ReCampus

Your School. Its Next Chapter.

SCHOOL TRANSFORMATION HANDBOOK
EDITION 1 · OCTOBER 2026

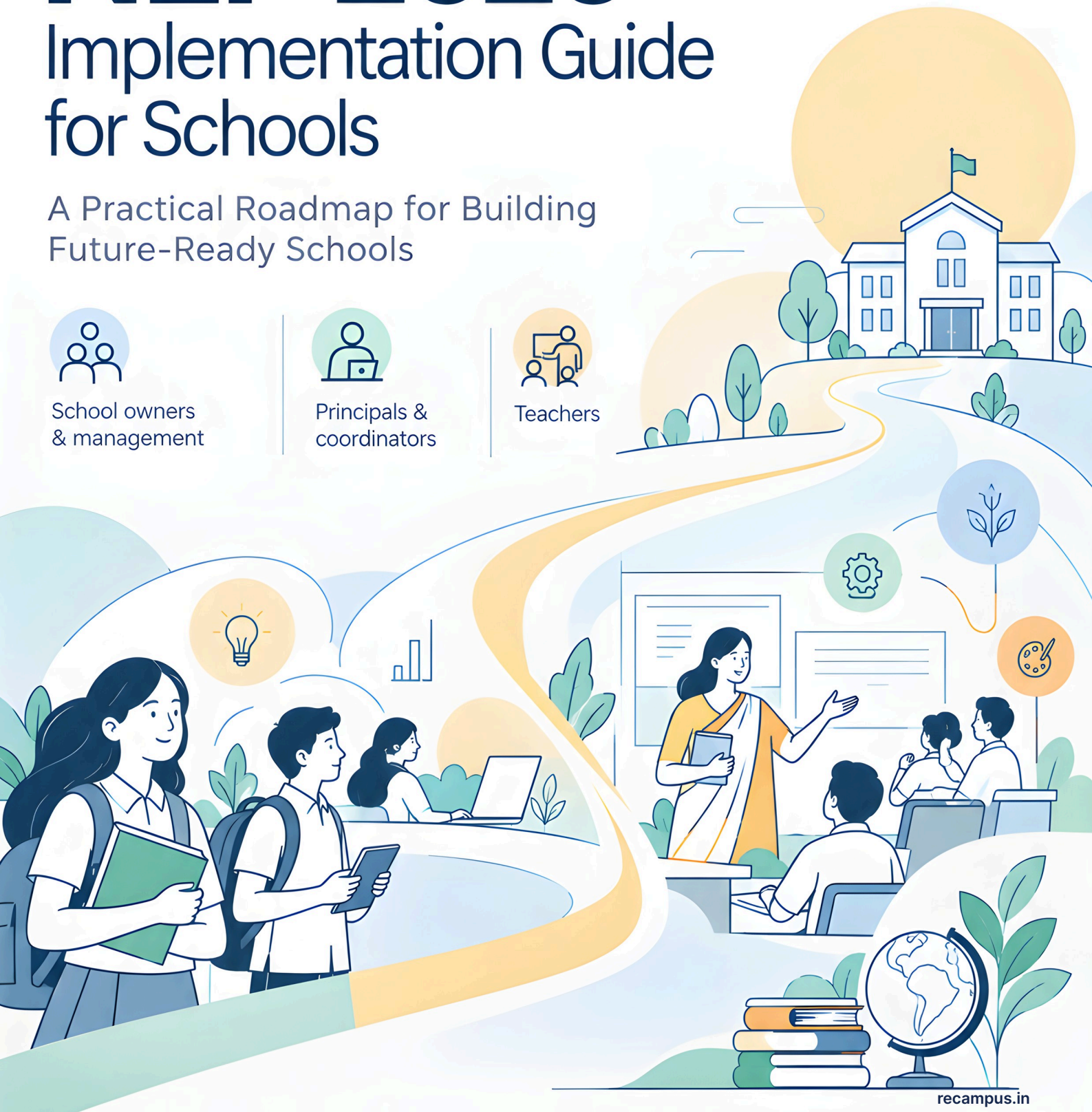
NEP 2020
Implementation Guide for Schools

A Practical Roadmap for Building Future-Ready Schools

School owners & management

Principals & coordinators

Teachers



recampus.in
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ABOUT THIS HANDBOOK

Policy into practice, one decision at a time

This handbook turns the parts of the National Education Policy that affect schools into decisions, actions and evidence. Use it to plan improvement, brief your staff and review progress.

