शिक्षा मंत्रालय
MINISTRY OF EDUCATION
सत्यमेव जयते

PM SHRI SCHOOLS

FRAMEWORK ON SCHOOL TRANSFORMATION

Part 1

Vision, Mission, Pillars and Selection Methodology

PM SHRI SCHOOLS

Framework
on
School Transformation

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Ministry of Education
Government of India

A. About the PM SHRI Guiding Framework

PM SHRI schools are envisioned to be exemplar schools that meet the demands of the 21st century. These schools will be qualitatively strengthened to showcase the various aspectsof the National Education Policy, 2020 and to emerge as exemplar schools in their regions, which will further mentor schools in a given region with an aim to amplify the excellence of these schools and develop the quality standards of the PM SHRI Schools within these schools. This will help in handholding, collaboration and clustering, finally leading to a ripple effect for developing more potential exemplar schools every year.

This guiding framework has been developed to assist school authorities to transform and enhance their schools to the quality standards that are assured by the PM SHRI schools.

Outline of the Guiding Framework

The guiding framework is prepared with the intention to provide the school ecosystem with the tools and strategies through which they can create a stimulating learning experience. Accordingly, a comprehensive approach has been undertaken to develop the guiding framework, which is divided into three parts as follows -

Part I: Lays out the theoretical aspects and explores the pillars of the PM SHRI schools, i.e. Curriculum, Pedagogy and Assessment; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Monitoring and Governance, and Beneficiary Satisfaction. The section further explains how transformations across these pillars can be brought to life within the school environment.

Part II: Lays out the programmatic and financial norms, along with suggestive activities that schools may undertake in order to fulfil the norms.

Part III: Lays down School Quality Assessment Framework (SQAF)

Purpose of the Framework

It is to be noted that the framework is not prescriptive but suggestive in nature. School transformation may look different for each school, and readers can use this framework as a resource that enables the kind of transformation that the school wants. Keeping the purpose of NEP at the centre, any homogenisation /uniformization/ rigid structuring would not allow for uniqueness of excellence. This is an evolving document, which can be modified/changed as per State/UT/KVS/NVS requirement and local context at any stage.

As such, this framework has been developed keeping various enablers in mind. These may be school principals, school management committees, teachers, parents, and even government officials. The purpose and ways to utilise this framework differ from user to user. In particular, the framework serves the users in the following ways:

  a. It acts as a reference for suggestive actions that may be undertaken by schools to achieve school transformation

  b. It acts as a practical guide to aid the implementation for concepts that may be novel to some users

  c. It acts as a reinforcement of methods that users are already familiar with

It is expected that this framework will answer most queries pertaining to the different aspects of PM SHRI Schools and aid different stakeholders in achieving that.

B. Introduction to PM SHRI Schools

As we continue to build an education system for the future, it is critical that the school ecosystem is resilient in the face of an increasingly unpredictable, dynamic and non-linear world. The PM SHRI schools are being designed to achieve that. These schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools. They will provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their learning process. Schools are incentivized to yield results and perform better through a funding mechanism that is tracked through quality parameters. A decentralised administration strategy will be followed to ensure the effective implementation of the scheme. A system of transparency and accountability will be created for the effective delivery of performance at school levels.

These schools will focus on not only enhancing cognitive development but also creating holistic and well-rounded individuals equipped with key 21st-century skills. The pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly in the foundational years), inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. The focus will be on the learning outcomes of every child in every grade. Assessment at all levels will be based on conceptual understanding and application of knowledge to real-life situations and will be competency-based.

The dignity of the school as an institution would be restored, and important dates, such as the school's foundation day, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the unutilized capacity of school infrastructure would be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra". Suitable facilitating systems shall be put in place to achieve universal participation in school by carefully tracking students, as well as their learning levels, to ensure that they are enrolled in and attending school and have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

The PM SHRI schools should act as a network of exemplar schools that will demonstrate excellence and act as belief, practises and knowledge centres for the entire learning ecosystem. PM SHRI schools may invite other schools in the same cluster or block to visit these exemplar schools to facilitate knowledge sharing and school improvement conversations. The following sections are built around these ideas and provide actionable insights to achieve school transformation.

C. Aims and Objectives

i. The selected schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.

ii. This initiative is intended to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

iii. These schools will provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020.

iv. These schools aim to nurture students in a way that they become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.

v. The aim of these schools will not only be cognitive development, but also to create holistic and well-rounded individuals equipped with key 21st century skills.

vi. Pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly, in the foundational years) inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, enjoyable.

vii. Focus will be on the learning outcomes of every child in every grade – with continuous formative assessment of Quantitative, Verbal & Logical Reasoning Skills. Assessment at all levels will be based on conceptual understanding and application of knowledge to real life situations and will be competency-based. Skill-Based Aptitude Test (SBAT) will be introduced for vocational education.

viii. Assessment of the resources available and their effectiveness will be done in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their key performance indicators will be done and gaps will be filled in a systematic and planned manner.

ix. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities.

x. These schools will be developed as Green Schools incorporating environment friendly aspects like energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic-free, water conservation and harvesting, study of traditions/practises related to protection of the environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.

xi. Efforts to be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students.

xii. The dignity of the school as an institution would be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra"

xiii. It is also aimed to achieve universal participation in the school of neighbourhood children by carefully tracking the enrolment of students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

xiv. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place.

xv. These schools are expected to emerge as leaders in education and will offer guidance to neighbourhood schools to achieve the benchmarks of PM SHRI schools over time.

xvi. These schools will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.

xvii. Regular visits in the PM SHRI Schools by other schools in the district/block/cluster or nearby sub-locality will be encouraged to motivate them to adopt the interventions and become exemplar schools themselve

PART I

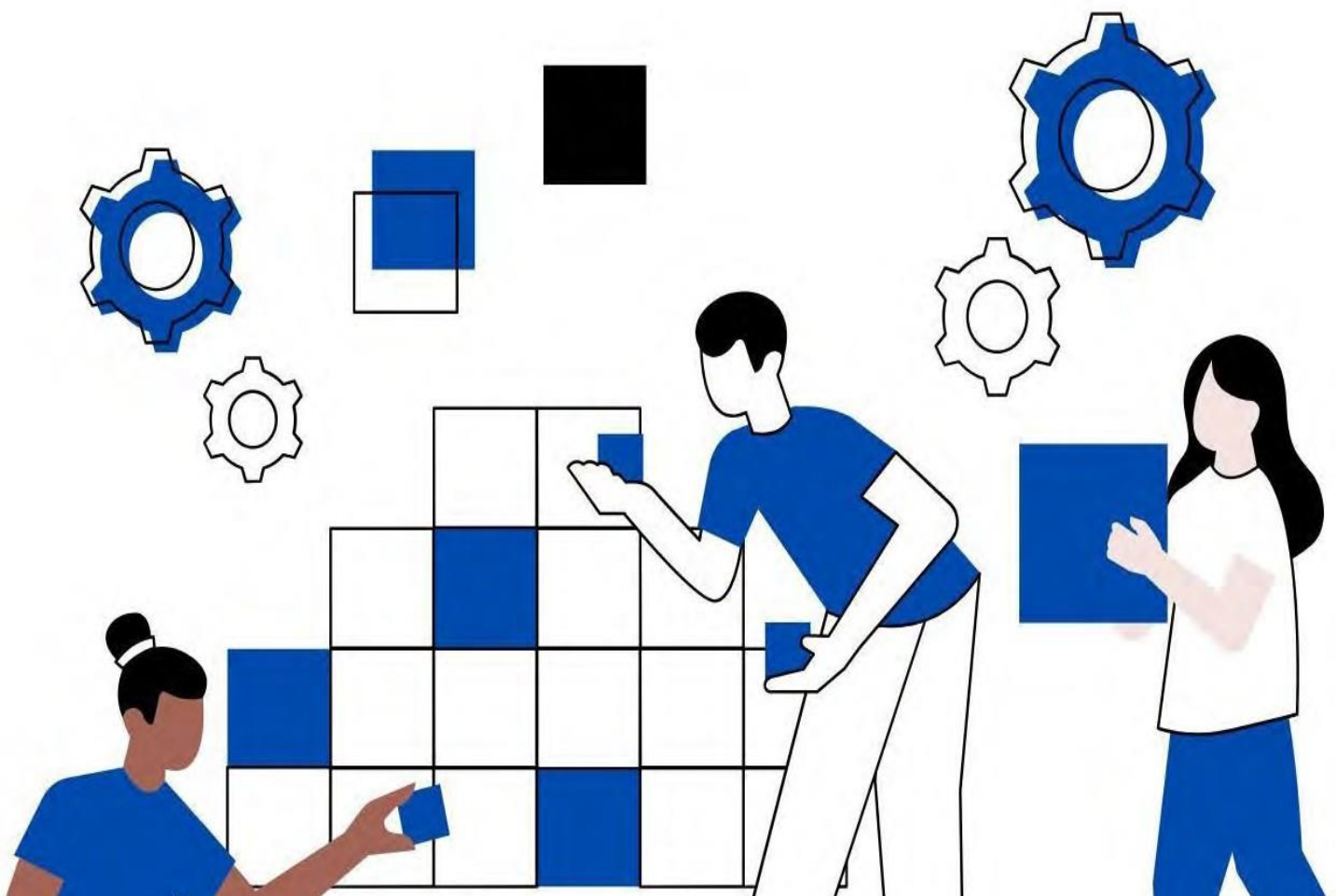# VISION, MISSION, PILLARS AND SELECTION METHODOLOGY OF PM SHRI SCHOOLS

Table of Contents

Part 1 covers Vision and Mission Statement of the PM SHRI Schools, Quality Assurance of PM SHRI Schools and the Selection Methodology that will be followed to select the PM SHRI Schools. It further explains the 6 important pillars of PM SHRI schools that will be the key enablers to achieve school transformation – Curriculum, Pedagogy and Assessments; Access Infrastructure – Adequacy, Functionality, Aesthetics and Safety; Human Resource and School Leadership; Inclusive Practices and Gender Equity, Management, Monitoring and Governance; Beneficiary Satisfaction.

A. Vision Statement of PM SHRI Schools

PM SHRI schools shall set examples for the best in class in the country. The education in these schools will be such that it will nurture lifelong learners who carry the acumen and desire to learn, unlearn and relearn at all spectrums of life to become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.

B. Mission Statement of PM SHRI Schools

PM SHRI schools aim to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

C. Quality Assurance of PM SHRI Schools

The following quality benchmarks would be manifested in a PM SHRI School:
   a. Showcase of NEP 2020 in school practices
   b. Student registry, including Divyang – for tracking enrolment and learning progress
   c. Increase in learning outcomes of each child in the school
   d. Every middle grade child exposed/oriented to cutting edge and 21st century skills
   e. Every secondary grade child passes out with at least one skill
   f. Sports, Arts and ICT facilities for every child
   g. Sustainability and Green School
   h. Each school linked/connected to Higher Education Institutions for mentoring
   i. Every school linked to the local entrepreneurial ecosystem
   j. Every child getting access to counselling for psychological well-being and career
   k. Students will be rooted to knowledge and heritage of India, proud of the civilizational ethos and values of Bharat, aware of India's contribution to the world, conscious of duties towards society, living beings and the nature, communicatively competent in a few Indian languages, respecting inclusivity, equality and unity in diversity, inspired to serve others and aspired to work for 'Ek Bharat Shreshtha Bharat'.
   l. Every child building citizenship values, fundamental duties and responsibilities toward nation-building
   m. These schools will be developed as vibrant schools focusing on all round development of children.

D. The six pillars of PM SHRI schools

The PM SHRI schools' scheme is based on development of sub-domains of six major pillars derived from 9 chapters of NEP 2020, which are as follows:

Pillar 1: Curriculum, Pedagogy and Assessment – Chapter 1, 2, 4 and 24 of NEP 2020
Pillar 2: Access and Infrastructure – Chapter 3 and 7 of NEP 2020
Pillar 3: Human Resources and School Leadership – Chapter 5 and 15 of NEP 2020
Pillar 4: Inclusive Practices and Gender Equity – Chapter 6 of NEP 2020
Pillar 5: Management, Monitoring and Governance – Chapter 8 of NEP 2020
Pillar 6: Beneficiary Satisfaction – Chapter 8 of NEP 2020

E. Selection Methodology

For the selection under the PM SHRI scheme, only the Elementary schools (Class 1-5/1-8) & the Secondary/Sr. Secondary Schools (Class 1-10/ 1-12/ 6-10/ 6-12) managed by Centre/State/UT Governments/local self-governments having UDISE+ code would be considered. The selection of schools under the scheme will be done through Challenge Mode wherein Schools will compete for support in order to become exemplar schools. Selection would be done through a three-stage process with definite time lines. The three stages are as follows:

a. **Stage-1:** States/UTs would sign MoU with Centre laying down the commitments for supporting these schools for achieving specified quality assurance as PM SHRI schools. A standard MoU is placed at Annexure-A

b. **Stage 2:** A pool of schools that are eligible to be selected as PM SHRI Schools would be identified based on prescribed minimum benchmark through UDISE+ data.

c. **Stage-3:** Only the schools from the above eligible pool of schools would compete based on the challenge method for fulfilling certain criteria. Fulfilment of conditions would be certified by States/UTs/KVS/NVS through physical inspection.

Minimum benchmarks for Short-listing of Schools in Stage-2:

In order to maximize the benefits from PM SHRI schools, it is proposed to set minimum benchmarks for a school to be selected as a PM SHRI schools. These benchmarks shall be automatically populated from UDISE+ portal based on the latest data. This portal allows real-time updation of data. The minimum benchmarks that the school shall fulfil are as follows:

a. The school should have its own pucca building in good condition.

b. **Barrier free access -**Ramp.

c. The school must be **safety oriented**.

d. The **enrolment of students** at Elementary (Class 1-5/1-8) level and Senior Secondary (Class 6-12/ 6-10/ 1-10/ 1-12) level must be **more than the state average enrolment, for the category.**

e. The school should have at least one **separate toilet each for boys & girls**.

f. The school must have potable **drinking water facility.**

g. **The school must have separate** hand washing facility.

h. All teachers should have **Photo ID Card** as per extant guidelines.

i. **Electricity** supply should be in working condition.

j. School should have **Library/library corner facilities/ Sports equipment.**

As the schools would be selected through a challenge method, there would not be any predefined state/UT-wise break-up of schools. Schools would be required to self-apply on the Online Challenge portal, which will be opened four times a year, once every quarter, for the first two years of the scheme during the period of implementation of Scheme. Maximum two schools (one Elementary & one Secondary/Senior Secondary) would be selected per block/ULB with upper limit of number of total schools across India. States/UTs/KVS/NVS shall verify the claims reported by Schools and recommend the list of schools to the Ministry. Moreover, Geo-tagging of schools will be done for monitoring of PM SHRI schools, for which services of Bhaskaracharya National Institute for Space Applications and Geo-informatics (BISAG-N) will be taken.

Challenge method criteria for Selection of Schools in Stage 3

a. Short-listed School of stage-1 shall apply on PM SHRI School Selection Portal in stipulated time frame.

b. Schools of Urban areas need to score a minimum 70%, whereas Schools of Rural areas need to score a minimum 60% to be selected as PM SHRI Schools.

c. States/UTs/KVS/NVS shall verify the claims reported by Schools through physical inspection and recommend the list of schools to the Ministry accordingly.

Evaluation Scheme for Challenge Parameters

S.No.	Category of School	Maximum Score on which it is to be evaluated
1	Elementary Classes (1-5)	144
2	Elementary Classes (1-8)	165

3	Senior Secondary Classes (6-10/6 -12)	160
4	Senior Secondary Classes (1-10/1-12)	168
5	KVS	152
6	NVS	144

Domains of Challenge Process

Section	Domains	Score
A	Infrastructure / Physical Facilities & School Safety	31
B	Teaching Staff and Capacity Building	36
C	PM Poshan Scheme	16
D	Learning Outcomes, LEP, Pedagogy	30
E	Vocational Education under National Skill Qualifications Framework (NSQF) (Only for Sr. Secondary levels)	20
F	Green Initiatives/ Activities by School	18
G	Commitment of Stakeholders	17
Total		**168**

Challenge Parameters for Stage-3

Section-A: Infrastructure / Physical Facilities & School Safety							
S.No	Parameters	Elem. School (Class 1-5)	Elem. School (Class 1-8)	Sr. Sec. (Class 6-10/ 6-12)	Sr. Sec. (Class 1-10/ 1-12)	KVS	NVS
1	School has an attached Pre-Primary section/ co-located or twinned/partnered Agandwadi.	3	3		3	3	
2	Has sufficient number of classrooms for instructional purposes (Pupil to classroom ratio shall be calculated based on UDISE+ data)	2	2	2	2	2	2

3	School has Playground	2	2	2	2	2	2
4	At-least one inter-school/community sports events organized in the playground of the school during last one year	2	2	2	2	2	2
5	School has utilized the playground post school hours for the purpose of promotion of Sports in the local community, through holding of local competition in the neighbourhood or through permitting local communities to use the playground in post-school hours. (Evidence of community engagement).	3	3	3	3	3	3
6	At-least two Students of the school have participated at inter-school, District/ State/National Sports events.	1	1	1	1	1	1
7	School has library facility with more than 100 books for Elementary School (Class 1-8) and more than 100 books for Sr. Secondary Schools (Class 6-10/6-12/ 1-10/1-12) (As Applicable)	2	2	2	2	2	2
8	At-least 60% students are issued at-least two library books in the last one year.	1	1	1	1	1	1
9	School has facilities of at-least 1 smart-classroom / Digital Board/projector/desktop in class for teaching-learning.	1	1	1	1	1	1
10	School uses Computer/Tablets/ Mobile Apps/ online facilities for administrative purpose	1	1	1	1	1	1
11	School has at-least one facility - Science / Mathematics / Skill / ICT/ Atal Tinkering Lab/ Art room/ WIFI facility /Internet etc.		4	4	4	4	4
12	School conducts a safety audit (Child safety & Infrastructure safety) at-least once a year.	2	2	2	2	2	2
13	The school should have developed a School Disaster Management Plan (SDMP) for fire, pandemic, and at least one other disaster specific to the area.	2	2	2	2	2	2

No.	Description						
14	School should have functional Separate Toilets for Divyang students	2	2	2	2	2	2
15	There should be regular annual health check-ups in the school as evidenced by child wise records.	2	2	2	2	2	2
16	School Safety Pledge displayed.	1	1	1	1	1	1
Section Total		27	31	28	31	31	28
Section-B: Teaching Staff and Capacity Building							
1	School should have PTR from 25-30 in Elementary (1-5), from 30-35 in Elementary (1-8) and 35-40 in Senior Secondary Schools. School should not have adverse PTR than this.	8	8	8	8	8	8
2	School has a regular Principal/Head Teacher.	4	4	4	4	4	4
3	At-least 50% of teachers have created no-cost/low cost basic teaching aids or tools for teaching learning.	6	6	6	6	6	6
4	Modern Teaching techniques/pedagogies – activity-based learning, use of instructional aids and ICT, project-based learning, etc. are used in teaching learning process.	4	4	4	4	4	4
5	Extra Activities such as Field Visits, Sports, Art, Nukkad Natak, exhibitions, webinars, talks, etc. are proactively organised by the teachers, over and above the prescribed academic hours.	4	4	4	4	4	4
6	School has Counsellor/Designated Librarian/Music Teacher/ Art Teacher	2	2	2	2	2	2
7	School has Special Educator	2	2	2	2	2	2
8	School has access to a Sport Teacher/designated Sport teacher	2	2	2	2	2	2
9	School has ICT Teachers.	2	2	2	2	2	2
10	List 3 - 5 community engagement activities by the school in last 6 months, with local self-government, local	2	2	2	2	2	2

	communities, families, shramdaan, tree plantations, etc.						
	Section Total	36	36	36	36	36	36

Section-C: PM Poshan Scheme (Only for Elementary Classes)

1	Availability of adequate kitchen utensils.	3	3	3	3		
2	Availability of separate pucca kitchen where PM Poshan is cooked in the school	3	3	3	3		
3	Daily data is being furnished on Automated Monitoring System.	2	2	2	2		
4	Functional Nutrition Kitchen Garden in the School.	2	2	2	2		
5	School has hand wash facilities for at-least 5 children simultaneously	3	3	3	3		
6	School has separate space or dining area for serving PM Poshan to the children in school.	1	1	1	1		
7	PM POSHAN weekly Menu is planned and displayed.	2	2	2	2		
	Section Total	16	16	16	16	0	0

Section-D: Learning Outcomes, Learning Enhancement Program, Pedagogy

1	The school has displayed Learning Outcomes in each class.	4	4	4	4	4	4
2	At-least one School Based Assessment (SBA) held in each grade, in the last 6 months, based on learning outcomes.	4	4	4	4	4	4
3	Parent Teacher Meetings (PTM) informing about learning outcome held in school in this academic session for all grades – at least once in two months.	4	4	4	4	4	4
4	School holds annual function to display the talents of its children to families and community.	2	2	2	2	2	2

#							
5	School holds annual exhibition/Art meets/ Science exhibition / Exhibition of children works etc.	2	2	2	2	2	2
6	School/ any teacher / any student has won any prize at National Level in Teacher Award/ Khelo India sports award/ Band Competition / Kala Utsav / Swachchata Vidyalaya Puraskar / Olympiads/ Hackathons/ any other National level competitions held by MoE and its autonomous bodies.	3	3	3	3	3	3
7	School/ any teacher / any student has participated at National Level in Teacher Award/ Khelo India sports award/ Band Competition / Kala Utsav / Swachchata Vidyalaya Puraskar / Olympiads/ Hackathons/ any other National level competitions held by MoE and its autonomous bodies.	1	1	1	1	1	1
8	At-least 70% children participated in at-least two activities conducted under Ek Bharat Shrestha Bharat (EBSB) in last 1 year.	3	3	3	3	3	3
9	The School Management Committee (SMC/SMDC) has been constituted.	2	2	2	2	2	2
10	SMC/SMDC meetings are held at regular intervals.	2	2	2	2	2	2
11	Mother-tongue/ Local/Regional Language is used in early grades	3	3		3	3	
Section Total		30	30	27	30	30	27
Section-E: Vocational Education under National Skill Qualifications Framework (NSQF) (Only for Senior Secondary Level)							
1	The school is running at-least one NSQF compliant Vocational Course			3	3	3	3
2	Vocational exposure of about 12 hours annually is given to middle school children or planned to be given in 2022-23 academic session onwards in accordance with available resources – such as kitchen gardening, local handicraft making, ten days bagless internship or exposure with local trades		7	7	7	7	7

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	person/crafts person or any other occupation of parents/family members						
3	School having advanced technical skill i.e. Artificial Intelligence, Data Science, Machine Learning etc.		5	5	5	5	5
4	School arranges visits and/or is connected to nearby Industries.		5	5	5	5	5
Section Total		0	17	20	20	20	20
Section – F: Green Initiatives/ Activities by School							
1	School has conducted at-least two environment awareness activities in school and/or in community in last six months	5	5	5	5	5	5
2	School is equipped with LED lights	2	2	2	2	2	2
3	School is having Eco-Clubs for all stages – Elementary & Senior Secondary	1	1	1	1	1	1
4	School undertakes preparation of Biodiversity register/nature walks by students as a part of curriculum transaction	1	1	1	1	1	1
5	School is undertaking water audits	2	2	2	2	2	2
6	School is having waste recycling/ Rain water harvesting System	4	4	4	4	4	4
7	School has organized at least one plantation drive in last six months in school or neighbourhood	3	3	3	3	3	3
Section Total		18	18	18	18	18	18
Section – G: Commitment of Stakeholders							
1	School has obtained written express willingness of Gram Panchayat / Urban local body (ULB) for contributing in	3	3	3	3	3	3

	infrastructure upgradation of the school.						
2	The Gram Panchayat/Urban local body (ULB) has assisted in infrastructure upgradation of the school in the last 2-3 years	3	3	3	3	3	3
3	School Management Committee has representation from Gram Panchayat/ Urban local body (ULB).	3	3	3	3	3	3
4	Parental engagement with Classes/PM Poshan / Activities is sought in innovative ways (give example).	2	2	2	2	2	2
5	School has engaged local Volunteers/ Community for teaching learning through mother tongue / local language in early grades (pre-school to grade 5)	2	2		2	2	
6	School celebrates local culture/tradition and practices with at-least one creative event a year, involving all students and teachers.	2	2	2	2	2	2
7	School collaborates with neighbourhood schools for teacher capacity building, exchange of resources, joint events, etc.	2	2	2	2	2	2
Section Total		17	17	15	17	17	15
Maximum Scores		**144**	**165**	**160**	**168**	**152**	**144**

Note: In case of tie between 2 schools in same category following preferences should be given:

1. Schools having more enrolment will be given preference.
2. In case of further tie, the school having minimum drop-out in the previous year will be preferred.

PM SHRI Schools Selection Flow:

- A pool of schools that are eligible to be selected as PM SHRI Schools will be identified based on prescribed minimum bench-marking parameters through UDISE+ data 2021-22. Bench-marked School will sell-apply on the PM SHRI Portal.

- Once the application is submitted by the schools, the schools that have scored minimum 70% in urban areas and minimum 60% rural areas will automatically be reflected to the login of District Nodal Officer (DNO) in the portal.

- DNO to verify the school's details based on onsite/online inspection of details shared by the schools carefully and as per the verification protocols.

