



F. No. NESTS/H-2/31/BridgeCourse/2025-26/1974

Dated: 01.01.2026

The Nodal Officers,
States/UTs EMRS Society,
(As per list)

Subject: Implementation of Bridge Course for newly admitted Class VI students in EMRSs – reg.

Ref: NESTS Letters dated 08.08.2025, 26.07.2024 and 20.06.2023.

Dear Sir/Madam,

With reference to the above subject and ibid letter, the National Education Society for Tribals (NESTS) has consistently emphasized the need for implementation of the Bridge Course for all newly admitted Class VI students in Eklavya Model Residential Schools (EMRSs).

Most of the EMRSs are first-generation learners and, therefore, require focused academic, linguistic, and emotional support at the time of entry into the residential schooling system.

In this context, the implementation of a Bridge Course for newly admitted Class VI students is an essential academic intervention to assess learning levels, address foundational learning gaps in core subjects, and facilitate smooth adjustment to the EMRS academic and residential environment. However, it has been observed that the Bridge Course is not being implemented in several EMRSs, despite repeated directions issued by NESTS.

In view of the above, the Nodal Officers of State/UT EMRS Societies are requested to ensure immediate implementation of the Bridge Course for all newly admitted Class VI students in EMRSs under their jurisdiction. The Bridge Course shall be implemented in a structured manner for a period of 3-4 weeks, based on students' learning needs, with emphasis on strengthening foundational competencies required for Class VI and subsequent classes.

It is further reiterated that the Bridge Course shall commence before the start of the regular Class VI syllabus, and no regular academic instruction shall begin prior to its completion. One month of the summer vacation may be utilised for this purpose, wherever feasible; however, the regular Class VI syllabus must be completed within the prescribed academic schedule.

A detailed Standard Operating Procedure (SOP) for implementation of the Bridge Course is enclosed herewith as Annexure I to ensure uniformity, academic quality, and effective monitoring across all EMRSs. All EMRSs shall implement the Bridge Course in letter and spirit.

A compliance report on the implementation of the Bridge Course may kindly be submitted to NESTS in due course.

-Sd-

(Vipin Kumar)

Joint Commissioner, NESTS

Copy to:

1. PSO to STA — for information please.
2. The Principal Secretary/Secretary, Tribal Welfare Department, Government of States/UTs (as per list) – for information please.
3. All EMRS Principals – for information and necessary action please.

NATIONAL EDUCATION SOCIETY FOR TRIBALS (NESTS)

Standard Operating Procedure (SOP)

Academic and Assessment Framework for Bridge Course Implementation in Eklavya Model Residential Schools (EMRSs)

1. Background & Rationale

Eklavya Model Residential Schools (EMRSs) cater to tribal students drawn from diverse socio-economic, linguistic, and educational backgrounds, a large proportion of whom are first-generation learners. Variations in prior schooling, language exposure, foundational literacy and numeracy competencies necessitate a structured, uniform, and mandatory academic intervention prior to commencement of the regular NCERT-aligned curriculum.

In order to ensure equity, academic readiness, and smooth transition into residential schooling and formal curriculum transaction, implementation of a **step-wise admission-linked Bridge Course** is essential. This SOP lays down binding procedures for diagnostic assessment, Bridge Course implementation, assessment, monitoring, and accountability.

This SOP is issued in alignment with:

- National Education Policy (NEP) 2020
- NCERT Learning Outcomes Framework
- NESTS Academic Directives
- Guidelines of the Ministry of Tribal Affairs (MoTA)

2. Objectives

This SOP shall aim to:

- Ensure foundational academic readiness of all newly admitted students
- Mandate implementation of a structured Bridge Course prior to regular syllabus

- Identify and address learning gaps through diagnostic and post-bridge assessments
- Strengthen multilingual and foundational teaching practices
- Establish accountability of teachers, principals, and State/UT EMRS Societies
- Ensure uniform implementation across all EMRSs

3. Scope & Applicability

This SOP **shall be applicable to:**

- All EMRSs functioning under NESTS
- All newly admitted students, particularly Class VI
- Other classes where diagnostic assessment indicates significant learning gaps

No deviation from this SOP shall be permitted without prior approval of NESTS.

4. Admission Process

4.1 Admission to EMRSs **shall be carried out strictly** as per guidelines issued by NESTS.

4.2 **Under no circumstances shall regular academic instruction commence** prior to completion of the Bridge Course as prescribed under this SOP.