Use it in three steps

1. Read chapters 1–3 with your leadership team.
2. Review current practice against chapters 4–10.
3. Pick three priorities and follow the roadmap in chapter 11.

How to read each chapter

Every chapter separates three kinds of content, so official policy is never confused with advice or products.

WHAT NEP ASKS

Official policy direction
Drawn from NEP 2020 and NCERT frameworks.

WHAT SCHOOLS SHOULD DO

ReCampus recommendations
Practical steps and good practice, not a government requirement.

WHERE RECAMPUS FITS

ReCampus solutions
Products and services that support each area.

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PART A

A

Understand the policy

What NEP 2020 changes, who decides what, and what it means for each role in your school.

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01

PART A · UNDERSTAND THE POLICY

NEP at a glance

NEP 2020 is India's national education policy. It sets direction for the whole system; it is not a rulebook a school follows line by line. The instructions that bind your school arrive through curriculum frameworks, your board and your State or UT.



A

Who decides what

Read every NEP idea through this chain before changing a process.

GOVERNMENT OF INDIA
NEP 2020
Vision, principles and national goals.

→

NCERT
Curriculum frameworks
NCF for the Foundational Stage (2022) and for School Education (2023).

→

BOARD · SCERT · STATE/UT
Circulars & syllabi
Binding instructions, textbooks, assessment formats and dates.

→

YOUR SCHOOL
Implementation
Timetables, lessons, records, support and review.

The policy in six numbers

5+3+3+4
Curricular stages from age 3 to 18

Grade 3
Every child reads and handles number with understanding

50 hrs
Professional development per teacher, every year

2
Board exam opportunities in a school year

10 days
Bagless vocational period in Grades 6–8

30:1
Upper limit for pupil–teacher ratio; 25:1 in disadvantaged areas

Six ideas that run through the policy

Understanding over rote
Less content, more concepts, critical thinking and application.

Foundations first
Early childhood education, literacy and numeracy are the top priority.

Flexibility and choice
No hard walls between arts, sciences, vocational and co-curricular learning.

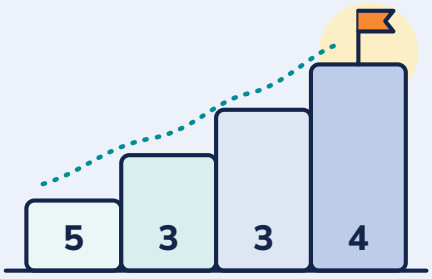
Assessment for learning
Regular formative, competency-based checks; less coaching culture.

Teachers at the centre
Continuous development, autonomy and merit-based growth.

Equity and inclusion
Every learner participates, with targeted support for those who face barriers.

Key reforms for school education

The structural change is the 5+3+3+4 design. The stages are curricular and pedagogical, so the policy does not require new buildings or a change to how classes are numbered.



The four stages

Ages, grades and the kind of classroom each stage calls for.

5 years — Foundational
Ages 3–8 · 3 years pre-school + Grades 1–2

Play, activity and stories. Oral language, early literacy and numeracy.

3 years — Preparatory
Ages 8–11 · Grades 3–5

Discovery and activity, with light textbooks and more formal, interactive lessons.

3 years — Middle
Ages 11–14 · Grades 6–8

Subject teachers, abstract concepts, experiential learning, coding and vocational exposure.