- After proper verification at the district level, the DNO will send block-wise list of short-listed schools to the State/UT along with proper justification in 100-200 words for each school (Shortlisted & Non- Shortlisted). DNO to send Official confirmation letter to State/UT while recommending the list of schools in the stipulated time period.

- State Nodal Officer (SNO) to send the recommended list of PM SHRI Schools to the Ministry of Education after State/UT approval with proper justification in 50-100 words for each recommended school in the stipulated time period. The State/UT to recommend maximum two schools/block.

- An Expert committee headed by Secretary (SE&L), at Ministry of Education will recommend the final list of schools selected as PM SHRI Schools in each State/UT/KVS/NVS.

Chapter 1

Curriculum, Pedagogy and Assessment

> *"Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields."*
>
> \- **National Education Policy, 2020**

1.1. Curriculum in PM SHRI Schools

1.1.1. Curriculum as per National Curriculum Framework based on NEP 2020

> ***Para 4.30 of the NEP states -*** *The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages."*

- **Curriculum in PM SHRI schools** shall follow the National Curriculum Framework/State Curriculum Framework developed in accordance with new curricular and pedagogical structure of the National Education Policy, 2020 viz. the 5+3+3+4, which will be reflected in the NCF- Foundational Stage and School Education.
- Instead of focusing on rote memorisation, **the learning environment** in PM SHRI schools should equip students with a sense of purpose and the competencies they need, to shape their lives.
- To achieve this, pedagogical upgrades must be made to ensure important skills such as **21st-century skills and STEAM** (Science, Technology, Engineering, Arts and Mathematics) Education is imparted.
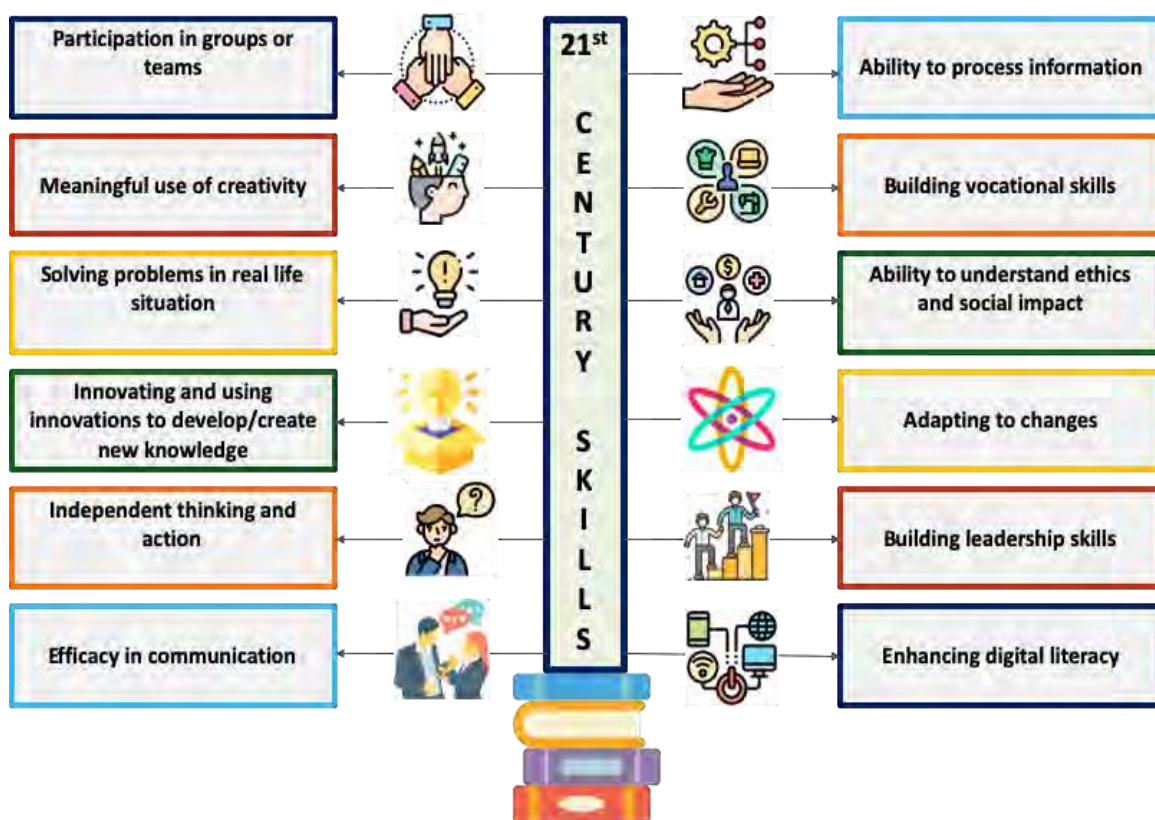
Figure 1: 21st-century skills[1]

- 21st-century skills refer to the transversal competencies that enable an individual to face the challenges of the 21st-century world, such as critical thinking, scientific temper, creativity, communication, multilingualism, problem-solving, digital literacy etc.
- Whereas, STEAM education is a teaching approach that combines science, technology, engineering, arts and mathematics, integrates different disciplines into a cohesive learning paradigm and incorporates real-world applications and global problem statements into the curriculum and pedagogy.
- In order to transform the learning environment as envisaged above, schools should ensure holistic development of learners. This may be achieved through developing a planned curriculum by building competencies in both academic as well as non-academic spheres.

1.1.2. Holistic Development and Planned Curriculum

To ensure holistic development, the learning environment in PM SHRI schools should be curated by keeping in mind the following domains of learning[2] - The Cognitive Domain

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[1] 21st Century Skills Handbook – details in Chapter on "Resources" in Part 4
[2] (PDF) Three Domains of Learning: Cognitive, Affective and Psychomotor

(Knowledge), the Affective Domain (Attitudes) and the Psychomotor Domain (Motor Skills).

Figure 2: Domains of Learning

a. Cognitive Domain

- Includes objectives that deal with recall or recognition of learned material and the development of intellectual abilities and skills.
- The largest proportion of educational, instructional or teaching-learning objectives falls into the cognitive domain.

EVALUATION
The ability to come up with judgments about the importance of concepts.

SYNTHESIS
The ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established.

ANALYSIS
The ability to differentiate facts and opinions.

KNOWLEDGE
Knowledge is the ability to recall data and/or information.

COMPREHENSION
Comprehension is the ability to understand the meaning of what is known.

APPLICATION
Application is the ability to utilise an abstraction or to use knowledge in a new situation.
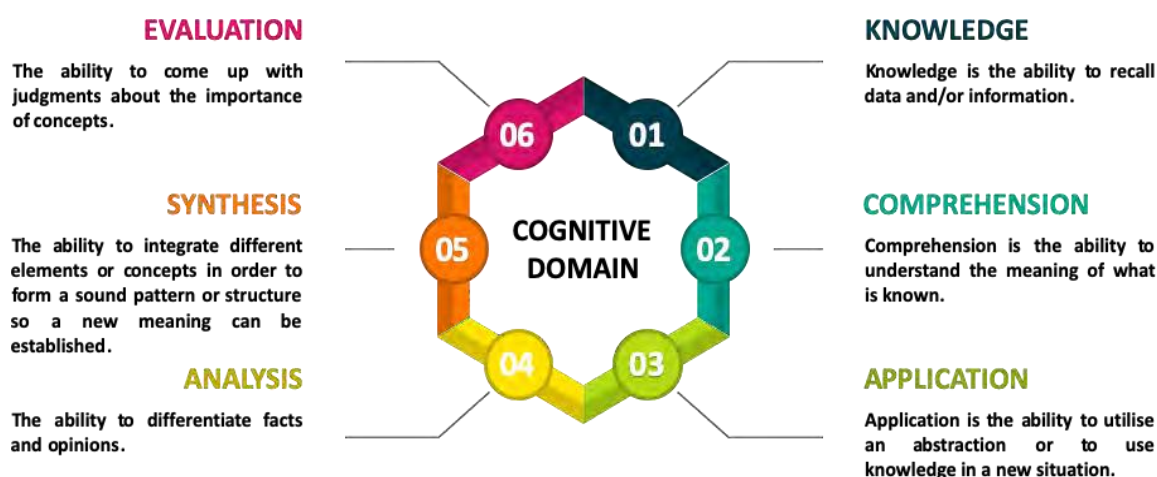
Figure 3: Levels of Cognitive Domain

b. Affective Domain

- Includes factors such as student motivation, attitudes, perception and values.

- It can be leveraged to direct learning, as well as to enhance the learning experience of a student, as the emotional state, interest and willingness of a learner are an important and often overlooked aspect of the teaching-learning process.
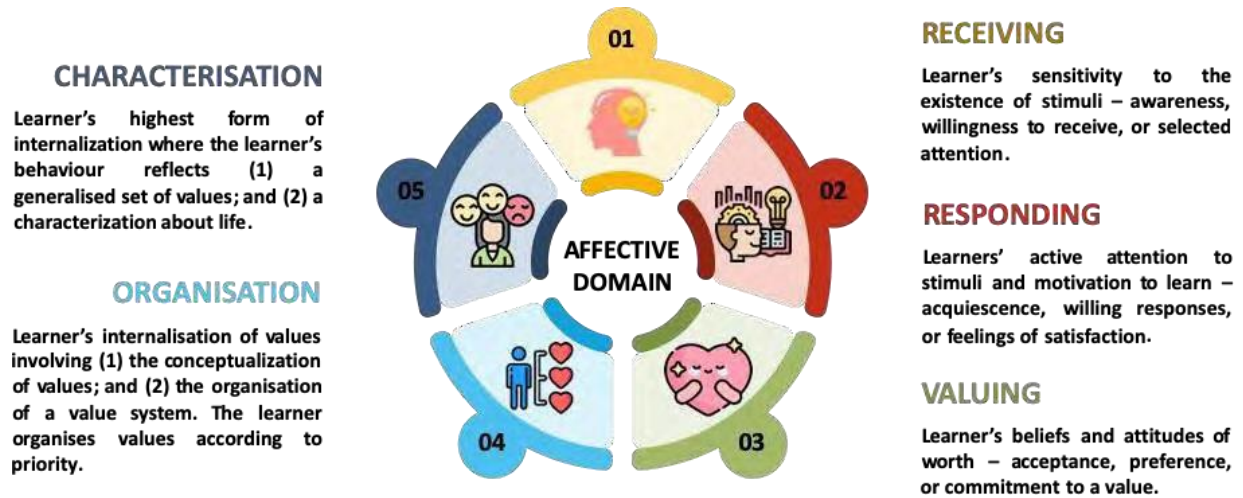
CHARACTERISATION

Learner's highest form of internalization where the learner's behaviour reflects (1) a generalised set of values; and (2) a characterization about life.

ORGANISATION

Learner's internalisation of values involving (1) the conceptualization of values; and (2) the organisation of a value system. The learner organises values according to priority.

RECEIVING

Learner's sensitivity to the existence of stimuli – awareness, willingness to receive, or selected attention.

RESPONDING

Learners' active attention to stimuli and motivation to learn – acquiescence, willing responses, or feelings of satisfaction.

VALUING

Learner's beliefs and attitudes of worth – acceptance, preference, or commitment to a value.

AFFECTIVE DOMAIN

Figure 4: Categories within Affective Domain

c. Psychomotor Domain

- It is concerned with physical, motor or manipulation skills. Handwriting, map drawing etc., are examples of the psychomotor domain.
- All psychomotor skills are based on some kind of activity and require a physical component.
- They develop skills such as hand-eye coordination and the use of motor skills, and such skills are useful for physical tasks in daily life and at work.

SET

The readiness to act.

GUIDED RESPONSE

The ability to imitate a displayed behaviour or to utilise trial and error.

ADAPTATION

The ability to modify learned skills to meet special events.

ORIGINATION

Creating new movement patterns for a specific situation.

PERCEPTION

The ability to apply sensory information to motor activity.

MECHANISM

The ability to convert learned responses into habitual actions with proficiency and confidence.

COMPLEX OVERT RESPONSE

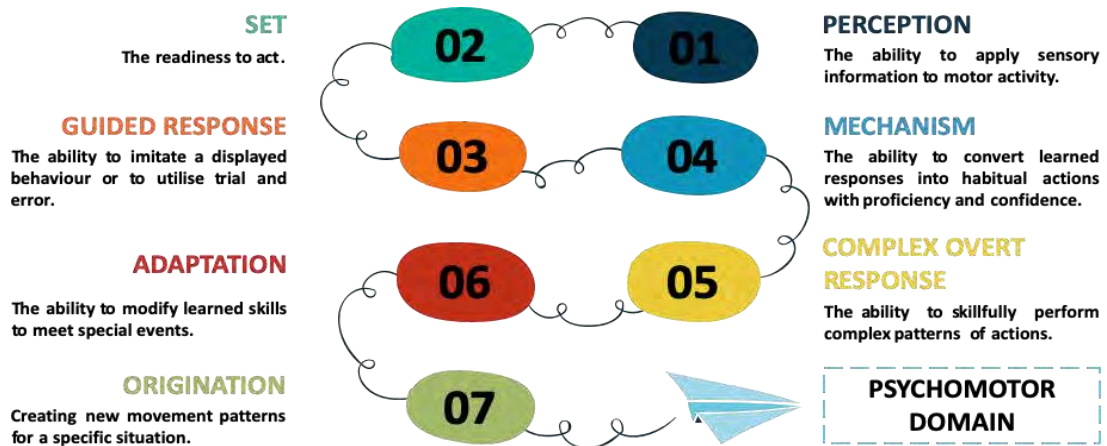The ability to skillfully perform complex patterns of actions.

PSYCHOMOTOR DOMAIN

Figure 5: Categories within Psychomotor Domain

These domains serve as tools for teachers to cater for the learning experience of students and provide them with such an environment. By curating a learning experience or designing an assessment framework with a learning domain in mind, teachers can enable students to

understand and retain information based on how they learn best.

All domains or areas of development are interconnected. For example, learning to talk is usually placed in the language domain but involves physical, social, emotional and cognitive development. Each of these domains also extends into real-life situations, which may impact the career path a student chooses. Therefore, schools must attempt to incorporate all the learning domains into the teaching-learning process.

To ensure holistic development of students across all three domains - Cognitive Domain, Affective Domain and Psychomotor Domains; schools must ensure the development of a planned curriculum. Schools may develop a forward-looking Holistic Development plan that will aid schools to visualise a student's learning from a holistic perspective, and thereby lead to the overall growth and effective development of students. To build further understanding on pedagogical leadership, CBSE's handbook for Leading Learning in Schools[3] may be referred to.

Holistic Development Plan

Para 7.9 of NEP states – "The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans."

The following steps may be utilised to develop the Holistic Development Plan with the involvement of SMCs.

STEP 2
What do we need to do in the coming year?

STEP 4
What is the timeline for implementation?

STEP 1
Where are we now as a school?

STEP 3
How will we achieve what we want to do? Who is responsible?

STEP 5
What will the impact look like?

Figure 6: Steps to develop the Annual Holistic Development Plan

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[3] Pedagogical Leadership: A Handbook for Leading Learning in Schools

Step 1: Where are we now as a school?

- Appropriate structures keeping in mind the Cognitive, Affective and Psychomotor Domains may be developed in the following areas – **Curriculum, Pedagogy and Assessments; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Governance and Leadership; and Beneficiary Satisfaction.**

- In this step, school heads may assess their schools in these 6 areas in comparison to the previous academic year. Given the holistic development lens, this process would require the involvement of teachers, students, subject coordinators, school leaders, school management, and parents in order to understand the school's trajectory in terms of holistic development and to understand how it can be improved. Naturally, if the school is conducting such an exercise for the first time, there would not be any comparisons to previous years that could be highlighted. In such cases, the schools may assess where they currently stand.

Step 2: Action Plan

- For every suggestive area, the school may recognise the areas of strengths and areas of improvement. A school may specify actionable areas, as well as one or more sub-actionable under each actionable area, as the area/s of improvement to be addressed in the following year while generating the plan. Schools may refer to the School Quality Assessment Framework (SQAF) for PM SHRI schools in Part III for planning interventions, improvements, reforms and transformations. Schools may also look for innovative ideas tried out by other schools and shared by them on the Vidya Amrit portal.

Step 3: Strategy and Task Allocation

- Schools must outline strategies and describe the steps for strengthening the identified area/s of improvement. Additionally, the school may identify the people or team of persons who will be responsible for implementing the action plan. Tasks assigned to different individuals must be described clearly.

Step 4: Timeline for implementation

- Ideally, it is advisable for plans to be made on a quarterly time-period basis. It is also possible to set monthly goals. The schools may adopt the kind of timeline which is the most suitable for them. An exemplar illustration of the one-year plan, broken into monthly plans, to achieve certain goals related to learning outcomes is attached in Annexure B. Such plan is presently being used for uplifting the performance of Low

Performing Districts.

Step 5: Impact

• The focus should be on student outcomes when describing the impact. The principal and members of the school community may evaluate the plan's implementation and impact once a quarter. The evaluation can have two effects: evaluating the effectiveness of intervention in the classroom and identifying areas of improvement.

After ensuring planned curriculum through the holistic development plan, the schools should focus on developing robust competency-based curriculum and pedagogical strategies. Schools may refer to Teacher Energized Resource Manuals (TERM) which provide teachers with competency-based education resources[4]

1.2. Pedagogy in PM SHRI schools

Any format of innovative pedagogy/any combination of innovative pedagogies or simply adopting/adapting certain aspects of various innovative pedagogies that help the child to learn in an engaging and joyful manner are expected to be utilized by every teacher in a PM SHRI school.

> **Para 5.14 of NEP 2020 states –** "Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms."

Innovative Pedagogy

In the PM SHRI Schools, emphasis should be put on innovative and multidisciplinary pedagogical design where there is a simultaneous focus on different domains of academics as well as new modes and interventions of learning such as art integration and experiential and sports integration. Innovative pedagogical practices include the following practices. Various aspects of these pedagogies or any other innovative pedagogy as deemed fit by the teacher may be incorporated in the classroom, with the objective of making learning joyful and engaging.

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[4] CBSE | Academics Unit : TERM

> **Para 4.6 of NEP 2020 states –** "In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects."
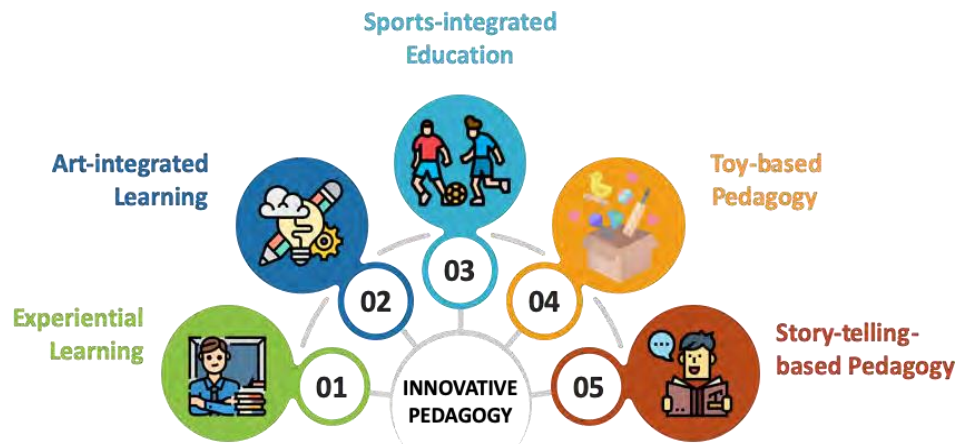

Figure 7: Innovative Pedagogical Practices

Experiential learning

Experiential learning is based on the principle of "learning by doing" and it focuses on developing skills in the students through integrating real-life experiences in the teaching-learning process. The following experiential learning cycle can aid in the understanding of the same-
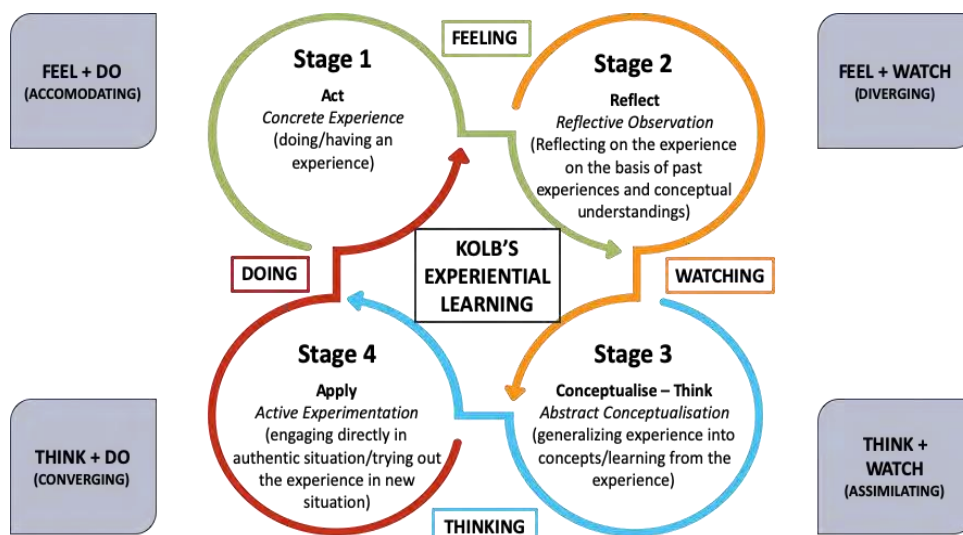
Figure 8: David Kolb's experiential learning cycle

A learner can enter a learning cycle at any stage and going through all the four stages will complete her learning cycle. For effective experiential learning practice, teachers can take the role of a facilitator or guide for the students and can adopt the following strategies-

- Students should be encouraged to work together and learn how to question and evaluate evidence rather than accepting truths communicated by their teacher.
- The curriculum and teaching-learning resources should be such that they are relevant to the child's life or context so that the child gets first-hand experience of practicing what has been taught.
- The teachers should focus on creating experiences in classrooms that involve some or all the five senses of students using different strategies.
- Methods that can be used to facilitate experiential learning in the classroom include role-playing, peer tutoring, group learning, video projects, field trips, guest speakers, films & documentaries etc. For example, mathematics can be taught by transforming the school playground into aid for teaching and learning concepts of the subject.

For more information, CBSE's handbook on Experiential learning[5] may be referred.

i.   Art-integrated Pedagogy

Art integration is a cross-curricular pedagogical approach that utilises various aspects and forms of art and culture as the basis for learning concepts across subjects.

STEP 1
Selection of a topic/theme, drawing upon the previous knowledge of students.

2 **STEP**
Providing creative enquiry opportunities for hands-on learning to students.

STEP 3
Reflection on the New Learning of the subject using an Art form by the students.

4 **STEP**
Assessment of students (for subject and Art involved)

Figure 9: Steps to embedding arts with subjects

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[5] Handbook on Experiential Learning

Step 1: Selection of topic/theme – It should draw upon the previous knowledge of students, stemming from their past learning experiences. Based on interaction, the teacher will extract information on the past learning experiences of students and select a topic/ theme for an activity/project.

Step 2: Creative Inquiry – The teacher will provide opportunities for creative inquiry. Real-life situations must be provided for students to learn in divergent ways. Opportunities must be given to promote learning through collaboration.

Step 3: Reflection on New Learning of students using an art form – What students have learned, how they learned it, and what it means to them.

Step 4: Assessment of students – To understand their own and peers' work as part of the learning experience. Revision opportunities for improvement of the work done by students should be given, and it must be assessed whether it has enhanced and facilitated the learning experience.

For more information, NCERT's Guidelines on Art-integrated learning[6] and/or CBSE's handbook on Art Integrated Learning[7] may be referred.

ii. **Sports-Integrated Pedagogy**

Sports integration can help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, and teamwork.

- **Mathematics** – Skill drills provide many opportunities for students to practise counting in multiples. Students can also be given points for completing different tasks. As the points add up, students will need to use basic maths skills to compute their scores. There are also many opportunities to discuss maths vocabulary that relates to sports, such as angle, measurement, perimeter, distance, etc.

- **Language arts** –When students are playing any sport, a great way to reinforce language arts is to have the students' read instructions for rules. Teachers should use spelling words in a variety of creative ways to help students. For example, jump rope spelling, word sort challenge, GeoMat spelling, etc. Teachers can also reinforce key vocabulary using a Word Wall.

- **Science** – The practical use of experimentation vocabulary when learning about heart rate or burning calories is a great way to reinforce these important science concepts through sports. There are also many opportunities to

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[6] Guidelines Art Integrated Learning
[7] Guidelines on Art-Integrated Learning for Schools affiliated to CBSE

highlight science-related vocabulary that is used in sports. For example, speed, friction, angle of trajectory, lever, aerodynamics, etc.

- **Social Studies** – There are many opportunities to use creative activities that are specific to social studies content. For example, anything that deals with the Olympics can be connected to Greece, the Chinese jump rope has a natural connection to the history of China, etc.

iii. Toy/Game-Based Pedagogy

Play/Game based pedagogy requires a child's active participation related to different aspects of development- cognitive, affective and psychomotor.

- Toys help children to connect with their culture. They also help in speed up language development especially as children get involved in making D-I-Y toys.
- Students should be provided with toys, games, and activities that teach them self-help skills and age-appropriate values like sharing, caring, keeping things back to their place, cleanliness, etc.
- For the foundational stage students need a variety of balls, Hula hoops for tossing, Slides and swings, seesaw, jumping rope. On the other hand, the popular traditional Indian games for preparatory stage children are- posham pa –bhai-posham pa, tag games, throw and catch, kho-kho, kabaddi, pithoo and so on. These games have a lot of utility for health and well-being as well as for problem solving and manipulative skills.

