

ADDITIONAL RESOURCE LINKS

Curriculum frameworks and guidelines

National Curriculum Framework (NCF) 2023 - Chapter 9. https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf

- Provides updated curricular expectations that reflect NEP's emphasis on flexibility, integration, and experiential learning. Chapter 9 explains how work-based learning, internships can be woven into school education.

National Curriculum Framework (NCF) 2005. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>

- This foundational framework introduced learner-centred, activity-based, and experiential pedagogies that shaped India's modern curriculum thinking. It emphasises real-life connections and holistic development.

National Credit Framework (NCrF). <https://ncvet.gov.in/wp-content/uploads/2023/05/Report-on-National-Credit-Framework.pdf>

- Explains how academic credits can be accumulated, transferred, and recognised across school, higher education pathways. It supports curriculum design that encourages flexible progression, mobility, and recognition of applied learning.

National Qualifications Register (NQR). <https://nqr.gov.in/>

- A national repository of competency standards, qualification packs, and job roles across various sectors. It outlines the demands that industry expects at different levels. Useful for designing applied learning activities aligned with workplace expectations.

Samagra Shiksha - Implementation guidelines (P. 184–200). https://samagra.education.gov.in/docs/ss_implementation.pdf

- Detailed instructions on how states and schools can operationalise vocational and applied learning. It outlines roles, timelines, and processes for effective implementation.

Central Board of Secondary Education (CBSE). <https://cbseacademic.nic.in/skill-education.html>

- Contains syllabus, learning outcomes, assessment methods, and project-based tasks for CBSE's subjects. Offers structured examples of work-integrated curriculum models and ready-made models aligned with national academic expectations.

National Institute of Open Schooling (NIOS). <https://voc.nios.ac.in/>

- Offers modular, flexible courses with practical components suited for diverse learners. The learning materials are designed for self-paced and hands-on exploration, useful for schools looking to design inclusive, flexible applied learning pathways.

Core curriculum, teaching and learning resources platforms

Central Institute of Educational Technology (CIET). <https://ciet.ncert.gov.in/w&t>

- With NCERT, CIET conducts online training and creates digital resources to promote effective use of technology in teaching and learning. In line with NEP 2020, it supports digital content development and the integration of technology to improve access, multilingual learning, and classroom innovation.

National Council of Educational Research and Training (NCERT). Digital Infrastructure for Knowledge Sharing (DIKSHA). <https://diksha.gov.in/>

- A national digital platform offering training modules, lesson plans, multimedia content, and classroom resources created by NCERT and state bodies.

National Council of Educational Research and Training (NCERT). <https://ncert.nic.in/vocational-education.php?ln=en>

- Reliable source of textbooks, teacher handbooks, and instructional materials for school-level subjects, including competency-based materials aligned with national vocational standards. Materials include activities, assessments, and practical examples.

Inclusive education

Australian Education Research Organisation (AERO) (n.d.). 'Supporting the diverse needs of students'. <https://www.edresearch.edu.au/resource-collections/supporting-diverse-needs-students>

- Downloadable practice guides covering different aspects including planning, communication, emotional regulation, to support inclusive practice across all levels of school education.

British Council (2025). AI Pilot log for inclusive practice. <https://www.teachingenglish.org.uk/sites/teacheng/files/2025-08/AI%20pilot%20log%20for%20inclusive%20practice%20-%20Copia.pdf>

- A useful template for teachers testing out AI tools for inclusive practice, to record tools used, actions taken, impact and reactions, risks and reflections for improvement.

CBSE (2021). Accessibility Code for Educational Institutions, Accessible India Campaign. https://www.cbse.gov.in/cbsenew/documents/Draft_Guidelines_on_ACEI_04032022.pdf

- Draft accessibility guidelines outlining standards and actions to make all educational institutions inclusive and accessible for students with disabilities by identifying physical, information & communication barriers, and prescribing infrastructural and policy solutions.