4 years — Secondary
Ages 14–18 · Grades 9–12

Depth, critical thinking, subject choice and multidisciplinary study.

Fifteen years, one continuous pathway

Each tile is one year of schooling. PS = pre-school, Anganwadi or Balvatika; G = grade.

Foundational (Ages 3–8)					Preparatory (Ages 8–11)			Middle (Ages 11–14)			Secondary (Ages 14–18)			
PS1	PS2	PS3	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

The stages change how children are taught, not how classes are numbered.

Eleven reforms and where they stand

What changes for schools, and the status of each reform in 2026.

REFORM	WHAT CHANGES FOR SCHOOLS	STATUS IN 2026
Stage structure	Plan curriculum and pedagogy by stage, starting from age 3.	NCERT frameworks for both school stages are published.
Foundational literacy & numeracy	Every child reads with meaning and does basic arithmetic by the end of Grade 3.	NIPUN Bharat targets 2026–27.
Lighter, deeper curriculum	Content reduced to core essentials; experiential, competency-based teaching.	NCERT has been issuing new framework-aligned textbooks grade by grade.
Multilingual learning	Home or local language as medium wherever possible to Grade 5, preferably Grade 8; flexible three-language formula.	Applied through State and board language policies.
Assessment reform	Formative, competency-based assessment and a 360° holistic progress card; school exams in Grades 3, 5 and 8.	PARAKH at NCERT has developed stage-wise Holistic Progress Card formats.
Board exams	Exams test core competencies; up to two attempts in a year.	CBSE held two Class 10 board exams in 2026; second-exam results came out in July 2026.
Teacher development	50 hours of CPD a year; merit-based progression; 4-year integrated B.Ed. as the minimum qualification by 2030.	CBSE issued CPD guidelines for affiliated schools in April 2025.
Skills & vocational exposure	Vocational survey course and 10 bagless days in Grades 6–8; coding from the Middle Stage.	NCERT (PSSCIVE) has published bagless-day guidelines.
Technology in education	Use technology where evidence supports it, while closing the digital divide.	DIKSHA content is available; schools choose their own tools.
Equity & inclusion	Targeted support for disadvantaged groups, girls and children with disabilities.	Delivered through State schemes and the RPWD Act 2016.
Standards & disclosure	School complexes for sharing resources; a State School Standards Authority; public self-disclosure.	Progress varies by State.

! Years in NEP are national goals. **The dates that bind your school** come from your board and State/UT circulars.

What NEP means for your school



Implementation succeeds when each role knows its part. These are the priorities ReCampus suggests for each role.

Owners & management

Set direction, fund it and protect teachers' time.

- Approve three improvement priorities and a budget.
- Keep a register of applicable board and State circulars.
- Fund 50 CPD hours per teacher and tools that cut admin.
- Publish required school information transparently.

Principals & coordinators

Turn priorities into a plan the staff can deliver.

- Map every grade to its NEP stage and prescribed curriculum.
- Run a literacy and numeracy baseline in Grades 1–3.
- Agree the progress card format and evidence routine.
- Review evidence each term and decide what to scale.

Teachers

Change what happens in one unit at a time.

- Name the competency each lesson builds.
- Add one hands-on, local-context activity per unit.
- Use short formative checks and act on results.
- Keep a CPD log with classroom evidence.

Common misreadings

Clear these up before planning; they waste money and staff time.

MISREADING	WHAT THE POLICY SAYS
"We must rebuild classrooms for 5+3+3+4."	The stages are curricular. Parallel changes to physical infrastructure are not required.
"Buying a product makes us NEP-certified."	There is no NEP certification for private products. Compliance comes from your board and State/UT instructions.
"Renaming the report card makes it holistic."	A holistic progress card reports cognitive, affective and psychomotor progress, with self, peer and teacher assessment and project evidence.
"NEP stops English-medium teaching."	Home or local language as medium applies "wherever possible", with a bilingual approach encouraged.
"Policy target years are our deadlines."	Years in NEP are national goals. Your deadlines come from your board and State/UT circulars.
"Vocational education starts in Grade 11."	Exposure begins in Grades 6–8, with internship opportunities through Grade 12.