  For more information, NCERT's resource on Toy Based Pedagogy[8] may be referred.

iv. Storytelling based pedagogy

Storytelling is an effective tool to Entertain, Engage and Educate students since they have the power to hook students and trigger their curiosity about a concept. It can help students 'see', 'feel', 'touch', 'hear', 'taste', and most importantly, 'think'. Students develop the ability to reflect on the story, empathise with the characters, predict the ending, come up with alternate versions, question the plot, solve problems, and so on. These are the most essential skills to have in the 21st century, and using stories to teach can effortlessly get students to gain them. Figure 10 provides suggestive methods to transform content into a storytelling format –

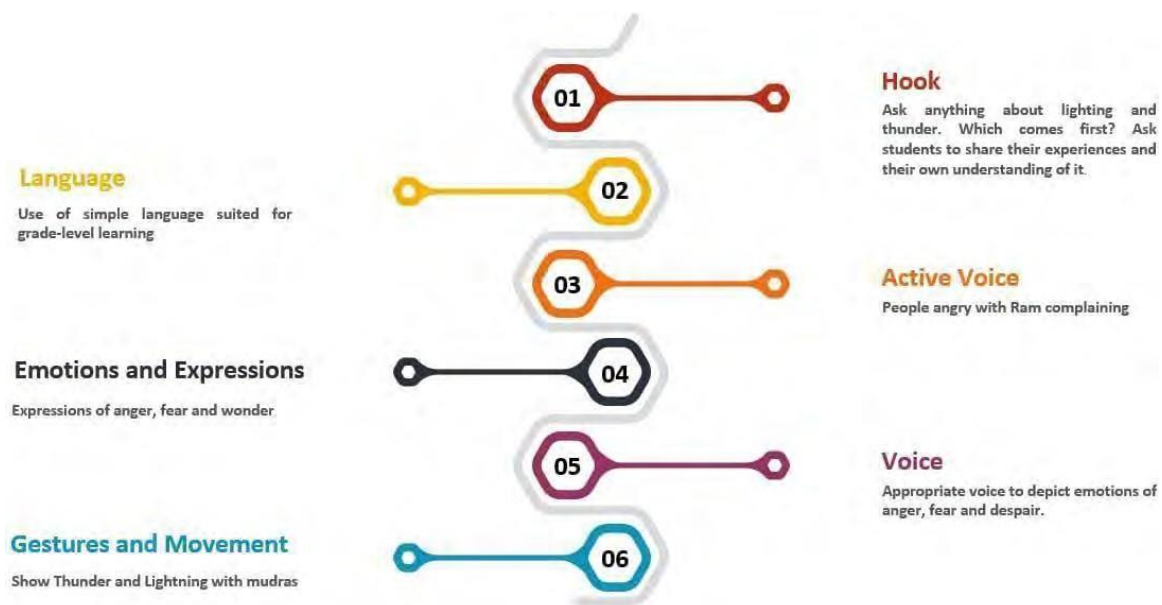[8] NCERT - Toys, Games as Component of Play-based Pedagogy

01 Hook
Ask anything about lighting and thunder. Which comes first? Ask students to share their experiences and their own understanding of it.

Language
Use of simple language suited for grade-level learning

03 Active Voice
People angry with Ram complaining

Emotions and Expressions
Expressions of anger, fear and wonder

05 Voice
Appropriate voice to depict emotions of anger, fear and despair.

Gestures and Movement
Show Thunder and Lightning with mudras

Figure 10: Method to convert content into storytelling

1.3. Integrating the new age learning and various skills as a part of the curriculum transactions

In PM SHRI schools, the focus must be placed on enhancing the integration of general education, IT skills and vocational education, citizenship, values and ethics, and the curricular content of these pathways should be made relevant to all students. Along with integration of art and culture, physical and mental health and well-being will also be focussed upon. **The uniqueness of PM SHRI schools would be its integration of environmental literacy in all areas of learning from subject disciplines, to art and culture, to vocational to IT skills, etc.** The local and Indian context, our traditions and practises, Indian Knowledge systems shall also form an integral part of the curriculum.

The use of mother tongue/local or regional language, for teaching and learning particularly in the early years will be crucial for the achievement of literacy and numeracy skills by every child in the foundational stage. Career counselling will help students in their school to work transition.

> **Para 4.23 of NEP 2020 states –** "While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world."

1.3.1. Vocational skilling

The purpose of vocational education is to impart technical and vocation-specific knowledge and it includes skills related to handicrafts, mechanical skills, arts and music, languages, 21st-century and new-age skills such as artificial intelligence, machine learning, design thinking etc. Students should be trained for vocations of relevance in the local area, which improves the likelihood of them finding jobs locally after Grade 12. Some of the ways through which it can be achieved are as follows:

- Focus areas for vocational education should be chosen based on skills gap analysis and mapping of local opportunities
- Skill labs should be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.
- Schools to collaborate with ITIs, polytechnics, local industry, etc.
- Schools should encourage students for summer internships/jobs or collaborate with organisations/companies to recruit students for 1-2 months during vacations.

1.3.2. Digital Learning

Technology should be appropriately used at all levels in PM SHRI schools- to improve student learning outcomes and teaching-learning. It should be achieved by Information and Communication Technology (ICT) initiatives which should include provision for ICT infrastructure, development of socially active classrooms and integration of technology and pedagogy. Schools may refer to the Pragyata guidelines for more information on

Guidelines for Digital Education[9].

Further, schools can incorporate digital learning methods in the following ways:

- Stories/chapters can then be shared through a projector or printed out and literacy activities can be developed around the images e.g. describing the character.
- Students should be taught how to give multimedia presentations like PowerPoint or Google Doc Slides.
- Through digital learning, students should be taken for a virtual field trip without leaving the classroom. It can be any historical monument across the world, zoo, wildlife sanctuary, any city etc.
- PM SHRI school students must actively participate in Hackathons and related competitions/activities.

1.3.3. Promote the all-round development of students through art/ music/ dance/ drama/ debate/ declamation as per their interest

Co-curricular activities should not be considered as additional or extra to the curriculum. In fact, the existence of the word 'curricular' itself tells that these activities or experiences are a part of the curriculum or an extension of the curriculum. All such activities complement the learning process which can be achieved through the following activities:

- Those students that show particularly strong interests and capacities in any co-curricular activity should be encouraged to pursue that beyond the general school curriculum. Teachers can give them supplementary enrichment material and guidance and encouragement.
- Schools should create awareness amongst different stakeholders – parents, teachers, and school administrators regarding the importance of identifying and nurturing talent in different regions of the country.

1.3.4. Integration of environmental education

- **Adopting eco-friendly ways of learning and organic lifestyle**
  Teaching students about green practices early in their school life creates a solid foundation for an environment-friendly attitude and a lifelong interest in saving the planet. Environmental awareness should be integrated across curriculum and its transactions in the following ways:
  - A small piece of land should be dedicated for a kitchen garden in the school premises, where students can be taught about organic farming.

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[9] Pragyata - Guidelines for Digital Education

- Students should be involved in designing and planning the kitchen garden so that they can also replicate that in their homes.
- Students should identify the local species best suited to the local conditions of the topography, land and climate of the region and grow them in the school.
- Students should also be given their own garden space and taught to use easy-to-handle garden equipment.

- **Formation of Eco Club**
The suggestive activities are provided below for an eco-club in PM SHRI schools.
  - Action based activities such as tree plantations, cleanliness drives can be arranged both within and outside the school campus, i.e., in the classrooms, school garden, school playground, neighbourhood, community etc.
  - Growing kitchen gardens, maintaining vermin-composting pits, construction of water harvesting structures can be facilitated in schools
  - Field trips can be organised to show rainwater harvesting structures, wetlands, drinking water supply plants, sewage water plants, watershed management units etc.
  - Schools may promote the practice of celebrating the birthday of each student by planting a tree at home or in the neighbourhood locality and encourage them to share the experience with the whole class.
  - School water management committee should be formed which would be responsible for efficient use of water in the school; periodic reviews and monitoring of water usage to check for wastage and inefficiency; and adoption of water conservation measures.
  - Mobilise action against environmentally unfriendly practices like garbage disposal in unauthorised places, unsafe disposal of hospital wastes etc.

- **Design transdisciplinary learning experiences.**
Transdisciplinary approach goes beyond the confines of the existing academic disciplines and addresses topics relevant to the real world. Some of the topics that can be explored are the Sustainable Development Goals, issues around geopolitics, international trade etc.

- **Project and activity-based learning**

  Learners at all stages may be exposed to project or activity-based learning by integrating environmental awareness with various areas of learning. Children can take up projects or activities around areas such as, energy efficiency, water conservation, forests, air/water/soil pollution, waste management and recycling, e-waste, plastics, flora and fauna, symbiosis, food web, etc. The whole school can also do the same project or activity, such as, water audit and water saving, saving of energy, recycling and reuse, etc. Eco-clubs can lead these initiatives. Schools may arrange visits to nearby forest, woods, parks, for children to bond with nature.

1.3.5. Leveraging local context

In order to ensure that education is maximally relatable, relevant, interesting, and effective for our students, teachers should ensure that from the foundational level, they choose stories, arts, games, sports, examples, problems, etc., which are rooted in the Indian and local geographic context. Following are the steps to contextualise learning -

Step 1: Identify- Research the context of your class, their geography, culture, community etc.

Step 2: Align- Ensure that the content/chapters of the curriculum are relevant to what aspect of the student's world.

Step 3: Integrate- Direct real-world examples in your learning activities.

Children should work on projects to create local museums of archival crafts, relating them to local history, geographic conditions, flora, fauna, costumes, culture and ritual and teachers should encourage students. The problem-solving activities or strategies should be situated in the context of students' communities.

- **Indigenous learning**

  Indigenous pedagogies highlight the interconnectedness of all living things. Through oral traditions, stories, and land-based teaching, education using Indigenous pedagogies supports a holistic learning environment and teaches about the relationality of people, plants, animals, and the environment (Kamanski, 2008).[10] Tribal knowledge and indigenous ways of learning should

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[10] [Indigenous knowledge and pedagogy | SFU Library](#)

be covered and included in mathematics, philosophy, architecture, medicine, agriculture, linguistics, literature, and sports, as well as governance, polity, and conservation.

Some suggestive activities to integrate indigenous pedagogy in the classroom are as follows:

- Oral tradition is an important aspect of storytelling in indigenous culture, which can be incorporated into classrooms. Students should be asked to share an indigenous folk story with the classroom.
- Students could be asked to write a short report comparing the two indigenous communities in India. This activity would make students aware that "indigenous" is not a homogenous term.
- Video documentaries should be shown about the history and culture of indigenous communities in India.
- Students could find out more about their own family history. This could include the number of people in the family, cultural background, where they lived, when they were growing up, what parents and grandparents did, and any other stories important to family history. They can begin by interviewing parents, grandparents, aunts and uncles.
- Students should be introduced to different indigenous textiles, food, sports, etc. and asked to incorporate in their own life.

1.3.6. Introduce mother tongue-based learning in the classrooms

Mother Tongue curriculum creates room for students to bring their prior knowledge into the classroom, paves a path for scaffolding and bridging a gap between home and school and ensures teaching for meaning and accuracy. Some of the ways through which it can be achieved in a classroom are as follows:

- Teachers should start teaching the subjects, including the regional/local and other languages and subjects, mathematics, etc. from class 1 to 5 through a bilingual approach – that is, by using the mother tongue of the child as far as possible and slowly establishing links with the medium of instruction or regional/state languages.
- Teachers should be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.
- In cases where home language/mother-tongue textbook material is not available, the language of the transaction between teachers and students should still remain the home language/mother-tongue wherever possible.

- The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, should be the home language/ mother-tongue/ local language/ regional language.

- In predominantly tribal areas, teachers who belong to these areas should be identified to ensure that their mother tongue becomes the link for their education.

1.3.7. Ensuring the Physical and Mental well-being of students

- The development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. All school children should undergo regular health check-ups especially for 100% immunization and health cards should be issued to monitor the same. Schools may also refer to the Manodarpan Guidelines[11] issued by the Ministry of Education to provide psychosocial support for mental health and wellbeing of students.

  Additionally, PM SHRI schools may ensure the wellbeing of students in the following ways:

  - Ensure convergence with **School Health Programme (SHP)** under Ayushman Bharat, which is a joint initiative of the Ministry of Health & Family Welfare (MoHFW) and the Ministry of Education (MoE).

  - Ensure convergence with the **Department of Sports and Youth Affairs** for greater participation in Khelo India and for connecting youth volunteers (NYKS, NSS, etc) to the school.

Counselling should also be made available in order to support students in their concerns related to career guidance, mental health and emotional well-being. A counsellor could be made available in order to support teachers to create an effective learning environment.

- **Develop a socio-emotional learning framework**

  Social-Emotional Learning refers to wherein students are able to identify as well as equipped to regulate their emotions, manage stress, understand diverse perspectives, and interact fruitfully with the environment around them. The competencies which develop through Social-Emotional learning are self-awareness, empathy, expressing feelings, building relationships,

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[11]Manodarpan - Psychosocial Support for Mental Health & Wellbeing of Students during the COVID Outbreak and beyond

communication, collaboration etc. Some of the ways through which it can be incorporated in PM SHRI schools are as follows:

- At the beginning of the session, classroom norms/rules should be decided for both teacher and the students, put it up in the class and implement it consistently.

- Students should be addressed by their names and teachers may make sure they make eye contact while children are talking to them to create a climate of care and respect.

- Each child's strengths and abilities should be acknowledged and encouraged.

- Check-in activity should be held at the start of each session.

- Children should be encouraged to express themselves in any form that they are comfortable with.

- High but achievable expectations should be set for the students that are as per their development and abilities.

- When discipline is needed, the focus should be on changing the behaviour and not on blaming or labelling the child.

- **Psychological Counselling**

Many students need encouragement and support to become comfortable with the school and classroom environment, which they may find intimidating or overbearing at first. To address this issue, schools should make counsellors available to all students to ensure physical, psychological and emotional well-being to address this issue. Counsellors can adopt the following strategies -

- Develop a relationship with the student and draw on their past experiences

- Ensure privacy of student information and maintain professional decorum

1.3.8. Career Counselling

Career Counselling is a process that helps students to know and understand themselves and the world of work to make career, educational, and life decisions. In a career counselling session, the counsellor should help a student explore skills and strengths, consider education levels, advise continuing education, and determine interests and personality types. Counsellors may also administer an IQ test or an aptitude test. Career counsellors may keep the following points in mind-

- The role of career counselling is to personalise this process for the individual,

especially at key decision-making points, such as when selecting subjects and courses of study and especially as the child approaches transitioning out the school period. Career counsellors may develop infographics such as Figure 11 to guide students about options that are relevant to their needs.
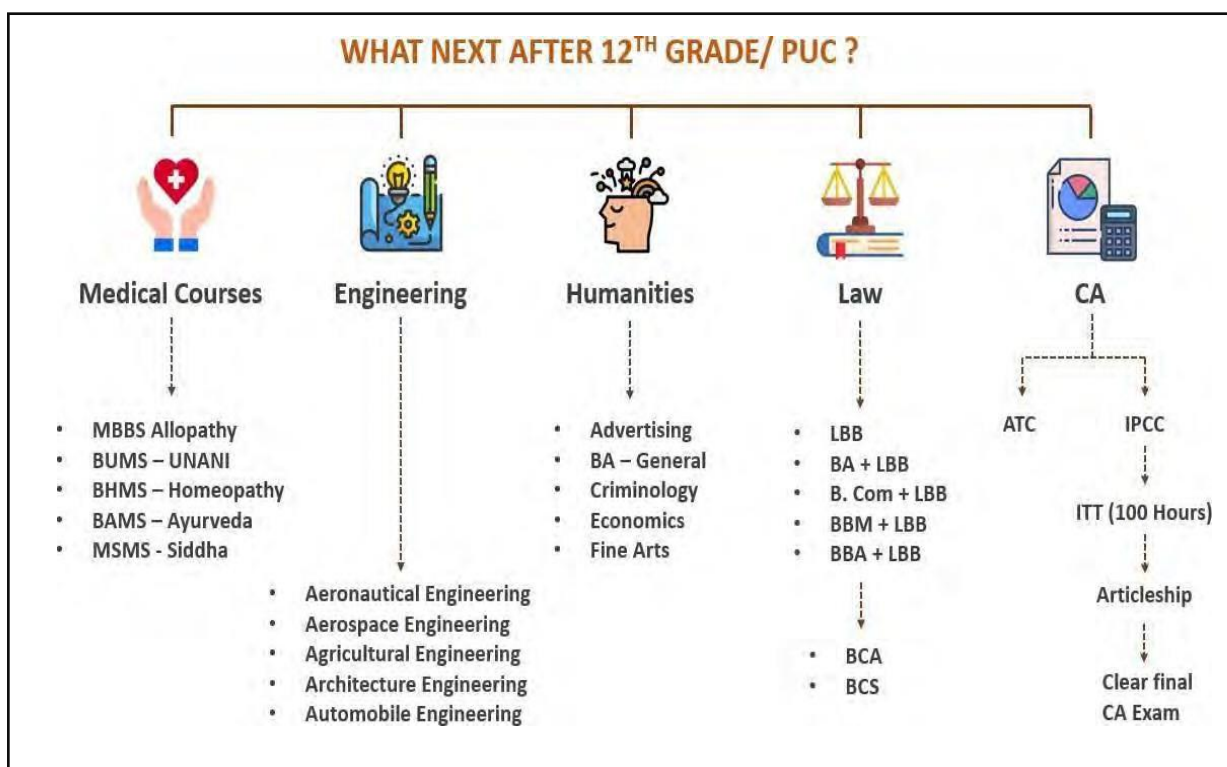

WHAT NEXT AFTER 12TH GRADE/ PUC ?

Medical Courses
- MBBS Allopathy
- BUMS – UNANI
- BHMS – Homeopathy
- BAMS – Ayurveda
- MSMS - Siddha

Engineering
- Aeronautical Engineering
- Aerospace Engineering
- Agricultural Engineering
- Architecture Engineering
- Automobile Engineering

Humanities
- Advertising
- BA – General
- Criminology
- Economics
- Fine Arts

Law
- LBB
- BA + LBB
- B. Com + LBB
- BBM + LBB
- BBA + LBB
- BCA
- BCS

CA
- ATC
- IPCC
- ITT (100 Hours)
- Articleship
- Clear final CA Exam

Figure 11: Sample Career Pathways

- The school counsellor will require knowledge and competencies in generic counselling skills-process and specific career-related aspects, which may be more directed and information-driven. It is important to make links to other forms of individual counselling to assess where the two might intersect and inform the other and seek links to the counsellor's preferred theoretical orientation to promote active listening and problem-solving within the chosen framework.

- The counsellor would generally administer psychometric tests to assess a student's personality and strengths and chart out possible career paths for the students based on the test results.

1.3.9. Achieve Foundational Literacy & Numeracy goals

Para 2.2 of NEP states – "Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3)."

Strong foundations in the early years have a lasting impact on children's development and are considered to be critical inputs in improving the enrolment and participation of children in formal schooling. Enhanced learning outcomes—in the form of competencies are a key to bringing about quality in education and ensuring its sustainability. Children need to develop the competencies to analyse, reason and communicate their ideas effectively and build their capacity for being a lifelong learner.

- **NIPUN Bharat**

  The National Education Policy 2020 has stipulated that attaining foundational literacy and numeracy for all children must become an immediate national mission. Towards this end, the Department of School Education & Literacy has launched a National Mission called "National Initiative for Proficiency in reading with Understanding and Numeracy (NIPUN Bharat)", for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. This Mission has been set up under the aegis of the centrally sponsored scheme of Samagra Shiksha, and will focus on the following areas: providing access and retaining children in foundational years of schooling; teacher capacity building; development of high-quality and diversified student and teacher resources/learning materials; and tracking the progress of each child in achieving learning outcomes. The Mission will be implemented by DoSE&L with a five-tier implementation mechanism at the National, State, District, Block and School level in all States and UTs.

  NEP 2020 focuses on holistic development of a child which includes development in domains like physical and motor development, socio-emotional development, literacy and numeracy development, cognitive development, spiritual and moral development, art and aesthetic development. Under NIPUN Bharat, all these domains have been subsumed into three major goals:
  - o Developmental Goal 1: Children Maintain Good Health and Well being
  - o Developmental Goal 2: Children Become Effective Communicators

○ Developmental Goal 3: Children become involved learners and connect with their immediate environment.

In addition, key competencies and concepts of each goal have been clearly defined in the NIPUN Bharat guidelines[12]. Kindly refer to the NIPUN Bharat Lakshya attached below for a detailed understanding.

Lakshya/ Targets for Foundational Literacy and Numeracy under NIPUN Bharat Framework

	Balvatika or Age 5-6
Oral Language	1. Talks to friends and teachers 2. Sings Rhymes/poems with understanding
Reading	1. Looks at books and attempts reading the story with the help of pictures 2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers) 3. Recognises letters and corresponding sounds 4. Reads simple words comprising of at least 2 to 3 alphabets.
Writing	1. Imitates act of writing during play Begins to form recognizable letters 2. Scribbles/draws and paints for self-expression. letters 3. Uses a pencil and holds it properly to form recognizable 4. Recognizes and writes his/her own first name
Numeracy	1. Counts objects and correlates numerals up to 10 2. Recognizes and reads numerals up to 10 3. Compares two groups in terms of number of objects and uses words like more than/less than/ equal to etc. 4. Arranges numbers/objects/shapes/occurrence of events in a sequence 5. Classifies objects based on their observable characteristics and communicates the criteria of classification 6. Uses vocabulary for comparative words like longer. longest, taller,tallest, shorter, shortest, heavier than, lighter than etc, in the context of different objects around him/her

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[12] NIPUN BHARAT GUIDELINES - Book

	Class 1 or Age 6-7
Oral Language	1. Converses with friends and dass teacher about her needs, surroundings 2. Talks about the print available in the classroom 3. Recites rhymes/poems/songs with action
Reading	1. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets 2. Uses sound symbol correspondence to write words with invented spellings. 3. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text
Writing	1. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/environment print etc.) 2. Writes, draws, and /or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people
Numeracy	1. Counts objects up to 20 2. Reads and writes numbers up to 99 3. Using addition and subtraction of numbers up to 9 in daily life situations 4. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc. 5. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units cup, spoon, mug etc. 6. Creates and recites short poems and stories using ses and numbers

	Class 2 or Age 7-8
Oral Language	1. Converses and talks about the print available in the classroom 2. Engages in conversation to ask questions and listens to others.

	3. Recited songs/poems
	4. Repeats familiar words occurring stones/poems/print etc.
Reading	1. Reads and narrates/re-tells the S from children's literature/textbook
	2. Makes new words from the letters of a given word
	3. Reads age-appropriate unknown text of 8-10 sentences with simple words with appropriate speed (approximately 45to 60 words per minute correctly) comprehension, and clarity.
Writing	1. Writes short/simple sentences correctly to express herself
	2. Recognizes naming words, action words and punctuation marks
Numeracy	1. Reads and writes numbers up to 999
	2. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations
	3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x
	4. Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance
	5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.
	6. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.
	7. Creates and solves simple riddles using numbers and shapes

	Class 3 or Age 8-9
Oral Language	1. Converses with clarity using suitable vocabulary in home/ school language
	2. Talks about the print available in the classroom
	3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond
	4. Recites poems individually and in group with intonation and modulation of voice.

Reading	1. Finds information in familiar books/textbooks
	2. Reads at least 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age-appropriate unknown text
	3. Reads and follows instructions given in the text
	4. Can answer at least 3 out of 4 questions based on reading of an age-appropriate unknown story/paragraph of B-10 sentences.
Writing	1. Writes short messages for different purposes
	2. Uses action words, naming words and punctuation marks for writing
	3. Writes grammatically correct sentences
	4. Writes short paragraphs and short stories on her/his own with grammatically correct sentences.
Numeracy	1. Reads and writes numbers up to 9999
	2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999
	3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
	4. Estimates and measures length/distance, weight and capacity using standard units like m, km, q, kg, litres etc.
	5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc.
	6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half hours
	7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects 6. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes

In this direction, periodic and technically robust learning assessment surveys like NAS and SLAS play a vital role to gauge the competencies attained by the children and its subsequent progress through the grades. It is important that every PM SHRI school works towards attainment of foundational literacy & numeracy (FLN) goals and achieving learning outcomes above national average in SLAS and NAS. Some of the ways through which it can be achieved are as follows:

o Ensure all fresh entrants to grade 1 undergo the School readiness Module – Vidya Pravesh of NCERT or as maybe adapted by SCERT

> **Para 2.5 of NEP 202 states –** "Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs."

o All defined goals that are to be achieved by the class – should be exhibited in the class through charts/posters.

o Toys, Games, Sports, Puzzles, Quizzes, Worksheets/workbooks, Storybooks etc. to be used extensively.

o Children should be encouraged to read the written word, wherever it is available, school name board, bus stand name and number, advertisements, hoardings, wall slogans, writings on packaged goods, newspapers, TV programs, etc.

o School/public libraries/digital libraries/toy libraries will be made an integral part of the teaching-learning process and will be made available after school hours also to the students.

o Capacity building of Teachers and development of Teachers Resource Material should be undertaken under NIPUN Bharat Mission.

o Foundational Literacy and Numeracy (Teaching Learning Material (TLM) specific to the context of the state/district/local area should be made available.

o Schools should ensure the implementation of the state/district specific Learning Enhancement Programme (LEP).