5. Diagnostic Assessment

5.1 Pre-Bridge Diagnostic Assessment

- A diagnostic assessment **shall be conducted immediately after admission.**
- The assessment **shall mandatorily evaluate:**
 - Foundational Literacy and Numeracy (FLN)
 - Language proficiency in Mother Tongue / Regional Language / Hindi / English
 - Readiness in Mathematics and EVS/Science

5.2 Purpose

The diagnostic assessment **shall be used exclusively** to:

- Identify student-wise learning gaps
- Group students as per learning levels
- Design and customise Bridge Course interventions

5.3 Responsibility

- Diagnostic assessments **shall be conducted by subject teachers.**
- The Principal **shall ensure supervision, validation, and proper documentation.**

6. Bridge Course Implementation

6.1 Step-wise Academic Process

The academic process for newly admitted students **shall mandatorily follow** the sequence given below:

- i. **Admission** as per NESTS norms
- ii. **Diagnostic Assessment** to assess learning levels
- iii. **Bridge Course implementation** based on diagnostic findings
- iv. **Focused academic intervention** addressing:
 - Readiness for formal learning
 - Compatibility with NCERT-aligned curriculum
 - Foundational literacy and numeracy competencies
 - Language preparedness
- v. **Structured induction into residential school culture**, covering:
 - School routines and discipline
 - Residential life skills
 - Emotional, social, and psychological adjustment

6.2 Nature of Bridge Course

- The Bridge Course **shall be mandatory** for all newly admitted students.
- The course **shall focus primarily on:**
 - Foundational competencies
 - Language support and confidence building
 - Academic preparedness for regular curriculum

6.3 Duration

- The Bridge Course **shall be conducted for a minimum period of 3-4 weeks**, or as notified by NESTS.
- **Regular syllabus shall begin only after successful completion** of the Bridge Course.

7. Role of Teachers

7.1 Role of Regional Language Teachers

Teachers of **regional / mother tongue languages shall play a central role** in Bridge Course implementation and **shall be responsible for:**

- Facilitating conceptual clarity through regional language support
- Assisting students in comprehension of Mathematics, EVS/Science and other subjects
- Supporting smooth academic mainstreaming of students

7.2 Role of Other Subject Teachers

Teachers of Mathematics, EVS/Science and other subjects **shall:**

- Conduct diagnostic and Bridge Course instruction as per identified learning gaps
- Adopt activity-based, child-centric pedagogical approaches
- Work in coordination with language teachers to ensure holistic learning support

8. Assessment and Monitoring

8.1 Post-Bridge Assessment

- A **Post-Bridge Assessment shall be mandatorily conducted in the 1st week of August**, or as notified by NESTS.
- The assessment **shall measure**:
 - Attainment of foundational competencies
 - Language readiness
 - Learning outcomes achieved during the Bridge Course

8.2 Central Oversight

- NESTS **may constitute a Central Committee** for:
 - Assessment design and moderation
 - Monitoring uniformity and quality assurance
 - Academic oversight and validation

9. Academic Support and Participation

To ensure effective implementation of the Bridge Course, concerned teachers shall actively participate and provide necessary academic support to students throughout the Bridge Course period.

10. Development of Learning Content

10.1 Contextual Learning Materials

- For development of contextualised learning materials in regional languages:
 - The **SCERT of the respective State shall be approached**.
 - Learning content developed and prescribed by SCERT **shall be followed** for Bridge Course implementation, ensuring alignment with NCERT learning outcomes.

11. Roles & Responsibilities

11.1 Principals / In-Charge

- Overall supervision and implementation of this SOP
- Ensuring compliance with diagnostic, Bridge Course, and assessment timelines
- Academic reporting to NESTS

11.2 Teachers

- Conduct diagnostic and Bridge Course assessments
- Deliver structured Bridge Course instruction
- Maintain proper academic and assessment records

11.3 State / UT EMRS Societies

State / UT EMRS Societies **shall be responsible for:**

- Monitoring implementation of this SOP in all EMRSs under their jurisdiction
- Ensuring compliance with NESTS instructions.
- Coordinating with State SCERTs for development and implementation of regional language content
- Facilitating effective implementation and reporting to NESTS

11.4 NESTS

- Issuance of policy directions
- Academic monitoring and review
- Ensuring nationwide uniformity and quality standards

12. Effective Date

This SOP **shall come into force with immediate effect** and **shall remain binding** on all EMRSs until modified or withdrawn by NESTS.

13. Important Reference Links and Learning Resources

For effective implementation of the Bridge Course across EMRSs, the following platforms and State-level resources shall be referred to:

SAFAL (Structured Assessment for Analyzing Learning Levels)

[https://cbseit.in/cbse/2021/SAFAL/\(S\(ngn2ntrowooaz5d2iiektd2o\)\)/Resource/Resource](https://cbseit.in/cbse/2021/SAFAL/(S(ngn2ntrowooaz5d2iiektd2o))/Resource/Resource)

NCERT Bridge Course Programme

https://ncert.nic.in/bridge_programme.php?ln=en

SCERT Bridge Course Materials (Regional Languages)

• **Maharashtra SCERT**

https://www.maa.ac.in/index.php?pcf=bridge_course

• **Kerala SCERT**

<https://scert.kerala.gov.in/bridge-material/>

• **Mizoram SCERT**

<https://scert.mizoram.gov.in/uploads/attachments/db565e1168488c7f5e3425d8ca82b58/bridge-courses-ms-a5.pdf>

• **Delhi SCERT**

<https://scert.delhi.gov.in/scert/bridge-course-package>

• **Telangana SCERT**

<https://scert.telangana.gov.in/>

Further, States/UTs shall coordinate with their respective SCERTs for Bridge Course content in regional languages.