PART B

B

Transform teaching and learning

Curriculum, assessment and teacher development: the changes students feel every day.

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PART B · TRANSFORM TEACHING AND LEARNING



Curriculum & pedagogy

The goal is real understanding: fewer topics taught well, with students doing, discussing and applying. Keep prescribed curriculum coverage visible while making room for experience.

B

WHAT NEP ASKS

- Reduce content to core essentials to make space for inquiry and discussion.
- Experiential learning in every stage, including art-, sport- and story-based pedagogy.
- Root examples in Indian and local contexts.
- Teachers may choose among approved textbooks.

WHAT SCHOOLS SHOULD DO

- ✓ Start with two or three units per subject, not the whole syllabus.
- ✓ Plan each unit with the ReCampus lesson loop below.
- ✓ Use local contexts from the Northeast: rivers, markets, crafts, festivals.
- ✓ Review sample student work together each month.

WHERE RECAMPUS FITS

- Academic Solutions: NEP-based curriculum and books linked to the ReCampus platform.
- Video explainers and an AI tutor for extra practice; teachers stay in charge.
- Timetables and assignments organised in the LMS.

What each stage looks like in practice

Classroom practice, evidence to keep and the pitfall to avoid, stage by stage.

STAGE	IN THE CLASSROOM	EVIDENCE TO KEEP	COMMON PITFALL
Foundational Pre-school–Grade 2	Play corners, stories, songs, sorting and counting with real objects; oral language before written.	Short observation notes; reading and number baseline.	Worksheets replacing play.
Preparatory Grades 3–5	Activity-led lessons with light textbooks; concrete, then pictorial, then abstract in mathematics.	Work samples, reading fluency checks, project photos with a note.	Rushing to abstract methods.
Middle Grades 6–8	Subject teachers; investigations, debates, coding activities and vocational exposure.	Investigation reports, coding projects, bagless-day outputs.	Lecture-only lessons for abstract topics.
Secondary Grades 9–12	Depth, case studies, subject choice and board preparation built on understanding.	Competency-based tests, portfolios, guidance records.	Coaching-style drilling.

The ReCampus lesson loop

A five-step plan for any unit. Each step leaves evidence a teacher can use.



Aim	State the competency in student language. Example: "I can compare rainfall in two places using a bar graph."
Do	A hands-on task in a familiar context. Students measure rainwater collected at school over a week.
Talk	Students explain their reasoning in pairs, in the language they think in, then with curriculum terms.
Apply	A new situation. Compare their town with Cherrapunji using published monthly figures.
Check	A short task shows who understood. The teacher records one next step per group.



Every stage asks the same thing of a classroom: students doing, discussing and applying, with evidence a teacher can act on.

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PART B · TRANSFORM TEACHING AND LEARNING

Assessment

Assessment should tell a teacher what to do next and tell a family how their child is growing. Marks remain, but they are one part of the picture.



B

WHAT NEP ASKS

- Shift from rote-based summative tests to regular, formative, competency-based assessment.
- A 360° progress card with self, peer and teacher assessment.
- School exams in Grades 3, 5 and 8 by the appropriate authority.
- Board exams test core capacities; two attempts allowed.

WHAT SCHOOLS SHOULD DO

- Use the progress card format your board or State has adopted.
- Pilot it in one grade first; moderate teacher judgements together.
- Collect a few strong pieces of evidence, not hundreds of photos.
- Plan Grade 10 timetables around both board exam windows.

WHERE RECAMPUS FITS

- Exams & progress reports bring assessment records and progress together.
- Parent communication shares progress with families.
- Holistic progress card templates in your required format.

Three purposes of assessment

NEP describes assessment “as”, “for” and “of” learning. Frequencies are ReCampus suggestions.