1.3.10. Early Childhood Care and Education (ECCE)

Para 1.1 of NEP 2020 states – "Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready."

Early childhood is a critical period of development and the programme at the early childhood stage helps to ensure opportunities for holistic learning and growth. Literacy and numeracy are two important skill areas that develop in the first three years of life. Therefore, in order to achieve universal FLN and learning outcomes above national average, every PM SHRI school should have an Early Childhood Care and Education (ECCE) program including Balvatika for pre-primary education. Early Childhood Care and Education linkages may be established through the Anganwadi centres under the Umbrella of Integrated Child Development Scheme (ICDS) of the Ministry of Women; Child Development.

The School Quality Assessment Framework (SQAF) developed for the evaluation of PM SHRI schools can be used as a self-evaluation tool by the user. Kindly refer to the respective sections of the framework in part III.

1.4. Assessments in PM SHRI Schools

Para 4.6 of NEP 2020 states – "To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. "

A teacher should aim to use all kinds of assessments. No one type of assessment can be considered the only correct method. Some other types of assessment are as follows:
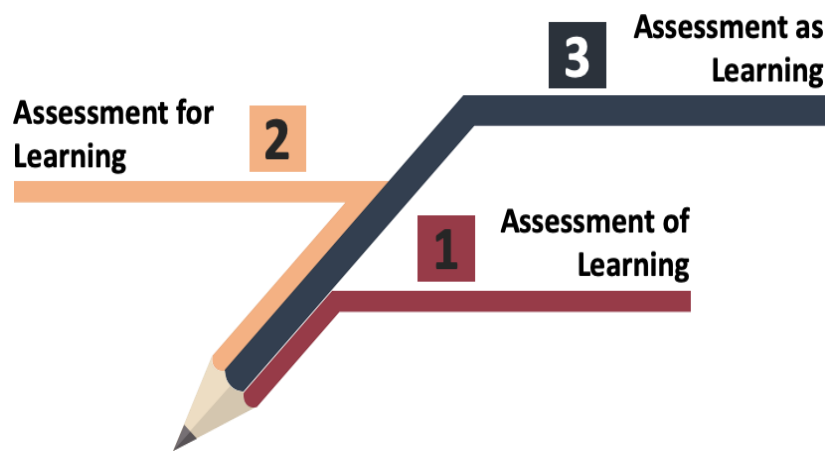
Figure 12: Three types of Assessment

i.   **Assessment of learning**

The intent of the Assessment of learning is to benchmark students' learning against criteria based on identified curricular aims and objectives. It is a way to see what the students can do, mostly summative and usually convey students' relative position compared to other students.

ii.   **Assessment for learning**

Apart from providing valuable evidence about students' learning, assessment for learning assists students in assessing their own learning. The feedback is useful for both students as well as teachers in assessing their own learning. Teachers use focused observations, questioning, conversations, quizzes, computer-based assessments, learning logs, or whatever other methods are likely to give them information that will be useful for their planning and their teaching.

iii. **Assessment as learning**

When learners themselves become their own assessors, it is termed Assessment as learning. This requires providing opportunities and space to students to critically assess, reflect and analyse their own work during the teaching-learning process and identify their strengths and gaps.

However, one should be aware of the features or criteria of a good assessment, and an understanding of the distinction between a good[13] and a bad assessment would be

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[13] Comparing Assessment Tools & Methods/Center for Excellence in Teaching and Learning

helpful. For School Based Assessments and other forms of assessments, the following points may be kept in mind while designing the assessment:

Figure 13: Distinction between a Good and a Bad Assessment

Assessments, if designed and conducted properly, provide feedback on whether the pre-defined goals are being achieved and diagnose factors causing learning gaps. Learnings from these assessments can provide actionable feedback to foster better teaching methodologies and inform curriculum changes. To produce items that are 'fair' and of good quality, teachers and item writers should follow some basic guidelines.

The actionable for transforming the learning, and strengthening the assessment are elaborated further –

a. **Developing an Assessments framework**

In order to enable the current assessment system to move away from rote learning and towards meaningful learning, a robust assessment framework should be developed in the PM SHRI schools. An effective assessment framework should cater to the different learning domains as identified in the earlier section i.e., Cognitive, Affective and Psychomotor domains. The following parts of an assessment frameworkare particularly important for a test developer or paper setter:[14]

- Establishing the fundamental purpose of the test

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[14] Handbook of Assessment and Evaluation

- Identifying the target population
- Identifying the range of content and skills to be assessed
- Finalising the different response formats to be used
- Finalising the length of the assessment and the duration of the test.

b. **Tools of Assessment:**

There are several tools through which we can assess and achieve the desired competencies which must be aligned with the Learning Outcomes for a particular class. A teacher must ensure that she does not remain restricted to utilising only these tools, as they cannot be considered the only effective tools.
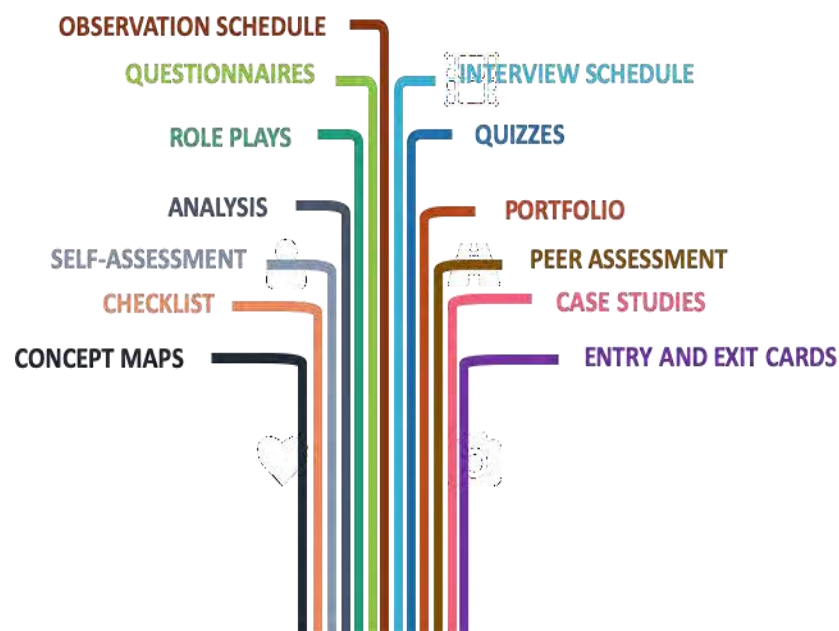
Figure 14: Different tools for assessment

c. **Preparation of Test Blueprint**

The test blueprint is a critical document that summarises the structure of an assessment, determines how the test is designed and developed, and subsequently how the resulting test data is analysed and reported.

Following are the steps that are involved in developing a Test Blueprint:

Step 1. Identify the learning outcomes for topics and sub-topics - The first step is to identify the learning outcomes for each chosen topic and its subtopics. Within the chosen subject/sub-topics, the item developer can use the cognitive domain of Bloom's Taxonomy in the building of a test.

Step 2. Identify the cognitive domain (level of the taxonomy) appropriate for assessment of content - After the learning outcomes have been finalised, the item developer then proceeds to the task of developing a blueprint of the test and lists out the skills that are going to be tested for each domain as shown in the table given below.

Content Areas		Cognitive Levels (Bloom's Taxonomy)					Difficulty Levels			Item Format Types			Total Items	Testing Time
Main Topic	Sub-topics	L1	L2	L3	L4	L5	Easy	Medium	Difficult	SR	CR1	CR2		
Total Items														

L1 - Level 1 of Bloom's Taxonomy : Remembering (What is..?, Where is..? Who was..?)
L2 - Level 2 of Bloom's Taxonomy : Understanding (How would you classify..? How would you compare..?)
L3 - Level 3 of Bloom's Taxonomy : Applying (How would you use..? Solve __ using what you have learned..?)
L4 - Level 4 of Bloom's Taxonomy : Analysing (Why do you think..? What motive is there..?)
L5 - Level 5 of Bloom's Taxonomy : Evaluating (What is your opinion..? Would it be better if..?)
SR - Selected Response (1- MCQs; 2- True/False; Match, etc)
CR1 - Constructed Response Short Answer Type (two or less than two sentences
CR2 - Constructed Response Long Answer Type

Figure 15: Table of the test blueprint

Step 3. Decide the response/item formats to be included in the test - This includes the type of response formats or item formats to be incorporated in the test. The test may include selected response items such as multiple choice, matching and True/False; or constructed response items like short or long items. Essay items, etc.

Step 4. Calculate the total number of items to be tested and the time required to complete the test - Once the blueprint provides the information regarding the content areas and cognitive levels to be tested, the next step is to define the total number of item types to be included with the overall length of the test and the time limit allotted to complete the Blueprint as shown in the table above in figure 14.

Step 5. Review the Test Blueprint - The next step requires the item developer to review the preliminary draft of the Blueprint. The item developers need to ensure that all the important topics have been covered in the table as per the assessment framework. Once finalised, the item developers can proceed towards the creation of the exam paper.

d. Marking Scheme

Marking schemes are written guides that help teachers mark constructed response items in a systematic and objective manner.

A marking scheme should compromise the following things:

- Detailed break-up of marks should be provided for every expected response
- If there are multiple sub-questions, a detailed break-up of marks should be provided for each sub-question
- Further information should be provided wherever necessary to make the criteria of evaluation more clear

The below template can be used to break up the marks based on the following -

Class:	Subject:
Content domain:	Cognitive level:
Marks:	Time:
Learning outcome:	
Item stem: (Question)	

Marking Scheme: divided into different steps of an answer -

Part	Mark	Answer	Further Information
a)			
b)			
c)			
d)			

e. Feedback Mechanism

Feedbacks are an essential part of assessment and therefore, learning. They provide students with valuable information on their strengths, areas of improvement, areas of focus and thereby helping them in making optimal choices. A student progress card would be designed by NCERT (for KVS and NVS schools) and SCERTs which would be a holistic, 360-degree, multidimensional report of progress, that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socioemotional, and psychomotor domains as well as in acquiring of life and learning skills, and values. Holistic Progress Card is a collaborative endeavour in assessment including all the major stakeholders in education.

NCERT/PARAKH will prepare the framework and guidelines for developing this Holistic Progress Card for all stages, and schools should develop it by contextualising it to their local requirements in the following ways:

- The progress of all students should be reported at least annually to parents/guardians through the HPC, which should be shared in printed form or preferably e-form. This should be on the basis of, and for, all the dimensions of learning and development as articulated and aimed for in the curricular goals.

- This should include the intellectual/cognitive, affective/emotional, social, and psycho-motor/physical dimensions. It should also include an assessment of values, learning skills, such as critical thinking, creativity, collaboration, problem-solving, etc. and life skills, such as courage, self-awareness, self-control, decision-making, etc.

- The learning assessment should be based on multiple tools/methods, for example, group work, project work, in-class assessment, tests and quizzes, etc. and an overall portfolio of work.

- The overall assessment should be done by the teachers and should include feedback from various sources, including self-assessment, peer assessment and parent feedback.

- To ensure that sports and art education find an equal place in the school curriculum from the foundational stage onwards, the evaluation procedures, the learning outcomes, lesson plans and the holistic report card should reflect their importance for the overall growth of the child.

- Not all the dimensions should have an evaluative component, for example, the social and emotional dimensions will be descriptive and not evaluative.

- The presentation format should be attractive, simple and readable, accounting for the educational background of parents/guardians.

The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

For more information, CBSE's handbook on Assessment and Evaluation[15] may be referred.

The School Quality Assessment Framework (SQAF) developed for the evaluation of PM SHRI schools can be used as a self-evaluation tool by the user. Kindly refer to the respective sections of the framework in Part III.

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[15] Handbook of Assessment and Evaluation

Chapter 2

Access Infrastructure - Adequacy, Functionality, Aesthetics and Safety

> *The first requirement in the direction to ensure that our children are learning will be to ensure decent and pleasant service conditions at schools i.e. adequate and safe infrastructure.*
>
> - **National Education Policy, 2020**

2.1. Infrastructure in PM SHRI Schools

As exemplar schools, PM SHRI schools should provide a learning atmosphere to every student where they can acquire maximum knowledge and skills to grow as a responsible individual. Educational infrastructure should be designed in such a way that it maximises the accessibility and effectiveness of education being delivered. This may be attained by upgrading and enlarging the schools that already exist, and providing safe and practical conveyance, especially for the girls, so that all children have a fair opportunity to attend a quality school of the appropriate level.

Para 3.2 of NEP 2020 states – "There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient in infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level."

2.2. Action areas

In order to ensure the best infrastructure, the following actionable may be kept in mind -

2.2.1. Planning for Appropriate Infrastructure

The following steps may be followed to plan for appropriate infrastructure in a school -

Step 1: Conducting a comprehensive Need Analysis

Schools should assess whether there is a need for infrastructure enhancement/ improvement and if yes, then they should examine to what extent the infrastructure has to be upgraded.

Step 2: Fund Availability

The addition in the infrastructure should be planned as per the availability of funds. The next steps should be planned and taken up based on the amount and time period.

Step 3: Selecting appropriate and specific domain

As per need analysis and availability of funds, the immediate pressing concern in terms of infrastructure should be initiated first. That depends on the context of schools and may vary vividly from one school to another.

Step 4: Purchase

It is advisable to follow the purchase procedure as prescribed in GFR-2017 and all procurements are to be undertaken through the GeM Portal.

Step 5: Optimum use

Teachers and students should be mentored and motivated to make the best use of new infrastructural addition. All the teachers should be made responsible for taking care and making children aware of their responsibility to look after their school.

Step 6: Maintenance

The teachers and students should be trained in operating and upkeeping the equipment. Annually the maintenance routine should be followed in the school

regarding infrastructure and equipment.

2.2.2. Developing best-in-class infrastructure

In order to develop the best-in-class infrastructure, PM SHRI schools should cover the following aspects appropriately -
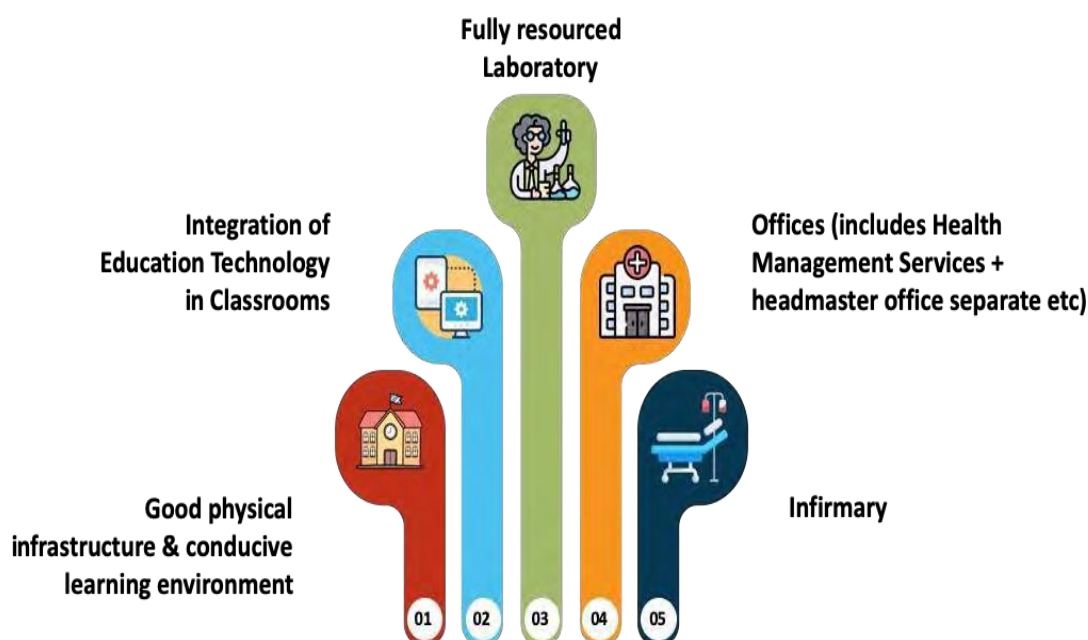

Figure 16: Aspects of developing best in-class infrastructure

2.2.2.1. Good physical infrastructure & conducive learning environment

The PM SHRI schools should ensure the availability of adequate and safe infrastructure, which includes, working toilets, clean drinking water, electricity, computing devices, internet, libraries, etc. Some of these basic facilities which are necessary for creating a conducive learning environment are as follows:

● **School building**
   o Every student has to be provided sufficient space as per existing bylaws.
   o Each school building should be in compliance with National Building Code (NBC) -2005.
   o Each school must have a Compound Wall of sufficient strength and height.
   o Each school may have barrier free infrastructure. The harmonized guidelines and standards for universal accessibility in India[16] (developed by the Ministry of Housing and Urban Affairs), may be referred to.

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[16] Harmonised Guidelines & Standards for Universal Accessibility in India 2021 - MOHUA

- o The School should be equipped with a Public Address System and a central announcement system.
- o Cycle stands for students and vehicle parking for teachers should be available, as per requirement.
- o A complaint or suggestion box should be installed for students, parents and other stakeholders.
- o Convergence with the Department of Rural Development or Urban Local Bodies for provision of playgrounds, boundary walls, ramps, toilets, etc. in schools and provision of school uniforms through SHGs.
- o Convergence with Department of Panchayati Raj for use of Finance Commission funds for potable drinking water supply, recycling of waste, maintenance of school premises, including toilets and kitchens as required locally.

- ● **Classroom**
  - o One room should be allotted for each class, where the minimum size of the classroom should be maintained, with adequate floor area. Existing bylaws of concern State/UT may also be referred in this regard
  - o The optimum number of students should be 40 in each section.
  - o Classrooms should be sufficiently ventilated.
  - o Classrooms should have boards for essential information and for displaying the works of students.
  - o Dustbins should be placed at the back of the Classrooms.

- ● **Furniture**
  - o Benches and desks should be sturdy whether they are made of wood, moulded plastics, metal or any other material that has round edges and edges that are not broken.
  - o Paint containing lead must not be used on any furniture or fixture.
  - o Every classroom may have a sufficient number of almirahs as per the plan for the number of students. Teachers should keep records and books in the almirah.

- ● **Staff Room**
  - o Every PM SHRI school should ensure rooms primarily meant for use by staff during non-teaching school hours.
  - o The key factor to determine the size of the staff room is the number of teachers working in the school.
  - o Staff common room should contain facilities for lockers for all teachers,

office tables and chairs should be provided in all primary, secondary and higher secondary schools.

- **Water and Sanitation Facilities**
  - Adequate facilities for potable drinking water on each floor with a sufficient number of water points should be provided.
  - Clean, healthy and hygienic toilets on each floor with washing facilities for boys and girls separately in proportion to the number of students should be provided. The toilets for the primary students should be separate from other toilets. There should be separate toilets for staff members. Signage Boards should be displayed prominently on the toilets of all categories.
  - There should be exhaust fans in the toilets with the provisions of a Mug, buckets and a soap facility for hand washing.
  - Facilities like ramps in toilets and at entry/exit points for wheelchair users and auditory signals in elevators/lifts in accordance with the provisions laid down in RPWD Act- 2016 should be provided.
  - The girls' toilets must be equipped with a sanitary pad's dispenser and incinerator
  - Full length mirror may be made available in the school.
  - Visuals depicting key hygiene messages and the use of water-conserving techniques should be made available in all the toilets, hand washing areas and water drinking places.
  - Convergence with Jal Jeevan Mission under Department of Drinking Water & Sanitation Ministry of Jal Shakti and Swachh Bharat Mission under the Ministry of Drinking Water and Sanitation should be established.

- **Waste Management**
  - The school should have separate bins for Biodegradable and Non-biodegradable wastes.
  - There should be proper disposal facilities for menstrual waste, including an incinerator and dust bins.
  - Facilities for waste management should be available in school premises like composting, kitchen garden, etc.
  - The waste from science laboratory wastes should be disposed of as per the given guidelines.

2.2.2.2. Integration of Education Technology in Classrooms

In order to create a conducive teaching-learning environment in the schools, it is necessary for schools to be equipped with modern devices. This can be done in the following ways -

- Schools should develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.
- Schools should ensure the availability of computers, and maintain a computer-to-student ratio.
- Schools should leverage existing content available at various government platforms in various languages.
- Educational Videos from DIKSHA, Gully Gully Sim Sim, TicTacLearn, etc., are available in the public domain and could be integrated into daily lesson plans.

2.2.2.3. Fully resourced Laboratory

It is suggested that schools have the latest and high-quality science, mathematics, language, social science, and tinkering laboratories space and supplies. School laboratories help students in enhancing their understanding of the theoretical concepts which are taught in classrooms. Some of the laboratories are mentioned below:

- **Science Laboratory**

  For science, there should be separate fully equipped physics, chemistry and biology laboratories in a school. The following facilities should be available in the labs:

  o **Space**

  The minimum size of the laboratory should be maintained or with the capacity to accommodate a group of 25-30 students in a practical class. Prevalent guidelines by State/UT may also be referred, if any.

  o **Furniture**

  i. **Lab tables and stools:** The students' table should be along the 3 sides of the lab (leaving space in the centre for lectures/use of LCD projector). The height of the table should be comfortable for students to access equipment like microscopes.

  ii. **Table Worktop:** The worktop should be an acid-proof anticorrosive surface for chemistry and biology laboratories to resist strong acid,

alkali, scratch, high temperature, stain, resistance-free from solvent and non-toxic.

iii. **Teacher table and chair:** The teacher's table and chair should be slightly higher in height than routine school furniture for better monitoring and demonstrations. There should be attached drawers on both sides to keep teaching materials such as chalks, markers, dusters, etc.

o **Floor**
Floor of the laboratory, specifically for physics, chemistry and biology, should be made with non-skid tiling to resist strong acid and alkali, and also resist scratch, fading, ageing, and strain resistance. It should be free from solvent and non-toxic.

o **Power supply**
There should be enough electrical points for doing electrical experiments at a time and one LCD projector in Physics labs. In other labs, there can be a regular power supply with a sufficient no. of power points around each table for viewing electricity-operated equipment. However, there should be a separate power supply for fans and tube lights/equipment.

o **Water and gas Supply**
Laboratories should have at least four outlets and four wash basins in chemistry and biology laboratories and installation of a gas plant for regular supply of gas through Bunsen gas burners on working shelves.

o **Light and Ventilation**
Laboratories should receive ample daylight in order to make the observation. There should be enough ventilators for maximum light and exhaust fans, which can be increased as per the volume of the lab.

o **Whiteboard and display board**
There should be at least one whiteboard in each lab to display information related to practicals, the number can be increased depending on availability. Additionally, there should be one display board located at a suitable height to be easily visible to the students with important circulars and other related data.

o **Emergency kit**
Every laboratory should have a first aid kit, broken glass receptacles, and chemical waste containers. There should be at least one fire extinguisher present in each laboratory where it's easily accessible and clear directions for all the emergency exits and exit routes to take in case of an emergency.

- o **Storage Shelf**

  Every laboratory should have an adequate number of almirahs as per the plan for the number of students. Teachers should keep records and books in the almirah. A mini subject library should be suggested so that students may refer to the books for more information. It should include reference books, generals, and magazines on science Olympiads.

- **Mathematics Laboratory**
  - o **Space**

    The minimum size of the mathematics laboratory should be spacious with the capacity to accommodate a group of 40 students for classes VI to XII. There should be enough space for models of mathematics to be on display. Prevalent guidelines by State/UT may also be referred, if any.

  - o **Furniture**
    - i. **Student table:** There should be enough long wooden tables.
    - ii. **Student stool:** In the laboratory, there should be sufficient stools of suitable height to provide ample leg space under the tables.
    - iii. **Teacher table and chair:** The teacher's table and chair should be slightly higher in height than routine school furniture for better monitoring and demonstrations. There should be attached drawers on both sides to keep teaching materials such as chalks, markers, dusters, etc.

  - o **Whiteboard and display board**

    There should be at least one whiteboard in each lab to display information related to practical use, the number can be increased depending on availability. Additionally, there should be one display board located at a suitable height to be easily visible to the students with important circulars and other related data.

  - o **Storage Shelf**

    Every laboratory should have a sufficient number of almirahs as per the plan for the number of students. Teachers should keep records and books in the almirah. A mini subject library should be suggested so that students may refer to the books for more information. It should include reference books, generals, and magazines on mathematics Olympiads.

- **Language and Social Science Laboratory**

  It is recommended that schools should have up-to-date and functional language and social science laboratories. Multiple languages can be

accommodated within a single language lab per school to develop robust language and communication skills in students. Similarly, the Social Science laboratory should act as an activity room for pupil-teachers as it combines academic experience with worldly knowledge, making learning effective, lively and fun.

- o **Space**

  The minimum size of the laboratory should be adequate or with the capacity to accommodate a group of 30-35 students in a class. The space should also have suitable acoustics with adequate privacy to encourage participation in improving language skills. Prevalent guidelines by State/UT may also be referred, if any.

- o **Furniture and equipment**
  - i. **Students' seating:** There should be sufficient number of modular workstations (with one computer and monitor each) and allow for collaboration and group activities in the lab.
  - ii. **Teacher seating:** The teacher's table and chair should be slightly higher in height than routine school furniture for better monitoring and demonstrations. It could be either U-shaped or straight. There should be attached drawers on both sides to keep teaching materials such as chalks, markers, dusters, etc.

- o **Power supply**

  There should be enough electrical points (for the audio system, the LCD projector, and the computers. There should be a separate power supply for fans and tube lights/equipment.

