನುಮೋದನೆಯನ್ವಯ National Skills Qualifications Framework (NSQF) ಅಡಿಯಲ್ಲಿ Artificial Intelligence in Skill Education (AI) ವಿಷಯವನ್ನು ರಾಜ್ಯದ ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

2026-27ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಹೊಸದಾಗಿ ಅನುಮೋದಿತ 1180 ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಗಳು, 381 NSQF Functional ಶಾಲೆಗಳು, 81 ಚಾರ್ತರ್ಡ್‌ನಲ್ಲಿರುವ Single Sector ಶಾಲೆಗಳು ಹಾಗೂ 158 PM SHRI ಶಾಲೆಗಳು ಸೇರಿದಂತೆ ಒಟ್ಟು 1800 ಶಾಲೆಗಳ 9ನೇ ತರಗತಿಯಲ್ಲಿ Artificial Intelligence in Skill Education (AI) ವಿಷಯವನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರಲಾಗಿದೆ.

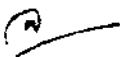
ಈ ಕಾರ್ಯಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಶಾಲಾ ಮಟ್ಟದಲ್ಲಿ ರಚಿಸಲಾದ ಆಯ್ಕೆ ಸಮಿತಿಯ ಮೂಲಕ ಪಾರದರ್ಶಕವಾಗಿ ಅರ್ಜಿಗಳನ್ನು ಆಹ್ವಾನಿಸಿ, ಅಭ್ಯರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆ, ಅನುಭವ, ಮೂಲ ದಾಖಲೆಗಳು ಹಾಗೂ ಸರ್ಕಾರ ನಿಗದಿಪಡಿಸಿರುವ ಮಾನದಂಡಗಳನ್ನು ಪರಿಶೀಲಿಸಿ, ಆಯ್ಕೆ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲಾಗಿದೆ. ಸದರಿ ಆಯ್ಕೆಪಟ್ಟಿಯನ್ನು ಸಂಬಂಧಿಸಿದ ಸಮಿತಿಯ ಸದಸ್ಯರ ಸಹಿ ಪಡೆದು ಶಾಲಾ SDMC ಸಮಿತಿಯ ಕಿವಾರನ್ನು ಮೇರೆಗೆ, ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ನಿಯಮಾನುಸಾರ ಪರಿಶೀಲಿಸಿ ಅನುಮೋದನೆ ನೀಡಿರುತ್ತಾರೆ.

ಆದ್ದರಿಂದ, ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಿಂದ ಅನುಮೋದನೆ ಪಡೆದಿರುವ ಆಯ್ಕೆಯಾದ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (AI) ಅತಿಥಿ ಶಿಕ್ಷಕರನ್ನು ದಿನಾಂಕ: 01.08.2026 ರಿಂದ ಸಂಬಂಧಿಸಿದ ಶಾಲೆಗಳಲ್ಲಿ ಕರ್ತವ್ಯಕ್ಕೆ ನಿಯೋಜಿಸಿ ಈ ಮೂಲಕ ಕಾರ್ಯಾದೇಶ ನೀಡಲಾಗಿದೆ.

ಆಯ್ಕೆಯಾದ ಎಲ್ಲಾ AI ಅತಿಥಿ ಶಿಕ್ಷಕರು ದಿನಾಂಕ: 01.08.2026 ರಂದು ಸಂಬಂಧಿಸಿದ ಸರ್ಕಾರಿ ಪ್ರೌಢಶಾಲೆಯ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ಪದವಿಪೂರ್ವ ಕಾಲೇಜಿನ ಪ್ರಾಂಶುಪಾಲರವರ ಬಳಿ ಕಡ್ಡಾಯವಾಗಿ ಕರ್ತವ್ಯದ ಮೇಲೆ ಹಾಜರಾಗುವುದು. ಅಂದಿನಿಂದಲೇ ಕೃತಕ ಬುದ್ಧಿಮತ್ತೆ (Artificial Intelligence - AI) ವಿಷಯದ ಬೋಧನಾ ಕಾರ್ಯವನ್ನು ಪ್ರಾರಂಭಿಸತಕ್ಕದ್ದು.

❖ ನಿಯೋಜನೆಯ ಪರವುಗಳು:

1. ಆಯ್ಕೆಯಾದ AI ಅತಿಥಿ ಶಿಕ್ಷಕರು 01.08.2026 ರಂದು ಸಂಬಂಧಿಸಿದ ಶಾಲೆ/ಕಾಲೇಜಿನಲ್ಲಿ ಕರ್ತವ್ಯಕ್ಕೆ ಹಾಜರಾಗಿರುವ ಬಗ್ಗೆ BEO ರವರಿಗೆ ವರದಿ ನೀಡುವುದು.
2. ಶಾಲಾ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ಪ್ರಾಂಶುಪಾಲರ ವರದಿಗಳನ್ನು ಕ್ರೋಢೀಕರಿಸಿ, ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, DPO/DYPC ರವರಿಗೆ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
3. AI ಅತಿಥಿ ಶಿಕ್ಷಕರು ಇಲಾಖೆಯಿಂದ ಅನುಮೋದಿಸಲಾದ ಪಠ್ಯಕ್ರಮದಂತೆ AI, Python Programming, Data, Computer Vision, Natural Language Processing (NLP), Generative AI ಹಾಗೂ ಇತರೆ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಬೋಧಿಸಬೇಕು.
4. ವಿದ್ಯಾರ್ಥಿಗಳ ದಾಖಲಾತಿ, ಹಾಜರಾತಿ, ಕಲಿಕಾ ಪ್ರಗತಿ, ಮೌಲ್ಯಮಾಪನ, ಪ್ರಾಜೆಕ್ಟ್ ಕಾರ್ಯಗಳು ಹಾಗೂ ಇತರೆ ದಾಖಲಾತಿಗಳನ್ನು ನಿಯಮಾನುಸಾರ ನಿರ್ವಹಿಸಬೇಕು.
5. ಇಲಾಖೆಯು ಆಯೋಜಿಸುವ Induction Training/Orientation Programme ಹಾಗೂ ಇತರೆ ತರಬೇತಿಗಳಲ್ಲಿ ಕಡ್ಡಾಯವಾಗಿ ಭಾಗವಹಿಸಬೇಕು.
6. AI ಪ್ರಯೋಗಾಲಯ, ಕಂಪ್ಯೂಟರ್, ಇಂಟರ್ನೆಟ್ ಹಾಗೂ ಇಲಾಖೆಯಿಂದ ಒದಗಿಸಲಾಗುವ ಉಪಕರಣಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಬಳಸಿಕೊಂಡು ಗುಣಮಟ್ಟದ ಬೋಧನೆ ನಡೆಸಬೇಕು.
7. ಆಯ್ಕೆಯಾದ AI ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ ಇಲಾಖೆಯ ಅನುಮೋದಿತ ಮಾನದಂಡಗಳಂತೆ ಪ್ರತಿ ತಿಂಗಳು ರೂ.20,000/- (ರೂಪಾಯಿ ಇಪ್ಪತ್ತು ಸಾವಿರ ಮಾತ್ರ) ಗೌರವಧನವನ್ನು, ಹಾಜರಾತಿ ಹಾಗೂ ಕಾರ್ಯತ್ಯಕ್ತರ ಸೇವೆಯ ಆಧಾರದ ಮೇಲೆ ಮುಖ್ಯ ಶಿಕ್ಷಕರು ಸಂಬಂಧಿಸಿದ ಅತಿಥಿ ಶಿಕ್ಷಕರ ಬ್ಯಾಂಕ್ ಖಾತೆಗೆ ಜಮಾ ಮಾಡುವುದು.
8. ಅನಧಿಕೃತ ಗೈರುಹಾಜರಾತಿ, ಕರ್ತವ್ಯ ಲೋಪ ಅಥವಾ ಇಲಾಖೆಯ ಸೂಚನೆಗಳ ಉಲ್ಲಂಘನೆ ಕಂಡುಬಂದಲ್ಲಿ ನಿಯಮಾನುಸಾರ ಕ್ರಮ ಕೈಗೊಂಡು, ಅಗತ್ಯವಿದ್ದಲ್ಲಿ ನಿಯೋಜನೆಯನ್ನು ರದ್ದುಗೊಳಿಸಬಹುದು.



9. ನಕಲಿ ದಾಖಲೆಗಳು, ತಪ್ಪು ಮಾಹಿತಿ ಅಥವಾ ಅನರ್ಹತೆ ಕಂಡುಬಂದಲ್ಲಿ ಈ ಕಾರ್ಯಾದೇಶವನ್ನು ಯಾವುದೇ ಪೂರ್ವ ಸೂಚನೆ ಇಲ್ಲದೆ ರದ್ದುಗೊಳಿಸಿ ಸಂಬಂಧಿಸಿದ ಅಭ್ಯರ್ಥಿಯ ವಿರುದ್ಧ ನಿಯಮಾನುಸಾರ ಕ್ರಮ ಕೈಗೊಳ್ಳಲಾಗುವುದು.
10. ಅತಿಥಿ ಶಿಕ್ಷಕರ ನೇಮಕಾತಿ ಮಾಡಿಕೊಳ್ಳುವಾಗ ಉತ್ತಮ ಗುಣ ಮತ್ತು ನಡತೆ ಹೊಂದಿರುವ ಅಭ್ಯರ್ಥಿಗಳನ್ನು ನೇಮಕಾತಿ ಮಾಡಿಕೊಳ್ಳುವುದು.