PURPOSE	WHAT IT LOOKS LIKE	FREQUENCY	RECORDED AS
As learning	Self-assessment, peer feedback, reflection prompts.	Within lessons, weekly	Student reflection notes
For learning	Exit tickets, quick quizzes, observation of tasks; the teacher adjusts teaching.	Every 1–2 weeks	Teacher observations, next steps
Of learning	Competency-based unit tasks, term assessments, board and Grade 3/5/8 exams.	Each unit and term	Marks, rubrics, progress card

Holistic progress card workflow

ReCampus recommends this routine for each term.

1. **Observe**
   Teachers note learning in agreed domains during normal lessons.
2. **Record**
   Store work samples and dated notes against each student.
3. **Moderate**
   Teachers compare judgements on shared samples for consistency.
4. **Report**
   Share a card with strengths, needs and student and peer voice.
5. **Act**
   Agree one next step with the family and review it next term.

Teacher development

Training becomes useful when a teacher tries it in class and brings evidence back. Plan the 50 hours as a sequence, not a pile of one-off workshops.



WHAT NEP ASKS

- At least 50 hours of CPD per teacher per year, driven by their interests.
- School leaders also complete 50+ hours on leadership and pedagogy.
- National Professional Standards for Teachers guide appraisal.
- Teachers should not be burdened with non-teaching work.

WHAT SCHOOLS SHOULD DO

- Split the 50 hours across the formats below.
- Tie each module to a classroom task and evidence.
- CBSE schools: map hours to the categories in CBSE's current CPD circular.
- Cut routine admin first; it frees time for development.

WHERE RECAMPUS FITS

- Onboarding, staff training and ongoing support come with the platform.
- The teacher app handles attendance, classes and assignments to reduce paperwork.
- ReCampus certificates describe training completed; they do not automatically count as board CPD.

Structuring the 50 CPD hours

ReCampus example split. Adjust to your board's rules.



15 h — Term workshops
Three hands-on sessions on pedagogy and assessment.

10 h — Peer observation
Observe and be observed once a term, with feedback.

10 h — Online modules
DIKSHA, board or ReCampus modules at own pace.

8 h — Learning community
Monthly subject or stage meetings on student work.

7 h — Portfolio
Lesson plans, student samples and reflections.

PART C

C

Prepare every student

Technology, skills and holistic development that widen what every student can do.

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PART C · PREPARE EVERY STUDENT

Technology & digital learning



Choose a reliable workflow before a bigger collection of apps. Good school technology removes duplicate work, makes information visible to the right people and never leaves a student without access.

WHAT NEP ASKS

- Use technology to improve teaching, assessment and administration, including admissions and attendance.
- Evaluate interventions before scaling them.
- Close the digital divide; blend online with in-person learning.
- Build awareness of data privacy and AI ethics.

WHAT SCHOOLS SHOULD DO

- ✓ Climb the ladder below one level at a time.
- ✓ Write a one-page student data policy before adding tools.
- ✓ Keep a printed or school-based route for every digital task.
- ✓ Count useful activity, not registrations.

WHERE RECAMPUS FITS

- One connected platform: admissions, records, attendance, fees, exams, timetables, assignments and parent communication.
- Role-based access for principals, teachers and parents.
- Smartboards and classroom technology through the marketplace.

C

Digital maturity ladder

ReCampus framework for planning technology in stages.

1
LEVEL 1
Digital records
Admissions, attendance and fees move from registers to one system.

2
LEVEL 2
Connected workflows
Records link up, so data is entered once and parents see updates.

3
LEVEL 3
Digital learning
Curriculum content, assignments and smart classrooms support teaching.

4
LEVEL 4
Insight-led support
Patterns across attendance, progress and observation guide follow-up, with human review.

Student data safeguards

Purpose
Collect only what a clear school purpose needs.

Access
Each role sees only what it needs; logins are personal.