- o **Whiteboard, display board**

  There should be at least one whiteboard in the lab to display information related to language comprehension and communication skills, the number can be increased depending on availability. Additionally, there should be one display board located at a suitable height to be easily visible to the students with important circulars and other related data.

- o **Audio-video systems**

  The language lab in a school would require high-tech audio-visual equipment to enable learning through direct sound transmission and visual aids for students. These must be maintained and kept functional throughout the year.

- o **Storage**

  Every laboratory should have a sufficient number of almirahs as per the

plan for the number of students. Teachers should keep records and books in the almirah. A mini subject library should be suggested so that students may refer to the books for more practice and information. It should include reference books, generals, and magazines on Olympiads.

- **Social Science Laboratory**
  - **Space**
    The minimum size of the laboratory should be maintained or with the capacity to accommodate a group of 40 students for classes from VI to XII. The lab should also have adequate space for displays of geographic models, maps and globes, resources, and storage for books. Prevalent guidelines by State/UT may also be referred, if any.
  - **Furniture**
    i. **Students seating:** There should be enough long wooden tables. In the laboratory, there should be an adequate number of chairs to accommodate 40 to 45 students and should be of suitable height to provide ample leg space under the tables and should have a broad leg area to provide more stability.
    ii. **Teacher seating:** The teacher's table and chair should be slightly higher in height than routine school furniture for better monitoring and demonstrations. There should be attached drawers on both sides to keep teaching materials such as chalks, markers, dusters, etc.
  - **Power supply**
    There should be sufficient numbers of electrical points (at least two sockets with 5A output) for the audio system, the LCD projector, and the computers. There should be a separate power supply for fans and tube lights/equipment.
  - **Whiteboard, display board**
    There should be at least one whiteboard in the lab to display content related to the social sciences, i.e. historical documentaries, geographical charts, astronomy etc. The number of boards can be increased depending on availability. Additionally, there should be one display board located at a suitable height to be easily visible to the students with important circulars and other related data.
  - **Audio-video systems**
    The social science lab in a school would require high-tech audio-visual equipment to enable learning through direct sound transmission and visual

aids for students. These must be maintained and kept functional throughout the year.

- o **Storage**
  Every laboratory should have a sufficient number of almirahs as per the plan for the number of students. Teachers should keep records and books in the almirah. A mini subject library should be suggested so that students may refer to the books for more practice and information. It should include reference books, generals, and magazines on the National Social Science Olympiad.

- ● **Tinkering Laboratory**
  - o **Space**
    The tinkering laboratory should be set up in adequate space. The space should be one single room with maximum open space for collaborative project work. The tinkering laboratory should be close to the main building of the school. Prevalent guidelines by State/UT may also be referred, if any.

  - o **Safety etiquette**
    There should be at least 2 fire extinguishers placed at strategic locations inside the laboratory. There should be two entry/exit points that need to be clearly identified and labelled within the lab. A notice board should be placed near all equipment and entrances such that students and the in-charge can access important safety instructions, guidelines and evacuation plans.

  - o **Furniture**
    i. **Student workstations:** The student workstation set-up should be flexible such that it allows for easy movement. There should be sufficient modular tables and lightweight chairs to accommodate the same number of students at any given time.
    ii. **Tinkering Lab in-charge seating:** The in-charge table and chair should be slightly higher in height than workstation furniture for better monitoring and demonstrations. There should be attached drawers on both sides to keep teaching materials such as chalks, markers, dusters, etc.

  - o **Power supply**
    There should be enough electrical points for the machinery and tools, the LCD projector, and computers. There should be a separate power supply

for fans and tube lights. The laboratory should also have a steady Wi-Fi connection.

- ○ **Water supply**
  The tinkering lab must have at least one wash basin for student use. This can be used to maintain hygiene standards, and cleaning tools or implements. There should also be a water cooler for replenishment purposes.

- ○ **Light and ventilation**
  There must also be sufficient ventilation for a comfortable and open working space. Further, there should be ceiling fans to keep a steady airflow in the space when required. The laboratory must receive ample daylight in order to enable high visibility and light.

- ○ **Storage**
  Sufficient storage space like cupboards, drawers, racks and hangers should be provided, for the stocking of resources, tools, and equipment. The tools must be kept so that they are visible and easy to locate and manage.

- ○ **Reading resources**
  There should be safety and security manuals, machinery and equipment instructions, and an easy-to-access emergency response plan on the premises of the laboratory.

2.2.2.4. Offices

Schools should have adequate office (includes Health Management Services + headmaster office separate etc) space that accommodates members of the administrative and management staff. These offices should be routinely maintained and kept up to date with the necessary technology and services required to perform individual duties and roles.

- ● **Types of offices**
  There should be offices dedicated to different roles such as a separate office for the school Headmaster, the Accounts team, the Admissions office, the Health Management team, and the Management team. Prevalent guidelines by State/UT may also be referred, if any.

- ● **Furniture**
  Depending on the needs of each office, there should be separate desks or modular workstations that are befitting of their role and conducive to their work. Therefore, a Headmaster's office should have a desk and seating set up such

that guests such as parents can visit the Headmaster for meetings, or the Accounts team should have a furniture layout conducive to collaboration and precise communication.

- **Resources and facilities**

  School offices should have access to steady Wi-Fi service. They should also be equipped with computers so that school employees can efficiently carry out their tasks. These computers should have high-quality software that aids their roles. The offices in a school should have phone connectivity such that inter-department communication is maintained.

- **Storage**

  These offices should have ample storage facilities such as cupboards, drawers, filing units, cabinets and IT servers. These would serve the purpose of storing important documents such as accounts data, admissions information, school reports etc.

2.2.2.5.   Infirmary

It is recommended that schools should have well-maintained infirmaries to address the health of students and employees. Prevalent guidelines by State/UT may also be referred, if any. The following infrastructural amenities should be provided by the school infirmary:

- **Space**

  There should be an infirmary or sick room in the school run by a nurse or doctor affiliated with the school. This space should be near the main building of the school and should be easily accessible for students.

- **Furniture**

  The school infirmary should be stocked with sufficient hospital beds for students. There should also be a large table and a corresponding chair for the nurse or doctor that supervises the infirmary. There should be additional chairs for any supporting staff in the infirmary, as well.

- **Medical stock**

  The infirmary should have up-to-date stock of medication, medical tools and materials. This includes implements such as thermometers, medicines, bandages, antiseptics etc.

- **Storage**

  There should be storage space for medication, and medical records. This can be in the form of drawers, cupboards, and filing cabinets. For medical waste, there should be separate disposal bins.

- **Reading resources**

  There should be first aid manuals, emergency evacuation information, numbers of medical professionals, the contact information of nearby hospitals, and ambulance details kept within the infirmary. These should be made readily accessible by pinning them to a visible notice board.

2.2.3. Other important facilities to support learning in all three domains of learning – affective, cognitive and psychomotor

2.2.3.1. Equipment for art activities

The schools should ensure adequate facilities for providing recreation activities and for the conduct of various activities and programs for the social, cultural and moral development of the students. The PM SHRI schools should encourage various forms of dance and music - vocal and instrumental. There should be a dedicated room for dance and music where students can practice and learn without any disturbance or distraction. Specifically, for the music instruments, there should be adequate instruments available in the school for both teacher and students like harmonium, tabla, keyboard etc.

2.2.3.2. Fully equipped Library with digital equipment

The school library is an integral part of the school learning system, both physically and digitally. It shall be futuristically designed and professionally managed to cater for the needs of all stakeholders; students, teachers and other staff members. The premises chosen to accommodate the library should meet the following requirements:

- **Location and Space**

  For the library space, the following points should be kept in mind -
    i. The library should be located in an accessible place in the school with minimum noise/disturbance.
    ii. The size and seating capacity of the reading room should depend on the optimum number of students that a school usually admits.
    iii. The library should accommodate at least 50 students at a time plus 10% extra space for other group activities, projects and reference services.
- **Furniture**

  The library should be made inviting and pleasing with comfortable furniture. Some of the furniture are listed below:
    i. Chairs: wooden and cushioned

    ii.   Reading tables: round/rectangular wooden tables

    iii.   Circulation counter: designed as per the requirements

    iv.   Bookshelves: wooden, open shelves

    v.   Periodical display rack: with pigeon holes to keep back volumes

    vi.   New arrival display stand (rotating/stand-alone models)

    vii.   Bulletin boards

    viii.   The wall and furniture can also be painted with attractive, non-reflective and eye/reading-friendly shades.

- **Material resources**

  For library resources, the following points should be kept in mind -

      i.   The school library collections should be developed on an ongoing basis to ensure the availability of new materials.

      ii.   Library resources should include text books, reference books, books of different fiction and non-fiction, magazines etc.

- **Digital Library**

  A digital library is the provision of tablets with preloaded educational content for students of classes upper primary and above. Depending on the specific needs of the students Personalised and Adaptive Learning (PAL) could be adopted. For a digital library, a sufficient number of tablets are required and access to updated and relevant content. With the efficient ratio of number of enrolments to number of tablets, the learning process would become more engaging for students.

2.2.3.3.   Sports Infrastructure

The PM SHRI schools should work towards the development of new or existing outdoor/indoor infrastructure for ensuring greater participation of students in sports activities. Some of these things include but are not limited to

- The School should have adequate ground to create outdoor facilities for at least an athletics track and also facilities for kabaddi, kho-kho, volleyball, basketball etc.
- All-weather pitches are suggested where students can play various games such as football, cricket and hockey.
- Courts are suggested for games such as netball, tennis and tennis.
- Indoor space where students can play chess, carrom etc
- Indoor facilities for sports like Table tennis should be available.
- Required sports equipment along with safety equipment like safety gear, guards for various parts of bodies, etc should be available.

2.2.3.4. The architectural vision for revamping infrastructure for holistic learning - BALA

Building as Learning Aids (BaLA) is about innovatively treating the space and the built elements to make the existing school architecture more resourceful with higher educational value in a child-friendly manner. It is a way to holistically plan and use the school Infrastructure. It incorporates the ideas of activity-basedlearning, child-friendliness and inclusive education for children with special needs(CWSN).

There are two levels of this intervention: -

· Develop the SPACES to create varied teaching-learning situations. The Spaces can be classrooms, corridors, Steps and Outdoor spaces.

· Develop the BUILT ELEMENTS in these spaces as teaching-learning aids. The built elements can be Floor, Wall, Window, Door, Ceiling, Platform etc.

The school buildings and their constituent elements such as floors, walls and ceilings which have been treated innovatively are the components of the BaLa scheme to simplify the learning process.

2.2.3.5. Ensuring child safety

The School should scrupulously observe prescriptions from the State Government/Municipal Authority/Transport Department regarding health & hygiene, drinking water, fire safety, building safety and transport precautions in the school.

The school shall follow the guidelines related to the safety of the children in schools by Hon'ble Supreme Court, National Disaster Management Authority, National Commission for Protection of Child Rights etc. consolidated by DoSEL in the Guidelines for School Safety and security[17].

The disaster management plan for the class, (including the classroom and building exit plans represented graphically, important contact details, evacuation centres if any, etc.) should be placed on the notice board of the class for students to constantly see and imbibe. If the school is located in an earthquake zone, the drills must include drills specific to it. All resources that are likely to be of use during a disaster should be listed in the inventory of resources for the school disaster management plan. For the resources that require constant servicing or checking, a person/s should be assigned the responsibility for the upkeep.

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[17] Guidelines on School Safety and Security

2.2.3.6.   School's participation in Vidyanjali

- PM SHRI schools will be expected to register on the Vidyanjali portal to generate relevant contributions for the school from the community (https://vidyanjali.education.gov.in)

- Vidyanjali is an initiative taken by the Ministry of Education, Government of India with the aim to strengthen Schools through community and private sector involvement in schools across the country.

- This initiative connects schools with varied volunteers from the Indian Diaspora namely, young professionals, retired teachers, retired Government officials, retired professionals, NGOs, Private Sector and Public Sector Companies, Corporate Institutions and many others.

- Vidyanjali has two verticals: "Participate in school Service/Activity" and "Contribute Assets/Material/Equipment" in which volunteers can support and strengthen the government and government aided schools.

- Under "participate in school/activity", the Vertical and broad categories where volunteer can support are -subject assistance, teaching art and craft, teaching yoga and sports, teaching languages, teaching vocational skills, assistance for disabled children, adult education, preparing graphic novels/storybooks, career counselling, mentoring gifted/talented children, support for preparation for competitive exams.

- Under "contribute assets/materials/equipment", contributions or sponsorship can be made for –counsellors/special educators, medical camps, expert-led classes, sports and cultural events, health and cleanliness resources, additional manpower, remedial classes, self-defence training, identification camps for disabilities.

2.2.4.   Lifestyle for Environment (LIFE) - Green Schools

- **Sustainability elements**
  The school must advocate nature as the foremost teacher for children and adopt practices that exemplify sustainable living. The school may develop its School development Plan on this basis and can also prepare a vision of how the school will develop as a green school in future by incorporating – actions to be taken for the efficient use of resources, how to create a healthy environment, how to integrate an ecological curriculum in all teaching and learning, focusing on locally available nutritious food, and adopting sustainable community practices, such as, conservation of biodiversity, use of locally produced products that are eco-friendly, etc.

- **School environment and infrastructure audit**

  This will include audit of use of water, electricity, greenery, kitchen gardens, cleanliness, plastics, biodiversity, etc. Children should be involved in these audits to give them a hands-on and experiential learning experience. Children should be encouraged to undertake similar audits at their respective homes too.

- **Solar Power**

  Solar panels may be installed in premises of school at places like rooftop/ vacant unused areas of campus etc. to meet the power needs and as power backup of the school, wherever possible. LED lights may also be used.

- **Rainwater Harvesting**

  - The clean roof of the school should be used to collect rainwater for rainwater harvesting.

  - The gutters of PVC should collect the rainwater from the roof and transfer it to the filter. The gutters should be fixed to the roof or to the walls with clamps to hold the gutter or pipes to the wall or to the roof.

  - A gravel, sand and 'netlon' mesh filter should be designed and placed on top of the storage tank to keep the rainwater in the storage tank clean.

  - The rainwater storage tank should collect all the filtered rainwater and keep it for future use. The storage tank should be made above the ground and on a platform. It can also be an underground sump in some cases. The tank should be painted white to keep the water inside cool and prevent the growth of bacteria.

- **Organic Lifestyle**

  - An organic lifestyle is about choosing to use products that are organically produced, without harmful chemicals and ingredients that can harm the environment in any way.

  - Beds, paths, plant nurseries, compost heaps and a garden shed should be made on the school premises. The land should be levelled and a boundary wall should be constructed.

  - Healthy vegetables and fruits should be grown on terraces, ground or at the entry point in school with the use of natural inputs.

  - A bin made from wood should be used in the Kitchen garden of the school for vermicomposting.

  - All new infrastructure must ensure maximum scope for natural light

- Materials used should also be studied well before use. For example, furniture should not have lead paint on it. **Asbestos, polyvinyl chloride plastics, polyurethane spray foam and construction adhesives, volatile organic compounds, epoxy resins adhesives and glues, etc. are also considered harmful.**

The School Quality Assessment Framework (SQAF) developed for the evaluation of PM SHRI schools can be used as a self-evaluation tool by the user. Kindly refer to the respective sections of the framework in Part III.

Chapter 3

Human Resources and School Leadership

"Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions."

- **National Education Policy, 2020**

3.1. Human Resource and Leadership in PM SHRI Schools

Para 5.16 of NEP 2020 states – "School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other."

Special training must be imparted to all teachers of PM SHRI schools in the use of innovative pedagogies, discipline specific training, as well as training on cutting edge skills required by a 21st century teacher. Emphasis has been laid on the recruitment of teachers in NEP based on Teacher Eligibility Test and classroom demonstration or interview. The process of recruitment of teachers in PM SHRI schools, if any, should also be done as per the procedure mentioned in NEP-2020. States/UTs to ensure adequate deployment of trained teachers in the PM SHRI schools as per norms. Schools/school complexes will be encouraged to tie up with local eminent persons or experts who can act as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to provide support and enabling environment to students to help preserve and promote local knowledge and professions.

3.2. Action areas:

The following set of actionable may be considered to achieve Human Resource Development and School Leadership Enhancement Goals –

3.2.1. Ensuring Well-trained Staff – Teaching Roles

In order to deliver efficient and effective teacher development programs, there is a need to develop a structured approach to teacher education to understand the professional development needs of teachers. This can be achieved through a needs

assessment before developing the teacher professional development program. A teacher professional needs assessment is a formal process which allows the training department to gather insights about the professional development needs of the target audience, i.e., the teachers. Such insights would optimise the program and ensure that the training sessions are aligned with the teacher's needs. The figure below summarises some of the key information that a needs assessment can provide -
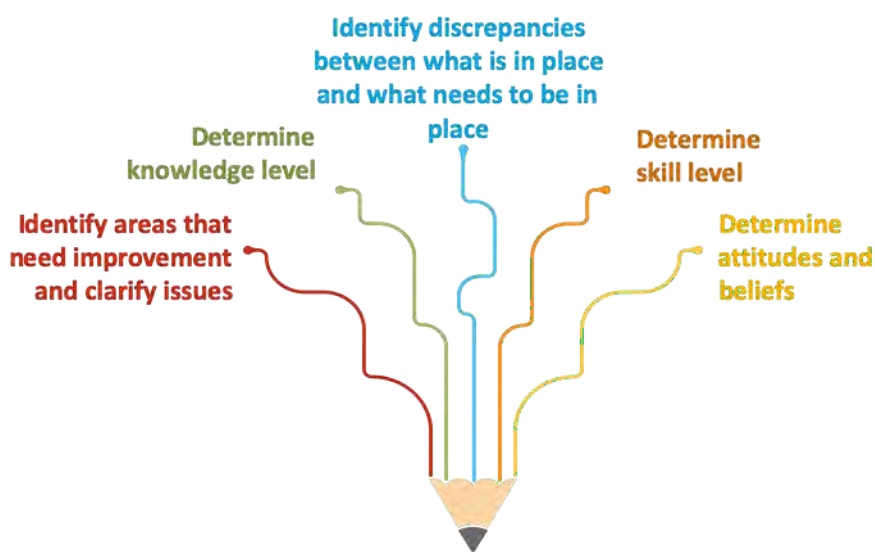

Figure 17: Information provided by a Needs Analysis

After administering a needs assessment, the training department should ensure that teachers have the capacity to design and provide a variety of learning environments using appropriate resources, learning processes and assessment methodologies. As discussed in section 1.1.2, holistic development consists of 3 domains - Cognitive, Affective and Psychomotor, and it is the responsibility of the teacher to bring these aspects to life in the classroom. The following steps may be taken -

Conduct a Needs Analysis

The Needs Analysis is a structured and thoughtful process and may be conducted by SCERT/DIETs. It may generally involve 4 steps ("Improving Professional Development Offerings: Steps to Conduct a Needs Assessment", 2022) [18] -

- Plan
- Select Data Collection Method
- Develop Inquiry Items / Questionnaire
- Analyse and prioritise data for action

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[18] Improving Professional Development Offerings: Steps to Conduct a Needs Assessment

Given below are a few indicative questions that may be used while developing the needs assessment. These questions are suggestive in nature and are not exhaustive. It would be a good practice to pilot the questions to verify that the questions are clear and easy to understand and that respondents interpret them in a consistent way.

Step 1: Plan

Before designing the training programs, it becomes necessary to understand the answers to certain questions that will inform the decisions about what is asked, how it is asked, and how the information is utilised. The following set of questions may be considered for such an exercise -

Guiding Questions	Evidence / Notes
What is the primary purpose of the assessment? (What do you need to know?)	
What existing data do you have? What do you already know? (Review existing and relevant data to determine what you already know, i.e. previous needs assessments, student surveys, observations.)	
Whose needs are being assessed? (Who needs to participate so the results of the assessment are representative?)	
What do you have the ability to change?	
How will you use the information you plan to gather?	
What resources are available to conduct a needs assessment (e.g., budget, people, and time)?	

Step 2: Select Data Collection Methodology

Multiple data collection methods can be used for a needs assessment. At times, more than one method may be used for the same needs assessment. The most common formats include surveys, interviews, focus groups, or key informant interviews. The following table shows the pros and cons for these data collection formats -

Data Collection Format	Pros	Cons
Survey or Questionnaire	‣ Easy to administer ‣ Inexpensive ‣ Less time consuming ‣ Reaches large number or respondents	‣ Doesn't allow for clarification of questions ‣ Provides limited answer choices
Interview	‣ Allows personal	‣ Small number of

	interaction ‧ Obtains in-depth information ‧ Can be conducted in person or on the phone	respondents ‧ Time-consuming ‧ Can be difficult to analyse
Focus Groups	‧ Allows personal interaction ‧ Obtains in-depth information ‧ Generates a group dynamic where interaction can yield richer conversations ‧ Provides ability to observe nonverbal cues	‧ Can be expensive ‧ Difficult to generalise ‧ Time-consuming ‧ Needs experienced moderator ‧ Generates a group dynamic where participants may be less likely to speak in front of others
Key Informant Interview	‧ Obtains key insights/knowledge from informants ‧ Better ensures that minority or less visible audiences are included ‧ Can help establish rapport	‧ May overlook other perspectives ‧ Requires interviewers to know who would make good informants ‧ Not representative ‧ Gives more room for biased data

Step 3: Develop Inquiry Items

The following set of guiding questions may be useful to develop the content and the structure of the professional development session. These questions will ensure that the training sessions achieve their intended outcome -

Guiding Questions	Evidence / Notes
What should be assessed? (e.g., Cognitive domain elements such as knowledge, comprehension, synthesis etc; Affective Domain elements such as attitudes/beliefs, values, leadership ability etc; Psychomotor Domain elements such as motor skills)	
Which data collection format is the most suited in this case? (survey questionnaires, interviews, focus groups, or key informant interviews)	
Will more than one format be utilised for data collection? (will the data collection be collected through one or multiple methods - for example, will it be collected just through interviews or through interviews as well as survey questionnaires)	
What question format is best for gathering information? (e.g., multiple choice, open-ended, checklist, etc.)	

Step 4: Analyse and prioritise data for action

Once the information has been gathered, the data will have to be analysed and summarised to be consumable for creating actionable next steps. The following

strategies may be useful for analysing the data -
   a. Desegregate the conceptually similar data into different segments.
   b. Within the disaggregated themes, examine the similarities and differences in the responses
   c. Synthesise the data by identifying themes, patterns and relationships within the data
   d. Summarise and prioritise the data to generate actionable next steps

The following guiding questions may be used for prioritising the data -

Guiding Questions	Evidence / Notes
What areas of need are worth addressing?	
To whom is the need most important?	
What is the extent of the need (how many people does it impact)?	
Is there urgency related to particular needs?	
Can you effectively address identified needs?	
Do you need additional information to clarify needs?	

3.2.2. Develop a Teacher Professional Development Plan

Para 5.15 of NEP 2020 states – "Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc."

After obtaining the results of the needs assessment and the prioritisation of professional development needs, the next step is to identify solutions and opportunities for action to address the professional development needs of the target audience. This can be efficiently addressed by creating a comprehensive Teacher Professional Development Plan[19] using the information obtained from the needs assessment ("Optional Teacher Professional Development Plan (PDP) Template and Sample PDP", 2014).

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[19] Optional Individual Teacher Professional Development Plan (PDP) Template

The information obtained from the needs assessment can be used as the foundation and guide for developing the Teacher Professional Development plan. The needs assessment will especially help in identifying in priority order the areas for development of professional practice. The following next steps may be utilised to develop the plan -

Step 1: Curate professional development goals and objectives

- Determine specific professional learning goals to address the areas identified for development through the needs assessment. There may be more than one learning goal identified per area; some learning goals may address multiple areas.

Step 2: Develop the design and content of professional development offerings

- Certain goals may be achieved only through initial training sessions, whereas some goals may require reinforcement from time to time through follow-up activities. Identify the kind of learning goals that may require additional follow-up activities.
- Describe one or more professional learning activities to address each goal. For each learning activity, consider the kind of activities that will help the teacher deepen learning and/or apply the learning to practice.

Step 3: Develop strategies for follow-up support and technical assistance

- Estimate the number of hours the teacher is expected to receive upon completing both the initial and follow-up activities. Finally, indicate the required completion date.
- Summarise the support the school district and principal will provide to enable the teacher's professional development.

Step 4: Design evaluation mechanisms

- Describe evidence of the teacher's progress in the professional development training sessions as discussed during a minimum of one annual conference between the teacher and supervisor.
- The supervisor and teacher together may also review the teacher's progress toward attainment of the TPD program goals during the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress.
- Append items of evidence to the TPD program as necessary to document progress in addition to the information entered into this form.

Interim Review of TPD Progress (best practice)

- For each area identified for Teacher Professional Development, determine and describe the teacher's interim progress, as well as any revisions made to the TPD. In

addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of TPD Progress (required)

⋅ For each area identified for Teacher Professional Development, indicate if PDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new PDP will need to be created for the next annual planning cycle.

Step 5: Revise the Teacher Professional Development Plan if required

⋅ Contemporary times can be dynamic, which may necessitate revisions from time to time. In this step, corrective actions may be incorporated into the Teacher Development Plan from the findings of the evaluation mechanisms.