Deakin University (2024). Communication and Teamwork skills to support neurodiversity (Open Educational Resources Collective resource). <https://oercollective.caul.edu.au/communication-teamwork-skills/chapter/introduction-to-teamwork/>

- Guide in accessible format to support neurodiverse university students with communication and teamwork. Designed for tertiary setting but suggestions and resources could be adapted to a senior secondary setting.

NSW Department of Education (2024). Universal design for learning. <https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning>

- Principles for, benefits of and recommended approaches to curriculum planning to meet diverse learner needs.

State Council of Educational Research and Training (SCERT) (2019). Curricular Adaptation for Children with Special Needs - Senior Secondary Level, New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf

- Manual providing strategies for teachers to modify curriculum and teaching methods for students with disabilities at the senior secondary level, including adapting content, teaching strategies (like visual aids, group work, individualisation), and assessments to meet diverse needs.

Department of School Education and Literacy, Government of India (2016). Curricular Adaptations for Children with Special Needs, Confluence Vol 18, Sarva Shiksha Abhiyan. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf

- Ministry of Education report outlining strategies and examples for adapting school curriculum and classroom practices to support inclusive education for children with special needs.

UNICEF (2016). Making Schools Accessible to Children with Disabilities, New Delhi. <https://www.unicef.org/india/reports/making-schools-accessible-children-disabilities>

- Guidebook providing practical guidance and standards for making schools physically and socially accessible for students with disabilities to enable peer learning.

Making it relevant: resources and models

Disha India Education. (n.d.). *Sahaas Vidyalaya*. <https://www.dishaindiaeducation.org/sahaas-vidyalaya.html>

- A school model that integrates community life, local knowledge, and experiential projects into everyday learning, enabling students to learn by participating in real social contexts. Resources include a detailed outline of Learning Design Principles inspired by Gandhiji, Kolb and Expeditionary Learning approaches.

Earthwatch Institute India. (n.d.). *Educational and Experiential Learning Programmes*. <https://www.earthwatchindia.org/educational-and-experiential-learning-programmes>

- Offers programs for students and teachers to work alongside scientists on real conservation issues — from monitoring air quality, forests, water bodies, to pollinators — using a “head, heart, and hands” approach.

Government of India (MY Bharat) (n.d.) ‘Find your Experiential learning opportunity today’: *Experiential Learning*. https://mybharat.gov.in/pages/experiential_learning

- Database of existing project-based, community-engaged learning designed to build students’ capacity to solve real-world problems while developing civic responsibility, leadership, and practical skills.

Karigar School of Applied Learning (Lend a Hand India). <https://lendahandindia.org/programs/karigar-school-of-applied-learning/>

- A school model combining hands-on learning, workshops, and real-world exposure within the regular curriculum, using local resources and building student engagement.

National Council of Educational Research and Training (NCERT) - Career Guide. <https://ncert.nic.in/CareerGuide.php?ln=en>

- Accessible guidance on various career paths, job roles, and subject-career connections. Designed for secondary students exploring future opportunities.

National Skills Network (NSN). <https://nationalskillsnetwork.in/>

- India’s first digital platform building awareness of applied learning and work-integrated education. It curates knowledge from practitioners and industry experts on emerging trends, practices, partnerships, and innovations in applied learning across India.

South Australian Department for Education (n.d.). Connect learning to students’ lives and aspirations’ (Teaching for Effective Learning resource). https://www.education.sa.gov.au/docs/curriculum/tfel/tfel_framework_guide_4.2_connect_learning_to_students.pdf

- Includes useful suggestions for building relationships with students, encouraging student voice and agency and developing personal and community connections to learning.

Tata Institute of Social Sciences / Connected Learning Initiative (CLIX). (2020). ‘Design thinking: A pedagogy for innovation’, *Design Thinking for Schools*. <https://clix.tiss.edu/design-thinking-for-schools/>

- A course that introduces teachers to the design-thinking process through hands-on, collaborative activities like prototyping and user-centred problem solving. Promotes pedagogy grounded in empathy, iteration, and enables creative problem-solving.

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