Correction
Families can ask for errors to be fixed, through a set process.

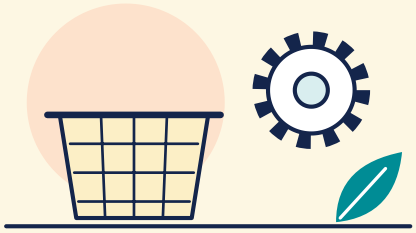
Law
Follow the Digital Personal Data Protection Act, 2023, and its Rules as they apply to schools.

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PART C · PREPARE EVERY STUDENT

Vocational & skill education

Vocational learning starts as exposure in the Middle Stage. Students see real work, make something and reflect on it. The aim is dignity of labour and informed choice, not early streaming.



WHAT NEP ASKS

- Grades 6–8: a hands-on survey of vocational crafts mapped to local skills.
- A 10-day bagless period interning with local experts.
- Coding activities from the Middle Stage.
- Every child learns at least one vocation and is exposed to several more.

WHAT SCHOOLS SHOULD DO

- ✓ Choose two local skills, each with a safety plan.
- ✓ Spread the 10 days across the year or run them as one block.
- ✓ Require a finished output and a short reflection.
- ✓ Offer a supervised in-school option for students who cannot travel.

WHERE RECAMPUS FITS

- The LMS stores project briefs, outputs and evidence for progress cards.
- Activity and lab materials through the marketplace.
- Guidance conversations link interests to later subject choices.

A 10-day bagless plan

A ReCampus sample for one Grade 6–8 cycle.

Day 1	Days 2–4	Days 5–7	Days 8–9	Day 10
Prepare	**Observe**	**Make**	**Connect**	**Share**
Introduction, safety briefing, questions to ask.	Visit or host a local expert; observe the process.	Supervised making or practice.	Link to subjects: costs, measurements, science of the process.	Exhibition for families and reflection.
Question list	Observation journal	Sample or prototype	Calculation sheet	Display and reflection

Local skill themes

Suggestions for schools in Assam and the Northeast.

Bamboo & cane craft

Design, measurement, sustainable materials.

Handloom & silk

Eri, muga and pat silk; patterns, costing, heritage.

Tea & horticulture

Plant science, seasons, supply chains.

Repair & electricals

Circuits, safe tool use, problem-solving.

C

09

PART C · PREPARE EVERY STUDENT

Holistic student development



Every student is more than a report card. Schools that look at learning, well-being, values and interests together can notice needs early and plan the right support.

WHAT NEP ASKS

- Develop cognitive, social, ethical and emotional capacities, not only academics.
- Counsellors and social workers support attendance, learning and well-being.
- Clubs and circles for students with special interests or talents.
- Regular health check-ups and attention to mental health.

WHAT SCHOOLS SHOULD DO

- ✓ Name one adult responsible for guidance in every grade band.
- ✓ Run at least two clubs that students choose themselves.
- ✓ Review attendance, progress and observations together each month.
- ✓ Use assessments to start conversations, never to label children.

WHERE RECAMPUS FITS

- ART, the Student Assessment & Recommendation Tool. **In development**
- Psychometric and educational guidance, career exploration and admissions support.
- ReCampus Global for students exploring study abroad.

C

Removing barriers to participation

School responses ReCampus suggests for the most common barriers.

BARRIER	SCHOOL RESPONSE
Language	Check understanding in the child's language before judging subject knowledge; bilingual materials.
Disability or learning difficulty	Early identification, accommodations, specialist referral; accessible materials.
Repeated absence	Attendance alerts lead to a family conversation and a written support plan.
No device at home	Printed or school-time alternatives for every digital task.
Cost and distance	Share scholarship information; flexible participation in trips and projects.

PART D

D

Spotlight and implementation

ART and IIT Guwahati incubation, a phased roadmap, and the ReCampus solutions behind each need.