3.2.3. Designing Capacity Building Programmes

While designing training programmes for teachers, it may be useful to conduct two types of training sessions - General training sessions and Subject / Skill specific training sessions. The specific content within the training programs will ideally be informed by the needs analysis. The following topics may be explored within each type of session –

S No.	General Capacity Building Programs
1.	Remodelled structure of curriculum, pedagogy and assessments
2.	Life Skills, Gender Sensitivity and Value Education
3.	Inclusion and Inclusive Strategies
4.	Upholding Integrity and Ethics
5.	Classroom Management
6.	Career Guidance

S No.	Subject / Skill Specific Capacity Building Programs
1.	Competence building across the Cognitive, Affective and Psychomotor Domains
2.	Competence building in STEAM Education
3.	Competence building in Vocational Education

4.	Competence building in Individual disciplines such as Science, Mathematics, Social science, Arts, English etc.
5.	Competence Building in mother tongue-based curriculum
6.	Competence building in sustainability and environmental studies
7.	Competence building in integrating IT in teaching-learning process

3.2.4. Ensure Well-trained Staff – Non-teaching Roles of Teachers

In order to develop the right learning environment for students, teachers must have a thorough understanding of a child's needs. For this purpose, an understanding of Maslow's Hierarchy of Needs is very useful[20]. This hierarchy is a 5-stage model that includes the following:
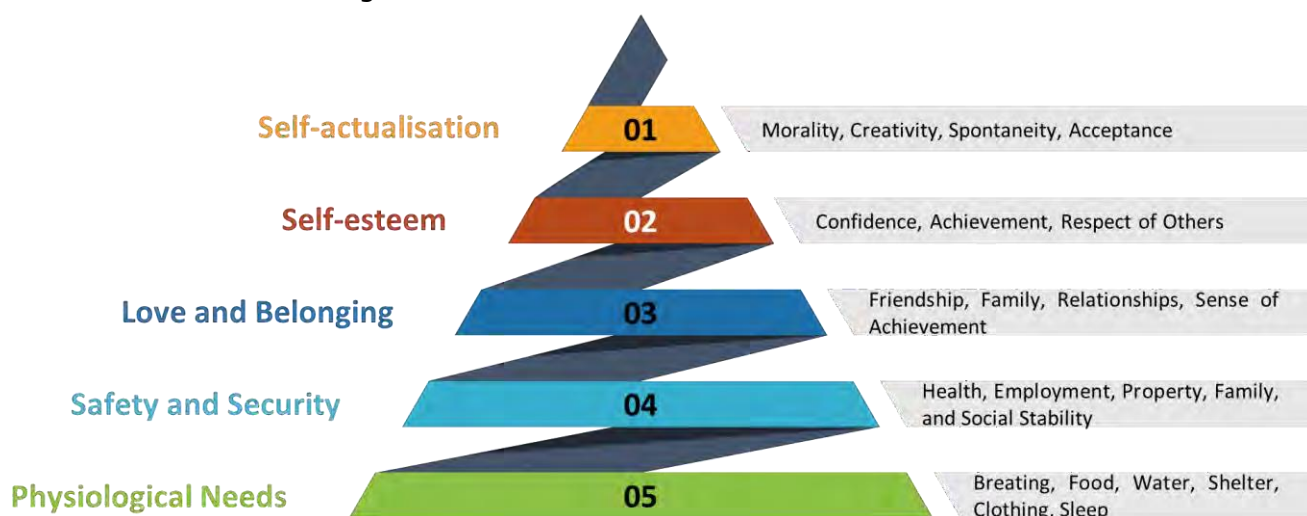

Figure 18: Maslow's Hierarchy of Needs

Such a structure helps identify student needs when they are in the classroom. The kind of needs that may arise has been explained as follows -

Physiological needs

Teachers can meet a student's cognitive needs by first addressing their basic physiological needs. A student who is tired and hungry during a lesson (both, physically and emotionally) will be unable to focus on learning. Teachers must view these types of behaviours as indicators of physiological needs not being met. Some of the following strategies may be adopted within the learning environment to create environments that respond sensitively to students' physiological needs -

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[20] [PDF] Handbook for Teachers – CBSE Academic

- Ensure that all students have access to water in their rooms.
- If a student misses an opportunity to eat their food during the designated breakfast or lunch hours, provide them excess time to finish eating their food.
- If a student is in desperate need of sleep, allow them to take a short nap at school.
- If a student feels unwell during class hours, provide support by directing them towards medical help, first aid or any other form of aid that is appropriate at the moment.

Safety and Security

Safety needs are usually environmental, which includes a student's home environment, school environment, and any other environment they're regularly a part of. The following points may be kept in mind while addressing the safety and security needs of students -

- While issues in a student's home environment or other non-school environments are outside the control of a teacher, teachers should support students in any manner that permits them. This can also involve directing them towards professional efforts to help students.
- Students, at a young age, find comfort in predictability and structure[21], which can be achieved through a well-developed routine. Teachers should help students create realistic routines and encourage students to adhere to them
- Constantly monitor the climate of the classrooms to decrease the occurrence of bullying and aggressive/violent activity.
- Teachers may develop practices or interventions to ensure participation in school activities and school bonding to ensure that students do not fall into a downward spiral of drug or substance abuse
- Parents may be viewed as collaborative partners to prevent drug and substance abuse through parent education programmes

Love and Belonging

This relates to a sense of companionship developed through strong friendships and familial relationships. The following strategies may be kept in mind to foster love and belonging -

- Within the school environment, a student should be encouraged to join clubs, volunteer, or make other group-centred commitments.
- Influence seating arrangements within the classroom, or put students in groups in which they feel supported or comfortable.

Self-Esteem

For children and adolescents, students with low self-esteem will not progress academically at the optimal rate until their self-esteem is strengthened. In order to ensure that students are valued and respected, the following actions may be employed

-

- Provide concrete, actionable and affirmative feedback to students so that they have a sense of their strengths and weaknesses, and have clarity on their next steps to achieve their desired goals.
- Do not expose students to embarrassment or disappointment intentionally.
- Make an effort to show students that their hard work and dedication are genuinely appreciated.

Self-Actualisation

The last stage is that of self-actualization. If all the previous needs have been met, students will be in a position to fulfil their highest potential. It is important for teachers to understand where their students stand on Maslow's hierarchy to help students progress through the hierarchy.

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[21] Maslow's Hierarchy of Needs in Education

3.3. Pedagogical and Collaborative Leadership

> **Para 5.14 of NEP 2020 states –** "Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy **with a focus on preparing and implementing pedagogical plans** based on competency-based education."

Pedagogical and Collaborative leaders facilitate teacher professional development which is the most important aspect of quality education. They influence what happens in the classroom by fostering an organisational climate where teachers prepare and implement pedagogical plans and with the help of other staff members optimise learning opportunities for children and strive to improve their own practice. These leaders keep the collective focus of the teachers and families on the overall development of children which is underlined in NEP 2020.

Pedagogical leaders must take a whole-school approach to improve the quality of teaching-learning processes, including classroom processes. When a principal leads teaching-learning, s/he not only leads teachers' development but the overall quality of education imparted in schools. Similarly, collaborative leadership is also a vital aspect of school improvement. The major indicator of such leadership is when the school leaders demonstrate effective communication, cross-functional collaboration and building relationships. In order to establish pedagogical and collaborative leadership, the school head /leader may undertake the following measures:

- Include all stakeholders in planning and decision-making
- Share all important information with parents and the community
- Draft policies in consultation with all stakeholders
- Cultivate strong relationships
- Establish a strong communication network
- Use innovative strategies to connect with the stakeholders
- Encourage teamwork
- Partner with CSO, and NGOs and involve them in school development programmes
- Participate in community outreach programmes
- Analyse, review, reflect and devise strategies for improvement based on the feedback from all stakeholders.

3.4. Systems for ongoing quality and change management

Quality and change management are comprehensive concepts for leading and operating an educational institution aimed at continually improving performance by focusing on students' holistic development and addressing the needs of all stakeholders. Since the concept of quality is all-encompassing covering many aspects and has to be seen holistically, the quality standards should cover almost all the key performance areas of the school and consider the satisfaction of all the stakeholders concerned. Additionally, since all areas of school functioning are seamlessly interwoven, they need to be viewed as a whole rather than in silos.

The thrust areas are:
- Early childhood care and education (ECCE)
- Foundational Literacy and Numeracy (FL&N)
- Access and Retention
- RTE Entitlements
- Quality and innovation interventions
- Gender and Equity
- Inclusive Education
- Strengthening of teacher education
- 21st century skill-based education
- Lifestyle For Environment (LIFE)
- Vocational Education

The overall school improvement is the collective responsibility of school personnel, especially the School Management, School Principal and School Staff. The School Quality Assessment Framework (SQAF) developed for the evaluation of PM SHRI schools can be used as a self-evaluation tool by the user. Kindly refer to the respective sections of the framework in Part III.

Chapter 4

Inclusive Practices and Gender Equity

> *"The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background."*
>
> - **National Education Policy, 2020**

4.1. Inclusive Practices and Gender Equity in PM SHRI Schools

All Students should have access to physical as well as psychologically safe environments in PM SHRI schools. Such environments will have an impact on the student's motivation, attitudes, perception and values, i.e., the factors that influence the Affective Domain. Schools have the prime responsibility to promote and optimise the physical, social, and mental health of students. The below infographic provides a snapshot of what inclusive practices entail -
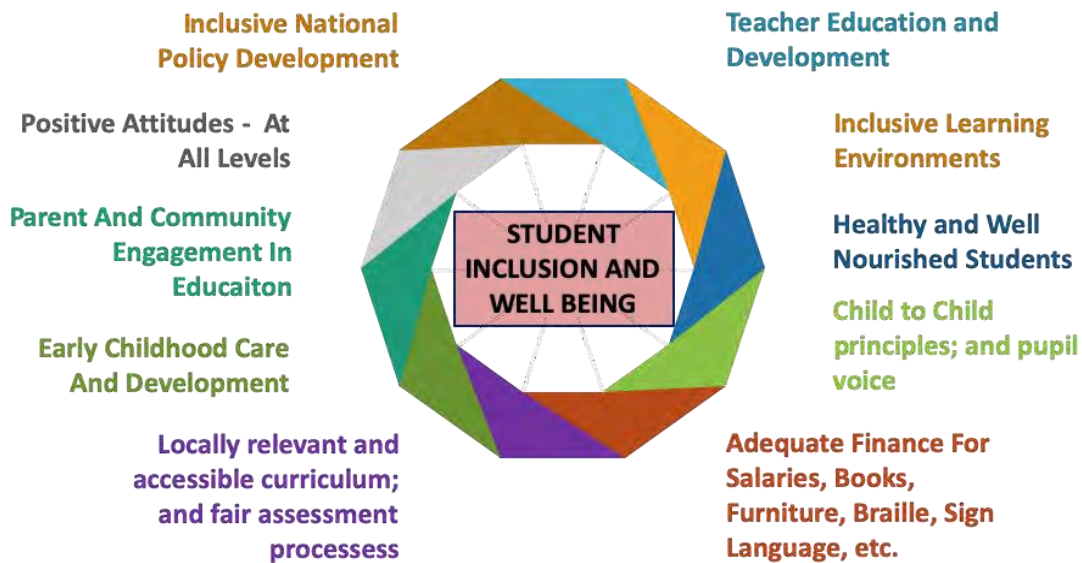
Figure 19: Key features of Student Inclusion and wellbeing

For more information, CBSE's handbook on Inclusive Education[22] may be referred.

4.2. Action points

The actionable to ensure inclusive practices are as follows –

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[22] Handbook of Inclusive Education

4.2.1. Enable Engagement with Relevant Stakeholders

To create the right environment at schools that integrate inclusive practices, schools must ensure engagement with all the stakeholders that form a crucial part of a student's school ecosystem, namely - Parents, Students, Alumni, Community, HigherEducation Institutions, and the local industry. The following points may be kept in mind-

- Active **engagement with parents and families** of students may be ensured
- Capacity building of **School Management Committees (SMCs)** may be undertaken
- A strong connection between the **School and the Community** may be established for increased performance.

4.2.2. Ensure Inclusive Barrier Free Infrastructure

The PM SHRI schools should provide barrier-free access in terms of the physical environment to students with disabilities. This will ensure that teachers and students (including children of all genders and children with disabilities), receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn.

4.2.3. Promote Gender Sensitivity

Para 6.7 of NEP 2020 states – "The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these Socio-Economically Disadvantaged Groups (SEDGs), not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs."

Gender sensitivity is behaviour that avoids discrimination by understanding and accepting the multiple differences between all genders. It is a way of thinking that fosters respect and compassion for others, regardless of these differences. The following suggestive points may be kept in mind while promoting gender equity in the classroom:

- Be reflective and objective, pay attention to new trends coming up, and give gender-neutral responses about these trends to your students.
- Use gender-neutral language when referring to children. For example, instead of saying, 'Choose a boy to go with you', say, 'Choose a friend to go with you'.

Similarly, avoid organising children according to gender, E.g. 'Boys line up here, and girls here.' as this only reinforces gender segregation.

- Avoid stereotyping children. For example, avoid making assumptions that boys are noisy and loud, girls are calm and sweet, or boys show less emotion and girls cry more readily.
- Self-regulate your interaction with the children. Individuals may tend to comfort girls more and send boys on their way earlier. Encourage all children to share their feelings and emotions equally.
- Seat and group students intentionally. Encourage boys and girls to sit together by making a seating chart.
- Avoid separating supplies or materials by gender. Mix costumes and art supplies for younger students rather than dividing them into sections for boys and girls. This will enable students to express themselves creatively without anxiety about adhering to traditional gender roles.

4.2.4. Promote Equity Sensitivity

The term "equity" refers to fairness and justice and is distinguished from equality. Equality means providing the same to all, whereas equity means recognising that we do not all start from the same place and must make adjustments to account for imbalances. In other words, the goals and expectations are the same for all students, but the support needed to achieve those goals depends on the students' needs. The below-mentioned aspects may be kept in mind while promoting equity within the classroom -

- Reflect on your own beliefs
- Be aware of religious holidays
- Reduce race and gender barriers to learning
- Establish an inclusive environment early
- Be dynamic with classroom space
- Accommodate learning styles and disabilities

4.2.5. Ensure Early identification and mainstreaming of CWSN

Para 6.13 of NEP 2020 states – "Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation."

An inclusive education system places children with disabilities in mainstream schools and classrooms, accommodating the ability or requirements of all students and at all levels of education. To enable such an inclusive ecosystem, two broad areas should be given priority -

- Identifying children with special needs
- Reacting appropriately to those with special needs by creating the ecosystems that would enable their education.

The schools may also ensure the appointment of special educators to support the children with special needs. Identification and reaction to special needs have been elaborated below –

- **Identifying children with special needs**

  The identification process of a child with problems in learning and managing social and emotional behaviour takes place in two forms -

  ◦ **Informal Assessment -**

  Informal assessment of a student may be conducted by observing the student closely and trying to identify whether the performance of the child is affected by the school environment or other factors, e.g., difficult curriculum, family conflict/low involvement, long absence due to sickness. Additionally, it is also taken into account whether there is a significant discrepancy in the performance of the child and students of the same age group. Recently, NCERT has developed a tool, the PRASHASHST App, to help do the initial identification by teachers. This app may be used to screen all children in the classroom. The children who are identified by class/subject teachers with difficulties in mobility, hearing, comprehending, following directions, reading, writing or arithmetic should then be referred to the School Counsellor/Special Educator/Therapist. After the indication of special needs in a student, a screening may also be conducted by a special educator and a counsellor.

  ◦ **Formal Assessment -**

  After an informal assessment, the student should be referred to a concerned rehabilitation professional who will conduct Psycho-Educational Assessment/standardised tests that systematically

measure how well a student has mastered learning outcomes.[23] Such tests will further confirm the presence of a disability, and it will also help in classifying the disability into the type of learning disability, or the extent of visual or auditory impairment. This will give the concerned authority the information to make concerted efforts to help the student in their learning process.

- **Reaction to special needs**

  After identifying the specific disability, various steps and initiatives may be undertaken to create effective common learning environments for such children. The schools may use the School Inclusion Index[24] (prepared by NCERT) as self-reflection tool and guidance document for developing inclusive schools. The following methods may be incorporated to ensure that they are provided with a meaningful learning experience -

  - **Classroom management and teaching strategies in the classroom**
    In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. Alternative teaching methods can be used in regular classrooms for inclusive instruction and students with special needs, allowing general education students access to multiple ways of learning and creating a greater sense of belonging for students with special needs.
  - **Modifying Examination and Assessment mechanisms**
    Certain concessions and accommodations[25] may be made for Children with Special Needs. These may be –

    i. accommodation in a schedule such as providing extra time to finish the exam.
    ii. accommodations in terms of presentation such as allowing the usage of a magnifying glass/Portable video magnifier for Visually Impaired candidates.
    iii. accommodation in terms of response, such as preparing a modified answer script for certain categories of disability (such as a thicker answer script for children with autism, and children

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[23] Handbook of Inclusive Education
[24] Index for Developing Inclusive Schools
[25] CBSE Examination Concessions

with cerebral palsy)

    iv.   accommodations in setting and environment, such as making arrangements for different rooms, specially designed tables, typing machines, chairs etc for certain categories of disability (locomotor disability, students with cerebral palsy)

Such accommodations play a major role in promoting equity, and making the situation fair to children with special needs

4.2.6. Ensure Early identification and mainstreaming of Gifted Children and children with special talents

Para 4.43 of NEP 2020 states – "There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum."

Similar to Children with Special Needs, two broad areas should be given priority -
- Identifying children with talents/gifted abilities
- Reacting appropriately to those with talents/gifted abilities

These are further elaborated as follows -

- **Identifying children with talents/gifted abilities**
  Identification of talented/gifted students may also happen through an initial informal assessment, such as extensive classroom observation for the recognition of giftedness or talent, similar to CwSN. These may further be confirmed through formally administered screening and identification tests. This is important, as talented/gifted students identified early can be appropriately nurtured for their future role as nation-builders in all stages of their education.

- **Reaction to gifted abilities**
  Relevant and appropriate support mechanisms for talented/gifted students will enable them to propel in their academic journey. Gifted children are those who demonstrate advanced levels of aptitude and competence in one or more domains. Such children tend to have special needs, such as high cognitive and emotional needs, during their development period and these are not met in

classrooms that are designed for the average learner. This leads to a sense of alienation and loss of direction for gifted children. Guidance and mentoring of gifted children will be done as per the guidelines, which will be developed and issued by MoE. Additionally, some of the suggestive strategies[26] that may be adopted in the classroom to support such children -

- o **Compact the curriculum and provide enrichment activities:** Stimulating environments that address the cognitive, physical, emotional, and social requirements of gifted children may be developed and inculcated in the classroom. Children with advanced aptitude can be allowed to complete the required curriculum early and move on to the higher level of the academic stage. Additionally, teachers may place focus on making sure that they enable students to develop and maintain academic rigour.

- o **Implement a multi-level and multi-dimensional curriculum:** The curriculum may be designed in a way so that it accounts for variances in the learning rates, depth, and pace of the students. This will enable the students with different levels of aptitude to study the curriculum topics at their own pace. For example, students of different ability levels can be assigned to different types of projects on any particular lesson topic. After that particular lesson has been concluded, students can make a presentation about their learnings and discuss it with the rest of the class.

- o **Allow students to pursue independent projects based on their own individual interests:** Independent projects can be assigned based on a student's aptitude level. The students may be further encouraged to think creatively and place importance on originality. In the classroom, the students should be enabled to think beyond the curriculum and connect unrelated topics creatively.

- o **Encourage gifted students to participate in extracurricular activities that involve academic skills:** Gifted/talented students may be particularly encouraged to participate in activities that challenge their academic prowess or ability in a special area, outside of classroom hours. For example, gifted/talented students often possess the potential for leadership, which is why it is critical to encourage and enable them to use their talents and abilities for fruitful outcomes instead of disorder.

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[26] [Recommendations for teaching gifted students in the regular classroom](#)

This can be done by encouraging gifted/talented students to contest for leadership positions on the student council or to take up any other position of responsibility in the academic or extracurricular sphere.

4.2.7. Ensure Inclusion of SEDGs

According to NEP 2020, Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions. Children belonging to socially disadvantaged groups may have both common and unique needs and challenges, impeding attempts to their inclusion in education. This requires the educational ecosystem to become more inclusive of this category of students. The following strategies may be adopted for the same -

- Skill development opportunities for Out of School Children will be ensured.
- **Convergence with National Child Labour Project** (NCLP) of the Ministry of Labour and Employment will be ensured to promote successful mainstreaming into regular neighborhood schools of all children who have been withdrawn from child labour and rehabilitated. Also, National Career Service (NCS) of the Ministry of Labour and Employment to provide career guidance and counselling to students.
- Convergence with Scheme of **Assistance to Disabled Persons** will be ensured for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementing of Persons with Disabilities Act, 2016 (SIPDA) by Ministry of Social Justice and Empowerment

4.3. Develop a Progress Tracking and Monitoring Mechanism

The above-mentioned points serve as mechanisms to improve student well-being and inclusion. Such mechanisms are especially useful to reduce dropout rates in schools, as they intend to solve the issues or factors that lead to dropouts, such as attendance issues and academic failures due to the lack of a conducive learning environment, lack of support through psychological and career counselling, disabilities etc. After establishing such mechanisms, it is imperative to build a progress tracking system to ensure that all the provisions extended to students are leading to their intended outcome.

Schools may track student progress across the following themes –

<ol type="i">
General Student Data
Attendance
Curricular Performance
Physical and Mental health indicators
Areas of unique abilities

The data captured across these themes will allow the schools to identify trends to prevent the risk of dropouts. Further, the guidelines for Out of School Children and Mitigation of Loss of Learning[27] and the Guidelines for Children of Migrant Labourers[28] may be referred.

Further, the following points may also be kept in mind to ensure access -

- Support may be provided to students with regard to promoting multilingualism as per the state norms.
- Beneficiary oriented entitlements should be as per the RTE Act
- A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). **Technological interventions** to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented.

The School Quality Assessment Framework (SQAF) developed for the evaluation of PM SHRI schools can be used as a self-evaluation tool by the user. Kindly refer to the respective sections of the framework in Part III.

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[27] Guidelines for Out of School Children and mitigation of loss of learning
[28] Guidelines for State and UTs for continuing education of children of migrant labourers

Chapter 5

Management, Monitoring and Governance

To ensure appropriate Management, Monitoring and Governance structures, the following points may be kept in mind –

5.1. Institutional Planning Mechanism

Institutional planning refers to the comprehensive program of action that is started, articulated and executed by school heads of different educational institutions and may be considered the basic unit of the bigger educational planning. Institutional Planning safeguards the use of local resources along with other resources existing in the institution and ensures their optimal usage. The process involves an all-round approach where first-hand knowledge is available from the teachers and students on the strengths, weaknesses and problems that arise in different situations and in the classrooms.

Institutional planning may be undertaken based on the basis of its felt needs and the resources available or likely to be available, with a view to improving the school programme and school practice. This will ensure optimum utilisation of the resources available in the school and the community. The steps involved are:

Figure 20: Steps involved in institutional planning

a. Step 1: Analysis

Analysis of the institution's present situation in terms of needs involved. School building in terms of space, adequate equipment and furniture, laboratory and library equipment. Staff requirements and additional infrastructure like a hostel, staff quarters, school bus, playgrounds etc. Examination system, admission procedures and identification of areas which require improvement.

b. Step 2: Survey

Based on the analysis carried out, a survey of the existing resources as well those available in the future is to be carried out. The survey must include statistical facts and figures regarding student enrolment, staff equipment, books, examination results etc.

c. Step 3: Improvement

Each school must prepare a list of improvement programmes, along with details of each programme. The programmes can be long-term or short-term in nature. Each improvement programme must be specific in terms of objectives, utility and financial implications. The programmes must be clearly outlined in terms of task, expected outputs/outcomes etc.

d. Step 4: Implementation

Implementation of the improvement programmes should ensure availability of material and human resources, and cooperation amongst all staff members A time schedule should be prepared for the project, specifying the amount of work to be done in each time period.

e. Step 5: Evaluation

At the end of the implementation of an improvement programme, it must be assessed both qualitatively and quantitatively. To check whether the pre-planned objectives have been fulfilled and to what extent, necessary feedback must be obtained from all stakeholders and beneficiaries. Financial status and cost should be measured in terms of the output achieved.

5.2. Effective Communication and Coordination

- **Communication**

  Schools are complex, dynamic systems that require effective communication to meet the diverse needs of their stakeholders. Communication is essential to maintaining healthy relationships among students, teachers and parents. Schools, however, cannot rely on a single communication method to reach out to all. Thus, it is essential that a variety of strategies are adapted and tailored to the needs of the individuals concerned. While deciding on the appropriate method to adopt, the urgency of the message/the dynamic nature of the situation needs to be considered. Most of the school information that should be shared falls into the following categories:
  - Promotion of school happenings and news (e.g., achievements, events, etc.)
  - Time-critical school information (e.g., school closings, policies, etc.)
  - PTA events and other important issues
  - Leadership and education improvement ideas (e.g., parent resources)
  - School levy and community outreach (including fundraising)

    o   Stories and imagery of thein the form of, alumni, photos, and videos)

Effective methods for communication include - Phone calls; Messaging groups (such as WhatsApp); E-mail; Online Parents conferences (such as Zoom, Skype, etc.); School websites or online conferencing platforms; Social media platforms (such as Facebook) or notices/circulars.

