



**State Council of Educational Research and Training**  
(An autonomous body under Department of Education, Govt. of NCT of Delhi)  
**Varun Marg, Defence Colony, New Delhi 110024**

File No. E3(2)/NEP2020 Task Guidelines/SCERT/2024-25/451-69 Date: 09/4/25  
**Guidelines for NEP 2020 Implementation**

**Guidelines for Mainstreaming Students from Special Training Centers (STCs)**

**Task No. 61 as per SARTHAQ document**

The Right of Children to Free and Compulsory Education Act (RTE), 2009, mandates free and compulsory elementary education for every child aged 6–14 years. Section 4 of the RTE Act provides provisions for the age-appropriate admission of children who are out of school or have not completed their education, ensuring they receive special training to bridge learning gaps. In alignment with Task No. 61 as per SARTHAQ document for implementation of NEP 2020, these guidelines aim to mainstream out-of-school children (OoSC) into formal schooling by providing them with age-appropriate admission and support.

**1. Mainstreaming Committee Composition**

A committee will be constituted at the school level to oversee the mainstreaming process.

**Members:**

1. **Head of School (HoS)** – Chairperson
2. **CRCC (Cluster Resource Center Coordinator)** – Member
3. **Regular Teacher** – Member (Class 5 teacher for primary STCs and Class 8 teacher for upper-primary STCs)
4. **STC Teacher** – Member
5. **DIET Representative** – Member

**2. Roles and Responsibilities**

**2.1. Role of HoS**

- Form the mainstreaming committee and oversee its functioning.
- Coordinate with DIET to prepare assessment tools and capacity building.
- Ensure smooth administration of assessments, including logistics and scheduling.

**2.2. Role of STC Teacher**

- Identify and prepare a list of students eligible for mainstreaming in every three months (July, October, January).
- Request assessments from the HoS, specifying the target class for mainstreaming.
- Maintain detailed records of mainstreamed students and those awaiting further assessments.

### **2.3. Role of Regular Teacher**

- Assist in conducting assessments and evaluating answer sheets.
- Monitor and report the quarterly progress of mainstreamed students to the respective STC teacher.
- Provide remedial support to students when necessary.

### **2.4. Role of CRCC**

- Monitor and coordinate the mainstreaming process at the cluster level.

### **2.5. Role of DIET**

- Provide academic support and assessment tools tailored to STC requirements.
- Offer guidance and training to STC teachers.

## **3. Criteria for Mainstreaming**

### **3.1. Age-Appropriate Admission:**

Children will be placed in classes corresponding to their age:

- 7+ years: Class 2
- 8+ years: Class 3
- 9+ years: Class 4
- 10+ years: Class 5
- 11+ years: Class 6
- 12+ years: Class 7
- 13+ years: Class 8

### **3.2. Performance Criteria:**

Students achieving 33% marks or independently meeting all learning outcomes in assessments will be mainstreamed into age-appropriate classes.

### **3.3. Timeline:**

The mainstreaming process should begin within three months of the student's entry into the STC and be completed within two years.

## **4. Follow-Up and Support After Mainstreaming**

### **4.1. Role of Regular Teachers**


- Share quarterly progress reports of mainstreamed students with STC teachers.
- Refer students facing adjustment challenges to school counselors.
- Organize remedial classes for students struggling with learning gaps.



#### 4.2. Role of STC Teachers

- Maintain a record of quarterly progress reports to track the performance of mainstreamed students.
- Collaborate with regular teachers and counselors to ensure a smooth transition for students.

These guidelines provide a comprehensive framework for mainstreaming out-of-school children into formal schooling systems. By leveraging the collaborative efforts of educators, STC teachers and supporting staff, the guidelines ensure that all children receive equitable access to quality education, fulfilling the vision of NEP 2020 and the RTE Act. Regular monitoring, follow-ups, and support mechanisms will help bridge learning gaps and enable students to achieve their academic potential.


  
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