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PART D · SPOTLIGHT

ART and incubation at IIT Guwahati



ART, ReCampus's Student Assessment & Recommendation Tool, is being built to help educators see each student across learning, well-being, values and participation, and to plan follow-up that a teacher or counsellor reviews.

In development

Four dimensions of growth

Working definitions while ART is in development.

IQ
Intellectual
Reasoning, learning and problem-solving.

EQ
Emotional
Emotions, empathy and relationships.

PQ
Physical
Physical well-being, habits and participation.

MQ
Moral
Values, responsibility and decision-making.

How ART is designed to work

Every insight passes through a person before it reaches a student or family.

School information
- Attendance patterns
- Subject-wise progress
- Teacher observations
- Age-appropriate assessments

→

ART draft insight
Combines patterns and flags where support may help, with the evidence behind each flag.

→

Educator review
A teacher or counsellor checks the evidence, adds context and corrects errors.

→

Agreed follow-up
A practical next step with the student and family, reviewed later.

WHAT NEP ASKS

NEP anticipates AI-based software that helps students track their growth through school, using learning data and questionnaires for parents, students and teachers, to understand strengths, interests and areas needing focus, and to inform career choices. It also asks that data privacy and AI ethics be taught and respected.

RECAMPUS SAFEGUARDS FOR ART

- Supports students; never labels them or ranks personality.
- Not a diagnosis or a substitute for qualified professional evaluation.
- Teacher observations kept separate from automated suggestions.
- Never the sole basis for admission, streaming or other high-stakes decisions.
- Schools approve purpose, consent and access; families can request corrections.

Where ART is today

Idea · **In development** · School pilot · Published results · Production

Pilot schools start with one grade and one narrow task, such as a draft learning summary, and compare it with their current process before any expansion.

Incubated at IIT Guwahati



ReCampus is incubated by the IIT Guwahati Technology Incubation Centre and by STPI, and develops its products within that start-up ecosystem. Incubation provides mentoring and a setting for building technology. It is not an endorsement or certification of ReCampus products by IIT Guwahati.

IIT Guwahati Technology Incubation Centre
INCUBATOR

STPI
INCUBATOR

Startup India · Assam Startup
RECOGNITION

NVIDIA Inception
PROGRAMME PARTICIPANT

AWS · Google Cloud · Microsoft Azure
INFRASTRUCTURE PROVIDERS

Pilot pathway for partner schools

ReCampus recommends this sequence so a pilot produces evidence the school can trust.

1. **Express interest** — Leadership names the question ART should help answer.
2. **Agree terms** — Purpose, consent, data access and correction process in writing.
3. **Narrow pilot** — One grade and one task, such as a draft learning summary.
4. **Compare** — Check accuracy, errors corrected and time taken against the current process.
5. **Decide together** — Continue, change or stop, with the reasons recorded.

Questions to ask before joining any AI pilot

- What exactly does the tool do today, shown in a live demonstration?
- Which student data does it use, and who can see the output?
- How are errors reported and corrected?
- Who reviews each suggestion before it reaches a family?
- What are the known limitations at this stage?
- How will the pilot be evaluated, and by when?

11

PART D · SPOTLIGHT AND IMPLEMENTATION

Implementation roadmap

A phased plan beats a big launch. Pick two or three priorities, prove them in a few classes, then scale what works. The phases are a ReCampus planning model, not government deadlines.



1	PHASE 1 **Diagnose**	• Review current practice against this guide • Literacy and numeracy baseline, Grades 1–3	• Build the circular register • Choose three priorities	**Output:** baseline and priority plan
2	PHASE 2 **Set up**	• Platform onboarding and data import • Agree the progress card format	• Role-based access and staff training • Publish the CPD calendar	**Output:** working systems and trained staff
3	PHASE 3 **Pilot**	• Lesson loop in pilot grades • Draft the bagless-day plan	• Formative checks every 1–2 weeks • Optional ART pilot, if eligible	**Output:** work samples and usage data
4	PHASE 4 **Review**	• Moderate progress cards • Collect teacher and parent feedback	• Compare against the baseline • Decide what to scale or change	**Output:** evidence review and next plan
5	PHASE 5 **Sustain**	• Extend to all grades • Run vocational and club programmes	• Regular CPD and review cycle • Update public disclosures	**Output:** routine, whole-school practice

National milestones to plan around

Policy goals and recent developments. Check your board and State for the dates that bind you.