Following are some important points to be borne in mind -
- o Communications should be directed towards both fathers and mothers, even if, in general, the school communicates with only one of the parents.
- o Communicate clearly and coherently, and on a regular basis
- o One size does not fit all when it comes to parent-teacher communication. Find out which communication tools work best for parents and use them. In some cases, a combination of tools/approaches may be needed, to ensure every family is reached.
- o Involve parents in their children's education and acknowledge their involvement
- o Reach more often to vulnerable students and families
- o In case of a pandemic or similar instance, provide up-to-date information about measures taken by the school to reduce risks to students.

5.3. Coordination

Coordination can be broadly defined as the act of making numerous parties involved in a plan or having them work together in an organised manner. In the case of schools, coordination refers to ensuring that all stakeholders namely students, teachers, administrators, parents, and the community are working in the right location at the right time for teaching learning to be carried out smoothly and resources are used in the most efficient way.

The need for coordination in schools is highly significant, for goals to be achieved. While schools are composed of many individuals, they must be united and synchronised in order to reach common goals. Coordination also includes the aspect of communication so that each unit has a clear definition of its role in the school. Ultimately, the school will benefit when each department/unit works together under organised, clearly communicated, and defined tasks.

The following guidelines may be considered for ensuring smooth coordination

- Coordination must be a continuous process.
- It must be by direct face-to-face contact between the responsible people concerned.

- It should start at the earliest stage of planning, organising, policy-making and control.
- It must involve a reciprocal relationship i.e. willingness to give and take among the persons and activities concerned.

This can be achieved through:

i. **Effective Leadership:** The concept of coordination is basically inseparable from that of leadership. Good leadership motivates students and teachers alike. Heads/Principals can effectively direct the activities of the group; he/she inspires and persuades the subordinates to contribute with their maximum capacity and efficiency to the goals of the school. Good leadership can resolve conflicts and foster cohesiveness and harmony among all stakeholders.

ii. **Committees:** Committees have acquired an important place in schools. The basic objective of setting committees is to establish coordination amongst various units, individuals or departments. The committee provides an opportunity to bring about horizontal and vertical coordination. It opens the doors of interaction for members of various groups or departments which produce better results in comparison to an individual. The committee also helps in solving intra-departmental and interdepartmental problems and, therefore, fosters coordination. Different types of committees may be formed to improve efficiency.

iii. **Staff Meetings:** Staff meetings may be considered an effective technique for bringing about coordination in school. Periodic staff meetings, if arranged wisely and managed, can be highly effective in promoting coordination through better communication. Therefore, it is desirable for a regular time to be set aside to conduct staff meetings.

iv. **Special Coordinators:** Since schools conduct a variety of activities for achieving various outcomes, special coordinators may be appointed. For this purpose, a coordination cell may also be created. The coordination cell may be entrusted with the task of gathering relevant information about the progress of all activities undertaken by various departments and circulated among all. This helps in establishing coordination among different departments.

v. **Effective Communication:** Effective communication network has a vital role to play in the process of promoting coordination in the school. The technique of effective communication would pave the way for effective coordination.

5.4. Resource Management

Resource Management in schools is the process of planning, scheduling, forecasting, and

optimising all the resources available for successful implementation of the programme directed towards realising the educational goals. Resource management plays a significant role in unleashing the maximum potential of each resource available in schools for improving the quality of education and helps in cost reduction, checking wastage and facilitating sustainable development. It would also enable efficient and optimum use of available resources. Resource management can be

- **Human Resource Management**

    Every educational system at every level depends heavily on human resources for the execution of its programme. Human resource is of immense significance for the implementation and realisation of the educational policies and objectives of educational Institutions. Without an adequate, efficient, skilled and well-motivated staff operating within a sound human resource management programme, development is not possible. The function of human resource management in education includes the procurement of staff maintenance, staff relations, staff development and training, job performance reward, placement, promotion, transfer and discipline It is essentially concerned with three major issues namely:

    o Assessing the need for staff
    o Satisfying the need for staff
    o Maintaining and improving the staff services.

    Considering the importance of human resource management in education, the following actionable points may be considered.

    o A conducive atmosphere may be created in schools for teachers.
    o Regular Teacher Professional development programme, in-service training, conference, workshop and seminars
    o A united salary structure should be made for all categories of teachers within the education sector.
    o Autonomy for classroom transaction and assessment.
    o Formation of Teacher circles, subject-wise teacher circles, etc in all schools.
    o Handholding of teachers by HEIS
    o Provide a platform for the exchange of best practices.
    o Provision for computer Literacy, digital education
    o Transparent Transfer policy
    o Administration of rewards, and appreciation incentives for jobs done well.
    o Teacher Self-evaluation (PINDICS)
    o Involving staff in planning and decision-making

- **Physical Resource Management**

  This includes the school buildings, grounds, vehicles and furniture; as well as the learning support materials (books and stationery). Physical resources are entrusted to the School Governing Body. They are responsible for managing the assets and educational resources, establishing funds and budgets, identifying service providers and procuring, utilising, maintaining and controlling all assets and educational resources. Maintenance should be adopted to ensure a clean and safe environment for teaching and learning. This includes preventive maintenance carried out to ensure optimal performance of the facilities and that there are no safety hazards.

5.5. Monitoring Mechanism

Maintaining the standard of PM SHRI Schools over a period of time is important. Therefore, a School Quality Assessment Framework (SQAF) has been developed as per recommendations of NEP 2020 indicating the level of proficiency to be achieved by each school.

In addition, to augment the process of monitoring and evaluation, the scheme will have a comprehensive robust ICT-based tracking, monitoring and evaluation mechanism to monitor the quality at national, state, district, BRC/CRC levels.:

National level monitoring:

- Improved and updated version of the Unified District Information System for Education (UDISE+), which is online;
- PRABANDH, a comprehensive online monitoring system;
- Progress in School Quality Assessment Framework (SQAF)
- Periodic Achievement Surveys to check the health of the educational system and to provide information about the learning achievement of students;
- Key performance Indicators, as well as SQAF shall be monitored through the national level Vidya Sameeksha Kendra
- Participation of School in Vidya Amrit portal. Vidya Amrit aims to encourage, recognise and nurture innovations in the form of millions of micro-improvements across the 1.5 million schools in our education system. Kindly refer to the link to develop a deeper understanding of the same[29]

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[29] Vidya Amrit Portal

State level monitoring

- Ensuring Real-time updation on UDISE+
- State MIS and school/student/teacher registry;
- Comprehensive Child tracking for both transition and learning outcomes through student registry;
- SCERTs to monitor teacher capacity building and access to innovative Teaching Learning Material
- State Vidya Sameeksha Kendra
- Through partnerships with Higher Educational Institutions/CSOs, etc.
- State Achievement Surveys in the years in which National Achievement Surveys are not undertaken.

District level monitoring

- District Level Committee (DLC) chaired by District Collector to monitor progress periodically. Committee to consist of members drawn from DIET, CRC/BRC concerned, District Education Officer, District Primary Education officer, one Principal of Kendriya Vidyalaya, One Principal of NVS, and any other members as may be decided by the state/UT government.
- DIETs to monitor teacher capacity building and undertake training as per need assessment

CRC/BRC level monitoring

- CRC/BRC on-site support visits will include review of progress
- CRC/BRC are expected to report their feedback in the meetings of the DLC.

Other formats of monitoring/feedback

- Efforts will be made to involve IITs/ NITs/ Central Universities in the process of verification of the schools for selection under the scheme as well as to monitor the performance of the schools selected under the scheme to ensure the effectiveness of the scheme.
- Each school will be geo-tagged to monitor the implementation closely and an online

Project Monitoring System (PMS) will be developed, in which States/UTs may view the Status of Central Releases, approved outlays, coverage as per U-DISE, school-wise list of approvals, school wise gaps, cancellations in approvals etc. In addition, online submission of Monthly Progress Reports, physical as well as financial, can also be made by the respective States/UTs in the PMS. The main functions are:

- ✓ Submission of Annual Work Plan & Budget
- ✓ Appraisal and finalisation of Annual Work Plan as per PAB approvals
- ✓ Generation of Sanction Order for Central Releases
- ✓ Monthly Progress Reports Physical and Financial up to school level
- ✓ Utilisation Certificates at the State level

5.6. Convergence with Samagra Shiksha and PM POSHAN

- School Grants (Composite School grants, Library grant, Sports grant) are to be provided
- **The programmatic and financial norms of revamped Samagra Shiksha will be followed to a great extent. However, there will be flexibility in designing innovative measures for implementation of provisions of NEP 2020.**
- **Samagra Shiksha** scheme of the Department of School Education and Literacy /State resources will be followed for providing teacher's salary, quality inputs and digital resources etc., wherever applicable, as per norms.
- **The PM POSHAN scheme** of the Department of School Education and Literacy will be followed for providing a noon meal to children at the elementary stage of education.
- All the interventions under Samagra Shiksha/ PM Poshan Scheme will not be extended to the KVS and NVS. However, assistance to KVS and NVS will be utilised to obtain the objectives of this scheme.
- This scheme will support the KVS to start the preparatory classes in the schools selected as PM SHRI Schools.

Chapter 6

Beneficiary Satisfaction

"Improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools"

- **National Education Policy, 2020**

6.1. Beneficiary Satisfaction in PM SHRI Schools

Quality of schools and school education should be defined and evaluated by different stakeholders who are involved in the education system - Principals, Teachers, Students, Parents and the Community. Further, school transformation is a process that results from the convergence of roles and responsibilities undertaken by various stakeholders. This section highlights the major roles of some of the key stakeholders in the PM SHRI School ecosystem. Following that, the major indicators of beneficiary satisfaction have been laid down.

6.2. Role of Principal/ Headteacher

Executing the job of a school principal effectively requires a lot of rigour and knowledge. The daily actions of a principal involve influencing and guiding many aspects of school education. Some of the core functions of a principal are as follows -

Influence Others
- Ability to change the behavior of others.
- Goals are achieved without authority, rewards or punishments.
- Intentional control over stakeholders to achieve the goals.

Working with Others
- Meaningful interactions with others.
- Cordial relationship.
- Sense of shared purpose.

Direct Others
Guide and support leadership teams to:
- Set goals
- Solve problems on their own
- Connect with other leadership teams

Empower Others
- Instil enthusiasm
- Trigger curiosity to think out of the box
- Accept ideas of others
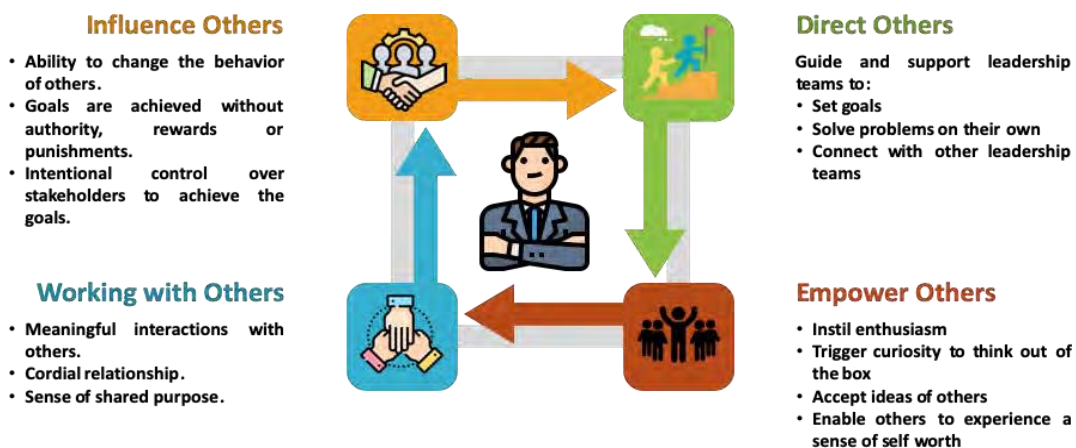- Enable others to experience a sense of self worth

Figure 22: Core functions of a principal

These capacities have to be fulfilled through a wide range of responsibilities, which have been outlined as follows -

➢ Develop a long-term vision for the school keeping in mind global perspectives

➢ Cultivate a school policy and provide a learning environment where pro-social and pro-environmental behaviours, values and habits that we want to see in our society are developed in students.

➢ Function as the administrative head of the school and develop a healthy teacher-pupil relationship

➢ Formulate a plan incorporating innovative ideas given by staff/ students/ stakeholders/ School Management Committee and share the same with the various stakeholders.

➢ Ensure participation from all stakeholders in the implementation of programmes.

➢ Make satisfactory arrangements for the supply of drinking water and other facilities for the pupils and ensure that the school building and its fixtures and furniture, office equipment, laboratories, playgrounds, school garden etc. are properly and carefully maintained.

➢ Assess and develop strategies for key factors of sustainable living like energy saving, water saving, development of green buildings, zero-waste policy, recycling programmes, improving green cover, biodiversity literacy programmes

➢ Create mechanisms to show the school staff, students and their families how they can practically help curb climate change and regenerate the ecosystems

➢ Supervise classroom teaching and secure cooperation and coordination amongst teachers of the same subject area as well as of other subjects.

➢ Promote initiatives of teachers and students for self-improvement such as the mentor-mentee concept and encourage them to undertake experiments which are educationally sound.

➢ Promote pupils' physical well-being, high standards of cleanliness and healthy habits, and to arrange two medical examinations of the students in a year and send medical reports to parents/ guardians.

➢ Conduct school examinations in accordance with the instructions issued by the Government/Board from time to time

6.3. Suggestive Micro-improvements that can be undertaken by the Principal/Headteacher:

Small actions over time have the power to enhance positive and meaningful experiences for everyone involved in the organisation. These small, but effective, actions influence the culture of an organisation the most. The Department of School Education and Literacy, Ministry of Education, Government of India, has developed a portal to register micro-improvement initiatives by schools called **Vidya Amrit (**https://microimp.ndear.gov.in).

Vidya Amrit aims to encourage, recognise and nurture innovations in the form of millions of micro-improvements across the 1.5 million schools in our education system, so that our students get a conducive learning environment. It aims to make the improvement process easy, simple and achievable. School leaders, teachers, teacher educators and officials at different levels will be able to break down big ideas into a series of micro-improvements, in order to lead transformation in their schools.

PM SHRI schools are expected to continuously undertake micro-improvements, register the same on the Vidya Amrit portal, and also learn from the micro-improvements reported by thousands of schools in India. Some of the suggestive and only illustrative actions may be used as an indicative list -

6.3.1. For school effectiveness

1. Plan the year's academic work in advance in consultation with relevant stakeholders and hold subject committee and staff meetings at least once a month to review the work done during the month, and to assess the progress of the students.
2. Keep up to date with the current practices and techniques relating to school by attending meetings and professional development conferences, and reading professional materials.
3. Inspect the school grounds and school buildings to see that they are free from hazards which might cause accidents. Conduct fire or earthquake drills on regular intervals.
4. Preparation of school time table and annual calendar of activities

6.3.2. For students and teachers

1. Establish collaborations with relevant national or international organisations to promote engagement and exposure of students to local industry and higher education institutions
2. Help and guide teachers and promote their professional growth by actively encouraging their participation in courses designed for in-service training.
3. Hold regular staff meetings, at least once a month, to review the work done during the month.
4. Celebrate the milestones of teachers and administrative staff such as birthdays, teaching anniversaries etc to increase their motivation levels and develop a sense of belonging in the school.
5. Conduct classroom observations to help teachers improve their classroom management and teaching strategies.
6. Spend time with children and teachers and take their feedback
7. Have annual meet-ups with student alumni to foster a sense of connectedness and hear their views in making the school a better learning environment.

6.3.3. For School Leaders

1. Provide student leaders adequate autonomy to design and implement school initiatives during their term in a leadership position

2. Principals can participate in regular school meetings with School leaders

3. Provide mentorship support to school leaders to hone them into individuals that can represent the school in external events and functions.

6.3.4. For parents

1. Encourage the formation of parent-teacher associations in order to establish contacts with and secure the cooperation of parents/ guardians in the programmes of the school.

2. Maintain communications with parents or guardians regarding the total school program, student achievement, placement and behaviour.

3. Inform parents of the school activities through newsletters, information nights, parent/teacher conferences, etc.

4. Ensure adequate participation during unprecedented times of school closures. The Guidelines for Parent Participation in Home-Based Learning During School Closure and Beyond[30] developed by the Ministry of Education for the same, may be referred.

6.4. Role of School Management Committee (SMC)

The School Management Committee (SMC) is another essential element of the school leadership and is directly involved in the implementation of school policies.

The primary roles and responsibilities of the School Management Committee are:
- ➢ Facilitate dialogue with all sectors of society such that the school is provided sufficient support for implementing green policies.

- ➢ Monitor and provide guidance for the implementation of policies.

- ➢ Exercise general supervision over the proper running and functioning of the school including maintenance of discipline among students as well as members of the staff.

- ➢ Make suggestions for any improvements in academics or other procedures relating to the school, including amendments in the prescribed rules and regulations.

- ➢ Assist the School in securing local assistance and co-operation for its better working and growth.

- ➢ Scrutinise and approve the annual report of the School.

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[30] GUIDELINES FOR PARENT PARTICIPATION IN HOME-BASED LEARNING DURING SCHOOL CLOSURE AND BEYOND

➢ Organise programmes/functions to raise cash contributions from the local community with the specific objective of collecting funds for the improvement of the School.

Suggestive Actions:

The School Management Committee primarily works as the bridge between the school and the community where students are coming from. These committees enable the school management to wield a lot of influence on the functioning of the school. Some of these actions may be used as an indicative list -

1. Communicate in simple and creative ways to the population in the neighbourhood of the school, the right to education and help them with the admission process.
2. Apprise parents about the importance of parental investment in a child's learning and continued attendance in school.
3. Monitor that teachers are taking the classes regularly and not burdened with no teaching duties.
4. Assist the school in organising and coordinating various co-curricular and recreational activities such as sports competitions, science and maths fairs, literary fests etc and encourage the participation of alumni and parents in such events - teachers
5. Hold regular Parent-Teacher Associations where parents can directly address their grievances and suggestions to SMC members, to improve the functioning of the school. Make arrangements to conduct such events virtually for the benefit of parents who cannot attend such meetings in person.
6. Develop and organise the library resources and reading facilities in the community and ensure that the students and teachers have access to them.
7. Assist schools in organising entertainment events like talent shows, book fairs for parents to attend along with their children.
8. Along with book fairs, schools can also organise storytelling activities where local community participation can be encouraged by inviting parents or grandparents to narrate stories of their choice and engage with the audience.
9. Create a monthly magazine for the initiatives taken by SMC for school improvement.

6.5. Role of Teachers

Teaching is a complex profession, and academic aspects such as curriculum development or executing lesson plans are just a part of a teacher's role. The functions of a teacher pertain to the following fundamental education objectives:

Aim and work for nurturing students' personality through a stimulating environment to develop them into conscientious citizens

Work for the enrichment of the curriculum to ensure children's overall development with core competencies

Connect knowledge with life outside the school making children learn how to learn so that they become lifelong learners

Ensure inclusivity and equity, taking into account diversities and differences

Empower and enable marginalized learners to develop their capacity to realize their full potential.

Provide a safe and secure environment and ecosystem for the child to learn.

Figure 23: Functions carried out by a Teacher

Teachers are generally expected to perform the following duties -

➢ Know and understand their students and teaching-learning in order to function effectively at each career stage.

➢ Be able to design developmentally appropriate learning experiences for children while carrying out the teaching-learning process and learning assessment.

➢ Be able to effectively apply professional knowledge and skills at each career stage for carrying out teaching-learning-assessment practices relating to one's specialisation (i.e., stage-specific teacher education programme).

➢ Improve professional knowledge/competence and practice at each career stage through participation in programmes for continuous professional development of teachers.

➢ Instil in the minds of his pupils the principles of cooperation and social service.

➢ Cooperate with and secure the cooperation of other persons in all activities which aim at the improvement of the moral, mental and physical well beings of pupils.

➢ To follow green instructional practices and instil in students and parents a positive awareness of, and responsibility for, their actions and the environment.

➢ To educate oneself and each other and create a deep shift in personal values with regard to one's relationship with the environment.

Suggestive Actions:

To enhance the teaching-learning process inside and outside the classroom, teachers have to consider several factors such as the size of the class, methods to enhance essential skills, activities to achieve course goals, and ways to increase the clarity of the course content. In order to improve the teaching-learning process. some of these actions may be used as an indicative list –

In-class

1. Regularly plan for every class aligning with the student outcomes.
2. Conduct weekly surveys for students to collect their feedback on teaching methods, curriculum content, the structure of the lecture and any suggestions.
3. Regularly send the progress reports of the students to their parents/ guardians and to show the answer books of half-yearly and session-ending examinations to the parents on demand.
4. Encourage and motivate students to participate in school events and activities
5. Create a healthy competitive environment among the students and encourage them to excel in their endeavours.

Outside-class

1. Collaborate with other teachers and share best practices to improve the overall class and school environment.
2. Engage with parents through different forums and gather feedback.
3. Organise co-curricular activities or annual sports meet for the overall development of students.
4. Visit the communities once a month and directly engage with the parents.

6.6. Role of Government Stakeholders

The government stakeholders play a central role in developing and improving educational institutions across the country. They give direction and support to the educational ecosystem at all levels through policy interventions and through financial support. At a basic level, the government stakeholders are expected to perform the following functions:

SYNCHRONISING THE EDUCATIONAL ACTIVITIES OF THE CENTRE AND THE STATES

ENFORCING RTE ACT 2009 AND PROVIDING FREE AND COMPULSORY EDUCATION UPTO AGE 14

DEVELOPING AND MAINTAINING PUBLIC INSTITUTIONS AND AGENCIES FOR EDUCATION

GOV

PROMOTING EDUCATIONAL RESEARCH AND NON-DISCRIMINATORY PRACTICES

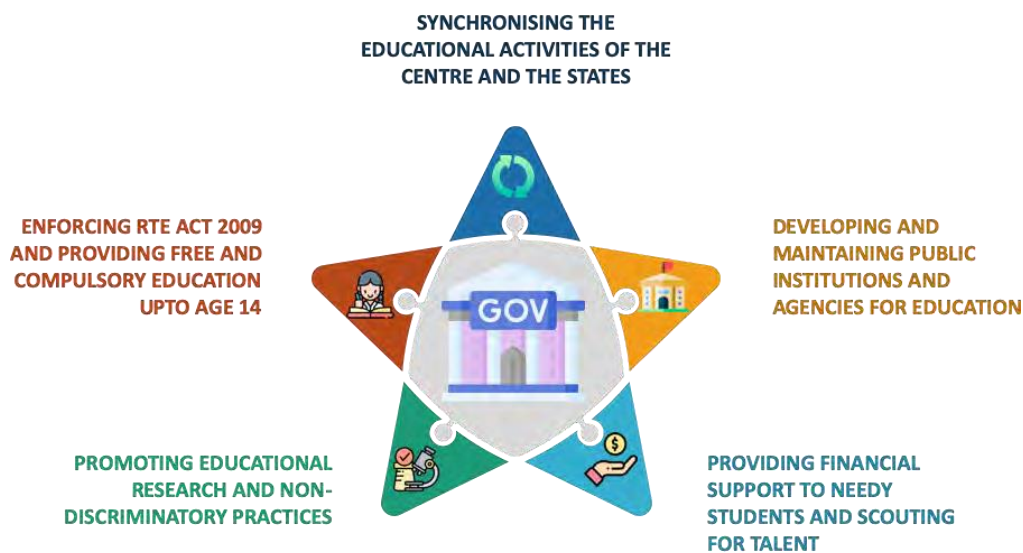PROVIDING FINANCIAL SUPPORT TO NEEDY STUDENTS AND SCOUTING FOR TALENT

Figure 24: Functions of the Government

The interaction between government stakeholders and educational institutions continues to evolve and their engagement has taken several different forms. Taking into account these aspects of their formal relationship, the primary roles of the government stakeholders can be classified in the following manner:

➤ **Central Government:**
   o Provide overall planning and guidance to States/UTs for the establishment of PM SHRI schools by developing relevant guidelines, tools, communication plans, and providing required resources to achieve the objectives
   o Develop a dissemination and adoption plan for the resources required to transform existing schools into PM SHRI schools
   o Conduct capacity building workshops on assessments, monitoring, data collection. classroom observations, etc.
   o Support the development of robust data collection frameworks, and dashboards and create standard frameworks for validating and reporting data.
   o Support the conduct of evaluation studies (process evaluation and impact evaluation) for making decisions around changing any process, inputs for continuations of the PM SHRI schools and/or provide feedback to the States.
   o Monitor progress

> **State Government:**
>   - o Create annual action plans for implementing activities covering all the focus areas of the PM SHRI school.
>   - o Plan to ensure the availability of adequate numbers of teachers in each school at each grade from pre-primary to grade 12.
>   - o Map the requirements and ensure basic facilities at schools.
>   - o Prepare a plan of activities with physical and financial estimates for the financial year with agreed timelines.
>   - o Identify a pool of mentors to render academic support to teachers who will be teaching in PM SHRI schools.
>   - o Arrange awareness drives for relevant stakeholders to make them understand the intent and expected outcome of the PM SHRI schools.
>   - o Monitor progress

> **State Implementation Societies:**
>   - Organise and implement the special educational projects by different agencies for qualitative improvement of school education and teacher educators.
>   - Produce instructional materials for the use of teacher- educators.
>   - Arrange in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinating the work of other agencies operating at the state level.
>   - Act as research centres
>   - Organise programmes including Correspondence-cum-Contact Courses for professional development of teachers, teacher-educators and inspecting officers.
>   - Conduct studies and investigations on the various problems of education.
>   - Develop, organise, manage and supervise the training sessions.
>   - Provide educational resources support
>   - Monitor progress

6.7. Role of Parents

Traditionally, the role of parents in education was restricted and subtle but that has come to change with time. Parents' participation in education now has become crucial and can significantly enhance the experience of a student at an emotional, a social and a mental level. Therefore, the primary functions of parents consist of:

Independence

Parents need to ensure that their child has sufficient space to grow as a well rounded individual and doesn't remain in their shadows all the time.