❖ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ಪ್ರಾಂಶುಪಾಲರಿಗೆ ಸೂಚನೆಗಳು

1. AI ಅತಿಥಿ ಶಿಕ್ಷಕರು 01.08.2026 ರಂದು ಶಾಲಾ ಕರ್ತವ್ಯದ ಮೇಲೆ ಹಾಜರಾದ ವರದಿಯನ್ನು ಅದೇ ದಿನವೇ ಸಂಬಂಧಿಸಿದ ಬ್ಲಾಕಿನ BEO ರವರಿಗೆ ಸಲ್ಲಿಸುವುದು.
2. AI ವಿಷಯದ ಬೋಧನೆಗೆ ಅಗತ್ಯವಿರುವ ಕಂಪ್ಯೂಟರ್, ಇಂಟರ್ನೆಟ್ ಸಂಪರ್ಕ, AI ಪ್ರಯೋಗಾಲಯ ಹಾಗೂ ಇತರ ಮೂಲಸೌಕರ್ಯಗಳನ್ನು ಲಭ್ಯವಾಗುವಂತೆ ಕ್ರಮವಹಿಸಬೇಕು.
3. AI ಅತಿಥಿ ಶಿಕ್ಷಕರ ಹಾಜರಾತಿ, ಬೋಧನಾ ಕಾರ್ಯ, ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಪ್ರಗತಿ ಹಾಗೂ ಪಠ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನವನ್ನು ನಿಯಮಿತವಾಗಿ ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡಬೇಕು.
4. AI ಅತಿಥಿ ಶಿಕ್ಷಕರಿಗೆ ಪ್ರತ್ಯೇಕ ಹಾಜರಾತಿ ಪುಸ್ತಕವನ್ನು ನಿರ್ವಹಿಸುವುದು.

❖ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು (BEO) ಹಾಗೂ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳಿಗೆ ಸೂಚನೆಗಳು:

1. ತಮ್ಮ ವ್ಯಾಪ್ತಿಯ ಎಲ್ಲಾ ಶಾಲೆಗಳಲ್ಲಿ AI ಅತಿಥಿ ಶಿಕ್ಷಕರು 01.08.2026 ರಿಂದ ಕರ್ತವ್ಯಕ್ಕೆ ಹಾಜರಾಗಿರುವುದನ್ನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಬೇಕು.
2. ಜಿಲ್ಲಾ ಉಪನಿರ್ದೇಶಕರು (ಅಡಳಿತ)/DPO/DYPC ರವರು ಶಾಲೆಗಳಿಗೆ ನಿಯಮಿತವಾಗಿ ಭೇಟಿ ನೀಡಿ AI ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನ, ಬೋಧನಾ ಕಾರ್ಯ ಹಾಗೂ ತರಬೇತುದಾರರ ಕಾರ್ಯನಿರ್ವಹಣೆಯನ್ನು ಪರಿಶೀಲಿಸಬೇಕು.
3. ಎಲ್ಲಾ ಶಾಲೆಗಳ AI ಅತಿಥಿ ಶಿಕ್ಷಕರ ನಿಯೋಜನೆ ಪೂರ್ಣಗೊಂಡಿರುವ ಕುರಿತು ಜಿಲ್ಲಾ ಮಟ್ಟದ ಕ್ರೋಢೀಕೃತ ವರದಿಯನ್ನು ರಾಜ್ಯ ಕಚೇರಿಗೆ ನಿಗದಿತ ನಮೂನೆಯಲ್ಲಿ ಸಲ್ಲಿಸಬೇಕು.

ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು (BEO), ಜಿಲ್ಲಾ ಉಪನಿರ್ದೇಶಕರು (ಅಡಳಿತ), DPO/DYPC, ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ಪ್ರಾಂಶುಪಾಲರು ಹಾಗೂ AI ಅತಿಥಿ ಶಿಕ್ಷಕರು ಈ ಕಾರ್ಯಾದೇಶದಲ್ಲಿನ ಎಲ್ಲಾ ಷರತ್ತುಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಿ, Artificial Intelligence in Skill

Education (AI) ಕಾರ್ಯಕ್ರಮವನ್ನು ಗುಣಮಟ್ಟದೊಂದಿಗೆ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಶಾಲಾ ಹಂತದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಅಗತ್ಯ ಕ್ರಮಗಳನ್ನು ಕೈಗೊಳ್ಳಲು ನೋಚಿಸಿದೆ.


ರಾಜ್ಯ ಶಿಕ್ಷಣ ನಿರ್ದೇಶಕರು
ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ-ಬೆಂಗಳೂರು

ಪ್ರತಿಯನ್ನು:

1. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪನಿರ್ದೇಶಕರು (ಅಡಳಿತ) ಹಾಗೂ (ಅಭಿವೃದ್ಧಿ) ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
2. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಪದವಿಪೂರ್ವ ಕಾಲೇಜು ಪ್ರಾಂಶುಪಾಲರು ಇವರಿಗೆ ಅಗತ್ಯ ಮಾಹಿತಿಗಾಗಿ.
3. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
4. ರಾಜ್ಯದ ಎಲ್ಲಾ BEO ರವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
5. ಶಾಲಾ/ಕಾಲೇಜುಗಳ ಮುಖ್ಯ ಶಿಕ್ಷಕರು/ಪ್ರಾಂಶುಪಾಲರಿಗೆ, ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
6. ಕಛೇರಿ ಪ್ರತಿ.