2020	NEP 2020 approved by the Union Cabinet.
2022	NCF for the Foundational Stage released by NCERT.
2023	NCF for School Education released by NCERT.
2025	NEP goals: school complexes in place; 50% of learners exposed to vocational education.
2026–27	**Now.** NIPUN Bharat target year for foundational literacy and numeracy by Grade 3. CBSE ran its first two-exam cycle for Class 10 in 2026.
2030	Goals: 100% gross enrolment from pre-school to secondary; 4-year integrated B.Ed. as minimum teacher qualification.
2030–40	Policy fully operational, followed by a comprehensive review.

ReCampus solutions mapped to implementation needs



ReCampus brings school technology, academics, campus essentials and student guidance together. A school can choose the parts that fit its plan; not every school needs every pillar.

Technology

School software and apps for records, operations and communication.

- Admissions & records
- Attendance
- Fees
- Exams & reports
- Timetables
- Parent app
- ART

Academic Solutions

NEP-based curriculum and books linked to the platform.

- Curriculum & books
- Video explainers
- AI tutor

Your school

Infrastructure & Marketplace

What schools need to equip and run a campus.

- ID cards
- Notebooks
- Uniforms
- Smartboards
- School websites

Student Guidance

Counselling for choices in school and beyond, including ReCampus Global.

- Psychometric guidance
- Career exploration
- Admissions help
- Study abroad

! ReCampus practices support NEP-informed approaches. They are not a government certification or endorsement, and NEP alignment does not replace your board's or State's requirements. Admission, scholarship and visa outcomes are decided by institutions and authorities, not ReCampus.

Need-by-need map

Colour shows the ReCampus pillar behind each solution.

Technology · Academic Solutions · Infrastructure & Marketplace · Student Guidance

IMPLEMENTATION NEED	RECAMPUS SOLUTION	WHAT THE SCHOOL DOES
Track participation and attendance	Attendance and student records with pattern alerts	Act on alerts with families
Reduce teacher admin	Connected workflows; teacher app	Retire duplicate registers
Transparent fees and disclosure	Fees & collections; school website	Publish required information
Holistic progress card	Exams & progress reports; parent communication	Choose format, moderate judgements
Competency-based curriculum	Academic Solutions curriculum and books	Approve materials against the prescribed syllabus
Experiential, multimodal learning	Video explainers; smartboards	Train teachers; plan device use
Personalised support	ART In development; AI tutor	Join a pilot; keep human review
Teacher capacity	Onboarding, training, ongoing support	Log hours under board rules
Vocational exposure	Project evidence in the LMS; activity materials	Run the 10-day plan safely
Guidance and career choices	Psychometric guidance, career exploration, admissions help	Name a guidance lead
Campus resources	Marketplace: ID cards, notebooks, uniforms, smartboards	Buy against the plan, not ad hoc

How a ReCampus partnership starts

Implementation and support are included with the platform.

1. **Setup**
   Configure classes, roles and modules for your school.
2. **Data import**
   Move existing student, staff and fee records in.
3. **Training**
   Train leaders, office staff and teachers on their workflows.
4. **Support**
   Ongoing assistance and a term review of what is working.

ReCampus

Your School. Its Next Chapter.

NEXT STEP

Begin your school's next chapter

Bring your timetable, a progress report sample and your list of applicable circulars. In one readiness session we will agree your three priorities and a costed first phase.

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Official sources

1. National Education Policy 2020, Ministry of Education (education.gov.in).
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