Support

Supporting children in their academic and personal life can positively influence their motivation and confidence in becoming a successful learner.

Coordination with Teachers

Engaging with teachers gives the parents feedback on not only the academic performance of their child, but also on their emotional and social well being.

Communication

It is important for parents to have proper communication with their children about their school life as well as about any other issues they're facing.

Figure 25: Functions carried out by Parents

In addition to this, their role has gradually evolved to being active participants in the education of their children and is not just restricted to certain basic duties. Taking this into consideration, the role of parents is as follows:

- ➢ Support the school in appraising the public regarding the activities undertaken towards sustainable development while providing value education to students.
- ➢ Support the school in promoting legal, ethical and behavioural norms that aim to change the values, actions and attitudes of students and society at large to ensure a sustainable future for humanity.
- ➢ Act as ambassadors for change in the neighbourhood while supporting the school.
- ➢ Monitor the attainment of learning outcomes in students.
- ➢ Ensure dialogue and openness/respect for different views for a positive learning environment, in the light of growing diversity in classrooms

Suggestive Actions:

Parents often have busy schedules and aren't always available to participate in activities organised by the schools. Thus, the schools should take that into consideration and spread the functions throughout the day to increase involvement by parents. Some of the activities that can be planned by the schools to enhance their engagement with parents are given below:

1. Help students with homework and revision of daily classroom content.

2. Contact teachers by meeting in person or over the phone to discuss the status of their child.

3. Participate in the child's activities at home to give them guidance and a feeling of support.

4. Attend school orientation events or other events organised by the school where there is scope to interact with the teachers and other families beyond formal parent-teacher meeting settings.

5. Invite in school events where parents can be equal participants with their talent.

6. Volunteer to support school events. This may be in the form of organising after-school clubs, extra-curricular activities, developing newsletters or other outreach material etc.

6.8. Major indicators for Beneficiary satisfaction:

Sl no	Major Indicators	Principal	Teachers	Students	Parent and Community
1	Curriculum	Principals are provided with autonomy in adapting the prescribed curriculum suiting to local needs	Teachers are provided with scope and flexibility to ensure relevant modifications/ catering to transdisciplinary learning experiences etc.	The curriculum designed is relevant to 21st-century skills and situated in students' reality.	
2	Pedagogy	Principals to encourage teachers to undertake pedagogical and other innovation training and use them in everyday classroom	Teachers are provided with enough flexibility for adapting the pedagogy as per the requirements of their classroom	The pedagogy designed is student centric and students find joy in learning.	
3	Indigenous teaching practices	There exists adequate cooperation and support of teachers and students to introduce Indigenous methods	Teachers are supported to incorporate a variety of indigenous methods in their teaching practices.	Students incorporate indigenous learning into their life.	Indigenous teaching practice inputs are sourced from parents and local communities
4	Curricular and Co-curricular activities	Adequate facilities are available in schools for organising various activities.	Teachers identify the individual needs of students and coordinate various co-curricular activities for the holistic development of students.	Students are encouraged to participate in scholastic and co-scholastic activities	Children are encouraged to participate in Curricular & co-curricular activities
5	Infrastructure Facilities	Adequate facilities to ensure the smooth	Adequate facilities for classroom teaching-	Adequate facilities to learn	Safe and conducive

		functioning of the school.	learning.	and grow.	infrastructure for their child.
6	Assessment and Evaluation	Cooperation from teachers for timely conduct of assessments, exams and designing report cards.	Autonomy in assessment practices	Timely conduct of assessment, feedback provided and constantly encourages involvement.	Timely feedback. and remediation shared with teachers. No stress or anxiety on students.
7	Conducive Environment	Conducive environment for leadership	Conducive environment for Teaching and learning.	Conducive environment for learning.	Conducive environment for child's development
8	Technological and Digital Facilities	Availability of the latest Technology & digital facilities in the school.	Availability of the latest Technology & digital facilities to aid the teaching-learning process.	Availability of the latest Technology & digital facilities to learn and grow.	
9	Autonomy	Autonomy to creatively implement policy recommendations based on school needs.	Freedom to experiment, innovate, and adapt to the various teaching-learning processes.	Freedom of expression, voicing thoughts without fear.	Freedom to express their concerns and feedback.
10	Professional Development	Opportunities for leadership development and professional growth.	Opportunities for skill building, professional growth and peer learning.		
11	Inclusive practices	Availability of facilities and support for providing inclusive practices.	Support for implementing inclusive practices.	Catering to individual student needs.	Availability of facilities for providing inclusive practices.
12	Collaboration	Collaboration with all stakeholders.	Collaboration with all stakeholders.	Collaboration with peers.	Involvement in school activities.
13	Employability	Creating quality opportunities for employability of students.	Ensure smooth implementation career counselling for students and parents	Opportunities of Career counselling and placement	Provided quality career counselling.
14	Incentives	Recognition and appreciation for good work done.	Recognition and appreciation for exemplary work.	Recognition and appreciation for outstanding performance.	Visibility of child's recognition and appreciation.
15	Decision making	Autonomy involvement in decision-making.	Meaningful involvement in decision-making	Involvement in decision-making	Meaningful involvement in decision-making

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PM SHRI Framework Annexures

Annexure - A

<u>MEMORANDUM OF UNDERSTANDING</u>

This Memorandum of Understanding (hereinafter referred to as "the MoU") is made and executed at New Delhi on this ….th day of ……………, 2022.

BETWEEN

The Department of School Education & Literacy, Ministry of Education, Government of India through the Additional/Joint Secretary in the Department of School Education & Literacy, Ministry of Education (MoE), Government of India, having its office at Shastri Bhavan, New Delhi (hereinafter referred to as the Department of School Education & Literacy (DOSEL) which expression unless repugnant to the context thereof shall mean and include their successors and assigns of the First Party;

AND

The Government of ……, through the Additional Chief Secretary/Principal Secretary/Secretary in the Education Department, Government of ……., or Commissioner, Kendriya Vidyalaya Sangathan (KVS)/Jawahar Navodaya Vidyalaya Samiti (NVSS) having its office at ……….(hereinafter referred to as "the State Government / Kendriya Vidyalaya Sangathan / Navodaya Vidyalaya Samiti"), which expression unless repugnant to the context thereof shall mean and include its successors and assigns of Second Party;

AND WHEREAS, the primary objective of the scheme is to setting up Government PM SHRI SCHOOLS **(PM ScHools for Rising India)**, by strengthening the existing schools from amongst schools managed by Central government/State/UT Government/local bodies/KVS/NVSS, to be implemented as a Centrally Sponsored Scheme.

AND WHEREAS, as per the budget announcement made on 01.02.2021- "More than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy. They shall emerge as exemplar schools in their regions, hand holding and mentoring other schools to achieve the ideals of the Policy."

AND WHEREAS, the Scheme would be implemented through the existing administrative structure available for Samagra Shiksha at state/UT level, Kendriya Vidyalaya Sangathan (KVS), Jawahar Navodaya Vidyalaya Samiti (NVSS) in Centre/States/UTs, other state government/central government bodies, including their autonomous bodies, would also be involved in the implementation of the scheme as per requirement, such as Central Board of School Education (CBSE), National Council of Educational Research & Training (NCERT), **State Council of Educational Research and Training (**SCERTs), District Institute of Education and Training (DIETs), etc.

AND WHEREAS at national level, the Scheme would be implemented through available manpower of DOSEL, Ministry of Education supported by a Technical Support Unit.

SCOPE OF MOU:-

AND WHEREAS the Scheme envisages a critical role to be played by the State Government in terms of implementation of the scheme. Following conditions to be adhered for effective implementation of PM Shri Schools:

(i)   States/UTs/KVS/NVS will implement all the provisions of National Education Policy (NEP) – 2020 in entirety within the entire state/UT/KVS/NVS, as the main objective of this scheme is to showcase the implementation of NEP – 2020 through the PM SHRI schools.

(ii)   Name of the selected Schools shall be prefixed with PM SHRI schools. No change shall be undertaken thereafter, by the States/UTs/KVS/NVS for these schools, as these schools are to be developed as PM SHRI Schools for providing quality education.

(iii)   Implementation of the scheme shall be the responsibility of the Implementing Agency i.e. the School Education Department, Government of ………/ Kendriya Vidyalaya Sangathan/Jawahar Navodaya Vidyalaya Samiti.

(iv)   The funding pattern of the scheme and financial procedure would be as per the prevalent pattern announced by Government of India from time to time. Accordingly, counterpart funding by States/UTs/KVS/NVS will be ensured to these schools for entire period of implementation.

(v)   States/UTs/KVS/NVS shall ensure barrier free access in the PM SHRI schools in accordance with the safety norms/conditions

(vi)   States/UTs/KVS/NVS shall commit to develop PM SHRI Schools as GREEN School by implementing all necessary interventions/components.

(vii)   States/UTs/KVS/NVS shall ensure implementation of innovative pedagogy (Activity-based including Experiential Learning, Art-based, Sports-Based, Toy-based, Story-telling based pedagogy etc) in the PM SHRI Schools to ensure the holistic development of students.

(viii)   States/UTs/KVS/NVS shall ensure to implement school- based assessment based on learning outcomes in all PM SHRI Schools and also ensure implementation of HPC (Holistic Progress Card) in these schools.

(ix)   IT-based monitoring of Learning Outcomes through Central and State/UT Vidya Sameeksha Kendras will be ensured in all PM SHRI Schools with the help of student registry.

(x)   States/UTs/KVS/NVS shall work for ensuring zero dropout rates in all grades in the PM SHRI Schools within two years of implementation.

(xi)   States/UTs/KVS/NVS shall ensure to comply the extant PTR norms in Primary and Upper Primary schools as per RTE act. States/UTs/KVS/NVS shall also ensure subject PTR in Secondary/Sr. Secondary schools.

(xii)   States/UTs/KVS/NVS shall undertake all out efforts for convergence of resources, specifically for utilising the 15th Financial Commission funds, MNREGA, District Mining Fund (DMF) etc. for the development of PM SHRI Schools.

(xiii)   States/UTs/KVS/NVS shall ensure that the PM SHRI schools shall have convergence with all the following schemes. Such as:-

(a) **Samagra Shiksha scheme** of the DoSE&L/State resources for providing teacher's salary, etc., wherever applicable, as per norms. Duplication of fund from Samagra Shiksha and PM SHRI Schools would be avoided for development of PM SHRI Schools.

(b) **PM POSHAN scheme** of the DoSE&L for providing a noon meal to children at the elementary stage of education.

(c) **ECCE linkages** through the Anganwadi centres under the Umbrella of Integrated Child Development Scheme (ICDS) of the Ministry of Women & Child Development.

(d) **Jal Jeevan Mission** under Department of Drinking Water & Sanitation Ministry of Jal Shakti and Swachh Bharat Mission under the Ministry of Drinking Water and Sanitation.

(e) **Ministry of Labour and Employment** to promote successful mainstreaming into regular neighborhood schools of all children who have been withdrawn from child labour and rehabilitated. Also, **National Career Service (NCS)** of the Ministry of Labour and Employment to provide career guidance and counselling to students.

(f) **Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme)** and Scheme for Implementing of Persons with Disabilities Act, 1995 (SIPDA) by Ministry of Social Justice and Empowerment.

(g) **School Health Programme (SHP)** under Ayushman Bharat, which is a joint initiative of the Ministry of Health & Family Welfare (MoHFW) and the Ministry of Education (MoE).

(h) **Ministry of Rural Development** for provision of playgrounds, boundary walls, ramps, toilets, etc. in schools and provision of school uniforms through SHGs.

(i) **Ministry of Panchayati Raj** for use of Finance Commission funds for potable drinking water supply, recycling of waste, maintenance of school premises, including toilets and kitchens as required locally.

(j)   **Urban Local bodies** for use of funds to create facilities.

(k)   **Department of Telecom** for extension of Bharat Net services to the schools.

(l)   **MSDE** (Ministry of Skill Development & Entrepreneurship) for ongoing schemes, skill initiatives, financial benefits, incentives, scholarships etc on skill development. Also, modules and technology through the SSC eco-system of NSDC will also be included.

(m)   **Department of Sports and Youth Affairs** for greater participation in Khelo India and for connecting youth volunteers (NYKS, NSS, etc) to the school.

(n)   Connection between the School and Community for increased performance.

(o)   **Support of alumni to** develop the infrastructure and enhancement of learning outcomes.

(p)   **Mentoring of teachers** and school involving retired academicians, officers and community volunteers.

(q)   **Collaboration with NGOs/CSOs/Corporates** for supporting capacity building, infrastructure and teaching-learning process as part of their Corporate Social Responsibility (CSR).

(r)   **Parents as home-mentors** will be encouraged and oriented towards the enhancement of learning outcome of the children.

(xiv)   State/UT will constitute a Monitoring Committee (as specified in PM SHRI School guidelines) at state level headed by Additional Chief Secretary/Principal Secretary/Secretary of Department of School Education.

(xv)   At district level, there shall be a Monitoring Committee (as specified in PM SHRI School guidelines) headed by District Collector (of the district where the selected state/UT government schools are located) for proper monitoring and implementation of various interventions in PM SHRI Schools. For monitoring selected KVS/NVS schools, the Commissioners will make appropriate arrangements at Regional/District level.

(xvi)   The District Level Committee/KVS/NVS Committee shall decide how innovative/flexible funds shall be utilised. About 40% of the budget allocated to

the school will be allocated as innovative/flexible fund, which would be used as per the specific requirement and aspiration of a particular school. PAB would approve innovative fund based on the viable proposals of the schools, duly recommended by the States/UTs/KVS/NVS.

(xvii)   State/UTs/KVS/NVS will ensure School–Teacher–Student Registry of all these schools.

(xviii) States/UTs/KVS/NVS shall ensure their full commitment and support to the scheme. **Continued assistance of Central Government for a period of five years to develop these schools into PM SHRI schools shall depend upon the improvements shown in performance** in School Quality Assessment Framework (SQAF) and in Key Performance Indicators of Samagra Shiksha (in case of State/UT government schools). The continued assistance would be ensured by hand-holding and monitoring at the Central & State level.

(xix)   After five years, PM SHRI Schools shall be taken over by the respective States/UTs/KVS/NVS and shall be continued as such following all norms and standards as laid down for PM SHRI Schools.

(xx)   The State Government/Commissioner, Kendriya Vidyalaya Sangathan/ Commissioner, Jawahar Navodaya Vidyalaya Samiti shall abide by the directives issued by DOSE&L from time to time in respect of the scheme.

(xxi)   Both the parties shall carry out their respective obligations under the MoU in good faith.

(xxii)   The MoU shall be effective from the date of its signature and will be valid up to 31.03.2027, or upto any further date as may be specified by Department of School Education & Literacy, Ministry of Education in accordance with scheme approvals.

(xxiii) Each party shall keep the other parties duly informed of any matter, which may have any impact on the implementation and performance of the intended cooperation contemplated between the parties under this MoU.

(xxiv)   Any court matter arising out of functioning and implementation of the scheme at States/UTs/KVS/NVS level shall be the responsibility of concerned States/UTs/KVS/NVS.

(xxv) DOSE&L, MoE, GoI reserves the right to rescind, cancel, terminate the agreement in the interest of public by giving a notice of 30 days.

(xxvi) In the event of any amendment, alteration or modification in the terms of the agreement, it shall be met through mutual consent of both the parties.

(xxvii) In the event of any dispute or difference arising with respect to the interpretation, terms and condition and execution of the agreement, the parties shall render all possible steps to settle the matter amicably. Parties will be at liberty to seek appropriate remedy in appropriate forum within the jurisdiction at Delhi.

IN WITNESS THEREOF, the parties have caused this MoU to be executed in 3 (three) copies and each one shall be treated as original by their duly authorized representatives.

For and on behalf of Department of School Education & Literacy

For and on behalf of States/Union Territories/Jawahar Navodaya Vidyalaya Samiti/Kendriya Vidyalaya Sangathan

(   )

Additional/Joint Secretary

Shastri Bhawan, New Delhi-110001

(   )

Additional Chief Secretary/Principal Secretary/ Secretary, School Education

Govt of---- ,

In the presence of

Witnesses

Name, Designation & Signature

Witnesses

Name, Designation & Signature

Witnesses

Name, Designation & Signature

Witnesses

Name, Designation & Signature

Annexure-B

SAMPLE PLAN

			Schedule of Activities													
SI	**Action Plan**	**Responsible Agency**	**Year**													
			Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	**Mentorship of Students**															
	Grouping all students in the group of 10-15 Students	School	■	■												
	One teacher of the school to be nominated as mentor for each group	School	■	■												
	Mentoring Students on various issues	School			■	■	■	■	■	■	■	■	■	■	■	■
	Showcasing of work that highlights the children's learning experience	School							■		■		■		■	
2	**Book Reading / Library Activities**															
	Ensure each student participates in 100 days Reading Campaign	School	■	■	■											

#	Activity	Responsibility	1	2	3	4	5	6	7	8	9	10	11	12
	Library grants to be fully utilised for procurement of age-appropriate books.	School				■	■							
	Books to be compulsorily issued to all students and entered in Book Issue Register / portal	School	■	■	■	■	■	■	■	■	■	■	■	■
	Book review activity to be organised	School		■	■	■	■	■	■	■	■	■	■	■
	Exposure visits to Book fairs, Storytelling session, Creative workshops, Literary Talk	School		■	■	■	■	■	■	■	■	■	■	■
3	**Sport Activities**													
	Organise regular sports activities.	School		■	■	■	■	■	■	■	■	■	■	■
	Organise sports fest	School		■						■				
4	**Health Check-up and identification of Divyang Children**													
	Development of individual plans for cognitive interventions	School			■	■	■	■						
	Provide Cognitive remediation	School			■	■	■	■	■	■	■	■	■	■
5	**Formation of Peer groups to facilitate peer learning**													
	Form Learning level wise Buddy/Peer Group for peer learning in the class	School		■	■									
	Peer groups to make presentations to the class on their learning	School		■	■	■	■	■	■	■	■	■	■	■

No	Activity	Responsibility
6	**Twinning of schools/cluster schools**	
	Ensure implementation of best practices	School
7	**School Management Committee meetings**	School
8	**Meeting of local self-government to participate and contribute**	School
9	**Community Engagement**	
	Identify and Promote community volunteers	School
	Orientation of community volunteers	School
	Involve volunteers in various activities	School
10	**Creative and Critical Thinking Test (CCT Test)**	
	Conduct of CCT, Analysis of Reports and Remedial action	School
11	**Monthly Parent Teachers Meeting (PTM)**	School

Glossary

1. **Academic Calendar:** A publication listing all important dates in an academic year, including the start and end dates of classes, holidays, exam days, registration dates, financial aid, deadlines, etc.

2. **Accommodations:** Accommodations are adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard. Accommodations provide access to curriculum for students with varying abilities.

3. **Affective domain:** The part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.

4. **Alumni:** Past students of the school.

5. **School Record:** A report of descriptive accounts of episodes or occurrences in specific duration of life of a school.

6. **Annual Curriculum Plan:** The yearly plan for the aggregate courses of study given in a school.

7. **Appraisal:** Act of estimating or judging the nature of a process.

8. **Assessee:** A person or property being assessed.

9. **Assessment tool:** The specific media used for types of assessment, e.g. written tests, viva voce, projects, etc.

10. **Assessor:** One appointed or elected to evaluate the merits, importance, etc., of school processes.

11. **Attendance records:** Relating to gathering daily students' attendance, storing and using data, thus collected, for consolidating information regarding regularity.

12. **Behavioral indicator:** Pointing or directing to the behaviour of a person.

13. **Benchmark:** A point of reference to make comparisons.

14. **Beneficiary:** A group that receives benefits, profits and advantages.

15. **Child abuse:** At a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm. Causing or permitting any harmful or offensive contact on a child's

body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child.

16. **Class wise Tracker:** It is a class wise worksheet/spreadsheet for recording the details of students (*roll no., participation in different activities, etc.*). It helps in tracking the performance of each child in the class. Teachers may use notebooks, an excel sheet, mobile app, etc.

17. **Code of conduct:** A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. A statement and description of required behaviors, responsibilities, and actions expected of members of a professional body. A code of conduct usually focuses on ethical and socially responsible issues and applies to individuals, providing guidance on how to act in cases of doubt or confusion.

18. **Cognitive domain:** The part of an individual's mind that defines how individuals think, their intellectual capabilities, level of development and preferred thinking styles, which range from knowledge through comprehension, application, analysis and evaluation to creation.

19. **Communication Tree:**Communication tree contains list of designated staff to whom primarily parents/ guardian can contact. At any given point of time if any parents/ guardian /students studying in the school need help / assistance /or wants to request / complainant can know whom to contact with the help of communication tree.

20. **Compensation:** Something given or received an equivalent for services.

21. **Co-Scholastic:** Pertaining to co/extra-curricular activities engaged in by students as part of the school curriculum. Co-Scholastic aspects include Life Skills, Co-curricular areas and Attitudes and Values.

22. **Counseling:** It constitutes three components, viz, informing, advising and counselling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counseling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.

23. **Curriculum:** The word has been derived from the Latin verb 'currere' - 'meaning to run'. From this follows an extension of the meaning to a course to be run and as a

metaphor "an educational course to be taught/learned". In this sense, it is virtually synonymous with the term syllabus as is developed by expert committees or boards of studies of a university. In its broader sense the word 'curriculum' includes teaching strategies, learning activities and evaluation devices in relation to a particular syllabus. In the context of distance education, curriculum implies syllabi, multimedia course packages, self-learning processes of the student, and student support services.

24. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.

25. **Developmental Continuum:** It outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad rangeof developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning.

26. **Diagnostic:** Serving to identify a characteristic or being a precise indication.

27. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)

28. **Disaster Management:** Preparing for any calamity beforehand.

29. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.

30. **Evaluation:** A process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to its stated objectives. The assessment of a programme's outcomes or results is facilitated by measurement. Such measurement is affected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.

31. **Feedback:** A reaction or response to a particular process or activity.

32. **Formative Assessment:** A form of assessment that is done during the course of instruction; its outcome provides information that teachers can use to revise their teaching and students can use to improve their learning.

33. **Formative Evaluation:** Monitoring learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning

successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.

34. **Four Strands:** The format of Health and Physical Education may include that each student will undertake activities categorized under the following four strands:

   a. Strand 1 - Games/Sports

   b. Strand 2 – Health and Fitness

   c. Strand 3 – Social Empowerment through Work Education and Action (SEWA)

   d. Strand 4- Health and Activity Card (For record)

35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education

36. **Indicator:** Data or statistic that indicates or signals something.

37. **Induction:** Formal installation in office.

38. **Infrastructure:** Fundamental facilities and systems.

39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.

40. **Inter-disciplinary:** Of the inherent connections between academic subjects.

41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.

42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

43. **Learning Outcomes:** Statements that describe significant and essential **learning** that learners have achieved, and can reliably demonstrate at theend of a lesson or a unit or a **course** or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a lesson or a unit or **a course** or program.

44. **Leadership Team:** A **leadership team** is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.

45. **Logo:** Sign or character representing a word.

46. **Mission:** An assigned or self-imposed duty or task.

47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.

48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.

49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.

50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.

51. **Pedagogical Plan:** Pedagogical plan is the systematic plan for the learning activities to be taken up during the session for scholastic and co-scholastic. The plan defines the learning outcomes, learning tasks, learning environment, interactions, schedules, resources etc. Pedagogic planning lays the foundation for the designing of the curriculum and lessons. The pedagogical plan reflects the visionand mission of the school and helps in achieving those objectives. It needs to be reviewed at regular intervals.

52. **Pedagogy:** The art or science of teaching; education; instructional methods.

53. **Peer:** A person who is equal to another in abilities, qualities.

54. **Peer pressure:** The influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.

55. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.

56. **Portfolio:** A collection of evidences of students work over a period of time.

57. **Position Paper:** Most useful in context where detailed comprehension of another utility views are important. They are used to make public official recommendation and enable discussion on emerging topics.

58. **Process Owner: Persons** responsible for the management of **processes** within the organization.

59. **Project:** A task given over a period of time and generally involves collection an analysis of data. It is useful in theme-based learning.

60. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.

61. **Relationship Management**: Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.

62. **Remedial Class:** A class that teaches skills that area needed to succeed in pursuingsome courses. These skills can be in the areas like mathematics, writing, reading, etc.

63. **Remediation:** Correction of something defective or reversal/of stopping damage.

64. **Safety Measures:** Activities and precaution taken to improve safety i.e. reduce riskrelated to human health.

65. **Scholastic:** Includes subject specific areas.

66. **Staff Appraisal:** The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.

67. **Staff Muster:** Record keeping of an employee's attendance.

68. **Staff Records:** Relating to gathering, storing and using information of employees.

69. **Summative Assessment:** A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.

70. **Summative Evaluation:** The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.

71. **Syllabus:** An outline and summary of topics to be covered in a

course of study. A syllabus usually contains specific information about the course.

72. **Teachers log book:** A record keeping book provided to record work performed and time duration taken to perform it.

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Ministry of Education

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